



Telemark Certification Guide

REVISED WINTER 2018

Table of Contents

Telemark Certification Guide	1
PSIA-NW Mission Statement	5
The Purpose of this Guide	6
Individuals who can help answer questions:	6
Industry Information	7
Divisions by Region	7
Professional Snowsports Instructors of America – Northwest (PSIA-NW)	7
Related Organizations	8
National Ski Areas Association (NSAA)	8
Pacific Northwest Ski Areas Association (PNSAA)	8
Snowsports Industries America (SIA)	8
The National Ski and Snowboard Retailers Association (NSSRA)	8
The National Ski Patrol (NSP)	8
The Special Olympics	9
The U.S. Ski and Snowboard (USSS)	9
Pacific Northwest Ski Association (PNSA)	9
The United States Ski Team	9
The United States of America Snowboard Association (USASA)	9
Preparing for the Level I	10
Process for Registering for the Exam	11
Join the Organization	11
Sign up for the online written Exam	11
Sign up for the On Snow Level I Exam	12
Day of the On Snow Level I Exam	12
Exam Day Process	12
Grading	12
Preparing and Planning for the Level II and Level III	16
Preparing and Planning for the Exam	17
Process for Registering for the Exam	17
Written Exam Module	18

Exam Day Process	18
Grading	18
Refund Policy	18
Education Credit	19
Out of Division Instructors	19
Foreign Instructors	19
PSIA-NW Reinstatement Policy	20
Certified Level I	21
Level I Requirements	22
Telemark Certified Level I	22
Level I Exam Process	22
Level I Skiing Activities	23
Beginner Zone Skiing	23
Level I Teaching	27
Certified Level II	28
Level II Requirements	29
Telemark Certified Level II	29
Fundamentals, Skills and Skiing – Baseline Movement Pattern	29
General Considerations	29
Skiing and Technical Understanding	29
Intermediate Zone Skiing	30
Teaching Module - Level II	33
Teaching Day Format:	35
Teaching Topics:	36
Teaching Example:	37
Professional Knowledge:	39
Movement Analysis:	39
Certified Level III	40
Level III Requirements	41
Telemark Certified Level III	41
Baseline Movement Pattern	41
General Considerations	41
Skiing and Technical Understanding	42
Advanced Zone Skiing	42

Teaching Module – Level III	45
Teaching Day Format:	46
Teaching Situations: Level III:	47
Teaching Example – Level III:	48
Professional Knowledge:	49
Movement Analysis:	49

PSIA-NW Mission Statement

To foster a community and provide resources for personal and professional growth of our members as Northwest snowsports instructors.

Telemark Certification Guide

Version 2017-18

Prepared by

THE PROFESSIONAL SNOWSPORTS INSTRUCTORS OF AMERICA – NORTHWEST (PSIA-NW)

338 N. Wenatchee Avenue

Wenatchee, WA 98801

Phone: (206) 244-8541

Fax: (206) 241-2885

info@psia-nw.org

www.psia-nw.org

The Purpose of this Guide

The purpose of this guide is to provide exam candidates, trainers, divisional clinic leaders and examiners with an established outline to reference while preparing for, participating in and administering the PSIA-NW Certification Level I, II and III exams.

This guide provides a framework to work from as candidates develop their skills, trainers and divisional clinic leaders assist in their development and examiners validate the results. The guide is intended to provide an outline for the interested parties and is by no means a complete educational training document. It is the responsibility of all interested parties to supplement their development with additional materials and resources. No one person, document or resource can prepare an individual for their certification process. Rather a combination of individuals, information and resources will provide the best blend of expertise for a well-rounded training pathway.

Please take responsibility to familiarize yourself with the policies, procedures, formats and testing criteria before embarking on your certification pathway. If at any time in your training program or testing process you need clarification, it is your responsibility to ask qualified individuals for clarity. If you choose not to question and research the information, you will probably end up with a less than accurate perspective on the certification process. This perspective is bound to influence the outcome. Be accountable for your success!

Individuals who can help answer questions:

- PSIA-NW – (206) 244-8541 – info@psia-nw.org
- Executive Director
- Divisional Clinic Leaders
- Examiners
- School Trainers

Industry Information

The national organization representing snow sports instruction in the United States is the American Snowsports Education Association (ASEA), doing business as the Professional Ski Instructors of America (PSIA) and the American Association of Snowboard Instructors (AASI). The organization of PSIA and AASI is a member-oriented organization that represents more than 30,000 instructors in the United States. The organization is affiliated with the eight Divisions (see below).

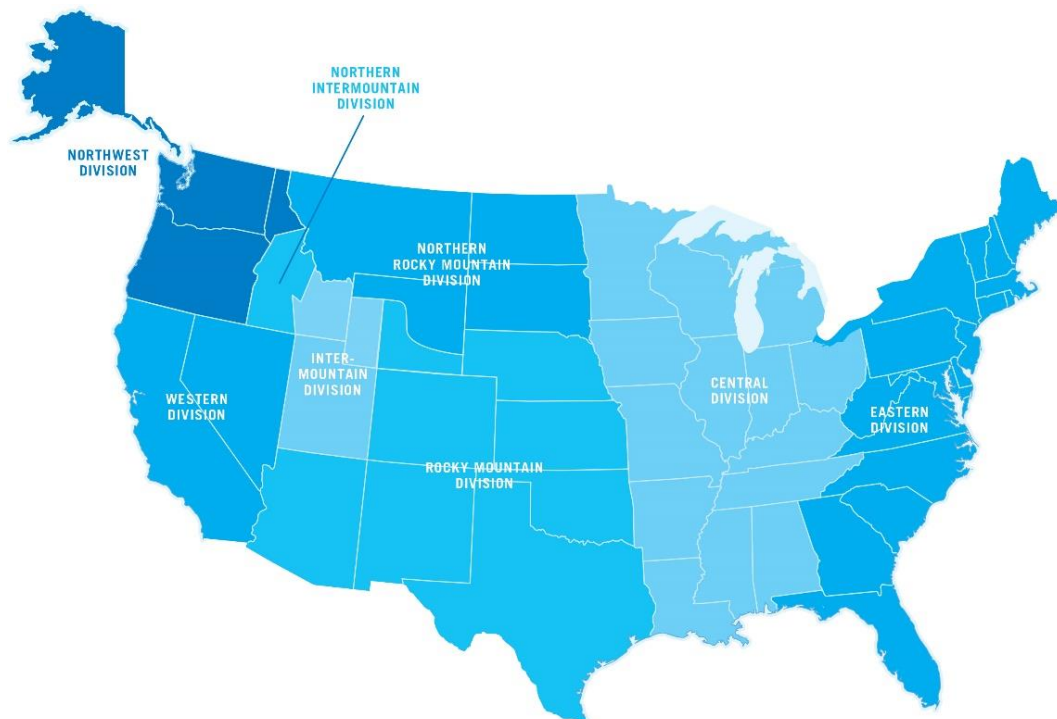
The Northwest division is one of the eight regional Divisions representing instructors at schools in Washington, Oregon, Northern Idaho, Western Montana and Alaska.

