

**PSIA**



**AASI**

**ALPINE LEVEL I ACCREDITATION | 2019-2020**

**NORTHWEST DIVISION**

# ALPINE CERTIFICATION UPDATES

## CERTIFICATION GUIDE

- Revision page created
- Matrix videos links added for L1, L2, L3

## TEACHING MODULE

- Level 2 Teaching topics





# 2018/19 ALPINE LEVEL I STATISTICS

250 candidates participated

38 accredited Alpine trainers administered exams

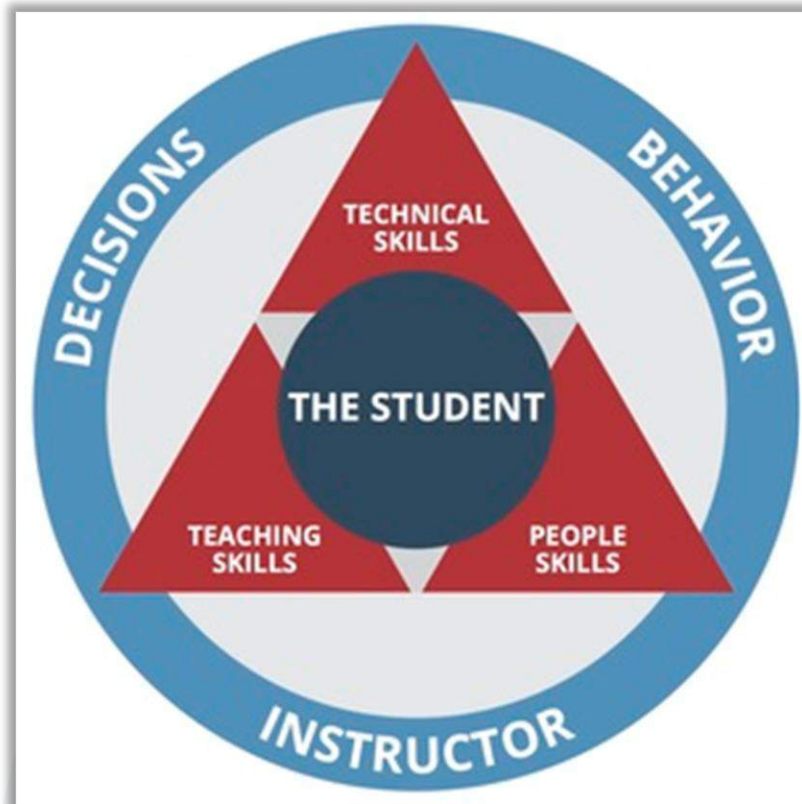
10 Current Divisional Staff

29 School Trainers

98.5 % pass rate



# CANDIDATE AND TRAINER PROCEDURES



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# CANDIDATE



- Join the organization - [www.psia-nw.org](http://www.psia-nw.org)
- Complete LI E-Learning course **two weeks** before on-snow – LMS.thesnowpros.org – **\$0**
- On-Line Professional Knowledge Exam – LMS.thesnowpros.org – Complete **two weeks** before being able to register for on snow assessment – **\$10.00**
- Sign up for scheduled exam – psia-nw.org – event calendar – **Two Week Deadline**
- **Cost: School Admin – \$35.00 – Total cost: \$45.00**  
**NW Division Admin – \$80.00 – Total cost: \$90.00**

# CANDIDATE



- **Synopsis – Not required - Optional for school –**
- Test is open to related industries

## Candidate delivers to trainer:

- E-Learning course certificate
- Completion of professional knowledge exam
- Confirmation of on-snow registration



