

**The Professional Ski Instructors of America
Eastern Division**



**Alpine
Exam and Study Guide**

PSIA-E Alpine Exam Guide

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Introduction

This manual contains information about the Alpine Certification Program of the Professional Ski Instructors of America - Eastern Division. It outlines exam procedures, content, and standards. This manual also includes essential study material excerpted from the *PSIA Core Concepts Manual* and the *Alpine Technical Manual*.

The basic purpose of the PSIA-E Alpine Certification Program is to evaluate a candidate's knowledge and skills relative to established standards of professional ski teaching and other related information. PSIA-E, like other divisions, certifies ski teachers in the American Teaching System (ATS), our national model. Candidates are expected to demonstrate a comprehensive, working knowledge of ATS throughout the examination process. Certification is awarded to those who demonstrate the required level of proficiency in skiing, teaching, and professional knowledge during the examination and have met the prerequisite requirements. Training and continuing education in these three areas are acquired through PSIA-E educational programs, ski school clinics, personal study, and experience.

The PSIA-E certification pin identifies highly qualified instructors to the ski industry and the skiing public. It is an assurance that a specific level of knowledge and competency are present in such areas as skiing, teaching technology and methodology, guest service, and safety/risk awareness.

As a desirable credential, certification becomes an expressed goal for many ski teachers, thus raising the overall standards of professional ski teaching in the United States. Ongoing educational requirements for retaining certification assist in assuring that high standards of performance are maintained. Most professionals view certification as a foundation, rather than an end in itself, and continue to grow and develop far beyond the minimum standards.

PSIA offers certification events as a member benefit. Certification is encouraged but not required. Most of the organization's events are primarily educational in content. It is quite acceptable for members to attend only the required educational events. If you are interested in certification, be assured that PSIA-E strives to deliver fair, consistent, and relevant certification events. It is our goal to examine for success in as relaxed an atmosphere as possible within a structured and meaningful evaluation environment.

Exam Preparation

Getting Started

You begin the path to certification by defining your vision or goal. It is essential to evaluate the current reality—your strengths and weaknesses relative to the vision. Then, develop a plan for getting to the ultimate goal. Having an ability to enjoy the journey despite challenges and disappointments will help you stay on your certification pathway. In charting your path, be realistic about where you are now and what's required to get to your objective. Be patient, and be prepared for occasional setbacks or detours. Learn to use both successes and failures as a catalyst to help pull you along.

What Should Take Place Before You Attend An Exam?

Prior to attending a Level I, II, or III exam the following general criteria should be met:

- The candidate has been a PSIA member for the required number of continuous years. Through these years of experience, the candidate has gained the practical experience necessary to understand and apply the American Teaching System to the required levels of skiing and teaching.
- The candidate has progressed in his/her personal and professional development through educational programs conducted by PSIA-E and the ski school.
- The candidate demonstrates a high level of professionalism and an understanding of what it means to be a professional ski teacher.
- The candidate has prepared specifically for the exam through conscientious training that focuses on the required Eastern Education/Certification Standards for certification.
- The ski school director confirms that the exam candidate has properly prepared for the exam and has put in the recommended number of teaching hours. The director believes, without reservation, that the candidate is ready to represent the ski school as a legitimate candidate to be examined.
- The candidate has selected equipment suitable for a wide range of tasks, activities, conditions, and terrain.

The National Standards

The National Standards (Education/Certification Outcomes) provide an extensive list of the exact things that a candidate is expected to be able to do and know to meet certification requirements. The standards have been written so that they give the member a picture of the skiing, teaching, and professional knowledge expectations of the examiner(s) conducting the exam. The standards are what examiners use to determine whether or not a candidate meets all criteria for the desired level of certification.

The current PSIA Education/Certification Standards are referenced in PSIA/AASI's Core Concepts and PSIA's Alpine Technical Manual; terminology consistent with these manuals is used throughout this document. These standards provide a training focus, and represent a minimum competency for each level of certification.

The premise of the certification standards is based upon the concepts of "levels of understanding" which define stages of learning in degrees of understanding. As certification is a measure of understanding, levels of certification represent stages of understanding. Candidates will be held to the knowledge and performance standards of the level at which they are testing as well as the criteria for all preceding levels.

All references to skills and skill blending refer to balancing movements, rotary movements, edge-control movements, and pressure-control movements. The variety of turn shapes refers to short, medium, and long-radius turns. While specific trail difficulty designations are stated in the National Standards, it is important to note that trail difficulty is often designated relative to the other trails at a given area. Skiing activities during certification exams will be performed on terrain that is deemed appropriate for the task being evaluated. The PSIA-E Education/Certification Standards are based on the PSIA National Standards. Slight modifications from the National Standards exist to better meet the unique needs and job responsibilities of members in the Eastern Division. Candidates with disabilities, see "A.D.A. Considerations" elsewhere in this manual.

Certification Path

The certification process and exam formats are outlined by certification level in the following sections of this manual. The requirements for professional preparation are listed below and represent the fastest path through the certification process. More information on requirements for each specific certification level is listed in each section.

- **Becoming a new member:** Must be at least 16 years of age, have a minimum of 25 combined hours of teaching and training as attested to by the Snowsports Director, be employed at an area snowsports school, complete membership application and pay Registered dues to the association.
- **Level I Certification Exam:** May take in the first season of membership upon completion of 50 hours of training and teaching as attested to by the Ski School Director.
- **Level II Exam Prerequisite:** May be taken in the second season or greater of membership. Please see the Level II Exam Prerequisite explanation elsewhere in this guide for complete information on courses that qualify as exam prerequisites.
- **Level II Exam, Part 1 Skiing:** May be taken in the second season or greater of membership. Both parts of the Level II Exam must be taken in the same Division.
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- **Level II, Part 2 Teaching and Professional Knowledge:** May be taken in the third season or greater of membership. Both parts of the Level II Exam must be taken in the same Division.
- **Level III Exam, Part 1 Skiing:** May be taken in the fourth season or greater of membership. Both parts of the Level III Exam must be taken in the same Division.
- **Level III, Part 2 Teaching and Professional Knowledge:** May be taken in the fourth season or greater of membership. Both parts of the Level III Exam must be taken in the same Division.

Note: Years of membership must be continuous to qualify for exams.

Early Admissions Portfolio

The Early Admissions program is for individuals who are or have been a national team athlete, high level coach, NCAA athlete or coach, certified pro from a foreign country, or an exceptionally strong skier and teacher with years of experience who, for whatever reason, never joined PSIA. While there are no set parameters as to who is eligible for application, all candidates are required to submit a portfolio documenting his/her skiing, racing, teaching, and coaching experience. Each candidate is also asked to submit two letters of recommendation. A candidate is invited to pass through all three levels of certification in one season, or to try as many as he or she would like the first year and to complete the program in the second. We open this program to all exceptionally qualified individuals who would like to apply. It is for coaches and competitors and also for area managers, advanced children's educators, heli guides and whom ever else has a strong teaching and skiing background.

In order to qualify for the Early Admissions Program, the candidate must submit the following to the PSIA-Eastern office with an application:

- **A \$50 non-refundable fee:** Required with the application to cover the added administrative expenses of tracking Early Admissions individuals through the season and getting them into exams in a timely fashion.
- **One letter of recommendation** from the applicant's Ski School Director
- **One additional letter of recommendation** documenting the applicant's exceptional skiing skill, teaching and coaching ability, and training.
- **One cover letter** detailing why the applicant believes he or she qualifies for the Early Admissions program
- **One skiing resume**
- **One completed application** for the candidate's first Early Admissions event

All of the items listed above must accompany the candidate's first application. The application and complete portfolio must be received prior to the first event deadline. Any Early Admissions application received without a completed portfolio will not be accepted. Upon receipt of the candidate's portfolio and application, the member will receive a confirmation card with an Early Admission number. This number must be present on all applications for Early Admission events. This number will help the office to track individuals in the program.

- A member can try to go as far as he/she can (or wants to) in one year. Individuals will have to attend every event required of any other certification candidate, including all prerequisites.
- If at any point along the way a candidate is unsuccessful at an exam, the Early Admission program ends for that season at the last certification level they successfully attained. If the candidate successfully attained Part 1 of an exam, (s)he also retains that part for that season and the following two (the same policy as for all other exam candidates).
- An Early Admission candidate who had been unsuccessful at an exam the previous season may reapply for the program the following year (\$50 non-refundable application fee required again) if (s)he did not get as far as desired the first season. After two unsuccessful exam attempts (at any level), the applicant must enter the traditional certification pathway and their Early Admissions bid has ended.

Membership Level: Registered Member

The Registered level is PSIA-Eastern Division's entry level of membership. It is designed for individuals who wish to become involved in PSIA. To become a Registered member, the teacher must have received a minimum of 25 hours of combined in-house training and on-hill teaching at their home ski area. The Registered member can then decide to take one of the many educational courses offered through PSIA-E. Upon completing a minimum of 50 hours of combined in-house training and actual on-hill teaching, as attested to by the Snowsports Director, a Registered member may attend the Level I Exam. Registered members must maintain their membership by attending an educational credit event at least once every two seasons and by paying dues to the Association on an annual basis. The following prerequisites must be met in order to become a Registered member:

- Be an active employee of a ski school that conducts a regular program of instructor education and training.
- Complete 25 hours of combined in-house training and actual on-hill teaching, as attested to by the snowsports director. The training should include areas of skill and knowledge addressed in the American Teaching System.
- Be 16 years of age or older at time of application.
- Pay dues to the Association.

PSIA-E Education/Certification Standards for Registered Instructors

Category A: PSIA/AASI Education

General PSIA/AASI education provides teachers with an overview of snowsports instruction, a brief history of PSIA/AASI, and an introduction to the professional aspect of teaching snowsports. Registered members will be expected to recall and comprehend basic information about the aspects of ski teaching and the ski industry listed below.

The instructor will be able to ...

1. Introduction to PSIA/AASI

- a. Recall the history, purpose, and organization of PSIA/AASI
- b. Identify the vision/mission statement of PSIA/AASI

2. Ski Industry

- a. Discuss the role of ski instruction within the snowsports industry
- b. Describe the organization of one's home resort
- c. Discuss the teamwork aspect of home resort area operations

3. Professionalism

- a. Discuss the basic principles and philosophies of professionalism
- b. Discuss specific behaviors of ski instructor professionalism
- c. Demonstrate professionalism at home resort

Category B: Skiing

Registered level teachers must demonstrate the ability to safely ski terrain common to the Beginner/Novice zone, and to consistently demonstrate fundamental elements of stance and balance in a form that will create understanding and encourage further development. No specific parameters are set for the performance of any maneuvers until Level I certification.

The instructor will be able to...

