



# Telemark Certification Guide

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# PSIA-NW Mission Statement

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

## **TELMARK CERTIFICATION GUIDE**

Version 2021

Prepared by

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

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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](mailto: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

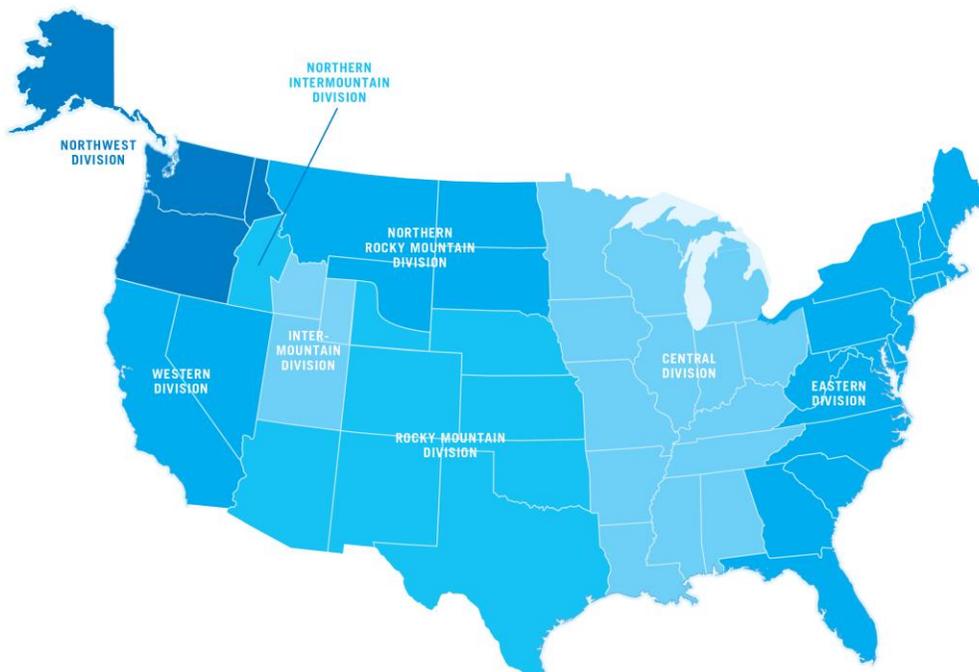
- |            |                                  |  |
|------------|----------------------------------|--|
| ▪ PSIA-C   | Central Division                 | <a href="http://www.psia-c.org">www.psia-c.org</a>     |
| ▪ PSIA-E   | Eastern Division                 | <a href="http://www.psia-e.org">www.psia-e.org</a>     |
| ▪ PSIA-I   | Intermountain Division           | <a href="http://www.psia-i.org">www.psia-i.org</a>     |
| ▪ PSIA-NI  | Northern Intermountain Division  | <a href="http://www.psia-ni.org">www.psia-ni.org</a>   |
| ▪ PSIA-NRM | Northern Rocky Mountain Division | <a href="http://www.psia-nrm.org">www.psia-nrm.org</a> |
| ▪ PSIA-NW  | Northwest Division               | <a href="http://www.psia-nw.org">www.psia-nw.org</a>   |
| ▪ PSIA-RM  | Rocky Mountain Division          | <a href="http://www.psia-rm.org">www.psia-rm.org</a>   |
| ▪ PSIA-W   | Western Division                 | <a href="http://www.psia-w.org">www.psia-w.org</a>     |

## 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](mailto:info@psia-nw.org), web: [www.psia-nw.org](http://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](http://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](http://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](http://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](http://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](http://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](http://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](http://usskiandsnowboard.org)

## Pacific Northwest Ski Association (PNSA)

PNSA is the Northwest's local division of USSS. [pnsa.org](http://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](http://usasa.org)

# What is Certification?

# Competency

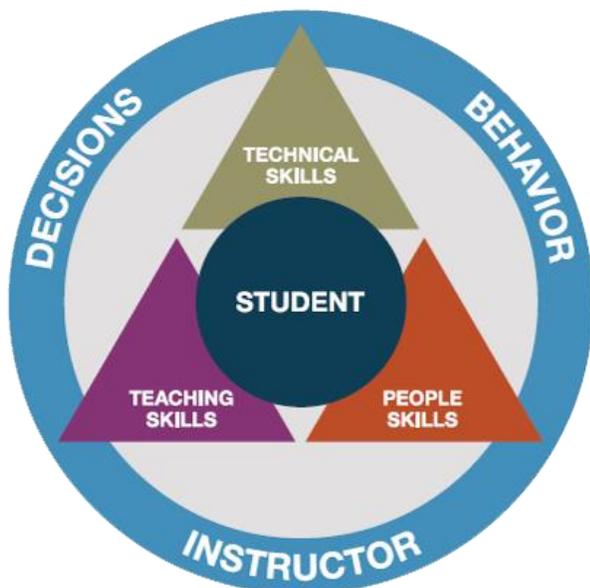
PSIA-AASI certifications represent a standard of consistent competency in three zones: beginner/novice, intermediate, and advanced/expert. Earning a PSIA-AASI certification validates your training from the world’s top snowsports education association and affirms you’re a professional in the snowsports industry.

As outlined in PSIA’s Telemark Technical Manual, the American Teaching System™ specifies three skier zones: Beginner/Novice, Intermediate, and Advanced. The PSIA Telemark Certification Standards align the skier zones with assessment parameters for three levels of instructor certification.

- Beginner/Novice-Zone Guests – PSIA-Certified Level I Instructor
- Beginner to Intermediate-Zone Guests – PSIA-Certified Level II Instructor
- Beginner to Advanced-Zone Guests – PSIA-Certified Level III Instructor

Level I certification is meant to affirm that the instructor is qualified to teach beginner/novice guests, primarily on beginner/novice terrain (typically identified as “green”). Level II certification generally means that the instructor is qualified to teach through the intermediate zone, in which students are primarily on intermediate (blue) and some green terrain. Level III certification generally means that the instructor is qualified to teach ALL students and on all (black) terrain.

## National Standards



**PSIA Telemark National Certification Standards** help you learn how to apply the fundamentals of great skiing AND effective teaching so you can become a great instructor. The **PSIA Telemark National Certification Standards** were revised and published during November, 2021 and can be found [here](#). The format for the standards follows a Learning Outcome framework that is based on the **Learning Connection Model**. This model focuses on three areas – People Skills, Teaching Skills, and Technical Skills, as well as an overall focus on Professionalism and Self-Management. In the model (image on the left), each skill area is highlighted in its triangle, with the outer ring showing the Professionalism and Self-

Management aspects. A new tool, the **Telemark Performance Guide**, provides details for successful and unsuccessful performance contributors. All can be found at [thesnowpros.org](https://thesnowpros.org)

## Language of the Learning Outcomes

<b>Learning Outcomes:</b>	Learning outcomes represent what is to be achieved upon completion of each level of certification. Learning outcomes do not vary between examiners or divisions.
<b>Learning Experiences:</b>	These are the training experiences – or tasks – that lead to achievement of the learning outcome. NOTE: The learning experiences listed in this document are recommendations of what an instructor may do in order to gain the knowledge and understanding relative to the given subject area. These are not requirements; they are suggested approaches to aid individuals in their development as professional snowsports educators. For more details, refer to the associated Performance Guide.
<b>Assessment Activities:</b>	Representing how a person is assessed, these are the activities a candidate performs to demonstrate that learning has occurred. (These have historically been described as tasks or maneuvers.) NOTE: The assessment activities listed in this document are recommendations of what an examiner may use to assess the knowledge and understanding relative to the given subject area. The examiner is free to use variations and alternatives. Those listed provide an idea of how an assessment can be conducted. For more details, refer to the associated Performance Guide or divisional exam guides.
<b>Assessment Criteria:</b>	Representing the “level of standard,” assessment criteria outline performance details that specify to what level the learning outcomes have been met. This does not vary between examiners or divisions.
<b>Assessment 6-point Scale:</b>	Throughout the PSIA-AASI professional development and certification system, all assessment criteria are measured by means of the following 6-point assessment scale.  <ol style="list-style-type: none"><li>1. Essential elements are not observed or not present.</li><li>2. Essential elements are beginning to appear.</li><li>3. Essential elements appear, but not with consistency.</li><li>4. Essential elements appear regularly at a satisfactory level.</li><li>5. Essential elements appear frequently, above the required level.</li><li>6. Essential elements appear continuously, at a superior level</li></ol>

# Certified Level I

# Level I Requirements

## Are you a member of PSIA-AASI?

If yes, continue on past this step to Preparing for the Exam. If you are not yet a member, here is how to join the organization.

## Join the Organization

If you have not yet joined the organization, you will need to do so by going to [psia-nw.org](https://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.

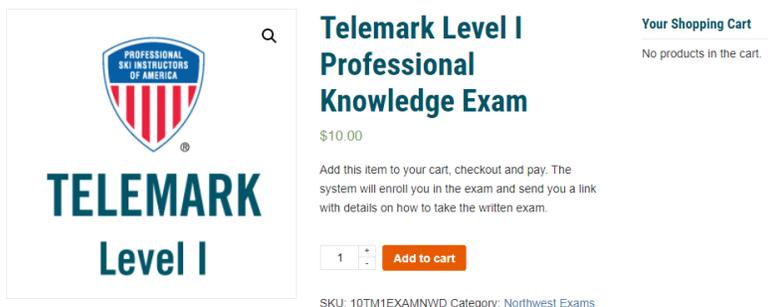
As a reminder, your annual membership dues are due on or before June 30th of each season to avoid late fees. A season is defined as starting on July 1st and ending on June 30th.