# TRAINER

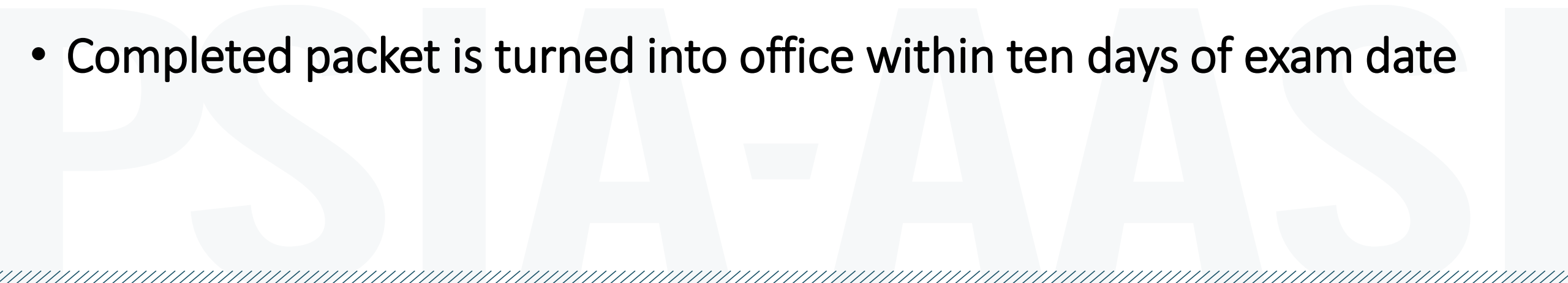


- Ensure timelines are established within your school
- Schedule exam – Minimum Three week deadline
- 4 people minimum, 8 people max
- Assessment write ups – Optional prearranged on-line availability
- Notify candidates of exam date

# TRAINER



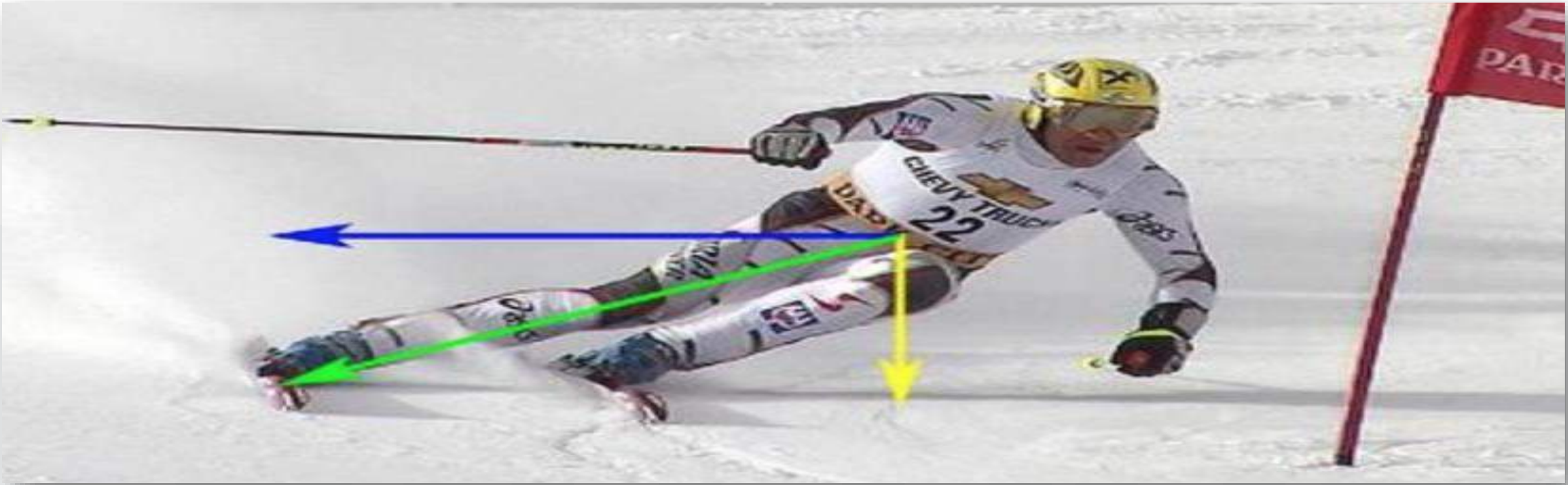
- Receive packet – via paper mail
- Administer - 6 hours on snow, 1 hour indoor- Combined Skiing, Teaching, Professional Knowledge assessment
- Completed packet is turned into office within ten days of exam date