Divisions by Region

▪ PSIA-C	Central Division	www.psia-c.org
▪ PSIA-E	Eastern Division	www.psia-e.org
▪ PSIA-I	Intermountain Division	www.psia-i.org
▪ PSIA-NI	Northern Intermountain Division	www.psia-ni.org
▪ PSIA-NRM	Northern Rocky Mountain Division	www.psia-nrm.org
▪ PSIA-NW	Northwest Division	www.psia-nw.org
▪ PSIA-RM	Rocky Mountain Division	www.psia-rm.org
▪ PSIA-W	Western Division	www.psia-w.org

Professional Snowsports Instructors of America – Northwest (PSIA-NW)

We are headquartered physically located at 338 N. Wenatchee Avenue, Wenatchee, WA 98801. Phone or text: (206) 244-8541, Fax: (206) 241-2885, Email: info@psia-nw.org, web: www.psia-nw.org



Related Organizations

National Ski Areas Association (NSAA)

The National Ski Areas Association is the trade association for ski area owners and operators. It represents 329 alpine resorts that account for more than 90 percent of the skier/snowboarder visits nationwide. The association's primary objective is to meet the needs of ski area owners and operators nationwide and to foster, stimulate and promote growth in the industry.

www.nsaa.org



Pacific Northwest Ski Areas Association (PNSAA)



The Pacific Northwest Ski Areas Association is a non-profit trade association, which represents the interests of alpine and nordic ski areas located in Alaska, Idaho, Montana, Oregon, and Washington. www.pnsaa.org

Snowsports Industries America (SIA)



Member-owned and industry inspired, SIA has been focused on the drive and success of snow sports for over 60 years. Established in 1954, SIA annually produces the SIA Snow Show and On-Snow Demo, the largest snow sports industry trade show and networking environment globally, while delivering invaluable data/research, support, marketing products, government affairs representation, services and programs. SIA supports the entire industry through government affairs and a wide array of consumer initiatives. And is always working to increase interest and participation in all snow sports. www.snowsports.org

The National Ski and Snowboard Retailers Association (NSSRA)



The NSSRA is the retail voice for the ski and snowboard industries and provides information and services needed to operate more successfully. They work closely with manufacturers and instructors on programs such as the professional equipment discount program that is available to qualified members of AASI and PSIA. www.nssra.com

The National Ski Patrol (NSP)

The National Ski Patrol is the world's largest winter rescue organization. Since 1938 NSP has worked to care for the injured or those having difficulty in the mountain environment, but their primary work is in preventing the problems that can confront those involved in outdoor winter activities through rider and skier education. They work closely with PSIA | AASI and NSAA to promote safety. www.nsp.org



The Special Olympics

Special Olympics is an international organization dedicated to empowering individuals with intellectual disabilities to become physically fit, productive and respected members of society through sports training and competition. www.specialolympics.org



The U.S. Ski and Snowboard (USSS)

The U.S. Ski and Snowboard is the national governing body of Olympic skiing and snowboarding. It is the parent organization of the U.S. Ski Team, U.S. Snowboarding and U.S. Freeskiing. U.S. Ski and Snowboard provides leadership and direction for tens of thousands of young skiers and snowboarders, encouraging and supporting them in achieving excellence.

By empowering national teams, clubs, coaches, parents, officials, volunteers and fans, U.S. Ski & Snowboard is committed to the progression of its sports and athlete success. Established in 1905, U.S. Ski & Snowboard receives no direct government support, operating solely through private donations from individuals, corporations and foundations to fund athletic programs to assist athletes in reaching their dreams.



Pacific Northwest Ski Association (PNSA)

PNSA is the Northwest's local division of USSA. www.pnsa.org



The United States Ski Team

The United States Ski Team, operated under the auspices of the United States Ski and Snowboard Association (USSA), develops and supports men's and women's athletes in the sports of alpine skiing, adaptive alpine, freestyle skiing, cross country, adaptive cross country, ski jumping, and nordic combined. The team and association have been headquartered in Park City, Utah since 1974. www.usskiteam.com



The United States of America Snowboard Association (USASA)

United States of America Snowboard Association is dedicated to supporting recreational and competitive snowboarding and freestyle skiing within 33 regional series throughout the United States of America. Since 1988, USASA has fostered the competitive spirit of snowboard athletes and developed a solid grassroots organization that allows men and women, and boys and girls of all ages and abilities to participate in over 500 organized snowboard events that qualify for national and international competition. www.usasa.org

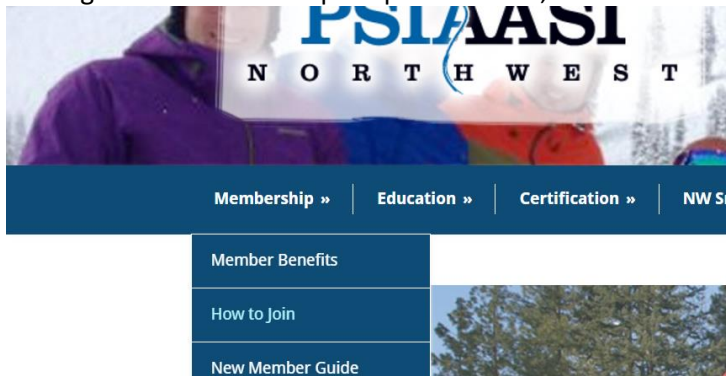


Preparing for the Level I

Process for Registering for the Exam

Join the Organization

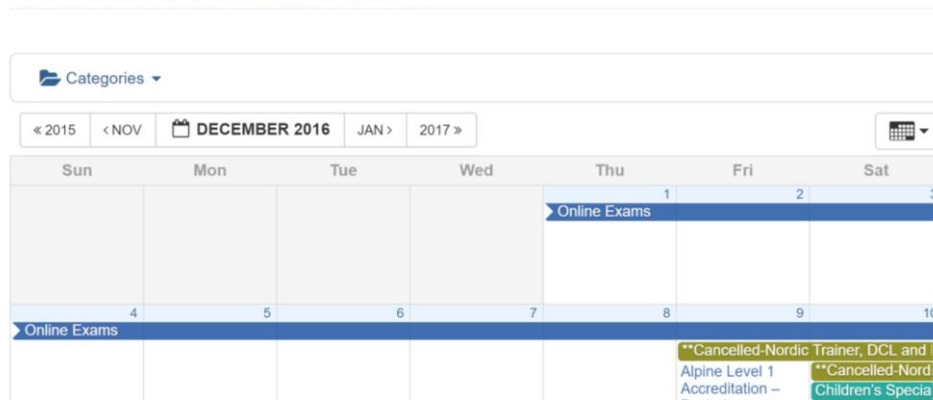
If you have not yet joined the organization you will need to do so by going to psia-nw.org and clicking on the membership dropdown menu, choose How to Join – as shown below.



Sign up for the online written Exam

On the psia-nw.org events calendar, and on any day click on online written, an example of what it looks like is below.

Education & Certification Events



Once you have clicked on that scroll down and choose register now online. From there you will login and pay for the Level I written exam.

[REGISTER ON-LINE NOW](#)

After registering for the Level I written exam, you will receive an email with directions on how to take your online written exam. Two weeks prior to taking the on snow portion of the exam, the written test must be successfully completed (75% or higher) with results sent to you immediately following completion. If participating in the Level I exam at your school, you will need to forward completion of your online exam results to your trainer, **two weeks** before the on snow exam. If the online exam isn't successfully passed with results sent to your trainer, you will not be able to participate in the on snow portion of the exam.

Sign up for the On Snow Level I Exam

Your trainer will contact PSIA-NW to schedule the Level I exam and let you know when it is placed on the calendar and ready for you to go and sign up for. You will again go to psia-nw.org and look for the exam on the date your trainer has told you – also make sure you look for your school's specific exam, there may be more than one exam scheduled on the same day. Confirmation of this registration also needs to be forwarded to your trainer to be able to participate in the on snow portion of the exam.

Day of the On Snow Level I Exam

You will have already forwarded successful completion of your online written exam and your registration for the on snow portion of the exam.

Additionally, remember to complete your synopsis from the season and bring with you on the day of the exam to give to your trainer. The synopsis can be found on the following pages. The synopsis needs to be completed and brought with you the day of the on snow exam in order to be able to participate in the exam.

Exam Day Process

The Level I exam is a one-day exam. The day will include skiing, teaching, professional knowledge and movement analysis. You can anticipate a group size generally of 6-8 candidates.

There will be a morning meeting for you (the candidates) to meet, discuss the format for the day, ask any questions they might have prior to the assessment, complete any necessary paperwork and be issued a lift ticket (this may, or may not, be complimentary). The examiner will arrange for the on-snow meeting time and location.

Grading

Grading is on a simple pass/fail system.

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.

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.
- An environment for learning: the act of keeping logs and checklists helps to process learning experience(s).

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 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.

Level I Synopsis

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?

2. WHAT WERE YOUR CHALLENGES?

3. 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?

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 _____

My Trainer's Signature _____

Preparing and Planning for the Level II and Level III

Preparing and Planning for the Exam

Process for Registering for the Exam

An exam application is available by going online at psia-nw.org or phoning 206.244.8541 to request a copy to be emailed, mailed or faxed to you. Additional forms may be obtained from your school Director or trainer.

