

PSIA/AASI *Alaska Division*



EDUCATIONAL MASTER PLAN

Adopted December 10, 2003

Table of Contents

The Purpose Of This Guide	3
Industry Information	3
Alpine Education Guide	4
Alpine Certification Guide	5
Registered Level	5
Registered Requirements	5
Certified Level I	7
Level I Exam Policy & Procedures	9
Level I Exam Process	10
Certified Level II	11
Level II Exam Policy & Procedures	15
Level II Exam Process	16
Certified Level III	22
Level III Exam Policy & Procedures	27
Level III Exam Process	28
Achievement and Maintenance of Clinician Status	34
Clinician and Training Clinician Standards	35
Achievement and Maintenance of Examiner Status	36
Examiner and Training Examiner Standards	37
General Exam Information	38
Reference Materials	39
Study Questions	39

The Purpose Of This Guide

The purpose of this guide is to provide the general membership, exam candidates, clinicians, and examiners with an established outline to reference while preparing for, participating in, and administering the PSIA-A Clinics and Certification Level I, II, and III exams. This guide provides a framework to work from as candidates develop their skills, trainers assist in their development, and examiners validate the results. The guide is intended to provide an outline for the interested parties and is by no means a complete educational training document. It is the responsibility of all interested parties to supplement their development with additional materials and resources. *No one person, document, or resource can prepare an individual for their certification process. Rather a combination of individuals, information and resources will provide the best blend of expertise for a well-rounded training pathway.*

Please take responsibility to familiarize yourself with the policies, procedures, formats, and testing criteria before embarking on your certification pathway. If at anytime in your training program or testing process you need clarification, it is your responsibility to ask qualified individuals for clarity. If you choose not to question and research the information, you will probably end up with a less than accurate perspective on the education and certification process. This perspective is bound to influence the outcome. Be accountable for your success!

Individuals to direct question and comment to:

- PSIA-Alaska Board of Directors
- Education & Certification Committee
- Divisional Clinic Leaders
- Ski School Directors/Owners

Industry Information

The basic organizations representing skiing in the United States are:

The Professional Ski Instructors of America (PSIA). PSIA is a national member-oriented organization that represents over 20,000 ski instructors in the United States. PSIA is composed of nine regional divisions. PSIA-A is one of those divisions and represents ski instructors and ski schools in Alaska.

PSIA Divisions:

- 1 PSIA-A Alaska Division
- 2 PSIA-C Central Division
- 3 PSIA-E Eastern Division
- 4 PSIA-I Intermountain Division
- 5 PSIA-N Northern Intermountain Division
- 6 PSIA-NRM Northern Rocky Mountain Division
- 7 PSIA-NW Northwest Division
- 8 PSIA-RM Rocky Mountain Division
- 9 PSIA-W Western Division

The United Ski Industries Association (USIA). This organization is composed of the ski area operators and the ski manufacturers and suppliers who work within the United States. USIA serves as both an educational and marketing organization for the ski industry, and helps to establish uniform standards for operations within ski areas across the country. USIA also markets skiing to the general public. Formerly the functions of this organization were carried out by the National Ski Areas Association (NSAA), and the Ski Industries America (SIA). The merger of these two organizations resulted in the creating of USIA.

The National Ski Retailers Association (NSRA). This organization represents the interests of those who sell a variety of ski related lines in the United States. Training in customer service, shop organization, sales, rental, repair, and installation are just a few of the areas addressed by ski retailers. This group encourages the establishment of high standards in providing service to skiers. They work closely with manufacturers and instructors on programs such as the professional equipment discount program that is available to qualified members of PSIA.

Establishing a strong working relationship with ski retailers and supporting their business makes good sense for every instructor. Instructors are members of the ski industry family, and have an obligation to be supportive to other members of the family.

The National Ski Patrol (NSP). The National Ski Patrol is the world's largest winter rescue organization. The Patrol provides training to its members in Winter Emergency Care, avalanche control work, lift evacuations, toboggan handling, and skiing proficiency. The Patrol works to care for the injured or those having difficulty in the mountain environment, but their primary work is in preventing the problems that can confront those involved in outdoor winter activities through skier education.

The United States Ski Coaches Association (USSCA). This is the organization for all ski coaches within the country. This body provides coaches training and certification, and develops the standards for coaches. Like a ski instructor, the ski coach is trained to give support to a large segment of the ski competition community. They train children who are just getting started in ski competition, and the elite athletes who may be members of the U.S. Olympic Team.

The American Ski Federation (ASF). The ASF represents the ski industry in our nation's capital and deals with special interest groups and regulatory organizations from a legal and industry-wide perspective. ASF's efforts are essential to the future of the ski industry in the United States.

Alpine Education Guide

Clinics

Clinics will be held throughout the season on a variety of topics. Some clinics will be individual one-day events and some will be series oriented. Clinic schedules are posted in every Arctic Turn Newsletter and are posted at each ski school facility.

Development Series

The Development Series is a progressive series of clinics designed to develop teaching and skiing skills for a defined group of leveled skiers. The Development Series I will be focusing on PSIA Skier Levels 1-4, the Development Series II focuses on PSIA Skier Levels 5-7, and the Development Series III focuses on PSIA Skier Levels 8-9.

The Development Series can be attended for a variety of purposes. A member choosing to personally improve can join the series for educational benefit only. A member who is interested in taking an exam must take the Development Series as a required preparation course for the exam. A clinician-in-training or examiner-in-training can also understudy the Development Series as another opportunity for training.

Mini-Academy

The Mini-Academy is a 4-6 day clinic event led by visiting National Demonstration Team Members. Each area hosts a Mini-Academy for a minimum of 2 days. Our Mini-Academy is an offshoot of National Academy, which is a weeklong event in the Lower 48 involving the entire PSIA Demonstration Team. The Alaska Division is proud to host such a high caliber event in a local setting in a cost effective manner.

Super Mini-Academy

The Super Mini-Academy is a clinic series aimed at development of personal skiing skills. This event will also be staffed with a National Demonstration Team Member.

Clinician Training/Examiner Training

All training sessions are considered clinics. There are many opportunities for training throughout each season. There will be direct training sessions, which include the fall refresher training, mid-season training, and the Mini-Academy training days. Understudy training opportunities are also available throughout the season by observing mentor clinicians and examiners. Refer to the Certification Guidelines for Clinicians and Examiners within this document for further details.

Alpine Certification Guide

Registered Level

Registered Requirements

Alpine Registered National Standards

The following are the current (2003) PSIA Education/Certification Standards. Referenced to PSIA-AASI's *Core Concepts* and PSIA's *Alpine Technical Manual*, terminology consistent with these manuals is used throughout this document. These standards provide a training focus, and represent a minimum competency for each level of certification. The premise of the certification standards is based upon the concepts of "levels of understanding" which define stages of learning in degrees of understanding. As certification is a measure of understanding, levels of certification represent stages of understanding. Candidates will be held to the knowledge and performance standards of the level at which they are testing as well as the criteria for all preceding levels.

REGISTERED (Educational outline for use by home school or for divisional training)

Registered instructor is PSIA's entry level of membership, designed to provide an educational introduction to ski teaching. The Registered level event is conducted according to divisional criteria, and is not a level of certification recognized nationally by PSIA. Therefore, the criteria for Registered level instructors within the National Standards serves only as a guideline for establishing divisional education criteria which prepares Registered level instructors to meet future levels of certification according to the nationally recognized standards for Levels I, II, and III.

Category A: PSIA-AASI Education

General PSIA-AASI education provides teachers with an overview of snowsports instruction, a brief history of PSIA-AASI, and an introduction to the professional aspect of teaching snowsports. Registered members will be expected to recall and comprehend basic information about the aspects of ski teaching and the ski industry listed below.

The instructor will be able to ...

1. Introduction to PSIA-AASI

- a. Recall the history, purpose, and organization of PSIA-AASI
- b. Identify the vision/mission statement of PSIA-AASI

2. Ski Industry

- a. Discuss the role of ski instruction within the snowsports industry
- b. Describe the organization of one's home resort
- c. Discuss the teamwork aspect of home resort area operations

3. Professionalism

- a. Discuss the basic principles and philosophies of professionalism
- b. Discuss specific behaviors of ski instructor professionalism
- c. Demonstrate professionalism at home resort

Category B: Skiing

Registered level teachers must demonstrate the ability to safely ski terrain common to the Beginner/Novice zone, and to consistently demonstrate fundamental elements of stance and balance in a form that will create understanding and encourage further development. No specific parameters are set for the performance of any maneuvers until Level I certification. (*The term "balance" in the following descriptions references appropriate flex in the joints to keep hips over feet; proper hand and arm position; forward vision; appropriate stance width; and basic movements which facilitate fore-aft and lateral balance*)

The instructor will be able to...

1. Demonstrate a balanced athletic stance
2. Demonstrate balance in a straight run
3. Demonstrate balance in a traverse
4. Demonstrate balance in a sideslip
5. Ski wedge turns
6. Ski slow, open parallel turns representative of new skiers on accelerated learning equipment

Category C: Core Concept Education

Core Concept education for Registered teachers explores the personal motivation for teaching, and promotes a teaching style/learning environment guided by emotional involvement. Registered level teachers must demonstrate a clear understanding of risk management and safe class handling with Beginner/Novice zone students. Registered instructors have an awareness of basic physical, mental, and social characteristics of students, especially as related to teaching children.

The instructor will be able to...

1. Core ideals
 - a. Describe their personal motivation for becoming a snowsports teacher
 - b. Describe their own strengths and weaknesses relative to the communication and people skills required to effectively teach snowsports
2. Understanding students
 - a. Demonstrate an awareness of physical, cognitive, and affective development in a variety of student populations
 - b. Demonstrate an awareness of physical, cognitive, and affective development in children of all ages
3. Class Handling and Organization
 - a. Recognize the impact and importance of developing trust in the learning environment
 - b. Manage risks present in the mountain environment in a responsible manner
 - c. Demonstrate an ability to provide individual attention to students in a class
 - d. Provide a Beginner/Novice zone lesson format based on the guidelines of the American Teaching System (ATS) and one's home resort
4. Risk Management
 - a. Recite *Your Responsibility Code*
 - b. Teach *Your Responsibility Code* to students at one's home resort
 - c. Practice class handling that demonstrates appropriate decision-making based upon risk management principles
5. Customer Service
 - a. Identify key elements of a student-centered and experience-oriented approach to teaching
 - b. Relate various customer services at one's home resort to ski school students
 - c. Demonstrate customer-oriented behaviors that create relationships with guests and students

Category D: Alpine Technical Education

The level of proficiency required of Registered level teachers is defined by a general awareness of basic alpine technical issues, and an ability to demonstrate typical movements and tasks of Beginner/Novice zone skiing.

The instructor will be able to...

1. Skills Concept
 - a. Identify and define the four categories of skills
2. Phases of the turn
 - a. Identify the three phases of a turn
 - b. Identify dominant movements and skill areas during a turn typical of a student in the Beginner/Novice zone

3. Equipment

- a. Characterize the type of rental equipment most often seen at the home resort
- b. Describe proper fit of boots, ways to check the fit of students' boots, and methods of adjustment in fit
- c. Describe proper ski lengths for Beginner/Novice zone students
- d. List required clothing and safety items

4. Movement Analysis

- a. Recognize basic aspects of proper stance and sliding balance
- b. List activities which highlight specific movements relative to chosen categories of the skills concept

5. Stepping Stones

- a. Identify the basic principle of the *stepping stones*
- b. Describe the teaching progression favored at one's home resort for teaching first time skiers

Membership Procedure

PSIA/AASI-Alaska Dues: Renewable June 30 annually

Certified Level I

Level I Requirements

Alpine Certified Level I National Standards

The following are the current (2003) PSIA Education/Certification Standards. Referenced to PSIAAASI's *Core Concepts* and PSIA's *Alpine Technical Manual*, terminology consistent with these manuals is used throughout this document. These standards provide a training focus, and represent a minimum competency for each level of certification. The premise of the certification standards is based upon the concepts of "levels of understanding" which define stages of learning in degrees of understanding. As certification is a measure of understanding, levels of certification represent stages of understanding. Candidates will be held to the knowledge and performance standards of the level at which they are testing as well as the criteria for all preceding levels.

CERTIFIED LEVEL I

Certified Level I members demonstrate a solid foundation of information and experience necessary to be an effective ski teacher. The Certified Level I instructor possesses an understanding of *basic* skiing skills, teaching skills, and professional knowledge. It is not expected that Level I candidates will have *in-depth* knowledge and experience in each of the areas of competence listed in these Standards. It is expected, however, that candidates will be able to show *basic* competence and knowledge in all of these areas. In addition, it is expected that candidates will be able to demonstrate a *significant* level of competency with the skiing and teaching tasks listed specifically for assessment at a Level I event.

Category A: Skiing

Level I certified teachers must be able to ski all green and groomed blue terrain demonstrating consistent balance and control of speed through turn shape. Demonstrations must display an "understandable picture" of the technical elements of Beginner/Novice zone skiing. The turn dynamics are limited by the speeds and terrain appropriate for Beginner/Novice zone skiing and tasks.

The instructor is able to...

