



Alpine Certification Guide

REVISED MARCH 2021

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Revisions

Date Changed	Change Made	Level	Sub-Section
March 2021	Added Level 2 Teaching Video Sample	Level 2	Level 2 Teaching Topic
January 2021	Updated mailing address	N/A	
January 2021	Adjusted wording for exam registration, online process	Level 1, 2 and 3	
January 2021	Adjusted wording for Level I pre-requisites (e-learning and professional knowledge exam)	Level I	Pre-requisites and requirements
January 2021	Added in Level 2 Teaching “Round Table” video	Level 2	Teaching
August 2019	Essential Elements of skiing/technical updated	Level 2 and 3	Skiing and Technical Understanding
August 2019	Level I trainer & candidate procedures doc updated	Level 1	psia-nw website – trainer tab – Level I information
August 2019	Add assessment sheets as an addendum to the certification guide	Level 1, 2 and 3	Addendum section
August 2019	Requirements – added current language	Level 2 and 3	Level 2 and 3 Requirements
August 2019	Teaching Topics Updated	Level 2	Teaching Topics
August 2019	Added Video Links	Level 1, 2 and 3	Skiing Activities
August 2019	Synopsis no longer required and document removed	Level 1	Preparing for the Level I exam
January 2019	Created separate Q&A documents	All cert stuff	On website
October 2018	Movement Analysis added to skiing day, in addition to the teaching day	Level 2 and 3	Skiing and Technical Content Day – Technical Content
October 2018	Age categories revised	Level 2	Teaching Topics

October 2018	Morning indoor roundtable topic introduction	Level 2 and 3	Teaching Day
October 2018	Completion of eLearning course prior to the Level I exam – requirement	Level 1	Preparing for the Level 1 exam

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 2020

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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
- CEO
- 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 eight regional Divisions (see below).

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

Divisions by Region

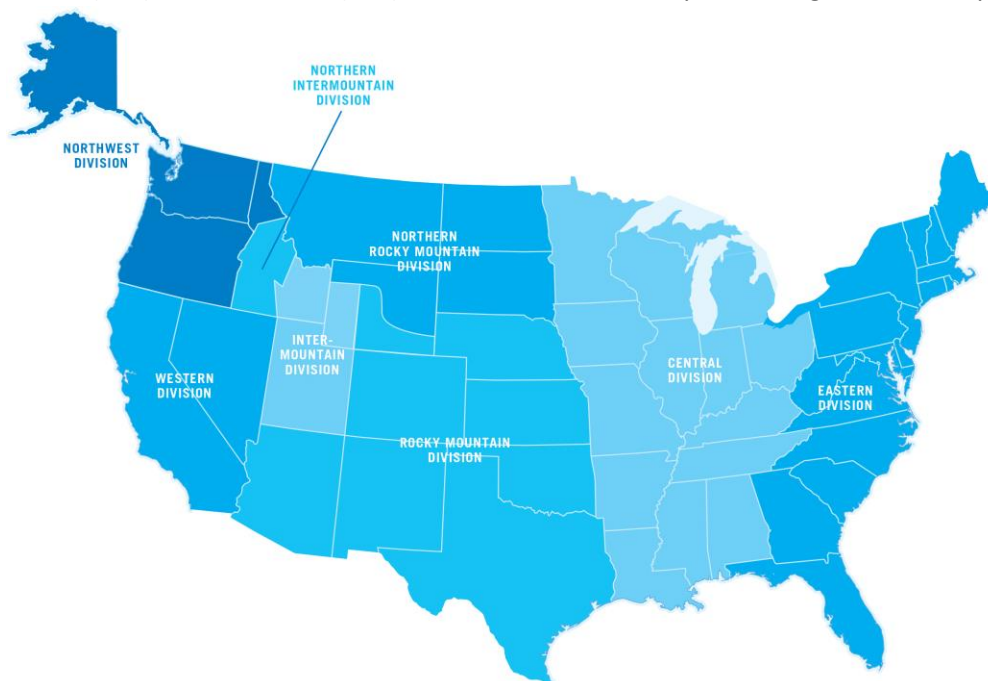
▪ PSIA-C	Central Division	www.psia-c.org
▪ PSIA-E	Eastern Division	www.psia-e.org
▪ PSIA-I	Intermountain Division	www.psia-i.org
▪ PSIA-NI	Northern Intermountain Division	www.psia-ni.org
▪ PSIA-NRM	Northern Rocky Mountain Division	www.psia-nrm.org
▪ PSIA-NW	Northwest Division	www.psia-nw.org
▪ PSIA-RM	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 in Wenatchee, Washington.

Phone/Text: (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. 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. 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. 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. 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. 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. 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, corporation and foundation to fund athletic programs to assist athletes in reaching their dreams. usskiandsnowboard.org

Pacific Northwest Ski Association (PNSA)

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



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. usasa.org

Preparing for the Level I

Process for Preparing 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 header and choose New Member, or you can click on the image below to go to the page.



Membership Events Education Community About Our Division Store

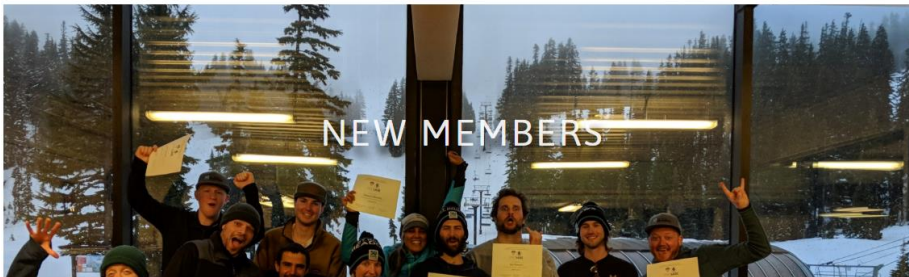
New Members

Current Members

Reinstatement

Scholarships

Awards



Welcome

How to Join

It's a Journey

New to Teaching - Get Started Here

Membership Categories

Are You New? Welcome Aboard!

Whoohoo – welcome to the org! You've joined the organization and your membership status is at a registered level. Getting ready for your Level I exam? Fantastic, please go visit the education tab and read all about your discipline's certification standards and exam.

Remember, any certified PSIA-NW member must attend continuing education each season (6 CEU) or a two day event every other season (12 CEU or more), to remain current and in good standing. More detailed information regarding continuing education can be found on the current member tab on this page. Additionally, a full list of our events is on our event calendar on the Events tab.

As a reminder, your annual membership dues are due on or before June 30th of each season to avoid late fees. A season is defined as starting on July 1st and ending on June 30th.

Complete Prerequisites

Sign up for the Alpine Level I E-Learning Course

This course needs to be completed two weeks prior to your on-snow exam, it is one of the prerequisites to register for the on-snow exam.

Go to LMS.thesnowpros.org (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 showing proof of successful completion.



Sign up for the online Alpine Level I Professional Knowledge Exam

This exam needs to be completed two weeks prior to your on-snow exam, it is one of the pre-requisites to register for the on-snow exam.

Go to LMS.thesnowpros.org, or click the image below, from the green bar near the top, choose exams, then Northwest, and you will then be able to select the Alpine Level I Professional Knowledge exam. Successful completion is 75% or higher. Similar to the e-Learning course, a certificate will be emailed to you upon completion.