1. Demonstrate a balanced athletic stance
2. Demonstrate balance in a straight run
3. Demonstrate balance in a traverse
4. Demonstrate balance in a sideslip
5. Ski wedge turns
6. Ski slow, open parallel turns representative of new skiers on accelerated learning equipment
(*The term "balance" in the above descriptions references appropriate flex in the joints to keep hips over feet; proper hand and arm position; forward vision; appropriate stance width; and basic movements which facilitate fore-aft and lateral balance*)

Category C: Core Concept Education

Core Concept education for a Registered teacher explores the personal motivation for teaching, and promotes a teaching style/learning environment guided by emotional involvement. Registered level teachers must demonstrate a clear understanding of risk management and safe class handling with Beginner/Novice zone students. Registered instructors have an awareness of basic physical, mental, and social characteristics of students, especially as related to teaching children.

The instructor will be able to...

- 1. Core ideals**
 - a. Describe their personal motivation for becoming a snowsports teacher
 - b. Describe their own strengths and weaknesses relative to the communication and people skills required to effectively teach snowsports
- 2. Understanding students**
 - a. Demonstrate an awareness of physical, cognitive, and affective development in a variety of student populations
 - b. Demonstrate an awareness of physical, cognitive, and affective development in children of all ages
- 3. Class Handling and Organization**
 - a. Recognize the impact and importance of developing trust in the learning environment
 - b. Manage risks present in the mountain environment in a responsible manner
 - c. Demonstrate an ability to provide individual attention to students in a class
 - d. Provide a Beginner/Novice zone lesson format based on the guidelines of American Teaching System (ATS) and one's home resort
- 4. Risk Management**
 - a. Recite Your Responsibility Code
 - b. Teach Your Responsibility Code to students at one's home resort
 - c. Practice class handling that demonstrates appropriate decision-making based upon risk management principles
- 5. Customer Service**
 - a. Identify key elements of a student-centered and experience-oriented approach to teaching
 - b. Relate various customer services at one's home resort to ski school students
 - c. Demonstrate customer-oriented behaviors that create relationships with guests and students

Category D: Alpine Technical Education

The level of proficiency required of registered level teachers is defined by a general awareness of basic alpine technical issues, and an ability to demonstrate typical movements and tasks of Beginner/Novice zone skiing.

The instructor will be able to...

- 1. Skills Concept**
 - a. Identify and define the four categories of skills
- 2. Phases of the turn**
 - a. Identify the three phases of a turn
 - b. Identify dominant movements and skill areas during a turn typical of a student in the Beginner/Novice zone

3. Equipment

- a. Characterize the type of rental equipment most often seen at the home resort
- b. Describe proper fit of boots, ways to check the fit of students boots, and methods of adjustment in fit
- c. Describe proper ski lengths for Beginner/Novice zone students
- d. List required clothing and safety items

4. Movement Analysis

- a. Recognize basic aspects of proper stance and sliding balance
- b. List activities which highlight specific movements relative to chosen categories of the skills concept

5. Stepping Stones

- a. Identify the basic principle of the Stepping Stones
- b. Describe the teaching progression favored at one's home resort for teaching first-time skiers

Membership Level: Certified Level I

Certified Level I is the primary point at which Registered members enter the certification track. This level is where Registered members demonstrate a solid foundation of information and experience necessary to be an effective ski teacher. The following prerequisites must be met in order to become a Certified Level I member:

- Be 16 years of age or older at time of application.
- Be an employee of a recognized ski school and have completed a minimum of 50 hours of combined in-house training and actual on-hill teaching, as attested to by the ski school director.
- Attend a PSIA-E Level I event and pass the assessment criteria stated in the Eastern Certification Standards.

Certified Level I members must maintain their membership by attending an educational credit event at least once every two seasons (*unsuccessful exam attempts do not count as educational re-ups*) and by paying dues to the Association on an annual basis.

The Level I Exam Process

The Certified Level I process consists of an assessment of *basic* skiing skills, teaching skills, and professional knowledge (which refers to technical and mechanical knowledge as well as to knowledge of guest service, PSIA, the ski industry, and risk management). The Level I exam is a two-day program consisting of a combination of training and evaluation. The first day will be dedicated to training and coaching the candidates in their areas of needs. During the second day an assessment as to the candidate's ability to meet the Level I standard will be made. Candidates should be prepared to lead a group through some basic ski instruction scenarios.

The Certified Level I Education/Certification Standards and the list of Level I Skiing Tasks and Teaching Assignments should serve as a guide for training for the Level I exam. It is not expected that Level I candidates will have *in-depth* knowledge and experience in each of the areas of competence listed in the Outcomes. It is expected, however, that candidates will be able to show *basic* competence and knowledge in all of these areas. In addition, it is expected that candidates will be able to demonstrate a *significant* level of competency with the skiing and teaching tasks listed specifically for assessment at a Level I event.

Registration begins promptly at 8:00 A.M. Please be on time!

Day 1

- The first day of the event will be educational in nature and focus on the areas of need to meet the Level I National Standard by the end of the second day.

- A variety of skiing activities will take place on Green and Blue Terrain. **Note:** If the skill of all members of the group is sufficient to ski groomed black terrain, this may be done for educational purposes but not for exam scoring.
- This is a **2 day event** – participants **must attend both days** for Level I Certification.

Day 2

- The day is spent assessing the skiing, teaching, and professional knowledge of the Level I candidates as compared to the Level I National Standards.
- The assessment atmosphere will be light, constructive, and basic.
- Each candidate should be prepared to teach briefly and lead the group.
- A variety of skiing activities will take place on Green and Blue Terrain.
- Scoring is done in each of three main categories: Skiing, Teaching, and Professional Knowledge. Candidates will receive marks and standardized comments that will indicate if the Level I standard has been attained.
- An awards ceremony will be held for all groups at the end of the second day. Course conductors will hand out the Level I pin to successful participants at this time.

The Level I Assessment: What To Expect

Skiing

Skiing activities should be performed as if the candidate were leading a student down a slope and enjoying the terrain. You should practice and master the following activities before coming to the Level I event. The activities will be evaluated on the basis of modern mechanics and movements that demonstrate appropriate skill blending.

Level I Skiing Tasks

- Balanced athletic stance and consistent speed control in all skiing tasks
- Basic Parallel Turns - short/medium/long radius
- Spontaneous Christies
- Wedge Turns
- Stepping/Skating maneuvers on the flats
- Vertical Sideslip
- Pole Use

Teaching

A trend of beginning guests at ski resorts is that students are arriving on a variety of equipment, with scores of different motivations for being there and with diverse backgrounds of related activities and experiences. Ski equipment is changing all the time. Ski companies are constantly altering the shapes and sizes of their skis to offer the public excitement and ease on the snow. The ski industry has figured out that varying side cut, length and width makes skiing easier in variable conditions and terrain. Beginning skiers can make more advanced moves at slower speeds because the skis provide some of their own turning forces. Beginner progressions have moved away from always using a wedge to teach a person how to ski. The linear progressions of the past are not as easy to apply across the board. Skiing a basic open parallel is frequently an achievable goal for a first time skier with the right mix of available terrain, equipment, athletic background and coaching guidance. Assessing and then understanding a student's profile is critical to the success of guests, particularly at the beginning level. As such, the options for developing a teaching plan for beginning skiers is quite broad and is dependant upon appropriate selection of activities (Stepping Stones) that will lead to the development of a skilled blend of movements. In real life, you must prepare for any student and be ready to offer coaching and solutions specific to the guest's profile, skills and background. At the exam, you will be asked to address a student profile of your choice and to provide a series of activities to lead that student toward development of skilled movement. In front of the group, you must demonstrate awareness of a basic teaching process (i.e. introduce an activity, develop that activity, offer feedback, and summarize). You must be able to do this for students in the Beginner/Novice zone.

Here are examples of different student profiles. What path through the Stepping Stones will lead each student to develop the skills necessary to ski basic parallel turns?

- A 16-year-old boy who has never skied. He is athletic, and lives in North Carolina where he spends all his time in-line skating and surfing. What is the path you might take to get him to parallel? He has borrowed a pair of skiboards from a friend for this lesson.
- A 62-year-old man who is taking up skiing after a career as a tennis player. He has not been very active recently as his wife has been sick and he has been caring for her. What is the path you might take to get him to parallel? He is on a pair of short shaped skis for his lesson.
- A 42-year-old woman who has never skied before and has no affiliation with any other sports. She and her boyfriend are going on a ski trip out West and he bought her the 160cm shaped skis that she has brought for her lesson.

Rely on your experiences as a ski teacher for this portion of the exam.

Professional Knowledge

- Identify how your lesson activities relate to the development of the four skills (in a very **basic** sense).
- Demonstrate an awareness of good safety practices relative to all lesson activities and to your own personal skiing within the group.
- Describe how to change lesson activities in consideration of student age, the weather, or snow conditions.
- State the basic options, solutions, and benefits that modern ski designs provide.

PSIA-E Education/Certification Standards for Level I Instructors

Certified Level I members demonstrate a solid foundation of information and experience necessary to be an effective ski teacher. The Certified Level I instructor possesses an understanding of *basic* skiing skills, teaching skills, and professional knowledge. It is not expected that Level I candidates will have *in-depth* knowledge and experience in each of the areas of competence listed in these Standards. It is expected, however, that candidates will be able to show *basic* competence and knowledge in all of these areas. In addition, it is expected that candidates will be able to demonstrate a *significant* level of competency with the skiing and teaching tasks listed specifically for assessment at a Level I event.

Category A: Skiing

Level I certified teachers must be able to ski all green and groomed blue terrain demonstrating consistent balance and control of speed through turn shape. Demonstrations must display an “understandable picture” of the technical elements of Beginner/Novice zone skiing. The turn dynamics are limited by the speeds and terrain appropriate for Beginner/Novice zone skiing and tasks.

The instructor is able to...

1. General Characteristics

- a. Consistently link turns with sustained rhythm
- b. Maintain consistent speed by controlling the shape of a turn
- c. Maintain a balanced stance throughout a series of turns
- d. Demonstrate an appropriate blend of skills with consideration for the snow conditions, equipment, terrain, etc.
- e. Ski a variety of turn sizes within a series of turns while maintaining speed control

2. Balance (Level I Beginner/Novice zone terrain, speed, and dynamics)

- a. Maintain lateral and fore-aft balance through common tasks and demonstrations
- b. Demonstrate the “visual cues to effective skiing” relative to balance in demonstrations and tasks common to Beginner/Novice zone skiers

3. Rotary Movements (Level I Beginner/Novice zone terrain, speed, and dynamics)

- a. Demonstrate a gradual steering of the skis to assist turn shaping
- b. Demonstrate the “visual cues to effective skiing” relative to terrain, speed and dynamics

4. **Edge Control Movements** (Level I Beginner/Novice zone terrain, speed, and dynamics)
 - a. Demonstrate a gradual increasing and decreasing of edge angle throughout a series of turns
 - b. Demonstrate the use of ski design in Beginner/Novice zone level skiing tasks
 - c. Demonstrate the “visual cues of effective skiing” relative to edge control movements in demonstrations and tasks common to Beginner/Novice zone skiers
5. **Pressure Control Movements** (Level I Beginner/Novice zone terrain, speed, and dynamics)
 - a. Maintain ski snow contact with both skis
 - b. Demonstrate a shift of pressure to the outside ski throughout a series of turns
 - c. Demonstrate the “visual cues to effective skiing” relative to pressure control movements in demonstrations and tasks common to Beginner/Novice zone skiers

Category B: Teaching

Level I Certified teachers demonstrate a solid foundation of information and experience necessary to be an effective teacher of Beginner/Novice zone skiers. A basic understanding of how to manage the learning environment for different age and gender situations is required.