# THE ASSESSMENT

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# SKIING

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# SKIING VENUES

-  All Green- including mild un-groomed
-  Moderate groomed, mild un-groomed, small bumps
- Teaching demonstrations
- Participants performance during peers teaching session
- Examiner set-up's for Beginner Zone and Skill & Fundamental specifics - (Appropriate for Beginner Zone skiers)
- Free skiing activities - (Intermediate zone speeds)



# SKIING ACTIVITIES

## BEGINNER ZONE:

- Wedge Turns
- Wedge Christie
- Basic Parallel
- Free Skiing – Intermediate  
Zone speeds





# SKIING ACTIVITIES

## SKILLS AND FUNDAMENTALS:

- Side-slip to edge set
- Straight run, paddle turn to stop
- Parallel traverse to wedge entry (performed in a Garland\*)
- Linked forward side-slip to an edged traverse



# TEACHING / PROFESSIONAL KNOWLEDGE COMPONENT



UNIVERSITY





# TEACHING TOPICS

1. Wedge Turns
2. Wedge Christie
3. Side-slip to edge set
4. Straight run, paddle turn to stop
5. Parallel traverse to wedge entry (performed in a Garland\*)
6. Linked forward side-slip to an edged traverse



# CANDIDATE – ASSESSMENT CRITERIA

- Receive a Level 1 Beginner Zone OR Skills and Fundamental activity
- Receive ONE skiing fundamental
- Candidate chooses skill focus
- Candidate chooses phase of turn focus
- Up to 15 minutes to present teaching topic