The image is a screenshot of the PSIA AASI E-LEARNING website. At the top, there's a navigation bar with links: My Profile, Courses, Webinars, Exams, Workbooks, Help, Cart, and Log Out. The 'Exams' menu is open, showing a list of regions: Central, Eastern, Intermountain, Northern Intermountain, Northern Rocky Mountain, Northwest (highlighted in orange), Rocky Mountain, and Western. To the right of the navigation bar, there's a large shield logo with the text 'PROFESSIONAL SKI INSTRUCTORS OF AMERICA' and 'ALPINE Level I'. Below the logo, it says 'Alpine Level I Professional Knowledge Exam' and '\$10.00'. At the bottom right, there's a button that says 'Add to cart'. The background of the website features a group of skiers in orange gear posing in a snowy mountain setting.

Register for Your On-Snow Exam

Sign up for the On-Snow Level I Exam

You will go to psia-nw.org and look for the exam you're interested in taking. For some look for 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. Upon successful completion of the registration, you will receive a confirmation email letting you know where and when to meet and reminding you to have reviewed the certification guide (process information) and national standards (what you are assessed to).

Exam Day Process

The Level I exam is a one-day exam. The day will include skiing, teaching and technical knowledge. Group size ranges from 4-8 candidates.

Meeting time and place will be communicated to you ahead of time. During this time, you, and the other candidates, will discuss the format for the day, ask any questions you might have prior to the assessment, complete any necessary paperwork and be issued a lift ticket (this may, or may not, be complimentary).

Grading

An overall pass/fail scoring system is used, both the skiing/technical and teaching/professional knowledge have to be passed in order to achieve the Level I certification. Candidates must demonstrate proficiency relating to the National Standards in three all categories; **skiing** (*using the skiing activities*), **teaching** (*from the list of provided topics and movement analysis*), **professional knowledge** (*written exam, individual and group discussions and movement analysis*), in order to successfully pass. The six-point scale, shown below, will be used for scoring.

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.

Preparing and Planning for the Level II and Level III

Process for Registering for the Exam

You can register online at psia-nw.org by going to the events calendar.

Registration needs to occur by the deadline posted in the exam information. It is suggested to register early in order to take the exam at the location of choice. To be able to register for the on-snow exam module(s), candidates must fulfill the following prerequisites prior to taking the exam:

- Be a current member. Successful completion of the exam one lower than what is being registered up for, such as to take the Level II alpine exam, the candidate must already have the Level I alpine certification (of the same discipline). 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 online Professional Knowledge exam a minimum of **one month** before any on snow modules.
- It is requested you have a conversation with your trainer about expectations of the exam prior to registering for one.
- Each module may be taken an unlimited number of times during the exam season following the above guidelines.

Online Professional Knowledge Exam

The online professional knowledge exam 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
- Teaching and Professional Knowledge

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, outline the age category selected and the teaching topic, 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 (in a non-COVID season):

- 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 back-to-back days, 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, individual 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 for your overall performance (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.

Continuing Education Credit (CEU)

For those taking the Level I exam, participation in the exam will meet your continuing education requirement for that season. You will need to attend at least one continuing education event for credit the following season.

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).

There is no continuing education requirement for Registered members.

Out of Division Instructors

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 holds as their primary membership. Instructors do not have to join the Northwest Division to participate in the exam. All parts of the exam and any requirements the Northwest has for its exam process must be met in order to participate, including the online professional knowledge exam.

Preference is given for Northwest members first and PSIA-NW maintains the right to refuse instructors who are not members of the Northwest Division if there is not space.

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 Alpine Level I Professional Knowledge exam, on-snow skiing and teaching assessment and communication throughout the day regarding teaching and technical knowledge.

Candidates Responsibilities...

1. Register and successfully complete the online Alpine Professional Knowledge exam, with a passing score of 75% or better, **two weeks before the on-snow portion of the exam.**
2. Register for and successfully complete the alpine Level I E-Learning course, **two weeks before the on-snow portion of the exam.**
3. Register for the on-snow exam.

Grading

An overall pass/fail scoring system is used, both the skiing and teaching/professional knowledge have to be passed in order to achieve the Level I certification. Candidates must demonstrate proficiency relating to the National Standards in three all categories; ***skiing (using the skiing activities), teaching (from the list of provided topics and movement analysis), professional knowledge (written exam, individual and group discussions and movement analysis)***, in order to successfully pass. The six-point scale, shown below, will be used for scoring.

A SCORE OF 4 AND ABOVE EQUALS A PASSING SCORE

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-
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Level I Skiing Activities

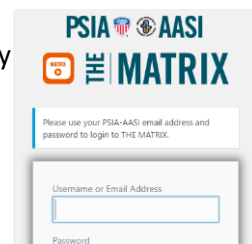
During the exam process candidates will be asked to demonstrate the following performance outcomes listed below.

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.

Videos from The Matrix

To watch the video links, you will be taken to a webpage and prompted to login with your PSIA-AASI member information to access the Matrix. Currently, not all activities have videos on The Matrix. Please keep in mind, for visual aid, some videos are of a higher-level skiing expectation than Level I, you will not be expected to perform at any level above the Level I expectation or standard. They are simply there as a tool for showing ski performance and body movements within the activity.



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.

Video Link(s):

- [Wedge turns, body and ski performance](#)
- [Wedge turns](#)
- [Linked wedge turns](#)

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.

Video Link(s):

- <https://matrix.thesnowpros.org/video/wedge-christie-2/>
- <https://matrix.thesnowpros.org/video/wedge-christie-body-and-ski-performance/>
- <https://matrix.thesnowpros.org/video/advanced-wedge-christie/>

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.

Video Link(s):

- <https://matrix.thesnowpros.org/video/basic-parallel-turn/>
- <https://matrix.thesnowpros.org/video/basic-parallel/>
- <https://matrix.thesnowpros.org/video/basic-parallel-2/>
- <https://matrix.thesnowpros.org/video/basic-parallel-no-poles/>

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.

Video Link(s):

- <https://matrix.thesnowpros.org/video/level-i-variable/>

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 the skis in order to slip sideways down the hill. Flex slightly, moving knees uphill, to edge sufficiently in order to control the speed of descent. To come to a stop, flex more to increase the edge angle on the snow surface.

Video Link(s):

- <https://matrix.thesnowpros.org/video/side-slips/>

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.

Video Link(s):

- <https://matrix.thesnowpros.org/video/step-turn-out-of-the-fall-line/>

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 downhill into a narrow wedge. Complete the maneuver 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 each candidate's teaching presentation are asked immediately following the session, during chairlift rides, or both. The exam administrator may also set up scenarios wherein all candidates discuss a teaching, technical or professional knowledge situation and deliver a response in a group setting.

Certified Level II

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 page](#) for additional information.

Technical Knowledge

During the exam, the examiners and candidates will discuss the technical skiing elements to ensure understanding of the candidate's movement analysis. This provides an opportunity for the candidate 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. The candidate 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 during the teaching segment(s).

Skiing

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

The Alpine National Standards provide the assessment criteria for creating the skiing, teaching and professional knowledge outcomes necessary for an instructor to successfully complete a certification. Throughout each skier zone, the fundamentals are **WHAT** is being observed and assessed.