# Complete Prerequisites

## Register for the online Telemark Level I Professional Knowledge Exam

This exam 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](https://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 Telemark Level I Professional Knowledge exam. Successful completion is 75% or higher. A certificate will be emailed to you upon completion.



# Level I Exam Process

When completed, the Certified Level I exam consists of an online Telemark Level I Professional Knowledge exam, on-snow skiing and teaching assessment, and communication throughout the day regarding teaching, technical, and people skills knowledge.

## Sign up for the On-Snow Level I Exam

You will go to [psia-nw.org](https://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).

## Evaluation/Assessment

You will be evaluated on your **People Skills** (*identifying motivations and developing trust*), **Teaching Skills** (*from the list of provided topics and movement analysis and technical knowledge*), and **Technical Skills** (*using the telemark activities*) knowledge during the Level I exam. Specifically, you will be graded on each assessment criteria, within the learning outcome, and the average needs to be a 4 or above to attain the Level I. Candidates must demonstrate proficiency relating to the National Standards. For further information visit <https://www.thesnowpros.org/certification/national-certification-standards/>.

Below is an example image of the Assessment Form to be used. A full version can be found [here](#).

Results will be emailed to candidates after the exam within two days.

## Areas of Evaluation

1. Professionalism and Self-Management
2. Skiing Skills: On Snow Assessment
3. Teaching and Technical Knowledge: On Snow Assessment – This will be determined using one assigned teaching topic, group topic discussions and/or chair ride discussion
4. Professional Knowledge: Written Test, Indoor Group Discussions
5. Movement Analysis

	<b>PSIA CERTIFIED LEVEL I TELEMARK ASSESSMENT FORM</b>	Candidate:		<h2 style="margin: 0;">Sample Form</h2>	Assessment Scale for Certified Level I:					
		Date:			Location:		1. Essential elements were not observed or not present.			
		Region:			Assessors:		2. Essential elements are beginning to appear.			
		Assessors:					3. Essential elements appear, but not with consistency.			
								4. Essential elements appear regularly at a satisfactory level.		
								5. Essential elements appear frequently, above required level.		
								6. Essential elements appear continuously, at a superior level.		
<b>Instructor Decisions &amp; Behavior</b>		Attained	Did not Attain	Score	<b>Teaching Skills</b>		Attained Level	Did not Attain	Score	
<b>Professionalism and Self Management: Maintains a professional environment by demonstrating self-awareness and self management. (Continual Assessment)</b>					<b>Assess &amp; Plan: Plans learning outcomes and organizes progressive learning experiences relevant to beginner/novice students.</b>					
<b>Needs/Safety</b> Address group and individual safety and physiological needs.					<b>Assess</b> Identify student motivations, performance, and understanding.					
<b>Behavior Management</b> Exhibits positive behavior in response to feedback.					<b>Collaborate</b> Select basic progression with clear direction and focus					
<b>Section Average:</b> Must be 4 or above to meet Learning Outcome					<b>Plan Lesson</b> Plan lessons that involve productive use of movement, practice time, and terrain					
					<b>Section Average:</b> Must be 4 or above to meet Learning Outcome					
<b>Comments</b> (This box may be resized vertically.)					<b>Implement: Facilitates learning experiences that guide students toward the agreed-upon outcome and engages them in the process</b>					
<b>People Skills</b>		Attained Level	Did not Attain	Score	<b>Pacing</b>					
<b>Communication: Engages in meaningful verbal and non-verbal communication with the group as a whole. (Assessed when teaching)</b>					<b>Organize</b> Organize the learning environment to align with the initial assessment of the group					
<b>Communication</b> Use verbal and non-verbal communication in a professional manner.					<b>Descriptions, Demonstrations, Feedback</b> Give the group relevant information that encourages learning					
<b>Active Listening</b> Ask questions to learn about others					<b>Physical Risk</b> Limit physical risk					
<b>Actionable Feedback</b> Deliver actionable feedback					<b>Emotional Risk</b> Manage levels to maintain engagement in the learning environment.					
<b>Section Average:</b> Must be 4 or above to meet Learning Outcome					<b>Section Average:</b> Must be 4 or above to meet Learning Outcome					
<b>Relationships with Others: Identifies likely motivations and emotions of individuals and understands group dynamics. (Assessed when teaching)</b>					<b>Reflect/Review: Communicates performance changes that target the learning outcome to help students identify that a change has been made.</b>					
<b>Interaction</b> Initiate group interaction to build group dynamics.					<b>Describe Change</b> Communicate changes in performance					
<b>Motivations/Emotions</b> Identify the motivations and emotions of students.					<b>Relate Change</b> Relate changes in performance to lesson outcomes					
<b>Section Average:</b> Must be 4 or above to meet Learning Outcome					<b>Section Average:</b> Must be 4 or above to meet Learning Outcome					

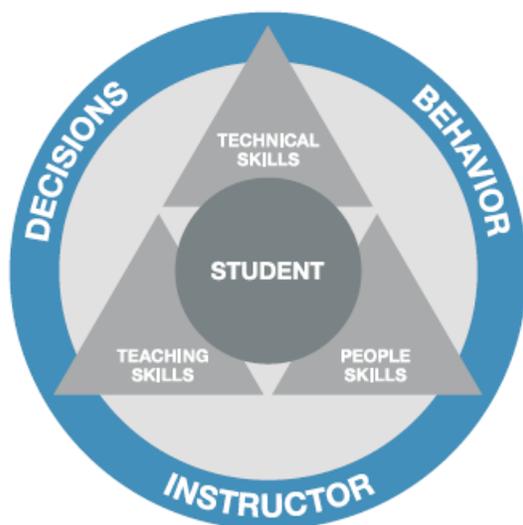
### Candidates Responsibilities...

1. Register and successfully complete the online Telemark Professional Knowledge exam, with a passing score of 75% or better, **two weeks before the on-snow portion of the exam.**
2. Register for the on-snow exam.

## Telemark Certified Level I – National Standards

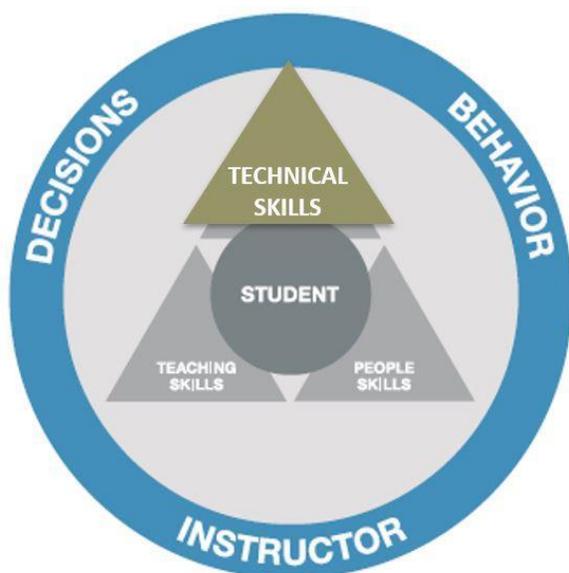
The Level I Certified instructor is expected to have proficiency with the Learning Connection Model, as well as the American Teaching System for the beginner to intermediate zone guests, as outlined in the PSIA Telemark Technical Manual.

### Professionalism and Self-Management



Level I instructors conduct themselves in a professional manner by being aware of how their decisions and behaviors affect the overall learning environment. Throughout the assessment process, they are respectful of the people around them and participate positively in the group.

### Technical Skills



Level I instructors ski competently in beginner and intermediate zone terrain. They adjust and adapt their skiing in this terrain in order to demonstrate technique and tactics to their students. Level 1 instructors use PSIA-AASI resources to develop an understanding of the cause-and-effect relationships between body movements and ski performance and explain interactions between body movements and ski performance in the beginner to intermediate zone to help students achieve a more effective performance.

# Movement Analysis, Technical Understanding, and Skiing Activities

## Movement Analysis and Technical Understanding

During assessment activities, each candidate will be asked to demonstrate their knowledge of Level I movement analysis (MA). The candidate will have the opportunity to exercise MA on the group as the candidates perform the assessment activities. The candidate will articulate the cause-and-effect relations.

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 I candidate will be required to discuss, and be assessed on, the observation, evaluation, and prescription through the beginner zone.

## Level I Skiing Activities

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

## Beginner Zone Skiing

In the zone skiing category, the candidate will be asked to demonstrate a variety of skiing performance outcomes that reflect the ability to successfully show movements utilized in development of the student's fundamental skiing skills. The zone skiing listed below provides a consistent platform to evaluate the candidate's fundamental mechanics of skiing and skill blending. For more detail, refer to the Telemark Technical Manual.

## General Considerations

The activities are designed to be training tools for skill development. It is not so important you master any given activity; rather, the activities are in place to highlight the skills that should be present. Not all the activities listed may be used in the exam, nor are they graded pass/fail. What is being assessed is your application of the skills and your ability to properly blend them to create efficient movement patterns.

## 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.



# Blended Assessment Activities

The purpose of the blended assessment activities is for the candidate to show a blending of the fundamentals to match the desired ski performance and outcome. Successful demonstration shows how the skills and/or fundamentals are incorporated in lessons designed to improve student performance and advancement within the current zone.

## **BASIC TELEMARX AND ALPINE TURNS (*green or blue terrain*)**

Ski a series of ROUND alpine and telemark turns of consistent size with appropriately progressive edging and rotary movements.

- Both skis are tipped together and remain parallel throughout the turn.
- Balance is maintained through even flexion and extension in the ankles, knees, hips, and spine.
- In the alpine turns, balance is directed towards the outside ski. In the telemark turns, balance is directed in-between the feet with the ability to pressure both feet within the turn.
- The pole swing and touch complements the desired turn outcome.