1. **General Characteristics**

- a. Consistently link turns with sustained rhythm
- b. Maintain consistent speed by controlling the shape of a turn
- c. Maintain a balanced stance throughout a series of turns
- d. Demonstrate an appropriate blend of skills (with consideration for the snow conditions, equipment, terrain, etc.)
- e. Ski a variety of turn sizes within a series of turns while maintaining speed control

2. **Balance** (Level I Beginner/Novice zone terrain, speed, and dynamics)

- a. Maintain lateral and fore-aft balance through common tasks and demonstrations
- b. Demonstrate the *visual cues to effective skiing* relative to balance in demonstrations and tasks common to Beginner/Novice zone skiers
- 3. **Rotary Movements** (Level I Beginner/Novice zone terrain, speed, and dynamics)
 - a. Demonstrate a gradual steering of the skis to assist turn shaping
 - b. Demonstrate the *visual cues to effective skiing* relative to terrain, speed and dynamics
- 4. **Edge Control Movements** (Level I Beginner/Novice zone terrain, speed, and dynamics)
 - a. Demonstrate a gradual increasing and decreasing of edge angle throughout a series of turns
 - b. Demonstrate use of ski design in Beginner/Novice zone level skiing tasks
 - c. Demonstrate the *visual cues to effective skiing* relative to edge control movements in demonstrations and tasks common to Beginner/Novice zone skiers
- 5. **Pressure Control Movements** (Level I Beginner/Novice zone terrain, speed, and dynamics)
 - a. Maintain ski snow contact with both skis
 - b. Demonstrate a shift of pressure to the outside ski throughout a series of turns
 - c. Demonstrate the *visual cues to effective skiing* relative to pressure control movements in demonstrations and tasks common to Beginner/Novice zone skiers

Category B: Teaching

Level I Certified teachers demonstrate a solid foundation of information, and experience necessary to be an effective teacher of Beginner/Novice zone skiers. A basic understanding of how to manage the learning environment for different age and gender situations is required.

The instructor is able to

1. Awareness, Understanding and Knowledge

- a. Understand the coach/student relationship and how to develop trust between them
- b. Recall the components of the learning environment and discuss how to incorporate them into lessons that will create memorable experiences
- c. Identify the components of good teaching
- d. Categorize teaching, skiing, and guest service principles of ATS, relative to Beginner/Novice zone students
- e. Understand student needs of specific groups (i.e., adults, children, women, seniors, beginners, etc.)
- f. List considerations for managing the learning environment for children at different stages of development

2. Application

- a. Teach the public through the Beginner/Novice zone
- b. Demonstrate an ability to develop a relationship of trust between teacher and students
- c. Identify learning styles and preferences and cite examples of how to use them in a lesson
- d. Recognize the *stepping stones* concept and identify a pathway to learning based on the needs of students specific to the instructors home area
- e. Handle a class based on group energy level, conditions, safety, and lesson content
- f. Predict and meet the needs of specific groups (i.e., children, seniors, men)

Category C: Professional Knowledge

Professional knowledge requirements for Level I Certified teachers reflect a practical awareness of general terms and concepts, and an ability to use these concepts in basic lesson situations for Beginner/Novice zone students. Decision-making and lesson content will most likely follow preplanned options, with consideration for different skill development emphasis.

The instructor is able to...

1. Terminology

- a. Define and explain basic skiing terminology as described in the *Alpine Technical Manual*
- b. Define and explain basic terminology as described in the *Core Concepts Manual*

2. Equipment

- a. Identify equipment needs for skiers through the Beginner/Novice zone
- b. Categorize the basic options and benefits of modern ski designs
- c. Identify common equipment safety issues

3. Skills Concept

- a. Discuss the role of balance relative to the other skill categories and movements
- b. Identify effective movements and skill development through the Beginner/Novice zone
- c. Understand the concept of skill blending, and identify how different skill blends create different outcomes regarding ski performance for a Beginner/Novice zone skier
- d. Teach a traditional skill blend for Beginner/Novice zone skiers (*wedge stepping stones*)
- e. Develop Beginner/Novice zone skiers along a track to parallel skiing that is not based on the foundation of a wedge (*parallel stepping stones*)
- f. Create an activity list for each skill category

4. Movement Analysis

- a. Recognize general movement patterns relative to skill categories in Beginner/Novice zone skiers
- b. Identify desired skill and movement outcomes in various types of Beginner/Novice zone skiing including beginner parallel and wedge turn progressions
- c. List exercises and tasks which address a student's needs, the equipment being used, terrain options, etc.

5. Personal Mastery

- a. Identify and develop a vision for personal growth as a snowsports teacher
- b. Understand the pathways for personal and professional growth by identifying the resources available both inside and outside of PSIA-AASI
- c. Plan short- and long-range schedules for training and certification goals

PSIA-A Level I Exam Policies And Procedures

Membership Procedure:

PSIA/AASI-Alaska Dues: Renewable June 30 annually

Eligibility for Level I Exam

- A. Confirm your intention to be a candidate for a scheduled exam to your Ski School Director.
- B. Complete a minimum of 25 teaching hours. Confirmation of the teaching requirement must be validated by your ski school director on the exam application form.
- C. Complete the Level I curriculum- Development Series (minimum of 14 clinic hours).
Upon completion of the Development Series the candidate must:
 1. Acquire Clinician signature attesting to complete attendance at the Development Series prep course
 2. Acquire a Development Series Evaluation form- This is an assessment of the candidate's teaching, technical and skiing/snowboarding skills with a recommendation regarding exam readiness.
- D. Complete the Level I exam application form and submit along with the Development Series Evaluation form and the \$30 exam fee.

Examiner:

- A. Ensure that the candidates have completed the Level I curriculum as part of their training
- B. Ensure candidate has met the National Outcomes in the teaching category during their 25 teaching hours by affirming the ski school director signature on the exam application
- C. Ensure that a completed National Written Test, Level I exam application, Development Series Evaluation form and \$30 exam fee check are submitted to you prior to the exam.

The Exam:

- A. The Development Series Clinician and/or Examiner will follow the Level I Exam Guidelines as established by PSIA-A.
- B. The PSIA-A Level I Exam Guidelines will be made available during the Level I Development Series and at other such times as may be necessary.

Validating the Exam:

Clinicians/Examiners:

A. Clinicians/Examiners are responsible for returning the completed exam packets to the PSIA-A office **within 10 days of the completion of the exam.**

B. Packets will include:

- Completed National Written Tests for each candidate as applicable
- Completed Level I application forms for each candidate
- \$30 exam fee for each candidate
- Any additional dues payments collected
- Office copies of exam documents (Level I National Standards/Outcomes and Master Assessment Sheets for each candidate)
- Evaluation forms as collected

C. If an Examiner **fails to comply with these Level I Policies and Procedures, he/she will have payment withheld until said document are received by the PSIA-A office. Failure to comply at all will result in loss of his/her accreditation status for the remainder of current year and the following year.**

PSIA-A Office:

A. Level I certificates and pins will be sent by mail to successful candidates.

Exam Process

The Certified Level I exam consists of an on-snow assessment with the evaluation of the current test figures. The scoring of the test figures is based on a pass/fail system. In addition to the on-snow session, an indoor session will consist of the following: a viewing of the ATS Video, a lecture, a question and answer session and a forty question written test administered by an accredited Training Director or a Divisional Staff Member of PSIA-A. The candidate must pass the written test with a score of 75% or better. A suggested size for this exam is ten (10) candidates per group.

Grading

A pass/fail scoring system is used. Candidates must demonstrate the Certified Level I Outcomes in all three areas, skiing, teaching and technical, in order to qualify as a Certified Level I instructor.

Exam Format

Development Series pre-course: 14 clinic hours

Indoor Written Test: 1 hour

On-Snow assessment: 6 hours

Areas of Evaluation

1. Skiing Skills: On Snow Assessment
2. Teaching Knowledge: 25 Hour Teaching Requirement
3. Professional Knowledge: Written Test

Skiing Tasks - Level I

Reference documents for the following descriptions can be found in: ATS II and ATS III, PSIA-A Alpine Certification Guide, and Alpine Skiing - Technical Skills by Ellen Post Foster

Hockey stop - From a tall stance in a straight run, quickly drop to a lower stance to pivot your skis beneath your upper body, coming to a stop quickly. Repeat each direction.

Open Parallel Turns - Balanced, rhythmical turns with no traverse, open stance, pole swing/touch timed with the edge change and weight transfer, skis remain parallel.

Side slip - In a side slip, the skier slips sideways down the hill with his/her skis pointing across the hill. Stand with skis tipped on uphill edges in a traverse position. Turn your head to look down the hill toward your direction of travel. Extend to flatten your skis in order to slip sideways down the hill. Flex slightly, moving your knees uphill, to edge sufficiently in order to control your speed of descent. To come to a stop, flex more to increase the edge angle on the snow surface.

Skating on Flat Terrain - Push off an angled, edged ski and glide onto the other ski. After pushing with one ski, bring it alongside the other ski before the next skating step. Repetitive skating with the same foot pushing off makes skating easier to learn. Remember to bring your skis together to glide between skating push-offs.

Straight run over shallow terrain, paddle turn out to stop - Demonstrate a balance stance with legs slightly flexed, hands and arms in front of body while in a straight run. Transferring weight from one ski to the other in a scissoring fashion, step across the fall line to a stop.

Traverse - Travel across the hill, with both skis tipped onto their uphill edges. Keep more of your weight on your downhill ski. Each ski should track and not slip or skid sideways, losing the edge. Stand in a balanced, vertical position with the uphill ski and the uphill side of the body slightly ahead.

Wedge Change-ups - Skiing straight down a gentle slope, alternate between straight run (in which skis are parallel) and wedge positions. Flex and extend your ankles, knees and torso to make smooth transitions from parallel to wedge and back to parallel positions. Use a flexing motion in conjunction with spreading the tails of the skis into a wedge. As the skis move farther away from the center of the body, the edge angle increases, slowing travel down the hill. Extend to flatten edges on the snow in order to pull skis back to a parallel position, increasing speed. Balance should remain over the center of each foot.

Wedge Christie Turns - As a turn is completed, a new turn is started with a rising motion by steering both skis towards the fall line, resulting in a wedge attitude. Before or in the fall-line, the skis become parallel through more active steering of the inside ski, using rounded turn shapes and no traversing. The matching of the skis may be demonstrated in a variety of places in the turn, including the beginning, middle, and end. Closure depends on speed, terrain or intent. A pole touch is optional.

Wedge Turns - Balanced stance; slow to moderate speed; steering of both skis with leg rotation; linked turns with no traverse; both skis maintaining contact with snow; no pole touch. Skis maintain a wedge attitude.

Certified Level I - Maintenance of Status

1. Must be a Level I Member in good standing.
2. The Level I Member must attend 12 hours of clinics every two years.

Certified Level II

Level II Requirements

Alpine Certified Level II National Standards

The following are the current (2003) PSIA Education/Certification Standards. Referenced to PSIA-AASI's *Core Concepts* and PSIA's *Alpine Technical Manual*, terminology consistent with these manuals is used throughout this document. These standards provide a training focus, and represent a minimum competency for each level of certification. The premise of the certification standards is based upon the concepts of "levels of understanding" which define stages of learning in degrees of understanding. As certification is a measure of understanding, levels of certification represent stages of understanding. Candidates will be held to the knowledge and performance standards of the level at which they are testing as well as the criteria for all preceding levels.

CERTIFIED LEVEL II

The Level II certified member is one who has demonstrated commitment and dedication to the ski teaching profession and to his/her own personal development. Level II members are considered qualified to provide valuable instruction to a majority of ski school guests. A Level II certified instructor demonstrates the ability to relate movements and skill areas to movement outcomes and to apply that knowledge to teaching situations common to Intermediate zone skiers. Level II certified instructors have a global understanding of the ski industry and are able to classify their responsibilities as a part of the resort team.

Category A: Skiing

Level II certified teachers have the skills to make short, medium, and long radius turns on blue and groomed black terrain with minimal skidding. Skis make two separate, relatively defined arcs in the snow from before the fall line to completion. Skill application and accuracy may vary with terrain and snow conditions.

Demonstrations should illustrate accurate movement patterns and reflect turn dynamics relative to the speeds and forces common to Intermediate zone skiers.

The instructor is able to:

1. General Characteristics

- a. Use ski design and skill blending to shape parallel turns
- b. Link turns of consistent rhythm and size, such as a series of short or long turns
- c. Control speed by adjusting turn shape
- d. Maintain a balanced stance throughout a series of turns
- e. Demonstrate a variety of turns
- f. Apply appropriate tactics and vary skill applications in a variety of conditions, including ungroomed snow or powder
- g. Demonstrate different types of skill blends in exercises, tasks, and turns, upon request

2. Balance (Level II Intermediate zone terrain, speed, and dynamics)

- a. Maintain lateral and fore-aft balance through turn transitions
- b. Demonstrate the ability to regain balance in minor situations in which balance is compromised
- c. Demonstrate an ability to consistently maintain a balanced relationship between the hips and feet during the shaping phase of the turn on blue and groomed black terrain
- d. Demonstrate the *visual cues to effective skiing* relative to balance in demonstrations and tasks common to Intermediate zone skiers

3. Rotary Movements (Level II Intermediate zone terrain, speed, and dynamics)

- a. Use an appropriate amount of rotational guiding as a component of turn shape and speed control relative to conditions and task
- b. Demonstrate consistent guiding of both feet into and out of the fall line, creating a consistent width track of the skis in the snow
- c. Demonstrate the *visual cues of effective skiing* relative to rotary movements in demonstrations and tasks common to Intermediate zone skiers

4. Edge Control Movements (Level II Intermediate zone terrain, speed, and dynamics)

- a. Begin tipping of the skis from the uphill edges to the downhill edges before turning the skis toward the fall line (minimal pivoting to edge) on blue groomed terrain
- b. Demonstrate progressive increase and decrease of edge angle throughout the phases of the turn on a variety of groomed and ungroomed blue terrain
- c. Utilize the sidecut of the skis as a component of turn shape and speed control
- d. Demonstrate the *visual cues of effective skiing* relative to edge control movements in demonstrations and tasks common to Intermediate zone skiers

5. Pressure Control Movements (Level II Intermediate zone terrain, speed, and dynamics)

- a. Maintain ski-snow contact with both skis
- b. Demonstrate a gradual increase in pressure to the outside ski throughout a series of round turns
- c. Demonstrate an ability to adjust to minor terrain variations with minimal interruption
- d. Demonstrate the *visual cues of effective skiing* relative to pressure control movements in demonstrations and tasks common to Intermediate zone skiers

Category B: Teaching

Level II certified teachers demonstrate an understanding of basic learning theory, communication and people skills, and human development. Practical knowledge of these concepts is required for students and teaching situations through Intermediate zone lessons. Level II certified teachers demonstrate the ability to adapt the lesson environment to meet a variety of options for specific audiences (i.e., age, gender).

