



CERTIFICATION KEY UPDATES | 2015-2016





Supporting exam candidates is like this image because...

# LEVEL 1 EXAM



Policy &  
Procedure  
Updates



Skiing



Teaching



Professional  
Knowledge



On-Snow  
Assessment



# POLICY & PROCEDURE UPDATES



# WHY THE UPDATE?

## 1. COMPLY WITH NEW NATIONAL STANDARDS

- Teaching and Professional Knowledge

## 2. VALIDATE CANDIDATES UNDERSTANDING

- Skiing Fundamentals and Categories
- Teaching Fundamentals and Categories
- Professional Knowledge Fundamentals and Categories

## 3. CANDIDATES ARE BETTER PREPARED FOR NEXT LEVEL OF CERTIFICATION

# POLICY AND PROCEDURES:

- 20 hours of combined practical teaching hours and clinic, training hours.
- 10 hours minimum each for teaching and clinic time
- On snow combined skiing/ riding and teaching assessment
- Up to 15 minutes for candidate to present teaching topic
- 6 hours on snow assessment, 1 hour indoor assessment
- Group size of 6 people, 8 maximum
- Required Synopsis- reviewed and signed by candidate and their trainer

## Level I Synopsis

NAME \_\_\_\_\_ DATE \_\_\_\_\_ SCHOOL \_\_\_\_\_

**PLEASE PLACE A CHECK BY ANY OF THE BELOW YOU HAVE TAUGHT:**

Adults\_\_ Age 20-49\_\_ Age 50+\_\_ Children\_\_ Age 5-\_\_ Age 6-12\_\_

Teens 13-19\_\_ Groups\_\_ Multi-week\_\_ Privates\_\_

**PRACTICAL TEACHING:**

A minimum of ten practical teaching hours are required to participate in a Level I exam. Please provide a brief review of your experiences.

1. WHAT WORKED WELL?

2. WHAT WERE YOUR CHALLENGES?

3. WHAT AREA(S) DO YOU FEEL NEED IMPROVEMENT TO BE MORE EFFECTIVE IN YOUR TEACHING?

**TRAINING CLINICS:**

A minimum of ten clinic/training hours are required to participate in a Level I exam. Please provide a brief review of your experiences.

1. TYPE OF CLINICS?

2. WHAT WORKED WELL?

3. WHAT AREA(S) DO YOU FEEL YOU NEED MORE TRAINING IN TO BE MORE EFFECTIVE IN YOUR TEACHING OR SKIING?

Participant Signature \_\_\_\_\_

Trainer Signature \_\_\_\_\_



# SKIING/ RIDING UPDATES AND REQUIREMENTS





# SKIING REQUIREMENTS

## GENERAL SKIING TASKS:

- Wedge Turns
- Wedge Christy
- Basic Parallel
- Free Skiing (in moderate blue terrain, mild un-groomed conditions or small bumps)



# SKIING REQUIREMENTS

## VERSATILITY/EXERCISE TASKS:

- Side-slip to edge set
- Straight run, paddle turn to stop
- Traverse – Wedge and Parallel
- Linked forward side slips to an edge set

