

PSIA-NW

Nordic Membership

and

Nordic Track Exam Guide

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PREFACE

Acknowledgments

This manual is a compilation of many people's visions, ideas, personalities and writing. Don Portman deserves credit as the godfather of "exams as the best clinic ever conducted" philosophy in the Northwest. Thanks also to Don, Eric Burr and Nils Larsen who have long been the guiding lights behind the track, backcountry and cross-country downhill (XCD) programs respectively, and to Shannon Nelson and Jim Denovan who have been Nordic Board members and tireless workers for the greater good of all Nordkind

This current edition reflects the work of some more recent contributors including Brett Alumbaugh and Stuart Craig. Considerable editorial assistance came from Laura Landrum with this on-going project.

Thanks to Johanna Hall for bringing the concept of outcome based curriculum and education into the national focus. A special thanks to former National Nordic Team Member Mickey Stone from the East for much of the format of this manual, some of the actual wording of a few passages, and the Nordic Study Guide. PSIA National deserves thanks for many of the ideas, concepts and information that I have been able to contribute to the current PSIA-NW Nordic program and this manual. This is a result of the cross-pollination and training that I have received from being on the National Nordic Demo Team from 1992-2004.

- Steve Hindman, fall 2000

PSIA-NW 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 winter sports.

INTRODUCTION

Skiing and ski teaching are subjective experiences that can be as broad and as varied as you wish. Written materials and even videos about skiing and ski teaching pale by comparison.

This manual is intended to provide objective descriptions of effective ski teachers and to provide references and tools to help ski teachers be more effective. As you read these descriptions and use the references, please keep in mind the limited intent of this manual and the limited power of the written word to describe reality.

To The Candidate

The most recent nationally produced manual for nordic instructors, **American Teaching System, Nordic Skiing, PSIA (1995)** is what we have as a written reference for skiing and teaching models and for technical knowledge and terminology. It is our intent that the content that we communicate through divisional clinics, seminars, symposiums and other training events will be consistent with, but not limited to, these written references. Likewise, the National Standards, or outcomes, that form the objective criteria against which you will be evaluated during a Track exam will also be consistent with the national manual.

Seen in this light, exams serve to validate the efforts of the divisional staff and the effectiveness of the division's education programs in communicating the above information and standards and in helping our members teach and ski better. It is our hope that any exam or pre-exam clinic that you participate in will reflect this intent and be the best ski clinic you have ever attended.

At the same time, some participants will get the certification pin that they want and some will not. However, it is your preparation that is the most important determinate of whether or not you achieve the certification level you desire, provided the staff and educational materials deliver as intended.

Effective and successful ski teachers, who just happen to be the typical successful exam candidates, read the appropriate books and manuals, often taking notes and developing outlines. They view videos, analyze skiers at every opportunity, and create fun and effective ways for students to learn and improve their skiing skills. They question, discuss, and challenge the American Teaching System (ATS). They seek out and study a wide variety of sources for information about technical information and the most current ski techniques. There is continual training, experimentation and diversification occurring as they work at being more effective ski educators. Although you may want to ask someone else, "Am I ready yet?", you will become able to answer that question if you become actively engaged in the above quest for knowledge, skills, and experience and are motivated by the fun and enjoyment of skiing and teaching.

About This Manual

This manual has been created to clarify what you will be expected to be able to do and how you will be evaluated for each level of certification in cross-country track (classic and skate). The expectations used to evaluate you in a track exam are derived from an outcome-based approach to training and validation. They are also based on agreed upon National Standards, so your track certification at any level in the Northwest will be valid throughout the country, provided you keep up with your on-going educational requirements.

Outcome-based training and validation starts by describing the desired behaviors of instructors at each certification level. Once an outcome-based behavior is described, training and validation processes can be flexible. Since behaviors can be measured, outcomes can also be measured, so more objective exam standards are possible.

Since this manual is intended only as a guide to the exam process and standards, you will need to seek other sources of information and education as you prepare to participate in an exam. Attendance at your own ski school's training clinics, divisional education functions, races and race camps, and your own skiing and ski teaching experiences are all excellent methods to gather knowledge and skills. The divisional Alpine Exam

Manual includes valuable information on preparing for any exam. Divisional and national training materials for both alpine and snowboard provide valuable material for teaching snow sports and should not be overlooked. The manual and training materials are available through the divisional office in Seattle. The resource listing and study guide included in this manual provide additional resources to help you prepare. At the least, a thorough understanding of the material in **American Teaching System, Nordic Skiing, PSIA (1995)** appropriate to your level of desired certification and discipline will be necessary.

GENERAL POLICIES

How Do I....

How Do I Join the Professional Ski Instructors of America, Northwest Division (PSIA -NW)?

PSIA, like most American and other human institutions, started locally. Eventually the various instructor alliances, regional in nature, joined forces under a national umbrella, PSIA. As a member of today's ski instructor association in the Northwest, you may interact with the regional association called PSIA-NW, and the national organization called PSIA. However, you can elect to be a member of only the regional association, PSIA-NW.

To join PSIA-NW, contact the training director (TD) of your ski school. He or she will give you the membership form that is required for membership. Many schools also require the completion of a written exam. You must be 16 years of age. Upon completion, your training director signs and forwards the completed forms to the PSIA-NW office, along with your check (see current membership form for dues). Dues for divisional registered members in the 2000-01 season are \$30 per year.

If you do not belong to a PSIA-NW ski school, or even a formal ski school, you can contact the PSIA-NW office for a membership form. You will be required to provide two letters from (preferably PSIA certified) ski instructors who are familiar with your teaching and skiing ability, recommending you for membership. Forward the completed form and recommendation letters to PSIA-NW with your dues.

As a registered PSIA-NW only member, you will receive the divisional newsletter, Northwest Snowsport Instructor, be able to sign up for divisional clinics and be able to purchase educational materials from the divisional office. As a registered PSIA-NW member, you do not belong to PSIA National and you cannot vote for divisional officers. Expect your membership card in the mail within 4 to 6 weeks after sending in your dues.

How Do I Become a Registered Member of the Professional Ski Instructors of America (PSIA)?

Although you can be a member of PSIA-NW without belonging to PSIA, you cannot be a national member without divisional membership. If you already are a divisional registered member but have not completed the registered member written exam, you will have to complete that exam and submit the difference between divisional and combined dues (currently \$30 for the 2000-01 season) to the PSIA-NW office to obtain national registered membership. Contact the PSIA-NW office or your TD for the necessary paperwork.

If you are not a divisional registered member, contact the training director (TD) of your ski school. He or she will give you the membership form and written exam that are required for membership. You must be 16 years of age. Upon completion, your training director signs and forwards the completed forms to the PSIA-NW office, along with your check (see current membership form for dues). Combined national and regional dues for the 2000-01 season are \$60. Expect your membership card within 4 to 6 weeks after sending your dues to the office.

If you do not belong to a PSIA-NW ski school, or even a formal ski school, you can contact the PSIA-NW office for a membership form and exam. You will be required to provide two letters from (preferably PSIA certified) ski instructors who are familiar with your teaching and skiing ability, recommending you for membership. Forward the completed form, exam, and recommendation letters to PSIA-NW with your dues.