The instructor is able to...

1. Awareness, Understanding, and Knowledge

- a. Consider and address safety concerns as students move beyond the Beginner/Novice zone learning environment
- b. Understand and identify the components of the learning process, and relate these concepts to individual learning styles and preferences
- c. Understand the importance of options in lesson plans based upon the mental, emotional, and physical needs (development) of individual students

- d. Illustrate the components of effective feedback in the learning environment
- e. Accurately distinguish “What is happening?” with regard to movement analysis
- f. Formulate lesson plan options for a variety of student needs

2. Application

- a. Teach the skiing public through the Intermediate zone
- b. Identify the personality traits and learning preferences of students, and make broad adjustments in lesson plans and delivery to accommodate those traits/preferences
- c. Work with ranges of student performance and personalities within a group; maintain group cohesiveness and a personal, emotional attachment with students and the learning environment
- d. Make technical lesson content decisions based upon both movement analysis observations and student desires and needs; applying the *stepping stones* concept beyond the Beginner/Novice zone
- e. Demonstrate an effective balance between the amount of information and the amount of practice time; display an effective use of teaching activities
- f. Develop accurate lesson plan options that tailor lesson situations to individual needs and goals

Category C: Professional Knowledge

Professional Knowledge for Level II certified teachers reflects a basic understanding of general terms and concepts applicable through the Intermediate zone. Application of teaching concepts in actual lesson situations should reveal an ability to correctly interpret student behavior and performance, and to deliver technical content through relevant activities and simple language.

The instructor is able to...

1. Terminology

- a. Define and understand terminology as described in the *Alpine Technical Manual*
- b. Relate skiing terminology to students in simple language; communicating *what, why, and how* the terms and concepts apply to individual students

2. Equipment

- a. Describe changing equipment needs as students move through the Beginner/Novice zone and Intermediate ability zones
- b. Understand the options, solutions, and benefits modern designs provide; provide general equipment selection guidance
- c. Understand the intended benefits of equipment design

3. Skills Concept

- a. Understand the connections between movements and skills, and how changes in movements effects the blending of skills
- b. Understand the application of the *skills concept* to ski performance and of movement patterns to ski-snow interaction
- c. Understand how various skill blends are applied to specific Intermediate zone skiing situations relative to terrain, conditions, and desired student outcome
- d. Utilize specific activities to target specific skill development

4. Movement Analysis

- a. Describe the forces acting on a skier in a turn; relate how a skier uses muscular effort and movements to manage these forces
- b. Understand the *visual cues of effective and ineffective skiing* relative to Intermediate zone applications
- c. Understand cause-and-effect relationships between movements and resultant ski performance in Intermediate zone skiing situations
- d. Consider non-performance factors such as age, past experience, conditioning etc., when analyzing the ability of students
- e. Communicate movement analysis information to students in simple, positive language

5. Personal Mastery

- a. Include resort-wide interests in all lesson situations, addressing student needs beyond learning to ski
- b. Demonstrate an ability to handle internal and external conflict resolution
- c. Demonstrate an ability to interact in resort areas outside of the lesson environment

Fundamental Skills & Tasks - Level II

These tasks and drills are designed to help the instructor develop their skills to meet the skiing outcomes for Level II.

Skiing: A Level II Instructor should have the skills to make short, medium, and long radius turns on blue and easy black terrain with the skis making a relatively narrow path from well before the fall line to completion. Movements and drills that will help to build the fundamental base to accomplish this are suggested below.

Teaching: The Level II instructor should be able to take control of and direct the focus of the group. The Level II instructor should show behavior that exhibits the joy of skiing and fosters interpersonal relationships in support of our clients and their learning. They should guide their students toward an outcome or goal.

Professional Knowledge: The Level II instructor should be able to recognize movements / movement pattern differences in the skiing public through beginning parallel and be able to prescribe and develop a logical teaching progression that enables their students to move toward an appropriate outcome or goal.

Balance

These tasks and drills are designed to help the Level II instructor keep the hips over the feet during the control phase of the turn on blue groomed and blue bumps up through beginning dynamic parallel skiing.

- Straight run down a gentle slope and hop over bamboo poles pointed across the snow, clearing them with both tips and tails, and alternate ducking under other bamboo poles mounted about chest height.
- Straight run down a gentle slope and hop sideways over bamboo poles laid in the snow pointing down the hill. Hop from outside ski to outside ski
- Slide sideways down a moderate hill with the boots traveling straight down the hill.
- Slide sideways down a moderate hill and set the edges such that the skis do not change direction while slowing to a stop.
- Straight run and traverse on either ski - left or right, uphill or downhill.

Edge Control Movements

These tasks and drills are designed to help the Level II instructor roll the skis from the uphill edge - flat - to a slight downhill edge through turn transition with the skis traveling the direction they are pointing (no pivoting to an edge) on blue groomed and blue bump terrain up through beginning parallel skiing.

- Straight run with the skis flat on the snow.
- "Nordic Skate." Moving directly down the fall line gently step to a ski that is slightly diverging from the other, with it flat or on a slight outside edge. Without changing its direction roll it onto an inside edge and gently step to the opposite ski, which remains slightly diverged. Repeat until speeds become moderate. Tracks must be clean - no skidding.
- Traverse on the downhill ski with it tracking, alternate with it sliding diagonally down the hill to another track.
- Perform a hockey stop.
- Perform turns in a wide stance from the fall line of a moderate to flat hill by only rolling onto the inside edge of the outside ski and adding some pressure. Do not allow the skis to slide at any portion of the turn.
- Begin a long radius turn on moderate to flat terrain by traversing on the uphill ski, uphill edge, and roll it flat and onto an inside edge such that the ski is moving the direction it is pointed when it moves onto the inside edge (no sliding). The ski should be on its new edge before it reaches the fall line.

Pressure Control Movements

These tasks and drills are designed to help the Level II instructor keep the skis in contact with the snow with a gradual increase in pressure to the outside ski throughout round turns on groomed and bumpy blue terrain through beginning dynamic parallel skiing.

- Straight run down a gentle slope and step from ski to ski
- Perform a "falling leaf."
- Straight run down a hill at moderate speeds while absorbing large rolls in the terrain and keeping the pressure even.

Rotary Control Movements

These tasks and drills are designed to help the Level II instructor use the appropriate amount of steering for the turn (consistent steering both into the fall line as well as out of the fall line creates a consistent width of track in the snow) for round turns up through beginning parallel skiing.

- Straight run down the hill without changing the direction the skis are pointing.
- Straight run down a gentle hill and guide the skis out away from each other and back again toward each other in a slight weave in and out.
- "Nordic Skate." Moving directly down the fall line gently step to a ski that is slightly diverged from the other, with it flat or on a slight outside edge. Without changing its direction roll it onto an inside edge and gently step to the opposite ski which remains slightly diverged. Repeat until speeds become moderate. Tracks must be clean - no skidding.
- Begin a long radius turn on moderate to flat terrain by traversing on the uphill ski and roll it onto an inside edge before pivoting it down the hill such that the ski is moving the direction it is pointed when the edge is changed. Ski should be on its new edge before it reaches the fall line.
- Perform a hockey stop.

PSIA-A Level II Exam Policies And Procedures

Membership Procedure:

PSIA/AASI-Alaska Dues: Renewable June 30 annually

Eligibility for Level II Exam

- A. Confirm your intention to be a candidate for a scheduled exam to your Ski School Director.
- B. 2 full seasons of teaching experience since achieving Level I certification.
- C. Complete a minimum of 100 teaching hours since achieving Level I Certification. Confirmation of the teaching requirement must be validated by your ski school director on the exam application form.
- D. Complete the Level II curriculum- Development Series (minimum of 14 clinic hours).
Upon completion of the Development Series the candidate must:
 1. Acquire Clinician signature attesting to complete attendance at the Development Series prep course
 2. Acquire a Development Series Evaluation form- This is an assessment of the candidate's teaching, technical and skiing/snowboarding skills with a recommendation regarding exam readiness.
- E. Complete the Level II exam application form and submit along with the Development Series Evaluation form and the \$110 exam fee.

Examiner:

- A. Ensure that the candidates have completed the Level II curriculum as part of their training
- B. Ensure candidate has met the National Outcomes in the teaching category during their 100 teaching hours by affirming the ski school director signature on the exam application
- C. Ensure that a completed National Written Test, Level II exam application, Development Series Evaluation Form and \$110 exam fee check are submitted to you prior to the exam.

The Exam :

- A. The Development Series Clinician and/or Examiner will follow the Level II Exam Guidelines as established by PSIA-A.
- B. The PSIA-A Level II Exam Guidelines will be made available during the Level II Development Series and at other such times as may be necessary.

Validating the Exam:

Clinicians/Examiners:

- A. Clinicians/Examiners are responsible for returning the completed exam packets to the PSIA-A office **within 10 days of the completion of the exam.**
- B. Packets will include:
 - Completed National Written Tests for each candidate as applicable

- Completed Level II application forms for each candidate
- \$110 exam fee for each candidate
- Any additional dues payments collected
- Office copies of exam documents (Level I National Standards/Outcomes and Master Assessment Sheets for each candidate)
- Evaluation forms as collected

C. If an Examiner **fails to comply with these Level II Policies and Procedures, he/she will have payment withheld until said document are received by the PSIA-A office. Failure to comply at all will result in loss of his/her accreditation status for the remainder of current year and the following year.**

PSIA-A Office:

A. Level II certificates and pins will be sent by mail to successful candidates.

Written Test

The test will be administered at locations and times prior to and during the on-hill exam.

You must receive a score of 75% or higher in order to pass the test and you must pass the written test before taking the on snow portion of the Teaching/Professional Knowledge module.

Exam Process

The Certified Level II exam is a one day per module exam. The modules are: 1) Skiing and 2) Teaching/Professional Knowledge. Each candidate is assigned to a group which will be the candidate's group for the day. The group size is 8-9 candidates. The groups will be assessed by two examiners. A training director and a training examiner may or may not accompany the group.

Grading

A pass/fail system is used. Candidates must pass 9/10 skiing tasks and all categories in the Teaching/Professional Knowledge on-snow module in order to qualify.

Exam Format

The morning meeting is designed so that the candidates can be introduced to the examiners and ask any questions they might have prior to the assessment. The groups meet indoors at 9:00 am, barring any unusual circumstances, complete any necessary paperwork, and are issued a lift ticket. At this time the examiners arrange for the on-snow meeting time and location.

The afternoon session begins after a lunch, generally at 1:00 pm, and ends by 4:30 pm.

The results will be handed out between 5:30 and 6:00 pm, and will be available from your examiner.

Candidates may also have their results mailed the following week. Any candidate is invited to stay and speak with the examiners.

Areas of Evaluation

1. Skiing Skills
2. Teaching Knowledge
3. Professional Knowledge

Skiing Skills - Level II

Candidates are evaluated on their skills by demonstrating the assigned skiing tasks.

Task Script - Level II

The Level II skiing tasks use definitive visual cues and measuring criteria for assessing performance.

Each task has a description and listed criteria to aid in training. With each task performed make note of the following: 1) Control speed through turn shape, 2) Keep skis in a parallel attitude, 3) Examiner will designate the number of turns, and the starting and stopping points, 4) Movements to remain in balance are vital for success in these skiing tasks, 5) perform the task as described and/or demonstrated. There is latitude for accuracy in the

parameters of the tasks. The candidates must "routinely" (80% of the time) demonstrate the skills necessary to do the task, vs. "occasionally" (less than 80% of the time).

Short Radius Turns (*blue and easy black terrain*) Ski a series of round, completed carved turns of consistent size between $\frac{1}{2}$ and $\frac{3}{4}$ packer widths wide.

CRITERIA

- 1) skis are tipped on edge and carving by the time skis reach the fall line,
- 2) maintain a stable and quiet upper body, and use turning movements that originate in the feet and legs,
- 3) poles swing smoothly in the intended direction of travel.

Medium Radius Turns (*blue and easy black terrain*) Ski a series of round, carved turns of consistent size between 1 $\frac{1}{2}$ and 2 packer widths wide.

CRITERIA

- 1) the skis are edged and carving before the fall line,
- 2) remain in balance through flexing and extending evenly in the ankles, knees, hips, and spine so that the outside ski bends from the middle,
- 3) shoulders stay level with the horizon.

Bumps (*blue terrain bumps*) Skiers must link rhythmical turns in the fall line without traversing.

CRITERIA

- 1) exhibit fluid motion through continuous and coordinated flexion and extension movements at the ankles, knees, hip, and spine,
- 2) maintain a stable and quiet upper body,
- 3) maintain vision forward toward the intended direction of travel,
- 4) use pole touch to compliment the desired turn outcome.

Rhythm Changes (*medium and short radius on blue terrain*) Ski a series of medium radius turns that are consistent in rhythm and then change to a series of short radius turns of consistent rhythm.

CRITERIA

- 1) smoothly blend medium radius turns into short radius turns and back again,
- 2) use flexion and extension movements of the ankles, knees, hips and spine,
- 3) the body flows continuously with the skis,
- 4) maintain vision forward toward the intended direction of travel,
- 5) use pole touch to compliment the desired turn outcome.

Straight Run Hop Ski to Ski (*green terrain*) Straight run on one ski. Keep the other ski off the snow and level with the terrain, then hop to other ski. Glide for at least 2 ski lengths. Repeat at least 5 times. During the transition from one ski to the next, both skis must be off the snow for a split second.

CRITERIA

- 1) balance over the gliding ski,
- 2) maintain contact between the shins and the boot cuff,
- 3) keep hands and arms in front of the body.

Skate On Flat Terrain Push off an angled, edged ski leaving a clean track, and glide for at least half a ski length on the other ski. Repeat. Unweighted ski must come completely off the snow, remain level with the terrain and brought along side the other ski before the next skating step.

