



Alpine Certification Guide

REVISED SEPTEMBER 2018

Table of Contents

Alpine Certification Guide	1
PSIA-NW Mission Statement	3
The Purpose of this Guide	4
Industry Information	5
Related Organizations	6
Preparing for the Level I	8
Preparing and Planning for the Level II and Level III.....	15
Preparing and Planning for the Exam	16
Certified Level I	20
Level I Requirements	21
Certified Level II	25
Level II Requirements.....	26
Skiing and Technical Understanding.....	28
Teaching Module - Level II	31
Certified Level III	38
Level III Requirements.....	39
Skiing and Technical Understanding.....	41
Teaching Module – Level III.....	43

PSIA-NW Mission Statement

To foster a community and provide resources for personal and professional growth of our members as Northwest snowsports instructors.

ALPINE CERTIFICATION GUIDE

Version 2018-19

Prepared by

THE PROFESSIONAL SNOWSPORTS INSTRUCTORS OF AMERICA – NORTHWEST (PSIA-NW)

338 N. Wenatchee Avenue

Wenatchee, WA 98801

Phone: (206) 244-8541

Fax: (206) 241-2885

info@psia-nw.org

www.psia-nw.org

The Purpose of this Guide

The purpose of this guide is to provide exam candidates, trainers, divisional clinic leaders and examiners with an established outline to reference while preparing for, participating in and administering the PSIA-NW Certification Level I, II and III exams.

This guide provides a framework to work from as candidates develop their skills, trainers and divisional clinic leaders 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 any time 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 certification process. This perspective is bound to influence the outcome. Be accountable for your success!

Individuals who can help answer questions:

- PSIA-NW – (206) 244-8541 – info@psia-nw.org
- Executive Director
- Divisional Clinic Leaders
- Examiners
- School Trainers
- School Directors

Industry Information

The national organization representing snow sports instruction in the United States is the American Snowsports Education Association (ASEA), doing business as the Professional Ski Instructors of America (PSIA) and the American Association of Snowboard Instructors (AASI). The organization of PSIA and AASI is a member-oriented organization that represents more than 30,000 instructors in the United States. The organization is affiliated with the eight Divisions (see below).

The Northwest Division is one of the nine regional Divisions representing instructors at schools in Washington, Oregon, Northern Idaho, Western Montana and Alaska.

Divisions by Region

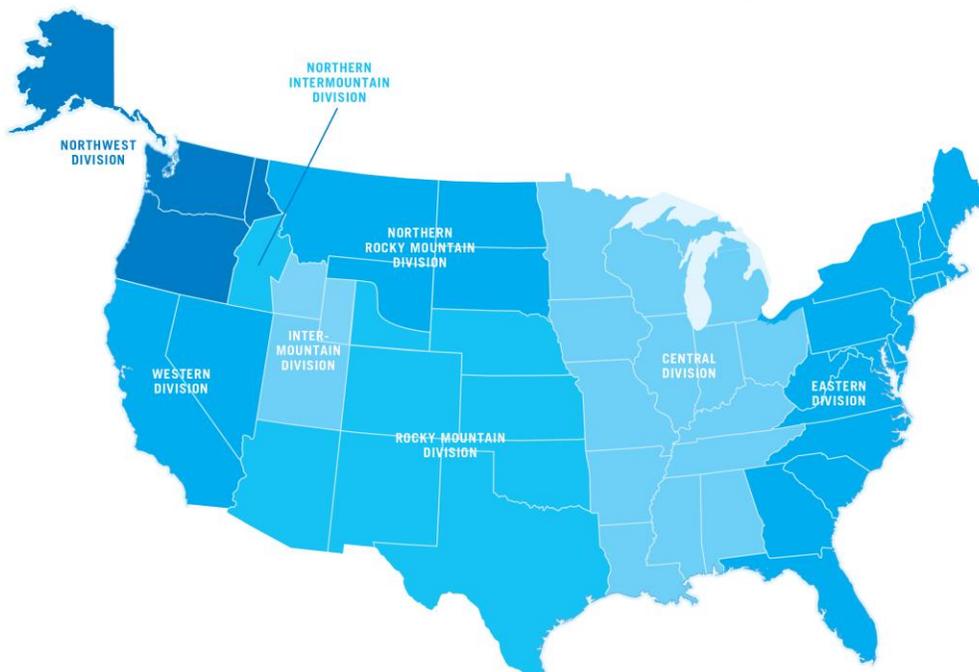
- | | | |
|------------|----------------------------------|--|
| ▪ PSIA-C | Central Division | www.psia-c.org |
| ▪ PSIA-E | Eastern Division | www.psia-e.org |
| ▪ PSIA-I | Intermountain Division | www.psia-i.org |
| ▪ PSIA-NI | Northern Intermountain Division | www.psia-ni.org |
| ▪ PSIA-NRM | Northern Rocky Mountain Division | www.psia-nrm.org |
| ▪ PSIA-NW | Northwest Division | www.psia-nw.org |
| ▪ PSIA-RM | Rocky Mountain Division | www.psia-rm.org |
| ▪ PSIA-W | Western Division | www.psia-w.org |

Who We Are:

Professional Snowsports Instructors of America – Northwest (PSIA-NW)

We are headquartered physically at 338 N. Wenatchee Avenue, Wenatchee, WA 98801.

Phone: (206) 244-8541, Fax: (206) 241-2885, Email: info@psia-nw.org, web: www.psia-nw.org



Related Organizations

National Ski Areas Association (NSAA)

The National Ski Areas Association is the trade association for ski area owners and operators. It represents 329 alpine resorts that account for more than 90 percent of the skier/snowboarder visits nationwide. The association's primary objective is to meet the needs of ski area owners and operators nationwide and to foster, stimulate and promote growth in the industry.

www.nsaa.org



Pacific Northwest Ski Areas Association (PNSAA)

The Pacific Northwest Ski Areas Association is a non-profit trade association, which represents the interests of resorts located in Alaska, Idaho, Montana, Oregon, and Washington.

www.pnsaa.org



Snowsports Industries America (SIA)

Member-owned and industry inspired, SIA has been focused on the drive and success of snow sports for over 60 years. Established in 1954, SIA annually produces the SIA Snow Show and On-Snow Demo, the largest snow sports industry trade show and networking environment globally, while delivering invaluable data/research, support, marketing products, government affairs representation, services and programs. SIA supports the entire industry through government affairs and a wide array of consumer initiatives. And is always working to increase interest and participation in all snow sports. www.snowsports.org



The National Ski and Snowboard Retailers Association (NSSRA)

The NSSRA is the retail voice for the ski and snowboard industries and provides information and services needed to operate more successfully. They work closely with manufacturers and instructors on programs such as the professional equipment discount program that is available to qualified members of AASI and PSIA. www.nssra.com



The National Ski Patrol (NSP)

The National Ski Patrol is the world's largest winter rescue organization. Since 1938 NSP has worked 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 rider and skier education. They work closely with PSIA | AASI and NSAA to promote safety. www.nsp.org



The Special Olympics

Special Olympics is an international organization dedicated to empowering individuals with intellectual disabilities to become physically fit, productive and respected members of society through sports training and competition. www.specialolympics.org



The U.S. Ski and Snowboard (USSS)

The U.S. Ski and Snowboard is the national governing body of Olympic skiing and snowboarding. It is the parent organization of the U.S. Ski Team, U.S. Snowboarding and U.S. Freeskiing. U.S. Ski & Snowboard provides leadership and direction for tens of thousands of young skiers and snowboarders, encouraging and supporting them in achieving excellence.

