

ALPINE EXAMINER COMMON OBSERVATIONS

Level 2 Skiing - Success Candidates

maintain a balanced athletic stance & display correct speed, accuracy & the ability to maintain proper/proportionate ski(s) relationship no matter what the task might be

speed control, parallel skis, shaped turns on beginner thru intermediate terrain

Able to engage tip before fall line
 Narrow but skidded tracks in snow
 Round, guided turns
 Consistent speed control
 Able to adapt to terrain changes such that the above traits are consistent.

Skiing - Able to free ski and exam tasks/activities showing balance, speed control, turn shape while having the ability to show mostly accurate movements.

MA - Having the ability to see and speak of what they are seeing with having the understanding of cause/effect at the Level 2 standards.

Awareness of relevant fundamentals and associated body parts/movements relative to the skiing task - isolated/blended - and the ability to execute - knowing and doing. Successful candidates exhibit functional fore-aft stance and range of motion through all major joints in all three planes in intermediate zone skiing. MA highlights the "knowing". Skiing highlights the "doing".

Evenly developed skills, Edge/Rotation/Pressure

focus on task, understand cause and effect, systematic approach, discipline in skiing and discussion, again- staying focused on given task.

Successful candidates are able to adapt their skill blends to different situations and terrain. They appear to have trained using the exam tasks to improve their skiing, vs. just training to the parameter of the tasks. They also have a clear understanding of how to demonstrate at speeds appropriate for intermediate skiers (ie they are adaptable to the task)

ALPINE EXAMINER COMMON OBSERVATIONS

Level 2 Skiing/MA - Unsuccessful Candidates

incorrect stance/balance putting them out of posture to be able to keep the skis completing reasonable shaped turns

non-parallel skis, lack of differentiation in turn shape

Z turns

Excessive tail displacement for desired outcome

Wedging in a parallel maneuver.

Inability to maintain speed control.

More pivoting than steering/guiding at turn entries.

Skiing - Not having an understanding of the fundamentals in skiing. Lack of speed control and maintaining a turn shape. COM tends to fall behind and never catches up. Struggles with balance in their skiing. Lack of understanding of how to ski exam tasks.

MA - Not having an understanding of the fundamentals. Not understanding cause/effect. Does not have enough experience, and

Lack of awareness of relevant fundamentals and associated body parts/movements relative the the skiing task. Unable to connect the dots and identify cause/effect relationships. Unsuccessful candidates often struggle from ineffective fore-aft stance and lack range of motion through all major joints in all three planes. MA reveals shortcomings in knowledge. Skiing reveals shortcomings in skiing ability.

Making excuses for why they do something/can't do something.

Inability to finish turn shapes across the hill.

Wedge relationship when they should be parallel.

Undisciplined task performance, lack of focus, inconsistent skill use/ blend, poor understanding on cause and effect in MA

Unsuccessful candidates at Level 2 do not modify their ski performance as appropriate to the range of intermediate skiers. They cannot show either a slower, round skidded turn or a more advanced-intermediate turn with more edge engagement. They are stuck at one end of the performance spectrum or the other. One specific parameter that comes up in Level 2 is the inability to accurately steer/turn skis as highlighted in a wedge Christie.

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Level 3 Skiing / MA - Success Candidates

<p>I think that III is similar to II just applied in different tasks, speed and more challenging terrain, conditions.</p>
<p>dynamic skiing on groomed, holding a line and speed off piste</p>
<p>Able to vary skills to change ski performance from flat and skidded to edged and carved to change shape, track and speed as needed or asked.</p>
<p>Skiing - Able to ski all conditions and exam tasks while maintaining balance, speed control, turn shape and timing showing accurate movements most/all of the time.</p>
<p>MA - Having the ability to see and speak of what they are seeing with having the understanding of cause/effect at the Level 3 standards.</p>
<p>Awareness of relevant fundamentals and associated body parts/movements relative the the skiing task - isolated/blended - and the ability to execute - knowing and doing. Successful candidates exhibit functional fore-aft stance and range of motion through all major joints in all three planes in advanced zone skiing. MA highlights the "knowing". Skiing highlights the "doing".</p>
<p>Able to adapt movements, i.e. versatility skis faster and stays in control</p>
<p>same as Level 2 with following- shows depth of ability and understanding. Can accomplish a given skiing and/or MA assignment from more than one point/ aspect.</p>
<p>Successful candidates are able to adapt their skill blends to different situations and terrain. They appear to have trained using the exam tasks to improve their skiing, vs. just training to the parameter of the tasks.</p>