The instructor is able to

1. Awareness, Understanding and Knowledge

- a. Understand the coach/student relationship and how to develop trust between them
- b. Recall the components of the learning environment and discuss how to incorporate them into a lessons that will create memorable experiences
- c. Identify the components of good teaching
- d. Categorize teaching, skiing, and guest service principles of ATS, relative to Beginner/Novice zone students
- e. Understand student needs of specific groups (i.e. adults, children, women, seniors, beginners, etc.)
- f. List considerations for managing the learning environment for children at different stages of development

2. Application

- a. Teach the public through the Beginner/Novice zone
- b. Demonstrate an ability to develop a relationship of trust between teacher and students
- c. Identify learning styles and preferences and cite examples of how to use them in a lesson
- d. Recognize the Stepping Stones concept and identify a pathway to learning based on the needs of students specific to the instructors home area
- e. Handle a class based on group energy level, conditions, safety, and lesson content
- f. Predict and meet the needs of specific groups (i.e. children, seniors, men)

Category C: Professional Knowledge

Professional knowledge requirements for Level I Certified teachers reflect a practical awareness of general terms and concepts, and an ability to use these concepts in basic lesson situations for Beginner/Novice zone students. Decision-making and lesson content will most likely follow preplanned options, with consideration for different skill development emphasis.

The instructor is able to...

1. Terminology

- a. Define and explain basic skiing terminology as described in the Alpine Technical Manual
- b. Define and explain basic terminology as described in the Core Concepts Manual

2. Equipment

- a. Identify equipment needs for skiers through the Beginner/Novice zone
- b. Categorize the basic options and benefits of modern ski designs
- c. Identify common equipment safety issues

3. Skills Concept

- a. Discuss the role of balance relative to the other skill categories and movements
- b. Identify effective movements and skill development through the Beginner/Novice zone
- c. Understand the concept of skill blending, and identify how different skill blends create different outcomes regarding ski performance for a Beginner/Novice zone skier

- d. Teach a traditional skill blend for Beginner/Novice zone skiers (Wedge Stepping Stones)
- e. Develop Beginner/Novice zone skiers along a track to parallel skiing that is not based on the foundation of a wedge (Parallel Stepping Stones)
- f. Create an activity list for each skill category

4. Movement Analysis

- a. Recognize general movement patterns relative to skill categories in Beginner/Novice zone skiers
- b. Identify desired skill and movement outcomes in various types of Beginner/Novice zone skiing including beginner parallel and wedge turn progressions
- c. List exercises and tasks, which address a student's needs, the equipment being used, terrain options, etc.

5. Personal Mastery

- a. Identify and develop a vision for personal growth as a snowsports teacher
- b. Understand the pathways for personal and professional growth by identifying the resources available both inside and outside of PSIA/AASI
- c. Plan short and long range schedules for training and certification goals

Membership Level: Certified Level II

The Certified Level II member is one who has demonstrated commitment and dedication to the ski teaching profession and to his/her own personal development. Level II members have proven their competency by passing a Level II exam, and are considered qualified to provide valuable instruction to a majority of ski school patrons. The Level II member is required to meet the following criterion:

- Be a Certified Level I member of PSIA-E, and be in at least the second season of membership at the time of application for Level II, Part 1 Exam.
- Candidates must be in at least their third season of membership and successfully pass Level II, Part 1 Exam prior to applying for the Level II, Part 2 Exam.
- Be an employee of a recognized ski school and have taught a recommended minimum of 150 hours, as attested to by the ski school director.
- Attend a PSIA-E Level II exam prerequisite.
- Pass the PSIA-E Certified Level II exam criteria as stated in the National Level II Standards, and evaluated by the Association.

Level II Certification is a two-part process. There is a two-day Skiing evaluation (Part 1). Successful completion of Part 1 is followed, at a later date, by a two-day Teaching and Professional Knowledge evaluation. (Part 2). A prerequisite course as described elsewhere in this manual is required for completion of the Level II Exam process.

NEW!! Members will also have the option to complete both parts of the Level II Exam at one 3-day event. Please see complete details at the end of this section.

Certified Level II members must maintain their membership by attending an educational credit event at least once every two seasons (successful exam candidates will receive educational credit; unsuccessful exam attempts do not count as educational credit) and by paying dues to the Association on an annual basis.

The Level II Exam Process

Prior to completion of the Level II, a ski teacher is required to have attended a two-day prerequisite event. Candidates may choose which part of the exam they would like to take a prerequisite for.

Level II Exam – Part 1 Skiing: The candidate may choose a Development Series Skiing, Mogul Series, Level II Practice Exam, attend the Pro Jam or Spring Academy as their Level II exam prep course to meet the requirements of the Level II Exam prerequisite. It is highly recommended if a candidate chooses one of these

courses to use as a prerequisite, the course be taken PRIOR to the Level II - Part 1 Exam. These events qualify as a prerequisite and are good for the season in which it is taken and the following season. The Level II - Part 1 or Part 2 Exam must be successfully completed in that timeframe for these events to be used as a prerequisite for successful completion of the Level II exam process.

A Level II Exam - Part 1 Skiing success will be good for the season in which the exam is passed and the following two seasons.

Level II Exam – Part 2 Teaching - A candidate may opt to choose a prerequisite course for the Level II - Part 2 Teaching and Professional Knowledge portion of the exam. The candidate may choose from the Level II Teaching Seminar, Movement Analysis, Foundations of Teaching, attend the Pro Jam or Spring Academy as their Level II exam prep course. The purpose of the prerequisite is to give participants an opportunity 1) to become more effective at understanding what they are seeing in a student's skiing, 2) to develop the ability to select meaningful activities for a given situation or student, 3) to articulate why the selected activity is appropriate, 4) to solve teaching problems with the benefit of immediate feedback from an Educational Staff member, and 5) to practice presenting a selected activity in a manner that will encourage the student to achieve the most success. These prerequisite courses are NOT skiing improvement clinics and participants should not sign up expecting personal skiing feedback. These events qualify as a prerequisite and are good for the season in which it is taken and the following season.

Level II Exam candidates are required to take ONE exam prerequisite course only. They are not required to take a prerequisite course for each part of the exam.

It is advisable for candidates to prepare and ask questions in areas where they may feel weak or uncertain, so that the specific needs of each individual can be addressed by the course conductor to the fullest extent possible.

Level II, Part 1 (The Skiing Evaluation)

Level II, Part 1: Day 1

Be at the area ready to sign in by 8:00 A.M. Please be punctual.

Groups will consist of up to eight candidates. The candidates ski with two evaluators, one in the morning and one in the afternoon. During Day 1, candidates are evaluated on their skiing; a clear concise explanation will be given for all tasks and activities. Evaluators will refrain from feedback in order to maintain equality in the evaluation environment. There will be no group coaching except for the possible re-explanation of the skiing task desired. Candidates will be asked to perform a variety of tasks, activities, and free runs with a focus(es). (For further information concerning required skiing standards see the National Skiing Standards for Level II.)

Level II, Part 1: Day 2

Be at the area by 8:00 A.M.

On Day 2 of the Skiing Evaluation, candidates ski with one evaluator, for half a day. The evaluator will only assess skiing; there will be no coaching. Most of the focused tasks, activities, and free runs that were performed on Day 1 will be evaluated on Day 2.

NEW!! In the afternoon of day 2, candidates will take the written exam.

The written exam consists of 50 multiple-choice questions. A candidate will be well prepared for the written exam if they are familiar with the information in this manual and the required reading listed at the end of this manual. The written exam score is independent of the modules scoring. A candidate must receive a score of 66 or above on the written exam to be successful.

For the 2009-2010 season and the 2010-2011 season, the written exam will be offered to those members who have already completed the Level II Part 1 exam. The written exam for this group will be offered at 8:00am on day 2 of the Alpine Level II Part 2 exam.

A candidate is required to pass Part 1 before attempting Part 2. Once Part 1 is passed, Part 2 may be taken anytime during either the same ski season in which Part 1 was passed, or during the next two seasons. A member must be in their third year of membership to take the Level II, Part 2 exam. If Part 2 is not successfully completed by the end of this time frame, a candidate must start the exam process over again.

After two unsuccessful attempts at Part 1 or Part 2, a candidate must take two educational credits in the areas of skill/knowledge where (s)he was unsuccessful before taking the exam a third time.

Level II Skiing

Candidates will be asked to perform a variety of tasks, activities, and free runs with focus(es). All candidates will be evaluated on their skiing. (For further information concerning required skiing standards see the National Skiing Standards for Level II.) Skiing will be tested and evaluated through four categories of skiing activities:

Selected Skiing Tasks – Tasks will be done on moderate terrain. They may be done using a variety of formats i.e. call down, pairs skiing, line rotation, etc. Candidates should be prepared to ski any of the activities listed below.

- Short radius turns in fall line – maintain constant speed and radius
- Medium radius turns – maintain constant speed and radius
- Free runs
- Lane change – five short turns, change on the 5th turn (width of a grooming lane)
- Medium/Short/Medium (ski an hourglass)
- Short/Medium/Short
- Medium radius turns – moderate speed to VERY slow speed, back to moderate
- Short radius turns accelerating OR decelerating
- Traverse – weight basically even; uphill knee and hip slightly forward
 1. traverse from point A to point B – maintain a straight line
 2. ride the natural sidecut of the ski

Level II Reference Maneuvers

- Skating/stepping/tracking maneuvers
- Wedge Turns
- Spontaneous Christies – vary the turn radius, speed, terrain
- Open Parallel – vary the turn radius

Bumps

Candidates must be able to ski any intermediate bumps. The focus will be on accuracy and speed control, so as to be able to lead students down the terrain.

Versatility

- Falling leaf – alternating diagonal sideslipping
- Ski only on the inside ski – make only slight direction changes on easy terrain; maintain functional alignment of body parts
- Skate down the fall line (on easy terrain)
- Stem christies
- Open parallel turns – NO poles

Results for Level II, Part 1

Scoring is done by three evaluators, two on the first day and one on the second day. Each evaluator gives one mark (in skiing) for each candidate. At least two evaluators must determine that the required standards have been met, based on the skiing category of the National Level II Skiing Standards, for a candidate to successfully complete the Skiing Evaluation.

By mid-afternoon of Day 2, after all candidates have completed the written exam, results from Part 1 Skiing exam will be posted. Candidates will receive three examiner scorecards. Results will be recorded in the Eastern Office.

Level II, Part 2 (The Teaching / Professional Knowledge Evaluation)

Day 1

Registration for Part 2 begins at 8:00 A.M.