The application and fees for the exam must be received by the office at least 14 days before the exam date. If the application is received AFTER the two-week deadline, applications will be accepted on a space available basis with the current per day late fee applied. It is suggested to apply early in order to take the exam at the location of choice. In the event the first exam choice is full, applicant will be contacted to specify a second choice. If a candidate cannot be placed in an exam within the current season, then the examination fee will be refunded in full. All candidates must fulfill the following prerequisites prior to taking the exam:

- Be a current member, in good standing, of PSIA. Successful completion of the exam one lower than what is being signed up for, such as to take the Level II alpine exam, the candidate must already have the Level I alpine certification. More regarding timelines, such as a season between the Level II and Level III exam are in the specific exam sections.
- Candidates must pass the written exam with results to the office a minimum of **one month** before any on hill modules.
- Exam forms must have a school trainer's signature on each application to be valid. (This "signature" may also be in the form of an email or phone call to the office)
- Each module may be taken an unlimited number of times during the exam season following the above guidelines.

Written Exam Module

The written test will always be completed online unless, if requested ahead of time, a paper exam can be proctored. A score of 75% or higher is needed in order to pass the test and must be passed one month (30 days) before taking either of the on snow modules.

Exam Day Process

The Level II and III certification exams are a one-day per module exam. The modules are:

- Skiing – normally scheduled for Saturday
- Teaching and Professional Knowledge – normally scheduled for Sunday

Each candidate is assigned to a group for the day. The group size is generally 6-8 candidates. The groups will be assessed by two examiners. A trainer and an examiner in training may, or may not, accompany the group.

The morning meeting is for the candidates to meet, be introduced to the examiners, discuss the format for the day, ask any questions they might have prior to the assessment, complete any necessary paperwork and be issued a lift ticket (this may, or may not, be complimentary). At this time the examiners arrange for the on-snow meeting time and location.

Generally, the day is as follows:

- Morning meeting with examiners at 8:30am
- On snow morning session runs from 9:00-11:30am
- Lunch is from 11:30-12:30pm
- On snow afternoon session begins at 12:30pm and ends at 3:30pm
- Results will be handed out by 4:30pm or earlier. Be in the location where results will be given no later than 4:15pm.

Candidates taking both modules on the same weekend will receive results for both modules at the completion of the second day. Candidates are invited to stay and discuss results with examiners (usually 5 minutes per candidate) or may request to have results mailed to them.

Grading

Grading is on a simple pass/fail system.

Refund Policy

No refunds will be given to candidates unless due to an injury prior to the exam. If a candidate is injured prior to the exam, a written request for a refund, accompanied by a medical doctor's statement must be submitted to the PSIA-NW. An administrative service charge of \$25.00 will be made on all refunds.

Education Credit

Instructors taking the Level II or Level III exam will be given one season of continuing education credit (CEU) for each module taken. This will satisfy the PSIA-NW educational requirement for maintaining a certified status, regardless of the exam outcome (result). Those taking the Level I exam, continuing education will be taken care of in the season joined. The following season, at least one continuing education clinic for credit needs to be participated in. There is no continuing education requirement for Registered members.

Out of Division Instructors

PSIA-NW maintains the right to refuse instructors who are not members of the Northwest Division the opportunity to take the PSIA-NW certification exams. However, the general guidelines for these instructors are listed below. Preference is given for Northwest members first.

Instructors who are not members of the Northwest Division must pre-arrange with the PSIA-NW office to take, and successfully pass, the written exam a minimum of **one month prior**, and before being allowed, to take either on-snow modules.

PSIA members from other Divisions may take the PSIA-NW exam providing Northwest receives written permission from their home Division. The "Home Division" is defined as the one in which the instructor is currently a member. Instructors do not have to join the Northwest Division to participate in the exam. The results will be sent to the Home Division which will issue the new certification if the candidate passes.

Foreign Instructors

Telemark instructors who hold the highest available level of certification in another country and are current, in good standing members of said country's professional association, may become members of the Northwest Division, provided they first attend and pass the Registered entry level event/exam and pay current dues. They may then bypass any time restrictions and interim prerequisite levels and are immediately eligible to attempt the Level III process. There is no automatic reciprocity or recognition of levels, nor consideration for those holding lower levels of certification.

PSIA-NW Reinstatement Policy

Former or current PSIA-NW members in good standing requesting reinstatement of their prior certification level will need to apply for and successfully complete the following requirements:

DUES: PSIA-NW and ASEA dues for the current year and a reinstatement fee must be paid as a condition to beginning the process.

TIMELINE: Prior certified members in good standing who have let their membership status lapse for a period longer than five (5) years must take and pass a certification examination at the Level they wish to be reinstated to or choose to bypass the exam process and be automatically reinstated as a Certified Level I.

Prior certified members in good standing who have let their membership lapse for a period of five (5) years or less will follow the process described below. If a prior certified member does not feel he/she is at the certified level previously held he/she may choose to request and be granted Level I status.

MEMBER SCHOOL RECOMMENDATION: A prior certified member who believes he/she is qualified to be reinstated at Level II or III must be currently teaching for a PSIA or AASI school. In addition, the trainer, Supervisor or School Director of the school must submit a written recommendation for the individual's reinstatement stating that the member's skiing/riding and teaching skills meet the current national standards for the discipline for which reinstatement is sought. If the prior certified member seeks certification reinstatement in more than one (1) discipline, the recommendation must include each discipline for which reinstatement is sought.

WRITTEN EXAM: A written exam for the Level and discipline(s) applied for must be taken and passed prior to the on snow assessment.

ON SNOW ASSESSMENT: The reinstatement assessment will be conducted by a current Examiner to determine whether the candidate meets the established national exam standards. It shall be conducted during a two (2) day educational event which will count towards current educational requirements. Reinstatement at the completion of the event will be at the individual's current assessed level, Certified Level II or III, regardless of the Level applied for. A separate on snow assessment shall be required for each discipline for which reinstatement is sought.

Until the entire reinstatement process is complete the membership card will show national and divisional Level I status.

Certified Level I

Level I Requirements

Telemark Certified Level I

Level I Exam Process

When completed, the Certified Level I exam consists of an online written exam, on-snow skiing and teaching assessment and communication throughout the day regarding teaching and technical knowledge.

Candidates must...

1. Complete the Level I curriculum.
2. Register and successfully complete the online written exam, passing score is 75% or better, **two weeks before the on-snow portion of the exam.** Send results ahead of time to trainer, proving completion.
3. Register for the on-snow exam. Send confirmation of registration to trainer proving successful registration.
4. Complete the Level I synopsis (signed by your trainer and yourself) and submit to the accredited Level I trainer. All components need to be successfully completed and provided to the trainer in order to participate in the on-snow exam.

Grading

A pass/fail scoring system is used. Candidates must demonstrate the Certified Level I Outcomes in all three areas, *skiing, teaching, technical and professional knowledge*, in order to qualify as a Certified Level I instructor.

Exam Format

The on snow exam may be given by an accredited Level I trainer from your school or another school or you may attend a Divisional calendared Level I exam.

- **Online Written Test:** completed before participating in the on snow exam
- **On-Snow assessment:** 6 hours – depending on group size

Areas of Evaluation

1. Skiing Skills: On Snow Assessment
2. Teaching and Technical Knowledge: On Snow Assessment – This will be determined using one assigned teaching topic, group topic discussions and/or chair ride discussion
3. Professional Knowledge: Written Test, Indoor Group Discussions

Level I Skiing Activities

During the exam process candidates will be asked to demonstrate the following performance outcomes listed below.

Beginner Zone Skiing

In the zone skiing category, the candidate will be asked to demonstrate a variety of skiing performance outcomes that reflect the ability to successfully show movements utilized in development of the student's fundamental skiing skills. The zone skiing listed below provides a consistent platform to evaluate the candidate's fundamental mechanics of skiing and skill blending. Additionally, the candidates are evaluated using the national standards categories which are Environment, Speed and Accuracy. This can also be used to assist in defining goals and developing lesson plans. For more detail, refer to the Telemark Technical Manual.