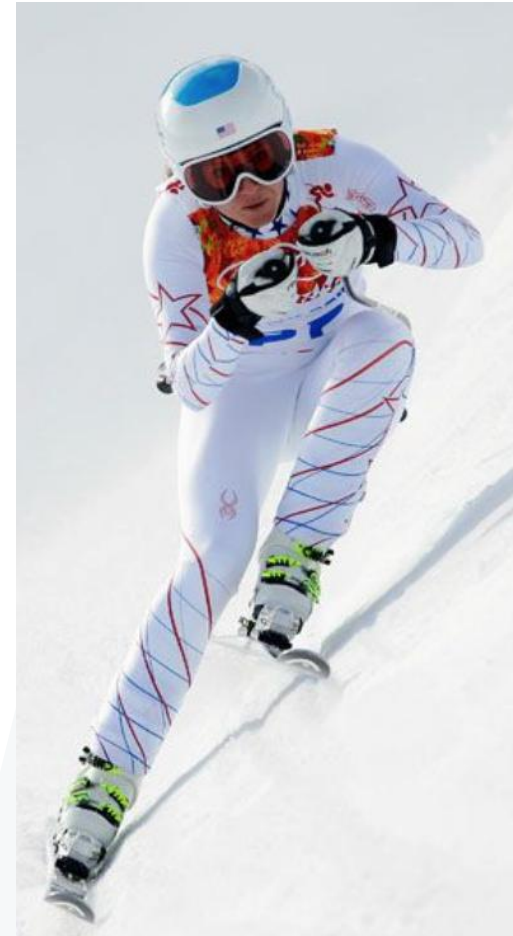


# RIDING TASKS

- 1.SKATING – BEGINNER AREA OR SIMILAR
- 2.FADE TURN – BEGINNER AREA OR SIMILAR
- 3.GARLANDS – GREEN TERRAIN
- 4.BASIC SKIDDED TURNS – GREEN TERRAIN
- 5.SWITCH BASIC TURNS – GREEN TERRAIN
- 6.DYNAMIC SKIDDED TURNS – BLUE GROOMED TERRAIN
- 7.BASIC CARVED TURNS – GREEN TERRAIN
- 8.OLLIE AIRS – GREEN OR EASY BLUE TERRAIN
- 9.FLAT SPIN 3'S – GREEN OR EASY BLUE TERRAIN
- 10.STRAIGHT AIR OVER A FEATURE – SMALL, NATURAL OR MAN-MADE
- 11.TRANSITIONAL FREESTYLE ELEMENTS – HALFPIPE, QUARTER PIPE, STEEPER SPINE, HIP JUMP

# SKIING / RIDING ASSESSMENT

- Teaching Presentation Demonstrations
- Participant Demonstrations
- Examiner set-up's for General Skiing/Versatility Tasks and Riding Tasks



# SKIING ASSESSMENT CATEGORIES

1. ENVIRONMENT
2. SPEED
3. ACCURACY

WEDGE TURNS  
WEDGE CHRISTY  
BASIC PARALLEL  
FREE SKIING





# SKIING ASSESSMENT CATEGORIES & DIFFERENTIATING APPLICATIONS

	Students in Beginner Zone	Students through Intermediate Zone
<b>Environment: Terrain and Conditions</b>	<b>All Green / Groomed Blue</b>  Green terrain including mild un-groomed conditions and moderate blue terrain.	<b>All Blue / Groomed Black</b>  Green terrain, all blue terrain including bumps and off-piste, and moderate groomed black terrain.
<b>Speed</b>	 Demonstrate at speeds appropriate for beginner zone skiers.  Ski in control using a “rounded” turn shape at intermediate zone speeds.	 Demonstrate at speeds appropriate through intermediate zone skiers.  Ski in control using a consistent, round turn shape at advanced zone speeds.

# SKIING ASSESSMENT CATEGORIES

		Level 1	Level 2
Accuracy	Consistency	Fundamentals are apparent in all tasks, and all phases of a basic turn (wedge and parallel), with some inconsistencies from one phase to another.	Fundamentals are consistently present through all tasks and all phases of a parallel turn, and through a series of rhythmic and controlled turns.
	Adaptability	Ability to vary rate or timing of one fundamental at a time. Demonstrated in common beginner zone tasks and turns.	Ability to vary rate and timing of multiple fundamentals, to adapt ski performance outcomes as defined by the task or situation.



# TEACHING UPDATES AND REQUIREMENTS



# TEACHING CATEGORIES:

1. SAFETY
2. COMMUNICATION
3. MOVEMENT ANALYSIS
4. DEMONSTRATION
5. TEACHING APPLICATION
6. TEACHING STYLES



# SAFETY:

LEVEL 1

AS REQUIRED THROUGH  
BEGINNER ZONE

LEVEL 2

AS REQUIRED THROUGH  
INTERMEDIATE ZONE

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# COMMUNICATION:

## LEVEL 1

Directions are clearly stated as they relate to general beginner zone outcomes.

Individualized application may be limited by level of experience.

Vocabulary uses simple (non-technical) language.

## LEVEL 2

Lesson objectives are clearly defined.

Explanations are appropriate and connect with student's desires, knowledge, and experience.

Vocabulary and body language are appropriate to students' ages and interests.

# MOVEMENT ANALYSIS:

## LEVEL 1

**Observe** and describe the skiing fundamentals (identified in the skiing national standards) as performed in beginner zone tasks and situations.

## LEVEL 2

**Observe** and describe the skiing fundamentals, (identified in the skiing national standards) as performed in intermediate zone tasks and situations.

**Evaluate** ski performance one skill at a time with reference to turn phase and body movements. Begin to identify basic skill inter-relationships through basic cause & effect discussions.

