



**learn + teach = inspire™**

Writing Exam Feedback  
Fall Training 2015

“Inspiring Lifelong Passion for the Mountain Experience”



**MISSION STATEMENT:** Provide high quality educational resources and well defined standards to aid our members in improving their teaching skills to better satisfy the needs and expectations of their customers in the enjoyment of downhill and Nordic snow sports.

## AGENDA – 2 hours

- Opening remarks
- Brief review of previous presentations
- Discuss our roles in the exam process
- Review Level I Skiing tasks
- National standards – fundamentals, applications, skills
- Review Level I result sheets
- Result/goal sheets
- Writing debriefing/goal sheets
- Summary, takeaways

# Level I

writing meaningful results and goals



# PSIA-NW Level I Skiing Tasks

- General Skiing Tasks:
    - Wedge Turns
    - Wedge Christie
    - Basic Parallel
    - Free Skiing: groomed terrain, mild un-groomed conditions or small bumps – moderate blue terrain
  - Versatility/Exercise Tasks:
    - Side slip to edge set
    - Straight run, paddle turn to a stop
    - Traverse-wedge and parallel\*
    - Linked forward side slips to edge set\*
- \*(Defined in Alpine Technical Manual)

# Level I tasks for analysis for training

- **WEDGE TURNS** Athletic stance; slow to moderate speed; steering of both skis with leg rotation; linked round turns with no traverse; both skis maintaining contact with snow; no pole use. Skis maintain a wedge relationship
- **WEDGE CHRISTIE TURNS** As a turn is completed, a new turn is started by extending ankles, knees and hips, steering both skis towards the fall line, resulting in a wedge relationship. The skis become parallel through more active steering of the inside ski, using rounded turn shapes and no traversing. The parallel matching of the skis may be demonstrated in a variety of places in the turn, including the beginning, middle and end depending on speed, terrain or intent. A pole touch is optional.
- **BASIC PARALLEL TURNS** Balanced, rhythmical turns with no traverse, athletic stance, short, medium and/or long radius. If used, pole use is timed with the turn radius, pole touch with weight transfer and edge change; maintain a parallel relationship.

**The fundamental mechanics of SKIING, outlined below, remain consistent through all levels of Certification. The performance criteria for these fundamentals will vary based on the application to common beginner, intermediate, and advanced zone outcomes.**

## **Skiing Fundamentals**

- Control the relationship of the Center of Mass to the base of support to direct pressure along the length of the skis.
- Control pressure from ski to ski and direct pressure toward the outside ski.
- Control edge angles through a combination of inclination and angulation.
- Control the skis rotation (turning, pivoting, steering) with leg rotation, separate from the upper body.
- Regulate the magnitude of pressure created through ski/snow interaction.

**The differentiating applications of fundamentals** are defined by the following categories: environment, accuracy, and speed.

- **Environment:** The appropriate terrain and snow conditions for level of assessment, relative to the skill development needs for students.
- **Accuracy:** The degree of competence and constancy in application of fundamentals relative to desired ski performance.
- **Speed:** The ability to ski in control at speeds necessary to achieve desired ski performance for the task or demonstration.

**Rotational control** refers to turning the skis about the vertical **axis** of the body. Skiers use this action to affect the direction their skis point. Rotational control highlights the ability of a skier to control the direction the skis point (toward the left, right, or straight ahead). The rotational movement can originate from different locations within the body

**Edge control** refers to tipping the skis relative to the length or longitudinal axis of the skis. Skiers use this action to increase or decrease the ski-to-snow angle. Edge control is the ability to tip the ski onto its edge and adjust the angle between the **base** of the ski and the snow.

**Pressure control** relates to managing forces acting on the skis. Skiers manage the distribution of pressure along the length of the skis, transfer pressure from one ski to the other, and adjust the overall magnitude of the forces acting on the skis.

**Balance/athletic stance** relates to the body maintaining equilibrium through proper stance and movement and is defined by the ability of the athlete to move in any direction at any time. Balance is both a basis for and outcome of proper movement.