Baseline Movement Pattern

While constantly moving forward in the direction of travel, the skier redirects their center of mass (COM) diagonally to allow their legs to move actively. This allows them to make adjustments within the turn at any point, and thus maintain flow down the hill.

General Considerations

The activities are designed to be training tools for skill development. It is not so important you master any given activity; rather the activities are in place to highlight the skills that should be present. Not all the activities listed may be used in the exam, nor are they graded pass/fail. What is being assessed is your application of the skills and your ability to properly blend them to create efficient movement patterns.

While there is some latitude for accuracy in the parameters of the activities, the candidates must routinely (80% of the time) demonstrate the skills necessary to perform the activity, as opposed to occasionally (less than 80% of the time). The following activities are designed to be done in order. This is both to emphasize the whole-to-part relationship of skills and movements, and to provide a framework for the exam itself. While these are skiing activities, they can act as a foundation for teaching scenarios and technical understanding as well.

The Whole

MEDIUM RADIUS ALPINE AND TELEMARKE TURNS (*green or blue terrain*)

Ski a series of ROUND alpine and telemark turns of consistent size with appropriately progressive edging and rotary movements.

ASSESSMENT CRITERIA

- Both skis are tipped on edge simultaneously and remain parallel throughout the turn.
- Balance is maintained through even flexion and extension in the ankles, knees, hips, and spine.
- Edge release is smooth and progressive.
- The shoulders are matching the terrain through all phases of the turn.
- In the alpine turns, balance is directed towards the outside ski. In the telemark turns, balance is directed in-between the feet with the ability to pressure both feet within the turn.
- In the telemark turns, fore and aft movement of the skis is smooth and continuous and doesn't hinder any other component of the turn.
- The poles swing and their touch complements the desired turn outcome.

The Parts

SKATING (*flat terrain*)

Skate without poles for approximately 20 yards, showing appropriate rhythm and flow.

ASSESSMENT CRITERIA

- The center of mass moves forward constantly and continuously.
- The legs move actively under the body.
- The shoulders match the terrain.
- The edges are released and engaged in one smooth movement.
- Shin to boot cuff contact is maintained throughout.

PIVOT EDGE SLIPS TO A STOP (*green to blue terrain*)

From a straight run, pivot the skis and use progressive edging to come to a stop. The side slip should occur straight down the fall line with minimal fore-aft movement of the skis.

ASSESSMENT CRITERIA

- In the pivot, the legs turn more than the upper body.
- Flexion and extension movements are smooth and progressive.
- The body remains balanced on the pressured edges.
- The pivot finishes in a telemark stance.

WEDGE TO TELEMARK TURNING PROGRESSION (*green terrain*)

Ski a series of approximately 10 turns, beginning with wedge turns and slowly progressing through wedge Christies, parallel turns, and then to telemark turns.

ASSESSMENT CRITERIA

- Turns are round and of a consistent shape and size.
- There is a clear distinction between wedge, late and early matching, parallel, and telemark stances.
- Both legs are constantly and continuously turning underneath the body.
- Flexion and extension movements are evident and are progressive.

HALF AND HALF TURN (*green terrain*)

Ski a series of ROUND alpine turns. In the transition between each turn, sink into the telemark “position” that appropriately finishes the turn.

ASSESSMENT CRITERIA

- The skis remain parallel throughout the turn.
- The movement into the telemark “position” takes place after the shaping phase of the turn, is smooth and progressive, and does not interfere with turn shape.
- The movements out of the telemark position complement edge release.

TELE SHUFFLE TRAVERSE (*green terrain*)

Traverse across a gentle slope while executing a rhythmic, consistent, and constant fore-aft movement of the feet and legs (i.e., alternating telemark stances)

ASSESSMENT CRITERIA

- The body remains centered between AND over the skis throughout.
- Flexion and extension movements are smooth and progressive.
- The rhythm remains constant throughout.
- Shin to boot cuff contact is maintained throughout the movements.

MONOMARKS (*green terrain*)

Ski a series of ROUND turns in a fixed telemark “stance”: one ski ahead, one ski behind.

ASSESSMENT CRITERIA

- Release of the edges is smooth and simultaneous in both skis and done with minimal vertical motion.
- The upper and lower body maintain a functional relationship.
- The body remains centered between AND over the skis throughout.

UPHILL ARCS (*green terrain*)

From a straight run, use tipping movements of the feet and legs to engage the skis' edges, thus creating an arc across and up the hill to a stop.

ASSESSMENT CRITERIA

- Tipping of the skis and engagement of the sidecut create the arc, not the steering of the feet.
- Both skis are tipped on edge simultaneously and evenly and remain parallel.
- Stance width should remain consistent throughout the arc.
- Leave two clean tracks in the snow.

TELEMARK GARLANDS (*green to blue terrain*)

From a traverse use the tipping of the feet and the legs to link a series of garlands across the slope. Move into a telemark stance as you engage the edges and out of the telemark stance as you release your edges.

ASSESSMENT CRITERIA

- The direction of travel is across the slope and moment should continue to move forward.
- The movement in and out of the telemark is timed with the engagement and release of the edges.
- Both skis are tipped on edge and released simultaneously and evenly and remain parallel.
- The release of the edges should result in skis being flat on the snow.

Back to the Whole

MEDIUM RADIUS TURNS (*green or blue terrain*)

Ski a series of ROUND alpine and telemark turns of consistent size with appropriately progressive edging and rotary movements.

ASSESSMENT CRITERIA

- Both skis are tipped on edge simultaneously and remain parallel throughout the turn.
- Balance is maintained through even flexion and extension in the ankles, knees, hips, and spine.
- Edge release is smooth and progressive.
- The shoulders are matching the terrain through all phases of the turn.
- In the alpine turns, balance is directed towards the outside ski. In the telemark turns, balance is directed in between the feet with the ability to pressure both feet within the turn.
- In the telemark turns, fore and aft movement of the skis is smooth and continuous and doesn't hinder any other component of the turn.
- The poles swing and their touch complements the desired turn outcome.

Level I Teaching

Candidates should be prepared to formulate and present a lesson plan that is relative to common goals for Beginner Zone outcomes and ski performance.

There will be one teaching session for each candidate. The time allotted will be no longer than 15 minutes. Although it is not necessary to fill the time allowed, it is recommended to continue to work with the group for the allotted time. The administrator will monitor the time for you, as it's his/her responsibility to keep to a specific time schedule.

The content of the candidate's lesson should have basic information that reflects the skiing fundamentals, skills concept and is appropriate to beginner zone progressions. The candidate will be responsible to observe and describe the skiing fundamentals as performed in the beginner zone skiing and skills and fundamentals scenarios. The teaching presentation will address a target group, not necessarily individuals within the exam group. Directions need to be clearly stated as they relate to the general beginner zone outcomes. "Command" and "Task" teaching styles need to be well organized and utilized to define content and practice time.

The feedback provided by the candidate should be related to the fundamental focus of the target group, while providing wording that is simple (non-technical), practical and positive.

Questions based on your teaching presentation are asked immediately following your session, during chairlift rides, or both. The exam administrator may also set up scenarios wherein you and your peers discuss a teaching, technical or professional knowledge situation and deliver a response in a group setting.

Certified Level II

Level II Requirements

Telemark Certified Level II

Fundamentals, Skills and Skiing – Baseline Movement Pattern

While constantly moving forward in the direction of travel, the skier redirects their center of mass (COM) diagonally to allow their legs to move actively. This allows them to make adjustments within the turn at any point, and thus maintain flow down the hill.

General Considerations

The activities are designed to be training tools for skill development. It is not so important you master any given activity; rather the activities are in place to highlight the skills that should be present. Not all the activities may be used in the exam, nor are they graded as pass/fail. What is being assessed is the application of the skills and the ability to properly blend them to create efficient movements.

While there is some latitude for accuracy in the parameters of the activities, the candidates must routinely (80% of the time) demonstrate the skills necessary to do the activity, as opposed to occasionally (less than 80% of the time).

Skiing and Technical Understanding

The general skiing characteristics are defined in the National Standards found online at the PSIA-NW.org and thesnowpros.org websites.

