

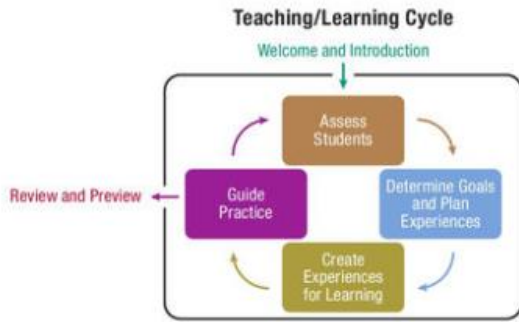
Some Follow up Questions, “the facts”	
<p>What are the “updates” to the Northwest certification exam process?</p>	<p>Level I</p> <ul style="list-style-type: none"> • Pass the E-Learning Level I course. <p>Level II</p> <ul style="list-style-type: none"> • The Skiing/Technical module includes a movement analysis (MA) component. • The Teaching/Professional Knowledge module has an indoor morning introduction to the teaching topic, this is where the exam assessment starts. <ul style="list-style-type: none"> • During this time, you will introduce your teaching topic and age category to your peers. • Once on snow, deliver your lesson in a clinic format building on what you introduced indoors for no more than 30 minutes. • The age categories have been simplified to Children, Teenagers, Adults and Seniors. <p>Level III</p> <ul style="list-style-type: none"> • The Skiing/Technical module includes an MA component. <p>For further detail on processes and procedures please refer to the PSIA-NW Certification Guide.</p>
<p>Why is there a movement analysis component being added to the Level II and III Skiing/Technical module?</p>	<p>To adequately meet the needed information, per the National Standards, the question was, “do we make a third module specific to movement analysis or is there another place we can adjust to add in more movement analysis?” Thinking through it, it was determined it would work well and complement the Skiing/Technical day to add in a movement analysis component around what the candidate is seeing other candidates do and discuss their observations and evaluations of it.</p> <p>Can they see it, can they talk about it and can they demonstrate it?</p> <p>Further, this update keeps pace with National changes including adoption of the Learning Connection model that distinguishes Technical skills from Teaching and People skills.</p>

<p>Whoa, I'm confused. Sounds like movement analysis is baked into both modules. How should I train to this?</p>	<p>Level II Skiing/Technical module:</p> <ul style="list-style-type: none"> • Movement analysis is evaluated on Observation and Evaluation. Per the national standards the candidate is being assessed in the categories of movement analysis, turn mechanics, biomechanics, physics and skills concepts. <p>Level II Teaching/Professional Knowledge module:</p> <ul style="list-style-type: none"> • Movement analysis still holds the observation and evaluation, what is added is the prescription based on the observations and evaluations of the group when clinicing the group during the teaching topic. Per the national standards, the candidate is being assessed in the categories of adaptation, communication, practice and feedback. <p>Level III Skiing/Technical module:</p> <ul style="list-style-type: none"> • Movement analysis is graded based on Observation and Evaluation. Per the national standards the candidate is being assessed in the categories of movement analysis, turn mechanics, biomechanics, physics and skills concepts. <p>Level III Teaching/professional Knowledge module:</p> <ul style="list-style-type: none"> • Movement analysis is graded based on Observation, Evaluation and Prescription (as has been the practice).
<p>How does Movement Analysis affect Level II and III Teaching/Professional Knowledge module assessment?</p>	<p>The candidate needs to meet the National Standard for all categories examined in order to pass the Teaching/Professional Knowledge module, these categories are Safety, Communication, Demonstration, Goals, Content, Adaptation, Practice and Feedback, Teaching Styles.</p>
<p>Are Level II candidates expected to provide Prescriptions and/or modify activities if other candidates are demonstrating an inability to do what is being asked of them?</p>	<p>Yes. Per the National Standard, assessment criteria includes Adaptation, Practice and Feedback. Level II candidates will be expected to provide Prescriptions that are informed by their Observations and Evaluations of their peers during their teaching segment. However, a Level II candidate will not be expected to evoke change or improve the level of skiing of the group.</p>

	<p>*Important, the candidate needs to watch (observe) and determine if the other candidates/peers are doing what is being asked (evaluation). If individuals are not doing what is being asked, the candidate needs to recognize this verbally by noting, “Paul, we should be in a wedge, not parallel right now” (prescription).</p>
<p>Are Level III candidates expected to provide <u>prescriptions</u> and improve the level of the group?</p>	<p>Yes, this is not a change, it’s always expected at the Level III for the candidate to improve the level of skiing.</p> <p>Level III candidates will be expected to provide Prescriptions that are informed by their observations and evaluations of their peers during their teaching segment. A Level III candidate is expected to evoke change or improve the level of skiing of the group.</p> <p>Level III candidates needs to watch (Observe) and determine if their peers are doing what is being asked of them (Evaluation). If individuals are not doing what is being asked, the candidate needs to address this (Prescription) and/or adjust activities, as needed to evoke change (Adaptation).</p>
<p>How will Movement Analysis (MA) be assessed during the Skiing/Technical module?</p>	<ol style="list-style-type: none"> 1. Group conversation followed up by a private conversation with the examiner(s). The rest of the group will not be listening or a part of it - it is just with one candidate and the examiner(s). The goal is for both examiners to hear what the candidate sees (Observation) and the reasoning on whether or not other candidates performed the task as defined (Evaluation). 2. Similar to before, at the start of each MA setup, the examiners will define and discuss the activity with the candidates talk about the activity (task), how the candidates have trained for it, their understanding of it and any questions. Examiners may add additional parameters to the activity based on the conditions of the day or the moment. 3. Only one examiner will demonstrate the activity (task). 4. Some examples of the questions could be:

	<ul style="list-style-type: none"> a. Whether or not the task, as defined, was performed and why or why not; b. The actions of the skis (Skills Concept); c. The actions of the body and specific body parts (Fundamentals and Mechanics); and/or d. The actions of the skis, the body or specific body parts at different phases of the turn (Initiation, Shaping, Completion).
<p>How do I prepare (or help my staff) for the movement analysis component of the skiing/technical day, both the Level II and the Level III?</p>	<p>For the Level II candidate that has recently taken the Level I exam the M.A. process is very similar in format except for the added analysis of Evaluation. Here are some EXAMPLES the Level II and III candidate should be prepared to share with the Examiners during the Skiing/Technical module MA, again these are EXAMPLES. The examiners will be fluid in the moment with each candidate based on their conversations.</p> <ul style="list-style-type: none"> 1. Share with the Examiner whether the task is being performed within the defined parameters. Yes or No? 2. If so: <ul style="list-style-type: none"> a. What's informing you of this conclusion; and b. What is the candidate doing to be successful from a skills, fundamentals and mechanics perspective? 3. If not: <ul style="list-style-type: none"> a. What's informing you of this conclusion; and b. What's needed to be successful from a skills, fundamentals and mechanics perspective? 4. Other points of reference and discussion related to activity: <ul style="list-style-type: none"> a. Turn Phase b. D.I.R.T. c. Body performance (Fundamental) d. Ski performance (Skills) e. Body parts (Mechanics)

What is expected during the Level II Teaching portion of the Teaching/Professional Knowledge module?



The Teaching/Professional Knowledge module is structured with:

1. Introduction (**Indoors**)
2. Delivery (**On Snow**)

During the **Indoor Introduction** segment, candidates should:

1. **Introduce** their teaching topic
2. Address considerations relating to their **Student Profile**
3. Address how they would **Assess** their students, what they would do based on their goals and why they would choose those activities.

The goal is for the group to see how, during the introduction and assessment phase of the teaching cycle, candidates work with their student(s).

During the **On-Snow Delivery** segment, candidates should:

1. Present the activity:
 - a. Explain **why** the activity is important
 - b. Explain **how** it relates to the end goal
 - c. Explain and show **how** to do the activity
2. Accurately demonstrate the activity
3. Practice the activity and provide feedback
 - a. During this practice time, the candidate is Observing and Evaluating their fellow candidates with relevant feedback and Prescriptions, as appropriate.

Why are teaching topics and student profiles randomly drawn?

On any given day, a Level II Certified instructor must be prepared to advance ANY Student Profile from the Beginner Zone through the Intermediate Zone. The Level II Teaching/Professional Knowledge module gives the Level II candidate the opportunity to share their lesson planning, thought process and execution strategies with their peers

Without regard to specific age ranges, Student Profiles have been simplified to:

- Children (starting at 6 years old)
- Teenager
- Adults
- Seniors

	<p>If a candidate isn't able to speak to how they would teach to their drawn age group, they don't meet the National Standard.</p> <p>Performance is always assessed on the ability to speak to the age category drawn to demonstrate and to understand how tactically to work with the client, regardless of age or experience. It is about understanding what generally works better within each age category. One wouldn't pretend to be a kangaroo and hop around with an adult, but it would be appropriate with a 6 year old. The examiners need to know the candidate knows the difference.</p>
<p>What if my school only offers teaching to children? How would the candidates have experience with other outside this age range?</p>	<p>As discussed above, the Level II teaching isn't assessing on age experience, it's assessing on the candidate's ability to know the intermediate level and how to tactically work within that, regardless of age.</p>
<p>What if I have already passed one of the modules, the teaching or the skiing?</p>	<p>Still the same as always - if you have already passed a module, it is still good and you just have to complete the other module (all components of it) to complete your certification.</p>
<p>During the Teaching/Professional Knowledge module for Level II and Level III, will my skiing be evaluated and assessed?</p>	<p>Yes. Based on the National Standard category; Demonstrations of activities, drills, etc. during your teaching topic are assessed.</p> <p>What's that mean? You are responsible to provide accurate visual demonstrations. When clinicing the group, the representation of the description used when teaching a specific movement needs to be accurate along with ski performance, using the fundamentals as a guide.</p> <p>Do what you say you are doing - and make sure the group is too.</p>
<p>What if I don't ski like my examiner? She is 6'5 and I am 5'2? What do I do? Will I be assessed if I don't ski as "tall" as her?</p>	<p>You are assessed to the National Standards.</p> <p>To your best ability, ski the activity as defined and adjust your skill blending to conform to any additional parameters. What is being evaluated is your skill blending - not how big or little you are. It's okay to "look" different and we all move differently.</p> <p>KEY is to</p> <ol style="list-style-type: none"> 1. listen to the description and any additional parameters and 2. ask any questions you may have. 3. Then ski them.