

EXAM MODULE
TEACHING & PROFESSIONAL KNOWLEDGE

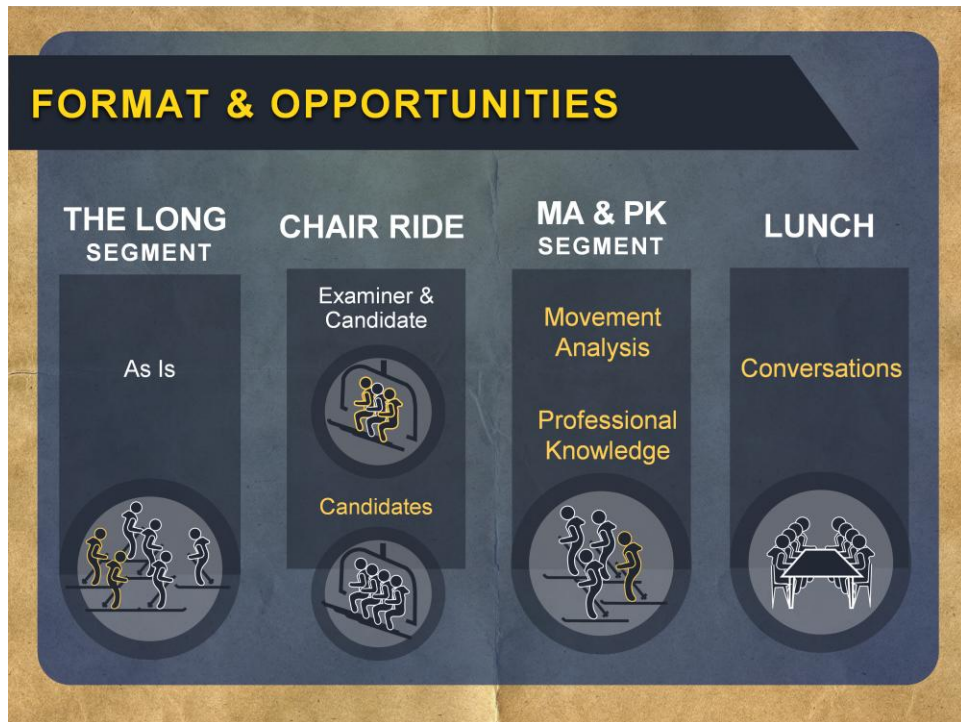
COMPARE & CONTRAST

Presented by: John May

INTENT

INCREASE OPPORTUNITIES FOR
CANDIDATES TO SHOWCASE SKILLS

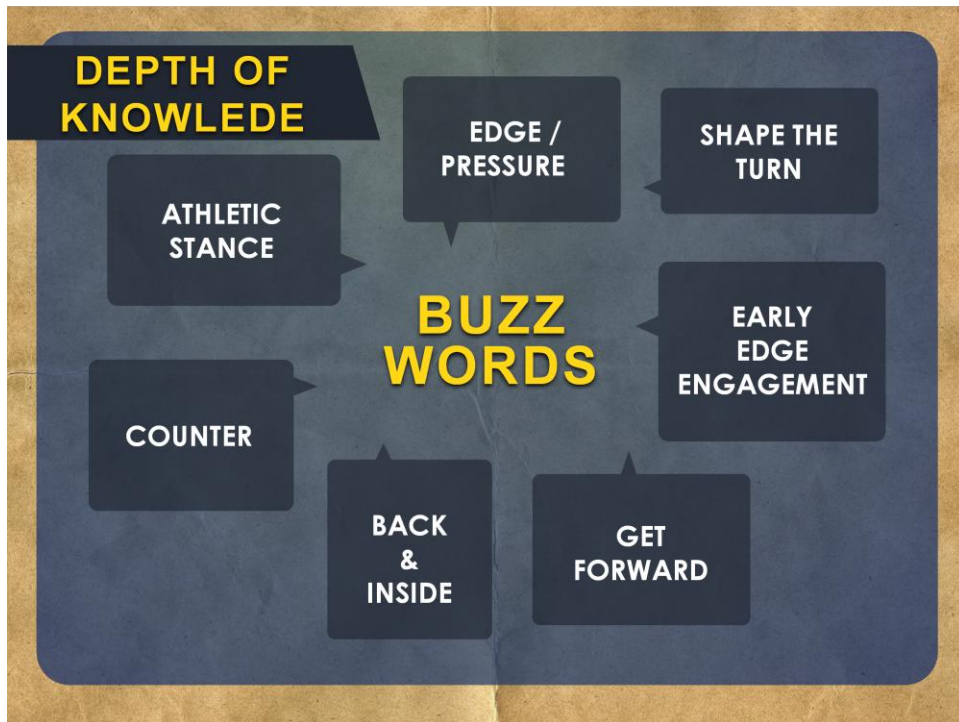
ENABLE **EXAMINERS** TO HAVE MORE
CONTROL & OPTIONS OF THE
ASSESSMENT



There are multiple opportunities to assess candidates level of knowledge and skill, beyond the standard long segment short segment.