CRITERIA

- 1) maintain contact between the shins and the boot shafts while moving forward and laterally,
- 2) the ski's edges are released and engaged in one smooth movement,
- 3) completely transfer the weight/body/mass to the other ski,
- 4) flex and extend ankles, knees, hips and spine to balance over middle of ski,
- 5) keep the shoulders level with the horizon.

Wedge Christie (*blue terrain*) NATIONAL STANDARDS DESCRIPTION Matching of the skis will take place after the fall line.

CRITERIA

- 1) Matching of skis comes from turning movements that originate in the feet and legs,
- 2) The inside hand, shoulder, and hip lead through each turn,
- 3) Ski lead change occurs before the skier enters the fall line.

Short swing (*blue terrain and easy black terrain*) Short turns down the fall line. Speed control is maintained by use of a pivot with an edge set and pole plant.

CRITERIA

- 1) maintain a stable and quiet upper body,
- 2) turn the legs more than the upper body, using movements that originate in the feet and legs,
- 3) use a pole touch to compliment the desired turn outcome.

Jump Turn Entry (*medium to long radius turns on green or blue terrain*) At turn entry, Jump allowing the skis to come completely off the snow. Complete parallel turn and repeat.

CRITERIA

- 1) while in the air, skis must remain level to terrain,
- 2) when jumping, both skis must leave ground at the same time,
- 3) flex and extend evenly through ankles, knees, hip and spine to control pressure.

One Ski Turns (*blue terrain*) In a medium radius turn, transfer weight completely to the outside, while lifting inside ski completely off the snow. At turn transition, transfer weight to new outside ski.

CRITERIA

- 1) remain balanced over outside ski through the entire turn,
- 2) keep shoulders level to the horizon,
- 3) unweighted ski must remain completely off the ground and level with the terrain

Teaching Application - Level II

The practical application of teaching concepts takes years to master. However, focusing on tactics commonly used by good teachers speeds the acquisition of teaching skills and promotes valuable learning experiences for students. The ATS Teaching Model and Teaching Cycle were developed with these ideas in mind. In particular, the seven steps of the Teaching Cycle promote quality lessons. When conducting a ski lesson - whether at work or in an assessment - remember these key ideas:

Student Centered: the student is the focus, teach to the student. Instructors often continue on a game plan that is unrelated to their student's needs. Is the student performing the exercise correctly? Is the student ready to move on through the teaching progression. Does the student understand the objective? Is the lesson helping the student meet personal goals?

Outcome Based: your lesson should be objective oriented. What are you trying to accomplish? What will your student understand or be capable of doing after the lesson that they were not capable of doing before the lesson?

Experiential: help people learn by doing. Skiing is a motor skill. Although it is necessary to give clear explanations, people need time to practice and experiment with movements - and instructors need time to observe student performance to accurately evaluate the success of a lesson. These concepts - focusing on student needs, working toward identifiable outcomes, and providing opportunities for practice and performance evaluation - are the elements most commonly missing from assessment and real-life teaching situations.

As you work to develop your teaching skills, practice the following steps:

- Describe the value of introducing a learning segment and what might be included in the introduction.
- Describe several ways to assess student needs and expectations.
- A goal is generally thought of as a long-term ambition. "I want to win a gold medal at the Olympics." An objective is a plan of action that will help reach the goal. "After participating in this lesson I will be capable of balancing on the outside ski throughout the turn." Describe the steps necessary to determine appropriate goals and plan lesson objectives.
- Describe several ways to present and share information during a lesson.

- Describe when and why an instructor uses practice in a lesson and describe the different ways an instructor can incorporate practice.
- Describe several ways an instructor can check for understanding during a lesson.
- Describe the purpose of a lesson summary and several topics that should be covered during the summary.
- Describe sequences for teaching wedge turns, wedge christies, open parallel, and dynamic parallel turns.
- Compare the steps of your most recent lesson to the steps of the Teaching Cycle. Did your lesson fulfill all the elements of the Teaching Cycle? If not, what parts were missing and why?
- If your last lesson did not cover all the stages of the Teaching Cycle, how could the lesson be modified to fill in the gaps?
- Compare lesson content, instructor behavior, and student behavior from a lesson which went really well to the same elements of a lesson which was not successful. Were there differences? Why?
- Write a basic progression for each of the topics from the Certified Level II Teaching Topics.
- Working with a group of your peers, teach each of the progressions you have designed for the Certified Level II Teaching Topics.
- Have your ski school trainer observe you teaching an actual class. Have the trainer critique your teaching on the basis of the steps of the Teaching Cycle.
- Have your ski school trainer observe you teaching a topic from the Certified Level II Teaching Topics to three of your peers. Have the trainer critique your teaching on the basis of the steps of the Teaching Cycle.
- Practice giving feedback to a group of your peers performing the Center Line maneuvers. Include:
 - What do you see (desirable and undesirable movements)? What do you want to change?
 - Why do you want to change what you see?
 - How will you help the skier change?
- Practice determining lesson goals and objectives in actual teaching situations and in practice teaching situations with peers. Complete this sentence for each teaching situation: "By the end of this lesson, my student will be capable of..."
- Practice setting up teaching situations with your peers using command, task, and reciprocal teaching styles. Make sure you are using each teaching style correctly, not just setting up situations based on how you think each style operates.

Teaching Topics - Level II

These topics represent possible teaching scenarios. The examiner is not limited to these topics.

1. Build confidence in turning, stopping and speed control in level 2-3 skiers.
2. Introduce basic parallel turns on gentle terrain to level 6 skiers.
3. Introduce pole action and a pole touch to assist turning for level 5-6 skiers.
4. Explore the differences between a gliding wedge and a braking wedge in level 2-3 skiers.
5. Encourage progressive edging to minimize skidding and enhance turn shape in level 6-7 skiers.
6. Teach level 5-6 skiers to vary turn shape for speed control.
7. Introduce turning to level 2 skiers.
8. Introduce gentle bumps to level 6-7 skiers.
9. Introduce skating skills to level 4-5 skiers and relate those movements to basic skiing skills.
10. Encourage an earlier weight shift in level 5-6 skiers.
11. Encourage more active use of the inside ski for earlier matching in level 5-6 skiers.
12. Encourage an understanding of pole action in short turns versus medium to long turns in level 6-7 skiers.
13. Encourage necessary skills for introduction to steeper terrain to level 3-4 skiers.
14. Develop the necessary skills to help a level 3-4 skier who continually crosses their ski tips when turning.
15. Improve turning skills in a level 5-6 skier who initiates turns by leaning the inside shoulder into the turn and over-rotates the hips to finish.

Teaching Sample - Level II

Develop the necessary skills to help a Level 3-4 skier who continually crosses their tips while turning.

1. Identify probable skill deficiencies in such a student. Most likely these are fore and aft balance (no weight on the tips causes them to be light and drift inward) and rotary movements (the student does not turn the inside leg enough to change that ski's direction - one ski turns, one doesn't and they cross.)
2. Choose your terrain - very gentle to allow for a gliding wedge and a return to smaller direction changes.
3. Introduce your progression and modify it based on the group's performance.

- a. Statically, have the group stand, skis parallel, in a balanced stance. Encourage them to feel light pressure of the boot cuff against the shin. Try the same in a straight run, then a gliding wedge. Encourage balance over the whole foot when wedging. Demonstrate a couple of times and continue to demonstrate as group practices. Ask questions: Everyone understand the difference? Can they feel when they are more centered? Do they show you that they understand?
 - b. From a straight run and gliding wedge, do small hops, springing off the feet using the ankle, knee and hip, as if jumping on a trampoline. Demonstrate a couple of times and continue to demonstrate as group practices. Ask and observe: Is everyone comfortable doing this task?
 ****This balance drill appears to require more coordination and/or strength than your group of candidates is comfortable with, so you choose to adjust it.
 - c. From a straight run, shuffle the feet back and forth as you continue to glide. Shuffle through a slight direction change at the bottom (small turn) to stop. Demonstrate a couple of times and continue to demonstrate as group practices. Ask and observe: Does everyone feel that it's hard to shuffle when they get out of balance? Are they making the appropriate adjustments?
 - d. Now that you've addressed fore and aft balance, return to wedge turns, maintaining the focus on a balanced stance, and observe the group. Do you see a difference?
4. Balance appears better, but a couple of people are still letting the inside leg drag behind, not turning it as much as they should. Someone is also pushing the turning ski with the heel, rather than standing on the whole foot and guiding through the turn. These are both behaviors that will encourage the tips to cross, so let's address these as well.
- a. Statically, have the group stand on one ski and turn the other as it rests lightly on the snow. What shape does it make? Is it a cone, indicating that the pivot point is the tip and the heel is pushing out? Or is it a butterfly, indicating that the pivot point is under the foot and the skier is guiding the tip of the ski as well as the tail. Try to get everyone to make a butterfly. Ask questions: Does everyone see the difference? Can they feel the difference?
 - b. Introduce wedge garlands on a gentle slope. Encourage a slight rise and a guiding of the tips to start the turn and a slight flex, feeling the shin on the boot cuff as they guide the skis back across the fall line. Demonstrate. Observe: Is everyone guiding both skis?
 - c. For those who need help turning the inside leg more, focus them on the weight transfer as they start to flex. Encourage them to start turning the inside ski as soon as they transfer weight to the new outside ski. Demonstrate. Observe: Did this help?
 - d. Practice garlands a few times in each direction, providing several demonstrations each way. As and observe: Is everyone getting it?
 - e. Return to wedge turns, emphasizing balance on the whole foot, guiding the tip as well as the tail and turning the inside leg sooner. Let each person in the group know what his or her primary focus should be.
5. Summarize: What was your goal? What were your skill focuses and objectives? How did your progression address these? How did everyone do? Where would you go from here?

Why would this pass???

1. You have identified skill-specific reasons why the problem (crossing the tips while turning) is occurring and built a logical progression, including static and dynamic tasks, to address skill deficiencies.
2. You modified the progression based on group needs and abilities.
3. You chose appropriate terrain.
4. You provided specific, individual direction and feedback to each person in the group.
5. You frequently checked for understanding through questioning and observation.
6. You applied the focus of each task back to a real skiing situation and demonstrated how it helped each student improve.
7. You kept the group moving, providing many accurate demonstrations and also allowing the group to ski.

Teaching Format

Teaching may be examined by the following methods:

- Clinic the entire group on a particular subject, see sample topics
- Take 2+ fellow candidates, develop and deliver a lesson plan
- Observe a skier on the hill, develop and deliver to the group a lesson plan to address skill deficiencies

- Candidates will be broken into two small groups with one examiner each in the morning and switch examiners in the afternoon

Candidates should be prepared to teach a minimum of two times. Teaching segments can last in length from 10-30 minutes. If an Examiner asks a candidate to wrap up the teaching segment, it is NOT a reflection of the grade. It does not mean you just failed. It could be a number of factors. Do not assume you have done something wrong! Each candidate will teach a minimum of two times and participate in movement analysis. The examiner will be adhering to a limited time schedule, and it is important to keep the process moving. Please ask for clarification if you have concerns. Using information from Levels 1-7, candidates would work with 2-3 fellow candidates and develop a lesson from the skill deficiencies in the group. Using the skiing tasks and drills in a progressive fashion, the candidate would work with the assigned candidates. The lesson plan may be as short as 10 minutes or as long as 30 minutes. It is not necessary to fill the entire time. It is imperative to follow the Level II National Teaching Outcomes, the testing criteria on the score card, and give a good lesson.

*Note: Level II candidates are required to work with their peers on skill improvement Levels 1-7. As with any ski instruction, improvement of the student is the goal. Your grade is contingent on whether or not you applied the Level II Teaching Outcomes, Level II PSIA-A testing criteria, and delivered a good lesson. In doing so, the student should demonstrate newly acquired knowledge and skills. You are not being graded on whether or not your fellow candidates "improved." You are being graded on whether or not you delivered a ski lesson at the Level II standard per the National Outcomes. In doing so, you should have guided your students toward an outcome and a goal. See the National Outcomes Level II.

Professional Knowledge

This grade is determined by what the candidate says about ski technique and the development of skiing skills. Examiners will gather information concerning the candidate's professional knowledge by creating a movement analysis situation and/or on snow or indoor video. The examiner will ask specific movement analysis questions. Certification candidates should know their ski school progression and be knowledgeable of all ATS concepts, particularly the relationship between the skills of balance, edging, pressure and rotary. Candidates should be able to accurately describe cause and effect as it relates to different skiers in varying terrain and conditions. Other categories from where professional knowledge may be discussed are: skiing mechanics, skiing dynamics, and equipment knowledge.

Efficient Body Movements in Skiing

Visual Cues

This information is intended to be an analytical tool and a reference for good skiing in most ski instruction situations. This guide is not intended to describe every movement and position that very high level skiers pass through in the extreme situations of World Cup racing and mogul skiing. It does define the basics of skiing that should be the foundation of movement for all skiers, whether they are recreational skiers, instructors, racers, bump skiers, or even extreme free skiers.

A. Flex and extend your ankles, knees, hips, and spine to balance over the whole foot as you control pressure on the skis so you can flow with the terrain.

1. The outside ski bends from the middle.
2. The shins maintain contact with both boot tongues.
3. The body flows continuously with the skis.
4. The skis flow over the terrain.
5. The skier exhibits fluid motion as a result of continuous and coordinated movement at joints.

B. Use diagonal (forward and lateral) movements of the feet, legs, and hips to engage and release the edges of the skis.

1. The skis tip on edge early in a turn.
2. The shins contact both boot shafts forward and laterally.
3. The edges are released and engaged with one smooth movement.
4. Ski lead change occurs before you enter the fall line.

C. Direct your balance to the outside ski in a turn.

1. The outside ski bends more than the inside ski in a turn.
2. The shoulders stay level to the horizon or they level out through the turn.