PSIA national registered members can vote for divisional representatives, receive the divisional newsletter as well as the national magazine, The Professional Skier, and can order educational materials from the divisional and national office. In addition, PSIA members can order from the national ski clothing and accessories catalog, which contains specially priced merchandise for ski professionals. PSIA members also qualify for the possibility of buying ski merchandise at professional discounts from ski companies and dealers that choose to participate in the pro purchase program. PSIA members may also sign up for divisional, national and international educational events.

Many people elect to pursue certification with PSIA after becoming a member. There are three levels of track certification to pursue within PSIA — level I, level II and level III. You must be a member of PSIA national to qualify for all levels of certification. However, you may register to take a certified Level 1 exam before becoming a National member. If you pass the exam, you must then become a member of PSIA national to become “PSIA Certified Level I”.

How Do I Become a Level I Certified Member of the Professional Ski Instructors of America (PSIA)?

As a registered PSIA-NW member, you must successfully complete a Level I exam/clinic and submit the difference in between division only and combined dues (see current membership form) to the PSIA-NW office within 30 days of your completed exam/clinic. In addition, you will need to complete any required paperwork and pay any fees associated with the Level I exam/clinic to become a PSIA Certified Level I instructor. The difference between divisional and combined dues for the 2000-01 season is \$30.

If you are already a national registered member, you must successfully complete a Level I exam/clinic, complete any required paperwork and pay any fees associated with the Level I exam/clinic to become a PSIA Certified Level I instructor.

The pre-requisites and logistics of signing up for a Level 1 exam/clinic are outlined below under “how do I sign up for exams” and “Certification Pre-requisites”.

How Do I Sign-Up for Clinics?

The PSIA-NW divisional newsletter always includes a schedule of upcoming clinics. PSIA-NW ski schools can also request a clinic on a specific date and topic by contacting the PSIA-NW office. Groups of six or more members who do not belong to a PSIA-NW ski school can also request specific dates and topics.

To sign-up for a clinic, use the registration form included in the newsletter or contact the PSIA-NW office. You are not officially registered for a clinic until the office has received your registration fee in full. Please register at least two weeks in advance out of respect for the clinician’s schedule and the office staff. Early sign-ups give clinicians adequate prep time for a dynamite event.

Clinic fees vary and are published each fall. Symposium and Seminar fees vary depending on whether you choose to attend only a part or the entire event. Attending clinics is one way to earn education credits, which are required to maintain your certification. Day clinics are worth one credit per day; night clinics are worth ½ credit.

How Do I Sign-Up for Exams?

As with clinics, the schedule is printed in the newsletter. Level I clinics are the exception (see Certification Level Pre-requisites below) in that they may also be scheduled between qualified Technical Directors (TDs) or divisional Track examiners and interested candidates. To sign up, use the registration form included in the newsletter, call the PSIA-NW office or contact the TD in your ski school. Please remember that you are not signed up until the office receives your exam fees in full. Please sign up at least two weeks in advance so that the examiners can schedule their time and be prepared to conduct an exam.

How Do I Maintain My Certification?

To maintain your certification level, you must remain current with your dues and be an active ski instructor. In addition, you need to update your skills and knowledge by attending ongoing educational events. One educational credit per year is required to maintain your certification. Full day events count as one credit per day. A half day or night event counts as 1/2 credit.

PSIA or PSIA-NW Events: Paid attendance at PSIA-NW clinics, seminars, symposia and exams count as educational credits. Many PSIA-NW ski schools sponsor member ski school clinics that can count as education credit. Be sure to check with your TD to find out what in-house events (if any) qualify.

Non-PSIA or Non-PSIA-NW Events: Participating in non PSIA-NW educational events is strongly encouraged and highly recommended and may count as educational credit. To apply for educational credit from a non-PSIA

or PSIA-NW event, contact the office at least one month in advance. Educational credit for a non-PSIA or non-PSIA-NW event is granted at the discretion of the PSIA-NW ETC committee, and maybe denied for events that do not meet PSIA-NW standards. Educational credits for events will not be granted if applied for after attendance at an event.

ADVANCED EDUCATOR LEVELS

Divisional Clinic Leaders - Application and Selection

Instructors who wish to become involved as clinicians need to possess the following qualities:

1. Be an active member of PSIA-NW in good standing.
2. Be a Level III certified instructor for at least two years.
3. Have a letter of intent to become a clinician on file in the PSIA-NW office by September 30.
4. Have two letters of recommendation from other PSIA-NW Level III certified instructors on file in the PSIA-NW office by September 30.

Qualified applicants will be notified by the PSIA-NW office of the time, date and location of a one day on snow assessment. This may not be an annual event if there are not enough applicants or if there are no openings on the divisional staff. Applicants will be assessed on skiing, teaching, and clinic leading, technical, and presentation skills. Indoor presentations may be included. At the conclusion of the on snow assessment, the individual will or will not be invited to become a divisional clinic leader (DCL).

Examiner Program

A PSIA-NW examiner possesses expert group management skills, is supportive of others, and is able to develop positive interpersonal relationships in group situations. He or she is diplomatic and relates well to peers, subordinates and administrators. An examiner understands the needs of individuals and how this is affected by group dynamics. He or she maintains a professional appearance and a positive energy level, is punctual, organized, sincere, and honest. This skier is able to demonstrate adaptability and versatility at the level at which they are examining. A PSIA-NW examiner has a high degree of technical and teaching knowledge and understanding.

Examiner in Training (EIT) Program

Active Level III certified instructors with one or more years of divisional clinic leader experience can apply for the EIT Program. After a review of the applicant's divisional experience and performance by the appropriate certification chairperson, the individual will or will not be invited to become an EIT.

The examiners in training (EIT's) will observe at exams, performing tasks assigned by the examiners in attendance. The total number of back up examiners, training directors and divisional staff exam observers will be limited to fewer than the total number of examiners or no more than half the number of candidates, whichever is greater. After acquiring some examining experience and based on satisfactory performance, the EIT will be given a chance to manage their own exam group for a typical rotation or "session" of about an hour and a half.

When an EIT has facilitated an exam group for no less than two sessions and no more than six, they will be evaluated and will or will not be invited to become examiners.

Examiners and examiners in training who transfer from other PSIA divisions will be required to participate in our EIT Program, including the application and selection process.

Maintaining Divisional Clinic Leader and Examiner Recognition

To continue to be recognized by the division as an examiner or DCL, you must:

1. Work as an examiner at one of the last three exams offered in your discipline or as a clinician within the last two seasons.

2. Be employed by a PSIA-NW ski school or be actively teaching, coaching or supervising with an affiliate organization.
3. Attend one annual on-snow advanced educator event in your discipline.
4. Receive a majority of positive evaluations from the candidates in exams you have conducted, or the clinics you have lead.
5. Maintain skills and knowledge in skiing, technical, and teaching at an appropriate level for an examiner in PSIA-NW and be evaluated by your peers during an on-snow assessment held once every two years.
6. Complete all paperwork, meet deadlines, stay informed of office and divisional policies and maintain positive and appreciative relations with the office staff.
7. Communicate and keep agreements with others on the divisional staff.

For Examiners you must also:

1. Conduct exams fairly and within guidelines.
2. Cooperate with, enhance, and assist the head examiner in any and all ways possible.

