



KEY CERTIFICATION UPDATES | 2017-2018



WHY ?

1. COMPLY WITH 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

2017 ALPINE LEVEL I TEST STATISTICS

196 candidates participated

31 accredited Alpine trainers
administered exams

6.32 average class size

99.9 % pass rate



CANDIDATE AND TRAINER PROCEDURES



CANDIDATE PROCEDURES

- Join the organization anytime – psia-nw.org – **NO February 15th deadline**
- 20 hours combined teaching and clinic time – **NO longer required**
- On-Line written test – psia-nw.org event calendar – Two week deadline before taking on snow assessment – **\$10.00**
- Sign up for scheduled on snow exam – psia-nw.org – event calendar
Two weeks prior – \$20.00
- Proof of test results / confirmed for on snow assessment
- Required Synopsis – reviewed and signed by candidate and their trainer
- All day combined skiing and teaching assessment – 6 hours on snow, 1 hour indoor

TRAINER PROCEDURES

- Schedule exam – a minimum two weeks prior
- Notify candidates of exam date
- Receive Packet – testing sending certificates and pins
- Proof of candidates successful written test – Two week deadline
- Proof of candidates exam registration – Two week deadline
- Received, reviewed and signed synopsis
- 6 hours on snow, 1 hour indoor- combined skiing and teaching assessment -
Group size of 6 people, 8 maximum
- Assessment write ups
- Completed packet is turned into office within ten days of exam date

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:

Please provide a brief review of your experiences.

1. WHAT WORKED WELL?

1. WHAT WERE YOUR CHALLENGES?

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

TRAINING CLINICS:

Please provide a brief review of your experiences.

1. TYPE OF CLINICS?

1. WHAT WORKED WELL?

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

Participant Signature _____

Participant’s Trainer Signature _____

PRACTICAL TEACHING

1. What worked well?

- Positive attitude – keeping it fun
- Thoughtful planning
- Less talking, more activities
- Clear visuals
- Gaining Trust / Rapport

2. What were your challenges?

- Patience
- Weather
- Movement analysis
- Parents
- Group Handling, i.e. Large group sizes, Keeping on task, staying together, different skill levels within the group, physical condition of students



TRAINING CLINICS

1. What worked well?

- The more clinics the better – Must put in the work!
- Bringing skiing back to the basics
- Instructors who were approachable for guidance, questions and leadership
- Working with peers

2. What area(s) do you feel you need more training in to be more effective in your teaching or skiing?

- Personal skiing, all conditions, all terrain, better demos
- Movement analysis, better technical understanding
- Clear communication, Verbiage and being Concise
- Class handling, how to deal with splits, Bag-O-Tricks
- Higher class levels

SKIING REQUIREMENTS



SKIING REQUIREMENTS

BEGINNER ZONE:

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



SKIING REQUIREMENTS

SKILLS AND FUNDAMENTALS:

- Side-slip to edge set
- Straight run, paddle turn to stop
- Parallel traverse to wedge entry (performed in a Garland*)
- Linked forward side-slip to an edged traverse



TEACHING & SKIING ON-SNOW ASSESSMENT



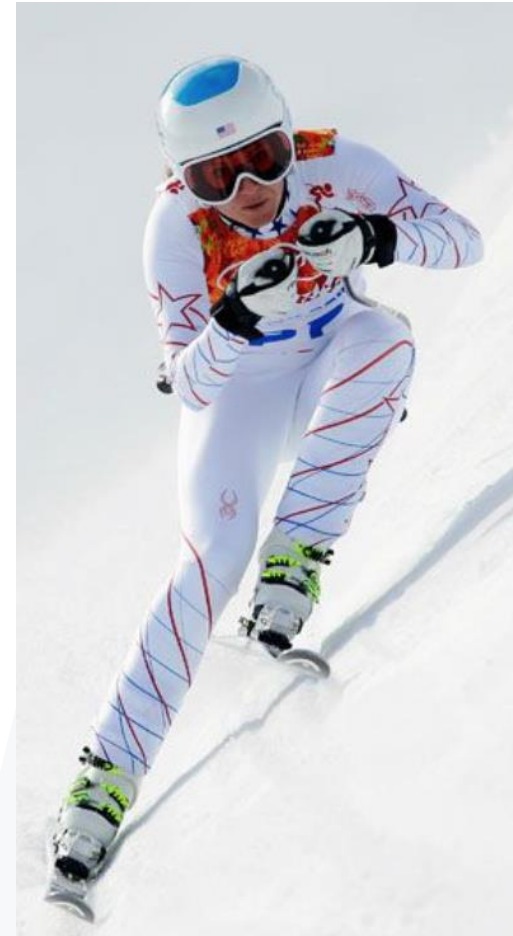
SKIING ASSESSMENT CATEGORIES

1. ENVIRONMENT
2. SPEED
3. ACCURACY



SKIING ASSESSMENT

- Teaching presentation demonstrations
- Participant demonstrations
- Examiner set-up's for beginner zone and skills and fundamental activities



PSIA-A

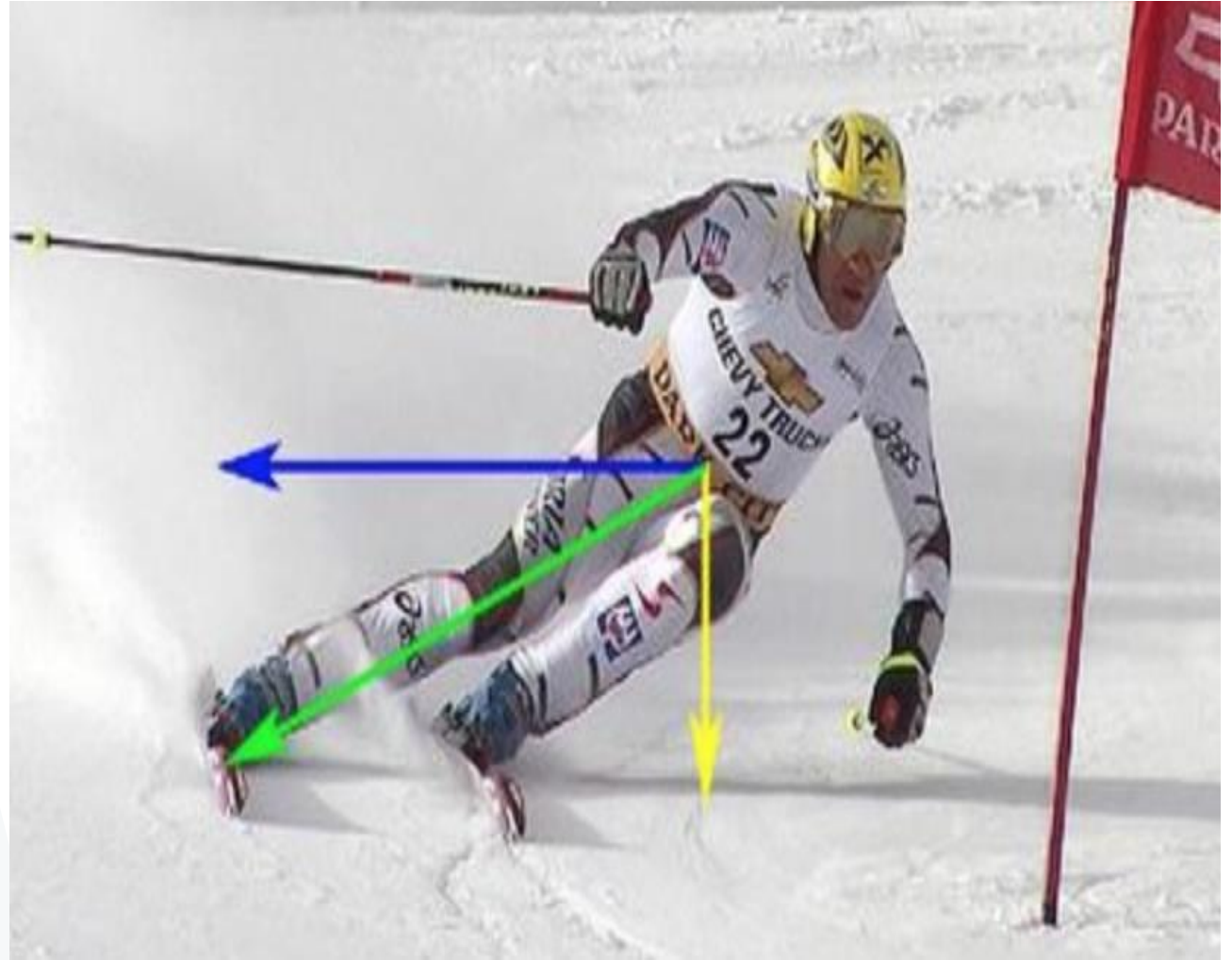
TEACHING CATEGORIES:

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



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



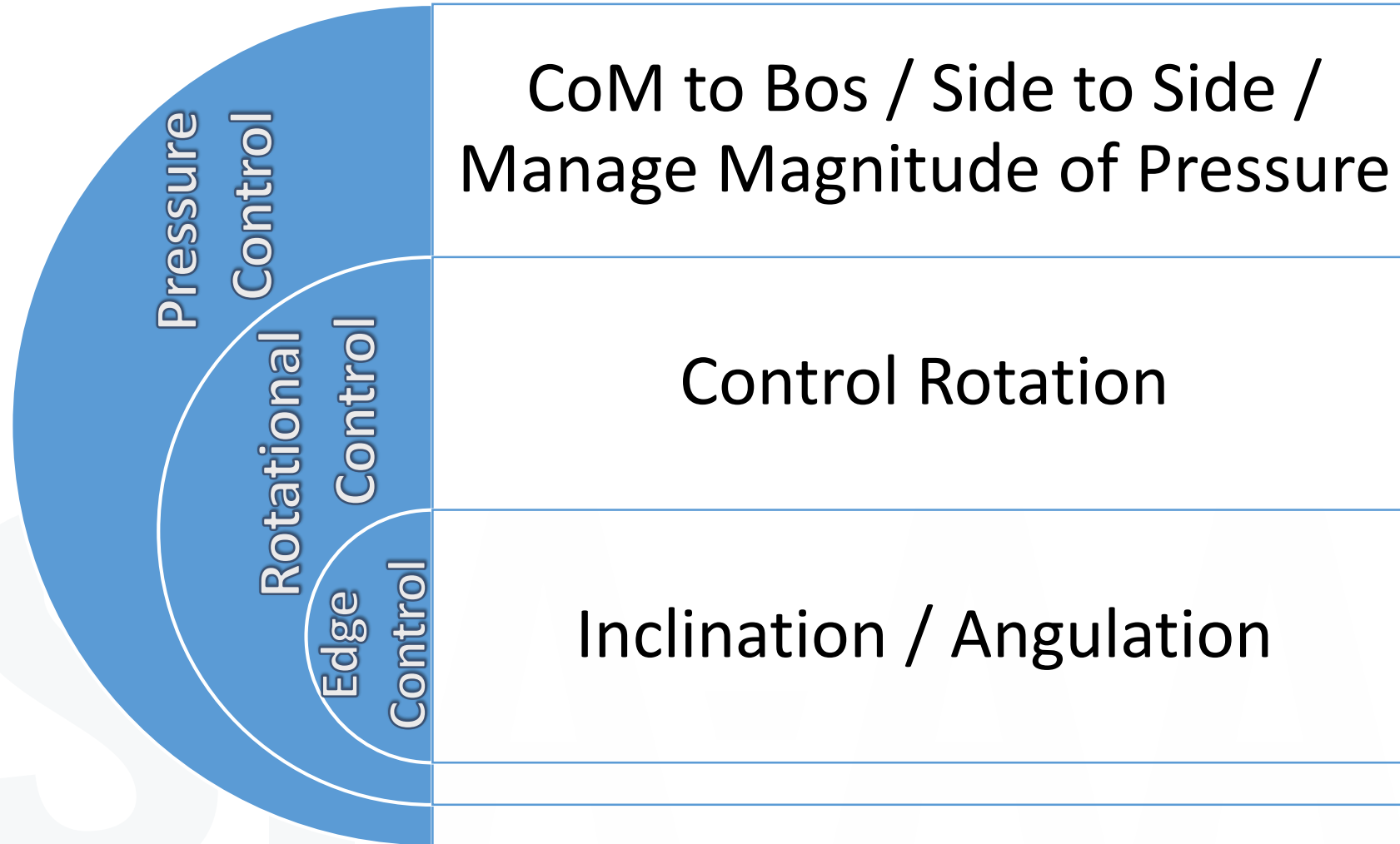
TEACHING AND SKIING ON-SNOW ASSESSMENT

WHAT:

- Receive a Level 1 Beginner Zone OR Skills and Fundamental activity
- Receive ONE skiing fundamental
- Up to 15 minutes to present teaching topic

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 a phase(s) of a turn and HOW the skills are applied for that phase(s) of the turn
- Demonstrate skiing fundamental relative to the desired action of the skis
- Observe peers and describe chosen skiing fundamental as performed in beginner zone activity
- Feedback is related to the skiing fundamental focus and HOW to achieve the desired action of the skis

LEVEL 1 ASSESSMENT WRITE UPS



Sentence Starter Statement Ideas:

Intro

- “based on your performance today”
- “related to the national standards”
- “you were successful/not successful”
- “evaluating your skill blend”

Body

- “what we saw” (not good/bad)
- “your strengths are” “refinement needed in these skills”
- “you consistently/occasionally/infrequently
- “and it affected”
- “as evidenced/demonstrated by”

Conclusion

- “continue”
- “focus”
- “develop”
- “if your intent is, you are ready for”
- “we encourage you to”
- “your equipment”
- “work on these exercises to develop”

Taboo Words (platitudes)

- “good job”
- “nice/hard work”
- :) – smiley face
- “you have talent”
- “you were really trying hard”
- “nice try, but”
- “you were really close”
- “you are almost there”

- Leverage the positive
- Be authentic
- Acknowledge the effort
- Personalized
- Also considers TD as audience so feedback/goals make sense to them

- Observations
- Be specific
- Ski performance and movements
- What -> why

- Goals
- Prescription
- Why -> how
- Trajectory/pathway
- Recognition
- References to equipment or exercises must relate to observed performance – why
- Use bullets on back of sheet as goals

- Instead of saying you were close use descriptors that indicate levels of achievement (example from RM)

- Essential elements were not observed or present
- Essential elements are beginning to appear
- Essential elements appear but not with consistency
- Essential elements appear regularly at a satisfactory level
- Essential elements appear frequently, above required level
- Essential elements appear continuously, at a superior level