3. The inside half of the body leads the outside half through the turn.
 4. The inside leg is flexed more than the outside leg in a turn.
- D. *Turn your legs under your body to help you guide the skis through a turn.*
1. The legs turn more than the upper body.
 2. Turning movements originate in the feet and legs.
 3. The upper body is stable and quiet.
- E. *Direct your upper body and swing your pole to flow with the skis through turns.*
1. The hands are forward.
 2. The inside hand, shoulder, and hip lead through a turn.
 3. The shoulders are forward of the hips.
 4. The pole swings smoothly in the intended direction of travel.
 5. Vision is forward and the eyes look to the intended direction of travel.
 6. Pole touch/plant complement the desired turning outcome.

Mechanical elements do not in themselves make a great skier. They merely create a foundation for that intangible quality of "touch" - that is, the profound connection of the skier with the skis, snow, momentum, and the mountain.

Inefficient Body Movements in Skiing

Visual Cues

- F. *Balance is not maintained over the whole foot and flow over terrain is lacking.*
1. The knees and hips flex without ankle flex. The hips are continuously behind the feet.
 2. The ankles are over-flexed with the mass continuously in front of the feet.
 3. The legs are continuously flexed with no lengthening of the legs during turns.
 4. Extension is primarily vertical, leading the late edge engagement.
- G. *The skis' edges are not engaged and released efficiently.*
1. The upper body tips to engage the edges.
 2. Edging is primarily from the knee without involving the whole leg.
 3. Edges are released with a vertical movement instead of a lateral movement.
 4. The edge is released with a continuous lifting of the downhill ski.
 5. The hips are too far inside a turn too soon, causing a lack of progressive edging movements because the skier is over-committed early in a turn.
 6. The edge set interrupts the gliding and guiding of the skis.
- H. *Balance is not directed over the outside ski.*
1. The inside ski bends as much or more than the outside ski in a turn.
 2. The inside hand is continuously lower than the outside hand in a turn.
 3. The inside hand is back.
 4. The outside ski runs straighter than inside ski, the outside ski does not "come around."
 5. The shoulders are always tipped in and never level out relative to the horizon.
- I. *The legs are not moving under the body to guide the skis through a turn.*
1. The shoulders and torso initiate turning of the skis.
 2. The hips initiate turning of the skis.
 3. The outside hand crosses the body.
 4. Pivoting of the skis is uncontrolled.
- J. *Balance is not being directed throughout the turn.*
1. The pole swing is late, non-existent, or erratic.
 2. The body does not flow down the hill but continuously hangs back or clings to the hill and the previous turn.
 3. The hands are low or behind the shoulders.
 4. The line of vision is downward and/or not in the desired direction of travel.
 5. The pole touch/plant interfere with the desired turning actions.

Great skiers may pass through any of these movements or characteristics in isolated instances, especially to recover their balance while pushing the envelope of speed and intensity. Consistent use of any of the above actions should lead us to look for reasons why a skier is making inefficient and ineffective movements.

Certified Level II - Maintenance of Status

1. Must be a Level II Member in good standing.
2. The Level II Member must attend 12 hours of clinics every two years.

Certified Level III

Level III Requirements

Alpine Certified Level III National Standards

The following are the current (2003) PSIA Education/Certification Standards. Referenced to PSIA-AASI's *Core Concepts* and PSIA's *Alpine Technical Manual*, terminology consistent with these manuals is used throughout this document. These standards provide a training focus, and represent a minimum competency for each level of certification. The premise of the certification standards is based upon the concepts of "levels of understanding" which define stages of learning in degrees of understanding. As certification is a measure of understanding, levels of certification represent stages of understanding. Candidates will be held to the knowledge and performance standards of the level at which they are testing as well as the criteria for all preceding levels.

CERTIFIED LEVEL III

The Certified Level III member is one whose high levels of skill and knowledge allow him or her to make an uncompromised contribution to the customer, the Association, and the ski industry. A Level III Certified member has the ability to assess all variables with regard to student personality traits, goals, abilities, needs, the learning environment, conditions of the day, available terrain, equipment, etc. and to synthesize these parts into a viable lesson plan. A Level III instructor can make adjustments to lesson goals and is able to appropriately adjust or modify lesson content as required by any situation.

Category A: Skiing

Level III certified teachers should have the skills to make short, medium, and long radius turns with little or no skidding. The skis describe two well defined arcs from before the fall line to turn completion. Terrain and snow conditions should have a minimal effect on skill application, movement accuracy, and turn outcome. Turn dynamics should represent the terrain, speed, and snow conditions common to Advanced zone skiing. A Level III certified teacher has the ability to maintain dynamics and movement accuracy through most conditions, on any terrain on most mountains.

The instructor is able to...

1. General Characteristics

- a. Ski dynamic-parallel turns on any terrain on most mountains
- b. Reduce, generate, or maintain speed without interrupting overall flow or rhythm
- c. Ski a variety of turn sizes and shapes and apply them to different mountain situations
- d. Demonstrate different types of skill blends and movement patterns in exercises, tasks, and turns upon request, and as applied in different mountain situations
- e. Maintain control over turn shape and speed while skiing most conditions on any terrain on most mountains

2. Balance (Level III Advanced zone terrain, speed, and dynamics)

- a. Maintain lateral and fore-aft balance through turn transitions, as balance shifts from foot to foot through terrain and conditional variations
- b. Demonstrate an ability to consistently maintain the balanced relationship of the hips and the feet through all phases of the turn
- c. Utilize proactive movements which anticipate ski reaction and create balance adjustments, minimizing the interruption of rhythm and flow in most situations common to all mountain skiing
- d. Demonstrate the *visual cues to effective skiing* relative to balance in skiing and tasks common to Advanced zone skiers

3. Rotary Movements (Level III Advanced zone terrain, speed, and dynamics)

- a. Use an appropriate amount of rotational guiding to assist edge engagement and direction change when dictated by conditions, terrain, or task
 - b. Demonstrate consistent guiding of both feet into and out of the fall line, creating two well defined arcs in the snow (minimal tail displacement)
 - c. Utilize strong, accurate rotational movements in conditions, terrain, and tasks which require quick direction change with minimal side cut engagement
 - d. Demonstrate the *visual cues to effective skiing* relative to rotary movements on demonstrations and tasks common to Advanced zone skiers
4. **Edge Control Movements** (Level III Advanced zone terrain, speed, and dynamics)
- a. Begin tipping of the skis from uphill edges to the downhill edges before turning the skis toward the fall line (minimal pivoting to an edge) in most conditions on any terrain on most mountains
 - b. Demonstrate progressive, dynamic increase and decrease of edge angle throughout the phases of the turn
 - c. Utilize sidecut/ski design as the primary component controlling turn shape in most conditions in most situations
 - d. Demonstrate the visual cues to effective skiing relative to edge control movements on demonstrations and tasks common to Advanced zone skiers
5. **Pressure Control Movements** (Level III Advanced zone terrain, speed, and dynamics)
- a. Maintain ski-snow contact when appropriate to condition, task, or demonstration
 - b. Adjust movements to maintain, increase, or decrease pressure and turn forces as conditions, tasks, or demonstrations require, while maintaining turn shape and accuracy
 - c. Demonstrate a gradual increase in pressure to the outside ski throughout round turns in most conditions in most conditions on any terrain on most mountains.
 - d. Adapt to terrain variables with minimal interference with ski performance
 - e. Demonstrate the *visual cues to effective skiing* relative to pressure control on demonstrations and tasks common to Advanced zone skiers
 - f.

Category B: Teaching

Level III certified teachers must demonstrate an in depth understanding of basic learning theory, communication and people skills, and human development issues. Display a mastery of human development issues for all skiing populations (i.e., age, gender). Application of these concepts must produce a clear and concise delivery of information, and an uncomplicated learning environment through Advanced zone lessons.

The instructor is able to...

1. Awareness, Understanding, and Knowledge

- a. Consider safety concerns as students move beyond the Intermediate zone learning environment
- b. Make specific lesson plan decisions based upon accurate interpretation of student behavior and performance
- c. Adjust the depth and pacing of information and feedback to address the needs, motivation, and interest level of the students
- d. Address a variety of learning styles and utilize various feedback systems to facilitate an experiential learning environment
- e. Identify the elements of multiple intelligence theory and relate these concepts to sensory preferences in communication and information exchange
- f. Describe, in depth, the skier services and activities available at one's home area as well as within the ski industry
- g. Display a strong ability to answer the "How do I get there?" question regarding movement analysis
- h. Display an in-depth understanding of cause-and-effect relationships relative to skill references and specific movement issues
- i. Create unique lesson plans through a strong understanding of people and ski technique

2. Application

- a. Teach the skiing public through the Advanced zone
- b. Account for the mental, emotional, social, and physical cues encountered with students in most lesson situations

- c. Creatively utilize the conditions of the day to ensure safety and create unique experiences for students
- d. Make technical lesson content decisions based upon specific movement analysis observations, as well as non-movement factors (mental, emotional, physical)
- e. Demonstrate an ability to encourage students to become responsible for their own learning
- f. Lessons are characterized by a continuously developing lesson plan based on observations and the development and adjustment of guest goals; rather than a preconceived lesson plan based upon initial perceptions

Category C: Professional Knowledge

Professional Knowledge for Level III certified teachers reflects a strong accurate understanding of skiing terminology and concepts beyond the scope of ski teaching manuals. Related industry sources, ski coaching, and familiarity with various peripheral resources promote well-rounded teaching with the capacity to create exceptional experiences for most students, in most conditions on any terrain at most mountains.

The teacher is able to...

1. Terminology

- a. Demonstrate a strong understanding industry wide terminology
- b. Display an ability to compare and contrast various types of information regarding skiing and ski teaching from a variety of resources
- c. Demonstrate the ability to translate most skiing terminology into layman's terms

2. Equipment

- a. Describe changing equipment needs as skiers move through the Intermediate and Advanced ability zones
- b. Tailor lesson plans to fit student equipment capabilities,
- c. Serve as an industry ambassador, shop liaison, and general authority for equipment questions and advice

3. Skills Concept

- a. Understand appropriate application of the skills concept (as a tool to communicate, organize and assist the teaching of movements)
- b. Understand and utilize the controlling elements of skiing movements (duration, intensity, rate, and timing) relative to skill blending
- c. Apply skill blending to tactical choices in a variety of conditions

4. Movement Analysis

- a. Incorporate all aspects of student-teacher communication as a part of movement analysis, utilizing personality traits such as motivation and emotion in addition to actual skiing performance
- b. Understand the *visual cues of effective and ineffective skiing* relative to Advanced zone skiing applications
- c. Understand cause-and-effect relationships and resultant ski performance in Advanced zone skiing situations
- d. Utilize informal movement analysis (in addition to formal situations) to constantly monitor all aspect of movement and movement patterns as an ongoing process throughout a lesson
- e. Evaluate the effectiveness and performance of practice activities, and continuously

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- e. Evaluate the effectiveness and performance of practice activities, and continuously adjust lesson plans accordingly

5. Personal Mastery

- a. Seek outside education options to promote a broad understanding of the sport
- b. Seek involvement in helping less experienced teachers

Fundamental Skills & Tasks - Level III

These tasks and drills are designed to help the instructor develop their skills to meet the skiing outcomes

Skiing: The instructor is able to make short, medium, and long radius turns where the arc is narrow and begins from well before the fall line to turn completion with smooth rhythm on most mountain terrain and most conditions. Movements and drills that will help to build the fundamental base to accomplish this are

Teaching: The Level III instructor should be able to take control of and direct the focus of the group.

The Level III instructor should show behavior that exhibits the joy of skiing and fosters interpersonal relationships in support of their students and their learning. They should help guide their students toward an outcome or goal.

Professional Knowledge: The Level III instructor should be able to recognize movement patterns present in their peers and be able to prescribe and develop logical teaching progressions that enable their peers to move toward an outcome or goal.

Balance

These tasks and drills are designed to help the Level III instructor keep the hips over the feet during the control phase of the turn while skiing in most conditions and terrain that the mountain offers, performing round short to medium radius turns. The same is true for long radius turns on groomed blue to black terrain.

- Straight run down a gentle slope and hop sideways over bamboo poles laid in the snow pointing down the hill from both skis to both skis.
- Traverse on either uphill or downhill ski.
- Make a medium radius round turn through the blue to black bumps.

Edge Control Movements

These tasks and drills are designed to help the Level III instructor change the edges from uphill to flat to slightly downhill during the turn transition before turning the skis toward the fall line in most conditions and terrain that the mountain presents.

- Traverse on either uphill or downhill ski with it tracking, alternate with it sliding diagonally down the hill to another track.
- In a wedge position moving slowly down the fall line of a moderate to beginning slope gently hop from ski to ski on the inside edge without the skis sliding sideways.
- Perform hop turns on moderate terrain - outside ski to outside ski and both skis to both skis.

Pressure Control Movements

These tasks and drills are designed to help the Level III instructor perform round medium and short radius turns with the skis in contact with the snow and gradually increase pressure on the outside ski throughout the turn on most terrain and most conditions that the mountain offers.

- Be able to time a takeoff from one small round bump and land on the reverse side of a nearby bump.
- Perform round medium radius turns in the bumps.
- Ski medium radius round turns on the steep with a narrow arc in the snow, skis in contact with the snow at all times, and the trunk staying roughly the same distance off the snow (not moving up and down).

Rotary Control Movements

These tasks and drills are designed to help the Level III instructor perform medium and short radius turns in most conditions and terrain that the mountain presents, with a narrow track in the snow throughout the turn. Long radius turns should be performed on groomed blue to black terrain with a very narrow arc.

- Maintain ski/snow contact in the deep heavy snow throughout medium and short radius turns.
- Round short radius and medium radius turns in blue to black bumps.
- Perform an uphill christy on steep terrain with a narrow arc in the snow where the turn is not started by a pivot to an edge.