Fundamental Movements

The fundamental movements are an umbrella term for how the skier moves. The fundamental mechanics in skiing, outlined below, remain consistent through all levels of certification. The performance criteria for these fundamentals will vary based on the application to common beginner, intermediate and advanced zone outcomes.

Skiing Fundamentals

- Control the relationship of the Center of Mass to the base of support to direct pressure along the length of the skis
- Control pressure from ski to ski and direct pressure toward the outside ski
- Control edge angles through a combination of inclination and angulation
- Control the skis rotation (turning, pivoting, steering) with leg rotation, separate from the upper body
- Regulate the magnitude of pressure created through ski /snow interaction

During the assessment process through all levels of certification the differentiating applications of the fundamentals are defined in the National Standards by the following categories:

- **Environment:** The appropriate terrain and snow conditions for level of assessment, relative to the skill development needs for students
- **Accuracy:** The degree of competence and constancy in application of fundamentals relative to desired ski performance
- **Speed:** The ability to ski in control at speeds necessary to achieve desired ski performance for the task or demonstration

Skills Concept

It is based on the knowledge that three skills – **rotational control, edge control, and pressure control** are integral to all turns and they are essential for maintaining balance. During the assessment process through all levels of certification, these skills provide a clear framework to analyze the action of the skis on the snow and the skier's movements to accomplish these actions.

- **Rotational control:** Refers to turning the skis about the vertical axis of the body. Skiers use this action to affect the direction their skis point.
- **Edge control:** Refers to tipping the skis relative to the length or longitudinal axis of the skis. Skiers use this action to increase or decrease the ski-to-snow angle.
- **Pressure control:** Relates to managing forces acting on the skis. Skiers manage the distribution of pressure along the length of skis, transfer pressure from one ski to the other, and adjust the overall magnitude of the forces acting on the skis.

Balance / Balancing Movements

Balance is both a source and an outcome of effective movement(s). A body in balance is in a state of equilibrium. Balancing movements are muscular actions to maintain equilibrium, or the desired alignment on the skis. These movements are divided into two categories and provide visual cues for assessment at all levels of certification:

- Actions that affect fore / aft balance
- Actions that affect lateral balance

Athletic Stance

An athletic stance is the ability for the skier to move in any direction, at any time. The fundamentals of an athletic stance will allow efficient, and effective, balancing movements.

Athletic Stance Fundamentals

These visual cues are being assessed at all levels of certification:

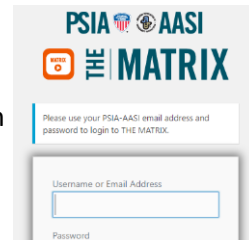
- The feet are approximately hip-width apart to provide a base of support
- All major joints are flexed
- Weight and balance are toward the balls of the feet
- The arms are raised slightly above the waist, with the elbows just in front of the body and the hands positioned slightly wider than the elbows
- The pelvis is neutral (with the lower back neither arched nor tailbone tucked)
- The head is up with the vision forward

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.

VIDEOS ON THE MATRIX

To watch the video links, you will be taken to a webpage and prompted to login with your PSIA-AASI member information to access the Matrix. Currently, not all activities have videos on the Matrix.



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.

Video Link(s):

- <https://matrix.thesnowpros.org/video/wedge-christie-body-and-ski-performance/>

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. *

Video Link(s):

- <https://matrix.thesnowpros.org/video/short-radius-turns/>
- <https://matrix.thesnowpros.org/video/short-swing-turns/>

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. *

Video Link(s):

- <https://matrix.thesnowpros.org/video/medium-radius-turns/>

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.

Video Link(s):

- <https://matrix.thesnowpros.org/video/variable-terrain-skiing/>

*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.

Video Link(s):

- <https://matrix.thesnowpros.org/video/skating-downhill/>
- <https://matrix.thesnowpros.org/video/skating/>
- <https://matrix.thesnowpros.org/video/skating-on-flats/>

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.

Video Link(s):

- <https://matrix.thesnowpros.org/video/dynamic-medium-radius-leapers/>

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.

Video Link(s):

- <https://matrix.thesnowpros.org/video/outside-ski-turns/>
- <https://matrix.thesnowpros.org/video/outside-ski-turns-2/>

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.

Video Link(s):

- <https://matrix.thesnowpros.org/video/linked-pivot-slips/>

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 Learning Connection Model and the Teaching/Learning Cycle were developed with these ideas in mind. The PSIA-AASI Teaching Snowsports Manual further explains these concepts and is an excellent course of information when planning to take your assessment. 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. Instead of continuing a game plan that is unrelated to your student's needs, ask yourself the following questions:

- 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?

CREATE EXPERIENCES FOR LEARNING AND GUIDE PRACTICE

People learn by doing and skiing is a motor skill. Although it is necessary to give clear explanations, student's need time to practice and experiment with new movements. Instructors need time to observe student performance to accurately evaluate the success of a lesson and determine next steps.

These concepts are central to a good lesson and are also commonly missing from assessments 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?

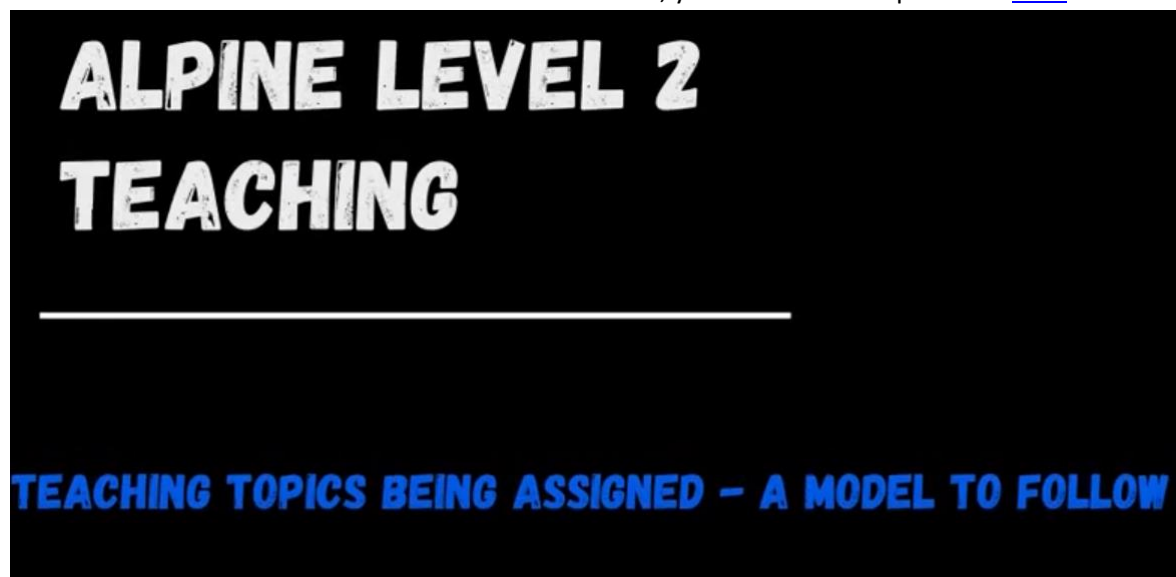
Teaching Day:

Candidates should be prepared to **clinic*** their peer group twice during the day. There may be 2 separate topic teaching sessions for each candidate – a longer session (up to 30 minutes) and a shorter session.