Examiners and DCLs failing to meet the above qualifications, standards and expectations will receive written notice of their probationary status for the next season from the certification or education chairperson in their discipline. If their performance, as evaluated by the appropriate chairperson at that time, does not meet the above criteria during the following season, they will no longer be recognized as an examiner or a DCL by the division.

CERTIFICATION PRE-REQUISITES

Level I - Track

Track Level I exams/clinics may be administered by ski school training directors (TDs) or by PSIA-NW Track examining staff. TDs need to be accredited by PSIA-NW in order to offer Track Level I exams/clinics. If your ski school does not have a TD who qualifies, call the office for the name of the closest Track examiner. Once you find a TD within your ski school, or a Track examiner, make arrangements with them to schedule a Level I exam/clinic for you and any other qualified and interested participants. TDs and examiners may obtain copies of the Level I administration packet by contacting the PSIA-NW office.

PSIA-NW will also offer Level I exam/clinics at different locations periodically or by request to accommodate those instructors who do not have a resident TD. To sign up for these events, check the exam schedule in the most recent PSIA-NW newsletter or call the office.

Levels II and III - Track

Candidates for Level II and/or III certification need to be certified Level I instructors in Track. There is no additional teaching experience or ski school membership requirement. Level II/III Track exams are scheduled PSIA events and cannot be administered by ski school TDs (unlike Level I exams).

Transferring Certification from Another Division

The Nordic program of PSIA-NW recognizes the certification level in Track Skiing that you have obtained from any other division of PSIA, provided you are a member in good standing of that division when you apply for transfer to the Northwest division. Contact the divisional office for details.

EXAM FORMATS AND LOGISTICS

Level I – Track

There are written and an on-snow components to the Level I exam/clinic. Level I exams are referred to as exams/clinics because there is a strong education focus at this event. A Level I event is often the first PSIA-NW clinic that a Track instructor attends. Since PSIA-NW exams are intended as a validation process for the divisional staff's educational efforts, the main focus of the event is to begin that educational process. The Track Level I study guide that is in the Resource section of this manual is the exact same test that you will be expected to complete at an Track Level I event. Start your educational process right now by using the questions to stimulate your own quest for knowledge, skills and understanding.

Ideally the instructor at a Level I event will have received some training from a ski school and will have worked hard on becoming a better instructor. After a Level I event, a participant should have an increased awareness of what they do and do not know about teaching Track Skiing. Ideally they will also learn some new ideas by participating in the exam/clinic.

It is possible, however, to “fail” a Level I exam/clinic. An instructor who does not pass a Level I exam/clinic is an instructor who does not yet know and understand enough about skiing and ski teaching to be of service to those that are just getting started in the sport. Specific expectations of a Level I instructor are detailed below in the “Evaluation Methods and Standards” section.

The Level II/III Pre-Exam Clinic – Track

This is a one-day event offered at least two weeks prior to a Level II/III exam. At least one pre-exam clinic will be scheduled two weeks prior to a scheduled Level II/III exam. This clinic addresses the teaching, skiing and technical knowledge required for the Level II/III exams. It also reviews the format of the certification exam and the methods by which participants will be evaluated. Exam candidates are required to take a pre-exam clinic (for the appropriate discipline) within 15 months of taking an exam. This requirement may be waived via a petition filed by the candidate at least 10 days prior to the exam for which the candidate is registering. The candidate must get the written approval of the head examiner of the appropriate discipline to be admitted to an exam without attending a pre-exam clinic within 15 months of an exam.

Levels II/III Exam – Track

Both the certified Level II and certified Level III exams are a one-day exam run concurrently. It is possible for certified Level II candidates to pass at certified Level III. Exams may be run with as few as seven candidates. There will be two examiners if there are 7 to 11 candidates and three examiners if there are more than 12 candidates.

A take home written test with questions changing periodically may be part of the exam. If so, the answers to the written test are to be turned in the day of the exam and must be an original (no copies) and neatly printed or typed. Written tests, if used, will be mailed to the candidate after the office receives your exam fees.

Candidates will meet at 8:00 am at the designated area. The meeting area location will be posted at the ski school desk, if applicable. Trail passes, if needed, may or may not be provided by the host ski area, so bring money. There will be at least a 30-minute lunch break. Be sure to bring a lunch and have it with you when you meet your group in the morning.

Examiners and candidates meet and the candidates ask any further questions about the format or content of the exam in the morning meeting. Candidates will be given exam evaluation forms at this time to be turned in at the end of the exam.

The examiners may be joined by one or more examiners-in-training who will assist with the group and may lead the group at times. Training Directors or other divisional staff members (clinicians, examiners from different disciplines) who wish to observe the exam may also join the examiners. Exams are first and foremost events for candidates. Therefore, the total number of back up examiners, training directors and divisional staff exam observers will be limited to fewer than the total number of examiners and no more than half the number of candidates, whichever is greater.

The groups will be shifted between the examiners so that each examiner has roughly equal time with each group. It will take until late afternoon to complete the exam. At the end of the exam, candidates will evaluate the examiners and examiners-in-training. This is important if the exam process is to continue to improve. After the exam, the examiners will tally their scores and determine results. This process should take an hour or two, but may take longer with larger groups. The office will mail you further logistical information upon receipt of your exam application and full payment of all fees.

Specific expectations of a Level I instructor are detailed below in the “Evaluation Methods and Standards” section.

Typical Exam Schedule

(These are approximate times)

8:00 am	Pre-exam meeting to meet the group, outline the day’s schedule, answer last minute questions, assign groups to examiners, and get trail tickets
8:45 am	on snow
12:00 pm	Lunch
12:45 pm	back on snow
4:00 pm	Exam complete for candidates, examiners begin candidate evaluations, candidates work on examiner evaluations
5:30 pm	Examiners distribute candidates’ evaluations and collect examiner evaluations

Education Credit

All participants in the track pre-exam or exam will receive 1-year educational credit for each day. Exam participants receive educational credit whether they attain certification or not.

EVALUATION METHODS AND STANDARDS

PSIA-NW Nordic Certification Outcomes

The examiners will be evaluating your effectiveness in teaching the appropriate skier group for your desired certification level. Although successful ski teaching is a holistic endeavor, the exam is broken into three parts in order to facilitate evaluation of your instructional skills and abilities.

Teaching Knowledge - Track

Candidates may be given an opportunity to teach in a variety of settings, from one-on-one, to one conducting a clinic for the entire group. Candidates will be evaluated on their clarity, rapport, creativity and effectiveness. Their safe handling of the group will also be a consideration. Level II candidates will be assessed on their ability to teach beginning and intermediate skiers. Level III candidates should be able to clinic the group and develop lesson plans for individuals as well lessons plans for the group as a whole. A candidate may be asked to teach a specific topic.

There are two fundamental teaching assignments. These two types of teaching assignments attempt to simulate what a ski teacher does in an everyday teaching situation although you will have much less time to teach than in an everyday teaching situation. Successful candidates choose one lesson plan or movement pattern to work with. They then move the group through an abbreviated version of the Teaching Model. Effective teaching is most easily recognized when students have made observable changes in their skiing or their understanding of skiing or ski teaching at the end of the assignment.

- I. Skier Analysis and Improvement - The candidate will analyze a skier or a group of skiers, and then develop and implement a lesson plan designed to improve the skiers' capabilities. The lesson plan should be based on the observed performance and the stated personal skiing goals of the skier or group of skiers.
- II. Situation Teaching - The candidate will be given a situation by the examiner, to either improve the level of the group or an individual or to clinic other instructors on how they teach a specific topic in a specific situation, or to a specific type of skier.