By empowering national teams, clubs, coaches, parents, officials, volunteers and fans, U.S. Ski & Snowboard is committed to the progression of its sports and athlete success. Established in 1905, U.S. Ski & Snowboard receives no direct government support, operating solely through private donations from individuals, corporations and foundations to fund athletic programs to assist athletes in reaching their dreams.



Pacific Northwest Ski Association (PNSA)

PNSA is the Northwest's local division of USSA. www.pnsa.org



The United States Ski Team

The United States Ski Team, operated under the auspices of the United States Ski and Snowboard Association (USSA), develops and supports men's and women's athletes in the sports of alpine skiing, adaptive alpine, freestyle skiing, cross country, adaptive cross country, ski jumping, and Nordic combined. The team and association have been headquartered in Park City, Utah since 1974. www.uskiteam.com



The United States of America Snowboard Association (USASA)

United States of America Snowboard Association is dedicated to supporting recreational and competitive snowboarding and freestyle skiing within 33 regional series throughout the United States of America. Since 1988, USASA has fostered the competitive spirit of snowboard athletes and developed a solid grassroots organization that allows men and women, and boys and girls of all ages and abilities to participate in over 500 organized snowboard events that qualify for national and international competition. www.usasa.org



Preparing for the Level I

Process for Registering for the Exam

Join the Organization

If you have not yet joined the organization you will need to do so by going to psia-nw.org and clicking on the membership dropdown menu, choose How to Join – as shown below.



Sign up for the Alpine Level I E-Learning Course

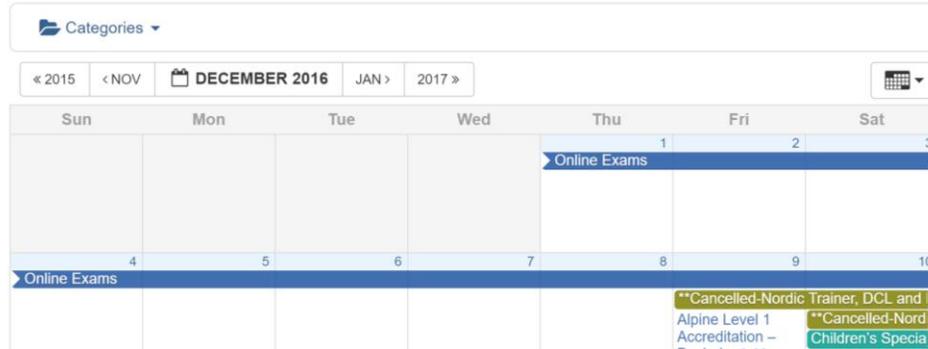
Go to lms.thesnowpros.org/lms-courses/ (or click of the image below to take you to the website) and select the Level I E-Learning Course and proceed from there to complete the course. You will receive a certificate of completion and can forward that onto your trainer and PSIA-NW showing proof of successful completion.



Sign up for the online written Exam

On the psia-nw.org events calendar, and on any day click on online written, an example of what it looks like is below.

Education & Certification Events



Once you have clicked on that scroll down and choose register now online. From there you will login and pay for the Level I written exam, \$10.

[REGISTER ON-LINE NOW](#)

After registering for the Level I written exam, you will receive an email with directions on how to take your online written exam. Two weeks prior to taking the on snow portion of the exam, the written test must be successfully completed (75% or higher) with results sent to you immediately following completion. If participating in the Level I exam at your school, you will need to forward completion of your online exam results to your trainer, **two weeks** before the on snow exam. If the online exam isn't successfully passed with results sent to your trainer, you will not be able to participate in the on snow portion of the exam.

Sign up for the On Snow Level I Exam

Your trainer will contact PSIA-NW to schedule the Level I exam and let you know when it is placed on the calendar and ready for you to go and sign up for. You will again go to psia-nw.org and look for the exam on the date your trainer has told you – also make sure you look for your school's specific exam, there may be more than one exam scheduled on the same day. Confirmation of this registration also needs to be forwarded to your trainer to be able to participate in the on snow portion of the exam.

Day of the On Snow Level I Exam

You will have already forwarded successful completion of your online Alpine Level I E-learning course, written exam and your registration for the on snow portion of the exam.

Additionally, remember to complete your synopsis from the season and bring with you on the day of the exam to give to your trainer. The synopsis can be found on the following pages. The synopsis needs to be completed and brought with you the day of the on snow exam in order to be able to participate in the exam.

Exam Day Process

The Level I exam is a one-day exam. The day will include skiing, teaching and technical knowledge. You can anticipate a group size generally of 6-8 candidates.

There will be a morning meeting for you (the candidates) to meet, discuss the format for the day, ask any questions they might have prior to the assessment, complete any necessary paperwork and be issued a lift ticket (this may, or may not, be complimentary). The examiner will arrange for the on-snow meeting time and location.

Grading

Grading is on a simple pass/fail system.

SYNOPSIS

In order to ensure accountability and documentation of each candidate's journey, a synopsis of their season's training and teaching will be required. To assist in completing the synopsis, a detailed logbook is strongly recommended.

The log book is the responsibility of the candidate to maintain and the responsibility of the trainer to review it at least the day of the Level I exam. It is encouraged to be periodically reviewed over the course of the season with each candidate regarding successes and struggles. This proactive and reflective process will assist in helping the candidate identify their own strengths and weaknesses as well as assist the trainer in individualizing feedback and resources.

The log book is intended to be:

- A resource and tool for the professional instructor as they learn and grow.
- An environment for learning: the act of keeping logs and checklists helps to process learning experience(s).

Documentation and reflection are valuable skills that create a road map for the educational journey a new instructor is embarking upon.

To be utilized most successfully, the log should contain the following at a minimum:

- Categorizations to allow processing of **WHAT** the teaching or clinic goal was, **WHY** the goal was established and **HOW** the goal was reached.
- A reflection as to why the goal was or was not met, how adjustments were made and the struggles or successes involved with lesson adjustments.

Level I Synopsis

PLEASE PLACE A CHECK BY ANY OF THE BELOW YOU HAVE TAUGHT:

Adults___ Age 20-49___ Age 50↑___ Children___ Age 5↓___
Age 6-12___ Teens 13-19 ___ Groups___ Multi-week___ Privates___

PRACTICAL TEACHING:

Please provide a brief review of your experiences.