Although it is not necessary to fill the time given, 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.

The teaching and professional knowledge day begins with meeting your examiners and other candidates in the morning. During this indoor time, you will get to know your examiners and other candidates you will be with for the day. Once the introduction period is finished, the exam will begin with a “Round Table” discussion. You will draw from a “hat” a teaching topic and an age category. Once you have done this, you will be given a couple minutes to reflect on them, from which you will share with the group the information below – examiners may ask clarifying questions during this time as well. Again, this indoor portion starts your assessment for the day.

- Shares the teaching assignment (Introduce lesson)
- Shares the age category highlights (C.A.P. Model)
- Share with the group how you would assess the student and their movement patterns relative to their specific goals
- Still not sure what that looks like? No worries, you can find a sample video [here](#)



During the on-snow 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.

Teaching Topics:

Intermediate Zone Skiers (Levels 3-7)

The following topics are typical teaching scenarios instructors encounter on a regular basis when teaching skiing. Candidates will randomly select one of these teaching scenarios during the morning meeting, along with a student profile. After drawing a scenario, you will share (clinic) the information with fellow candidates on how you present the teaching scenario for the selected student profile listed below. Be prepared to present **any of these** teaching scenarios to your fellow candidates on snow.

Student Profile:

1. Children (starting at 6 years old and up)
2. Teenagers
3. Adults
4. Seniors

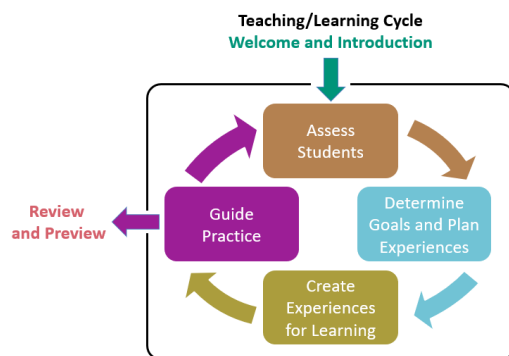
Intermediate Zone:

During each teaching segment, one candidate will lead the group and clinic the other candidates on how to would work with a specific profile (one of the scenarios below). Candidates should lead the group, showing what they would do, while also explaining why. Throughout the teaching segment, candidate leading the group should watch the other candidates to ensure each is performing the requested activity correctly. If someone is not performing what is being requested, clarify the expected outcome and provide direction to change the fellow candidate's performance. Clear and concise language and accurate demonstrations are expected.

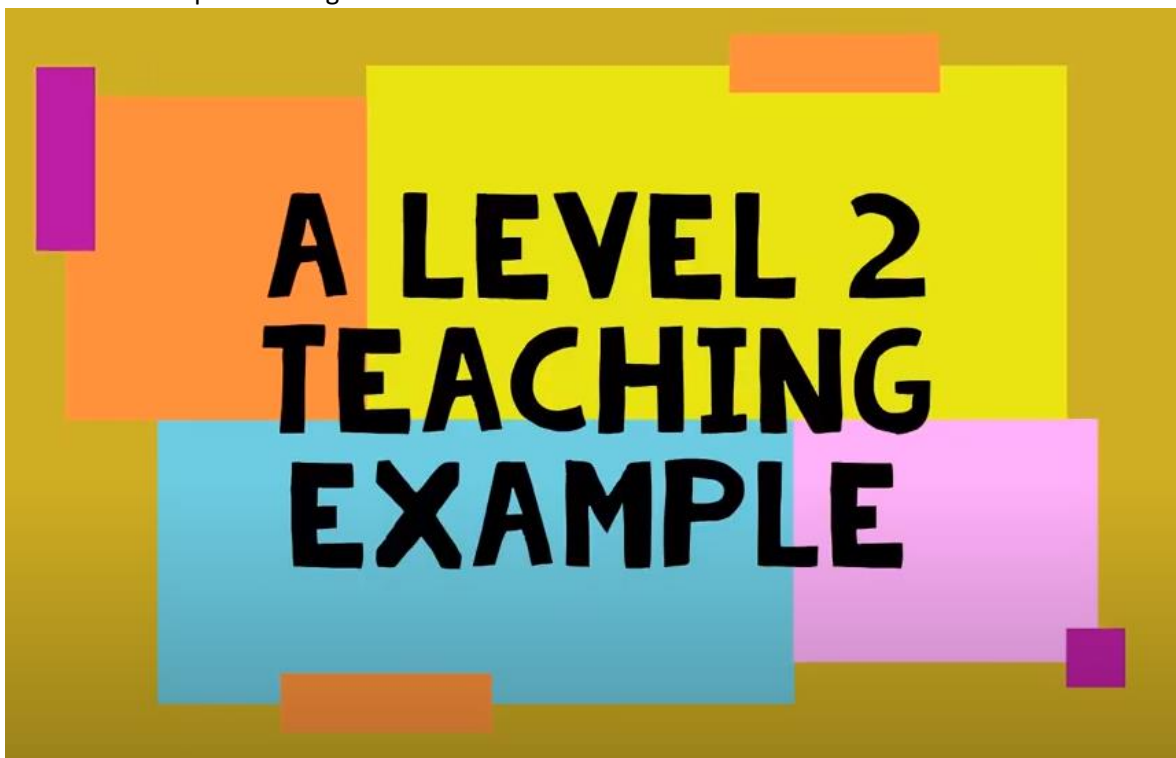
- Wedge turn to wedge christie.
- Wedge Christie phase to beginning parallel phase.
- Introduction to bump skiing.
- Introduction to skiing powder or basic crud conditions.
- Introduce how to change the size and shape of turns to an intermediate zone parallel skier.
- Take a basic parallel skier from groomed blue terrain to ungroomed blue terrain and then to easy black terrain.
- Expand an intermediate, parallel skier's edge control skills to progress from skidded turns to more carved turns.
- Expand a parallel skier's rotational control skills using pivoting and steering.

Why Your Teaching Session Would Be Successful:

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 through the accuracy of their demonstrations you're asking them to do.
5. 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.
6. You provided a logical summary with goals.



Watch this sample teaching video.



Certified Level III

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 page](#) for additional information.

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).

Skiing

Level III candidates are accountable for all zone skiing. This also includes all skiing, skills and fundamental activities.

The Alpine National Standards provide the assessment criteria for creating the skiing, teaching and professional knowledge outcomes necessary for an instructor to successfully complete a certification. Throughout each skier zone, the fundamentals are **WHAT** is being observed and assessed.

Fundamental Movements

The fundamental movements are an umbrella term for how the skier moves. The fundamental mechanics in skiing, outlined below, remain consistent through all levels of certification. The performance criteria for these fundamentals will vary based on the application to common beginner, intermediate and advanced zone outcomes.