In both assignments, the candidates must be able to analyze the other candidate's movement patterns and give appropriate feedback. At all times, keep in mind that we are not looking for "pretend teaching". Teach to the other people in your group. Improve their skiing or share with them your unique way of teaching, communicating and approaching a ski lesson. Please don't ask the group to pretend that they are different skiers than who they are unless you need to do this in order to accomplish a specific objective.

Specific expectations for each level are detailed on the following pages.

Level I

Teaching: "The instructor is able to..."

- I. Knowledge of Teaching
 - A. Recall Your Responsibility Code and discuss how to introduce it when teaching beginner level lessons.
 - B. Recognize all parts of the American Teaching System: Nordic Skiing, PSIA (1995) and discuss how to use the system when teaching beginner level lessons
 - C. Identify visual, auditory and kinesthetic learning styles (VAK) and gives examples of how to recognize a student's learning preference.
 - D. Identify styles of teaching and gives examples of how to use them during a lesson.
 - E. Identify student profiles of specific groups (i.e., age or gender specific).
 - F. Identify the common behavior patterns of children as they develop.
- II. Application

- A. Teach the skiing public (including children) through the beginner level.
- B. Handle a class and manage a group's behaviors based on energy levels, conditions for that day, safety, and lesson content.
- C. Communicate information using basic techniques such as eye contact, voice inflections, and appropriate pacing of information.
- D. Describe skier services and activities at the instructor's home area.

Level II

Teaching: "The instructor is able to..."

- I. Knowledge of Teaching
 - A. Recall Your Responsibility Code and discuss how to integrate it into beginner through intermediate lessons.
 - B. Recognize all parts of the American Teaching System, Nordic Skiing, PSIA 1995 and discuss how to use the system while teaching beginner and intermediate level lessons.
 - C. Identify the components of the PSIA Teaching Model
 - D. Identify and match learning and teaching styles.
 - E. Describe student profiles of specific groups (i.e., age or gender specific) through intermediate levels.
 - F. Identify and describe the cognitive, affective and physical development of students.
 - G. Recognize the "CAP Model" as described in American Teaching System: Children's Development Manual, PSIA 1994.
- II. Application
 - A. Teach the skiing public through the intermediate level.
 - B. Determine goals that are mechanically correct and meet the expectations of their students (The Learning Partnership).
 - C. Tailor teaching styles to the preferred learning styles of the students.
 - D. Modify lesson content to meet the needs of children at various stages of development.
 - E. Broaden explanation of skier services and activities at the instructor's home area.

Level III

Teaching: "The instructor is able to..."

- I. Knowledge of Teaching
 - A. Discuss how to integrate Your Responsibility Code into beginning through advanced levels lessons.
 - B. Recognize all parts of the American Teaching System: Nordic Skiing, PSIA 1995, and discuss how to use the system when teaching all levels of lessons.
 - C. Describe how to use a variety of teaching and learning styles in a group lesson to individualize the lesson for the students.
 - D. Describe elements of student learning and instructor teaching. Relate how these elements can contribute to both positive and negative experiences for students.
 - F. Combine information concerning child development from certified Levels I and II for a better understanding of all students.
- II. Application
 - A. Teach the skiing public through the advanced level.
 - B. Use the Teaching Model in all levels.
 - C. Individualize group and semi-private lessons by using a variety of teaching styles and methodologies.
 - D. Arrive at specific outcomes during lessons using a variety of strategies.
 - E. Apply various forms of reinforcement, practice, and feedback to gain the best performance from students.
 - F. Describe in-depth the skier services and activities available at the instructor's home area and within the industry.

Technical Knowledge - Track

Examiners may gather information concerning the candidate's technical knowledge by observing their teaching, 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, or passing skiers, and to do a self-evaluation. Video may also be used for movement analysis.

Specific expectations for each level of certification are detailed below.

Level I

Technical: "The instructor is able to..."

- I. Terminology
 - A. Define and explain the basic ski and ski instruction terminology as described in the American Teaching System: Nordic Skiing, PSIA (1995).
- II. Equipment
 - A. Identify equipment needs for skiers at the beginner level in your discipline.
- III. Skiing Model/Skill Development
 - A. Describe the Reference Maneuvers for your classic and skate skiing and identify common skill usage and differences.
 - B. Identify components of the diagonal stride and skate skiing at the beginner level.
 - C. Identify basic skiing skills (balance movements, rotary movements, edge-control movements, pressure-control movements) and relate them to skiing at the beginner level.
- IV. Movement Analysis
 - A. Describe the basic movement patterns in beginner skiers.
 - B. Determine cause and effect relationships as related to stance and basic skills in beginner skiers.
 - C. Prescribe what a student should work on by prioritizing their skill needs through beginner level.
 - D. Prepare skill development based lesson plans.

Level II

Technical: "The instructor is able to..."

- I. Terminology
 - A. Define and interpret all terminology as described in the American Teaching System: Nordic Skiing, PSIA (1995) and apply it for understanding, analyzing, and teaching skiers up to intermediate level.
 - B. Identify the "CAP Model" as described in American Teaching System: Child Development, PSIA (1994).
- II. Equipment
 - A. Describe changing equipment needs as students advance from beginner through intermediate level in your discipline.
- III. Skiing Model/Skill Development
 - A. Describe the Reference Maneuvers for your classic and skate skiing and how they illustrate the progressive acquisition and blending of the basic skiing skills.
 - B. Examine the similarities of skill application in these Reference Maneuvers through a discussion of Common Skill Features.
 - C. Identify skill application in beginner through intermediate level skiing. Explain skill blend, intensity, and skiing characteristics that create balance and propulsion and permit speed control for classic and skate skiers.
 1. Describe the components of classic and skate skiing at the intermediate level.
 2. Relate propulsion and speed control to gravity, friction and the forces acting on a skier. Discuss how a skier uses muscular effort, stance and other internal methods to counteract friction and gravity while generating propulsion and how a skier counteracts other forces generated during skiing.

D. Describe skill development in the Skiing Model and discuss how lateral learning enhances that development.

IV. Movement Analysis

- A. Describe the basic movement patterns in skiers through the intermediate level.
- B. Determine cause and effect relationships as related to skill usage in the different phases of the diagonal stride and skating.
- C. Prescribe what a student should work on by prioritizing skill needs through the intermediate level.
- D. Prepare a skill development plan focused on exercises and tasks to target skier's needs and to change their behavior.

Level III

Technical: "The instructor is able to..."

I. Terminology

- A. Demonstrate the skiing related terms from the American Teaching System: Nordic Skiing, PSIA (1995) and discuss how to use the system when teaching all levels. Show understanding through performance.
- B. Relate specific skiing terminology to students in plain and simple language.
- C. Identify the "CAP Model" as described in American Teaching System, Children's Development Manual, PSIA (1994).

II. Equipment

- A. Describe and analyze equipment variables in advanced skiing for classic and skate skiing. Recommend specific equipment for specific uses and skiers.

