



CERTIFICATION KEY UPDATES | 2017-2018



FISHING AND THE CERTIFICATION JOURNEY ARE SIMILAR
IN THAT.....



Membership updates



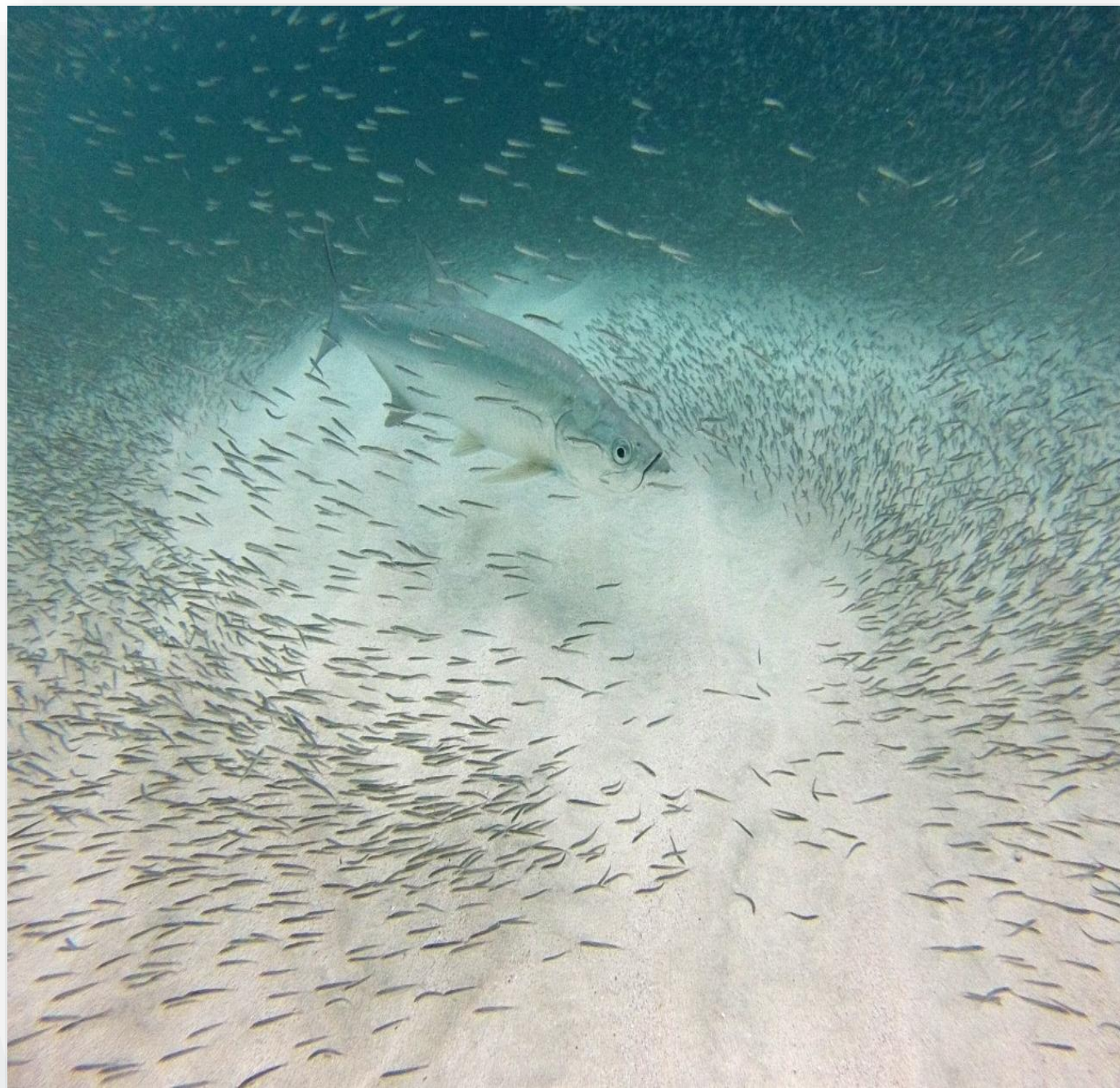
Exam process updates
Level 2 and 3 Teaching modules



Level 1 assessments
Data research

MEMBERSHIP UPDATES

- New members
- The Matrix
- On-line written tests
- Level 1 written test deadline
- Level 1 exam cost- \$30.00
- Examiner training workshop



EXAM PROCESS UPDATES

- 20-30 minute teaching session – *5 minute **may** be used
- Level 2 teaching assignments
- Intermediate zone only
- Student profiles Level 2
- Level 3 student (examinee) profiles



THE TEACHING MODULE



WHY THE STUDENT PROFILES ?