## **WEDGE TO TELEMARX TURNING PROGRESSION (*green terrain*)**

Ski a series of approximately 10 turns, beginning with wedge turns and slowly progressing through wedge Christies, parallel turns, and then to telemark turns.

- Turns are round and of a consistent shape and size.
- There is a clear distinction between wedge, late and early matching, parallel and telemark stances.
- Flexion and extension movements are evident and are progressive.

# Applied Assessment Activities

The purpose of the applied assessment activities is for the candidate to show versatility in applying the fundamentals and adaptability to the terrain. Successful demonstration shows how the skills and/or fundamentals are incorporated in lessons designed to improve student performance and advancement within the current zone.

## **FREE SKIING (*Blue groomed terrain, mild un-groomed, small bumps*)**

Free skiing 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.

- Demonstrates ability to make adjustments in relation to terrain changes.
- Ability to maintain or change rhythm at any time.

# Highlighted Assessment Activities

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

## **SKATING (*flat terrain*)**

Skate without poles for approximately 20 yards, showing appropriate rhythm and flow.

- The center of mass moves forward constantly and continuously.
- The legs move actively under the body.
- The shoulders match the terrain.
- The edges are released and engaged in one smooth movement.
- Shin to boot cuff contact is maintained throughout.

## **PIVOT EDGE SLIP TO A STOP (*green to blue terrain*)**

From a straight run, pivot the skis and use progressive edging to come to a stop. The side slip should occur straight down the fall line with minimal fore-aft movement of the skis. Perform in both directions.

- Rotational movements originate in the lower body
- The lower body turns more than the upper body
- The body remains balanced over the skis.
- The pivot finishes in a telemark stance.

## **DELAYED LEAD CHANGE (*green terrain*)**

Ski a series of ROUND telemark turns. Pause the passing of the feet in the shaping phase of the turn. Complete the lead change in the finishing phase of the turn.

- The skis remain parallel throughout the turn.
- Both heels are down during the majority of the shaping phase
- The movement into the telemark “position” takes place after the shaping phase of the turn, is smooth and progressive, and does not interfere with turn shape.
- The movements out of the telemark position complement edge release.

## **TELE SHUFFLE TRAVERSE (*green terrain*)**

Traverse across a gentle slope while executing a rhythmic, consistent, and constant fore-aft movement of the feet and legs (i.e., alternating telemark stances)

- The body remains centered between AND over the skis throughout.
- Flexion and extension movements are smooth and progressive.
- The rhythm remains constant throughout.
- Shin to boot cuff contact is maintained throughout the movements.

### **MONOMARKS (*green terrain*)**

Ski a series of ROUND turns in a fixed telemark “stance”: one ski ahead, one ski behind.

- Release of the edges is smooth and simultaneous in both skis and done with minimal vertical motion.
- The upper and lower body maintain a functional relationship.
- The body remains centered between AND over the skis throughout.
  - Video link(s):
    - [Monomark Turns 1](#)
    - [Monomark](#)

### **UPHILL ARCS (*green terrain*)**

From a straight run, use tipping movements of the feet and legs to engage the skis’ edges, thus creating an arc across and up the hill to a stop.

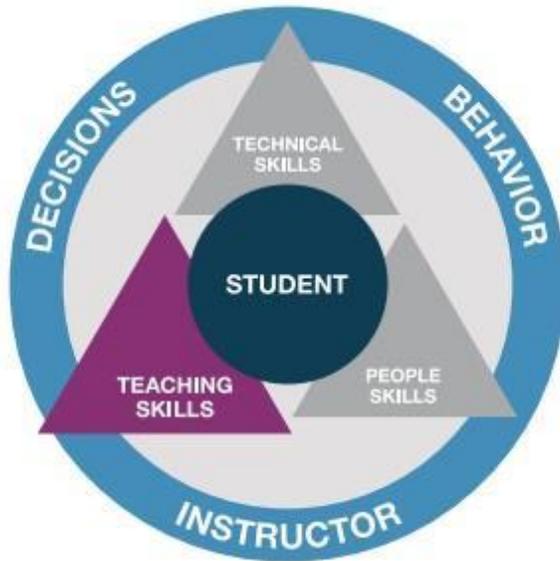
- Tipping of the skis and engagement of the sidecut create the arc, not the steering of the feet.
- Both skis are tipped on edge simultaneously and evenly and remain parallel.
- Stance width should remain consistent throughout the arc.
- Leave two clean tracks in the snow.

### **TELEMARK GARLANDS (*green to blue terrain*)**

From a traverse use the tipping of the feet and the legs to link a series of garlands across the slope. Move into a telemark stance as you engage the edges and out of the telemark stance as you release your edges.

- The direction of travel is across the slope and momentum should continue to move forward.
- The movement in and out of the telemark is timed with the engagement and release of the edges.
- Both skis are tipped on edge and released simultaneously and evenly and remain parallel.
  - The release of the edges should result in skis being flat on the snow.

# 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 20 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 their responsibility to keep to a specific time schedule.

## Level I Teaching Skills Proficiency

- Level I instructors apply (be applicable or relevant) the Teaching Skills Fundamentals
- Plan and organize an engaging learning experience
- Present a basic progression in the beginner/novice zone
- Make minor adjustments to learning experiences based on students' needs, desires, and abilities
- Facilitate learning by communicating changes in performance relative to outcomes

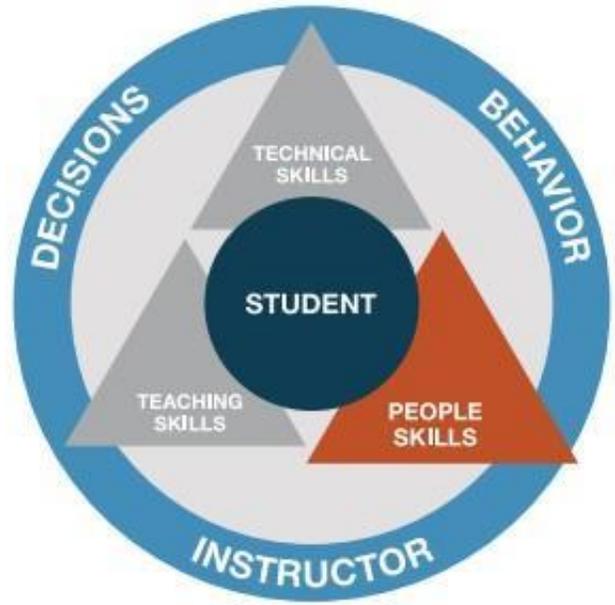
The content of the candidate's lesson should have basic information that reflects the skiing fundamentals, skills concept, and is appropriate to beginner zone progressions. The candidate will be responsible to observe, describe and prescribe, the skiing fundamentals as performed in the beginner zone skiing. 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 people skills situation and deliver a response in a group setting.

## Level I People Skills

Level I instructors exhibit a basic understanding of the People Skills Fundamentals, using them to develop trust within the learning environment. They show awareness of the likely needs and emotions of people new to snowsports and communicate clearly to the group, showing respect, patience, and professionalism while providing objective feedback. Level I instructors demonstrate self-awareness by reflecting on their own emotional tendencies and adapting to feedback from others.



## Level I People Skills Proficiency

- Exhibit a basic understanding of the People Skills Fundamentals, using them to develop trust within the learning environment
- Show awareness of the likely needs and emotions of people new to snowsports
- Communicate clearly to the group, showing respect, patience, and professionalism while providing objective feedback
- Demonstrate self-awareness and adapt to feedback from others

## Level I Teaching Topics

Each candidate will draw a teaching topic from the following list:

### Blended Activity

- Basic telemark and alpine turns
- Wedge to telemark turning progression

### Highlighted Activity

- Skating
- Pivot to edge slip to a stop
- Delayed lead change
- Tele traverse shuffle
- Monomarks
- Uphill arcs
- Telemark garlands

Each candidate will receive one telemark skiing fundamental. The candidate will then choose the ski performance focus and a phase of turn focus for the teaching segment.

# Certified Level II

# Preparing and Planning for the Exam

Level II certification generally means that the instructor is qualified to teach through the intermediate zone, in which students are primarily on intermediate (blue) and some green terrain.

## Prerequisites for Level II Certification

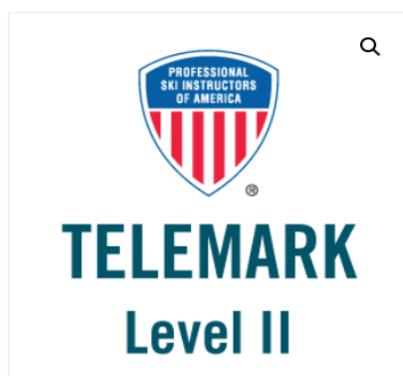
- Be a current member of PSIA-AASI
- Telemark Level I Certification
- Register and successfully complete the online written exam, passing score is 75% or better, **thirty (30) days before** the on-snow portion of the exam.

The following resources are available to provide information and guidance in training for the Level II exam. Many of these are outlined in the Telemark National Standards as Learning Experiences.

- This certification guide
- Telemark Technical Manual
- [Telemark National Standards](#)
- [Telemark Performance Guide](#)
- [Teaching Snowsports Manual](#)
- [Children’s Manual](#)
- On-snow training and clinics

## Sign up for the online Telemark Professional Knowledge Exam

This exam needs to be completed thirty (30) days prior to the on-snow exam, it is one of the prerequisites to register for the on-snow exam. Go to <https://lms.thesnowpros.org/product/telemark-level-ii-professional-knowledge-exam-nwd/> and “Add to Cart” to take the exam.



## Telemark Level II Professional Knowledge Exam

\$20.00

You must be a Telemark Level I Certified member to take this exam. The add to cart button will not be displayed below if you do not meet this criteria. If you feel this is an error please check with your Division or National office.