# DEMONSTRATION:

## LEVEL 1

Demonstrate the skiing fundamentals relative to the desired action of the skis common for beginner zone tasks and turns.

Demonstrate the common movements used to create the desired ski performance outcomes.

## LEVEL 2

Demonstrate the skiing fundamentals relative to the desired action of the skis for intermediate zone tasks and turns.

Demonstrate the common movements used to adjust/blend ski performance as requested.

# TEACHING APPLICATION:

## LEVEL 1

## LEVEL 2

<b>Goals</b>	Formulate lesson plan relative to common goals for beginner zone outcomes and ski performance.	Formulate lesson plan relative to the specific goals of each student as they apply to common intermediate zone outcomes and ski performance.
<b>Content</b>	Basic information reflects the skiing fundamentals, and is appropriate to beginner zone progressions, likely from instructor's home area beginner lesson program.	Detailed progression targets the specific skill or fundamental being developed relative to the needs and desires of the individual student.
<b>Adaptation</b>	Teaching presentation should address a target group, not necessarily individuals within the group.	Teaching presentation will likely have a group focus, and must also address individual needs within the group.
<b>Practice &amp; Feedback</b>	<p>General guided practice relative to the focus of the group.</p> <p>Feedback is related to the fundamental focus of the group.</p> <p>Wording is simple, practical and positive.</p>	Guided, focused practice allows individualized feedback relative to the common focus of the group.



# TEACHING STYLES:

## LEVEL 1

“Command” and “task” styles are well organized and utilized to define content and practice time.

## LEVEL 2

Utilize a blend of “command”, “task”, and “reciprocal” based on elements of the student profile, and the type of task or skill focus.

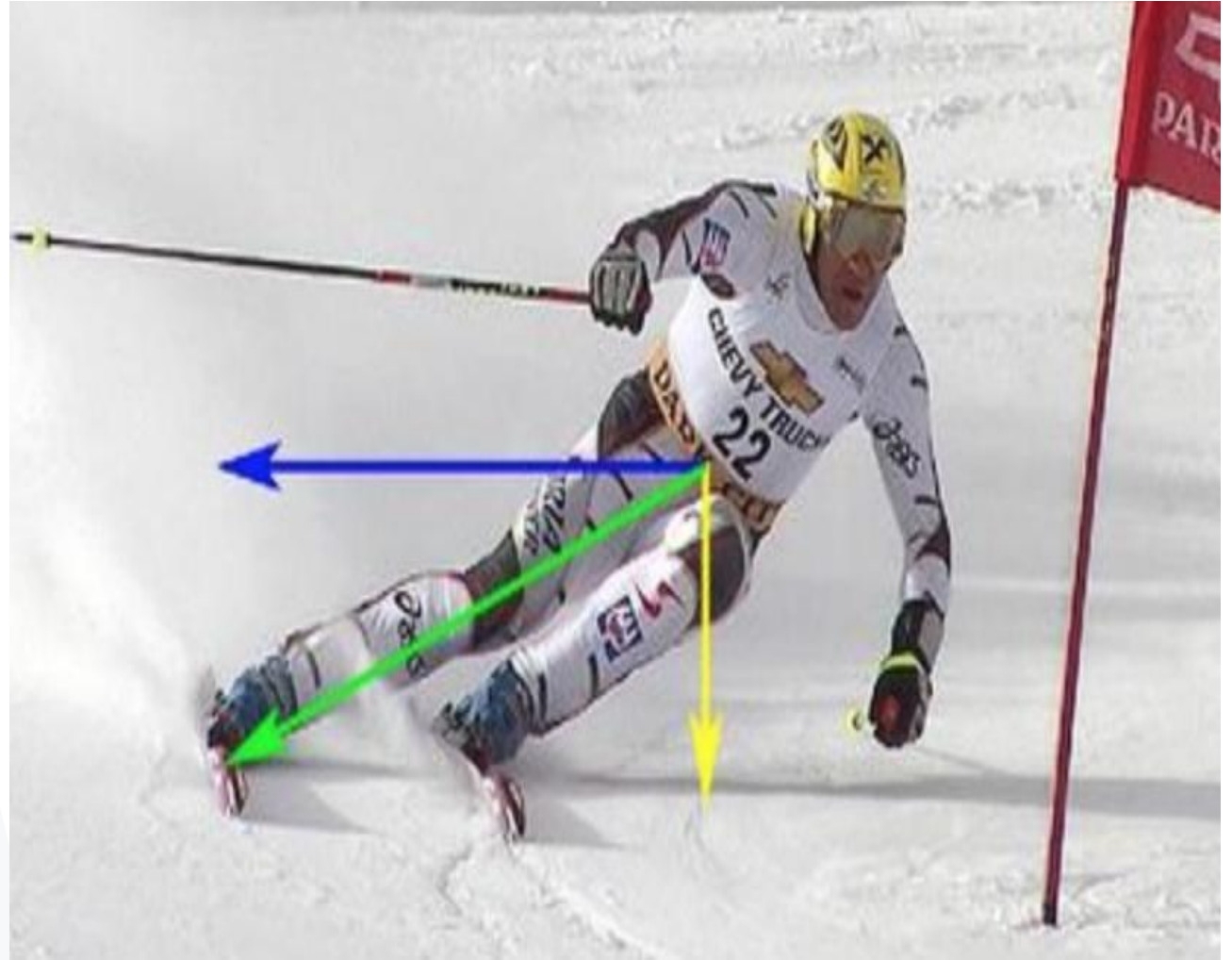
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# PROFESSIONAL KNOWLEDGE UPDATES AND REQUIREMENTS