1. WHAT WORKED WELL?

2. WHAT WERE YOUR CHALLENGES?

3. WHAT AREA(S) DO YOU FEEL NEED IMPROVEMENT TO BE MORE EFFECTIVE IN YOUR TEACHING?

TRAINING CLINICS:

Please provide a brief review of your experiences.

1. TYPE OF CLINICS?

2. WHAT WORKED WELL?

3. WHAT AREA(S) DO YOU FEEL YOU NEED MORE TRAINING IN TO BE MORE EFFECTIVE IN YOUR TEACHING OR SKIING?

Participant Signature _____

My Trainer's Signature _____

Preparing and Planning for the Level II and Level III

Preparing and Planning for the Exam

Process for Registering for the Exam

An exam application is available by going online at psia-nw.org or phoning 206.244.8541 to request a copy to be emailed, mailed or faxed to you. Additional forms may be obtained from your school Director or trainer.

The application and fees for the exam must be received by the office at least 14 days before the exam date. If the application is received AFTER the two-week deadline, applications will be accepted on a space available basis with the current per day late fee applied. It is suggested to apply early in order to take the exam at the location of choice. In the event the first exam choice is full, applicant will be contacted to specify a second choice. If a candidate cannot be placed in an exam within the current season, then the examination fee will be refunded in full. All candidates must fulfill the following prerequisites prior to taking the exam:

- Be a current member, in good standing, of PSIA. Successful completion of the exam one lower than what is being signed up for, such as to take the Level II alpine exam, the candidate must already have the Level I alpine certification. More regarding timelines, such as a season between the Level II and Level III exam are in the specific exam sections.
- Candidates must pass the written exam with results to the office a minimum of **one month** before any on hill modules.
- It is requested each application have a signature from your trainer – the signature reflects you have had a conversation about the exam and your preparedness. (This “signature” may also be in the form of an email or phone call to the office)
- Each module may be taken an unlimited number of times during the exam season following the above guidelines.

Written Exam Module

The written test will always be completed online unless, if requested ahead of time, a paper exam can be proctored. A score of 75% or higher is needed in order to pass the test and must be passed one month (30 days) before taking either of the on snow modules.

Exam Day Process

The Level II and III certification exams are a one-day per module exam. The modules are:

- Skiing and Technical Knowledge – normally scheduled for Saturday
- Teaching and Professional Knowledge – normally scheduled for Sunday

Each candidate is assigned to a group for the day. The group size is generally 6 candidates. The groups will be assessed by two examiners. A trainer and an examiner in training may, or may not, accompany the group.

The morning meeting is for the candidates to meet, be introduced to the examiners, discuss the format for the day, ask any questions they might have prior to the assessment, complete any necessary paperwork and be issued a lift ticket (this may, or may not, be complimentary). At this time the examiners arrange for the on-snow meeting time and location.

Generally, the day is as follows:

- Morning meeting with examiners at 8:30am
- On snow morning session runs from 9:00-11:30am
- Lunch is from 11:30-12:30pm
- On snow afternoon session begins at 12:30pm and ends at 3:30pm
- Results will be handed out by 4:30pm or earlier, be in the location where results will be given no later than 4:15pm

Candidates taking both modules on the same weekend will receive results for both modules at the completion of the second day. Candidates are invited to stay and discuss results with examiners (usually 5 minutes per candidate) or may request to have results mailed to them.

Grading

A pass/fail scoring system is used. Candidates must demonstrate proficiency relating to the National Standards in all; **skiing** (*using the skiing activities*), **teaching** (*from the list of provided topics*), **technical and professional knowledge** (*written exam, and group discussions*), in order to successfully pass the level you are being examined to. To better reflect where you are on the range of proficiency, a six-point scale will be used (example shown).

A SCORE OF 4 AND ABOVE EQUALS A PASSING SCORE	
<input type="checkbox"/>	6 = Essential elements appear continuously at a superior level.
<input type="checkbox"/>	5 = Essential elements appear frequently above required level
<input type="checkbox"/>	4 = Essential elements appear regularly at satisfactory level.

<input type="checkbox"/>	3 = Essential elements appear but not with consistency.
<input type="checkbox"/>	2 = Essential elements are beginning to appear.
<input type="checkbox"/>	1 = Essential elements were not observed or not present.

Refund Policy

No refunds will be given for any no shows or cancellations a week out from the exam.

Education Credit

Instructors taking the Level II or Level III exam will be given one season of continuing education credit (CEU) for each module taken. This will satisfy the PSIA-NW educational requirement for maintaining a certified status, regardless of the exam outcome (result). Those taking the Level I exam, continuing education will be taken care of in the season joined. The following season, at least one continuing education clinic for credit needs to be participated in. There is no continuing education requirement for Registered members.

Out of Division Instructors

PSIA-NW maintains the right to refuse instructors who are not members of the Northwest Division the opportunity to take the PSIA-NW certification exams. However, the general guidelines for these instructors are listed below. Preference is given for Northwest members first.

Instructors who are not members of the Northwest Division must pre-arrange with the PSIA-NW office to take, and successfully pass, the written exam a minimum of **one month prior**, and before being allowed, to take either on-snow modules.

PSIA members from other Divisions may take the PSIA-NW exam providing Northwest receives written permission from their home Division. The "Home Division" is defined as the one in which the instructor is currently a member. Instructors do not have to join the Northwest Division to participate in the exam. The results will be sent to the Home Division which will issue the new certification if the candidate passes.

Foreign Instructors

Alpine instructors who hold the highest available level of certification in another country and are current, in good standing members of said country's professional association, may become members of the Northwest Division, provided they first attend and pass the Registered entry level event/exam and pay current dues. They may then bypass any time restrictions and interim prerequisite levels and are immediately eligible to attempt the Level III process. There is no automatic reciprocity or recognition of levels, nor consideration for those holding lower levels of certification.

PSIA-NW Reinstatement Policy

Former or current PSIA-NW members in good standing requesting reinstatement of their prior certification level will need to apply for and successfully complete the following requirements:

DUES: PSIA-NW and ASEA dues for the current year and a reinstatement fee must be paid as a condition to beginning the process.

TIMELINE: Prior certified members in good standing who have let their membership status lapse for a period longer than five (5) years must take and pass a certification examination at the Level they wish to be reinstated to or choose to bypass the exam process and be automatically reinstated as a Certified Level I.

Prior certified members in good standing who have let their membership lapse for a period of five (5) years or less will follow the process described below. If a prior certified member does not feel he/she is at the certified level previously held he/she may choose to request and be granted Level I status.

MEMBER SCHOOL RECOMMENDATION: A prior certified member who believes he/she is qualified to be reinstated at Level II or III must be currently teaching for a PSIA or AASI school. In addition, the trainer, Supervisor or School Director of the school must submit a written recommendation for the individual's reinstatement stating that the member's skiing/riding and teaching skills meet the current national standards for the discipline for which reinstatement is sought. If the prior certified member seeks certification reinstatement in more than one (1) discipline, the recommendation must include each discipline for which reinstatement is sought.