Skiing Fundamentals

- Control the relationship of the Center of Mass to the base of support to direct pressure along the length of the skis
- Control pressure from ski to ski and direct pressure toward the outside ski
- Control edge angles through a combination of inclination and angulation
- Control the skis rotation (turning, pivoting, steering) with leg rotation, separate from the upper body
- Regulate the magnitude of pressure created through ski /snow interaction

During the assessment process through all levels of certification the differentiating applications of the fundamentals are defined in the National Standards by the following categories:

- **Environment:** The appropriate terrain and snow conditions for level of assessment, relative to the skill development needs for students
- **Accuracy:** The degree of competence and constancy in application of fundamentals relative to desired ski performance
- **Speed:** The ability to ski in control at speeds necessary to achieve desired ski performance for the task or demonstration

Skills Concept

It is based on the knowledge that three skills – **rotational control, edge control, and pressure control** are integral to all turns and they are essential for maintaining balance. During the assessment process through all levels of certification, these skills provide a clear framework to analyze the action of the skis on the snow and the skier's movements to accomplish these actions.

- **Rotational control:** Refers to turning the skis about the vertical axis of the body. Skiers use this action to affect the direction their skis point.
- **Edge control:** Refers to tipping the skis relative to the length or longitudinal axis of the skis. Skiers use this action to increase or decrease the ski-to-snow angle.
- **Pressure control:** Relates to managing forces acting on the skis. Skiers manage the distribution of pressure along the length of skis, transfer pressure from one ski to the other, and adjust the overall magnitude of the forces acting on the skis.

Balance / Balancing Movements

Balance is both a source and an outcome of effective movement(s). A body in balance is in a state of equilibrium. Balancing movements are muscular actions to maintain equilibrium, or the desired alignment on the skis. These movements are divided into two categories and provide visual cues for assessment at all levels of certification:

- Actions that affect fore / aft balance
- Actions that affect lateral balance

Athletic Stance

An athletic stance is the ability for the skier to move in any direction, at any time. The fundamentals of an athletic stance will allow efficient, and effective, balancing movements.

Athletic Stance Fundamentals

These visual cues are being assessed at all levels of certification:

- The feet are approximately hip-width apart to provide a base of support
- All major joints are flexed
- Weight and balance are toward the balls of the feet
- The arms are raised slightly above the waist, with the elbows just in front of the body and the hands positioned slightly wider than the elbows
- The pelvis is neutral (with the lower back neither arched nor tailbone tucked)
- The head is up with the vision forward

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.

VIDEOS ON THE MATRIX

To watch the video links, you will be taken to a webpage and prompted to login with your member information to the Matrix, on PSIA-AASI website. Currently, not all activities have videos on the Matrix.



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. *

Video Link(s):

<https://matrix.thesnowpros.org/video/short-radius-turns/>

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. *

Video Link(s):

- <https://matrix.thesnowpros.org/video/medium-radius-turns/>

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.

Video Link(s):

- <https://matrix.thesnowpros.org/video/bumps-2/>
- <https://matrix.thesnowpros.org/video/variable-terrain-skiing/>

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.

Video Link(s):

- <https://matrix.thesnowpros.org/video/hop-turns/>

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).

Video Link(s):

- <https://matrix.thesnowpros.org/?s=one+ski+skiing>

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.

Video Link(s):

- <https://matrix.thesnowpros.org/video/railroad-track-turns/>

*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 Learning Connection Model and the Teaching/Learning Cycle were developed with these ideas in mind. The PSIA-AASI Teaching Snowsports Manual further explains these concepts and is an excellent course of information when planning to take your assessment. 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. Instead of continuing a game plan that is unrelated to your student's needs, ask yourself the following questions:

- 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?

CREATE EXPERIENCES FOR LEARNING AND GUIDE PRACTICE

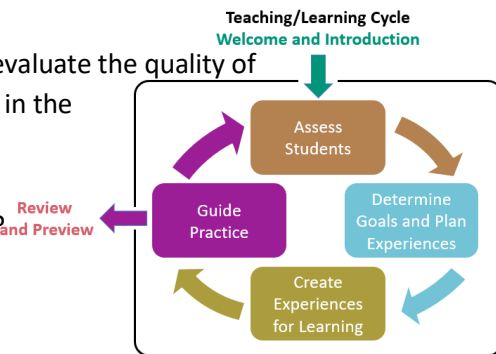
People learn by doing and skiing is a motor skill. Although it is necessary to give clear explanations, student's need time to practice and experiment with new movements. Instructors need time to observe student performance to accurately evaluate the success of a lesson and determine next steps.

These concepts are central to a good lesson and are also commonly missing from assessments 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/Learning Cycle. Did your lesson fulfill the elements? If not, what parts were missing and why?
- If your last lesson did not cover all the stages of the Teaching/Learning 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/Learning 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/Learning 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 fellow candidates and for you to improve their skiing.

- The expectation is for you to observe your fellow candidates 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 each candidate’s teaching session are asked immediately following, during chairlift rides, or both.
- Examiners may also set up scenarios wherein all candidates 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 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.

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

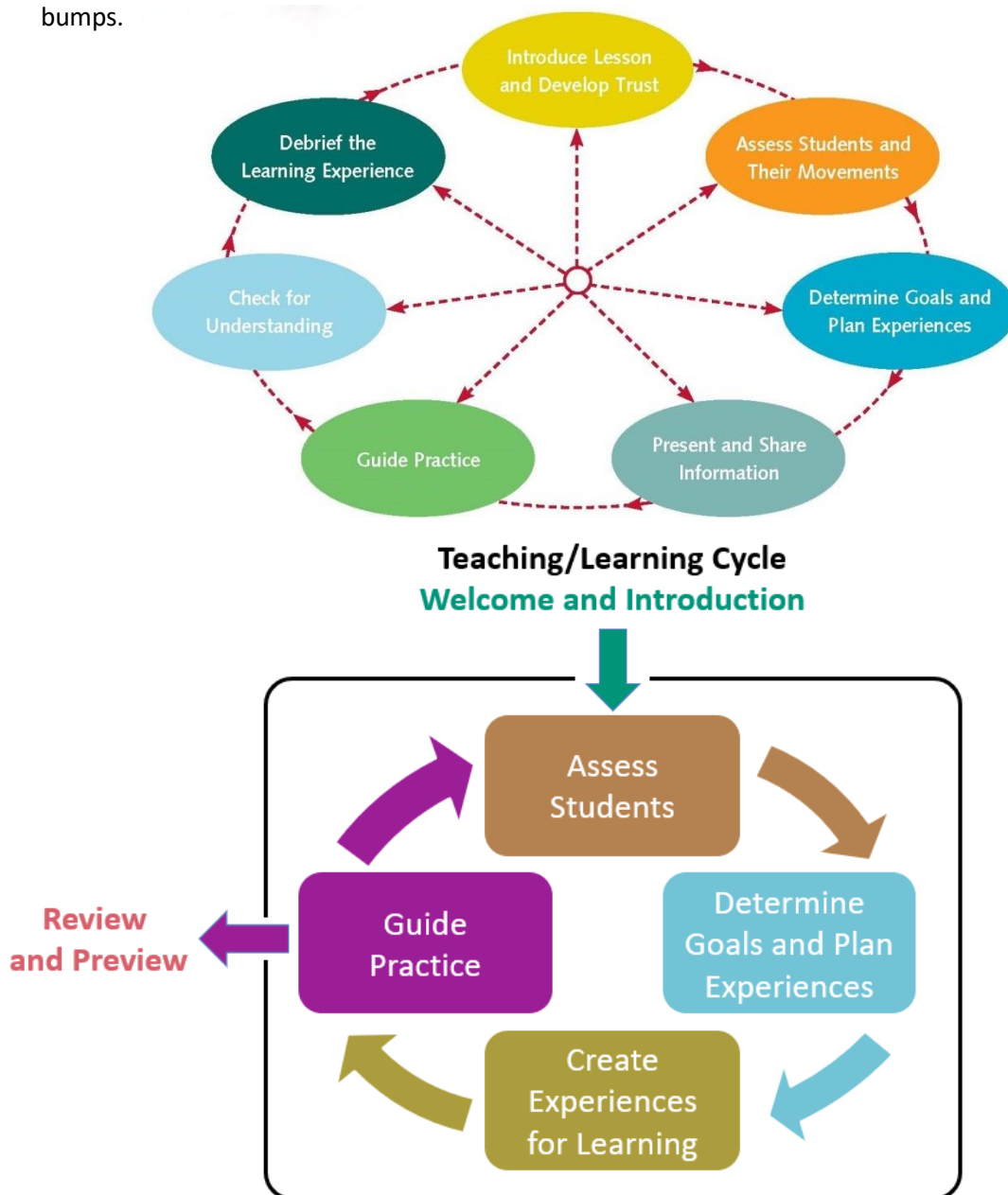
Teaching Example – Level III:

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 understand 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.



Addendum

Assessment Sheets

	ALPINE LEVEL I SKIING and TEACHING Exam Assessment Sheet	OUTCOME <input type="checkbox"/> Pass <input type="checkbox"/> Fail
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STICKER

A SCORE OF 4 AND ABOVE EQUALS A PASSING SCORE

- 6 = Essential elements appear continuously at a superior level.
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- ☐ 3 = Essential elements appear but not with consistency.
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Skiing Feedback and Goals: (See back for additional information)

[illegible]

Teaching and Professional Knowledge Feedback and Goals: (See back for additional information)

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Skiing Fundamentals

- Control the relationship of the center of mass to the base of support to direct pressure along the length of the skis
- Control pressure from ski to ski and direct pressure toward the outside ski
- Control edge angles through a combination of inclination and angulation
- Control the skis rotation (turning, pivoting, steering) with leg rotation, separate from the upper body
- Regulate the magnitude of pressure created through ski/snow interaction

Teaching Fundamentals

- Minimize the risk in the learning environment
- Instructor models Behaviors and Communication skills that build rapport/trust with guests
- Partner with students in defining goals and clearly communicate the determined lesson plans
- Uses a logical sequence of activities to engage the group and meet stated goals
- Tailors the learning environment to a variety of audiences and situations
- Observe, analyze, and describe student's body movements and/or ski performance as related to the desired outcome
- Demonstrations accurately support the teaching outcome
- Utilizes guided practice and feedback appropriately paced for individual needs

Professional Knowledge Fundamentals

- Communicate clear, concise, and consistent language to students by utilizing the concepts and understand the terminology found in the PSIA-AASI publications and documents
- Apply PSIA-AASI teaching concepts to create a positive learning partnership involving student makeup and instructor behavior
- Understand and explain the interdependent relationship between the skills and balance relating to the skills concept model
- Understand how different design features influence the performance of skis, boots, and bindings and their effect on skier performance and safety
- Understand how basic physics concepts relate to ski/snow interaction and turn performance
- Understand basic biomechanics concepts and describe how bones, muscles and joints work together relative to the mechanics of skiing
- Knowledge of winter recreation industry pertaining to your home resort and state of the Snowsports instruction industry

ALPINE LEVEL II

Skiing and Technical Standards

Skiing Fundamentals

The fundamental mechanics of SKIING, outlined below, remain consistent through all levels of Certification. The performance criteria for these fundamentals will vary based on the application to common beginner, intermediate, and advanced zone outcomes.

- Control the relationship of the center of mass to the base of support to direct pressure along the length of the skis.
- Control pressure from ski to ski and direct pressure toward the outside ski.
- Control edge angles through a combination of inclination and angulation.
- Control the skis rotation (turning, pivoting, steering) with leg rotation, separate from the upper body.
- Regulate the magnitude of pressure created through ski/snow interaction.

Level II Skiing Categories		Specific Requirements	Level II Technical Categories	Specific Requirements
		Level II Students through Intermediate Zone All Blue / Groomed Black		Level II Students through Intermediate Zone All Blue / Groomed Black
Environment: Terrain and Conditions The appropriate terrain and snow conditions for level of assessment, relative to the skill development needs for students.		Green terrain, all blue terrain including bumps and off-piste, and moderate groomed black terrain.	Movement Analysis	Observe and describe the skiing fundamentals, as performed in intermediate zone tasks and situations. Evaluate ski performance one skill at a time with reference to turn phase and body movements. Begin to identify basic skill inter-relationships through basic cause and effect discussions.
Speed The ability to ski in control at speeds necessary to achieve desired ski performance for the task or demonstration.		Demonstrate at speeds appropriate through intermediate zone skiers. Ski in control using a consistent, round turn shape at advanced zone speeds.	Skills Concept	Explain the interdependent relationship between the skills and balance. Relate common body movements to specific ski performance outcomes.
Accuracy The degree of competence and constancy in application of fundamentals relative to desired ski performance.	Consistency	Fundamentals are consistently present through all tasks and all phases of a parallel turn, and through a series of rhythmic and controlled turns.	Physics	Explain the forces that are created through ski/snow interaction and their effect on turning relative to intermediate zone applications.
	Adaptability	Ability to vary rate and timing of multiple fundamentals, to adapt ski performance outcomes as defined by the task or situation.	Biomechanics	Understand how stance effects the ability to move, and how efficient movements within the body produce specific outcomes in skiing.
Demonstration		Demonstrate the skiing fundamentals relative to the desired action of the skis for intermediate zone tasks and turns. Demonstrate the common movements used to adjust/blend ski performance as requested.	Turn Mechanics	Identify how body performance can affect each of the skills during each phase of the turn, as well as how the skills evolve from one turn to the next.

Skiing Goals**Fundamentals**

- ☐ Control the relationship of the center of mass to the base of support to direct pressure along the length of the skis.
- ☐ Control pressure from ski to ski and direct pressure toward the outside ski.
- ☐ Control edge angles through a combination of inclination and angulation.
- ☐ Control the skis rotation (turning, pivoting, steering) with leg rotation, separate from the upper body.
- ☐ Regulate the magnitude of pressure created through ski/snow interaction.

Influenced by:

- **Environment:** The appropriate terrain and snow conditions for level of assessment, relative to the skill development needs for students.
- **Accuracy:** The degree of competence and constancy in application of fundamentals relative to desired ski performance.
- **Speed:** The ability to ski in control at speed necessary to achieve desired ski performance for the task or demonstration.

Rotational Control - turning the skis about the vertical axis of the body.

- ☐ Turning originates in the feet and legs and they turn more than the upper body.
- ☐ Legs turn against a strong/stable torso to guide the skis through turns.
- ☐ Both skis turn together throughout a parallel turn with femurs turning in the hip sockets.
- ☐ Ski are tipped and turned appropriate to create a smooth, round turn.

Edge Control - is the ability to tip the ski onto its edge and adjust the angle between the base of the ski and snow through a combination of inclination and angulation.