PSIA-A Level III Exam Policies And Procedures

Membership Procedure:

PSIA/AASI-Alaska Dues: Renewable June 30 annually

Eligibility for Level III Exam

- Confirm your intention to be a candidate for a scheduled exam to your Ski School Director.
- 2 full seasons of teaching experience since achieving Level II certification.
- Complete a minimum of 200 teaching hours since achieving Level II Certification. Confirmation of the teaching requirement must be validated by your ski school director on the exam application form.
- Complete the Level III curriculum- Development Series (minimum of 14 clinic hours).
 - Upon completion of the Development Series the candidate must:
 - Acquire Clinician signature attesting to complete attendance at the Development Series prep course
 - Acquire a Development Series Evaluation form- This is an assessment of the candidate's teaching, technical and skiing/snowboarding skills with a recommendation regarding exam readiness.
- Complete the Level III exam application form and submit along with the Development Series Evaluation form and the \$120 exam fee.

Examiner:

- Ensure that the candidates have completed the Level III curriculum as part of their training

- B. Ensure candidate has met the National Outcomes in the teaching category during their 200 teaching hours by affirming the ski school director signature on the exam application.
- C. Ensure that a completed National Written Test, Level III exam application, Development Series Evaluation form and \$120 exam fee check are submitted to you prior to the exam.

The Exam :

- A. The Development Series Clinician and/or Examiner will follow the Level III Exam Guidelines as established by PSIA-A.
- B. The PSIA-A Level III Exam Guidelines will be made available during the Level III Development Series and at other such times as may be necessary.

Validating the Exam:

Clinicians/Examiners:

- A. Clinicians/Examiners are responsible for returning the completed exam packets to the PSIA-A office **within 10 days of the completion of the exam.**
- B. Packets will include:
 - Completed National Written Tests for each candidate as applicable
 - Completed Level III application forms for each candidate
 - \$120 exam fee for each candidate
 - Any additional dues payments collected
 - Office copies of exam documents (Level I National Standards/Outcomes and Master Assessment Sheets for each candidate)
 - Evaluation forms as collected
- C. If an Examiner **fails to comply with these Level III Policies and Procedures, he/she will have payment withheld until said document are received by the PSIA-A office. Failure to comply at all will result in loss of his/her accreditation status for the remainder of current year and the following year.**

PSIA-A Office:

- A. Level III certificates and pins will be sent by mail to successful candidates.

Written Test

The test will be administered at locations and times prior to and during the exam season. You must receive a score of 75% or higher in order to pass the test and you must pass the written test before taking the on snow portion of the Teaching/Professional Knowledge module.

Exam Process

The Certified Level III exam is a one- day per module exam. The modules are: 1) Skiing and 2) Teaching/Professional Knowledge. Each candidate is assigned to a group which will be the candidate's group for the day. The group size is 6-8 candidates. The groups will be assessed by two examiners. A training director and a training examiner may or may not accompany the group.

Grading

A pass/fail system is used. Candidates must pass 8/9 skiing tasks and all categories in the Teaching/Professional Knowledge module in order to qualify.

Exam Format

The morning meeting is designed so that the candidates can be introduced to the examiners, and ask any questions they might have prior to the assessment. The groups meet indoors at 9:00 am barring any unusual circumstances, complete any necessary paperwork, and are issued a lift ticket. At this time the examiners arrange for the on-snow meeting time, and location. The afternoon session begins after a lunch, generally at 1:00 pm and ends by 4:30 pm. The results will be handed out between 5:30 and 6:00 pm, and will be available from your examiner. Candidates may also have their results mailed the following week. Any candidate is invited to stay and speak with the examiners.

Areas of Evaluation

1. Skiing Skills
2. Teaching Knowledge
3. Professional Knowledge

Skiing Skills - Level III

Candidates are evaluated on their skills in adjusting their turn shapes, movement patterns and speed control to suit the pitch of the hill and the snow conditions.

Task Script - Level III

The Level III skiing tasks use definitive visual cues and measuring criteria for assessing performance.

Each task has a description and listed criteria to aid in training. With each task performed make note of the following: 1) Control speed through turn shape, 2) Keep skis in a parallel attitude, 3) Examiner will designate the number of turns, and the starting and stopping points, 4) Movements to remain in balance are vital for success in these skiing tasks, 5) Pole use must compliment the desired turning outcome, 6) perform the task as described and/or demonstrated. There is latitude for accuracy in the parameters of the tasks. The candidates must "routinely" (80% of the time) demonstrate the skills necessary to do the task, vs. "occasionally" (less than 80% of the time).

Short Radius Turns (*blue and black terrain*) Ski a series of completed round, carved turns of consistent size between $\frac{1}{2}$ and $\frac{3}{4}$ packer widths wide.

CRITERIA

- 1) skis are tipped on edge and carving **before** the fall line,
- 2) maintain a stable and quiet upper body use turning movements that originate in the feet and legs,
- 3) poles swing smoothly in the intended direction of travel.

Medium Radius Turns (*blue and black terrain*) Ski a series of completed round, carved turns of consistent size between 1 $\frac{1}{2}$ and 2 packer widths wide.

CRITERIA

- 1) skis are tipped on edge and carving **immediately**,
- 2) balance over whole foot so that outside ski bends from the middle,
- 3) inside half of the body leads the outside half through the turn,
- 4) shoulders stay level with the horizon.

Bumps (*black terrain*) Ski a rhythmical line through the bumps, while remaining in balance. No traversing.

CRITERIA

- 1) exhibit fluid motion through continuous and coordinated flexion and extension movements at the ankles, knees, hip, and spine,
- 2) turning movements originate from the feet and legs, and the legs turn more than upper body,
- 3) maintain a stable and quiet upper body,
- 4) use a pole touch to compliment the desired turn outcome.

Variable Conditions (*black off piste*) Make short to medium radius turns in ungroomed conditions without traversing.

CRITERIA

- 1) edges are released and engaged with one smooth diagonal movement of the feet, legs, and hips,
- 2) inside hand, shoulder, and hip lead through the turn,
- 3) exhibit fluid motion through continuous and coordinated flexion and extension movements at the, ankles, knees, hip, and spine.

Medium Radius Turns in the Bumps (*black terrain/bumps*) Ski a series of medium radius turns through the bumps.

CRITERIA

- 1) edges are released and engaged with one smooth diagonal movement of the feet, legs, and hips,
- 2) maintain ski snow contact throughout the run,

- 3) upper body is stable and quiet,
- 4) the inside half of the body leads the outside half through the turn.

Two-Footed Hop Turns (*easy groomed blue or green terrain*) Link ten (10) rhythmic hop turns landing and hopping off both feet. Maintain a balanced body with upper body facing downhill.

CRITERIA

- 1) jump skis completely off the snow, crossing the fall line in each turn,
- 2) both skis must leave and land on the snow at the same time,
- 3) turning originates in the feet and legs, and legs turn more than the upper body,
- 4) edge set must leave two clean tracks.

Skate Downhill (*green or blue terrain*) Push off an angled, edged ski leaving a clean track, and glide onto the other ski. Repeat. Unweighted ski must remain completely off the snow, remain level with the terrain and brought along side the other ski before the next skating step.

CRITERIA

- 1) maintain contact between the shins and the boot shafts while moving forward and laterally,
- 2) the ski's edges are released and engaged in one smooth movement,
- 3) completely transfer the weight/body/mass to the other ski,
- 4) flex and extend ankles, knees, hips and spine to balance over middle of ski,
- 5) keep the shoulders level with the horizon.

Ski on One Ski (*medium to short turns on blue terrain*) With two skis on, ski a series of turns on one foot only (must be able to complete the task on either leg).

CRITERIA

- 1) the shins maintain contact with boot tongue.
- 2) The shoulders remain level to the horizon
- 3) edges are released and engaged with one smooth diagonal movement of the feet, legs, and hips.
- 4) turning movements originate in the feet and legs.

Braking and Gliding Turns (*blue or black terrain*). A combination of five gliding/short radius turns followed by five braking/short swing turns and repeat. Speed control in the gliding turns is shown by rounding the turn, and in the braking turns by use of a pivot with an edge set.

CRITERIA

- 1) Show distinct contrast between the two types of turns.
- 2) Pole plant for Braking: timed with edge set Pole swing for Gliding: timed with edge release.
- 3) The upper body is stable and quiet.
- 4) Use turning movements that originate in the feet and legs.

Teaching Application - Level III

The practical application of teaching concepts takes years to master. However, focusing on tactics commonly used by good teachers speeds the acquisition of teaching skills and promotes valuable learning experiences for students. The ATS Teaching Model and Teaching Cycle were developed with these ideas in mind. In particular, the seven steps of the Teaching Cycle promote quality lessons. When conducting a ski lesson - whether at work or in an assessment - remember these key ideas:

Student Centered: the student is the focus, teach to the student. Instructors often continue on a game plan that is unrelated to their student's needs. Is the student performing the exercise correctly? Is the student ready to move on through the teaching progression. Does the student understand the objective? Is the lesson helping the student meet personal goals?

Outcome Based: your lesson should be objective oriented. What are you trying to accomplish? What will your student understand or be capable of doing after the lesson that they were not capable of doing before the lesson?

Experiential: help people learn by doing. Skiing is a motor skill. Although it is necessary to give clear explanations, people need time to practice and experiment with movements - and instructors need time to observe student performance to accurately evaluate the success of a lesson.

These concepts - focusing on student needs, working toward identifiable outcomes, and providing opportunities for practice and performance evaluation - are the elements most commonly missing from assessment and real-life teaching situations.

As you work to develop your teaching skills, practice the following steps:

- Compare the steps of your most recent lesson to the steps of the Teaching Cycle. Did your lesson fulfill all the elements of the Teaching Cycle? If not, what parts were missing and why?
- If your last lesson did not cover all the stages of the Teaching Cycle, how could the lesson be modified to fill in the gaps?
- Compare lesson content, instructor behavior, and student behavior from a lesson which went really well to the same elements of a lesson which was not successful. Were there differences? Why?
- Observe a peer conducting a class lesson and evaluate the quality of the lesson based on how effectively it addresses the various steps in the Teaching Cycle.
- Have a peer or trainer observe you conducting a class lesson and evaluate the quality of the lesson based on how effectively it addresses the various steps in the Teaching Cycle.
- Practice giving feedback to a group of your peers performing the Center Line maneuvers. Include:
 - What do you see (desirable and undesirable movements)? What do you want to change?
 - Why do you want to change what you see?
 - How will you help the skier change?
- Practice determining lesson goals and objectives in actual teaching situations and in practice teaching situations with peers. Complete this sentence for each teaching situation: "By the end of this lesson, my student will be capable of..."
- Practice setting up teaching situations with your peers using command, task, guided discovery, problem solving, and reciprocal teaching styles. Make sure you are using each teaching style correctly, not just setting up situations based on how you think each style operates.

Teaching Topics - Level III

These topics represent possible teaching scenarios.

1. Carving
2. Short turns with turn shape
3. Short braking turns
4. Creating counter, long vs. short turns
5. Extension/retraction in bumps
6. Pole planting/braking in bumps
7. Skiing in powder or crud
8. Developing efficiency in steep terrain
9. Correcting an abstem
10. Hop turns or javelin turns
11. High-speed GS turns
12. Skiing a line in bumps
13. Changing a line in bumps
14. A variety of step turns
15. Techniques for skiing icy snow
16. Developing efficiency in present snow conditions.

The examiner is not limited to these topics and may simply state improve this group's skiing on this terrain and in these snow conditions.

Teaching Sample - Level III

Your task is to improve bump skiing in fellow candidates Judy and John.

1. **Set yourself up:** You instruct John and Judy to ski a short section of moguls. You determine their objective: to ski short turns with a consistent speed and rhythm while maintaining a line without traversing.

2. **Observe:** John has trouble controlling speed. He begins accelerating after the second turn and is going quite fast by the time he reaches the stopping point, which he skis past. Judy has trouble maintaining a line. She makes two or three turns, traverses a couple of bumps and makes two or three more turns.
3. **Identify:** John has trouble with speed control because he doesn't shape his turns. His flexion and extension movements come primarily from the waist, causing him to get farther and farther behind his skis. As he gets farther back, his rotary movements diminish until his skis move only laterally, from edge to edge, as he accelerates downhill. Judy shapes her turns, but allows her inside hand to drop. This pulls her shoulders around, causing her to be square to her skis and allowing her weight to move to the back of the ski. As her weight moves farther back, her skis shoot across the hill, causing her to traverse to regain her balance.
4. **Diagnose:** Although causes and resulting behaviors are different, the primary skill needed for both of these skiers is fore and aft balance. Share your observations with your students. For both skiers, changing their technique to allow them to maintain a centered stance will allow them to achieve the original objective: consistent, rhythmic turns with speed control in the moguls. Provide individual focus. For John: Move flexion and extension movements to the lower body (ankles, knees and hips) allowing center to stay over the feet, so he can use rotary movements to shape the top of the turn. For Judy: Stabilize and discipline the hands and arms so they don't pull the upper body out of balance. This will allow her to keep her center over her feet and move down the hill with her skis. Ask: Does this sound accurate to each student?
5. **Remedy:** On easy blue bumps, practice medium radius turns - 3-4 bumps per turn. The objective is to maintain ski-snow contact at all times and make consistent, rhythmical turns. For John: Focus on tightening the abdominal muscles and using the legs as if they were shock absorbers. Think of using the ankle joints to press the tips over each bump and absorb as you come up the other side. For Judy: Focus on tightening the abdominal muscles, keeping the inside shoulder slightly ahead and the inside hand slightly higher than the outside hand and directed downhill. After touching the pole to start the next turn, drive the hand down the hill rather than allowing it to fall behind. Demonstrate and have your students try it. Ask and observe: Do they feel the difference/ Do they understand their focuses? Do they show their understanding by what they are doing? Adjust the task or description as necessary and try again.
6. **Modify:** Maintaining the same focus for each skier, change the task slightly by shortening the turn radius a little (2-3 bumps per turn rather than 3-4). Demonstrate. Provide feedback to each skier based on their performance. What are they doing right? What can they do better?
7. **Ski:** Return to the original task. Remind John and Judy of their individual focuses. John should use his legs to absorb, pressing his tips over the bumps, and Judy should drive her hand down the hill after touching her pole. Demonstrate. Observe and ask: Do you see changes? Why or why not? Do they feel changes? Did they accomplish the original task of consistent, rhythmical controlled turns in the moguls?
8. **Summarize:** Reiterate the original objective and what each skier needed to change to accomplish that objective. Re-state the individual focus for each student. Provide feedback based on the positive changes each skier made. Provide guidance for their continue practice - what should they continue to work on? Explain where you would go next.