Candidates will be divided into groups of six or less, groups will meet evaluators for the Modules. The Level II, Part 2 evaluation is made up of Four Modules. Two module evaluations will be completed on Day 1 (one module in the morning and one in the afternoon). And two module evaluations will be completed on Day 2.

Day 2

Be at the area by 8:00 A.M.

Module groups will form by 8:30 A.M. and if lift schedules allow, be on snow. The third module will be evaluated in the morning and the fourth module evaluated in the afternoon.

Explanation of the PSIA-E Modules Concept

The Level II, Part 2 exam consists of four on-snow modules. The modules include Movement Assessment, Children and Youth, Creative Teaching, and Teaching Movements and Skills and are described below. Candidates will be scored in each of four defined areas in each module for a total of sixteen scores. Feedback will be provided in the form of checked boxes indicating a performance that:

- Needs Significant Improvement
- Below Standards
- Meets Standards
- Strong

A “Needs Significant Improvement” or “Below Standards” check will give the candidate a “Fail;” and a “Meets Standards” or “Strong” will give the candidate a “Pass” in that area. Candidates must have **TEN** Pass marks and a 66% or better on the written test to successfully pass the exam.

Description of Modules for the Level II, Part 2 (Teaching & Professional Knowledge) Exam

MOVEMENT ASSESSMENT MODULE

The Movement Assessment module is conducted on snow in an active group participation and interactive format. Throughout this module candidates and their Examiner will interact in directed activities and discussions. The activities and discussions will be based on Knowledge of the Skiing Skills and the Visual Cues to Effective and Ineffective Skiing.

Candidates will be expected to:

- Recognize and describe what body parts move to apply the skills and movements of effective skiing.
- Draw conclusions about relationships between body movements and performance outcomes.
- Provide potential solutions about what to change to reach desired outcomes.
- Choose wording that could provide accurate, concise and tactful advice for other exam candidates and/or potential students as it relates to the activities and discussions.

Scoring for Movement Assessment Module

1. Observations and Descriptions

This scoring area pertains to a candidate’s ability to recognize and describe the Visual Cues, the application of skills, and the interaction of the skis and the snow. Ideally these descriptive statements are clear and concise, and the candidate understands the connection between what they see and performance outcomes.

Needs Significant Improvement: Shows no knowledge or minimal knowledge of the Visual Cues of Effective Skiing, skill application or ski-snow interaction. Observations are mostly inaccurate or incomplete. Descriptions are uncertain and/or unclear.

Below Standards: Demonstrates partial knowledge of the Visual Cues of Effective Skiing, skill application or ski-snow interaction with a mix of accurate and inaccurate observations and descriptions.

Meets Standards: Demonstrates knowledge as described by the National Standards, observations are accurate. The descriptions given are relevant to the activities and discussions and are clearly stated.

Strong: Shows knowledge above the National Standard; observations are insightful and descriptions are delivered in a clear and concise manner

2. Potential Solutions/Prescriptions

This scoring area pertains to a candidate's ability to formulate and relate future plans for improvement based on knowledge of the application of Skills and the Visual Cues of Effective Skiing. These plans for improvement should directly relate to the activities and discussions candidates participate in.

Needs Significant Improvement: Offers potential solutions that do not connect to observations and descriptions; for the most part solutions are invalid or inapplicable.

Below Standards: Demonstrates some connection; however the prescription/solution is inaccurate and/or incomplete. In total, both the connection between description/prescription and the relevancy of the prescriptive activities is questionable.

Meets Standards: Gives accurate solutions based on observations and knowledge of ATS.

Strong: Delivers accurate solutions in a clear concise manner. The connection between description and prescription is strong. Multiple solutions may be identified and discussed.

3. Cause and Effect Relationship

This scoring area pertains to a candidate's understanding of what body movements cause effective and ineffective skiing. Conclusions should be based on a working understanding of the skills and the Visual Cues of Effective Skiing.

Needs Significant Improvement: Shows limited or no knowledge of cause and effect.

Below Standards: Demonstrates a 'hit or miss' cause and effect knowledge. Statements are sometimes inaccurate, incomplete, obscure or inconclusive; thus failing to substantiate a working understanding of cause and effect.

Meets Standards: Identifies cause and effect relationships accurately.

Strong: Provides insight into cause and effect relationships showing greater depth and/or breadth than the Standard requires. Statements are clear and concise.

4. Effective Feedback

This scoring area pertains to a candidate's ability to share meaningful performance results and effective performance suggestions in an accurate, concise and tactful way.

Needs Significant Improvement: Gives no meaningful effective feedback.

Below Standards: Gives some feedback, but it is inaccurate and non-specific.

Meets Standards: Provides some accurate feedback that is effectively used by the receiver.

Strong: Provides accurate and effective feedback. It is communicated in a clear, concise manner that is tactful and understood by the receiver. This score may also indicate a knowledge and application of multiple types of feedback.

CREATIVE TEACHING MODULE

The purpose of the Creative Teaching Module is to assess if a candidate can use similes, analogies, metaphors, on-snow simulation activities, and past life experiences or any combination there of, to teach skiing in a creative non-technical manner. In the Creative Teaching Module, the candidates are asked to coach the group for 15-20 minutes, addressing a student profile and a student's skill development. Candidates will be asked to draw from 2 stacks of cards. One stack of cards has student profiles describing mind set, goals, fitness, gender, and age. The other stack of cards has a technical description of the student's present skill development. The combination of the 2 cards drawn will provide the student profile the candidate is to address. Candidates should be prepared to choose words and activities that are relevant to the hypothetical student(s) and of interest to the exam group. The candidate must use a physical life experience, an image, analogy, on-snow simulation activity, or any combination there of that can transfer a student's prior knowledge/experiences to the skiing experience. It is likely that at the end of the module, candidates may be asked to briefly state how they might modify their presentation to fit a different skier demographic. (older,

younger, male, female, fitness level). The Creative Teaching Module is examined in an on-snow format allowing about one run or about 15-20 minutes per candidate.

Examples of student profile and skill level cards:

- Student Profile – 18 year old male, weight 200lbs, height 5' 10", has trouble with sore shins and speed control
- Skill development description– The student skis a mixture of stem Christie and parallel, with traverses between turns

Scoring for Creative Teaching Module

1. Power of the Transfer – Teaching Styles – Learning Modes (VAK)

This area scores how well the selected images/activities/experiences address the chosen student profile while matching the needs of the group. The coaching should create a bridge from the experience/activity to the skiing movements to be learned.

Needs Significant Improvement: The images/activities/experiences selected have little or no relevance to the skiing movements that are to be learned, and little connection to the group.

Below Standards: The images/activities/experiences have some relevance to the skiing movements to be learned. Taken as a whole, the program's validity, execution and connection to the group is questionable.

Meets Standards: The images/activities/experiences pertain to the skiing movements to be learned and there is connection to the group. The ideas and activities shared are powerful enough to produce the desired outcome.

Strong: There is power and relevance of the images/activities/experiences and a great rapport with the group.

2. Technical Validity of the Teaching Concept

This scoring area pertains to the candidate's understanding of ATS and the mechanics of skiing. The candidate's coaching should enhance skills and promote fundamental movements.

Needs Significant Improvement: The images/activities/experiences selected transfer to movements that are counterproductive and understanding of the movements is inaccurate.

Below Standards: The images/activities/experiences selected for the transfer are incomplete, and or questionable. The understanding of skill acquisition and the fundamental movements is incomplete as described by the National Standards.

Meets Standards: The candidate's sharing of ideas and activities promote the acquisition of skills and fundamental movements. The program's content reveals an understanding of ATS and the mechanics of skiing pertinent to the National Standards.

Strong: Images/activities/experiences chosen are specific and relevant, and accompanied by advice that unmistakably reveals a strong understanding of ATS and the mechanics of skiing.

3. Group Handling Skills – (able to make age specific modifications)

This scoring area pertains to the way a candidate acts and reacts to given circumstances. This would include considerations such as:

- Presents information in an interesting, creative way at the right time.
- The ability to be student centered.
- Demonstrates awareness and understanding of safety considerations (The Responsibility Code).
- Modifies concepts to meet the needs of children as well as seniors.
- Addresses performance frustrations, fear, and anxiety.
- Leads group effectively in the alpine environment; includes making appropriate terrain choices.

Needs Significant Improvement: There is a general lack of awareness, purpose, and knowledge necessary for effective leadership. There are moments of serious inattention to the physical, emotional, or safety needs of the group.

Below Standards: At times leadership is ineffective. The ability to be student centered is questionable. Group handling style is one-dimensional. (Example: all command and follow)

Meets Standards: Leadership is effective, risk awareness is present, awareness of the group and the individual is present and the candidate has the ability to make age specific modifications if volunteered or requested.

Strong: Candidate shows student centered awareness in all actions regarding the alpine environment. Activities are well chosen from an educational and safety perspective.

4. Communication Skills – Group Involvement – Personal Attention

This scoring area pertains to how a candidate shares ideas and information with others. This would include considerations such as...

- Provides consistent, positively stated information at the right time and to the right person.
- Provides information that is appropriately descriptive and prescriptive.
- Gives clear, concise directives.
- Demonstrates effective verbal and nonverbal communication.
- Conducts discussions that involve everyone and create enthusiasm, excitement, and synergy.

Needs Significant Improvement: Communication is unclear/ineffective. Feedback statements are absent, demeaning or inaccurate. Communication is inflexible, teacher centered, and/or unenthusiastic.

Below Standards: Lack luster communication that creates confusion and questions for the receivers. Feedback is not specific and is incomplete with questionable timing and or phrasing.

Meets Standards: Communication is clear and upbeat, feedback statements are pertinent and personal.

Strong: Communication (verbal and nonverbal) is clear, concise and inspiring, everyone feels involved. Feedback is personal, helpful, well timed, and positive in nature.

CHILDREN AND YOUTH MODULE

This module's purpose is to assess the candidate's ability to teach children and youth in a fun, safe and moving environment. It will also assess the candidate's understanding of ages and stages of children's development (CAP Model). Candidates will be expected to show they have experience working with issues that may arise between parents, coaches and students. Candidates should have knowledge of industry concerns affecting the teacher / learner (child and parent) partnership specific to their home resort.

The exam process involves a 15-20 minute idea sharing and peer coaching segment lead by the candidate. Scenario cards presented by the examiner with children's ages, skill level, and goals will be picked by the candidate. The candidate will be expected to create an appropriate environment using the chosen scenarios and lead the group in a creative, fun and moving program on appropriate terrain. Stages of development that are appropriate to the children's age should be accounted for in the program.

Two examples of scenario cards for Level II are:

- An 8 year old female, skis anywhere in a power wedge no matter what the terrain. She is happy skiing in her power wedge, but holds up the rest of the class. She has the ability to ski parallel; at least this is what a former instructor told her. Her parents are adamant that she stays in this "all mountain" group. Can we get her out of the power wedge?
- A group of advanced intermediate skiers; boys and girls, ages 6 and 7. They are itching to get in the bumps, as they are bored of skiing the groomers. How would you approach coaching beginning bumps to these kids?