III. Skiing Model/Skill Development

- A. Describe skill blending in skiing.
- B. Describe how skill blending relates to different situations and conditions as well as how it relates to different types of skiers including seniors, men, women, children, top athletes, and adaptive skiers.
- C. Relate skill blending to various internal and external forces generated in a variety of skiing situations.

IV. Movement Analysis

- A. Describe the basic movement patterns in skiers through the advanced levels.
- B. Determine cause and effect relationships based on stance, skill blending, tactics, skill proficiencies/deficiencies, and other factors as related to classic and skate skiing at the advanced level.
- C. Prescribe what a student should work on by prioritizing skill needs through the advanced level.
- D. Prepare a skill development plan focused on exercises, tasks, and drills to target the skiers' needs and to change their behavior.

Skiing Skills - Track

Skiing skills will be evaluated constantly as candidates ski and teach throughout the exam. In the simplest terms, evaluation of skiing skills is necessary to determine if the instructor can "walk the talk". The Skills Concept, The Fundamental Skills and The Common Skill Features of the Reference Maneuvers have been created and defined so that instructors can share a common language for the "talk". The Reference Maneuvers for Nordic Skiing were developed to establish objective criteria to define a successful "walk".

Each candidate will be evaluated on their ability to illustrate The Common Skill Features within various ski techniques and the specific Reference Maneuvers as described and defined in Part 1, The Skiing Model of American Teaching System: Nordic Skiing, PSIA (1995), pp. 4 - 25. The Common Skill Features are described in Appendix 1, pp. 141 - 143 of the same. Specific expectations for each level of each exam are described below.

Track Exams - Levels I, II and III

Track exams encompass classic skiing, skate skiing and downhill control techniques and abilities that would be used and needed at a normal Northwest groomed cross-country ski area. Equipment for the downhill portion may be classic, skate or both depending on what works best for the flow of the exam.

Level I

I. Skiing: “The instructor is able to...”

A. General skills

1. Identify and ski the following techniques: diagonal stride, double pole, herringbone, step turn, wedge, wedge turn, skating without poles, diagonal skate and V-1 skate.
2. Recognize the following additional techniques: uphill diagonal, double pole with kick, skating turn, wedge christy, basic telemark, marathon skate, V-2 skate and V-2 alternate skate.
3. Ski nordic track maneuvers with appropriate pole use on groomed green terrain.

B. Versatility: Ski a variety of appropriate nordic track techniques on groomed green terrain, as relevant to classic or skate skiing.

II. Demonstrations: “The instructor is able to...”

Demonstrate the following maneuvers on groomed green terrain with an appropriate blending of skills (balancing movements, rotary movements, edge control movements, and pressure control movements applied to both skis and poles).

A. Classic Techniques

1. Diagonal stride
2. Double Pole
3. Herringbone
4. Step Turn

B. Skating Techniques

1. Skating without poles
2. Diagonal Skate
3. V-1 Skate

C. Downhill Techniques

1. Wedge
2. Wedge Turns
 - a. Wedge consistently throughout a series of turns
 - b. Steer both legs in a wedge to create turn shape and speed control.

Level II

I. Skiing: “The instructor is able to...”

A. General Skills

1. Identify and ski the following techniques: diagonal stride, uphill diagonal stride, double pole, double pole with kick, skating turn, herringbone, step turn, wedge, wedge turn, wedge christy, skating without poles, V-1 skate, V-2 skate, V-2 alternate skate and diagonal skate at an intermediate level.
2. Apply appropriate tactics and demonstrate a variety of skill applications according to the situation.
3. Ski only terrain and trail conditions described as green and blue.

B. Versatility

1. Ski a variety of appropriate Nordic Track techniques on groomed green and blue terrain, as relevant to classic or skate skiing.
2. Demonstrate the ability to ski transitions and vary tempo as dictated by terrain.
3. Demonstrate a variety of skill applications appropriate to different situations on the trail system.

II. Demonstrations: “The instructor is able to...”

Ski these maneuvers consistently while maintaining balance, rhythm and flow and utilizing appropriate transitions while skiing undulating green and blue terrain, and with an appropriate blending of skills.

A. Classic Techniques

1. Diagonal stride/uphill diagonal stride
2. Double pole
3. Herringbone
4. Step turn

B. Skating Techniques

1. Skating without poles
2. Diagonal skate
3. Marathon Skate
4. V-1 Skate
5. V-2 Skate
6. V-2 Alternate Skate
7. Skate Turns

C. Downhill Techniques: Demonstrate on groomed green terrain, demonstrate an appropriate blend of skills and demonstrate a tall, centered stance while performing the following maneuvers:

1. Wedge Turns
 - a. Demonstrate steering of both legs to create turn shape and speed control.
2. Wedge Christy and Basic Telemark Turns
 - a. Demonstrate steering of the inside leg to facilitate matching.

Level III

I. Skiing: “The instructor is able to...”

A. General Skills

1. Ski the following techniques: diagonal stride, uphill diagonal stride, double pole, double pole with kick, skating turn, herringbone, step turn, skating without poles, V-1 skate, V-2 skate, V-2 alternate skate and diagonal skate and their variations, wedge turn, wedge christy, basic telemark and open parallel at an advanced level.
2. Ski green, blue and black terrain in a variety of conditions
3. Ski with dynamic rhythm and flow.
4. Demonstrate appropriate skill blending in techniques, exercises and tasks depending on the situation.

B. Versatility

1. Ski a variety of dynamic nordic track techniques on all terrain through a multiplicity of conditions, as relevant to classic or skate skiing.

2. Demonstrate the ability to ski transitions and vary tempo as dictated by terrain and conditions.
 3. Demonstrate a variety of skill applications appropriate to different situations on the trail system.
- II. Demonstrations: “The instructor is able to...”
- Ski these maneuvers consistently, while maintaining balance, rhythm and flow and utilizing appropriate transitions while skiing undulating green and blue terrain, and with an appropriate blending of skills.
- A. Classic Techniques
 1. Diagonal Stride/Uphill Diagonal Stride
 2. Double Pole/Double Pole with a Kick
 3. Herringbone
 4. Step Turn
 - B. Skating Techniques
 1. Skating without poles
 2. Diagonal Skate
 3. Marathon Skate
 4. V-1 Skate
 5. V-2 Skate
 6. V-2 Alternate Skate
 7. Skate Turns
 - C. Downhill Techniques: Demonstrate on green, blue and black terrain in a variety of snow conditions, demonstrate an appropriate blend of skills and demonstrate a tall, centered stance while performing the following maneuvers:
 1. Wedge Turns
 - a. Demonstrate steering of both legs to create turn shape and speed control.
 2. Wedge Christy and Basic Telemark Turns
 - a. Demonstrate steering of inside leg to facilitate matching.
 3. Open Parallel
 - a. Demonstrate active steering of both legs throughout the turn.

SCORECARDS, ASSESSMENT SHEETS, AND EXAM EVALUATIONS

Scorecards

The **examiners use the Track Scorecards** while on the hill during the exam. At the completion of the exam, the information and notes on these cards will be completed and transferred to the Assessment Sheet. You will not receive a copy of these Scorecards.

Assessment Sheet

The **Assessment Sheet** is a two-part form. You will receive the carbon copy of this form, which will indicate your exam result.

Exam Evaluations

The **Exam Evaluation** sheet will be available to you at the beginning of the exam. Please complete the form and return it to an examiner at the end of your exam.