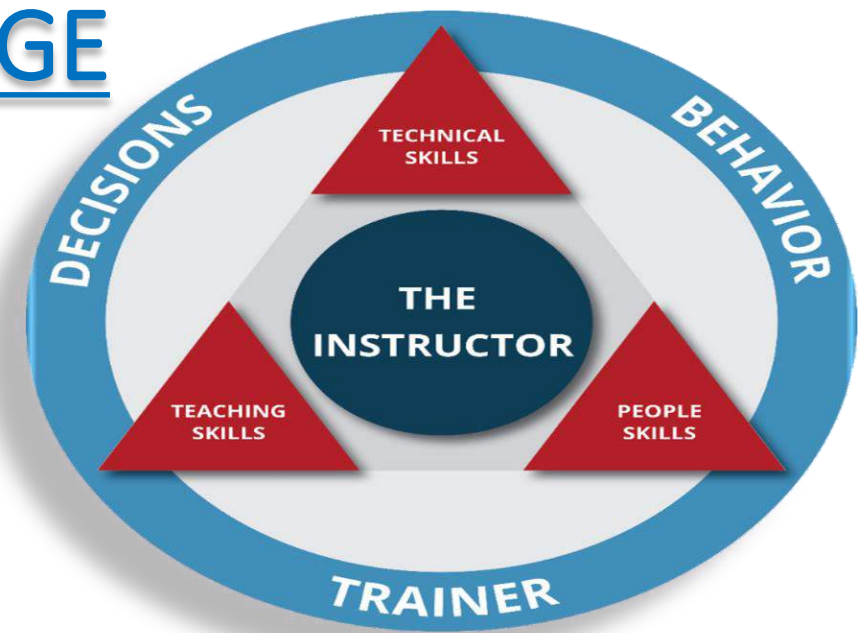




# TEACHING / PROFESSIONAL KNOWLEDGE

## THE ESSENTIAL ELEMENTS

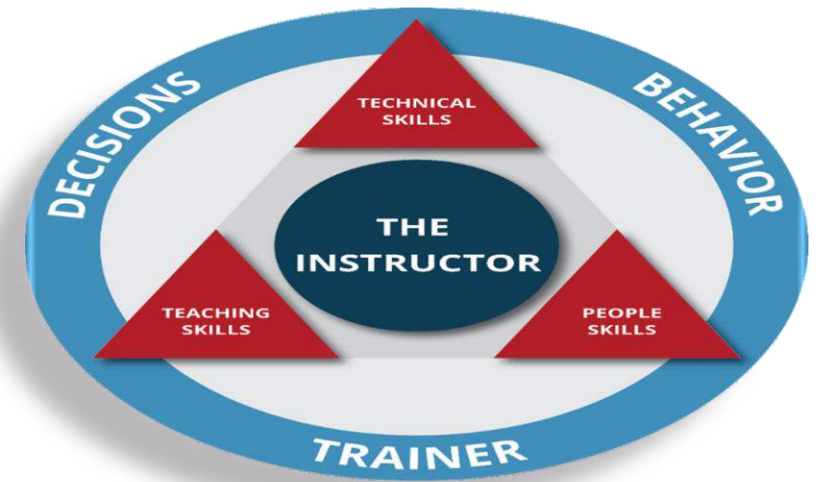
1. Safety- As required
2. Formulated a lesson plan
3. Directions were clearly stated
4. Provided general guided practice relative to the specific Fundamental, Skill focus and Turn phase
5. Demonstrated the skiing fundamental relative to the desired action of the skis
6. Moved the group appropriately, giving each person an opportunity to ski through skiing activity
7. Summarized the lesson concisely and accurately



# MOVEMENT ANALYSIS - TECHNICAL COMPONENT



# MOVEMENT ANALYSIS VENUES



## Teaching

- Feedback was relative to observations related to Phase of turn focus, Skiing Fundamental and Skill focus for the group

## Group and Individual conversations

- Skills concept- Able to identify what the skis need to / are doing on the snow relative to the phases of the turn
- Fundamentals- Able to observe and describe the body movements as performed in beginner zone tasks and situations

**Attained Level I**     **Did Not Attain Level I**

**Teaching Activity:** \_\_\_\_\_

**Fundamental (body):** \_\_\_\_\_

**Skill (ski):** **EDGE | PRESSURE | ROTARY**

**What Phase of the Turn:** \_\_\_\_\_

**The criteria to keep in mind are listed below:**

- Safety—As required
- Able to formulate a lesson plan
- Directions were clearly stated
- Able to provide general guided practice relative to the specific fundamental (body), skill focus (skis) and phase of turn for the group
- Able to **demonstrate** the skiing fundamental (body) relative to the desired action of the skis (skill)
- Moved the group appropriately, giving each person an opportunity to ski through skiing activity
- Summarized the lesson concisely and accurately
- Specific to the teaching segment, MA feedback was relative to observations related to phase of turn, fundamental (body) and skill focus (skis) for the group
- During the group and individual discussions, able to:
  - Able to identify what the skis are doing on the snow (SKILLS CONCEPT)
  - Able to observe and describe the body movements in beg zone situations (FUND.)

**Attained Level I**     **Did Not Attain Level I**

**Candidate Name:**

**The criteria to keep in mind are listed below:**

- Demonstrate at speeds appropriate for beginner zone skiers
- Ski in control using a “rounded” turn shape at intermediate zone speeds
- Fundamentals are apparent in all tasks and all phases of a basic turn some inconsistencies from one phase to another
- Ability to vary rate and timing—one fundamental at a time



# LEVEL 1 ASSESSMENT WRITE UPS



## Sentence Starter Statement Ideas:

### Intro

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

### Body

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

### Conclusion

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

### Taboo Words (platitudes)

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

- Leverage the positive
- Be authentic
- Acknowledge the effort
- Personalized
- Also considers trainer as audience so feedback/goals make sense to them
  
- Observations
- Be specific
- Tool performance and movements
- What -> why
  
- Goals
- Prescription
- Why -> how
- Trajectory/pathway
- Recognition
- References to equipment or exercises must relate to observed performance – why
- Use bullets on back of sheet as goals