WRITTEN EXAM: A written exam for the Level and discipline(s) applied for must be taken and passed prior to the on snow assessment.

ON SNOW ASSESSMENT: The reinstatement assessment will be conducted by a current Examiner to determine whether the candidate meets the established national exam standards. It shall be conducted during a two (2) day educational event which will count towards current educational requirements. Reinstatement at the completion of the event will be at the individual's current assessed level, Certified Level II or III, regardless of the Level applied for. A separate on snow assessment shall be required for each discipline for which reinstatement is sought.

Until the entire reinstatement process is complete the membership card will show national and divisional Level I status.

Certified Level I

Level I Requirements

Alpine Certified Level I

Level I Exam Process

When completed, the Certified Level I exam consists of an Alpine E-Learning course, online written exam, on-snow skiing and teaching assessment and communication throughout the day regarding teaching and technical knowledge.

Candidates must...

1. Complete the Level I curriculum.
2. Register and successfully complete the online written exam, passing score is 75% or better, **two weeks before the on snow portion of the exam**. Send results ahead of time to trainer, proving completion.
3. Register for and successfully complete the alpine Level I E-Learning course, **two weeks before the on snow portion of the exam**.
4. Register for the on snow exam. Send confirmation of registration to trainer proving successful registration.
5. Complete the Level I synopsis (signed by your trainer and yourself) and submit to the accredited Level I trainer. All components need to be successfully completed and provided to the trainer in order to participate in the on snow exam.

Grading

A pass/fail scoring system is used. Candidates must demonstrate the Level I National Standards in all, *skiing (using the skiing activities), teaching (from the list of topics), technical and professional knowledge (written exam, E-Learning course and group discussions)*, in order to successfully be a Certified Level I instructor. To better reflect where you are on the qualification scale, a six-point scale will be used (example shown).

A SCORE OF 4 AND ABOVE EQUALS A PASSING SCORE

- 6 = Essential elements appear continuously at a superior level.
- 5 = Essential elements appear frequently above required level
- 4 = Essential elements appear regularly at satisfactory level.

- 3 = Essential elements appear but not with consistency.
- 2 = Essential elements are beginning to appear.
- 1 = Essential elements were not observed or not present.

Exam Format and Areas of Evaluation

1. Skiing Skills: On Snow Assessment
2. Teaching and Technical Knowledge: On Snow Assessment – This will be determined using one assigned teaching topic, group topic discussions and/or chair ride discussions
3. Professional Knowledge: Written Test, Indoor Group Discussions, E-Learning Course

Level I Skiing Activities

During the exam process candidates will be asked to demonstrate the following performance outcomes listed below.

Beginner Zone Skiing

Zone skiing provides a consistent platform to evaluate the candidate's fundamental mechanics of skiing and skill blend. Candidates will be asked to demonstrate a variety of skiing performance outcomes showing ski / snow interaction and movements utilized in development of a student's fundamental skiing skills. Additionally, the candidates are evaluated using the national standards categories of Environment, Speed and Accuracy.

WEDGE TURNS

Athletic stance; slow to moderate speed; steering of both skis with leg rotation; linked round turns with both skis maintaining contact with the 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

With a balanced, athletic stance make short, medium and/or long radius turns. If used, pole use is timed with the turn radius, pole touch with weight transfer and edge change. Maintain a parallel relationship.

FREE SKIING – GROOMED TERRAIN, MILD UN-GROOMED, SMALL BUMPS – MODERATE BLUE TERRAIN

Free skiing in terrain that is groomed, mild un-groomed and/or small bumps may be completed in a blend of short, medium and/or long radius turns. Ski in control using a rounded turn shape at intermediate zone speeds.

Skills and Fundamentals

The purpose of the skills and fundamentals category is for the candidate to show the ability to highlight a specific skill, fundamental or blending therein. Successful demonstration shows how the skills and/or fundamentals are incorporated in lessons designed to improve student performance and advancement within the current zone.

SIDE SLIP TO AN EDGE SET

In a side slip, the skier slips sideways down the hill with his/her skis pointing across the hill. Stand slightly flexed with skis tipped on uphill edges in a traverse position. 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.

LINKED FORWARD SIDESLIP TO AN EDGED TRAVERSE

From a traverse, flatten skis to slip sideways while moving forward. Increase edge angles to engage skis to an edged traverse. Repeat movements across the hill. Maintain stance width and parallel relationship of the skis. Balance mainly on the downhill ski. Decrease edge angles to slip or increase edge angles to traverse. Perform in both directions.

STRAIGHT RUN, PADDLE TURN TO A STOP

Demonstrate an athletic 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. Complete on very shallow terrain.

PARALLEL TRAVERSE TO WEDGE ENTRY (Performed in a Garland*)

Start from a traverse in a parallel relationship with both uphill edges engaged while keeping more weight on the downhill ski. Both skis should track and not slip or skid sideways. From the parallel stance transfer more weight to the uphill ski to create easier steering of the downhill ski. Flatten both skis to release the edges and simultaneously steer both skis into a narrow wedge. Complete the wedge by steering both skis back across the hill in the original direction and back to a parallel relationship. Complete at least two garlands in each direction.

*Garlands: A series of linked “half turns”, in which the skier turns down the fall line, then turns back across the hill in the original direction of travel.

Level I Teaching

Candidates should be prepared to formulate and present a lesson plan that is relative to common goals for Beginner Zone outcomes and ski performance.

There will be one teaching session for each candidate. The time allotted will be no longer than 15 minutes. Although it is not necessary to fill the time allowed, it is recommended to continue to work with the group for the allotted time. The administrator will monitor the time for you, as it's his/her responsibility to keep to a specific time schedule.

The content of the candidate's lesson should have basic information that reflects the skiing fundamentals, skills concept and is appropriate to beginner zone progressions. The candidate will be responsible to observe and describe the skiing fundamentals as performed in the beginner zone skiing and skills and fundamentals scenarios. The teaching presentation will address a target group, not necessarily individuals within the exam group. Directions need to be clearly stated as they relate to the general beginner zone outcomes. "Command" and "Task" teaching styles need to be well organized and utilized to define content and practice time.

The feedback provided by the candidate should be related to the fundamental focus of the target group, while providing wording that is simple (non-technical), practical and positive.

Questions based on your teaching presentation are asked immediately following your session, during chairlift rides, or both. The exam administrator may also set up scenarios wherein you and your peers discuss a teaching, technical or professional knowledge situation and deliver a response in a group setting.

Certified Level II

Level II Requirements

Alpine Certified Level II

Fundamentals, Skills and Skiing – Level II

Athletic Stance

These skiing activities are designed to help the Level II instructor maintain a positive, balanced relationship of the center of mass to the base of support, defined by the ability of the person to move in any direction, at any time, throughout a series of turns on blue groomed and blue bumps up through intermediate zone parallel skiing.

- Straight run down a gentle slope and hop, both in a straight line and sideways.
- Slide sideways down a moderate hill with the boots traveling straight down the fall-line.
- 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/or traverse on either ski – left or right, uphill or downhill.