### Your Shopping Cart

No products in the cart.

## Sign up for the Level II On-Snow Modules

There are two on-snow modules for the Level II Certification, a Technical Skills day and a People/Teaching Skills day. One module does not have to be completed successfully before registering for the other, you can participate them one at a time. Pay attention to the registration deadline in the event listing on the PSIA-NW calendar <https://www.psia-nw.org/events/>.

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[March 2022 →](#)

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
		Alpine Level I Exam, Mt. Hood Meadows Ski Resort		Alpine Level 2 People/Teaching Skills, Mission Ridge Ski & Board Resort	Alpine Level 2 Technical Skills, Mission Ridge Ski & Board Resort	
		Snowboard Level I Exam, Mt. Hood Meadows Ski Resort		Children's Specialist 2, Mt. Bachelor	Children's Specialist 2, Mt. Bachelor	

## Exam Day Process

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

- Technical Skills – Skiing, Technical Knowledge, and Movement Analysis
- Teaching and People Skills
- Professionalism and Self-Management – this area is observed throughout both modules.

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

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

Generally, the day is as follows:

- Morning meeting with examiners at 8:00am
- 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 emailed to the candidates after the exam within two days.

## Evaluation/Assessment

You will be evaluated on your People Skills, Teaching Skills, and Technical Skills during the Level II exam modules. Specifically, you will be graded on each assessment criteria, within the learning outcome, and the average needs to be a 4 or above to attain the Level II. Candidates must demonstrate proficiency relating to the National Standards. For further information, visit <https://www.thesnowpros.org/certification/national-certification-standards/>.

Below is an example image of the Assessment Form to be used. A full version can be found [here](#).

## Areas of Evaluation

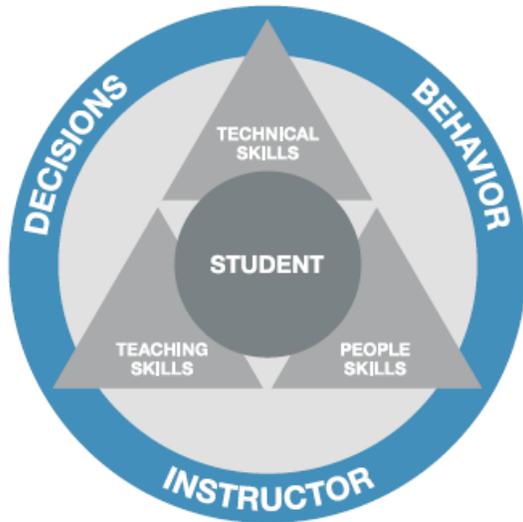
1. Professionalism and Self-Management
2. Technical Skills – Skiing, Technical Knowledge, and Movement Analysis
3. Teaching and People Skills
4. Professional Knowledge: Written Test, Indoor Group Discussions

 <b>PSIA CERTIFIED LEVEL II TELEMARK TEACHING ASSESSMENT FORM</b>		Candidate:			<i>Sample Form</i>			Assessment Scale for Certified Level II: 1. Essential elements were not observed or not present. 2. Essential elements are beginning to appear. 3. Essential elements appear, but not with consistency. 4. Essential elements appear regularly at a satisfactory level. 5. Essential elements appear frequently, above required level. 6. Essential elements appear continuously, at a superior level.		
		Date:	Region:							
		Assessors:								
<b>Instructor Decisions &amp; Behavior</b>		Attained	Did not Attain	Score	<b>Teaching Skills</b>			Attained Level	Did not Attain	Score
<b>Professionalism and Self Management: Contributes to a professional environment by managing their behaviors and emotions in response to others. (Continual Assessment)</b>					<b>Assess &amp; Plan: Plans learning outcomes and progressive learning experiences and adapts to the changing needs of intermediate students.</b>					
<b>Needs/Safety</b> Address group and individual needs for belonging.					<b>Assess</b> Periodically reassess student motivations, current performance, and understanding.					
<b>Feedback</b> Manage behavioral responses.					<b>Collaborate</b> Collaborate w/students to establish & adapt lesson plan w/clear direction & focus.					
<b>Section Average: Must be 4 or above to meet Learning Outcome</b>					<b>Plan Lesson</b> Plan playful/exploratory lesson w/productive use of movement, practice time, & terrain.					
<b>Comments</b> (This box may be resized vertically.)					<b>Section Average: Must be 4 or above to meet Learning Outcome</b>					
					<b>Implement: Facilitates learning experiences and adapts them as necessary to guide students toward agreed-upon outcomes and engage them in the process.</b>					
<b>People Skills</b>					<b>Pacing</b> Pace learning activities to allow students to explore and/or play toward desired outcomes.					
		Attained Level Did not Attain Score			<b>Organize</b>					
<b>Communication: Engages in and adapts verbal and non-verbal, two-way communication with</b>										

 <b>PSIA CERTIFIED LEVEL II TELEMARK SKIING PERFORMANCE ASSESSMENT FORM</b>		Candidate:			<i>Sample Form</i>			Assessment Scale for Certified Level II: 1. Essential elements were not observed or not present. 2. Essential elements are beginning to appear. 3. Essential elements appear, but not with consistency. 4. Essential elements appear regularly at a satisfactory level. 5. Essential elements appear frequently, above required level. 6. Essential elements appear continuously, at a superior level.		
		Date:	Region:							
		Assessors:								
<b>Instructor Decisions &amp; Behavior</b>		Attained	Did not Attain	Score						
<b>Professionalism and Self Management: Contributes to a professional environment by managing their behaviors and emotions in response to others. (Continual Assessment)</b>										
<b>Needs/Safety</b> Address group and individual needs for belonging.										
<b>Feedback</b> Manage behavioral responses.										
<b>Section Average: Must be 4 or above to meet Learning Outcome</b>										
<b>Comments</b> (This box may be resized vertically.)										
<b>Skiing Performance</b>										
		Attained Level Did not Attain Score								
<b>Adjusts the blend of Telemark Skiing Fundamentals and tactics to demonstrate specific outcomes in intermediate and advanced terrain.</b>										

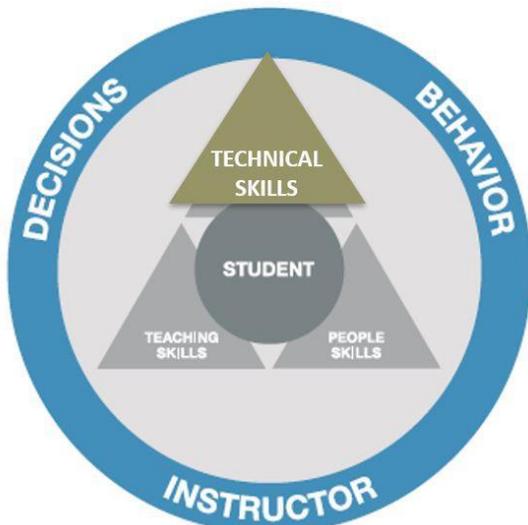
	<b>PSIA CERTIFIED LEVEL II TELEMARK MOVEMENT ANALYSIS TECHNICAL UNDERSTANDING ASSESSMENT FORM</b>	Candidate:	<i>Sample Form</i>		Assessment Scale for Certified Level II:									
		Date:			1. Essential elements were not observed or not present.									
		Region:			Location:	2. Essential elements are beginning to appear.								
		Assessors:	Attained	Did not Attain	Score	Technical Understanding	Attained Level	Did not Attain	Score	3. Essential elements appear, but not with consistency.				
<b>Instructor Decisions &amp; Behavior</b>					<b>Professionalism and Self Management: Contributes to a professional environment by managing their behaviors and emotions in response to others. (Continual Assessment)</b>					<b>Uses current PSIA resources to describe ideal performances, using two or more telemark fundamentals while considering tactics and equipment choices.</b>				
<b>Needs/Safety</b> Address group and individual needs for belonging.					<b>Understanding of Ideal</b> Accurately identify and describe ideal performances, using two or more telemark fundamentals through the intermediate zone.									
<b>Feedback</b> Manage behavioral responses.					<b>Understanding of Biomechanics/Physics</b> Accurately reference relevant biomechanics and physics principles to describe the skiing outcomes.									
<b>Section Average:</b> Must be 4 or above to meet Learning Outcome					<b>Equipment</b> Accurately discuss how equipment choices and issues affect performance through the intermediate zone.									
					<b>Utilize Resources</b> Use information from multiple PSIA-AASI resources in relation to desired outcome.									
<b>Comments</b> (This box may be resized vertically.)					<b>Section Average:</b> Must be 4 or above to meet Learning Outcome									
<b>Movement Analysis</b>					Attained Level					Did not Attain				
					Score									

## Level II Requirements



### Professionalism and Self-Management

Level II instructors actively contribute to a professional environment by being aware of how their decisions and behaviors affect individuals and the group as a whole. Throughout the assessment process, they manage how their responses to others benefit group interaction.



### Technical Skills

Level II instructors ski competently in terrain suitable for skiers in the beginner/novice and intermediate zones, and some low-end advanced terrain. They competently adjust and adapt their skiing in beginner, intermediate, and some advanced-zone terrain to demonstrate to their students. Level II instructors relate the Telemark Skiing Fundamentals (also known as Telemark Fundamentals) to ski performance through observation, evaluation, and prescription. They identify basic interrelationships of the Telemark Fundamentals up to some advanced-zone terrain

to help students achieve desired performance objectives.

## Fundamentals, Skills, and Skiing – Baseline Movement Pattern

While constantly moving forward in the direction of travel, the skier redirects their center of mass (COM) diagonally to allow their legs to move actively. This allows them to make adjustments within the turn at any point, and thus maintain flow down the hill.