The following skiing has been selected to best represent levels of ability and to test the overall skill blend. During the exam process candidates will be asked to perform the following Intermediate Zone Skiing, Skills and Fundamental Activities. **The day is not limited to the following skiing scenarios listed below; there are more options that could be used as a part of the overall skiing day.** Refer to the PSIA-NW Telemark certification downloads page for additional skiing options.

During the day, the examiners and examinees will discuss the technical skiing elements to ensure understanding. This does not influence the overall grade but provides an opportunity for the examinees to verbally share and discuss their understanding of skiing and what was highlighted while training.

Examinees are accountable for all skiing up to the Level II, including beginner and intermediate zone skiing, skills and fundamentals.

Intermediate Zone Skiing

In the zone skiing category, the candidate will be asked to demonstrate a variety of skiing performance outcomes that reflect the ability to successfully show movements utilized in development of the student's fundamental skiing skills. The zone skiing listed below provides a consistent platform to evaluate the candidate's fundamental mechanics of skiing and skill blending. Additionally, the candidates are evaluated using the national standards categories which are Environment, Speed and Accuracy. This can also be used to assist in defining goals and developing lesson plans. For more detail, refer to the Telemark Technical Manual.

MEDIUM RADIUS TELEMAR AND ALPINE TURNS (*blue and easy black terrain*)

Ski a series of ROUND alpine and telemark turns of consistent size (1½ to 2 packer widths) and speed with appropriate progressive edging and rotary movements.

ASSESSMENT CRITERIA

- Both skis are tipped on edge simultaneously and remain parallel throughout the turn.
- Balance is maintained through even flexion and extension in the ankles, knees, hips, and spine.
- Edge release is smooth and progressive.
- The shoulders are matching the terrain throughout all phases of the turn.
- In the alpine turn, balance is directed towards the outside ski. In the telemark turn, balance is directed in between the feet with the ability to pressure both feet within the turn.
- In the telemark turns, the lead change is one smooth motion that is timed to complement edge release and engagement and pressure control.
- The poles swing and their touch complements the desired turn outcome.
- Speed control is achieved through a blend of active guiding and edging of the skis, the turns are round with minimal to no skidding.

SHORT RADIUS (GLIDING) TELEMAR AND ALPINE TURNS (*blue and black terrain*)

Ski a series of ROUND, short radius (gliding) alpine and telemark turns of consistent size (½ to ¾ packer width) with appropriate progressive edging and rotary movements.

ASSESSMENT CRITERIA

- Legs are actively steering underneath the body.
- In the telemark turns, the lead change is a continuous motion from one telemark stance to another.
- Pole swing should be appropriately timed and placed to lead you into the next turn.

RHYTHM CHANGES (*blue terrain*)

Ski a series of medium radius alpine and telemark turns that are consistent in rhythm and size, then change to a series of short radius alpine and telemark turns, also of consistent rhythm and size, then repeat.

ASSESSMENT CRITERIA

- The distinction between medium radius (1½ to 2 packer widths) and short radius (½ to ¾ packer width) turns is clear.
- The transition between series is smooth
- Transitions between the turns will occur every 3-5 turns or as the examiner requests.

VARIABLE TERRAIN (*blue and black ungroomed terrain*)

Ski a mixture of both short and medium radius alpine and telemark turns in ungroomed conditions without traversing. Turn shape must remain consistent and must not be dictated by terrain.

ASSESSMENT CRITERIA

- Maintain lateral and fore-aft balance over the outside ski in alpine and between the feet in telemark throughout the turn and turn transitions.
- Maintain a parallel relationship of the skis.
- Regulate pressure with the variations in terrain.

BUMPS (*blue mogul terrain*)

Ski a series of both alpine and telemark turns through the bumps while remaining in balance with consistent timing, flow and turn shape, and without traversing.

ASSESSMENT CRITERIA

- Balance is maintained through even flexion and extension in the ankles, knees, hips, and spine.
- The upper body remains quiet and stable and the legs turn more than the upper body.
- Vision remains focused forward toward the intended direction of travel.
- Pole movements complement desired turn outcome.
- Lead change is simultaneous with edge change.
- Movement into and out of the telemark assists in regulating pressure.

STRAIGHT RUN TELE HOP (*slightly downhill terrain*)

While in a straight run, alternate telemark stances with a smooth, consistent rhythmic hop, allowing no more than 2 seconds to pass between hops.

ASSESSMENT CRITERIA

- The “take off” and “landing” occur with both skis simultaneously.
- The body remains centered between AND over the skis throughout.
- Flexion and extension movements are smooth and progressive and of the same duration.
- Flexion and extension complement the direction of travel and show appropriate timing.

SKATING (*flat, slightly uphill, and slightly downhill terrain*)

Skate without poles for approximately 20 yards, showing appropriate timing, rhythm, and flow.

ASSESSMENT CRITERIA

- The center of mass (COM) moves forward constantly and continuously
- The legs move actively under the body.
- Shoulder match the terrain.
- The ski's edges are released and engage in one smooth movement.
- Balance is maintained over the whole foot of the extending leg through a majority of the extension.
- Shin to boot cuff contact is maintained throughout.

SHUFFLE TURNS (*green or easy blue terrain*)

Ski a series of ROUND, consistent long radius turns while executing a rhythmic, fore-aft movement of the feet and legs (i.e. alternating telemark stances).

ASSESSMENT CRITERIA

- The body stays centered between AND over both skis throughout the series of turns.
- BOTH skis are constantly being guided through the turns.
- The upper body is continuously matching the terrain.
- Shin to boot cuff contact is maintained throughout the turns.
- Shuffling should be rhythmic, though it does not have to be constant through the belly of the turn.

LINKED PIVOT SLIPS (*blue or easy black terrain*)

Ski through a series of linked pivot slips in a narrow corridor staying in the fall line while maintaining a consistent speed. Done separately in both telemark and alpine stances.

ASSESSMENT CRITERIA

The lower body turns while the upper body remains stable.

Skis released and engaged simultaneously and remain parallel.

RAILROAD TRACK TELEMARK TURNS (*low angle green terrain*)

Ski 2 to 4 medium to large radius carved telemark turns. Utilize the skis design to leave two clean parallel tracks in the snow.

ASSESSMENT CRITERIA

- The ski tail follows the tip of the ski and stays the same distance apart throughout the turn
- The movement from one telemark stance to the other doesn't interrupt the path of the skis.

Teaching Module - Level II

The practical application of teaching concepts takes years to master. However, focusing on tactics commonly used by good teachers speeds the acquisition of teaching skills and promotes valuable learning experiences for students. The ATS Teaching Model and Teaching Cycle were developed with these ideas in mind. In particular, the seven steps of the Teaching Cycle which describes instructor behavior and promotes quality lessons. When conducting a ski lesson, whether at work or in an assessment, remember these key ideas:

STUDENT CENTERED

The student is the focus, teach to the student. Instructors often continue on a game plan that is unrelated to their student's needs. Is the student performing the exercise correctly? Is the student ready to move on through the teaching progression? Does the student understand the objective? Is the lesson helping the student meet personal goals?

OUTCOME BASED

Your lesson should be objective oriented. What are you trying to accomplish? What will your student understand or be capable of doing after the lesson that they were not capable of doing before the lesson?

EXPERIENTIAL

Help people learn by doing; skiing is a motor skill. Although it is necessary to give clear explanations, people need time to practice and experiment with movements and instructors need time to observe student performance to accurately evaluate the success of a lesson. These concepts, focusing on student needs, work toward identifiable outcomes and providing opportunities for practice and performance evaluation and are the elements most commonly missing from assessment and real-life teaching situations.

As You Work to Develop Your Teaching Skills, Practice the Following:

- Write a basic progression for each of the topics from the Level II Teaching Topics.
- For each element of each progression, write WHY you included it and WHAT you expect your students to accomplish.
- Working with a group of your peers, present each of the progressions you have designed.
- Have your ski school trainer observe you teaching an actual class; have the trainer give you feedback on your teaching based on your use of the Teaching Cycle.
- Have your ski school trainer observe you presenting a topic from the Certified Level II Teaching Activities to three of your peers; have the trainer give you feedback on your teaching based on your use of the Teaching Cycle.