Edge Control

These skiing activities are designed to help the Level II instructor roll the skis from the uphill edge to 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 intermediate zone parallel skiing.

- "Nordic Skate". Skate up the hill, in a moderate traverse or downhill. Gently step from ski to ski in a diverging manner.
- Straight run with the skis flat on the snow.
- Traverse on the downhill ski with it tracking, alternate with it slipping diagonally down the hill to another track.
- Perform a hockey stop by side slipping straight down the fall-line to a complete stop.
- Railroad track turns. Perform turns in an open 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 skid 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 in the direction it is pointed when it moves onto the inside edge (no skidding). The ski should be on its new edge before it reaches the fall-line.

Pressure Control

These skiing activities 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 intermediate zone parallel skiing.

- Straight run down a gentle slope and step from ski to ski.
- Perform a falling leaf side slipping exercise. Practice facing across a slope in both directions from the fall-line on moderate, groomed terrain.
- Straight run down a hill at moderate speeds, while absorbing large rolls in the terrain, keeping the pressure even.

Rotational Control

These skiing activities 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 intermediate zone 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". Skate up the hill, in a moderate traverse or downhill. Gently step from ski to ski in a diverging manner.
- Begin a long radius turn on moderate to flat terrain by traversing on the uphill edge of the uphill ski; 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 pivoting). The ski should be on its new edge before it reaches the fall-line.
- Perform a hockey stop by side slipping straight down the fall-line to a complete stop.

Skiing and Technical Understanding – Level II

The general skiing characteristics are defined in the National Standards found online at the PSIA-NW.org and thesnowpros.org websites.

The following skiing has been selected to best represent levels of ability and to test the overall skill blend. During the exam process candidates will be asked to perform the following Intermediate Zone Skiing, Skills and Fundamental Activities. **The day is not limited to the following skiing scenarios listed below; there are more options that could be used as a part of the overall skiing day.** Refer to the PSIA-NW Alpine certification downloads page for additional skiing options.

Skiing and Technical Content Day:

Technical Knowledge

During the day, the examiners and examinees will discuss the technical skiing elements to ensure understanding of their movement analysis. This provides an opportunity for the examinees to verbally share and discuss their technical understanding of skiing, movements and ski/snow interaction they are observing and evaluating in their peers. Through this movement analysis component, the Level II candidate will only be required to discuss, and be assessed on, the observation and evaluation through the intermediate zone.

As in any good lesson, movement analysis is comprised of Observation, Evaluation and Prescription. You should be able to observe and describe the skiing fundamentals, evaluate ski performance with reference to turn phase and body movements and begin to identify skill inter-relationships through basic cause and effect discussions. The prescription segment will be assessed during the teaching day and in your teaching segment(s).

Skiing

Level II examinees are accountable for all skiing up to their level. This includes beginner and intermediate zone skiing, skills and fundamentals.

Intermediate Zone Skiing Activities

Zone skiing provides a consistent platform to evaluate the candidate's fundamental mechanics of skiing and skill blend. Candidates will be asked to demonstrate a variety of skiing performance outcomes showing ski / snow interaction and movements utilized in development of a student's fundamental skiing skills. Additionally, the candidates are evaluated using the national standards categories of Environment, Speed and Accuracy.

WEDGE CHRISTIE

(green through easy black terrain) Skis are guided into a wedge relationship in the initiation phase of the turn; the matching of the skis in the shaping and finishing phases is dictated by speed and terrain. Ski poles may be used depending upon terrain and speed. Turns should be round and may be completed in shorter or medium radius turns.

SHORT RADIUS TURNS

(blue and easy black terrain) Ski a series of round completed turns of consistent size and speed, in a corridor, between 1/4 to 1 groomer path widths. *

MEDIUM RADIUS TURNS

(blue and easy black terrain) Ski a series of round turns of consistent size and speed, in a corridor, between 1½ to 3 groomer widths wide. *

RHYTHM CHANGES

(blue and easy black terrain) Ski a series of medium radius turns that are consistent in rhythm and size, then change to a series of short radius turns of consistent rhythm and size, then repeat.

OFF PISTE CONDITIONS

(blue or easy black terrain) Terrain that has not been groomed such as powder, crud, firm snow, bumps or a combination thereof. The run may be performed with a variety of turns, short, medium and/or long radius using consistent round turn shape for speed control. Demonstrate the ability to vary rate and timing of multiple fundamentals and to adapt ski performance to terrain and snow conditions.

*a groomer path width is approximately 20' or 6 meters wide

Skills and Fundamentals Activities

The purpose of the skills and fundamentals category is for the candidate to show the ability to highlight a specific skill, fundamental or blending therein. Successful demonstration shows how the skills and/or fundamentals are incorporated in lessons designed to improve student performance and advancement within the current zone.

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, and then hop to other ski using predominately lower body movements. Glide for at least two ski lengths and repeat. During the transition from one ski to the next, both skis must be off the snow for a split second.

SKATE

(flat, uphill, downhill on easy green terrain) Push off an angled, edged ski leaving a clean track in the snow and glide for at least half a ski length on the other ski using predominately lower body movements. Repeat. Unweighted ski must come completely off the snow, remaining parallel with the terrain and brought alongside the other ski before the next skating step.

LEAPERS

(blue or easy black terrain) Turns may be completed in short or medium radius. The transition zone between turns is completed in the air by jumping from the exit phase of one turn to the start of the ensuing turn. Finish in a parallel turn and repeat.

Note: This was previously called Jump Turn Entries.

OUTSIDE SKI TURNS

(blue terrain) Typically completed in a series of medium radius turns. In the transition zone, transfer weight completely to the new outside ski while lifting the inside ski completely off the snow. Complete the turn using only the outside ski. Repeat.

LINKED PIVOT SLIPS

(blue or easy black terrain) Ski thru a series of linked, pivot slips in a narrow corridor staying in the fall-line while maintaining a consistent speed.

Teaching & Professional Knowledge – 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 which describes instructor behavior and promotes 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?

PLANNED EXPERIENCES AND GUIDED PRACTICE

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, work toward identifiable outcomes and providing opportunities for practice and performance evaluation and are the elements most commonly missing from assessment and real-life teaching situations.

As You Work to Develop Your Teaching Skills, Practice the Following:

- Write a basic progression for each of the topics from the Level II Teaching Topics.
- For each element of each progression, write WHY you included it and WHAT you expect your students to accomplish.
- Working with a group of your peers, present each of the progressions you have designed.
- Include age and gender specific information in your teaching progressions.
- Have your ski school trainer observe you teaching an actual class; have the trainer give you feedback on your teaching based on your use of the Teaching Cycle.
- Have your ski school trainer observe you presenting a topic from the Certified Level II Teaching Topics to three of your peers; have the trainer give you feedback on your teaching based on your use of the Teaching Cycle.

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 ...”
- 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.
- Giving feedback to a group of your peers performing the Level II skiing activities. 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?