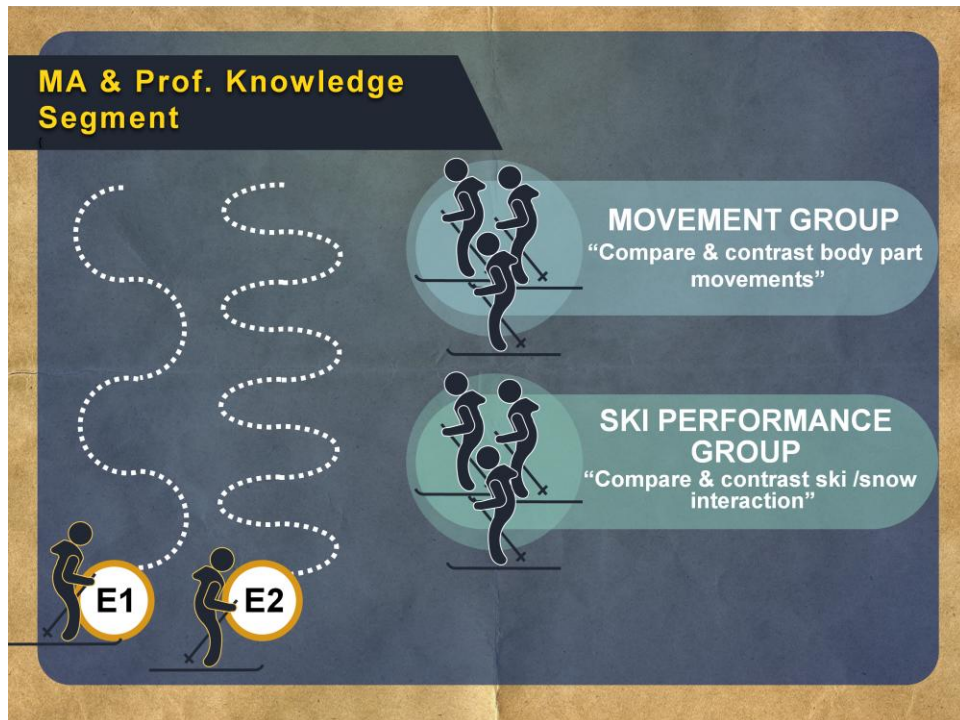
Utilizing the lunch opportunity and group chair discussion is up to the examiner.

The following exam formats/opportunities apply primarily to the cert 2 teaching module.



Candidates language during the teaching, professional knowledge and movement analysis components may not fully convey their depth of knowledge, especially when only “buzz words” are used without explanation.

The following are ways to help the candidates showcase their depth of knowledge regarding unclear language



The following format can be used during the short segment to assess professional knowledge and movement analysis

Compare & Contrast:

- Group divided to "movement group" and "ski performance group".
- Examiners will ski to and past the 2 groups while performing a series of turns for the groups to analyze, and then present the similarities and/or differences of "movements" or "ski performances".
- Groups will have about 5 minutes to discuss observations among themselves before skiing down to the examiners to share their observations
- Presenters should be rotated through out the day

Sample of turn types or movements:

- S shaped vs. J Shaped
- Squared vs. countered
- Skid vs. Slide
- Over flexed vs. over extended
- Too forward vs. neutral
- Short swing vs. gliding

•Examiners will design demos based on what further insight they need into candidates ma skills and depth of professional knowledge.



Two opportunities for candidates to share knowledge

Long segment: Candidate who just taught may ride the chair with examiners only for follow up questions