### General Considerations

The activities are designed to be training tools for skill development. It is not so important you master any given activity; rather the activities are in place to highlight the skills that should be present. Not all the activities may be used in the exam, nor are they graded as pass/fail. What is being assessed is the application of the skills and the ability to properly blend them to create efficient movements.

While there is some latitude for accuracy in the parameters of the activities, the candidates must routinely (80% of the time) demonstrate the skills necessary to do the activity, as opposed to occasionally (less than 80% of the time).

## Skiing, Technical & Movement Analysis Understanding – Level II

The general skiing characteristics are defined in the National Standards found online at the [PSIA-NW.org](http://PSIA-NW.org) and [thesnowpros.org](http://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 Telemark certification page](#) for additional information.

During the day, the examiners and examinees will discuss the technical skiing elements to ensure understanding. This does not influence the overall grade but provides an opportunity for the examinees to verbally share and discuss their understanding of skiing and what was highlighted while training.

### Movement Analysis:

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

## Technical Understanding:

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

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

Other professional knowledge categories that may be discussed are:

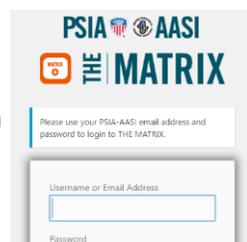
- ski mechanics
- skiing dynamics
- equipment knowledge
- risk management
- ski area policies
- elements of the Teaching Model, the Teaching Cycle and teaching modifications for age, gender and/or disabilities

## Intermediate Zone Skiing Activities

In the zone skiing category, the candidate will be asked to demonstrate a variety of skiing performance outcomes that reflect the ability to successfully show movements utilized in development of the student's fundamental skiing skills. The zone skiing listed below provides a consistent platform to evaluate the candidate's fundamental mechanics of skiing and skill blending. For more detail, refer to the Telemark Technical Manual.

### 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.



# Blended Assessment Activities

The purpose of the blended assessment activities is for the candidate to show a blending of the fundamentals to match the desired ski performance and outcome. Successful demonstration shows how the skills and/or fundamentals are incorporated in lessons designed to improve student performance and advancement within the current zone.

## **MEDIUM RADIUS TELEMARK AND ALPINE TURNS (*blue and easy black terrain*) blended**

Ski a series of ROUND alpine and telemark turns of consistent size (1½ to 2 packer widths) and speed with appropriate progressive edging and rotary movements.

- Both skis are tipped on edge simultaneously and remain parallel throughout the turn.
- In the alpine turn, balance is directed towards the outside ski. In the telemark turn, balance is directed in between the feet with the ability to pressure both feet within the turn.
- In the telemark turns, the lead change is one smooth motion that is timed to complement edge release and engagement and pressure control.
- The poles swing and their touch complements the desired turn outcome.
- Speed control is achieved through a blend of active guiding and edging of the skis, the turns are round with minimal skidding.
  - Video Clip(s):
    - [Telemark Medium Radius](#)

## **SHORT RADIUS (GLIDING) TELEMARK AND ALPINE TURNS (*blue and black terrain*)**

Ski a series of ROUND, short radius (gliding) alpine and telemark turns of consistent size (½ to ¾ packer width) with appropriate progressive edging and rotary movements.

- Legs are actively steering underneath the body.
- In the telemark turns, the lead change is a continuous motion from one telemark stance to another.
- Pole swing should be appropriately timed and placed to lead you into the next turn.
  - Video Clip(s):
    - [Telemark Short Radius](#)

## Applied Assessment Activities

The purpose of the applied assessment activities is for the candidate to show versatility in applying the fundamentals and adaptability to the terrain. Successful demonstration shows how the skills and/or fundamentals are incorporated in lessons designed to improve student performance and advancement within the current zone.

### **RHYTHM CHANGES (*blue terrain*) Short to Medium name instead?**

Ski a series of medium radius alpine and telemark turns that are consistent in rhythm and size, then change to a series of short radius alpine and telemark turns, also of consistent rhythm and size, then repeat.

- The distinction between medium radius (1½ to 2 packer widths) and short radius (½ to ¾ packer width) turns is clear.
- The transition between series is smooth
- Transitions between the turns will occur every 3-5 turns or as the examiner requests.

### **VARIABLE TERRAIN (*blue and black ungroomed terrain*)**

Ski a mixture of both short and medium radius alpine and telemark turns in ungroomed conditions without traversing. Turn shape must remain consistent and must not be dictated by terrain.

- Maintain lateral and fore-aft balance over the outside ski in alpine and between the feet in telemark throughout the turn and turn transitions.
- Maintain a parallel relationship of the skis.
- Regulate pressure with the variations in terrain.
  - Video Clip(s):
    - [Telemark Off Piste](#)

### **BUMPS (*blue mogul terrain*)**

Ski a series of both alpine and telemark turns through the bumps while remaining in balance with consistent timing, flow and turn shape, and without traversing.

- Balance is maintained through even flexion and extension in the ankles, knees, hips, and spine.
- Pole movements complement the desired turn outcome.
- Lead change is simultaneous with edge change.
  - Movement into and out of the telemark assists in regulating pressure.

## Highlighted Assessment Activities

The purpose of the highlighted assessment activities is for the candidate to show the ability to highlight a specific skill or fundamental. 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 TELE HOP (*slightly downhill terrain*)**

While in a straight run, alternate telemark stances with a smooth, consistent rhythmic hop, allowing no more than 2 seconds to pass between hops.

- The “take off” and “landing” occur with both skis simultaneously.
- The body remains centered between AND over the skis throughout.
- Flexion and extension movements are smooth and progressive and of the same duration.
- Flexion and extension complement the direction of travel and show appropriate timing.

### **SKATING (*flat, slightly uphill, and slightly downhill terrain*)**

Skate without poles for approximately 20 yards, showing appropriate timing, rhythm, and flow.

- The center of mass (COM) moves forward
- The legs move actively under the body.
- Shoulders match the terrain.
- The ski’s edges are released and engage in one smooth movement.
- Shin to boot cuff contact is maintained throughout.

### **SHUFFLE TURNS (*green or easy blue terrain*)**

Ski a series of ROUND, consistent long radius turns while executing a rhythmic, fore-aft movement of the feet and legs (i.e. alternating telemark stances).

- The body stays centered between AND over both skis throughout the series of turns.
- BOTH skis are constantly being guided through the turns.
- Shin to boot cuff contact is maintained throughout the turns.
- Shuffling should be rhythmic, though it does not have to be constant through the shaping phase of the turn.

### **LINKED PIVOT SLIPS (*blue or easy black terrain*)**

Ski through a series of linked pivot slips in a narrow corridor staying in the fall line while maintaining a consistent speed. Done separately in both telemark and alpine stances.

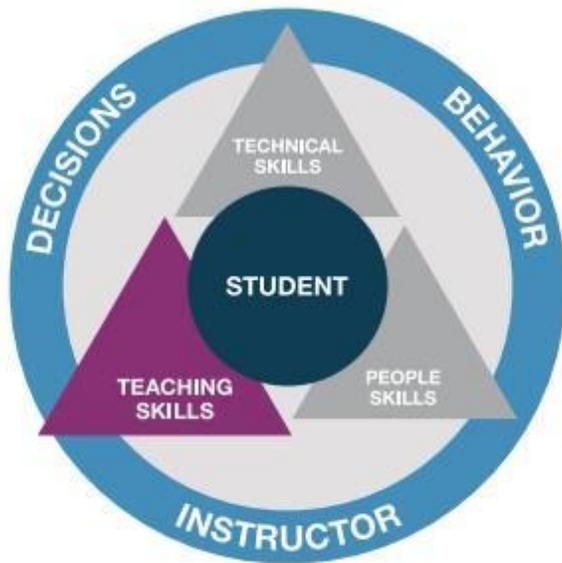
- The lower body turns while the upper body remains stable.
- Skis released and engaged simultaneously and remain parallel.
  - Video Clip(s):
    - [Telemark Pivot Slips](#)

### **RAILROAD TRACK TELEMAR TURNS (*low angle green terrain*)**

Ski 4 or more medium to large radius carved telemark turns. Utilize the skis design to leave two clean parallel tracks in the snow.

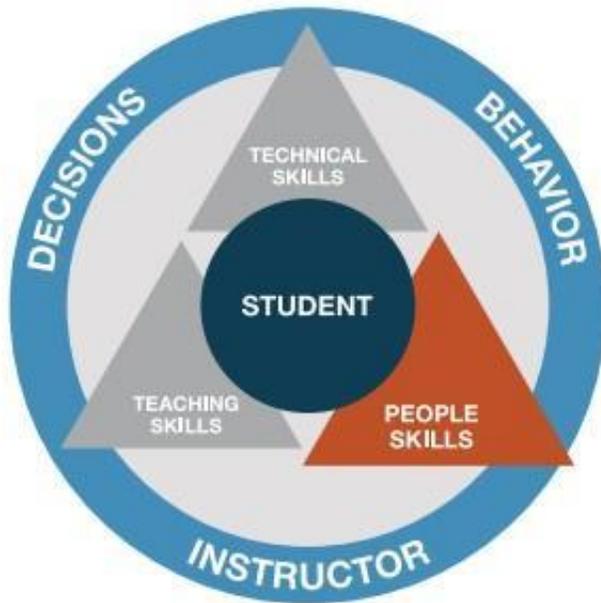
- The ski tail follows the tip of the ski and stays the same distance apart throughout the turn
- The movement from one telemark stance to the other doesn’t interrupt the path of the skis.