DESCRIBE

- Necessary steps to determine appropriate long term goals and planning lesson objectives
- The value of introducing a learning segment and what might be included in the introduction
- Several ways to assess student needs and expectations
- Several ways to present and share information during a lesson
- When and why an instructor uses practice in a lesson and describe the different ways an instructor can incorporate practice
- Several ways an instructor can check for understanding during a lesson
- The purpose of a lesson summary and several topics that should be covered during the summary

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?
- Lesson content, instructor behavior, and student behavior from a lesson that went really well to the same elements of a lesson which was not as successful. Were there differences? Why?

Teaching Day:

Candidates should be prepared to **clinic*** their peer group twice during the day. There may be 2 teaching sessions for each candidate – a longer (up to 30-minutes) session and a shorter (around 5-minutes) session; these times are approximate.

Although it is not necessary to fill the time allowed, it is recommended you continue to work with the group for the allotted time – the examiners will monitor the time for you. The examiners are responsible for, and will keep to, a fairly tight time schedule.

At some point before your long teaching session, you will have time of no more than five minutes to share, i.e. move the group down the hill and present the following:

- Shares the teaching assignment (Introduce lesson)
- Shares the age category highlights (C.A.P. Model)
- Demonstrate and engage the group on how they would assess the students and their movement patterns relative to their specific goals. (assess students and their movements)

During the long teaching segment, be prepared to clinic the group on how to utilize the Teaching Cycle to formulate an appropriate lesson plan based on the teaching assignment and age category. Below are expectations for your teaching session(s).

- Candidates will **clinic*** their peers on a topic assigned from the list located within the sample teaching topics description – you may have all or part of the exam group to clinic, depending on group size.
- During your teaching session(s) you will be expected to demonstrate your **movement analysis** knowledge. While clinicing, you need to ensure the group is doing what you are asking and demonstrating. If you observe individuals not doing what is shown or described, it is expected for you to recognize this and coach for the change.
- The teaching groups will work together throughout the whole day and the examiners will be responsible to manage the time and scheduling of the teaching sessions.
- Questions based upon your teaching are asked immediately following your session, during chairlift rides or both. Examiners may also set up scenarios wherein you and your peers discuss a teaching, technical or professional knowledge situation and deliver a response. For further specifics, please review the national standards for areas that may be covered.

***Clinic:** Displaying an understanding and working knowledge of skill development from the beginner through the intermediate zones (Levels 1-7) and Level II skiing performance goals. As with any ski clinic, a transfer of knowledge and 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-NW testing criteria and delivered an effective lesson. In doing so, your exam peers should be able to demonstrate newly acquired knowledge and skills.

Examiner role:

The exam module consists of two examiners, possibly an examiner in training [EIT] and possibly a shadowing school trainer. Although the EIT may take charge of the group during or throughout the day, the two examiners will be responsible for the grading based upon the Level II National Standards. The trainer shadows the exam to gain a better understanding of the exam process. During the morning introduction, the examiners will establish the tone for the day, review expectations, discuss and assign the long session teaching topics and answer any questions regarding the exam process. As well, during your teaching segments the examiners are available to answer questions, aid in locating correct terrain and help you with time management. There may be questions asked of you and/or the group immediately after each teaching session, either on the hill or perhaps on a chair ride. Examiners do not model a teaching example for the candidates but may establish a positive lead-in to the day with a brief teaching cycle introduction during the first run.

Sample Teaching Topics: Intermediate Zone Skiers (Levels 3-7)

The following topics are typical teaching scenarios encountered daily. One of these teaching topics you will randomly select, along with a student profile. You will be sharing the information with your peers on how you would address the topic to the age group listed below. Be prepared to clinic your peers on any of these topics.

Please note, when working with your peers, you aren't pretending your peers are in any of the categories listed below – you are addressing how you would work with students in the age group and sharing that with your peers during your teaching session(s).

Student Profile:

1. 6 – 9 years old
2. 10 – 14 years old
3. 20 – 50 years old
4. 50 years old +

Intermediate Zone:

- Clinic and coach to the group a skiing fundamental that highlights performance outcomes that have been most successful in your experience when progressing students from the wedge turn phase through the wedge christie phase.
- Clinic and coach to the group a skiing fundamental, highlighting performance outcomes for a basic parallel skier that have enabled your students to progress from groomed blue terrain to ungroomed blue terrain and then to the easy black terrain.
- Clinic and coach the group, engaging them in related activities that have been most successful in your experience teaching intermediate zone skier's proper technique and tactics for bump skiing. Demonstrate to the group those activities so they may provide the best possible example for their clients.
- Clinic and coach the group, engaging them in related activities that have been most successful in your experience teaching intermediate zone parallel skiers how to ski powder or basic crud conditions.

- Clinic and coach to the group an approach you would use to introduce rhythm change turns to an intermediate zone parallel skier. Demonstrate to the group those activities so they may provide the best possible example for their clients.
- Clinic and coach to the group tactics and technique for steeper terrain, taking into account varying conditions, to develop clients that ski in a parallel relationship. Demonstrate to the group those activities so they may provide the best possible example for their clients.
- Clinic and coach to the group a skiing fundamental that highlights performance outcomes that have been most successful in your experience progressing students from the wedge christie phase into a beginning parallel phase.
- Clinic and coach the group an approach you would use to introduce an intermediate parallel skier to develop a more active use of ski design for carving. Demonstrate to the group those activities so they may provide the best possible example for their clients.
- Clinic and coach the group, engaging them in performance outcomes that will expand a parallel skier's movement patterns and understanding of technique and tactics through pivoting and steering.

Teaching Example:

An example is below:

Present how to expand a student's movement patterns and skills in the wedge turn phase to allow the student to change turn shape to control speed and handle varying terrain and conditions.

- Set up: **Introduce** the skier level. **Describe** the terrain that you would normally use at your home area and relate it to the available terrain during the exam. Note – explain **what** you are going to teach, (For example: "Today I am going to clinic on how a focus on rotary movements can help students with varying terrain and conditions.") **why** this is so important ("A focus on rotary movements is important because it can help us smooth out and effectively navigate the lack of predictability we encounter when skiing varying terrain and conditions.") and **how** you accomplish this goal ("We will do this by working through a series of several drills that focus on rotary movements that build upon one another.").