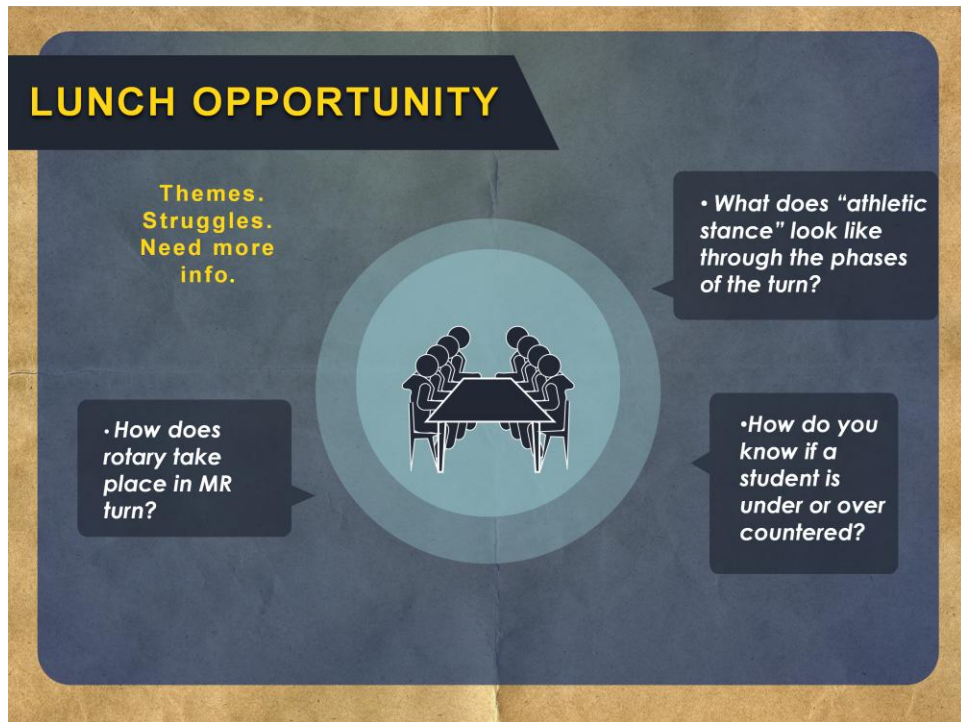
Chair rides without examiners: Candidates can be given questions to discuss with each other on chair rides , and then to share with examiners at top.

This additional opportunity keeps candidates engaged, collaborating and most importantly providing them additional opportunities to showcase their depth of knowledge.

Sample questions:

- How is rotary used in an wedge christie?
- How do you know if someone is over edged?
- What are the 5 fundamentals

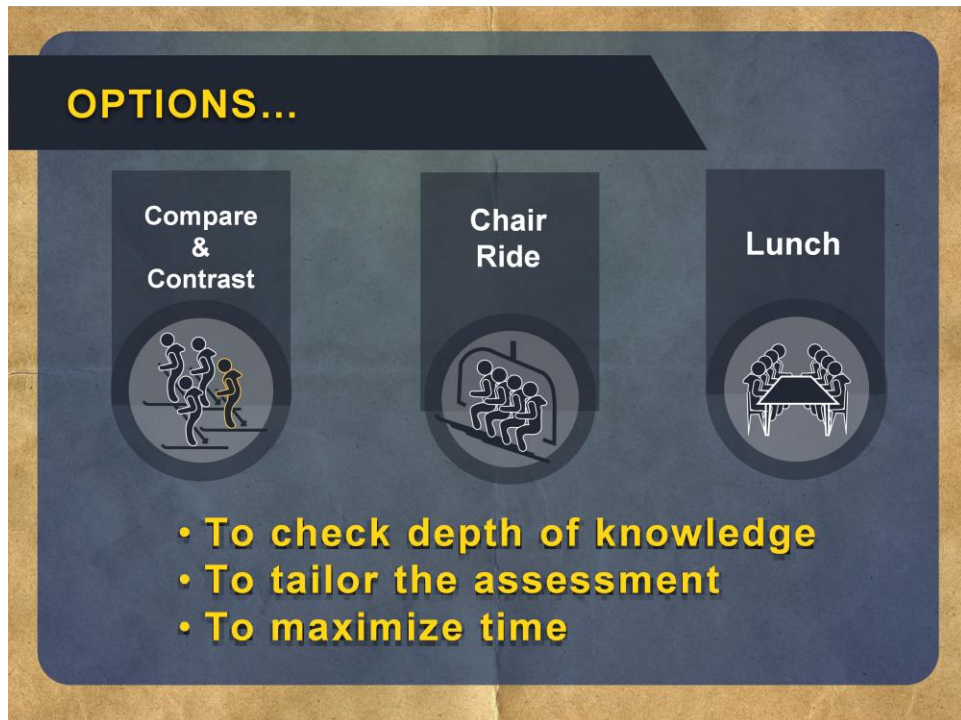
•Examiners will ask questions based on what further insight they need into candidate's knowledge based on the days performance.



The lunch opportunity is not always utilized but is set up to the examiners discretion.

The examiners will NOT be with or take part in the conversations with the examinees during lunch.

It is a tool that can be used to gain further clarification on a common theme heard from the morning conversations or teaching segments and /or encourage a more casual conversation about something



3 new opportunities that may be experienced in the teaching exam are the:

- Compare & Contrast
 - Group chair rides
 - Lunch discussion
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- The content and topics of each of these will be dependent on the examiners needs for further information or clarification

Questions



For further questions please contact
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