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Level 3 Skiing/MA - Unsuccessful Candidates

again, look at II. Expectations are higher with IIIs. The inability to ski through all the tasks accurately displaying non-balanced stance leading to incorrect movements affecting the skis engagement in the snow

not being dynamic , inconsistent turn shape on black terrain

See above

Skiing - Not having an understanding of the fundamentals in skiing. Lack of speed control and maintaining a turn shape. Not having a consistency in their movements timing and flow. Struggles with balance in their skiing. Lack of understanding of how to ski exam tasks.

MA - Not having an understanding of the fundamentals along with cause/effect. Not able to communicate or apply their thoughts back to Lack of awareness of relevant fundamentals and associated body parts/movements relative the the skiing task. Unable to connect the dots and identify cause/effect relationships. Unsuccessful candidates often struggle from ineffective fore-aft stance and lack range of motion through all major joints in all three planes. MA reveals shortcomings in knowledge. Skiing reveals shortcomings in skiing ability.

Making excuses for why they do something/can't do something.
 Inability to finish turn shapes across the hill.
 Wedge relationship when they should be parallel.
 Too controlled and/or not fast/energetic enough, i.e. not demonstrated at the speed required in the Nat. Std.

same as level 2., simply carries through to the higher levels tasks and required understanding. Compounded by lack of depth in understanding and skiing accuracy.

In general, unsuccessful candidates seem to have trained to the parameters of the exam tasks, and focus on "showing the right answer" with their skis, instead of training to a broad adaptable skill set which they can apply in many situations. Another specific trait is unsuccessful candidates do not have the ability to engage skis and shape the "top" of the turn, leaving themselves stuck with one turn shape/radius regardless of the task required.

ALPINE EXAMINER COMMON OBSERVATIONS

Level 2 Teaching - Success Candidates

Organized, well thought thru presentation of their assignment, moving the group, responding to the needs of their peers

naming desired outcome, ski performance and body part and movements

Logical step by step progression of activities addressing their topic.
 Is able to adjust in the moment while teaching, observing others, making changes to approach on the fly and providing accurate feedback to others.
 Accurate MA and feedback.
 Accurate demonstrations

The ability to step out and share what they are teaching and having the confidence in what they are doing. This comes across as being prepared. Able to share their ideas in a clear and concise manner for the others to understand. Able to give feedback to what they are seeing and how it relates to the ski/snow performance.

Ability to prioritize and convey relevant fundamentals and associated body parts/movements relative to the teaching assignment and outcome. Ability to create and maintain focus that enables relevant MA and feedback. Ability to package the content in a logical progression - intro, content, practice, feedback, summary. Creativity is a bonus. Improving the level of the group is a home run.

clear and logical skills based progression
 give feedback
 simple and accurate MA
 Able to explain WHY

Attention to assigned task, pre- loaded answers (have knowledge base that results in well thought out and accurate plan) as opposed to making up disjointed and suspect plans on site. teaching scenarios such that assigned goal is reached.

Candidates that are successful in Level 2 teaching have a clear understanding of what specific movement/skill is most important to develop in a student for any of the various teaching topics. Successful candidates state what specific movement they want to teach the students, why that it is important for the given teaching topic then guide the exam group through a logical progression. While going through the progression, the candidates regularly bring specifics back to student performance "I find that students respond best when I show them . . ." "Often students will find this to be a challenge. I make it easier for them by . . ."