- Establish goals and plan: Introduce a logical progression; identify the steps that you intend to accomplish during the available time frame. (For example: “We will use a series of simple drills that work on the skill of rotary movements.”) Help your peers to understand that this is a progression with a series of drills that could be used when necessary. **What**
- Present and share information: Revisit the elements of a good skiing stance. To help your peers understand a reasonable progression of exercises to accomplish your goal, you might demonstrate steering of each leg and combination of both legs steering. (For example: “Now that we’re in agreement with the key elements of an effective, efficient stance, let’s move through several simple drills that build our rotary skills.”) From straight run position on flat terrain; hop into and out of wedge. A key element as you being working through several simple drills is to provide clear, body-part specific feedback for each drill to every candidate. Even if a candidate is performing movements correctly in your drill, comment to them on what it is they are doing that allows them to be effective. This keeps the feedback specific to movements and objective instead of subjective (i.e.: “nice turns” would not be sufficient.) Use wedge change-ups to practice active steering of both legs. Use uphill christies in wedge format to practice steering and adjusting pressure to the outside ski. Demonstrate the exercises for your peers and have them practice to develop a feel and understanding of why these exercise work at this level. **How**. Mentioned above are examples of many of drills one could choose from to use in a teaching segment. Time management is key in an exam, along with having a clear plan for why you are using each drill. Remember, we are teaching movements and skills, not drills.
- Guided practice: Demonstrate a series of wedge turns showing steering with both legs. As you move into “guided practice” make sure that you are transitioning your group back to actual skiing and providing them with specific feedback on how they are navigating the terrain you’ve been preparing for with the drills you chose. Remember to keep your feedback very movement, body-part specific and focused on what you worked on in your drills. Vary turn radius and speed according to terrain. Make sure that you have your group ski through a series of turns giving you sufficient time and distance to observe them and offer feedback. Identify what your peers are doing well with clear feedback explaining what you would like them to do and **Why**.
- Check for understanding. This is ongoing and happening throughout your teaching segment. (For example, “Who can share with the group what movements we’ll be focused on during this drill?”) Or, you can even have candidates share with a partner next to them what they will be doing – this allows you to quickly listen into half of the group and decide (checking for understanding) whether or not to continue forward or model again. Another example would be to ask a candidate to restate what you’ve asked them to do, where and how, so you know they clearly understand your expectations/goals.

- Summarize. Ask your peers to restate the skill focus and how this will help their skiing and quickly ask each skier to restate their specific feedback to accomplish that goal. Add your own input to their statements as needed for clarification.

Why would this pass:

1. You followed the teaching cycle.
2. You selected appropriate terrain.
3. You kept the group moving, giving them sufficient time to experience and apply the progression steps.
4. You checked for understanding.
5. You related skill development to ATS.
6. You managed the group dynamics by providing both individual and group feedback. You worked with individuals within the group by providing clear, specific direction of what you wanted them to do and used body specific language of why this is important and feedback on how to do so.
7. You provided a logical summary with goals.

Certified Level III

Level III Requirements

Alpine Certified Level III

Fundamentals, Skills and Skiing – Level III

Athletic Stance

The skiing activities are designed to help the Level III instructor maintain a positive, balanced relationship of the center of mass to the base of support 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 from foot to foot, and fore and aft
- Traverse on either uphill or downhill ski
- Make a medium radius round turn through the blue to black bumps

Edge Control

These skiing activities 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 the mountain presents.

- Traverse on either uphill or downhill ski with it tracking, alternate with it sliding diagonally down the hill to another track
- Perform both target and side-cut traverses
- 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

These skiing activities 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
- Railroad track turns - ski medium radius round turns with a narrow arc in the snow, skis in contact with the snow at all times, with the hips staying roughly the same distance off the snow

Rotational Control

These skiing activities 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 christie on steep terrain with a narrow arc in the snow where the turn is not started by a pivot to an edge
- Perform a series of linked pivot/hockey slips on steeper terrain maintaining speed control staying on the fall-line

Skiing & Technical Understanding – Level III

The general skiing characteristics are defined in the National Standards in the psia-nw.org and the snowpros.org websites.

The following skiing has been selected to best represent levels of ability and to test the overall skill blend. The day is not limited to the following assignments. **The day is not limited to the following skiing scenarios listed below; there are more options that could be used as a part of the overall skiing day.** Refer to the PSIA-NW Alpine certification downloads page for additional skiing options.

Technical Knowledge

Movement analysis is comprised of Observation, Evaluation and Prescription. During the skiing day you will be responsible to **observe** and **evaluate** complex relationships from body mechanics to ski performance through all phases of the turn and accurately identify skills and skill blending and prioritize cause and effect relationships in all conditions and terrain for the advanced zone skier. Your technical knowledge will be tested through **observing** and **evaluating** your peers during a movement analysis session(s) set up by the examiners on the snow using the advanced zone and skills and fundamental activities. The **prescription** segment will be assessed during the teaching day and in your teaching segment(s).

Level III examinees are accountable for all zone skiing up to their level. This also includes all skiing, skills and fundamental activities.

Advanced Zone Skiing

Zone skiing provides a consistent platform to evaluate the candidate's fundamental mechanics of skiing and skill blend. Candidates will be asked to demonstrate a variety of skiing performance outcomes showing ski / snow interaction and movements utilized in development of a student's fundamental skiing skills. Additionally, the candidates are evaluated using the national standards categories of Environment, Speed and Accuracy.

SHORT RADIUS

(all conditions, all terrain) In all conditions and situations, ski a series of dynamic, rhythmic turns of consistent size and speed between $\frac{1}{4}$ and 1 groomer path width. *

MEDIUM RADIUS

(all conditions, all terrain) In all conditions and situations, ski a series of dynamic, rhythmic turns of consistent size and speed between $1\frac{1}{2}$ and 3 groomer path widths. *

OFF PISTE

(black terrain, off piste) This includes conditions of the day on ungroomed slopes such as powder, crud, firm snow, bumps or a combination thereof. Demonstrate the ability to vary rate, timing and the ability to blend all fundamentals as needed.

Skills and Fundamentals

The purpose of the skills and fundamentals category is for the candidate to show the ability to highlight a specific skill, fundamental or blending therein. Successful demonstration shows how the skills and/or fundamentals are incorporated in lessons designed to improve student performance and advancement within the current zone.

TWO-FOOTED HOP TURNS

(green through black terrain) Link a minimum of ten (10) rhythmic hop turns, landing and hopping off the snow with both feet.

SKI ON ONE SKI

(green through black terrain) With both skis on, ski a series of short or medium radius turns on one ski only (must be able to complete on either leg).

SHORT RADIUS TURNS AND LINKED PIVOT SLIPS

(blue or black terrain) Complete a combination of approximately five (5) short radius turns followed by five (5) linked pivot slips and repeat two or three sequences.

RAILROAD TRACK TURNS

(green through easy black terrain) Ski a series of short, medium or long radius parallel turns utilizing the ski's design to make two clean parallel tracks in the snow. Ski tails follow the tips as the skis stay the same distance apart throughout the turn to. Progressive tipping movements while shifting weight toward the outside ski, resulting in the skis flattening and tipping at the same rate, time, and duration in both directions.

*a groomer path width is approximately 20' or 6 meters wide

Teaching/Professional Knowledge – 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?