- ☐ In a parallel turn, the edges are released and re-engaged in one smooth movement.
- ☐ Both skis tip the same amount early in the turn to engage the tips of the skis.
- ☐ The shins make forward and lateral contact with the boot cuffs.
- ☐ Tension of the inside leg helps maintain alignment of the center of mass to the point of contact.

Pressure Control - requires movements to manipulate forces affecting the skis.

- ☐ Joints work together to manage pressure distribution effectively to flow evenly and smoothly over terrain.
- ☐ Skis bend progressively through the turn with the entire ski length engaged.
- ☐ Transfer pressure from ski to ski, extend outside leg, flex inside leg.
- ☐ Continues to move forward along ski edges throughout the turn.
- ☐ Flexion and extension of legs change in response to the terrain and pitch of the slope.
- ☐ The pole touch or pole plant complements the turn.
- ☐ The upper body is quiet and disciplined.

Athletic Stance and Balance - athletic stance is the ability for a skier to move in any direction, at any time; balance is both a source and outcome of effective movement.

- ☐ The feet are approximately hip width apart to provide a base of support.
- ☐ All major joints are proportionately flexed.
- ☐ Weight and balance is more towards the balls of the feet.
- ☐ The arms are slightly above the waist, with the elbows just in front of the body and the hands positioned slightly wider than the elbows.
- ☐ The pelvis is neutral with the lower back neither arched nor the tailbone tucked.
- ☐ The head is up with vision forward.

STICKER

A SCORE OF 4 AND ABOVE EQUALS A PASSING SCORE

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-
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Examiner Feedback and Goals: (See back for additional information)

Teaching Fundamentals - Level II Students through Intermediate Zone, all blue to groomed black

Fundamental areas of TEACHING application as related to all skier zones.

- Minimize the risk in the learning environment.
- Instructor models Behaviors and Communication skills that build rapport/trust with guests.
- Partner with students in defining goals and clearly communicate the determined lesson plans.
- Uses a logical sequence of activities to engage the group and meet stated goals.
- Tailors the learning environment to a variety of audiences and situations.
- Observe, analyze, and describe student's body movements and/or ski performance as related to the desired outcome.
- Demonstrations accurately support the teaching outcome.
- Utilizes guided practice and feedback appropriately paced for individual needs.

Teaching Categories	Specific Requirements	Teaching Categories	Specific Requirements
Safety	As Required Through Intermediate Zone	Goals	Formulate lesson plan relative to the specific goals of each student as they apply to common intermediate zone outcomes and ski performance.
Communication	Lesson objectives are clearly defined. Explanations are appropriate and connect with student's desires, knowledge, and experience. Vocabulary and body language are appropriate to students ages and interests.	Content	Detailed progression targets the specific skill or fundamental being developed relative to the needs and desires of the individual student.
Demonstration	Demonstrate the skiing fundamentals relative to the desired action of the skis for intermediate zone tasks and turns. Demonstrate the common movements used to adjust/blend ski performance as requested.	Adaptation	Teaching presentation will likely have a group focus, and must also address individual needs within the group.
Teaching Styles	Utilize a blend of command, task, and reciprocal based on elements of the student profile, and the type of task or skill focus.	Practice and Feedback	Guided, focused practice allows individualized feedback relative to the common focus of the group.

Professional Knowledge Fundamentals - Level II Students through the Intermediate Zone, blue to entry black

The fundamental areas of Professional Knowledge, outlined below, remain consistent through the levels of certification.

- Communicate clear, concise and consistent language to students, by utilizing the concepts and understanding the terminology found in the PSIA-AASI publications and documents.
- Apply PSIA-AASI teaching concepts to create a positive learning partnership involving student makeup and instructor behavior.
- Understand and explain the interdependent relationship between the skills and balance relating to the skills concept model.
- Understand how different design features influence the performance of skis, boots, and bindings and their effect on skier performance and safety.
- Understand how basic physics concepts relate to ski/snow interaction and turn performance.
- Understand basic biomechanics concepts and describe how bones, muscles and joints work together relative to the mechanics of skiing.
- Knowledge of winter recreation industry pertaining to your home resort and state of the snowsports instruction industry.

Professional Knowledge Categories	Specific Requirements	Professional Knowledge Categories	Specific Requirements
Terminology	Relate skiing terminology in simple language. Identify what, why, and how the terms and concepts apply to individual students	Equipment	Describe changes in equipment needs as students' progress through the Beginner/Novice zone and Intermediate zones. Compare benefits of different equipment designs based on desired outcome, gender and age.
Teaching Concepts	Able to differentiate how the student makeup can influence the application of different phases of the teaching cycle.		

Skiing Fundamentals

The fundamental mechanics of SKIING, outlined below, remain consistent through all levels of Certification. The performance criteria for these fundamentals will vary based on the application to common beginner, intermediate, and advanced zone outcomes.

Skiing Fundamentals

- Control the relationship of the center of mass to the base of support to direct pressure along the length of the skis.
- Control pressure from ski to ski and direct pressure toward the outside ski.
- Control edge angles through a combination of inclination and angulation.
- Control the skis rotation (turning, pivoting, steering) with leg rotation, separate from the upper body.
- Regulate the magnitude of pressure created through ski/snow interaction.

Level III Skiing Categories		Specific Requirements	Level III Technical Categories	Specific Requirements
		Level III Students through Advanced Zone All Terrain/ All Conditions		Level III Students through Advanced Zone All Terrain/ All Conditions
Environment: Terrain and Conditions		Green, Blue, Black (double black where available) terrain in most conditions.	Movement Analysis	Observe and Evaluate complex relationships from body mechanics to ski performance through all phases of the turn. Accurately identify skill inter-relationships and prioritize cause and effect relationships. Prescribe a skill and/or movement focus which targets the desired change in ski performance or body movement.
Speed		Demonstrate at speeds appropriate through advanced zone skiers. Maintain control at expert speeds accurately blending the skills to accomplish the required tasks while adjusting turn shape in all conditions and situations.	Skills Concept	Evaluate how tactical choices affect skill blends in a variety of conditions. Compare the dual role of balance as both a source for, and a result of, effective and efficient movement.
Accuracy	Consistency	Fundamentals are refined in all tasks and blended through all turn phases and from turn to turn producing dynamic, rhythmic turns in all conditions and situations.	Physics	Identify how the physics of skiing and specific body movements combine to affect a student's ability to shape turns, manage speed, and remain in balance on various types of terrain and in a variety of conditions.
	Adaptability	Ability to vary rate and timing, and blend all fundamentals on demand, with regard to tactical considerations or any defined ski performance outcome.	Biomechanics	Understand how the body moves simultaneously in all three planes to develop specific outcomes and manage the forces related to skiing.
Demonstration		Demonstrate the skiing fundamentals relative to the desired action of the skis for a variety of advanced zone tasks and turns. Demonstrate versatility in adjusting movements and skill blend to affect ski performance as requested.	Turn Mechanics	Accurately describe how tactics and body performance affect the skills and resulting ski performance in each phase of the turn and from turn to turn.

Skiing Goals**Fundamentals**

- ☐ Control the relationship of the center of mass to the base of support to direct pressure along the length of the skis.
- ☐ Control pressure from ski to ski and direct pressure toward the outside ski.
- ☐ Control edge angles through a combination of inclination and angulation.
- ☐ Control the skis rotation (turning, pivoting, steering) with leg rotation, separate from the upper body.
- ☐ Regulate the magnitude of pressure created through ski/snow interaction.