# Teaching & People Skills – Level II



## Level II Teaching Skills

Level II instructors demonstrate proficiency in the Teaching Skills Fundamentals, relying on experience gained while teaching and training. They facilitate learning by planning and adapting the lesson experience based on student needs, desires, and abilities in the intermediate zone. Level II instructors help students recognize and assess their changes in performance



## Level II People Skills

Level II instructors exhibit a more refined understanding of the People Skills Fundamentals, using them to develop trust with all individuals. They demonstrate awareness of the goals, motivations, and emotional needs of each student in the group and use active listening and verbal and non-verbal communication strategies to build connections. Level II instructors demonstrate awareness of their own tendencies and develop strategies to address them.

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 & People Skills Day Format:

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, professional knowledge and people skills day begins with meeting your examiners and other candidates in the morning, or via zoom (per COVID). 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 relay to 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.

- Relay the teaching assignment (Introduce lesson)
- Relay the age category highlights (C.A.P. Model)
- Tell the group how you would assess the student and their movement patterns relative to their specific goals

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 clinic, 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:

### Beginner through Intermediate Zone Skiers (Levels 1-7)

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. Teenagers
2. Adults
3. Seniors

#### Beginner & 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.

#### Beginner Zone:

- Wedge to Telemark Progression
- Half and Half Turns
- Tele Shuffle Traverse
- Monomark Turns
- Uphill Arcs
- Telemark Garlands
- Pivot Slip to a Stop

### Intermediate Zone:

- Medium Radius Turns
- Short Radius Turns
- Rhythm Change - short to medium radius
- Variable Terrain
- Bumps
- Straight Run Tele Hop
- Skating - Level 2
- Shuffle Turns
- Linked Pivot Slips
- Railroad Track Turns

### Teaching Example:

Example selected from the beginner zone:

***Present how to expand a student's movement patterns and skills in linked pivot slips to allow the student to explore their range of rotational movements.***

- Set up: **Introduce** the skier level. **Describe** the terrain that you would normally use at your home area and relate it to the available terrain during the exam. Note – explain **what** you are going to teach, (For example: “Today I am going to clinic on how a focus on rotary movements can help students explore the range of rotary they possess.”) **why** this is so important (“A focus on rotary movements is important because it can help us smooth out and effectively navigate the lack of predictability we encounter when skiing varying terrain and conditions.”) and **how** you accomplish this goal (“We will do this by working through a series of several drills that focus on rotary movements that build upon one another.”).
- Establish goals and plan: Introduce a logical progression; identify the steps that you intend to accomplish during the available time frame. (For example: “We will use a series of simple drills that work on the skill of rotary movements.”) Help your peers to understand that this is a progression with a series of drills that could be used when necessary. **What**
- Present and share information: Revisit the elements of a good skiing stance. To help your peers understand a reasonable progression of exercises to accomplish your goal, you might demonstrate steering of each leg and combination of both legs steering. (For example: “Now that we’re in agreement with the key elements of an effective, efficient stance, let’s move through several simple drills that build our rotary skills.”). A key element as you begin working through several simple drills is to provide clear, body-part specific feedback for each drill to every candidate. Even if a candidate is performing movements correctly in your drill, comment to them on what it is they are doing that allows them to be effective. This keeps the feedback specific to movements and objective instead of subjective (i.e.: “nice turns” would not be sufficient.) Demonstrate the exercises for your peers and have them practice to develop a feel and understanding of why these exercise work at this level. **How**. Mentioned above are examples of many

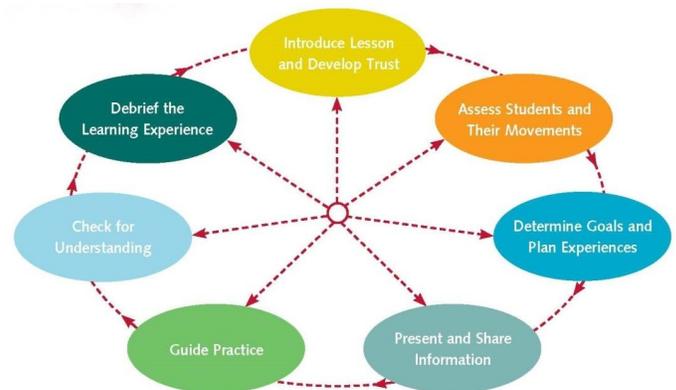
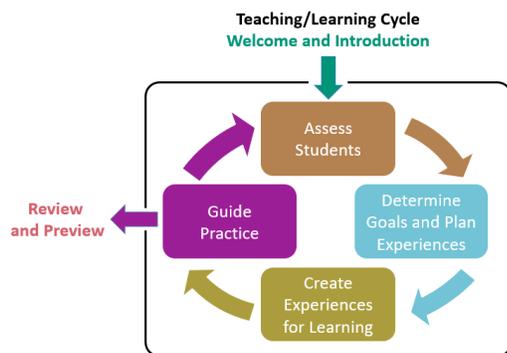
of drills one could choose from to use in a teaching segment. Time management is key in an exam, along with having a clear plan for why you are using each drill. Remember, we are teaching movements and skills, not drills.

- As you move into “guided practice” make sure that you are transitioning your group back to actual skiing and providing them with specific feedback on how they are navigating the terrain you’ve been preparing for with the drills you chose. Remember to keep your feedback very movement, body-part specific and focused on what you worked on in your drills. Vary turn radius and speed according to terrain. Make sure that you have your group ski through a series of turns giving you sufficient time and distance to observe them and offer feedback. Identify what your peers are doing well with clear feedback explaining what you would like them to do and **why**.
- Check for understanding. This is ongoing and happening throughout your teaching segment. (For example, “Who can share with the group what movements we’ll be focused on during this drill?”) Or, you can even have candidates share with a partner next to them what they will be doing – this allows you to quickly listen into half of the group and decide (checking for understanding) whether or not to continue forward or model again. Another example would be to ask a candidate to restate what you’ve asked them to do, where and how, so you know they clearly understand your expectations/goals.

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

# Why 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.



# Certified Level III

# Preparing and Planning for the Exam

Level III certification generally means that the instructor is qualified to teach ALL students and on expert (black) terrain.

## Prerequisites for Level III Certification

- Be a current member of PSIA-AASI
- Telemark Level II Certification
- Register and successfully complete the online written exam, passing score is 75% or better, **thirty (30) days before** the on-snow portion of the exam.

The following resources are available to provide information and guidance in training for the Level III exam. Many of these are outlined the Telemark National Standards as Learning Experiences.

- This certification guide
- Telemark Technical Manual
- [Telemark National Standards](#)
- [Telemark Performance Guide](#)
- [Teaching Snowsports Manual](#)
- [Children's Manual](#)
- On-snow training and clinics

## Sign up for the online Telemark Professional Knowledge Exam

This exam needs to be completed thirty (30) days prior to the on-snow exam, it is one of the prerequisites to register for the on-snow exam. Go to <https://lms.thesnowpros.org/product/telemark-level-iii-professional-knowledge-exam-nwd/> and “Add to Cart” to take the exam.



The screenshot shows the PSIA-AASI E-LEARNING website. The header includes the PSIA, AASI, and E-LEARNING logos. The navigation menu contains: My Profile, Courses, Webinars, Exams, Workbooks, Help, Cart, and Log Out. The main content area features a search bar, a product listing for "Telemark Level III Professional Knowledge Exam" priced at \$20.00, and a note stating: "You must be a Level II Certified member to take this exam. The add to cart button will not be displayed below if you do not meet this criteria. If you feel this is an error please check with your Division or National office." An "Add to cart" button is visible below the product listing. To the right, a "Your Shopping Cart" section shows "No products in the cart."

## Sign up for the Level III On-Snow Modules

There are two on-snow modules for the Level III Certification, a Technical Skills day and a People/Teaching Skills day. One module does not have to be completed successfully before registering for the other, you can participate them one at a time. Pay attention to the registration deadline in the event listing on the PSIA-NW calendar <https://www.psia-nw.org/events/>.

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[← March 2022](#)

▼ **April 2022**

[May 2022 →](#)

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1	2
						Senior Specialist I, Eaglecrest Ski Area
3	4	5	6	7	8	9
Senior Specialist I, Eaglecrest Ski Area					NW Trainer Program – 2022, Multiple Locations	NW Trainer Program – 2022, Multiple Locations
10	11	12	13	14	15	16
NW Trainer Program – 2022, Multiple Locations						Alpine Level 3 Technical Skills, Stevens Pass
17	18	19	20	21	22	23
Alpine Level 3 People & Teaching Skills, Stevens Pass						

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

- Technical Skills – Skiing, Technical Knowledge, and Movement Analysis
- Teaching and People Skills
- Professionalism and Self-Management – this area is observed throughout both modules.

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

Generally, the day is as follows:

- Morning meeting with examiners at 8:00am
- 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 emailed to the candidates after the exam within two days.

## Evaluation/Assessment

You will be evaluated on your People Skills, Teaching Skills, and Technical Skills during the Level III exam modules. Specifically, you will be graded on each assessment criteria, within the learning outcome, and the average needs to be a 4 or above to attain the Level III. Candidates must demonstrate proficiency relating to the National Standards. For further information, visit <https://www.thesnowpros.org/certification/national-certification-standards/>.

Following is an example image of the Assessment Form to be used. A full version can be found [here](#).