NORDIC STUDY GUIDES

Nordic Level I Study Guide

1. List the points of your responsibility code.
2. Draw and label the signs used for trail markers.
3. Outline your ski school accident procedure for handling a class injury.
4. Briefly describe how you would complete the following steps when meeting a class for the first time.
 - a) Opening the lines of communication and/or breaking the ice.
 - b) Equipment check and use.
 - c) Assess students comfort level.
 - d) Develop appropriate lesson plan and terrain selection.
 - e) Summary at completion of lesson and check for understanding.
5. Explain the skills concept.
6. What do the reference maneuvers mean to you as it relates to ski instruction?
7. What is ATS an abbreviation for?
 - a) American Teaching System
 - b) Association of Teachers of Skiing
 - c) American Technique of Skiing
 - d) American Teaching Method
8. Which two models are the main parts of ATS?
 - a) Movement analysis model
 - b) Skiing model
 - c) Wedge turn model
 - d) Open parallel model
 - e) Wedge christy model
 - f) Teaching model
9. It is the instructor's sole responsibility to decide what the student wants.
 - a) True
 - b) False
10. Who is the focal point of the lesson in the ATS philosophy?
 - a) The student
 - b) The instructor
11. It is not necessary to check the understanding of the students in a group. They will always tell you if something is not clear.
 - a) True
 - b) False
12. It's not important to tell the student what level they will be at their next lesson; they will already know.
 - a) True
 - b) False
13. Children need no special consideration when learning; they learn the same as adults.
 - a) True
 - b) False
14. Children and adults have the same motor skill development.
 - a) True
 - b) False
15. Walking, climbing and gliding movements introduce students to the fundamental skills.
 - a) True
 - b) False
16. Which of the following are the fundamental skills?

- a) Pole use skills
- b) Rotary movements
- c) Wedge turn skills
- d) Balancing movements
- f) Edge control movements
- g) Pressure control movements
- h) Wedge christy skills

Nordic Level II and III Study Guide

Below are a sample of questions that might be used to provoke discussion and comments during an exam. There is not necessarily a right or wrong answer for each question. Taking the time to research them and increase your knowledge base in these areas (skiing, teaching, and professional knowledge) will begin to prepare you as a certification candidate.

Teaching

1. Examine the differences between several teaching styles. How do the roles of instructor and student change in each style?
2. How do you relax your students? Why is this important?
3. How do you increase a student's risk awareness? A child's?
4. What adjustments can you make for students who have poor physical conditioning?
5. Describe your dominant teaching style and its relationship to different learning styles. Discuss the conditions under which you alter your teaching style.
6. Choose a skill or maneuver and describe different visual, auditory, and kinesthetic methods to help the student develop it.
7. Practice teaching a particular movement pattern without speaking.
8. How do snow conditions alter your lesson plan?
9. Describe your obligations to a client who pays for your instructional services. Choose your primary obligation and state why it is more important than other choices.
10. How do you convey your excitement about Nordic skiing?
11. What is the philosophy of the PSIA Teaching Model? What are the main components of the model?
12. What does "teaching to all senses" imply?
13. What are some ways to increase the student's observation of demonstrations?
14. How can a teacher effectively check for understanding?
15. List several different types of feedback. Explain each and give situations where each would be most effective. What about kids?
16. What is pacing?
17. What does it mean to use strategies/tactics while skiing?
18. Explain the concept of reinforcement. Why is it important? Give examples.
19. What are metaphors? How can they be used in ski teaching?
20. What are the advantages of working with one or two clear, concise goals or objectives rather than a large number of goals?
21. List the important ingredients of a good lesson plan.
22. In order of importance, list 4 factors you consider in terrain selection.
23. Give some examples of how terrain can aid an exercise or maneuver.
24. Mental rehearsal/imagery/visualization. How might these concepts help one's performance?
25. Outline the steps you follow in analyzing another skier's movement patterns.
26. How can you determine the correct starting point for beginning a lesson?
27. Why is it advisable to stop an activity at the highest point of excitement or success?
28. What are the advantages and disadvantages of competition within the context of a ski class? With kids?
30. What are several ways a large group (over 20) can be organized and taught?
31. What symptoms may become apparent when a student is pushed too fast?

32. What role do you, as a ski teacher, play in risk awareness education?
33. List the points of Your Responsibility Code.
34. Describe the shape and color of the signs that comprise the International Trail Marking System. Briefly describe how one should interpret the signs.
35. List several factors that might contribute to fatigue.
36. Give five risk awareness tips that might be appropriate for any class.
37. What are the symptoms of fear in students? What are some causes of fear and anxiety?
38. If a student is injured in class, what procedures should be followed?
39. What are the symptoms of frostbite? What steps can be taken to prevent it? How should it be treated?
40. What are the symptoms of hypothermia? What steps can be taken to prevent it? How should it be treated?
41. List some potentially dangerous stopping places that should be avoided.
42. Describe successful methods used for motivating children to effect learning.
43. What are laterality (left and right) and directionality, and how can they be confusing to a child in a class situation?
44. What are important communication techniques when teaching children?
45. When providing verbal directions to children, what are important points to consider?
46. How can you modify techniques when presenting skills to children who may be experiencing difficulty?
47. What is a prepared environment?
48. What are some teaching aids for working with children?
49. Why are stationary exercises useful?
50. How can you help instill Your Responsibility Code in children?
51. What are some of the benefits of skill stations?
52. What are components of successful kid's class organization?
53. Give an example of an activity or game, what skills it develops, and for what age it is appropriate.
54. What is animism?

Professional Knowledge

1. Describe the essential skills that are the foundation of the diagonal stride. In what order do you develop these skills? Which exercises might you use to develop each skill?
2. Explain how grip and glide waxes work.
3. Describe the difference between skating and classical skis.
4. How do you size a skating pole? A classical pole?
5. Explain and give an example of each of the following:
 - 1) Skill progression
 - 2) Terrain progression
 - 3) Speed progression
 - 4) Snow condition progression
6. Identify exercises or drills that focus on one-ski balance. Distinguish between beginner, intermediate and advanced drills.
7. How would you wax a classical ski for an icy track with a dusting of powder?
8. In a skating clinic, in what order might you introduce the different skating maneuvers? Why?
9. What are the advantages/disadvantages of introducing flat-terrain maneuvers in the tracks and out of the tracks?
10. What are common problems that confront the beginner learning to diagonal stride? Identify solutions for each problem.
11. What are common problems that confront the beginner learning to skate? Identify solutions for each problem.
12. Discuss the primary skiing skills.
13. What is ATS? What are the two main components of ATS?
14. Explain the Nordic Reference Maneuver Model.
15. Explain the skills concept. What part does skill development play in ATS?