Influenced by:

- **Environment:** The appropriate terrain and snow conditions for level of assessment, relative to the skill development needs for students.
- **Accuracy:** The degree of competence and constancy in application of fundamentals relative to desired ski performance.
- **Speed:** The ability to ski in control at speed necessary to achieve desired ski performance for the task or demonstration.

Rotational Control - turning the skis about the vertical axis of the body.

- ☐ Turning originates in the feet and legs and they turn more than the upper body.
- ☐ Legs turn against a strong/stable torso to guide the skis through turns.
- ☐ Both skis turn together throughout a parallel turn with femurs turning in the hip sockets.
- ☐ Ski are tipped and turned appropriate to create a smooth, round turn.

Edge Control - is the ability to tip the ski onto its edge and adjust the angle between the base of the ski and snow through a combination of inclination and angulation.

- ☐ In a parallel turn, the edges are released and re-engaged in one smooth movement.
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- ☐ The shins make forward and lateral contact with the boot cuffs.
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Pressure Control - requires movements to manipulate forces affecting the skis.

- ☐ Joints work together to manage pressure distribution effectively to flow evenly and smoothly over terrain.
- ☐ Skis bend progressively through the turn with the entire ski length engaged.
- ☐ Transfer pressure from ski to ski, extend outside leg, flex inside leg.
- ☐ Continues to move forward along ski edges throughout the turn.
- ☐ Flexion and extension of legs change in response to the terrain and pitch of the slope.
- ☐ The pole touch or pole plant complements the turn.
- ☐ The upper body is quiet and disciplined.

Athletic Stance and Balance - athletic stance is the ability for a skier to move in any direction, at any time; balance is both a source and outcome of effective movement.

- ☐ The feet are approximately hip width apart to provide a base of support.
- ☐ All major joints are proportionately flexed.
- ☐ Weight and balance is more towards the balls of the feet.
- ☐ The arms are slightly above the waist, with the elbows just in front of the body and the hands positioned slightly wider than the elbows.
- ☐ The pelvis is neutral with the lower back neither arched nor the tailbone tucked.
- ☐ The head is up with vision forward.

Fundamentals

- ☐ Observe, analyze, and describe student's body movements and/or ski performance as related to the desired outcome.
- ☐ Communicate clear, concise and consistent language to students, by utilizing the concepts and understanding the terminology found in the PSIA-AASI publications and documents.
- ☐ Understand and explain the interdependent relationship between the skills and balance relating to the skills concept model.
- ☐ Understand how different design features influence the performance of skis, boots and bindings and their effect on skier performance and safety.
- ☐ Understand how basic physics concepts relate to ski/snow interaction and turn performance.
- ☐ Understand basic biomechanics concepts and describe how bones, muscles and joints work together relative to the mechanics of skiing.

Movement Analysis

- ☐ Observe and Evaluate complex relationships from body mechanics to ski performance through all phases of the turn.
- ☐ Accurately identify skill inter-relationships and prioritize cause and effect relationships.
- ☐ Prescribe a skill and/or movement focus which targets the desired change in ski performance or body movement.

Skills Concept

- ☐ Evaluate how tactical choices affect skill blends in a variety of conditions.
- ☐ Compare the dual role of balance as both a source for, and a result of, effective and efficient movement.

Physics of Skiing

- ☐ Identify how the physics of skiing and specific body movements combine to affect a student's ability to shape turns, manage speed, and remain in balance on various types of terrain and in a variety of conditions.

Biomechanics

- ☐ Understand how the body moves simultaneously in all three planes to develop specific outcomes and manage the forces related to skiing.

Turn Mechanics

- ☐ Accurately describe how tactics and body performance affect the skills and resulting ski performance in each phase of the turn.
- ☐ Accurately describe how tactics and body performance affect the skills and resulting ski performance from turn to turn.

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Examiner Feedback and Goals: (See back for additional information)

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Teaching Fundamentals – Level III Students through Advanced Zone, all terrain, all conditions

Fundamental areas of TEACHING application as related to all skier zones.

- Minimize the risk in the learning environment.
- Instructor models Behaviors and Communication skills that build rapport/trust with guests.
- Partner with students in defining goals and clearly communicate the determined lesson plans.
- Uses a logical sequence of activities to engage the group and meet stated goals.
- Tailors the learning environment to a variety of audiences and situations.
- Observe, analyze, and describe student's body movements and/or ski performance as related to the desired outcome.
- Demonstrations accurately support the teaching outcome.
- Utilizes guided practice and feedback appropriately paced for individual needs.

Teaching Categories	Specific Requirements	Teaching Categories	Specific Requirements
Safety	As Required Through Advanced Zone	Goals	Continuous lesson modification for specific student needs. Adapt the use of techniques and tactics to target specific movements, desired outcomes, and ski performance in a variety of advanced zone applications.
Communication	Purpose of lesson is clearly defined, linking outcomes with student interests and describing how the lesson content will improve overall performance. Explanation of content is imaginative, animated and establishes two-way communication with the students using a well-chosen vocabulary that enriches the lesson.	Content	Progression is modified to address specific student performances. Addresses fundamental body movements and resulting ski performance.
Demonstration	Demonstrate the skiing fundamentals relative to the desired action of the skis for a variety of advanced zone tasks and turns. Demonstrate versatility in adjusting movements and skill blend to affect ski performance as requested.	Practice and Feedback	Guided practice will utilize a variety of tasks to address specific needs with specific feedback for each individual relative to individualized goals and performance. Feedback is detailed and accurate.
Teaching Styles	Comfortably & effectively utilize multiple styles including guided discovery, and problem solving based on elements of the student profile and type of task or skill focus.	Adaptation	Teaching presentation will have different focuses for each individual, and will be modified for each student as the lesson progresses.

Professional Knowledge Fundamentals – Level III Students through Advanced Zone, all terrain, all conditions

The fundamental areas of Professional Knowledge, outlined below, remain consistent through the levels of certification.

- Communicate clear, concise and consistent language to students, by utilizing the concepts and understanding the terminology found in the PSIA-AASI publications and documents.
- Apply PSIA-AASI teaching concepts to create a positive learning partnership involving student makeup and instructor behavior.
- Understand and explain the interdependent relationship between the skills and balance relating to the skills concept model.
- Understand how different design features influence the performance of skis, boots, & bindings & their effect on skier performance and safety.
- Understand how basic physics concepts relate to ski/snow interaction and turn performance.
- Understand basic biomechanics concepts and describe how bones, muscles and joints work together relative to the mechanics of skiing.
- Knowledge of winter recreation industry pertaining to your home resort and state of the snowsports instruction industry.

Pro Knowledge Categories	Specific Requirements	Pro Knowledge Categories	Specific Requirements
Terminology	Display an ability to compare and contrast various types of information regarding skiing and ski teaching from a variety of resources.	Equipment	Explain changing equipment needs and options as skiers move through the intermediate and Advanced ability zones. Make specific equipment recommendations for the needs of individuals based on intended outcome, performance, application, age, gender and safety.
Teaching Concepts	Ability to compare how the instructor teaching methods aid students with different learning preferences. Ability to modify activities to aid the students in receiving and processing information.		