PRACTICE

- Determining lesson goals and objectives in actual teaching situations and in practice teaching situations with peers. Complete this sentence for each teaching situation: "By the end of this lesson, my student will be capable of ..."
- Setting up teaching situations with your peers using command, task and reciprocal teaching styles. Make sure you are using each teaching style correctly, not just setting up situations based on how you think each style operates.
- Giving feedback to a group of your peers performing the Level II skiing activities. Include:
 - What do you see (desirable and undesirable movements)?
 - What do you want to change?
 - Why do you want to change what you see?
 - How will you help the skier change?

DESCRIBE

- Necessary steps to determine appropriate long term goals and planning lesson objectives
- The value of introducing a learning segment and what might be included in the introduction
- Several ways to assess student needs and expectations
- Several ways to present and share information during a lesson
- When and why an instructor uses practice in a lesson and describe the different ways an instructor can incorporate practice
- Several ways an instructor can check for understanding during a lesson
- The purpose of a lesson summary and several topics that should be covered during the summary

COMPARE

- The steps of your most recent lesson to the steps of the Teaching Cycle
- Did your lesson fulfill all the elements of the Teaching Cycle? If not, what parts were missing and why?
- Lesson content, instructor behavior, and student behavior from a lesson that went really well to the same elements of a lesson which was not as successful. Were there differences? Why?

Teaching Day Format:

Candidates should be prepared to **clinic*** their peer group twice during the day. There will be 2 teaching sessions for each candidate – a longer 20-minute session and a shorter 5-minute session; these times are approximate.

Although it is not necessary to fill the time allowed, it is recommended that you continue to work with the group for the allotted time – the examiners will monitor the time for you. The examiners are responsible for, and will keep to, a fairly tight time schedule.

- Candidates will **clinic*** and coach peers on an activity assigned to you from the list on the next page – you may have all or part of the exam group to clinic, depending on group size. These segments average about 20 minutes.
- With the examiners, you will observe another skier on the hill or one of your peers. You'll be asked to describe for the examiners what you see in the skier and give an applicable goal for the skier with what you would do to improve his/her performance, which may include developing a lesson plan.
- The teaching groups will work together throughout the whole day. The two examiners will manage the time and scheduling of shorter or longer teaching segments as the day progresses.
- Questions based upon your teaching are asked immediately following your session, during chairlift rides or both. Examiners may also set up scenarios wherein you and your peers discuss a teaching, technical or professional knowledge situation and deliver a response in a group setting.

***Clinic:** Displaying an understanding and working knowledge of skill development from the beginner through the intermediate zones (Levels 1-7) and Level II skiing performance goals. As with any ski clinic, a transfer of knowledge and improvement of the student is the goal. Your grade is contingent on whether or not you applied the Level II Teaching Outcomes, Level II PSIA-NW testing criteria and delivered an effective lesson. In doing so, your exam peers should be able to demonstrate newly acquired knowledge and skills.

Examiner role:

The exam module consists of two examiners, possibly an examiner in training [EIT] and possibly a shadowing school trainer. Although the EIT may take charge of the group during or throughout the day, the two examiners will be responsible for the grading based upon the Level II National Standards. The trainer shadows the exam to gain a better understanding of the exam process. During the morning introduction, the examiners will establish the tone for the day, review expectations, discuss and assign the long session teaching topics and answer any questions regarding the exam process. As well, during your teaching segments the examiners are available to answer questions, aid in locating correct terrain and help you with time management. There may be questions asked of you and/or the group immediately after each teaching session, either on the hill or perhaps on a chair ride. Examiners do not model a teaching example for the candidates but may establish a positive lead-in to the day with a brief teaching cycle introduction during the first run.

Teaching Topics:

Beginner through Intermediate Zone Skiers (Levels 1-7)

The following activities are from the level 1 and level 2 skiing exam activities. One of these activities will be assigned to you. Be prepared to clinic your peers on any of these topics and have the ability to relate these activities to any fundamental or skill.

Beginner Zone:

- Wedge to Telemark Progression
- Half and Half Turns
- Tele Shuffle Traverse
- Monomark Turns
- Uphill Arcs
- Telemark Garlands
- Pivot Slip to a Stop

Intermediate Zone:

- Medium Radius Turns
- Short Radius Turns
- Rhythm Change - short to medium radius
- Variable Terrain
- Bumps
- Straight Run Tele Hop
- Skating - Level 2
- Shuffle Turns
- Linked Pivot Slips
- Railroad Track Turns

Teaching Example:

Example selected from the beginner zone:

Present how to expand a student's movement patterns and skills in linked pivot slips to allow the student to explore their range of rotational movements.

- Set up: **Introduce** the skier level. **Describe** the terrain that you would normally use at your home area and relate it to the available terrain during the exam. Note – explain **what** you are going to teach, (For example: “Today I am going to clinic on how a focus on rotary movements can help students explore the range of rotary they possess.”) **why** this is so important (“A focus on rotary movements is important because it can help us smooth out and effectively navigate the lack of predictability we encounter when skiing varying terrain and conditions.”) and **how** you accomplish this goal (“We will do this by working through a series of several drills that focus on rotary movements that build upon one another.”).
- Establish goals and plan: Introduce a logical progression; identify the steps that you intend to accomplish during the available time frame. (For example: “We will use a series of simple drills that work on the skill of rotary movements.”) Help your peers to understand that this is a progression with a series of drills that could be used when necessary. **What**
- Present and share information: Revisit the elements of a good skiing stance. To help your peers understand a reasonable progression of exercises to accomplish your goal, you might demonstrate steering of each leg and combination of both legs steering. (For example: “Now that we’re in agreement with the key elements of an effective, efficient stance, let’s move through several simple drills that build our rotary skills.”). A key element as you begin working through several simple drills is to provide clear, body-part specific feedback for each drill to every candidate. Even if a candidate is performing movements correctly in your drill, comment to them on what it is they are doing that allows them to be effective. This keeps the feedback specific to movements and objective instead of subjective (i.e.: “nice turns” would not be sufficient.) Demonstrate the exercises for your peers and have them practice to develop a feel and understanding of why these exercise work at this level. **How.** Mentioned above are examples of many of drills one could choose from to use in a teaching segment. Time management is key in an exam, along with having a clear plan for why you are using each drill. Remember, we are teaching movements and skills, not drills.
- As you move into “guided practice” make sure that you are transitioning your group back to actual skiing and providing them with specific feedback on how they are navigating the terrain you’ve been preparing for with the drills you chose. Remember to keep your feedback very movement, body-part specific and focused on what you worked on in your

drills. Vary turn radius and speed according to terrain. Make sure that you have your group ski through a series of turns giving you sufficient time and distance to observe them and offer feedback. Identify what your peers are doing well with clear feedback explaining what you would like them to do and **why**.

- Check for understanding. This is ongoing and happening throughout your teaching segment. (For example, “Who can share with the group what movements we’ll be focused on during this drill?”) Or, you can even have candidates share with a partner next to them what they will be doing – this allows you to quickly listen into half of the group and decide (checking for understanding) whether or not to continue forward or model again. Another example would be to ask a candidate to restate what you’ve asked them to do, where and how, so you know they clearly understand your expectations/goals.
- Summarize. Ask your peers to restate the skill focus and how this will help their skiing and quickly ask each skier to restate their specific feedback to accomplish that goal. Add your own input to their statements as needed for clarification.

Why would this pass:

1. You followed the teaching cycle.
2. You selected appropriate terrain.
3. You kept the group moving, giving them sufficient time to experience and apply the progression steps.
4. You checked for understanding.
5. You related skill development to ATS.
6. You managed the group dynamics by providing both individual and group feedback. You worked with individuals within the group by providing clear, specific direction of what you wanted them to do and used body specific language of why this is important and feedback on how to do so.
7. You provided a logical summary with goals.

Professional Knowledge:

This grade is determined by what the candidate is able to accurately articulate regarding ski technique, tactics and the development of skiing skills. A candidate's professional knowledge may be tested through creating a movement analysis situation on the snow or using indoor video. The examiner may ask movement analysis questions pertaining to skiers on the hill, your peers or other necessary means.