# PROFESSIONAL KNOWLEDGE CATEGORIES:

1. TERMINOLOGY
2. TEACHING CONCEPTS
3. SKILLS CONCEPTS
4. EQUIPMENT
5. PHYSICS OF SKIING
6. BIOMECHANICS
7. TURN MECHANICS
8. INDUSTRY KNOWLEDGE



# TERMINOLOGY:

## LEVEL 1

Define the meaning of basic skiing terminology as described in the PSIA-AASI publications and documents.

## LEVEL 2

Relate skiing terminology in simple language. Identify what, why, and how the terms and concepts apply to individual students.

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# TEACHING CONCEPTS:

## LEVEL 1

## LEVEL 2

<p>Can Identify the components of different teaching concepts and models including:</p> <ul style="list-style-type: none"><li>• Teaching Model</li><li>• Teaching Cycle</li><li>• Maslow's Hierarchy of needs</li></ul>	<p>Able to differentiate how the student makeup can influence the application of different phases of the teaching cycle.</p>
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# SKILLS CONCEPT:

## LEVEL 1

Identify the skills concept and how each skill affects the action of the ski on the snow.

## LEVEL 2

Explain the interdependent relationship between the skills and balance. Relate common body movements to specific ski performance outcomes.

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# EQUIPMENT:

## LEVEL 1

Categorize the basic options and benefits of modern ski and boot designs.

Identify how a customer's boots and skis should fit.

## LEVEL 2

Describe changes in equipment needs as students' progress through the Beginner/Novice zone and Intermediate zones.

Compare benefits of different equipment designs based on desired outcome, gender and age.



# PHYSICS:

## LEVEL 1

Identify how the basic physics concepts and terminology found in the Alpine Technical Manual apply to skiing fundamentals in beginner zone applications.

## LEVEL 2

Explain the forces that are created through ski/snow interaction and their effect on turning relative to intermediate zone applications.

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# BIOMECHANICS:

## LEVEL 1

Understand how stance and basic body movements relate to the fundamentals of skiing in beginner zone applications.

## LEVEL 2

Understand how stance effects the ability to move, and how efficient movements within the body produce specific outcomes in skiing.

# TURN MECHANICS:

## LEVEL 1

Identify the different phases of a turn and how the skills are applied in each phase of the turn in beginner zone applications.

## LEVEL 2

Identify how body performance can affect each of the skills during each phase of the turn, as well as how the skills evolve from one turn to the next.

# INDUSTRY KNOWLEDGE:

## LEVEL 1

Identify typical needs and challenges guests experience who are new to the sport. Show a basic working understanding of good guest service and how to incorporate this in the lesson plan. Reference specific characteristics of candidate's home resort that impact snow sports education.

## LEVEL 2

Understand the current events affecting the snow sports industry at both the candidate's home resort and within their division. Explain how PSIA certification & education can have a positive impact on resort operation.



