

LEVEL I ALPINE CERTIFICATION PROCESS

2016

The Alpine National Standards provide the assessment criteria for creating the skiing, teaching and professional knowledge outcomes necessary for an instructor to successfully complete a certification.

In order to complete the Level I Certification exam in a one-day format and cover all of the teaching, professional knowledge and skiing requirements, we have developed the following model or template for you to follow.

SKIING REQUIREMENTS

BEGINNER ZONE SKIING:

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

SKILLS AND FUNDAMENTALS:

- Side Slip to an edge set
- Linked forward side slips to an edged traverse
- Straight run, paddle turn to a stop
- Parallel Traverse to Wedge Entry

For descriptions, please visit the alpine certification guide at psia-nw.org.

Skiing Assessment

Each individual is assessed during their teaching presentations and as a participant in other candidate's presentations. In addition to everyone's skiing being assessed during teaching presentations, the examiner will also set up skiing scenarios when needed.

Specific Applications of Skiing Fundamental Requirements

1. Environment – Terrain and conditions
 - A. Green terrain including mild ungroomed conditions and moderate blue terrain
2. Speed
 - A. Demonstrate at speeds appropriate for beginner zone skiers. Ski in control using a "rounded" turn shape at intermediate zone speeds.
3. Accuracy
 - A. Consistency – Fundamentals are apparent in all skiing, and all phases of a basic turn (wedge and parallel), with some inconsistencies from one phase to another
 - B. Adaptability – Ability to vary rate or timing of ONE fundamental at a time. Demonstrated in common beginner zone skiing.

TEACHING REQUIREMENTS

Teaching and Professional Knowledge Assessment

Recognizing that the five skiing fundamentals are present and consistent through all levels of certification, a Level 1 Instructor should be able to communicate What is the lesson goal, Why he/she is teaching this activity and explain and show How to accomplish it;

1. Select from one of the Level I skiing requirements. **(What)**
2. Able to identify ALL fundamentals as performed in the beginner zone.
3. Select ONE fundamental as a main focus. Present a sample lesson on it. **(Why)**
4. Discuss common goal outcome. Identify the different phases of the turn and how the skills are applied in each phase of the turn. Be specific in describing what the body needs to do, and what the ski performance needs to be, for you to be successful. **(How)**
5. Demonstrate what you are asking. Observe peers and describe skiing fundamental. Feedback is related to the skiing fundamental focus and how to achieve the desired action of the skis.

Specific Teaching Requirements

1. Safety – Your responsibility code and all safety concerns
2. Communication – Directions are clearly stated; vocabulary uses simple (non-technical) language
3. Movement Analysis – Observe and describe the skiing fundamentals as performed within the beginner zone skiing criteria
4. Demonstration – Demonstrate the skiing fundamentals relative to the desired action of the skis common for beginner zone skiing
5. Teaching Application
 - A. Goals – Formulate lesson plan relative to common goals for beginner zone outcomes and ski performance
 - B. Content – Basic information reflects the skiing fundamentals and is appropriate to beginner zone progression
 - C. Adaptation – Teaching presentation should address a target group, not necessarily individuals within the group
 - D. Practice and Feedback – General guided practice. Feedback is related to the fundamental focus of the group. Wording is simple, practical and positive
 - E. Teaching Styles – Command and task styles are well organized and utilized to define content and practice time

Specific Professional Knowledge Requirements

1. Skills Concept – Identify the skills concept and how each skill affects the action of the ski on the snow
2. Biomechanics – Understand how stance and basic body movements relate to the fundamentals of skiing in the beginner zone
3. Turn Mechanics – Identify the different phases of a turn and how skills are applied in each phase of the turn in beginner zone applications

Please Note:

The remaining Professional Knowledge requirements of industry knowledge, equipment, terminology, teaching concepts and physics of skiing can be covered in chair ride conversations and/or indoor discussions.

SYNOPSIS

In order to ensure accountability and documentation of each candidate's journey, a synopsis of their season's training and teaching will be required. To assist in completing the synopsis, a detailed logbook is strongly recommended. Documentation to be included in the log would be dates, times and topics identifying the accumulated 20 hours of teaching and training requirements. As noted earlier, the 20 hour minimum needs to include a minimum 10 hours of practical teaching hours and an additional 10 hours accumulated via clinics, training, teaching or shadowing.

The log book is the responsibility of the candidate to maintain and the responsibility of the trainer to review it at least the day of the Level I exam. It is encouraged to be periodically reviewed over the course of the season with each candidate regarding successes and struggles.

This proactive and reflective process will assist in helping the candidate identify their own strengths and weaknesses as well as assist the trainer in individualizing feedback and resources. The log book is intended to be:

- A resource and tool for the professional instructor as they learn and grow.
- A verification of experience and education.
- An environment for learning: the act of keeping logs and checklists helps to process learning experience.

Documentation and reflection are valuable skills that create a road map for the educational journey a new instructor is embarking upon.

To be utilized most successfully, the log book should contain the following at a minimum:

- Categorizations to allow processing of WHAT the teaching or clinic goal was, WHY the goal was established and HOW the goal was reached.
- A reflection as to why the goal was or was not met, how adjustments were made and the struggles or successes involved with lesson adjustments.

Sample teaching logs are available in the PSIA-AASI New Instructor Guide https://www.thesnowpros.org/Portals/0/pdf/New_Instructor_Guide-2012.pdf or you may create your own.

The one page synopsis sheet follows and will also be available on the website, under certification. Candidates need to bring the completed synopsis of their season with them to the Level I exam and it is to be signed by their trainer who may, or may not, be the person giving the Level I exam. The signature means the trainer is verifying the minimum 20 hours has been met. This synopsis needs to be included with the roster and completed assessment sheets to the PSIA-NW office, immediately following the Level I exam.

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 _____

Participant's Trainer Signature _____