Additionally, candidates should know their ski school progression and be knowledgeable of ATS concepts, particularly the relationship between the skills. Candidates should be able to accurately describe cause and effect as it relates to skiers in varying terrain and conditions up through the intermediate zone. Other professional knowledge categories that may be discussed are:

- ski mechanics
- skiing dynamics
- equipment knowledge
- risk management
- ski area policies
- elements of the Teaching Model, the Teaching Cycle, and teaching modifications for age, gender and/or disabilities

Movement Analysis:

As in any good lesson, movement analysis is comprised of Observation, Evaluation and Prescription. Observe ski behavior and body movements, cause and effect relationships. You are to observe your peers and be able to give them general feedback of what they are doing and how to modify behavior for positive change. At Level II you will also be observing the general public and/or engaged in a Compare and Contrast setup by the exam staff.

Certified Level III

Level III Requirements

Telemark Certified Level III

Baseline Movement Pattern

While constantly moving forward in the direction of travel, the skier redirects their center of mass (COM) diagonally to allow their legs to move actively. This allows them to make adjustments within the turn at any point, and thus maintain flow down the hill.

General Considerations

The activities are designed to be training tools for skill development. It is not so important that you master any given activity; rather the activities are in place to highlight the skills that should be present. Not all the activities may be used in the exam, nor are they graded as pass/fail. What is being assessed is the application of the skills and the ability to properly blend them to create efficient movements.

While there is some latitude for accuracy in the parameters of the activities, the candidates must routinely (80% of the time) demonstrate the skills necessary to do the activity, as opposed to occasionally (less than 80% of the time).

Skiing and Technical Understanding

The general skiing characteristics are defined in the National Standards in the psia-nw.org and the snowpros.org websites.

The following skiing has been selected to best represent levels of ability and to test the overall skill blend. The day is not limited to the following assignments. **The day is not limited to the following skiing scenarios listed below; there are more options that could be used as a part of the overall skiing day.** Refer to the PSIA-NW Telemark certification downloads page for additional skiing options.

During the day, the examiners and examinees will discuss the technical skiing elements to ensure understanding. This does not influence the overall grade but provides an opportunity for the examinees to verbally share and discuss their understanding of skiing and what was highlighted while training.

Level III examinees are accountable for all zone skiing up to their level. This also includes all skiing, skills and fundamental activities.

Advanced Zone Skiing

In the zone skiing category, the candidate will be asked to demonstrate a variety of skiing performance outcomes that reflect the ability to successfully show movements utilized in development of the student's fundamental skiing skills. The zone skiing listed below provides a consistent platform to evaluate the candidate's fundamental mechanics of skiing and skill blending. Additionally, the candidates are evaluated using the national standards categories which are Environment, Speed and Accuracy. This can also be used to assist in defining goals and developing lesson plans. For more detail, refer to the Telemark Technical Manual.

MEDIUM RADIUS TELEMARK AND ALPINE TURNS (*blue and black terrain*)

Ski a series of CARVED alpine and telemark turns of consistent size (1½ to 2 packer widths) and speed with appropriate progressive edging and rotary movements.

ASSESSMENT CRITERIA

- Skis are tipped on edge **immediately**.
- In the alpine turns, balance is directed towards the outside ski. In the telemark turns, balance is directed between the feet with the ability to pressure both feet throughout the whole turn.
- Balance is maintained through even flexion and extension in the ankles, knees, hips, and spine.
- The shoulders are matching the terrain throughout all phases of the turn.
- Turning movements originate in the feet and legs, turning more than the upper body.
- In the telemark turns, simultaneous lead change and edge change are blended with rotary

and pressure movements.

- The poles swing smoothly in the intended direction of travel, and pole touch complements the desired outcome.
- The turns are carved with minimal skidding and ski design is utilized in creating the turn shape.

SHORT RADIUS TURNS AND LINKED PIVOT SLIPS (Telemark and Alpine) (*blue and black terrain*)

Ski a series of ROUND, short radius turns of consistent size ($\frac{1}{2}$ to $\frac{3}{4}$ packer width). Also ski a series of linked pivot slips in the fall line. Must show the ability to switch between short radius and pivot slips within a series and repeat that series several times.

ASSESSMENT CRITERIA

- The transition between the short radius and linked pivot slips is seamless and without interruption of flow.

VARIABLE TERRAIN (*black ungroomed terrain*)

Ski a mix of both short and medium radius alpine and telemark turns in ungroomed conditions, without traversing. Turn shape must remain consistent and not be dictated by terrain. Must be able to show the ability to switch between telemark and alpine with a series of same-radius turns.

ASSESSMENT CRITERIA

- Maintain lateral and fore-aft balance, in the telemark, with hips between the feet through turn transitions in all terrain and snow conditions.
- Ability to show distinction between medium ($1\frac{1}{2}$ to 2 packer widths) and short ($\frac{1}{2}$ to $\frac{3}{4}$ packer width) radius turns, displaying a consistent turn shape and speed.
- The transition between series is smooth and seamless, and crisply executed.
- The body moves consistently and continuously down the hill, and the legs are active underneath.

BUMPS (*black mogul terrain*)

Ski a series of both alpine and telemark turns throughout the bumps while remaining in balance with consistent turn shape and speed and without traversing. Show the ability to switch between telemark and alpine as the examiner requests in both pivoting/braking and gliding turns.

ASSESSMENT CRITERIA

- Both pivoting/braking and gliding turns are employed.
- Balance is maintained through even flexion and extension in the ankles, knees, hips, and spine.
- Flexion and extension is smoothly progressive and continuous, and comes from coordinated movements at ankles, knees, and hips.
- Turning movements originate from the feet and legs and work with a stable and quiet upper body.

- Vision remains focused forward toward the intended direction of travel.
- The body moves consistently and continuously down the hill, and the legs are continuously active underneath.
- The pole touch complements desired turn outcome.

JUMP ENTRY TURN (*green and blue terrain*)

Medium to long radius turn. At turn initiation, jump, allowing the skis to come completely off the snow, change edges in the air, land, and complete the turn and repeat. Both alpine and telemark stances.

ASSESSMENT CRITERIA

- The “take off” and “landing” occur with both skis simultaneously.
- The body remains centered between AND over the skis throughout.
- Flexion and extension complement the direction of travel and show appropriate timing.

DOWNHILL SKATING (*green terrain*)

Skate downhill without poles for approximately 40 yards. Maintain an evenly paced skate regardless of acceleration down the hill. The skis should leave a straight line rather than an arc in the snow.

ASSESSMENT CRITERIA

- The center of mass (COM) moves forward consistently and continuously.
- Guiding movements in the legs complement the movements of the center, and are continuous.
- The legs move actively under a quiet and stable upper body and shoulders match terrain.
- The ski's edges are released and engaged in one smooth movement.
- Balance is maintained over the whole foot of the extending leg throughout the extension.
- Shin to boot cuff contact is maintained throughout.

RAILROAD TRACK TELEMARKE TURNS (*green to blue terrain*)

Ski a series of short, medium, or large radius carved telemark turns. Utilize the skis design to leave two clean parallel tracks in the snow.

ASSESSMENT CRITERIA

- The ski tail follows the tip of the ski and stays the same distance apart throughout the turn.
- The movement from one telemark stance to the other doesn't interrupt the path of the skis.

Teaching Module – Level III

The practical application of teaching concepts takes years to master. However, focusing on tactics commonly used by good teachers speeds the acquisition of teaching skills and promotes valuable learning experiences for students. The ATS Teaching Model and Teaching Cycle were developed with these ideas in mind. In particular, the seven steps of the Teaching Cycle promote quality lessons. When conducting a ski lesson, whether at work or in an assessment, remember these key ideas:

STUDENT CENTERED

The student is the focus, teach to the student. Instructors often continue on a game plan that is unrelated to their student's needs. Is the student performing the exercise correctly? Is the student ready to move on through the teaching progression? Does the student understand the objective? Is the lesson helping the student meet personal goals?

OUTCOME BASED

Your lesson should be objective oriented. What are you trying to accomplish? What will your student understand or be capable of doing after the lesson that they were not capable of doing before the lesson?

EXPERIENTIAL

Help people learn by doing. Skiing is a motor skill. Although it is necessary to give clear explanations, people need time to practice and experiment with movements. Additionally, instructors need time to observe student performance to accurately evaluate the success of a lesson.

These concepts focusing on student needs, working toward identifiable outcomes and providing opportunities for practice and performance evaluation are the elements most commonly missing from assessment and real-life teaching situations.

As you work to develop your teaching skills, practice the following steps:

- Compare the steps of your most recent lesson to the steps of the Teaching Cycle. Did your lesson fulfill all the elements of the Teaching Cycle? If not, what parts were missing and why?
- If your last lesson did not cover all the stages of the Teaching Cycle, how could the lesson be modified to fill in the gaps?
- Compare lesson content, instructor behavior, and student behavior from a lesson which went really well to the same elements of a lesson which was not successful. Were there differences? Why?
- Observe a peer conducting a class lesson and evaluate the quality of the lesson based on how effectively it addresses the various steps in the Teaching Cycle.

- Have a peer or trainer observe you conducting a class lesson and evaluate the quality of the lesson based on how effectively it addresses the various steps in the Teaching Cycle.
- Practice giving feedback to a group of your peers performing the Level 3 skiing maneuvers. Include:
 - What do you see (desirable and undesirable movements)?
 - What do you want to change?
 - Why do you want to change what you see?
 - How will you help the skier change?
- Practice determining lesson goals and objectives in actual teaching situations and in practice teaching situations with peers. Complete this sentence for each teaching situation: “By the end of this lesson, my student will be capable of...”
- Practice setting up teaching situations with your peers using the various styles below. Make sure you are using each teaching style correctly, not just setting up situations on how you think each style operates:
 - Command
 - Task
 - Guided Discovery
 - Problem Solving
 - Reciprocal Teaching Styles

Teaching Day Format:

- The long teaching session is designed for you to work with your peers on a skiing level or goal you have selected from the list of topics or a topic that you and the examiners agree upon – typically you will work with the whole group.
- The teaching groups will work together throughout the whole day. The two examiners will manage the time and scheduling of shorter or longer teaching segments as the day progresses.
- Questions based upon your teaching are asked immediately after your teaching session, during chairlift rides, or both. Examiners may also set up scenarios wherein you and your peers discuss a teaching, technical or professional knowledge situation and deliver a response in a group setting.

Candidates should be prepared to teach or coach their peer group twice during the day. One will be longer, typically 20 minutes, and the other shorter, 5 minutes or so. Your goal is to improve the level of skiing for each member of the group and although the time element doesn't necessarily allow for ownership of a new movement pattern, change in stance, etc., the individuals in the group should be able to take away the concepts they will need to pursue going forward. Although it is not necessary to fill the time allowed, it is recommended that you continue to work with the group until the total time expires – let the examiners monitor the time for you. The examiners are challenged with, and will keep to, a fairly tight time schedule.

Examiner role:

The exam module consists of two examiners, possibly an examiner in training [EIT] and possibly a shadowing school trainer. Although the EIT may take charge of the group during or throughout the day, the two examiners will be responsible for the grading based upon the Level III National Standards. The trainer shadows the exam to gain a better understanding of the exam process. During the morning introduction, the examiners will establish the tone for the day, review expectations, discuss and assign the long session teaching topics and answer any questions regarding the exam process. As well, during your teaching segments the examiners are available to answer questions, aid in locating correct terrain and help you with time management. There may be questions asked of you and/or the group immediately after each teaching session, either on the hill or perhaps on a chair ride. Examiners do not model a teaching example for the candidates but may establish a positive lead into the day with a brief teaching cycle introduction during the first run.

Teaching Situations: Level III:

The Level III teaching can be quite open-ended or very specific. You will be working with your peers to improve their skiing and performance. Understand you have limited time with your peers and you will need to first assess each person's skills, determine an appropriate goal and then develop and implement a course of action; all of which needs to be accomplished within a short time frame. You will be working with your peers twice during the day with one session of longer duration, around 20 minutes. Your teaching grade is a determination based upon your interaction with your peers and communication with the examiners. As compared to the Level II Teaching segment that is more presentation and progression oriented, the Level III Teaching segment is a lesson program designed to improve the overall skiing ability of the group and individuals within the group. Rather than preparing a predetermined list of topics, it better serves you to be ready to teach to your peer group in a variety of terrain and conditions not unlike what you might do at your home area when skiing with your fellow instructors or giving a private lesson.

To help you determine a lesson plan, do a quick and thorough need assessment of the individuals in your group, take into account their overall abilities, conditions of the day and then determine a goal and a game plan to achieve that goal.

The following skiing scenarios may be useful to first assess your peers and then as a framework in which to work with them to improve each individual's skiing, but topics outside of this list can be addressed as well.

On Piste Skiing:

- Skills and Fundamentals
- Short radius turns focusing on turn shape in a variety of terrain
- Medium radius turns on varying terrain

Off Piste Skiing:

- Bumps
- Powder
- Variable Terrain

Teaching Example – Level III:

After discussion with your peers and observing their skiing, you have decided to work with them on their bump skiing.

- Set up: You have already observed your fellow candidates skiing moguls. You note several in the group are accelerating during their turns. In addition, there are a couple of individuals who can make 3 or 4 turns but have to traverse out to start another series of 3 or 4 turns. The common situation within the group is the need for more flexion and extension through the ankles, knees, hips, and spine. **WHY?** In order to have a positive effect on their stance/balance.
- Establish goals and plan: You determine an objective (**WHAT**) and decide to work in short radius turn format with a consistent speed and flow without traverses.
- Present and share information: This is your **HOW**. You choose to first address stance and balance and then turn shape. You lead them through a quick exercise such as traversing in the bumps focusing on proper flexion/extension (absorption or retraction movements). After watching and giving clear, specific feedback you then determine how to use your guided practice time.
- Guided practice: You choose to do a series of linked pivot slips with pole use through the bumps to create better leg steering. Slowly begin to develop turns from the pivot slips creating more turn shape. Or you might choose to build upon the feedback you gave each candidate. Guided practice is just that; you are guiding your decision making based on what you see and the feedback you've given each candidate.
- Check for understanding: This is ongoing and happening throughout your teaching segment. An example of this would be asking a candidate to restate what you've asked them to do, where and how, so you know they clearly understand your expectations/goals.
- Summarize: Ask your peers to restate the objective and ask each skier to restate their specific feedback to accomplish that objective. Add your own input to their statements as needed for clarification.

Why would this pass?

1. You determined a specific objective and took logical steps to help each skier achieve the objective.
2. You determined skill-specific reasons why each skier was not achieving the objective and designed a progression to meet the skier's needs.
3. You provided constructive feedback and direction specific to each individual skier.
4. You provided accurate descriptions and demonstrations.
5. You moved the group giving each one an opportunity to ski through the exercises or tasks used to improve their bump skiing.
6. You brought the focus of each task back to the real skiing situation.
7. You checked for understanding through observation and questioning.
8. You summarized the lesson concisely and accurately.
9. You improved the overall ability of the group and the individuals within the group in the bumps.

Professional Knowledge:

This grade is determined by what the candidate is able to accurately articulate regarding ski technique and the development of skiing skills. A candidate's professional knowledge may be tested through creating a movement analysis situation on the snow or indoors using video. The examiner may ask movement analysis questions pertaining to skiers on the hill or examinees in your group.

Additionally, candidates should know their ski school progression and be knowledgeable of ATS concepts, particularly the relationship between the skills. Candidates should be able to accurately describe cause and effect as it relates to skiers in varying terrain and conditions.

Other professional knowledge categories that may be discussed are:

- ski mechanics
- skiing dynamics
- equipment knowledge
- risk management
- ski area policies
- elements of the Teaching Model, the Teaching Cycle and teaching modifications for age, gender and/or disabilities

Movement Analysis:

As in any good lesson, movement analysis is comprised of Observation, Evaluation and Prescription. Observe ski behavior and body movements, cause and effect relationships. You are to observe your peers and be able to give them specific feedback of what they are doing and how to modify behavior for positive change. At Level III you will primarily be observing your peers but may observe the general public and/or engage in a Compare and Contrast setup by the exam staff.