The following are questions candidates may ask themselves to prepare for this exam module.

- Are the ideas and activities presented effective for the described scenario?
- Is the terrain choice effective and safe for the described scenario and population?
- How is the teaching segment related to kids?
- How is play, imagery, game used?

- Is the pace of the presentation effective?
- Do you understand why specific games/exercises are being used?
- What aspect of child development is being addressed in the teaching segment?

Scoring for Children and Youth Module

1. Class Management

This area of scoring pertains to the candidate's ability to use the terrain safely, keep the group moving, and to involve all participants. The candidate is scored on the ability to create a team atmosphere that takes into consideration the individual needs of the group members.

Needs Significant Improvement: Management skills demonstrated resulted in lack of movement on the hill, unsafe choices, and disinterest/confusion from other candidates.

Below Standards: Occasional judgment errors, marginal amount of movement. Partial, sporadic, or somewhat confusing communication with the group.

Meets Standards: Moves the group safely and creatively, involving all participants.

Strong: Takes command of the group, creates cohesive atmosphere for group and uses innovation in managing group.

2. Understanding of children's "ages and stages"

This area of scoring pertains to knowledge of the stages of development; cognitive, affective, and psychomotor. Scoring in this area is based on the relevance of an activity to the child's age and stage. Understanding of ATS must be accurate as it relates to children.

Needs Significant Improvement: Provides inaccurate explanations for child development. Activity used is inappropriate for the age/stage of child. ATS understanding of kids' movements is underdeveloped.

Below Standards: Understanding of child development and or ATS is incomplete, somewhat misconstrued and/or limited.

Meets Standards: Solid understanding of ages and stages of child development and ATS. Activity presented is appropriate and effective.

Strong: Candidate provides very clear and accurate explanations of the stages of development. Comparisons of adult movements with child movements are detailed.

3. Use of Activities and Games

This scoring area pertains to the effectiveness of an activity for a specific skill-based goal. The candidate will also be evaluated on the overall creativity and fun of the activity.

Needs Significant Improvement: The activity has no relevance to the skill. The candidate allows no involvement from the group. There is a lack of "play."

Below Standards: The activity has some relevance to the skill. There is confusion around the activity/game.

Meets Standards: The activity used is clearly described and implemented. It is effective for the skill-based goal. It is Fun!

Strong: The activity presented is innovative, involving all participants and introducing new concepts while achieving the goal of learning/enhancing the specific skiing skill.

4. Student/Parent/Instructor Partnership

This area of scoring is based on the candidate's ability to effectively work with issues that may arise between parents and coaches, parents and kids, kids and kids, or kids and coaches. Specific issues that apply to this area are skill level, student/ parent/ instructor goals and child behavior. This scoring is based on an interview or questions with the candidate regarding an experience where the components of working with these issues had to be utilized.

Needs Significant Improvement: The candidate's behavior and action, based on the scenario described, showed little knowledge of working with issues.

Below Standards: Some key elements of resolving issues were missing from the candidate's experience.

Meets Standards: The candidate used all of the elements of resolving the issues effectively.

Strong: The candidate shows a depth of experience that would allow them to strengthen a customer's loyalty to the instructor and the resort.

TEACHING MOVEMENTS AND SKILLS MODULE

This module is evaluated on snow. Throughout this module candidates and their examiner will interact in activities and discussions based on how to teach skills and the effective movements of modern skiing. Active individual participation is required throughout this module.

Candidates will be expected to:

- Share how they teach skills and movements for scenarios being discussed.
- Show how they incorporate Teaching Styles and VAK into their coaching to enhance learning.
- Use language and activities to convey how the body should move and how the skis should interact with the snow.
- Interact with the exam group and the examiner in such a way that it is evident that the candidates are paying attention to and understand how the group's performance is affected by their activities and directives.

Scoring for Teaching Movements and Skills Module

1. ATS Understanding

This scoring area pertains to how well candidates understand the skills, The Visual Cues to Effective Skiing, and skiing mechanics.

Needs Significant Improvement: Activities and discussions reveal a very limited understanding of key concepts of ATS required by this exam standard.

Below Standards: Activities and discussions reveal an incomplete, misguided, limited and/or antiquated understanding of key ATS concepts.

Meets Standards: Understanding of ATS information is effective, contemporary and well rounded.

Strong: Demonstrates an in-depth understanding of skill application, the fundamental movements, and how the skis interact with the snow.

2. Communication Skills / Terminology

This scoring area pertains to how the mechanics of skiing are conveyed. Is the message easily understood and accurate? Is the terminology used accurate, well communicated and understood by the candidate? Are the word choices used a help or hindrance to learning? Skiing skills and demonstrations convey the idea(s) being taught and are representative of this certification level.

Needs Significant Improvement: Communication clarity is ineffective for the skier zones specified for this exam standard

Below Standards: Communication effectiveness is diminished by misinterpretations, complexities, and/or verbosity.

Meets Standards: Communication is effective. Terminology is understood, used when appropriate, and helps learning.

Strong: The candidate is able to share simply and accurately, advice about the body movements, ski/snow interactions, and movement patterns.

3. Use of Teaching styles and Learning modes

This scoring area evaluates the purposeful use and/or understanding of Command, Task, Reciprocal, Group, Guided Discovery and Problem solving teaching styles. Also evaluated is a candidate's understanding of how teaching styles and VAK enhance learning.

Needs Significant Improvement: Demonstrates ineffective use of the above concepts.

Below Standards: Exhibits incomplete knowledge of the concepts included in this category. Teaching style(s) chosen are inappropriate.

Meets Standards: Exhibits a working knowledge of the Teaching Styles and Learning Modes.

Strong: Teaches with powerful use of the Teaching Styles and understanding of Learning Modes.

4. Does the leader and the group see it, do it, and understand it?

This scoring area pertains to understanding teaching outcomes. Awareness of how activities and directives affect individuals and/or the group is important. In the limited time of the exam format it is not expected that a candidate would dramatically alter a group member's skiing. However, both the leader and the group (or group member) should be aware of the need for a change and have attempted change when called upon.

Needs Significant Improvement: Gives inadequate demonstrations and explanations, and/or feedback is inadequate to produce a desired outcome.

Below Standards: Uses only parts of the teaching loop or uses them inaccurately resulting in a somewhat challenging learning environment.

Meets Standards: Demonstrates, explains, and gives feedback that are consistently conducive to learning

Strong: Teaching enhances the performance of the group or of a member of the group.

Level II Teaching and Professional Knowledge

Each candidate will have the opportunity each day, in each module, to demonstrate his/her teaching knowledge and experience:

- Through *developmental* teaching – Candidates will be asked to share and/or demonstrate their ideas relative to the development of skiers in the Intermediate zone)
- Through participation/discussion with the group and relative to other people's teaching
- By offering additional input relative to their own teaching
- Through "snapshots" i.e. offering ideas relative to situations presented by the Examiner
- By sharing "challenges" they encounter at their home areas

During the two days, candidates will be evaluated by a minimum of three evaluators. In small certification events (minimal number of candidates attending) candidates may have the same evaluator in two of the four modules. In most certification events it will be four evaluators. It is the combined scores of all the modules that determine the required standards have been met. Stellar or poor performance in any one module can not in and of itself lock up or lock out the outcome of the whole evaluation.

The **minimum passing combinations** of written and examiner scores are as follows: Candidates with a written score below 66 cannot pass the exam. If a candidate scores below a 66 on the written test and scores ten or more passes on the hill, (s)he is permitted to retake the written exam **ONLY**, if desired. If a candidate passes the written but achieves less than ten passes on the hill, (s)he need not retake the written again when taking another exam. This is in effect for the remainder of the season in which the written exam is taken and for one full season thereafter.

The National Level II Standards should serve as a guide for training for the Level II Exam. Candidates are expected to show competency in every area of skill or knowledge listed in the National Level II Standards.

Results of the exam will be posted on Day 2, as soon as possible after the last exam group is off the hill. Generally, results are available by 5:00 PM. An awards ceremony is held immediately following the posting of results. All candidates will receive four examiner scorecards and one master scorecard. The master card has the composite scores of all examiners, the written test score, and the overall result.

An unsuccessful exam will not be considered a re-up. Members must take at least one *educational* event every two years to receive update credit. After two unsuccessful attempts at Part 1 or Part 2, a candidate must take two educational credits in the areas of skill/knowledge where (s)he was unsuccessful before taking the exam a third time.

Level II, Part 1 Skiing and Part 2 Teaching 3-Day Exam Format

NEW this season; members will have the option to take all parts of the Alpine Level II Exam at one 3-day event. All existing prerequisite requirements apply and national standards will be evaluated.

Registration begins promptly at 8:00am on Day 1.

Day 1: Groups will consist of up to six candidates. During Day 1, candidates are evaluated on their skiing as described for the Level II, Part1 (Skiing Evaluation) in this guide. Each group of six (or fewer) candidates will be evaluated during three separate sessions of approximately two hours each. Each session will be lead and evaluated by one examiner.

All candidates regardless of the skiing evaluation outcome will meet approximately 30 minutes after the final skiing session on Day 1 in order to take the written exam. The written exam and passing score is described in the Level II, Part 2 explanation of this guide. A passing score on the written exam will be valid for the season in which it is taken and the two seasons following.

Approximately 90 minutes after the final skiing evaluation session, skiing pass/fail scores will be posted. Score cards will be available at this time. Scores for the written exam will be available at the Day 2 morning registration.

If the candidate passes the skiing evaluation, they will participate in the teaching portion of the exam on day 2 and 3. If the candidate does not pass the skiing evaluation they will not continue with the exam. However they will continue the next 2 days by participating in a 2-day ski coaching clinic.

All participants must attend all three days to receive educational update credit. All candidates will receive educational update credit if they attend all three days regardless of their exam result.

Day 2: All candidates will need to register again on Day 2.

Registration begins promptly at 8:00am on day 2. Group assignments will be posted by 8:30am

- For those who were successful on Day 1 - At 9:00am, candidates will meet their group and evaluators for the Level II, Part 2, Teaching Exam Modules. The Teaching and Professional Knowledge portion of the exam will be given during day 2 & day 3 in the module format exactly as described in this exam guide.
- For those who were not successful on Day 1 – At 9:00am, participants will meet their group and assigned coaches. The next two days will provide extensive ski coaching on modern movements with the capabilities for tactical variations. Specific individual feedback will be given to each participant during the two day event. Candidates must attend all three days to receive educational update credit. No refunds or credits will be issued.

Day 3: Exam candidates: Module groups will meet at 8:30 A.M. and if lift schedules allow, be on snow. The third module will be evaluated in the morning and the fourth module evaluated in the afternoon. Results of the exam will be posted as soon as possible after the last exam group is off the hill. Generally, results are available by 5:00 PM. An awards ceremony is held immediately following the posting of results. All candidates will receive four examiner scorecards and one master scorecard. The master card has the composite scores of all examiners, the written test score, and the overall result.

Coaching groups: will meet their group at 9am for continuing on snow ski coaching.