PLANNED EXPERIENCES AND GUIDED PRACTICE

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. Additionally, 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. 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 the various styles below. Make sure you are using each teaching style correctly, not just setting up situations on how you think each style operates:
 - Command
 - Task
 - Guided Discovery
 - Problem Solving
 - Reciprocal Teaching Styles

Teaching Day Format:

- To help manage time effectively on the hill together and create a more real teaching environment, during the morning indoor meeting and discussions on the teaching format for the day you should be prepared for the following roundtable discussions.
 - Examiners’ choose 2-4 Advanced Zone skiing activities for group focus, i.e., short radius, medium radius, variable conditions, steeps, etc.
 - Each candidate shares their goals and desired outcomes around each activity.
 - Each candidate takes notes of fellow candidate goals and desired outcomes.
 - Skiing activities are distributed to candidates by examiners, randomly.
 - Before starting the teaching segment, candidate restates to the group the goals and desired outcomes shared from the morning discussion.
- The teaching time(s) are set up for you to work with your peers for you to improve their skiing.
- The expectation is for you to observe your peers and provide specific feedback of what they are doing and prescribe to them how to modify ski and body performance, when needed.
- The teaching groups will work together throughout the whole day and the examiners will be responsible to manage the time, and scheduling, of the teaching sessions.
- Any questions from your teaching session are asked immediately following, during chairlift rides, or both.
- Examiners may also set up scenarios wherein you and your peers discuss a teaching, technical or professional knowledge situation and deliver a response in a group setting.

Candidates should be prepared to teach or coach their peer group twice during the day. There may be up to 2 teaching sessions for each candidate – a longer (up to 30-minutes) session and a shorter (around 5-minutes) session; these times are approximate. Your goal is to improve the level of skiing for each member of the group and although the time element doesn't necessarily allow for ownership of a new movement pattern, change in stance, etc., the individuals in the group should be able to take away the concepts they will need to pursue going forward. Although it is not necessary to fill the time allowed, it is recommended that you continue to work with the group until the total time expires – let the examiners monitor the time for you. The examiners are challenged with, and will keep to, a fairly tight time schedule.

Examiner role:

The exam module consists of two examiners, possibly an examiner in training [EIT] and possibly a shadowing school trainer. Although the EIT may take charge of the group during or throughout the day, the two examiners will be responsible for the grading based upon the Level III National Standards. The trainer shadows the exam to gain a better understanding of the exam process. During the morning introduction, the examiners will establish the tone for the day, review expectations, discuss and assign the long session teaching topics and answer any questions regarding the exam process. As well, during your teaching segments the examiners are available to answer questions, aid in locating correct terrain and help you with time management. There may be questions asked of you and/or the group immediately after each teaching session, either on the hill or perhaps on a chair ride. Examiners do not model a teaching example for the candidates but may establish a positive lead-in to the day with a brief teaching cycle introduction during the first run.

Teaching Situations: Advanced Zone Skiers (All Levels)

The Level III teaching can be quite open-ended or very specific. You will be working with your peers to improve their skiing and performance. Understand you have limited time with your peers and you will need to first assess each person's skills, determine an appropriate goal and then develop and implement a course of action; all of which needs to be accomplished within a short time frame. The Level III Teaching segment is a lesson program designed to improve the overall skiing ability of the group and individuals within the group. Rather than preparing a predetermined list of topics, it better serves you to be ready to teach to your peer group in a variety of terrain and conditions not unlike what you might do at your home area when skiing with your fellow instructors or giving a private lesson.

To help you determine a lesson plan, do a quick and thorough needs assessment of the individuals in your group, take into account their overall abilities, conditions of the day and then determine a goal and a game plan to achieve that goal.

The following skiing scenarios may be useful to first assess your peers and then as a framework in which to work with them to improve each individual's skiing.

Teaching Situations: Advanced Zone Skiers (All Levels) – continued

On Piste Skiing:

- Skills and Fundamentals
- Short radius turns focusing on turn shape in a variety of terrain
- Medium radius turns on varying terrain

Off Piste Skiing:

- Bumps
- Powder or crud

Teaching Example – Level III:

After discussion with your peers and observing their skiing, you have decided to work with them on their bump skiing.

- **Set up:** You have already observed your fellow candidates skiing moguls. You note several in the group are accelerating during their turns. In addition, there are a couple of individuals who can make 3 or 4 turns but have to traverse out to start another series of 3 or 4 turns. The common situation within the group is the need for more flexion and extension through the ankles, knees, hips, and spine. **WHY?** In order to have a positive effect on their stance/balance.
- **Establish goals and plan:** You determine an objective (**WHAT**) and decide to work in short radius turn format with a consistent speed and flow without traverses.
- **Present and share information:** This is your **HOW**. You choose to first address stance and balance and then turn shape. You lead them through a quick exercise such as traversing in the bumps focusing on proper flexion/extension (absorption or retraction movements). After watching and giving clear, specific feedback you then determine how to use your guided practice time.
- **Guided practice:** You choose to do a series of linked pivot slips with pole use through the bumps to create better leg steering. Slowly begin to develop turns from the pivot slips creating more turn shape. Or you might choose to build upon the feedback you gave each candidate. Guided practice is just that; you are guiding your decision making based on what you see and the feedback you've given each candidate.
- **Check for understanding:** This is ongoing and happening throughout your teaching segment. An example of this would be asking a candidate to restate what you've asked them to do, where and how, so you know they clearly understand your expectations/goals.
- **Summarize:** Ask your peers to restate the objective and ask each skier to restate their specific feedback to accomplish that objective. Add your own input to their statements as needed for clarification.

Why would this pass?

1. You determined a specific objective and took logical steps to help each skier achieve the objective.
2. You determined skill-specific reasons why each skier was not achieving the objective and designed a progression to meet the skier's needs.
3. You provided constructive feedback and direction specific to each individual skier.
4. You provided accurate descriptions and demonstrations.
5. You moved the group giving each one an opportunity to ski through the exercises or drills used to improve their bump skiing.
6. You brought the focus of each activity back to the real skiing situation.
7. You checked for understanding through observation and questioning.
8. You summarized the lesson concisely and accurately.
9. You improved the overall ability of the group and the individuals within the group in the bumps.

Professional Knowledge:

This grade is determined by what the candidate is able to accurately articulate regarding ski technique and the development of skiing skills. A candidate's professional knowledge may be tested through creating a movement analysis situation on the snow or indoors using video. The examiner may ask movement analysis questions pertaining to skiers on the hill or examinees in your group.

Additionally, candidates should know their ski school progression and be knowledgeable of ATS concepts, particularly the relationship between the skills. Candidates should be able to accurately describe cause and effect as it relates to skiers in varying terrain and conditions.

Other professional knowledge categories that may be discussed are:

- ski mechanics
- skiing dynamics
- equipment knowledge
- risk management
- ski area policies
- elements of the Teaching Model, the Teaching Cycle and teaching modifications for age, gender and/or disabilities

Movement Analysis:

As in any good lesson, movement analysis is comprised of Observation, Evaluation and Prescription. Observe ski behavior and body movements, cause and effect relationships. You are to observe your peers and be able to give them specific feedback of what they are doing and how to modify behavior for positive change. At Level III you will primarily be observing your peers but may observe the general public and/or engage in a Compare and Contrast setup by the exam staff.