# TEACHING & SKIING ON-SNOW ASSESSMENT



# TEACHING AND SKIING ON-SNOW ASSESSMENT

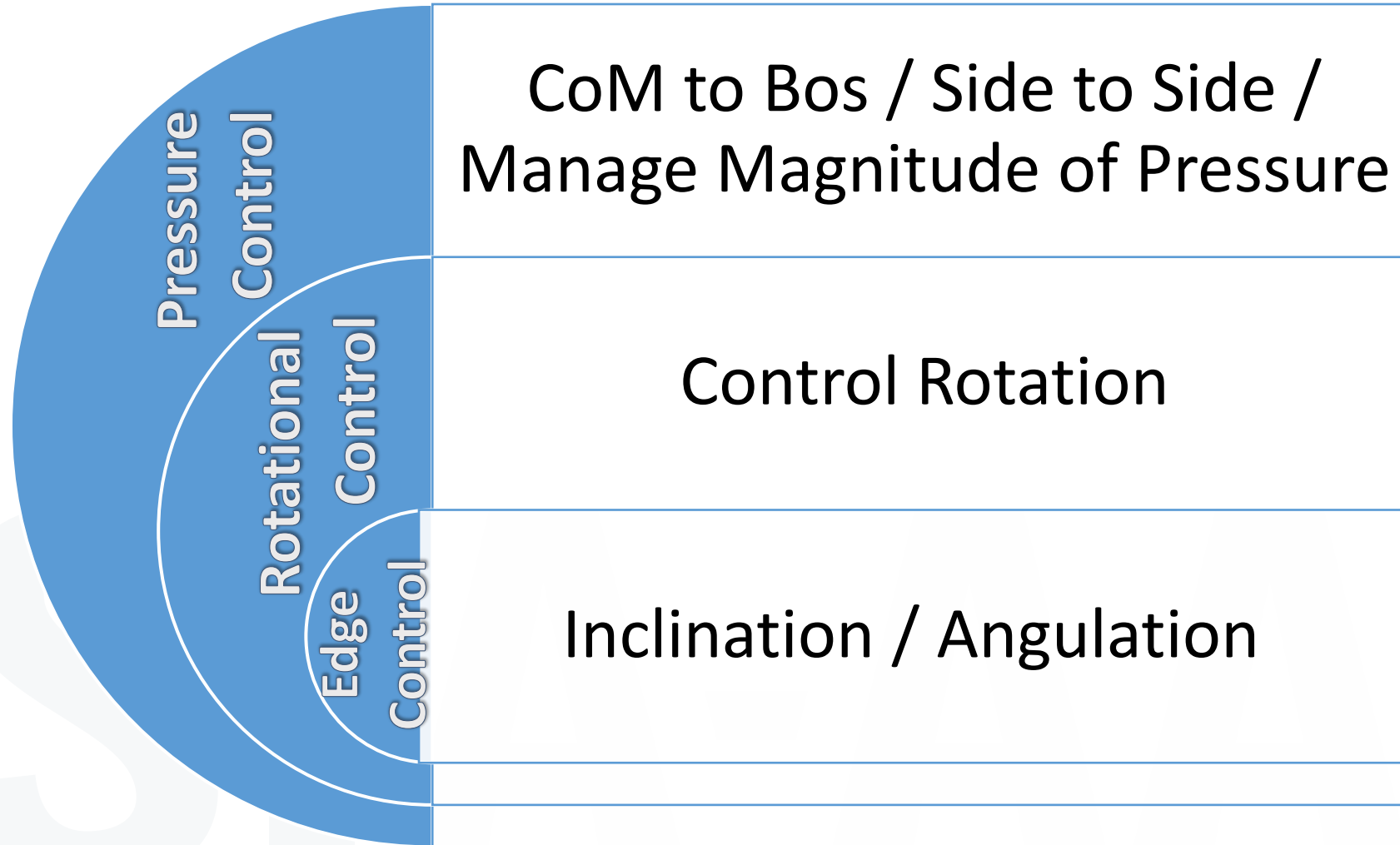
## WHAT:

- Select a LEVEL 1 General Skiing Task OR Versatility/Exercise Task
- Select ONE Skiing Fundamental as a main focus



# FUNDAMENTAL MECHANICS – BODY

Fundamentals (Mechanics) Relate to Skills





# TEACHING AND SKIING ON SNOW ASSESSMENT

## WHY:

Discuss Common Goal Outcome

- Ski Performance specific – Skills
- Body Movements specific – Fundamentals



# TEACHING AND SKIING ON SNOW ASSESSMENT

## HOW:

- Identify the different phases of a turn and HOW the skills are applied in each phase of the turn
- Demonstrate skiing task relative to the desired action of the skis
- Observe peers and describe chosen skiing fundamental
- Feedback is related to the skiing fundamental focus and HOW to achieve the desired action of the skis



# The Complete Package