PSIA-E Education/Certification Level II Standards

The Level II certified member is one who has demonstrated commitment and dedication to the ski teaching profession and to his/her own personal development. Level II members are considered qualified to provide valuable instruction to a majority of ski school guests. A Level II certified instructor demonstrates the ability to relate movements and skill areas to movement outcomes and to apply that knowledge to teaching situations

common to Intermediate zone skiers. Level II certified instructors have a global understanding of the ski industry and are able to classify their responsibilities as a part of the resort team.

Category A: Skiing

Level II certified teachers have the skills to make short, medium, and long radius turns on blue and groomed black terrain with minimal skidding. Skis make two separate, relatively defined arcs in the snow from before the fall line to completion. Skill application and accuracy may vary with terrain and snow conditions.

Demonstrations should illustrate accurate movement patterns and reflect turn dynamics relative to the speeds and forces common to Intermediate zone skiers.

The instructor is able to:

1. General Characteristics

- a. Use ski design and skill blending to shape parallel turns
- b. Link turns of consistent rhythm and size, such as a series of short or long turns
- c. Control speed by adjusting turn shape
- d. Maintain a balanced stance throughout a series of turns
- e. Demonstrate a variety of turns
- f. Apply appropriate tactics and vary skill applications in a variety of conditions, including ungroomed snow or powder
- g. Demonstrate different types of skill blends in exercises, tasks, and turns, upon request

2. Balance (Level II Intermediate zone terrain, speed, and dynamics)

- a. Maintain lateral and fore-aft balance through turn transitions
- b. Demonstrate the ability to regain balance in minor situations in which balance is compromised
- c. Demonstrate an ability to consistently maintain a balanced relationship between the hips and feet during the shaping phase of the turn on blue and groomed black terrain
- d. Demonstrate the “visual cues of effective skiing” relative to balance in demonstrations and tasks common to Intermediate zone skiers.

3. Rotary Movements (Level II intermediate zone terrain, speed, and dynamics)

- a. Use an appropriate amount of rotational guiding as a component of turn shape and speed control relative to conditions and task
- b. Demonstrate consistent guiding of both feet into and out of the fall line, creating a consistent width track of the skis in the snow
- c. Demonstrate the “visual cues of effective skiing” relative to rotary movements in demonstrations and tasks common to Intermediate zone skiers

4. Edge Control Movements (Level II intermediate zone terrain, speed, and dynamics)

- a. Begin tipping of the skis from the uphill edges to the downhill edges before turning the skis toward the fall line (minimal pivoting to edge) on blue groomed terrain
- b. Demonstrate progressive increase and decrease of edge angle through the phases of the turn on a variety of groomed and ungroomed blue terrain.
- c. Utilize the sidecut of the skis as a component of turn shape and speed control
- d. Demonstrate the “visual cues of effective skiing” relative to edge control movements in demonstrations and tasks common to Intermediate zone skiers

5. Pressure Control Movements (Level II intermediate zone terrain, speed, and dynamics)

- a. Maintain ski/snow contact with both skis
- b. Demonstrate a gradual increase in pressure to the outside ski throughout a series of round turns
- c. Demonstrate an ability to adjust to minor terrain variations with minimal interruption
- d. Demonstrate the “visual cues of effective skiing” relative to pressure control movements in demonstrations and tasks common to Intermediate zone skiers.

Category B: Teaching

Level II certified teachers demonstrate an understanding of basic learning theory, communication and people skills, and human development. Practical knowledge of these concepts is required for students and teaching situations through Intermediate zone lessons. Level II certified teachers demonstrate the ability to adapt lesson environment to meet a variety of options for specific audiences (i.e. age, gender).

The instructor is able to...

1. Awareness, Understanding, and Knowledge

- a. Consider and address safety concerns as students move beyond the Beginner/Novice learning environment
- b. Understand and identify the components of the learning process, and relate these concepts to individual learning styles and preferences
- c. Understand the importance of options in lesson plans based upon the mental, emotional, and physical needs (development) of individual students
- d. Illustrate the components of effective feedback in the learning environment
- e. Accurately distinguish “what is happening?” with regard to movement analysis
- f. Formulate lesson plan options for a variety of student needs

2. Application

- a. Teach the skiing public through the Intermediate zone
- b. Identify the personality traits and learning preferences of students, and make broad adjustments in lesson plans and delivery to accommodate those traits/preferences.
- c. Work with ranges of student performance and personalities within a group; maintain group cohesiveness and a personal, emotional attachment with students and the learning environment
- d. Make technical lesson content decisions based upon both movement analysis observations and student desires and needs; applying the Stepping Stones concept beyond the Beginner/Novice zone
- e. Demonstrate an effective balance between the amount of information and the amount of practice time; display an effective use of teaching activities
- f. Develop accurate lesson plan options that tailor lesson situations to individual needs and goals

Category C: Professional Knowledge

Professional Knowledge for Level II certified teachers reflects a basic understanding of general terms and concepts applicable through the Intermediate zone. Application of teaching concepts in actual lesson situations should reveal an ability to correctly interpret student behavior and performance, and to deliver technical content through relevant activities and simple language.

The instructor is able to...

1. Terminology

- a. Define and understand terminology as described in the Alpine Technical Manual
- b. Relate skiing terminology to students in simple language, communicating “what”, “why”, and “how” the terms and concepts apply to individual students

2. Equipment

- a. Describe changing equipment needs as students move through the Beginner/Novice and Intermediate ability zones
- b. Understand the options, solutions, and benefits modern designs provide; provide general equipment selection guidance
- c. Understand the intended benefits of equipment design

3. Skills Concept

- a. Understand the connections between movements and skills, and how changes in movements effects the blending of skills
- b. Understand the application of the skills concept to ski performance and of movement patterns to ski/snow interaction
- c. Understand how various skill blends are applied to specific Intermediate zone skiing situations relative to terrain, conditions, and desired student outcome
- d. Utilize specific activities to target specific skill development

4. Movement Analysis

- a. Describe the forces acting on a skier in a turn; relate how a skier uses muscular effort and movements to manage these forces
- b. Understand the *Visual Cues To Effective And Ineffective Skiing* relative to Intermediate zone applications
- c. Understand cause and effect relationships between movements and resultant ski performance in Intermediate zone skiing situations

- d. Consider non-performance factors such as age, past experience, conditioning etc., when analyzing the ability of students
 - e. Communicate movement analysis information to students in simple, positive language
- 5. Personal Mastery**
- a. Include resort wide interests in all lesson situations, addressing student needs beyond learning to ski
 - b. Demonstrate an ability to handle internal and external conflict resolution
 - c. Demonstrate an ability to interact in resort areas outside of the lesson environment

Membership Level: Certified Level III

The Certified Level III member is one whose high levels of skill and knowledge allow him/her to make an uncompromised contribution to the customer, the Association, and the ski industry. Certified Level III members have proven their competency by passing a PSIA-E Level III exam. The Level III member is required to meet the following criterion:

- Be a Certified Level II member of PSIA-E
- Be an employee of a recognized ski school and have taught a recommended minimum of 300 hours; of which ideally, 150 were at advanced levels as attested to by the Ski School Director.
- It is recommended, but not required, that candidates attend an exam clinic or relevant Masters Series course(s) prior to attempting the exam.
- Pass the PSIA-E Certified Level III exam criteria as stated in the National Level III Standards, and evaluated by the Association.

Certified Level III members must maintain their membership by attending an educational credit event at least once every two seasons (unsuccessful exam attempts do not count as educational re-ups) and by paying dues to the Association on an annual basis. They may hold committee seats, and after two years as Level II or Level III members, may hold a seat on the Board of Directors. They are entitled to full voting rights.

The Level III Exam Process

Although a Level III exam clinic is not a prerequisite for Level III candidates, it is highly recommended that some type of exam prep course be taken before attempting the exam. If the candidate is looking for information in a specific area of the evaluation, (s)he should take a Level III Exam Clinic or should select an appropriate Master Teacher or premier special event.

Level III, Part 1 (The Skiing Evaluation)

Level III, Part 1: Day 1

Be at the area ready to sign in by 8:00 A.M. Please be punctual.

Groups will consist of up to eight candidates. The candidates ski with two evaluators, one in the morning and one in the afternoon. During Day 1, candidates are evaluated on their skiing; a clear concise explanation will be given for all tasks and activities. Evaluators will refrain from feedback in order to maintain equality in the evaluation environment. There will be no group coaching, this is a departure from the procedure of past seasons. Candidates will be asked to perform a variety of tasks, activities, and free runs with a focus(es). (For further information concerning required skiing standards see the National Skiing Standards for Level III.)

Level III, Part 1: Day 2

Be at the area by 8:00 A.M. Please be punctual.

On Day 2 of the Skiing Evaluation, candidates ski with one evaluator, for half a day. The evaluator will only assess skiing; there will be no coaching. Most of the focused tasks, activities, and free runs that were performed on Day 1 will be evaluated on Day 2.

A candidate is required to pass Part 1 before attempting Part 2. Once Part 1 is passed, Part 2 may be taken anytime during either the same ski season in which Part 1 was passed, or during the next two seasons. If Part

2 is not successfully completed by the end of this time frame, a candidate must start the exam process over again. After two unsuccessful attempts at Part 1 or Part 2, a candidate must take two educational credits in the areas of skill/knowledge where (s)he was unsuccessful before taking the exam a third time.

Members who have successfully completed the Master Teacher Certification are only required to successfully complete Part 1 (skiing) of the exam to achieve Level III status. The criterion for using the MTC for Level III, Part 2 Teaching is as follows: a candidate must finish the MTC anytime during either the same ski season in which Level III, Part 1 is passed, or during the following two seasons. If the MTC program and testing is not successfully completed by the end of this time frame, a candidate must take the Level III Part 1 exam again. A candidate may complete the MTC program first and follow by passing the Level III Skiing exam anytime after that to qualify for Level III Certification. ***In this scenario, all update clinics after completion of the MTC must be Accreditation program courses or Master Teacher Core Courses, even if you have already taken that course previously; and there may be no lapses in membership for any reason.***

Results for Level III, Part 1

Scoring is done by three evaluators, two on the first day and one on the second day. Each evaluator gives one mark (in skiing) for each candidate. At least two evaluators must determine that the required standards have been met, based on the skiing category of the National Level III Skiing Standards, for a candidate to successfully complete the Skiing Evaluation.

By mid-afternoon of Day 2, after all candidates have completed the written exam, results from Part 1 Skiing exam will be posted. Candidates will receive three examiner scorecards. Results will be recorded in the Eastern Office.

NEW!! In the afternoon of Day 2, candidates will take the written exam.

The written exam consists of 50 multiple-choice questions. A candidate will be well prepared for the written exam if they are familiar with the information in this manual and the required reading listed at the end of this manual. The written exam score is independent of the modules scoring. A candidate must receive a score of 66 or above on the written exam to be successful.

Candidates will be asked to perform a variety of tasks, activities, and free runs with focus(es). All candidates will be evaluated on their skiing. (For further information concerning required skiing standards see the National Skiing Standards for Level II.)