16. What is the difference between a linear and lateral lesson plan? Give examples.
17. What characterizes an effective skiing stance?
18. As speed, rate of directional change, and pressure increases in a turn, how does the body adapt to effectively balance against the forces created?
19. Describe the difference between sliding, slipping, and skidding.
20. How does a higher or lower stance affect the application of skills?
21. How does excessive upper body rotation affect a turn? A stride? A skate?
22. What part does flexion/extension of the legs play?
23. What is the most important joint in the body for maintaining balance?
24. Where is the center of gravity in the human body, male and female?
25. Why does weight transfer minimize the need for strong unweighting?
26. When might it be efficient to unweight your skis? Explain ways in which this can be accomplished.
27. Explain different types of turn initiation mechanics and give examples of each.
28. Explain in detail how timing can affect your skiing.
29. List some examples that arise when your skis are improperly waxed: technique changes, feelings, timing, efficiency, and balance should be covered.
30. Explain how each of the skills is utilized in a beginner skier for classic and skate skiing.
31. Explain the difference between diagonal skate, V-1, V-2, and V-2 alternate.
32. What are the differences in skill usage and technique between a beginner and intermediate, and an intermediate and advanced skier?
33. Describe efficient poling for cross classic and skate skiing.

Skiing

1. Describe each of the Reference Maneuvers that apply to your discipline.
2. How would you describe a skier making a wedge turn with light touring skis compared to nordic downhill skis?
3. Describe the body positioning of kids when diagonal striding or skating at ages 3-4, 5-6, 8-12.
4. What are the parts of the ski?
5. What is the function of camber, reverse camber and sidecut?
6. How does the longitudinal and torsional flexibility of the ski affect turning, edging, skating, striding, and pressure control?
7. What are the advantages of shorter skis and longer skis relative to turning, balance, skating, striding, stability, speed, safety, and learning rates?
8. What is the function of orthotics?

Analyze the movements below that apply to your discipline and be able to demonstrate or imitate and set up learning situations to improve these movements. Create possible progressions, drills, or exercise lines.

Classical

1. Poling action is from forearm area.
2. Excessive bend at the waist.
3. Short glide period.
4. Cannot glide on one ski without losing balance.
5. The same arm and leg swing forward at the same time.
6. Looks as if the skier is jogging or taking short, choppy steps.
7. Hips stay square to the track or direction of travel all the time.
8. In the kick zone, the rear leg touches down at or behind the other leg's heel.
9. Legs are over-flexed during compression phase of double poling and the skier loses power.
10. When striding uphill, the skier slips backwards, and they catch themselves falling forward.

Skate

1. Skating tracks seem to be going more to the side than forward. Skier cannot keep up with the group.
2. When enjoying the glide on one leg after the push-off, the skier visibly struggles to maintain or regain balance.
3. During V-1, the skier seems to be flexed at ankles, knees, and hips, and looks like he is riding a horse.
4. Insufficient glide after the compression phase in V-1. Body alignment and kick or push-off appears inefficient for their skill level.
5. After the kick or push-off, that leg appears to be extended backwards.
6. During diagonal V-skate, the skier often plants their poles inside the V and must recover.
7. The skier has good timing, body position and leg use without poles. Body position and glide degrade when poles are added.
8. The skier is unable to generate consistent forward momentum in the marathon skate.
9. Skier does okay on flats but cannot climb hills.
10. In V-2 alternate, the skier skates onto one ski and poles immediately.

REFERENCE MATERIALS

You may contact the division office at: PSIA-NW/PSIA-NW Educational Foundation
11206 Des Moines Memorial Dr., Suite 106
Seattle, WA 98168-1741
Phone: (206) 244-8541
Fax: (206) 241-1885
e-mail: office@psia-nw.org
Website: www.psia-nw.org

You may contact the national office at: PSIA
133 S. Van Gordon, Suite 101
Lakewood, CO 80228-1706
Phone: (303) 987-9390
Fax: (800) 222-4754
e-mail: psia@psia.org
Website: www.psia.org
Fax on demand service: (800) 825-0997

You may contact the PSIA Member Information and Services Team (MIST) at:
Phone: (303) 988-0545
Mon.-Fri, 8:30 - 4:30 Mt. Time
Order by Fax: (800) 222-4754
e-mail: mist@psia.org

Books

Suggested Reading - available through the PSIA-NW office

Captain Zembo's Ski Teach Guide for Kids, John Alderson

Introduction to Teaching, John Wagnon

The American Teaching System (ATS) III: Alpine Skiing, PSIA

Teaching Concepts ATM, PSIA, Horst Abraham

In Pursuit of Excellence, Orlick, T.

ATS: Children's Development, PSIA

ATS: Children's Handbook, PSIA

ATS: Nordic Skiing, PSIA (1995)

ATS: Nordic Handbook, PSIA

ATS: Strategies for Teaching, PSIA

Effective Teaching and Training, PSIA

Suggested Reading - available through the PSIA national office

Child-Centered Skiing, Rosemary Peterson, Diane Bode, and Carol Workman

How to Remember Names, Thomas Crook and Christine Allison

Motor Learning and Performance: From Principles to Practice, Richard Schmidt

Additional Suggested Reading Materials

Abraham, Horst, Skiing Right, Johnson Books, 1983.

Bergh, U. Physiology of Cross Country Ski Racing. Champaign, IL: Human Kinetics, 1982.

Borowski, Lee, Basics of Modern Cross-Country Skiing. Brookfield, WI: Lee W. Borowski, 1988.

Borowski, Lee, The Simple Secrets of Skating. Brookfield, WI: Lee W. Borowski, 1986.

Borowski, Lee, Ski Faster, Easier. Champaign, IL: Leisure Press, 1986.

Brady, M. Cross Country Ski Gear, 2nd ed. Seattle: The Mountaineers, 1987.

Caldwell, John. The New Cross-Country Ski Book: Eighth Edition. Brattleboro, VT: The Stephen Greene Press, 1987.

Endestad, A. and J. Teaford. Skating for Cross-Country Skiers. Champaign, IL: Leisure Press, 1987

Evans, E. Mental Toughness Training for Cross-Country Skiing. Lexington, MA: Stephen Greene Press/Pelham Books, 1990.

Flemmen, Asbjorn and Grosvold, Olav. Teaching Children to Ski. Champaign, IL: Human Kinetics, 1983. (May be out of print)

Gillette, Ned and Dostal, John. Cross Country Skiing: Third Edition. Seattle, WA: The Mountaineers, 1988.

Gullion, Laurie. Nordic Skiing: Steps to Success. Champaign, IL: Human Kinetics, 1992.

Gullion, Laurie. Ski Games: A Fun-Filled Approach to Nordic and Alpine Skills. Champaign, IL: Leisure Press, 1989.

- Gullion, Laurie. The Cross-Country Primer. New York: Lyons & Burford, 1990.
- Hall, Bill. Cross Country Skiing Right. Boulder, CO: PSIA, 1983.
- Hall, Marty. One Stride Ahead, Winchester Press 1981.
- Kolb, David. Experiential Learning: Experience as the Source of Learning and Development, Prentice Hall, 1983.
- Londis, L., W.C. Lobits, and K. Singer. Skiing Out of You Mind, Champaign, IL: Leisure Press, 1986.
- Morton, John. Don't Look Back. Harrisburg, PA: Stackpole Books, 1992.
- Orlick, T. The Cooperative Sports and Games Book. New York, NY: Patheon Press, 1976.
- PSIA-E. Educational Workbook (compilation of articles). Contact PSIA-E, 1-A Lincoln Ave., Albany, NY 12205-4907.
- PSIA-E. Teaching Guide for Children's Instructors. Contact PSIA-E, 1-A Lincoln Ave., Albany, NY 12205-4907.
- Radcliffe, James C. and Robert C. Farentinos. Plyometrics: Explosive Power Training, Second Edition, Human Kinetics, 1985.
- Sharkey, Brian. Training for Cross-Country Ski Racing. Champaign, IL: Leisure Press, 1984.
- Slaemaker, R. Training for Serious Athletes. Champaign, IL: Human Kinetics, 1989.
- Svensson, E. Ski Skating with Champions. Seattle, WA, 1994.
- Tidd, J. Cross Country Skier's Beginner Guide. Emmaus, PA: Rodale Press, 1989.
- Torgersen, L. Good Glide. Champaign, IL: Human Kinetics, 1983.