## Areas of Evaluation

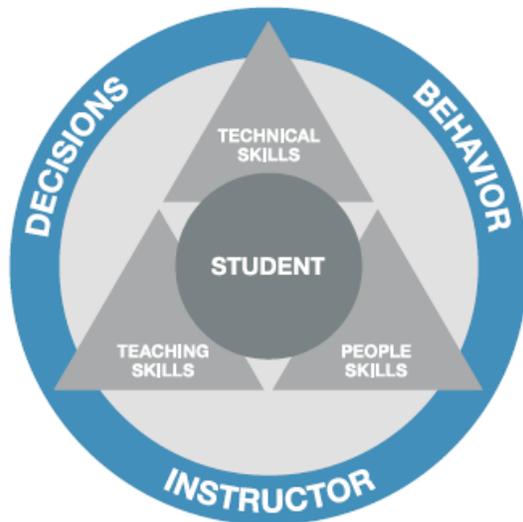
1. Professionalism and Self-Management
2. Technical Skills – Skiing, Technical Knowledge, and Movement Analysis
3. Teaching and People Skills
4. Professional Knowledge: Written Test, Indoor Group Discussions

	<b>PSIA CERTIFIED LEVEL III TELEMARK TEACHING ASSESSMENT FORM</b>	Candidate:	<i>Sample Form</i>			Assessment Scale for Certified Level III: 1. Essential elements were not observed or not present. 2. Essential elements are beginning to appear. 3. Essential elements appear, but not with consistency. 4. Essential elements appear regularly at a satisfactory level. 5. Essential elements appear frequently, above required level. 6. Essential elements appear continuously, at a superior level.			
		Date:							
		Region:							Location:
		Assessors:							
<b>Instructor Decisions &amp; Behavior</b>		Attained	Did not Attain	Score	<b>Teaching Skills</b>		Attained Level	Did not Attain	Score
<b>Professionalism and Self Management: Promotes a professional environment by adapting behaviors to positively affect others. (Continual Assessment)</b>					<b>Assess &amp; Plan: Plans learning outcomes and creates individualized experiences around a common theme for advanced students.</b>				
<b>Needs/Safety</b> Address group and individual needs for esteem.					<b>Assess</b> Continually assess student motivations, performance, and understanding.				
<b>Feedback</b> Adapts behaviors for positive group and individual interaction.					<b>Collaborate</b> Collaborate with students to establish and adapt a lesson plan with a common theme, a clear direction, and individualized focus throughout the lesson.				
<b>Section Average:</b> Must be 4 or above to meet Learning Outcome					<b>Plan Lesson</b> Plan creative, playful, and exploratory learning experiences in which movement, practice time, and terrain are optimized for individuals.				
<b>Comments</b> (This box may be resized vertically.)					<b>Section Average:</b> Must be 4 or above to meet Learning Outcome				
<b>People Skills</b>					<b>Implement: Individualizes learning experiences to guide students toward agreed-upon outcomes and optimizes student engagement in the process.</b>				
Attained Level    Did not Attain    Score					<b>Pacing</b> Customize and pace learning activities to allow students to explore and/or play toward desired outcomes.				
<b>Communication: Engages in and adapts verbal and non-verbal, two-way communication with all individuals. (Assessed when teaching)</b>					<b>Organize</b> Tailor the learning environment to align with the needs of individuals.				

	<b>PSIA CERTIFIED LEVEL III TELEMARK SKIING PERFORMANCE ASSESSMENT FORM</b>	Candidate:	<i>Sample Form</i>			Assessment Scale for Certified Level III: 1. Essential elements were not observed or not present. 2. Essential elements are beginning to appear. 3. Essential elements appear, but not with consistency. 4. Essential elements appear regularly at a satisfactory level. 5. Essential elements appear frequently, above required level. 6. Essential elements appear continuously, at a superior level.			
		Date:							
		Region:							Location:
		Assessors:							
<b>Instructor Decisions &amp; Behavior</b>		Attained	Did not Attain	Score					
<b>Professionalism and Self Management: Promotes a professional environment by adapting behaviors to positively affect others. (Continual Assessment)</b>									
<b>Needs/Safety</b> Address group and individual needs for esteem.									
<b>Feedback</b> Adapts behaviors for positive group and individual interaction.									
<b>Section Average:</b> Must be 4 or above to meet Learning Outcome									
<b>Comments</b> (This box may be resized vertically.)									
<b>Skiing Performance</b>									
Attained Level    Did not Attain    Score									
<b>Adapts a blend of the Telemark Skiing Fundamentals and tactics to generate specific outcomes in the advanced and expert zones.</b>									

	<b>PSIA CERTIFIED LEVEL III TELEMARK MOVEMENT ANALYSIS TECHNICAL UNDERSTANDING ASSESSMENT FORM</b>	Candidate:	<i>Sample Form</i>			Assessment Scale for Certified Level III: 1. Essential elements were not observed or not present. 2. Essential elements are beginning to appear. 3. Essential elements appear, but not with consistency. 4. Essential elements appear regularly at a satisfactory level. 5. Essential elements appear frequently, above required level. 6. Essential elements appear continuously, at a superior level.			
		Date:							
		Region:							Location:
		Assessors:							
<b>Instructor Decisions &amp; Behavior</b>		Attained	Did not Attain	Score	<b>Technical Understanding</b>		Attained Level	Did not Attain	Score
<b>Professionalism and Self Management: Promotes a professional environment by adapting behaviors to positively affect others. (Continual Assessment)</b>					<b>References current and historic PSIA resources and information to evaluate ideal performances, using the telemark fundamentals while considering tactics and equipment choices.</b>				
<b>Needs/Safety</b> Address group and individual needs for esteem.					<b>Understanding of Ideal</b> Accurately identify and describe ideal performances, using telemark fundamentals in blended relationships through the advanced zone.				
<b>Feedback</b> Adapts behaviors for positive group and individual interaction.					<b>Understanding of Biomechanics/Physics</b> Accurately discuss telemark fundamentals, tactical choices and equipment options using relevant biomechanics and physics principles.				
<b>Section Average:</b> Must be 4 or above to meet Learning Outcome					<b>Equipment</b> Accurately compare how equipment choices and issues affect performance through the advanced zone.				
<b>Comments</b> (This box may be resized vertically.)					<b>Utilize Resources</b> Accurately compare information from multiple resources (PSIA telemark and other relevant content) relative to personal performance or the desired outcome.				
Attained Level    Did not Attain    Score					<b>Section Average:</b> Must be 4 or above to meet Learning Outcome				
<b>Movement Analysis</b>					<b>Describes Telemark skiing performances citing, cause and effect relationships of multiple telemark fundamentals in all turn phases, resulting in an effective prescription for change.</b>				
Attained Level    Did not Attain    Score									

# Level III Requirements

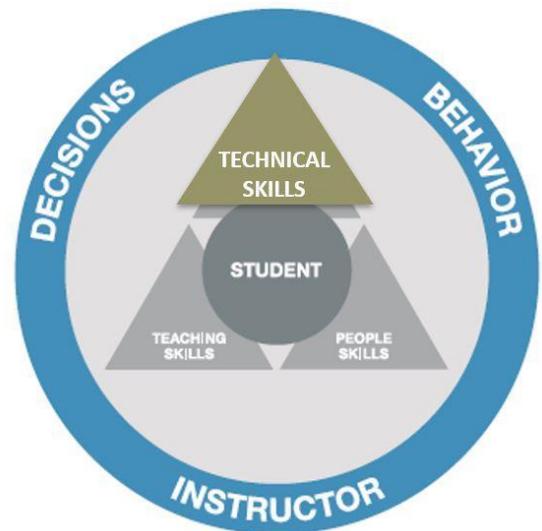


## Professionalism and Self-Management

Level III instructors actively contribute to a professional environment by being aware of how their decisions and behaviors affect individuals and the group as a whole. Throughout the assessment process, they manage how their responses to others benefit group interaction.

## Level III Technical Skills

Level III instructors ski competently in terrain suitable for skiers in the beginner/novice and intermediate zones, and some low-end advanced terrain. They competently adjust and adapt their skiing in beginner, intermediate, and some advanced-zone terrain to demonstrate to their students. Level III instructors relate the Telemark Skiing Fundamentals (also known as Telemark Fundamentals) to ski performance through observation, evaluation, and prescription. They identify basic interrelationships of the Telemark Fundamentals up to some advanced-zone terrain to help students achieve desired performance objectives.



## Baseline Movement Pattern

While constantly moving forward in the direction of travel, the skier redirects their center of mass (COM) diagonally to allow their legs to move actively. This allows them to make adjustments within the turn at any point, and thus maintain flow down the hill.

## General Considerations

The activities are designed to be training tools for skill development. It is not so important that you master any given activity; rather the activities are in place to highlight the skills that should be present. Not all the activities may be used in the exam, nor are they graded as pass/fail. What is being assessed is the application of the skills and the ability to properly blend them to create efficient movements.

While there is some latitude for accuracy in the parameters of the activities, the candidates must routinely (80% of the time) demonstrate the skills necessary to do the activity, as opposed to occasionally (less than 80% of the time).

# Skiing, Technical & Movement Analysis

## Understanding

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 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 Telemark certification downloads page for additional skiing options.

During the day, the examiners and examinees will discuss the technical skiing elements to ensure understanding. This does not influence the overall grade but provides an opportunity for the examinees to verbally share and discuss their understanding of skiing and what was highlighted while training.

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

### Movement Analysis:

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

### Technical Understanding:

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

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

Other professional knowledge categories that may be discussed are:

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

# 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.



# Applied Assessment Activities

The purpose of the applied assessment activities is for the candidate to show versatility in applying the fundamentals and adaptability to the terrain. Successful demonstration shows how the skills and/or fundamentals are incorporated in lessons designed to improve student performance and advancement within the current zone.

## VARIABLE TERRAIN (*black ungroomed terrain*)

Ski a mix of both short and medium radius alpine and telemark turns in ungroomed conditions, without traversing. Turn shape must remain consistent and not be dictated by terrain. Must be able to show the ability to switch between telemark and alpine with a series of same-radius turns.