Why would this pass???

1. You determined a specific objective and then took steps to help each skier achieve that objective.
2. You determined skill-specific reasons why each skier was not achieving the objective and designed a progression to meet each skier's individual needs.
3. You provided feedback and direction specific to each individual skier.
4. You provided accurate descriptions and demonstrations.
5. You moved the group. Everyone got many opportunities to ski through what you were asking them to do.
6. You brought the focus of each task back to a real skiing situation.
7. You checked for understanding through observation and questioning.
8. You summarized the lesson concisely and accurately.
9. You improved each student's ability to ski in the bumps.

Teaching Format

Teaching will be examined by the following method:

- Take your fellow candidates and work to improve skill deficiencies
- Observe a skier on the hill, develop and deliver to the group a lesson plan to address skill deficiencies
- Candidates will be broken into two small groups with one examiner each in the morning and will switch examiners in the afternoon

Candidates should be prepared to teach a minimum of two times. Teaching segments can last in length from 10-30 minutes. If an Examiner asks a candidate to wrap up the teaching segment, it is NOT a reflection of the grade. Do not assume you have done something wrong! Each candidate will teach a minimum of two times and participate in movement analysis. The examiner will be adhering to a limited time schedule, and it is important to keep the process moving. Please ask for clarification if you have concerns.

Using information from Levels 1-9, candidates would work with 2-3 fellow candidates and develop a lesson from the skill deficiencies in the group. "Using the skiing tasks and drills in a progressive fashion, the candidate would work with the assigned candidates. The lesson plan may be as short as 10 minutes or as long as 30 minutes. It is not necessary to fill the entire time. It is imperative to follow the Level III National Teaching Outcomes, the Level III testing criteria on the score card, and give a good lesson.

*Note: Level III candidates are required to work with their peers on skill improvement Levels 1-9. As with any ski instruction, improvement of the student is the goal. Your grade is contingent on whether or not you applied the Level III National Teaching Outcomes, the PSIA-A testing criteria, and delivered a good lesson. In doing so, the student should demonstrate newly acquired knowledge and skills. You are not being graded on whether or not your fellow candidate "improved." You are being graded on whether or not you delivered a ski lesson at the Level III standard per the National Outcomes and PSIA-A Level III testing criteria. In doing so, you should have guided your students toward an outcome and a goal.

Professional Knowledge

This grade is determined by what the candidate says about ski technique and the development of skiing skills. Examiners may gather information concerning the candidate's professional knowledge by observing their teaching at different levels, by emphasizing different skills, by listening to group discussions about the variety of topics brought up in the exam, and by the question and answer process. Candidates may be asked to evaluate the skiing of other candidates, public skiers, or do a self-evaluation. Certification candidates should know their ski school progression, be knowledgeable of all ATS concepts, particularly the relationship between the skills of balance, edging, pressure and rotary movements. Candidates should be able to accurately describe cause and effect as it relates to different skiers in varying terrain and conditions. Other categories from where technical understanding may be obtained, are: skiing mechanics, skiing dynamics, and equipment knowledge.

Efficient Body Movements in Skiing

Visual Cues

This information is intended to be an analytical tool and a reference for good skiing in most ski instruction situations. This guide is not intended to describe every movement and position that very high level skiers pass through in the extreme situations of World Cup racing and mogul skiing. It does define the basics of skiing that should be the foundation of movement for all skiers, whether they are recreational skiers, instructors, racers, bump skiers, or even extreme free skiers.

A. Flex and extend your ankles, knees, hips, and spine to balance over the whole foot as you control pressure on the skis so you can flow with the terrain.

1. The outside ski bends from the middle.
2. The shins maintain contact with both boot tongues.
3. The body flows continuously with the skis.
4. The skis flow over the terrain.
5. The skier exhibits fluid motion as a result of continuous and coordinated movement at joints.

B. Use diagonal (forward and lateral) movements of the feet, legs, and hips to engage and release the edges of the skis.

1. The skis tip on edge early in a turn.
2. The shins contact both boot shafts forward and laterally.
3. The edges are released and engaged with one smooth movement.
4. Ski lead change occurs before you enter the fall line.

C. Direct your balance to the outside ski in a turn.

1. The outside ski bends more than the inside ski in a turn.
 2. The shoulders stay level to the horizon or they level out through the turn.
 3. The inside half of the body leads the outside half through the turn.
 4. The inside leg is flexed more than the outside leg in a turn.
- D. *Turn your legs under your body to help you guide the skis through a turn.*
1. The legs turn more than the upper body.
 2. Turning movements originate in the feet and legs.
 3. The upper body is stable and quiet.
- E. *Direct your upper body and swing your pole to flow with the skis through turns.*
1. The hands are forward.
 2. The inside hand, shoulder, and hip lead through a turn.
 3. The shoulders are forward of the hips.
 4. The pole swings smoothly in the intended direction of travel.
 5. Vision is forward and the eyes look to the intended direction of travel.
 6. Pole touch/plant complement the desired turning outcome.

Mechanical elements do not in themselves make a great skier. They merely create a foundation for that intangible quality of "touch" - that is, the profound connection of the skier with the skis, snow, momentum, and the mountain.

Inefficient Body Movements in Skiing

Visual Cues

- F. *Balance is not maintained over the whole foot and flow over terrain is lacking.*
1. The knees and hips flex without ankle flex. The hips are continuously behind the feet.
 2. The ankles are over-flexed with the mass continuously in front of the feet.
 3. The legs are continuously flexed with no lengthening of the legs during turns.
 4. Extension is primarily vertical, leading the late edge engagement.
- G. *The skis' edges are not engaged and released efficiently.*
1. The upper body tips to engage the edges.
 2. Edging is primarily from the knee without involving the whole leg.
 3. Edges are released with a vertical movement instead of a lateral movement.
 4. The edge is released with a continuous lifting of the downhill ski.
 5. The hips are too far inside a turn too soon, causing a lack of progressive edging movements because the skier is over-committed early in a turn.
 6. The edge set interrupts the gliding and guiding of the skis.
- H. *Balance is not directed over the outside ski.*
1. The inside ski bends as much or more than the outside ski in a turn.
 2. The inside hand is continuously lower than the outside hand in a turn.
 3. The inside hand is back.
 4. The outside ski runs straighter than inside ski, the outside ski does not "come around."
 5. The shoulders are always tipped in and never level out relative to the horizon.
- I. *The legs are not moving under the body to guide the skis through a turn.*
1. The shoulders and torso initiate turning of the skis.
 2. The hips initiate turning of the skis.
 3. The outside hand crosses the body.
 4. Pivoting of the skis is uncontrolled.
- J. *Balance is not being directed throughout the turn.*
1. The pole swing is late, non-existent, or erratic.
 2. The body does not flow down the hill but continuously hangs back or clings to the hill and the previous turn.
 3. The hands are low or behind the shoulders.
 4. The line of vision is downward and/or not in the desired direction of travel.
 5. The pole touch/plant interfere with the desired turning actions.

Great skiers may pass through any of these movements or characteristics in isolated instances, especially to recover their balance while pushing the envelope of speed and intensity. Consistent use of any of the above actions should lead us to look for reasons why a skier is making inefficient and ineffective movements.

Certified Level III - Maintenance of Status

1. Must be a Level III Member in good standing.
2. The Level III Member must attend 12 hours of clinics every two years to maintain certification.

Achieving Clinician Status

Grandfather Clause for Existing Staff

Who is eligible to staff clinics NOW?

1. Existing clinicians who have an ESTABLISHED record of staffing clinics within the last 2 years **and** have attended at least 12 hours of Mini-Academy or National Academy or similar level event within the last 2 years.
2. Existing clinicians who have previous and/or current experience with the Board of Directors or educational/certification committees under direction of the Board **and** have attended fall training for the current season.
3. Existing clinicians who have previous and/or current experience with training in the ski school for a period of at least 3 consecutive years **and** have attended fall training for the current season.
4. Existing clinicians who have previous and/or current experience as a coach with a race training program for a period of at least 3 consecutive years **and** have attended fall training for the current season.

Requirements to achieve Clinician Status

All of the following are required elements in order to be considered for Clinician status within the Alaska Division.

1. Must be a level 3 instructor in good standing.
2. Must attend fall training and participate in understudy training throughout the year via Mini-Academy, SMA, Clinic Development Series, or other approved comparable training event for a total of 20 combined clinic hours.
3. Teach 8 hours of clinics with mentor supervision and assessment. Adhere to the training guidelines and clinic outlines when presenting any information in a training or clinic situation.
4. Recommendation by Education/Certification Committee for Clinician Status

Maintenance of Status for ALL Clinicians

1. Must be Level 3 instructor in good standing
2. Attend fall training
3. Attend at least 12 hours of mid-season training events every two years via SMA, MA, DS, NA, or other approved comparable training event.

Clinician and Training Clinician Standards

A. Skiing: "The clinician is able to..."

1. Know all the standards for Certification Levels I, II and III as stated in this document.

2. Set up situations that allow success for the participant, such as utilizing appropriate terrain, and providing adequate lead-in time and warm-up.
3. Provide appropriate demonstrations and images for participants in all tasks throughout the clinic.
4. Maintain appropriate levels of difficulty in all assigned tasks as outlined in this document.
5. Provide appropriate oral feedback that targets participants' strengths and weaknesses in a fair, concise and accurate manner.

B. Teaching: "The clinician is able to..."

1. Provide teaching situations that reflect the appropriate Level: I, II or III
2. Ask appropriate teaching-related questions that allow candidates to expand on relevant teaching concepts, such as lateral learning, dealing with ability splits, working with special groups, dealing with a variety of snow conditions or terrain.
3. Uphold the standards for all levels of Certification.

C. Professional Knowledge: "The clinician is able to..."

1. Adhere to the technical Levels: I, II and III, and uphold the standards.
2. Listen for content and intention rather than specific words or personal bias in technical concepts.
3. Create and guide open discussion forums so that participants have direction and relevant conclusions.
4. Provide appropriate oral feedback regarding the participant's strengths and weaknesses in technical understanding in a fair, concise and accurate manner.

D. Group Handling: "The clinician is able to ..."

1. Create a friendly atmosphere in clinic situations.
2. Provide a fair and accurate assessment of each individual in all situations.
3. Provide adequate warm-up and appropriate terrain in all skiing situations.
4. Outline the clinic session and set expectations for the candidates regarding time-frames, results and other relevant information.
5. Provide appropriate levels of assessment in skiing, teaching and professional knowledge as outlined in this document.
6. Provide relevant, specific feedback to all candidates.
7. Conduct the clinic in a non-intimidating, candidate-centered manner that allows participants to share what they know.

Achieving Examiner Status

Grandfather Clause for Existing Staff

Who is eligible to staff exams NOW?

1. Existing examiners who have an ESTABLISHED record of staffing exams within the last 2 years **and** have attended Alaska Division Examiner Training on the new examination procedures adopted in December of 2003.
2. Existing examiners who have previous and/or current experience with the educational/certification committees under direction of the Board but who have not examined in the last two years **and** have attended Alaska Division Examiner Training on the new examination procedures adopted in December of 2003.

Requirements to achieve Examiner Status

All of the following are required elements in order to be considered for Examiner status within the Alaska Division.

1. Must be a level 3 instructor in good standing.
2. Must have at least one year of experience as a clinician.
3. Must attend fall training.

4. Must participate in 20 hours of examiner training via Examiner's College, understudy of the Clinic Development Series, or other approved comparable training event.

LEVEL I EXAMINER

1. Understudy at least two Level 1 Exams with mentor examiner.
2. Administer a Level 1 Exam with supervision by mentor examiner or certification chair.
3. Recommendation by Education/Certification Committee for Examiner I Status

LEVEL II EXAMINER

1. Understudy at least two Level 2 Exams with mentor examiner.
2. Administer a Level 2 Exam with supervision by mentor examiner or certification chair.
3. Recommendation by Education/Certification Committee for Examiner II Status

LEVEL III EXAMINER

1. Understudy at least two Level III Exams with mentor examiner.
2. Administer a Level III Exam with supervision by mentor examiner or certification chair.
3. Recommendation by Education/Certification Committee for Examiner III Status

Maintenance of Status for ALL Examiners

1. Must be Level 3 instructor in good standing
2. Attend fall training
3. Attend at least 12 hours of mid-season training events every two years via SMA, MA, DS, NA, or other approved comparable training event.

Examiner and Training Examiner Standards

Category IV: Candidate Validation

A. Skiing: "The examiner is able to..."

1. Know all the standards for Certification Levels I, II and III as stated in this document.
2. Ascertain an exam candidate's level of performance as compared to the prescribed standard.
3. Determine specific skills that are lacking and provide relevant feedback in terms of performance as it relates to the standard.
4. Set up situations that allow candidate success, such as utilizing appropriate terrain, providing adequate lead-in time and warm-up, and allowing second chances for performance when necessary.
5. Provide appropriate demonstrations and images for candidates in all tasks throughout the exam.
6. Maintain appropriate levels of difficulty in all assigned tasks as outlined in this document.
7. Score candidates appropriately to their Certification Level I, II or III and uphold the prescribed standard without compromise.
8. Provide appropriate written feedback that targets candidates' strengths and weaknesses in a fair, concise and accurate manner.