Commonality with all divisions.

Examiner Assessments:

- Clearer, more concise expectations from the candidate.
- Clearer, more concise feedback to the candidate:
 - ✓ Assessment write-ups
 - ✓ Post exam discussions

Relevance for the candidate:

- Lesson objectives and purpose of lesson are better defined.
- Provided clearer, more concise instructions and feedback from the examiners.
- Closer connection to what they do everyday at their home mountain.

WHY THE STUDENT PROFILES ?

National Standards:

- 9 Teaching category requirements
- 8 Professional knowledge category requirements

Teaching Fundamental:

- Tailors the learning environment to a variety of audiences and situations.

Professional Knowledge Fundamental:

- Apply PSIA-AASI teaching concepts to create a positive learning partnership involving student makeup and instructor behavior.

LEVEL 2 SPECIFIC REQUIREMENTS

TEACHING KNOWLEDGE

COMMUNICATION:

- Lesson objectives are clearly defined
- Explanations are appropriate and connect with students desires, knowledge and experience
- Vocabulary and body language are appropriate to students' ages and interests.

LEVEL 2 SPECIFIC REQUIREMENTS

PROFESSIONAL KNOWLEDGE

TEACHING CONCEPTS:

- Demonstrates ability to differentiate how the student makeup can influence the application of different phases of the teaching cycle.

FIGURE 2: The Teaching Cycle



LEVEL 2 STUDENT PROFILES

1. 6 – 9 years old
2. 10 – 13 years old
3. 14 – 18 years old
4. 25 – 50 years old
5. 65 + years old

Draw out of the hat



LEVEL 3 SPECIFIC REQUIREMENTS

TEACHING KNOWLEDGE

COMMUNICATION:

- Purpose of lesson is clearly defined, linking outcomes with student interests and describing how the lesson content will improve overall performance.
- Explanation of content is imaginative, animated, and establishes two – way communication with the students using a well chosen vocabulary that enriches the lesson.

LEVEL 3 SPECIFIC REQUIREMENTS

PROFESSIONAL KNOWLEDGE

TEACHING CONCEPTS:

- Demonstrates ability to compare how the instructor's teaching methods aid students with different learning preferences.
- Demonstrates ability to modify activities to aid the students in receiving and processing information.

LEVEL 3 STUDENT (EXAMINEE) PROFILES

Morning Indoor Roundtable:

- Examiners' choose 2-4 Advanced zone skiing activities for group focus
- Candidate shares their goals and desired outcomes for each activity
- Candidate takes notes of each individuals goals and desired outcomes
- Skiing activities are distributed to candidates by examiners
- Candidate works with whole group or selected individuals within the group
- Candidate restates individual goals and desired outcomes before lesson



LEVEL 1 ASSESSMENT WRITE UPS



LEVEL I STATS

196 Total Alpine candidates

31 Total accredited Alpine trainers
administered exam

6.32 Average class size per group

99.9 % pass rate



LEARNING OUTCOMES

- When looking at the skiing assessments, we will determine what areas candidates are doing well, and which areas candidates need the most improvement and hypothesize why.
- When looking at the teaching assessments, we will determine what areas candidates are doing well, and which areas candidates need the most improvement and hypothesize why.
- Given today's data, we will determine how this information impacts Level I training for schools throughout the season in preparation for Level I exams.

LEARNING OUTCOMES

SELF REFLECTION

- “Given our time together today, how do you know your school’s program is aligned to the National Standards”?
- “What are your key take-aways given our work around write-ups today?”
- “What other training do you suggest we provide around write- ups”?