- Ability to show distinction between medium (1½ to 2 packer widths) and short (½ to ¾ packer width) radius turns, displaying a consistent turn shape and speed.
- The transition between series is smooth and seamless, and crisply executed.
- The body moves consistently and continuously down the hill, and the legs are active underneath.
  - Video Clip(s):
    - [Telemark Light Powder](#)

## BUMPS (*black mogul terrain*)

Ski a series of both alpine and telemark turns throughout the bumps while remaining in balance with consistent turn shape and speed and without traversing. Show the ability to switch between telemark and alpine as the examiner requests in both pivoting/braking and gliding turns.

- Both pivoting/braking and gliding turns are employed.
- The body moves consistently and continuously down the hill, and the legs are continuously active underneath.
- The pole touch complements the desired turn outcome.
  - Video Clip(s):
    - [Telemark Big & Steep Bumps](#)

# Blended Assessment Activities

The purpose of Blended assessment activities is for the candidate to show a blending of the Fundamentals to match the desired ski performance and outcome. Successful demonstration shows how the Skills and/or Fundamentals are incorporated in lesson designed to improve student performance and advancement within the current zone.

## **MEDIUM RADIUS TELEMARX AND ALPINE TURNS (*blue and black terrain*)**

Ski a series of CARVED alpine and telemark turns of consistent size (1½ to 2 packer widths) and speed with appropriate progressive edging and rotary movements.

- Skis are tipped on edge **immediately**.
- In the alpine turns, balance is directed towards the outside ski. In the telemark turns, balance is directed between the feet with the ability to pressure both feet throughout the whole turn..
- In the telemark turns, simultaneous lead change and edge change are blended with rotary and pressure movements.
- The poles swing smoothly in the intended direction of travel, and pole touch complements the desired outcome.
- The turns are carved with minimal skidding and ski design is utilized in creating the turn shape.
  - Video Clip(s):
    - [Telemark Performance Medium Radius](#)

## **SHORT RADIUS TURNS AND LINKED PIVOT SLIPS (Telemark and Alpine) (*blue and black terrain*)**

Ski a series of ROUND, short radius turns of consistent size (½ to ¾ packer width). Also ski a series of linked pivot slips in the fall line. Must show the ability to switch between short radius and pivot slips within a series and repeat that series several times.

- The transition between the short radius and linked pivot slips is seamless and without interruption of flow.
  - Video Clip(s):
    - [Telemark Performance Short Radius](#)

# Highlighted Assessment Activities

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

## **JUMP ENTRY TURN/LEAPER TURN (*green and blue terrain*)**

Medium to long radius turn. At turn initiation, jump, allowing the skis to come completely off the snow, change edges in the air, land, and complete the turn and repeat. Both alpine and telemark stances.

- The “take off” and “landing” occur with both skis simultaneously.
- The body remains centered between AND over the skis throughout.
- Flexion and extension complement the direction of travel and show appropriate timing.

## **DOWNHILL SKATING (*green terrain*)**

Skate downhill without poles for approximately 40 yards. Maintain an evenly paced skate regardless of acceleration down the hill. The skis should leave a straight line rather than an arc in the snow.

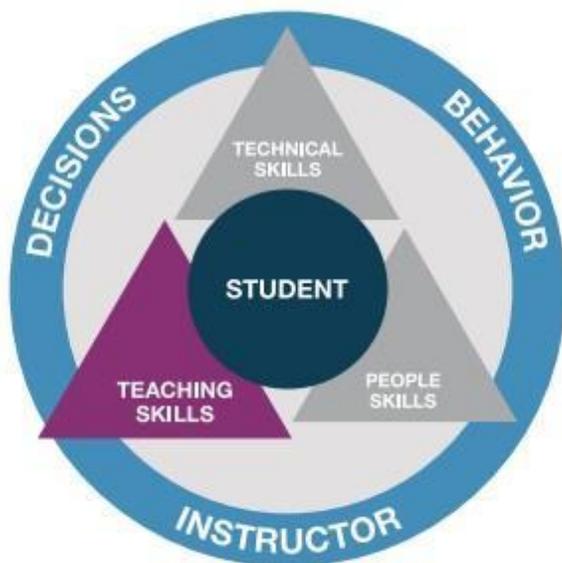
- The legs move actively under the upper body.
- The ski’s edges are released and engaged in one smooth movement.

## **RAILROAD TRACK TELEMARK TURNS (*green to blue terrain*)**

Ski a series of short, medium, or large radius carved telemark turns. Utilize the skis design to leave two clean parallel tracks in the snow.

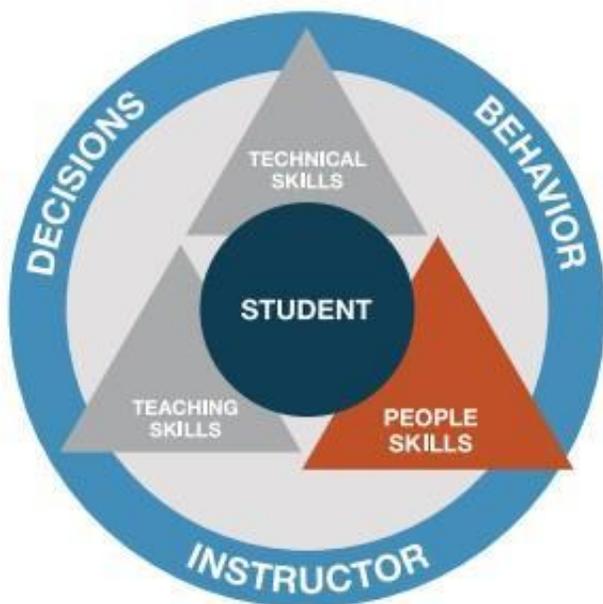
- The ski tail follows the tip of the ski and stays the same distance apart throughout the turn.
- The movement from one telemark stance to the other doesn’t interrupt the path of the skis.

# Teaching & People Skills Module – Level III



## Level III Teaching Skills

Level III instructors demonstrate proficiency in the Teaching Skills Fundamentals, relying on experience gained while teaching and training. They facilitate learning by planning and adapting the lesson experience based on student needs, desires, and abilities in the intermediate zone. Level III instructors help students recognize and assess their changes in performance



## Level III People Skills

Level III instructors exhibit a more refined understanding of the People Skills Fundamentals, using them to develop trust with all individuals. They demonstrate awareness of the goals, motivations, and emotional needs of each student in the group and use active listening and verbal and non-verbal communication strategies to build connections. Level III instructors demonstrate awareness of their own tendencies and develop strategies to address them.

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 GUIDED PRACTICE**

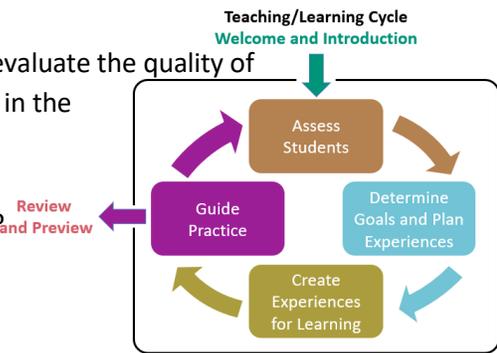
People learn by doing and skiing is a motor skill. Although it is necessary to give clear explanations, student's need time to practice and experiment with new movements. Instructors need time to observe student performance to accurately evaluate the success of a lesson and determine next steps.

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 & People Skills 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 sharp in a variety of terrain
- Medium radius turns on varying terrain

### **Off Piste Skiing:**

- Bumps
- Powder
- Variable Terrain

# Teaching Example – Level III:

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

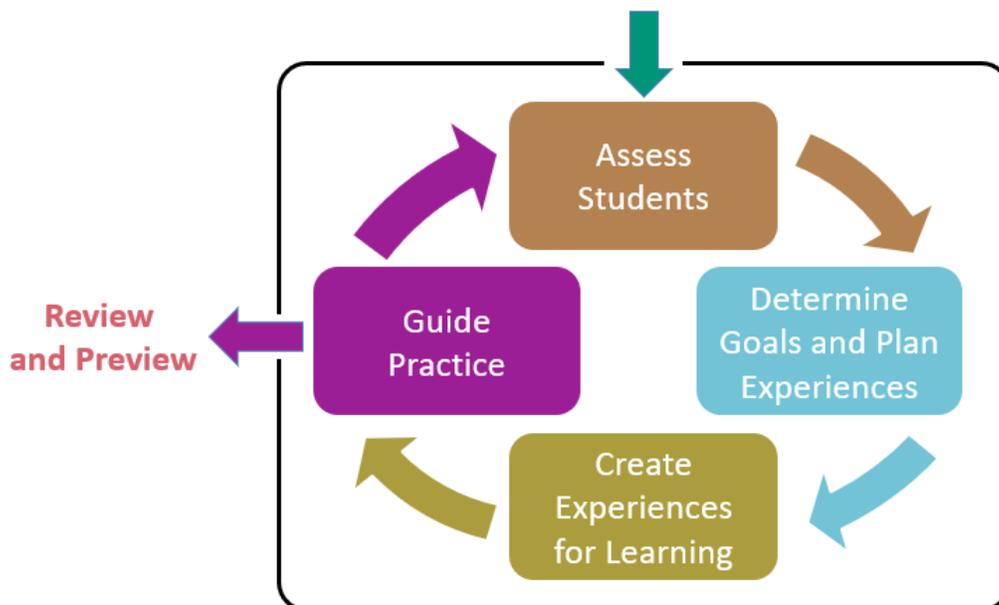
- **Set up:** You have already observed your fellow candidates skiing moguls. You note several in the group are accelerating during their turns. In addition, there are a couple of individuals who can make 3 or 4 turns but have to traverse out to start another series of 3 or 4 turns. The common situation 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.



### Teaching/Learning Cycle Welcome and Introduction



# Addendum