Level III Skiing Exam Tasks

The following Level III exam tasks require refined skiing skills and represent a wide range of movement patterns. Each task serves as a lens for the examiner to view the candidates skiing. Candidates may or may not be asked to do these tasks and may be asked to perform a task that is not on this list. The ability to successfully adapt skill blend to a task is what makes a candidate succeed. Guided practice of these tasks is likely to enhance the broad and refined skill base necessary to ski at the Level III National Standard. Each task is accompanied by a phrase to help describe or define key aspects of the task and a **“What to Look For” (WTLF) description** to help clarify the appropriate movements.

Skate to shape to short turns: Forward oriented diverging skating blends over distance to short turns

WTLF: The tips of the skis should be farther apart than the tails when skating. The skis should show divergence. The lifted ski should be level with the surface or slightly tip down. The skis should move primarily forward leaving a clean slice at the end of the skating step. The skier should be in a balanced state and in control when moving from foot to foot through the entire task. The skier should show skating, blending to shaping, and then to short turns using about one third of the run for each identifiable segment of the task.

RR Tracks: Equidistant parallel arced tracks through a series of turns.

WTLF: At Level 3 the skier should be able to bend the skis, not just ride the side cut. There are visible clean equidistant arcs left in the snow. The skier’s body moves to the inside of the turn then out of the turn and into the next, while maintaining balance and correct alignment of the body segments.

Pivot-slips: Skis are turned from right to left and left to right with leg rotation primarily from the hip socket – Skier stays in fall line

WTLF: The skier releases the edges in one movement. There is some space between the feet so the inside ski can be steered. The skier uses leg rotation to turn the skis smoothly and continuously versus the abruptness of counter rotation. The legs turn before the hips start to turn. The path of the feet is down the fall line even though the skis may turn 180 degrees left or right. Skis should remain parallel at all times.

1000 steps: Diverging forward oriented stepping off an edged and holding outside ski during turns.

WTLF: The skier maintains proper alignment of body segments without tipping in or over rotating. The skis move primarily forward rather than sideways. The skier maintains speed control by using diverging steps to get to, through, and out of the fall line.

Pain in the S: Short turns on a long turn path. Work to keep the same level of ski design involvement no matter where the turns are in relation to the fall line.

WTLF: The top of the turns should be round and gradually brought to the fall line, rather than hopped or shoved; the bottom of the turns should not be edge sets or jammed. It should take several turns to get to, through, and out of the fall line

Leapers: Forward oriented leg extension originating from the ankles smoothly lifts off and lands the skis. (Medium to long radius task)

WTLF: When the skis are in the air they are generally level with the surface or slightly tip down. Both skis leave and land on the snow at the same time. The skis travel a similar path in the air as they would on the snow (this is an airborne initiation of a medium and long radius turn).

White Pass” turns: The Skier exits the old turn on the outside ski – foot, and begins the new turn on the same ski – foot, (which is the inside ski in the new turn) The new outside ski begins slicing into the snow when it contacts the surface about at or slightly above the fall line. Skiers should show the skill to carve out of, and into turns on either ski on either edge.

WTLF: These are high-energy turns with their roots in racing. The ski should keep traveling forward through the arc while it's being flattened and tipped onto its new edge, rather than being pivoted or shoved sideways. The skier should be able to control when and where the body moves into the turn and when and where the new outside ski is engaged.

Sequential converging hop turns: The skier hops from outside ski to outside ski. These are speed controlling, fall line oriented, short turns.

WTLF: The skier should maintain timing, coordination and balance through a series of turns. The skier can display a controlled landing that's in balance and on the inside edge of the outside ski. The skier can land on and jump off the outside ski in continuous motion rather than stalling or double pumping.

The skis are turned across the fall line enough to maintain speed control. Pole use and timing supports continuous motion and balance.

Lane Changes: A series of short or medium turns interspersed with a lateral shaped sweeping turn across a predetermined portion of the width of the trail. Skiers should strive to enter and leave these lateral sweeps without losing momentum and ski performance.

WTLF: The last turn in the lane is crisp and energetic enough to carry the skier across the hill. The first turn in the lane has grip and shape above the fall line. The short turns in each lane are smoothly executed and of consistent shape and radius

Simultaneous parallel hop turns: Short airborne-guided fall line oriented turns. The pivot point of the turning skis is under the feet vs. the tip or tail.

WTLF: The skis leave and land on the snow at the same time. The pivot point is the center of the skis; you should see equal turning of the tips and tails vs. the tails moving farther or quicker. The skis are generally level with the snow surface. The skis leave the surface because of leg extension rather than retracting the legs. The skier can land on and jump off the snow with continuous motion rather than stalling or double pumping. The motion shows the appropriate amount of elasticity and resistance in the joints. The skis are pivoted across the fall line enough to maintain speed control. The steeper the pitch, the more they need to be turned.

Tuck turns: Short or medium turns done from a medium or high tuck. The legs should significantly lengthen and shorten as the “hooked up” skis run away from and back under the skier.

WTLF: The skier is able to stretch and bend the legs in tuck turns without vertical movement of the torso. The skis run out from underneath the body and then run back crossing under the torso during edge change.

These exam tasks as well as differing lines, speeds, terrain, turn sizes, and the possibility of gates and half pipe make up the Level III Part 1 Skiing Exam. Terrain and Mountain conditions may or may not be suitable for some of these tasks.

Level III, Part 2 (The Teaching / Professional Knowledge Evaluation)

Day 1

Registration for Part 2 begins 8:00AM.

It is to a candidate’s advantage to be punctual so as to have all the allotted time for the written exam. After the written exam is completed candidates will be divided into groups of six or less. Groups will meet evaluators for the Modules. The Level III, Part 2 evaluation is made up of Four Modules. **The format for the Level III, Part 2 is the same as for the Level II, Part 2. Candidates will be evaluated to the National Standards for their respective level.** The written exam consists of 50 multiple-choice questions.

After the written exam is completed, candidates will be assigned to groups of six for the on- snow Modules portion of the Teaching/Professional Knowledge evaluation. Two module evaluations will be completed on Day 1 (one module in the morning and one in the afternoon).

Day 2

Be at the area by 8:00 A.M.

Module groups will form by 8:30 A.M. and if lift schedules allow, be on snow. The third module will be evaluated in the morning and the fourth module evaluated in the afternoon.

Results and certification presentations will take place as soon as possible after the last module groups are off the hill, and scores have been tabulated and recorded. In most cases this will be between 4:00 and 5:00 P.M.

Explanation of the PSIA-E Modules Concept

The Level III, Part 2 exam consists of four on-snow modules. The modules include Movement Assessment, Children and Youth, Creative Teaching, and Teaching Movements and Skills and are described below. Candidates will be scored in each of four defined areas in each module for a total of sixteen scores. Feedback will be provided in the form of checked boxes indicating a performance that:

- Needs Significant Improvement
- Below Standards
- Meets Standards
- Strong

A “Needs Significant Improvement” or “Below Standards” check will give the candidate a “Fail;” and a “Meets Standards” or “Strong” will give the candidate a “Pass” in that area. Candidates must have **TEN** Pass marks and a 66% or better on the written test to successfully pass the exam.

Description of Modules for the Level III, Part 2 (Teaching & Professional Knowledge) Exam

MOVEMENT ASSESSMENT MODULE

The Movement Assessment module is conducted on snow in an active group participation and interactive format. Throughout this module candidates and their Examiner will interact in directed activities and discussions. The activities and discussions will be based on Knowledge of the Skiing Skills and the Visual Cues to Effective and Ineffective Skiing.

Candidates will be expected to:

- Recognize and describe what body parts move to apply the skills and movements of effective skiing.
- Draw conclusions about relationships between body movements and performance outcomes.
- Provide potential solutions about what to change to reach desired outcomes.
- Choose wording that could provide accurate, concise and tactful advice for other exam candidates and/or potential students as it relates to the activities and discussions.

Scoring for Movement Assessment Module

1. Observations and Descriptions

This scoring area pertains to a candidate's ability to recognize and describe the Visual Cues, the application of skills, and the interaction of the skis and the snow. Ideally these descriptive statements are clear and concise, and the candidate understands the connection between what they see and performance outcomes. **Refer to Level II Exam section for scoring assessment descriptions.**

2. Potential Solutions/Prescriptions

This scoring area pertains to a candidate's ability to formulate and relate future plans for improvement based on knowledge of the application of Skills and the Visual Cues of Effective Skiing. These plans for improvement should directly relate to the activities and discussions candidates participate in. **Refer to Level II Exam section for scoring assessment descriptions.**

3. Cause and Effect Relationship

This scoring area pertains to a candidate's understanding of what body movements cause effective and ineffective skiing. Conclusions should be based on a working understanding of the skills and the Visual Cues of Effective Skiing. **Refer to Level II Exam section for scoring assessment descriptions.**

4. Effective Feedback

This scoring area pertains to a candidate's ability to share meaningful performance results and effective performance suggestions in an accurate, concise and tactful way. **Refer to Level II Exam section for scoring assessment descriptions.**

CREATIVE TEACHING MODULE

The purpose of the Creative Teaching Module is to assess if a candidate can use similes, analogies, metaphors, on-snow simulation activities, and past life experiences or any combination thereof, to teach skiing in a creative non-technical manner. In the Creative Teaching Module, the candidates are asked to coach the group for 15-20 minutes, addressing a student profile and a student's skill development. Candidates will be asked to draw from 2 stacks of cards. One stack of cards has student profiles describing mind set, goals, fitness, gender, and age. The other stack of cards has a technical description of the student's present skill development. The combination of the 2 cards drawn will provide the student profile the candidate is to address. Candidates should be prepared to choose words and activities that are relevant to the hypothetical student(s) and of interest to the exam group. The candidate must use a physical life experience, an image, analogy, on-snow simulation activity, or any combination thereof that can transfer a student's prior knowledge/experiences to the skiing experience. It is likely that at the end of the module, candidates may be asked to briefly state how they might modify their presentation to fit a different skier demographic. (older, younger, male, female, fitness level). The Creative Teaching Module is examined in an on-snow format allowing about one run or about 15-20 minutes per candidate.

Examples of student profile and skill level cards:

- Student Profile – 48 year old female, athletic, raced in high school, too busy to ski much, but now the kids are in college and she can ski more often. She likes hard groomed snow and has trouble with other conditions.
- Skill development description– The student skis parallel, with a narrow stance and sometimes lifts the tail of the inside ski.