Videos

The following videos are available to rent from the PSIA-NW office. A \$25.00 refundable deposit is required to rent videos. Rental fee is \$5.00 per night and \$10.00 per weekend (Fri-Mon.). Please include 8.5% sales tax on rentals. Add \$3.00 for postage and handling.

Feldenkais, Margaret McIntire

Movement Analysis, Allan Tencer (30 min)

Movement Patterns in Children's Skiing - with study guide (20 min)

The Teaching Model, Steve Still/The Skiing Model Part I, Mike Porter

The Teaching Model, Steve Still/The Skiing Model Part II, Mike Porter

Sybervision - Cross Country Skiing

PSIA ATS: Nordic Skiing Sequences (this is a companion piece to the ATS: Nordic Manual and may also be purchased from the PSIA-NW office)

The following videos are available from Jim Middleton, (970) 476-8039

Classic Track Skiing - 9 minutes - Ski with John Aalberg, Paul Petersen, and the crash test dummies through an ability digression.

Skate Skiing - 8 minutes - A collection of contemporary images.

The Teaching Model - Watch Tony Forrest take a tennis lesson based on the basics of the ATS Teaching Model.

Movement Analysis - 25 nordis on 25 boards - 25 classic, skate, and tele skiers. Bulk images to prompt tech-talk.

Sports Psychology - 1) Dealing with Fear - 26:20 minutes - Train instructors to focus client's anxiety. 2)

Mental Rehearsal - 26:03 minutes - Practice the "mind's eye" for peak performance. A collaboration between Dr. Don Greene, Vail Associates, and WMLI.

The following videos are a sample of what is available from Team Birke, PO Box 14286, St. Paul, MN 55144, (612) 645-1203. Call them for more information.

Classic Cross-Country Ski Technique, Steve Gaskill, Cross-Country for Skiers, 908 Knob Hill Rd., Burnsville, MN 55337.

Skating Technique for Cross-Country Skiers, Steve Gaskill, Cross-Country for Skiers, 908 Knob Hill Rd., Burnsville, MN 55337.

World Class Technique, Steve Gaskill, Cross-Country for Skiers, 908 Knob Hill Rd., Burnsville, MN 55337.

Lillihamer Olympic XC Skiing, Men's 4 x 10 km Relay (Classic and Skating), 1994.

The following videos are a sampling of what is available from Nordic Equipment, Inc., PO Box 997, Park City, UT 84060, (800) 321-1671 www.nordicequipment.com

Classic Ski Technique with Oddvar Bra

Norwegian Technique Video, 1994 Olympics, Men's 50 km Classic (Uphill)

#2 Norwegian Technique Video, 1994 Olympics, Men's 30 km Freestyle (Uphill)

#3 Norwegian Technique Video, 1994 Olympics, Women's 20 km Classic (Uphill)

Joy of Skiing. Dryland training and altitude adjustment with the Norwegian team.

Classic Cross Country Ski Training Exercises and Techniques.

Cross Country Ski Skating Training Exercises and Techniques.

Ski Faster with Olympic Champion Bjorn Daehlie

Additional recommended videos

Nordic Skiing in the 90's, PSIA, 1990, available from the PSIA national office.

Simple Secrets of Skating, Lee Borowski.

Adrian Crook's Inflex: Movement with Flexibility, two tapes, the Instructional Video and the Workout Video introduce Adrian's unique program that increases flexibility, body awareness and performance while helping to speed recovery. 1-800-INFLEX3

Additional Sources of Information

U.S. Skiing, P.O. Box 100, 1500 Kearns Blvd., Park City, UT (801) 649-9090

www.uskiteam.com/crosscountry/crosscountry.htm

Cross Country Canada, <http://canada.x-c.com/indexeng.htm>

Team Birke, P.O. Box 14286, St. Paul, MN 55144 (612) 645-1203

Nordic Equipment, Inc., P.O. Box 997, Park City, UT 84060 (800) 321-1671 www.nordicequipment.com

Eagle River Nordic, www.ernordic.com

Hungry Athletes, P.O. Box 980746, Park City, UT 84098, www.xcskiracer.com

American Cross Country Skiers (AXCS) www.xcskiworld.com/AXCS/index.html

XC Ski World – links to almost everything to do with the nordic track world: www.xcskiworld.com

Nordic Skiing in the Northwest – Joel Carson’s site that contains information on any and all kinds of nordic skiing in the northwest, with more links to useful sites than seems possible.

<http://sites.netscape.net/fox7777/nordicskipacnw.html>

PSIA-NW Book Store 1999-00

The books, manuals, pins, shirts, etc. listed below are available from the PSIA-NW office. **Washington residents must add 8.6% sales tax.** Please make checks payable to **PSIA-NW**. Payment must accompany order. Please use the enclosed order form when ordering books or merchandise.

Books/Manuals	Member Price	Postage/ Handling
PSIA ATS: Alpine Skiing Manual (ATS III)	19.95	3.00
PSIA ATS: Alpine Study Guides: Level I, II or III.....	12.50 each	3.00
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Legends of American Skiing - 1849-1940 (78 min)	Swix World Class Ski Tuning, Warren Miller Ent. Prod. (30 min)
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Movement Patterns in Children's Skiing - with study guide (20 min)	Sybervision - Fundamentals of Downhill Skiing, Ryman, Husted (60 min)
Movement Analysis, Allan Tencer	Teaching Children to Ski, EPSIA-Educational Foundation (30 min)
National Ski Areas Safety Awareness - 5989 (10 min)	Theory Into Practice: Effective Ski Instruction, Kevin Taylor (40 min)
PSIA ATS: Volume I (32 min)	NSAA The Other Curriculum (23 min)
PSIA ATS: Volume II (38 min)	The Teaching Model, Steve Still / The Skiing Model Part I, Mike Porter
PSIA Alpine References	The Teaching Model, Steve Still / The Skiing Model Part II, Mike Porter
PSIA National Children's Symposium, Copper Mountain 1989 (4 hrs)	USSCA Downhill/Tactic/Technique, Mahre Twins (58 min)
PSIA Images (12 min)	
PSIA Centerline National Standards, Ellen Post, Tim Petrick, Jerry Warren (20 min)	
Skiing Tactics for Balance (15 min)	

Nordic

ATS: Nordic Skiing Sequences (15 min)
Cross Country Ski School (68 min)
Sybervision - Cross Country Skiing
Free Heels, Nils Larsen (15 min)
Interski '91: Nordic Demonstrations (93 min)
Interski '91: Nordic Technical Comparisons (19 min)
Cross Country Skiing - A Better Way, Bill Koch (12 min)
Cross Country Skiing - Skating Techniques with Bill Koch (48 min)

Snowboard

Snowboard Images - 1995 (11 min)
AASI Snowboard Video - 1998 (25 min)