**Snowboard:** Movements to be applied at Level I include flexion, extension, and rotation, and these will affect the performance outcomes of twist, tilt, pivot, and pressure control. The candidate will be asked to demonstrate flexion, extension, and rotational movements separately and in a blended fashion when performing the outcomes listed previously.

**At a minimum the candidate must demonstrate up-unweighting and terrain unweighting. The candidate must also be able to perform at a mature level the purposeful movement of the COM across the board by extending the legs at the initiation of the new turn, resulting in edge change and facilitating edge engagement.**

In addition, at the request of the examiner the rider will demonstrate:

1. Equal and/or independent extension and flexion of both legs
2. Appropriate timing, intensity, and duration of movements relative to the desired outcome
3. An ability to move from and regain a neutral reference alignment in all conditions and terrain listed previously (with the exception of freestyle outcomes)

While riding, the candidate must demonstrate safety awareness – through line choice, behavior, and ways of negotiating traffic patterns on the slope.

## THE MOVEMENT ANALYSIS [FEEDBACK] PROCESS

- Observation phase
- Evaluation phase
- **Prescription phase:** The **prescription phase** helps you lead instructors to a more advanced level by considering goals, incorporating what you learned during your evaluation, and creating a pathway to help instructors improve.

Common elements are: Determining strategies to promote improvement, using knowledge gained from observation and evaluation

Providing **direction** through effective, accurate, meaningful feedback

(reference Alpine Technical Manual chapter 6)



**PSIA AASI**  
N O R T H W E S T

## Sentence Starter Statement Ideas:

### Intro

- “based on your performance today”
- “related to the national standards”
- “you were successful/not successful”
- “evaluating your skill blend”

### Body

- “what we saw” (not good/bad)
- “your strengths are” “refinement needed in these skills”
- “you consistently/occasionally/inrequently
- “and it affected”
- “as evidenced/demonstrated by”

### Conclusion

- “continue”
- “focus”
- “develop”
- “if your intent is, you are ready for”
- “we encourage you to”
- “your equipment”
- “work on these exercises to develop”

### Taboo Words (platitudes)

- “good job”
- “nice/hard work”
- :) – smiley face
- “you have talent”
- “you were really trying hard”
- “nice try, but”
- “you were really close”
- “you are almost there”

- Leverage the positive
- Be authentic
- Acknowledge the effort
- Personalized
- Also considers TD as audience so feedback/goals make sense to them

- Observations
- Be specific
- Ski performance and movements
- What -> why

- Goals
- Prescription
- Why -> how
- Trajectory/pathway
- Recognition
- References to equipment or exercises must relate to observed performance – why
- Use bullets on back of sheet as goals

- Instead of saying you were close use descriptors that indicate levels of achievement (example from RM)
  - Essential elements were not observed or present
  - Essential elements are beginning to appear
  - Essential elements appear but not with consistency
  - Essential elements appear regularly at a satisfactory level
  - Essential elements appear frequently, above required level
  - Essential elements appear continuously, at a superior level

Now,

# NICE TURNS

doesn't cut it.....

## Skating feedback:

Make sure to start the turn from the feet and allow the legs and feet to turn under the body. Remember the inside hand, shoulder and hip are ahead of the outside, leading the turn, your movements make the skis work well.

Strong riding. Level 2 attainable with training. Work on earlier start to progressive flexion to edge change in dynamic turns. (Begin flexing at turn apex/belly).

GOOD JOB! WORK ON LEVELING YOUR  
HIPS AND SHOULDERS WITH THE TERRAIN AS YOU  
MOVE FROM TURN TO TURN. YOU'LL BE BETTER  
ABLE TO DIRECT YOUR PRESSURE TO YOUR  
OUTSIDE SKI.

GOOD WORK! YOU PRESENTED YOUR SKILLS THAT ARE AT THE  
LEVEL 1 NATIONAL STANDARDS.