ALPINE EXAMINER COMMON OBSERVATIONS

Level 2 Teaching - Unsuccessful Candidates

<p>lack of organization, not speaking to the assigned topic and age class, poor choice of terrain, no generalized feedback</p>
<p>missing one of the following desired outcome, ski perf, or body part/movement.</p>
<p>Presents a pre-planned teaching scenario that does not recognize the peer group. I.e. Teaching as if to children and not a clinic. Does not recognize inaccurate demonstrations in peer group or doesn't offer comments to improve performance. Does not give feedback at all. Fails to use teaching cycles.</p>
<p>Not having an understanding of the fundamentals. Some will try and share an idea that they truly don't have a complete understanding of. Clearly not prepared or have practiced teaching in front of a group of peers. Talk too much instead of getting to the point and skiing. Their demonstration does not show what they are teaching.</p>
<p>Inability to prioritize and convey relevant fundamentals and associated body parts/movements relative to the teaching assignment and outcome. Lack of focus makes MA and feedback difficult or unclear. Clinic format lacks cohesion - content for content sake with little or no connection to the original goal. Group politely follows along but is disengaged or lost. All mileage and no substance or content vomit with no mileage.</p>
<p>checklist progression very little skiing, lots of explaining lack of cause/effect understanding</p>
<p>lack of understanding of fundamentals of teaching/ learning resulting in disjointed approach which may or may not result in a positive experience and positive change.</p>
<p>Unsuccessful candidates do not identify why the activities or drill they are presenting are important for the students. They often do not have a clear understanding of what specific movement or performance outcome is most important for the students in a given teaching topic.</p>

ALPINE EXAMINER COMMON OBSERVATIONS

Level 3 Teaching - Success Candidates

<p>Ability to analyze the needs of their peer group, speak to it, keep the group moving, following a logical train of thought, giving solid feedback</p>
<p>naming desired outcome, ski performance and body part and movements</p>
<p>Is "in the moment" while teaching, observing others, making changes to approach on the fly and providing accurate feedback to others. Accurate MA and feedback. Accurate demonstrations</p>
<p>The ability to step out and share what they are teaching and having the confidence in what they are doing. Able to share their ideas in a clear and concise manner for the others to understand. Giving feedback to what they are seeing and along with a prescription to and how it relates to the ski/snow performance. Having the ability to work with the whole group</p>
<p>Ability to personalize, prioritize and convey relevant fundamentals and associated body parts/movements relative to the teaching assignment, candidate needs and outcome. Ability to create and maintain focus that enables relevant and personalized MA and feedback. Ability to package the content in a logical progression - intro, content, practice, feedback, summary. Creativity in task/terrain selection and improving the level of the group is expected.</p>
<p>clear and logical skills based progression give feedback simple and accurate MA Able to explain WHY Modify their plan based on student needs</p>
<p>Same as level 2 with multiple tasks, discussion points, along with specific pointers in majority of situations/ conditions.</p>
<p>Successful Level 3 candidates identify a common performance thread through the group, then guide the group through a progression at the level of the group's skiing. They do not try to run individual lessons, but are able to give individual feedback on the common activities that is specific to each individual's skiing performance.</p>

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Level 3 Teaching - Unsuccessful Candidates

<p>disorganized-not having a plan, below the group level, no or shallow feedback, not moving the group,</p>
<p>missing one of the following desired outcome, ski perf, or body part/movement. especially in the advanced zone.</p>
<p>Does not provide accurate individual feedback. Provides inaccurate demonstrations. Inaccurate MA</p>
<p>Not having an understanding of the fundamentals. Clearly not prepared or have practiced teaching in front of a group of peers. Talk to much instead of getting to the point and skiing. Their demonstration does not show what they are teaching. They don't relate their MA and the movements back to the skis on the snow. Don't have a clear understanding of cause/effect. Have seen some that teach below the level of the group and really do not change things to help improve or challenge the groups ability to create a change wanted. Demonstrations are not accurate.</p>
<p>Inability to personalize, prioritize and convey relevant fundamentals and associated body parts/movements relative to the teaching assignment and outcome. Lack of focus makes MA and feedback difficult or unclear. One size fits all prescriptions. Coaching lacks cohesion, personalization, the mechanics of how or relevance to the goals individual candidates shared during the morning intro. Many unsuccessful candidates are able to identify "what" needs to happen but are unable to coach their peers on "how" to do it.</p>
<p>checklist progression very little skiing, lots of explaining lack of cause/effect understanding Asking for input instead of directing students focus (how did that feel?).</p>
<p>same as level 2</p>
<p>Unsuccessful candidates do not address the individual performance needs of their peers. They present logical drills and progressions without demanding a high level of performance from their peers. They cannot identify specific skill deficiencies to improve in their peers.</p>