B. Teaching: "The examiner is able to..."

1. Ascertain an exam candidate's level of knowledge about teaching through questioning techniques that are geared to the appropriate Level: I, II, or III.
2. Set up teaching situations from the movement analysis session that reflect the appropriate Level: I, II or III and determine the candidate's decision-making process when working with students.
3. Ask appropriate teaching-related questions that allow candidates to expand on relevant teaching concepts, such as lateral learning, dealing with ability splits, working with special groups, dealing with a variety of snow conditions or terrain.
4. Score candidates appropriately relevant to Certification Levels I, II and III as prescribed in this document.
5. Uphold the standards for all levels of Certification.
6. Provide appropriate written feedback regarding a candidate's strengths and weaknesses with teaching skill in a fair, concise and accurate manner.

C. Professional Knowledge: "The examiner is able to..."

1. Ask open-ended questions of the appropriate Level I, II or III that allows exam candidates the opportunity to share their knowledge and understanding of technical topics.
2. Provide equal opportunity for members of an exam group to share their ideas, including open-ended discussion, as well as, asking specific individuals to comment.
3. Adhere to the technical Levels: I, II and III, and uphold the standards.
4. Listen for content and intention rather than specific words or personal bias in technical concepts.
5. Create and guide open discussion forums so that they have direction and relevant conclusions.
6. Create technical discussions with each individual in the exam group.
7. Provide appropriate written feedback regarding the candidate's strengths and weaknesses in technical understanding in a fair, concise and accurate manner.

D. Group Handling: "The examiner is able to ..."

1. Create a friendly atmosphere in exam situations.
2. Provide a fair and accurate assessment of each individual in all test situations.
3. Provide adequate warm-up and appropriate terrain in all skiing situations.
4. Outline the exam session and set expectations for the candidates regarding time-frames, results and other relevant information.
5. Provide appropriate levels of assessment in skiing, teaching and professional knowledge as outlined in this document.
6. Provide relevant, specific written feedback to all exam candidates.
7. Provide one-on-one discussions with all exam candidates after the results.
8. Set up each situation during the exam with adequate lead-in so that candidates are fully aware of what will happen next. No surprises.
9. Conduct the exam in a non-intimidating, candidate-centered manner that allows participants to show what they know.

General Exam Information

Exam Locations

A Level I, II, and III exam will be given in both the Anchorage and Juneau area each season.

Length of Exam

In the event that there are 2 or less candidates for a particular exam the examiners may decide to complete the exam within one day. Skiing and Teaching/Professional Knowledge will be tested in half-day segments with 2 examiners.

Modules

The exams are divided into three modules. They consist of the following:

1. Skiing
2. Teaching/Professional Knowledge
3. Written Test

Partial Pass

Candidates who do not pass the entire exam process may be considered for a partial for the modules in which they were successful. The candidate may re-test the following year in the module that was failed without retaking the modules that were passed the previous year. Partial pass status will only be valid for 1 season. If the candidate retests the immediate following year and passes the remaining module then they will have successfully completed the exam.

Crossover between Disciplines

The Level I Standards for **Nordic Downhill** and **Adaptive** exams include all of the Level I Standards for **Alpine** Level I. Therefore, the Alaska Division has decided that the Nordic Downhill and Adaptive Level I certified instructor is eligible to crossover and participate in the process for achieving Alpine Level II certification. The Alpine Level I Exam is waived, however, the eligibility requirements for Alpine Level II must still be met.

Reference Materials

Books

Skiing and Art of Technique, Joubert
Mastering the Mountain, Snellman
Joy and Sadness in Children's Sports, Martens
In Pursuit of Excellence, Orlick
Breakthrough on Skis, Tejada, Flores
It Started In The Mountains, Lucas
Skiing and the Art of Carving, Post Foster
Technical Skills for Alpine Skiing, Post Foster

Manuals

PSIA Core Concepts Manual
PSIA Alpine Technical Manual
PSIA-NW Teaching Manual, Kane
PSIA-NW Racing and Gate Running, Kane
PSIA-NW Gate Drills
PSIA-NW Teaching Skiing to Children Both Young and Old, Lucas
PSIA-NW Guide for Teaching Kids to Ski, Sutherland
PSIA Captain Zembo's Ski Teaching Guide for Kids, Alderson
PSIA Introduction to Teaching, Wagon
PSIA ATS (Strategies for Teaching)
PSIA ATS Handbook for Ski Teaching (4x6")
PSIA Teaching Concepts (ATM 3) Alpine
PSIA ATS III Alpine Skiing Manual
PSIA ATS Alpine Study Guides - Levels I, II, & III
PSIA Children's Instruction Manual
PSIA Alpine Entry Level Guide for Children's Instruction

Study Questions

An excellent way to find out if you have a comprehensive enough understanding of ATS is to test yourself on the following study questions. They are designed to enhance your knowledge, increase your curiosity, and help you prepare in detail for the certification exams. The difficulty of the questions varies from fairly basic to ones which you may not have the vaguest idea how to answer. The suggested resource materials are the ATS Study Guides (Levels I, II, and III), your ski school training clinics, and divisional clinics.

Technical/Mechanical

1. List the four primary skiing skills.
2. What is ATS? What are the three main components ATS?
3. Explain the Center Line concept.
4. What are the Center Line Reference Points? Name them.
5. Explain the skills concept. What part does skill development play in ATS?
6. What does the term, "common skill features" mean?
7. How are the Center Line, the skills concept, and the common skill features related?
8. What is lateral learning? What is its value? Give examples.
9. What characterizes an effective skiing stance?
10. What is angulation and what part does it play in skiing?
11. What is inclination and how is it used?
12. List several ways to vary the degree of edging in a turn.
13. As speed, rate of directional change, and pressure increases in a turn, how does the body adapt to effectively balance against the forces created?
14. Describe the difference between sliding, slipping, and skidding.
15. How does a higher or lower stance affect the application of skills?
16. How does excessive upper body rotation affect the turn?
17. What part does flexion/extension of the legs play in making a turn?
18. Describe skiing situations where the body crosses over the skis or the skis cross under the body.
19. What role does the inside ski play, relative to the four primary skiing skills?
20. What is the effect of lifting the inside ski during a turn?
21. How does the amount of hip and knee angulation differ from short radius to long radius turns?
22. What is the most important joint in the body for maintaining balance?
23. Where is the center of gravity in the human body?
24. List the fundamental differences between pivoting and carving.
25. What is an exercise line?
26. What is a progression?
27. Why does weight transfer minimize the need for strong unweighting?
28. When might it be efficient to unweight your skis? Explain ways in which this can be accomplished.
29. Explain different types of turn initiation mechanics and give examples of each.
30. How does the speed of rotary movements (steering/pivoting) affect the radius of a turn?
31. What is the value of establishing a twisted relationship between the upper and lower body in preparation for a turn? Describe how this is established in linked long and linked short radius turns.
32. What are some of the basic differences between short and long radius turns which are performed on a groomed, moderately steep slope, at the about the same speed?
33. List several possible causes of losing pressure on the outside ski during a medium radius turn.
34. What often causes a ski to chatter during the controlling phase of a turn made on ice?
35. How does the line the body takes vary from the line the skis take in reference to short, medium, and long radius turns?
36. What are some characteristics of modern racing technique that are seen in ATS?

Teaching/Methodology

1. What is the philosophy of the PSIA Teaching Model? What are the main components of the model?
2. What does "teaching to all senses" imply?
3. What characterizes an effective demonstration?
4. What are some ways to increase the student's observation of demonstrations?
5. How can a teacher effectively check for understanding?
6. List several different types of feedback. Explain each, and give a situation where each would be most effective.
7. What is pacing?
8. What does it mean to use "tactics" while skiing?
9. Explain the concept of reinforcement. Why is it important? Give examples.
10. What are metaphors? How can they be used in ski teaching?
11. What is the difference between habitual and perceptual skills? How are each learned? What role do they play in ski teaching?
12. Why is cooperative goal setting effective in teaching?

13. What are the advantages of working with one or two clear, concise goals or objectives rather than a larger number of goals?
14. Name six teaching styles. Discuss the characteristics and advantages of each.
15. List the important ingredients of a good lesson plan.
16. In order of importance, list 4 factors you consider in terrain selection.
17. Give some examples of how terrain can aid an exercise or maneuver.
18. How do snow conditions effect your teaching game plan?
19. Mental rehearsal/imagery/visualization. How might these concepts help one's performance? Outline the steps you follow in analyzing another skier's performance.
20. How can you determine the correct starting point for beginning a lesson? Discuss the following learning styles: Doers, Thinkers, Watchers, Feelers. How would you adjust a group lesson to satisfy these different learning styles?
21. Why is student perception more important than instructor input?
22. Why is it advisable to stop an activity at the highest point of excitement or success?
23. What are the advantages and disadvantages of competition within the context of a ski class?
24. What is the purpose of warm-up exercises and stretching?
25. Give some examples of how terrain can aid an exercise or maneuver.
26. What are several ways a large group (over 20) can be organized and taught? What symptoms may become apparent when a student is pushed too fast?
27. How may waiting time (lift lines, before total class gathers, waiting for slow student) be used as a teaching/learning time?
28. How may a cross-country skiing experience accelerate the learning rate of alpine skiers?

Safety/Risk Management

1. What is risk awareness? What is safety education?
2. What role do you, as a ski teacher, play in risk awareness and safety education?
3. "Safety, fun, and learning." Comment on this phrase.
4. List seven points of "Your Responsibility Code".
5. Describe the shape and color of the signs that comprise the International Trail Marking System. Briefly describe how one should interpret the signs.
6. List several factors that might contribute to fatigue.
7. List several potential safety hazards that might be present on the average slope or trail.
8. Give 5 safety tips that might be appropriate for any class.
9. What are the symptoms of fear in students? What are some causes of fear and anxiety?
10. If a student is injured in class, what procedures should be followed?
11. What are the symptoms of frostbite? What steps can be taken to prevent it? How should it be treated?
12. What are the symptoms of hypothermia? What steps can be taken to prevent it? How should it be treated?
13. List some potentially dangerous stopping places which should be avoided.

History/Organization

1. List five trends which currently affect the ski and resort industries.
2. When it was first evolving, what were some of the major differences between ATS and previous ski teaching philosophies?
3. How have ski technology and ski technique influenced one another over the years?
4. How many Divisions form PSIA, and what is the basis for these Divisions?
5. How many Regions are there in PSIA-A?
6. What do the following initials stand for? USIA, ASF, ISIA, FIS, NSP, USSA, USSCA
7. Provide any information you can (people, places, dates, reasons, etc.) about the following:
 - The first organized ski school in the U.S.
 - The first certification for ski teachers in the U.S.
 - The formation of PSIA
 - The formation of PSIA-A

Equipment Knowledge

1. What are the parts of the ski?
2. What are the functions of camber, reverse camber, and sidecut?
3. How does the longitudinal and torsional flexibility of the ski affect turning, edging, and pressure control?

4. What are the advantages of shorter skis and longer skis relative to turning, balance, stability, speed, safety, and learning rates?
5. What factors determine where the edges are sharpened or dulled?
6. What are the advantages and disadvantages of keeping the running surface of the ski slightly convex or flat? Relate to purpose.
7. What is the function of orthotics?
8. What is the purpose of canting? List several clues which occur during skiing that might indicate canting may be necessary.
9. What are the advantages and disadvantages of soft and firm flexing boots?

Children

1. What are the three components of the CAP Model? What parts of the student profile does each component help instructors identify? (pg. 6-8, PSIA Children's Instruction Manual)
2. What are important points to consider when giving feedback and positive reinforcement to students? (pg. 34-35, CIM)
3. At what age is it appropriate to use visualization when teaching children? Why? (pg. 20-11, CIM)
4. What are components of successful kids class organization? (Zembo)
5. How does the location of young children's center of mass effect their ability to achieve a balanced stance? (pg. 15-17, CIM)
6. How does coordination develop in children and what are important considerations for children at each stage of development? (pg. 18-19, CIM)
7. Describe appropriate ways to introduce tasks that help students develop movement skills. (pg. 19, CIM)
8. How does laterality effect a child's ability to perform skiing-related movements? (pg. 11 & 19, CIM)
9. Describe Piaget's four stages of cognitive development. At what ages do children pass through each stage, and how do they change as they mature through the stages of development? (pg. 9-11, CIM)
10. How does a child's stage of cognitive development effect how an instructor should provide information during a lesson? (pg. 9-11, CIM)
11. What are important components of affective (social/emotional) development to consider when planning a children's lesson? Briefly describe each point. (pg. 12-15, CIM)
12. How do children's perception of rules and competition change as they mature? (pg. 12-15, CIM)
13. What are the steps for learning motor skills? How can transfer of learning enhance these steps? (pg. 22-23, CIM)
14. What are the four learning preferences? Describe different ways to present a task for each preference. (pg. 23-25, CIM)
15. List the seven ways people are smart. How can you use the multiple intelligences to make your lessons more effective for all your students? (pg. 25-29, CIM)
16. What can you do to make sure your students physiological, safety and security needs are met? Why is it important to address these needs in order for them to learn? (pg. 28-29, CIM)
17. How can you help children understand and use the Skier's Responsibility Code? (pg. 30, CIM)
18. Give an example of an activity or game, what skills it develops and for what age it is appropriate.

Movement Analysis

Listed below are some behaviors we commonly see in skiers. If we consider the behaviors to be deficiencies, what learning situations might a ski teacher set up to improve the performance of students with the listed behaviors?

The Skier

1. Makes sharp, angular turns
2. Abstems
3. Lacks speed control; does not complete turns
4. Uses excessive upper body rotation

5. Shows insufficient angulation
6. Lacks sufficient upper/lower body separation
7. Tips into hill, particularly at end of turn
8. Has to stem outside ski to begin parallel turn
9. Cannot hold an edge on ice
10. Lacks rhythm and flow from turn to turn
11. Lacks sufficient flexion and extension movements
12. Has a stiff outside leg throughout the turn
13. Crosses his/her tips quite frequently
14. Sits back
15. Shows excessive edge/pressure orientation
16. Uses excessive pivoting
17. Uses excessive movements of the arms and upper body
18. Cannot ski powder
19. Cannot ski intermediate bumps
20. Throws the outside hip out at the beginning