GOALS: WORK FORWARD KEEPING YOUR SKILL DEVELOPMENT BLENDED  
IN REGARD TO OUTCOME SPECIFIC. KEEPING YOUR BALANCE MOVING IN THE  
INTENDED DIRECTION OF TRAVEL. MAINTAINING YOUR PRESSURE (EXTENSION)  
FORWARD. YOU WORKED HARD ON CREATING A NATURAL LOOKING BALANCED  
STANCE AND SLEWS IN YOUR SKIING!

Based on your performance today I noticed "saw"  
that by controlling the relationship of CM to base of  
support to direct pressure along the length of skis has improved  
over all flexibility since the beginning of the season.  
Continue to think 'movement' flex & extend in direction of  
travel.

great on goals on your new career path,  
As we do demo's remember to over exaggerate  
your movements so they are very easy to see and  
have your students repeat them

CONGRATULATIONS! YOUR SKIING DISPLAYED THE SKILLS NECESSARY  
TO PERFORM LEVEL 1 NATIONAL STANDARDS.

GOALS: CONTINUE TO WORK TOWARDS KEEPING YOUR BALANCE MOVING  
FORWARD IN DIRECTION OF TRAVEL (FORE AFT PRESSURE) + STABILIZING  
UPPER BODY.

CONGRATS ON HAVING A GOOD TRAINER. AWESOME  
JOB OF SHOWING YOUR DEMOS SO IT WAS EASY  
TO GIVE YOU A PASS.





### Skiing Fundamentals

- Control the relationship of the Center of Mass to the base of support to direct pressure along the length of the skis
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- Control edge angles through a combination of inclination and angulation
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- Regulate the magnitude of pressure created through ski/snow interaction

#### Influenced by ...

- **Environment:** The appropriate terrain and snow conditions for level of assessment, relative to the skill development needs for students
- **Accuracy:** The degree of competence and constancy in application of fundamentals relative to desired ski performance
- **Speed:** The ability to ski in control at speed necessary to achieve desired ski performance for the task or demonstration

### Rotational Control refers to turning the skis about the vertical axis of the body

- Turning originates in the feet and legs and they turn more than the upper body
- Legs turn against a strong/stable torso to guide skis through turns
- Both skis turn together throughout a parallel turn with femurs turning in the hip sockets
- Skis are tipped and turned appropriately to create a smooth, round turn

### Edge Control is the ability to tip the ski onto its edge and adjust the angle between the base of the ski and snow through a combination of inclination and angulation

- In a parallel turn, the edges are released and re-engaged in one smooth movement
- Both skis tip the same amount early in the turn to engage the tips of the skis
- The shins make forward and lateral contact with the boot cuffs
- Tension of the inside leg helps maintain alignment of the center of mass to the point of contact

### Pressure Control requires movements to manipulate forces affecting the skis

- Joints work together to manage pressure distribution effectively to flow evenly and smoothly over terrain
- Skis bend progressively through the turn with the entire ski length engaged
- Transfer pressure from ski to ski extend outside leg, flex inside leg
- Continues to move forward along ski edges throughout the turn
- Flexion and extension of legs changes in response to the terrain and pitch of the slope
- The pole touch or pole plant complements the turn
- The upper body is quiet and disciplined

### Athletic Stance and Balance

Athletic stance is the ability for a skier to move in any direction at any time. Balance is both a source and outcome of effective movement.

- The feet are approximately hip width apart to provide a base of support
- All major joints are proportionately flexed
- Weight and balance is more toward the balls of the feet
- The arms are slightly above the waist, with the elbows just in front of the body and the hands positioned slightly wider than the elbows
- The pelvis is neutral with the lower back neither arched nor the tailbone tucked
- The head is up with the vision forward

## Results/Goal (prescriptive)

Touch on:

- Ski performance - The Fundamentals
- Body performance
- Applications – environment, accuracy, speed
- Whole vs part
- Turn phases
- DIRT
- The w's
  - What
  - Why
  - When
  - Where
  - And most important W - HOW

# Summary

Takeaways: