

Parking Lot – AM Questions

- Is there going to be an updated Examiner’s Scorecard with Task/Teach/Professional Knowledge templates?
 - The forms used during the writing session are the current assessment sheets for the Level I, similar to what is at the Level II and Level III exam. Having space to write rather than simply checking off of what was done, allows the individual giving the exam the ability to write meaningful feedback as to what was observed and also provide specific goals for the candidate in moving forward. Using the back of the current assessment sheet can be helpful. It provides more descriptions of the skills, and items can be circled, checked or commented to here as well for more goal setting in areas that need improvement or that the individual was strong at.
- What about my candidates from last season who did not get to take their exam?
 - If they want to take their Level I, it will be the current process with the teaching component, in order to meet the national standard.
- How does cadet/shadow time count in the teaching hour requirement?
 - At a basic cadet/shadow level, it would seem they aren’t teaching during the lesson, they are supporting the instructor. If that is the case, their hours would go towards the ten hour training requirement. But without knowing exactly what the roles and responsibilities of the cadet or shadow are at your school – maybe they do some teaching and it would count. If they are teaching, the hours count towards the minimum ten teaching hours, if shadowing it would go toward the ten hours of training.
- How much “coaching” would be appropriate to aid a candidate in achieving their Cert I?
 - If outside the exam, any coaching would be appropriate. If in the exam, one can encourage, restate what is being requested, have the group do a task again, etc. Coaching them up would not be appropriate.
- How does the division feel about coaching/clinicing participants to the standards during exam?
 - See answer above. An exam by definition is “formal written, spoken or practical test, to see how much you know about a subject, or what you can do”.
- To what extent should the exam <word not legible> the candidate’s ability to select appropriate terrain for a task?
 - If we understand the question, the candidate should have a good idea what terrain to use for their teaching due to their previous training and reviewing the certification guide. The Level I candidate is responsible, according to the national standards, to know “Your Responsibility Code”, and all safety concerns particular to the learning environment as required through the beginner zone. If it’s specifically about the exercise/versatility tasks and general skiing tasks, the individual leading the exam will pick the terrain when the candidates are not teaching. The accreditor will also intercede if the terrain during the candidates teaching is a safety concern for the group.

- Synopsis question – 1 form per clinic or summary of clinics?
 - The Synopsis is only one form per individual taking the Level I exam. It is to be used as an overview and reflection of the candidate’s seasons training clinics and practical teaching experiences.
- Is the free skiing task aimed at a beginner zone free ski demo or the level of the instructor?
 - The Level I candidate is responsible to teach in the beginner zone and ski in control using a “rounded” turn shape at intermediate zone speeds up to basic parallel turns in moderate blue terrain. The free skiing is assessed at intermediate zone speeds of various turn sizes depending on snow conditions and terrain choice, demonstrated in a basic parallel on moderate blue terrain.
- Where can I get some good video for beginner level MA? Seems like a common need.
 - Reach out to a Tech Team member, Divisional staff member or fellow trainers.

Parking Lot – PM Questions

- I have a question about how to test people who can do advanced skiing/skills but struggle with beginner level stuff.
 - The testing would be the same for the advanced skier as it would be for the newer or intermediate instructor.
 - If a person has advanced skiing skills they should, and need, to be able to demonstrate at beginner zone speeds and show the ability to ski in control at speeds necessary to achieve the desired ski performance for the task or demonstration when teaching beginner level students.

To address all learning styles, describing what, when and how you want the body movements (fundamentals) and ski performance (Skills) to be and “why” along with showing particular movements is essential in helping your students reach their goals and desired outcomes. It is one element of being an effective teacher and part of the Level I assessment when it comes to their teaching presentation.
 - The National Standards in the skiing category of accuracy for a Level I lists;
 1. 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.
 2. Adaptability: Ability to vary rate or timing of one fundamental at a time.

Demonstrated in common beginner zone tasks and turns.
- What do you expect to be the additional costs to ski schools (directors) for the added hours and smaller group requirements?
 - We do not have an anticipated cost associated to the schools as we have no reference to costs in the past. Every school is different in structure, pay, expectations, etc. The division will be reviewing this process at the end of the season and if it is determined the burden is too great for the schools, the division will offer the Level I exam similar to other exams on the calendar.

- Where is our list of jargon (terms)?
 - In the glossaries of the alpine, snowboard, telemark, cross-country and adaptive technical manuals, Core Concepts manual and Children’s manual
- What terms are more important than others?
 - No term is more important than the other. It needs to be pertinent to what the topic is. When it comes to the Level I assessment and the teaching application category of practice and feedback; wording is simple, practical and positive.
- Can I make my own synopsis for my candidates or do I need to use the form found in the certification guide?
 - Please use the two page synopsis that was created. You may create any logbook format for them to use during the season or the link provided in the Level I certification process paperwork.
- Where does this information get “uploaded” to...PSIA.com? Mass email?
 - The presentations can be found at psia-nw.org, tech zone, downloads, 2015-16 downloads. We will include this in the emails that follow up the training.
- Professional knowledge (skills concept – ski) Biomechanics (body movements). Why nothing on FUNDAMENTALS? The bridge between above two.
 - In the skiing/riding /teaching and professional knowledge assessment for LI the Skiing Fundamentals (body movement specific) are a key ingredient and listed as a main focus along with the skill focus (ski performance specific) when the candidate picks the exercise or general skiing task. The teaching fundamentals and professional knowledge fundamentals are also being assessed to the Level I standards in their teaching. The skiing, teaching and professional categories shown in the presentation are the differentiating applications of the fundamentals for Level I and Level II for assessment.
- Given that the new teaching and professional knowledge component requires pretty extensive knowledge (much more than before) ... it appears as though our candidates would need to purchase the Core Concepts book (\$25) as well as the Alpine Technical Manual (\$35) (as well as possibly the Children’s Instruction Manual \$25) in order to be successful in the on snow exam. This is because there is a LOT of content that we are holding them responsible for teaching and professional knowledge that is in addition to what was required in the past. Has there been any thought to providing a \$5 digital version of these other books much like the new ATM manual? It seems like a lot to require newbie instructors to the sport to purchase \$55 of manuals in their first year. Perhaps there is an alternative you have already considered.
 - It had been thought the individuals were purchasing the manuals in order to study for the written exam and to have the information to help them in growing as an instructor. These manuals are valuable resources and information not only for the new instructor, but also for their continuing journey beyond Level I such as the children’s specialist, senior specialist, freestyle specialist or Level II and Level III exams. Additionally, the ten hours had always been expected to have been met and for trainers to have watched the individual teach and provided coaching for them throughout the season to help them become effective instructors for their students and for their school. The process has been formalized with the change in the standards.

- It is my understanding that you are redoing the written exam. It would be very helpful to receive a copy of this and answer key in advance so that we can make sure that we cover the necessary material. In any case this could be difficult as I am already on my 4th (and final) indoor session. I have 5 on-snow sessions coming up and could possibly incorporate additional professional knowledge material knowing this now. Note that as a concession ski school we have limited ability for cert training. Ours is basically 3 sessions after ski school before exams (in addition to my 5 on-snow and 4 dryland new hire sessions).
 - The written exam questions comes directly from the current discipline’s technical manuals, the core concepts and the children’s manual.
- It is my understanding from today that we are “raising the bar” for Level 1. Has there been thought to promotion of the “Registered” Level of PSIA so that folks can join in a no fail capacity, have access to the resources, and we can encourage this to be a positive first experience route if we are not convinced a candidate for Level 1 should be a candidate for the exam this year.
 - The bar isn’t being “raised” but perhaps changing the culture in our division when it comes to the Level I test and process. The teaching and professional knowledge is being integrated into the Level I exam to comply with, and meet, the National Standards. This is a nationally recognized certification. An instructor should be well versed in all categories for their level of certification.
 - It seems to be a trend (can only speak for the NW) for the point of entry to be the Level I when we moved away from the previous membership categories of registered, associate and full cert to Registered, Level I, Level II and Level III. This is an excellent option to use the registered membership level for instructors to join the organization and be able to take advantage of PSIA-NW clinics and materials before making the decision to take their Level I exam.

Thank you for the questions and participating in the training this past weekend.