Scoring for Creative Teaching Module

1. Power of the Transfer – Teaching Styles – Learning Modes (VAK)

This area scores how well the selected images/activities/experiences address the chosen student profile while matching the needs of the group. The coaching should create a bridge from the experience/activity to the skiing movements to be learned. **Refer to Level II Exam section for scoring assessment descriptions.**

2. Technical Validity of the Teaching Concept

This scoring area pertains to the candidate's understanding of ATS and the mechanics of skiing. The candidate's coaching should enhance skills and promote fundamental movements. **Refer to Level II Exam section for scoring assessment descriptions.**

3. Group Handling Skills – (able to make age specific modifications)

This scoring area pertains to the way a candidate acts and reacts to given circumstances. This would include considerations such as:

- Presents information in an interesting, creative way at the right time.
- The ability to be student centered.
- Demonstrates awareness and understanding of safety considerations (The Responsibility Code).
- Modifies concepts to meet the needs of children as well as seniors.
- Addresses performance frustrations, fear, and anxiety.
- Leads group effectively in the alpine environment; includes making appropriate terrain choices.

Refer to Level II Exam section for scoring assessment descriptions.

4. Communication Skills – Group Involvement – Personal Attention

This scoring area pertains to how a candidate shares ideas and information with others. This would include considerations such as...

- Provides consistent, positively stated information at the right time and to the right person.
- Provides information that is appropriately descriptive and prescriptive.
- Gives clear, concise directives.
- Demonstrates effective verbal and nonverbal communication.
- Conducts discussions that involve everyone and create enthusiasm, excitement, and synergy.

Refer to Level II Exam section for scoring assessment descriptions.

CHILDREN AND YOUTH MODULE

This module's purpose is to assess the candidate's ability to teach children and youth in a fun, safe and moving environment. It will also assess the candidate's understanding of ages and stages of children's development (CAP Model). Candidates will be expected to show they have experience working with issues that may arise between parents, coaches and students. Candidates should have knowledge of industry concerns affecting the teacher / learner (child and parent) partnership specific to their home resort.

The exam process involves a 15-20 minute idea sharing and peer coaching segment lead by the candidate. Scenario cards presented by the examiner with children's ages, skill level, and goals will be picked by the candidate. The candidate will be expected to create an appropriate environment using the chosen scenarios and lead the group in a creative, fun and moving program on appropriate terrain. Stages of development that are appropriate to the children's age should be accounted for in the program.

Two examples of scenario cards for Level III are:

- Seasonal program – 10 year old boy making open track parallel turns on Blue and lower level Black terrain. Cold windy Saturday with firm conditions and he reverts to a power wedge at the top of the mountain.
- 12 year old girl wants to learn tricks in the park. She has never been in the park before and you are only able to do 360's and slide on a wide box. What can you coach to prepare her to enter the park for the first time?

The following are questions candidates may ask themselves to prepare for this exam module.

- Are the ideas and activities presented effective for the described scenario?
- Is the terrain choice effective and safe for the described scenario and population?
- How is the teaching segment related to kids?
- How is play, imagery, game used?
- Is the pace of the presentation effective?
- Do you understand why specific games/exercises are being used?
- What aspect of child development is being addressed in the teaching segment?

Scoring for Children and Youth Module

1. Class Management

This area of scoring pertains to the candidate's ability to use the terrain safely, keep the group moving, and to involve all participants. The candidate is scored on the ability to create a team atmosphere that takes into consideration the individual needs of the group members. **Refer to Level II Exam section for scoring assessment descriptions.**

2. Understanding of children's "ages and stages"

This area of scoring pertains to knowledge of the stages of development; cognitive, affective, and psychomotor. Scoring in this area is based on the relevance of an activity to the child's age and stage. Understanding of ATS must be accurate as it relates to children. **Refer to Level II Exam section for scoring assessment descriptions.**

3. Use of Activities and Games

This scoring area pertains to the effectiveness of an activity for a specific skill-based goal. The candidate will also be evaluated on the overall creativity and fun of the activity. **Refer to Level II Exam section for scoring assessment descriptions.**

4. Student/Parent/Instructor Partnership

This area of scoring is based on the candidate's ability to effectively work with issues that may arise between parents and coaches, parents and kids, kids and kids, or kids and coaches. Specific issues that apply to this area are skill level, student/ parent/ instructor goals and child behavior. This scoring is based on an interview or questions with the candidate regarding an experience where the components of working with these issues had to be utilized. **Refer to Level II Exam section for scoring assessment descriptions.**

TEACHING MOVEMENTS AND SKILLS MODULE

This module is evaluated on snow. Throughout this module candidates and their examiner will interact in activities and discussions based on how to teach skills and the effective movements of modern skiing. Active individual participation is required throughout this module.

Candidates will be expected to:

- Share how they teach skills and movements for scenarios being discussed.
- Show how they incorporate Teaching Styles and VAK into their coaching to enhance learning.
- Use language and activities to convey how the body should move and how the skis should interact with the snow.
- Interact with the exam group and the examiner in such a way that it is evident that the candidates are paying attention to and understand how the group's performance is affected by their activities and directives.

Scoring for Teaching Movements and Skills Module

1. ATS Understanding

This scoring area pertains to how well candidates understand the skills, The Visual Cues to Effective Skiing, and skiing mechanics. **Refer to Level II Exam section for scoring assessment descriptions.**

2. Communication Skills / Terminology

This scoring area pertains to how the mechanics of skiing are conveyed. Is the message easily understood and accurate? Is the terminology used accurate, well communicated and understood by the candidate? Are the word choices used a help or hindrance to learning? Skiing skills and demonstrations convey the idea(s) being taught and are representative of this certification level. **Refer to Level II Exam section for scoring assessment descriptions.**

3. Use of Teaching styles and Learning modes

This scoring area evaluates the purposeful use and/or understanding of Command, Task, Reciprocal, Group, Guided Discovery and Problem solving teaching styles. Also evaluated is a candidate's understanding of how teaching styles and VAK enhance learning. **Refer to Level II Exam section for scoring assessment descriptions.**

4. Does the leader and the group see it, do it, and understand it?

This scoring area pertains to understanding teaching outcomes. Awareness of how activities and directives affect individuals and/or the group is important. In the limited time of the exam format it is not expected that a candidate would dramatically alter a group member's skiing. However, both the leader and the group (or group member) should be aware of the need for a change and have attempted change when called upon. **Refer to Level II Exam section for scoring assessment descriptions.**

Level III Teaching and Professional Knowledge

Each candidate will have the opportunity each day, in each module, to demonstrate his/her teaching knowledge and experience:

- Through *developmental* teaching – Candidates will be asked to share and/or demonstrate their ideas relative to the development of skiers in the Intermediate zone)
- Through participation/discussion with the group and relative to other people's teaching
- By offering additional input relative to their own teaching
- Through "snapshots" i.e. offering ideas relative to situations presented by the Examiner
- By sharing "challenges" they encounter at their home areas

During the two days, candidates will be evaluated by a minimum of three evaluators. In small certification events (minimal number of candidates attending) candidates may have the same evaluator in two of the four modules. In most certification events it will be four evaluators. It is the combined scores of all the modules that determine the required standards have been met. Stellar or poor performance in any one module cannot in and of itself lock up or lock out the outcome of the whole evaluation.

The **minimum passing combinations** of written and examiner scores are as follows: Candidates with a written score below 66 cannot pass the exam. If a candidate scores below a 66 on the written test and scores ten or more passes on the hill, (s)he is permitted to retake the written exam **ONLY**, if desired. If a candidate passes the written but achieves less than ten passes on the hill, (s)he need not retake the written again when taking another exam. This is in effect for the remainder of the season in which the written exam is taken and for one full season thereafter.

Everything upon which the candidate is evaluated will be consistent with the information in the National Level III Standards. The National Level III Standards should serve as a guide for training for the Level III Exam. Candidates are expected to show a high level of competency in every area of skill or knowledge listed in the National Level III Standards.

Results of the exam will be posted on Day 2, as soon as possible after the last exam group is off the hill. Generally, results are available by 5:00 PM. An awards ceremony is held immediately following the posting of results. All candidates will receive four examiner scorecards and one master scorecard. The master card has the composite scores of all examiners, the written test score, and the overall result.

A candidate is required to pass Part 1 before going on to Part 2. Part 1 may be taken as many times as necessary. Once Part 1 is passed, Part 2 may be taken anytime during either the same ski season in which Part 1 was passed, or during the next two seasons. If Part 2 is not successfully completed by the end of this time frame, a candidate must start the exam process over again.

An unsuccessful exam will not be considered a re-up. Members must take at least one *educational* event every two years to receive update credit. After two unsuccessful attempts at Part 1 or Part 2, a candidate must take two educational credits in the areas of skill/knowledge where (s)he was unsuccessful before taking the exam a third time.

Level III, Part 1 Skiing and Part 2 Teaching **3-Day Exam Format**

New this season; members will have the option to take all parts of the Alpine Level III Exam at one 3-day event. All existing prerequisite requirements apply and national standards will be evaluated.

Registration begins promptly at 8:00am on Day 1.

Day 1: Groups will consist of up to six candidates. During Day 1, candidates are evaluated on their skiing as described for the Level III, Part1 (Skiing Evaluation) in this guide. Each group of six (or fewer) candidates will be evaluated during three separate sessions of approximately two hours each. Each session will be lead and evaluated by one examiner.

All candidates regardless of the skiing evaluation outcome will meet approximately 30 minutes after the final skiing session on Day 1 in order to take the written exam. The written exam and passing score is described in the Level III, Part 2 of this guide. A passing score of the written exam will be valid for the season in which it is taken and the two seasons following.

Approximately 90 minutes after the final skiing evaluation session, skiing pass/fail scores will be posted. Score cards will be available at this time. Scores for the written exam will be available at the Day 2 morning registration.

If the candidate passes the skiing evaluation, they will participate in the teaching portion of the exam on day 2 and 3. If the candidate does not pass the skiing evaluation they will not continue with the exam. However they will continue the next 2 days by participating in a 2-day ski coaching clinic.

All participants must attend all three days to receive educational update credit. All candidates will receive educational update credit if they attend all three days regardless of their exam result.

Day 2: All candidates will need to register again on Day 2.

Registration begins promptly at 8:00am on day 2. Group assignments will be posted by 8:30am

- For those who were successful on Day 1 - At 9:00am, candidates will meet their group and evaluators for the Level III, Part 2, Teaching Exam Modules. The Teaching and Professional Knowledge portion of the exam will be given during day 2 & day 3 in the module format exactly as described in this exam guide.
- For those who were not successful on Day 1 – At 9:00am, participants will meet their group and assigned coaches. The next two days will provide extensive ski coaching on modern movements with the capabilities for tactical variations. Specific individual feedback will be given to each participant during the two day event. Candidates must attend all three days to receive educational update credit. No refunds or credits will be issued.

Day 3: Exam candidates: Module groups will meet at 8:30 A.M. and if lift schedules allow, be on snow. The third module will be evaluated in the morning and the fourth module evaluated in the afternoon. Results of the exam will be posted as soon as possible after the last exam group is off the hill. Generally, results are available by 5:00 PM. An awards ceremony is held immediately following the posting of results. All candidates will receive four examiner scorecards and one master scorecard. The master card has the composite scores of all examiners, the written test score, and the overall result.

Coaching groups: will meet their group at 9am for continuing on snow ski coaching.

PSIA-E Education/Certification Level III Standards

The Certified Level III member is one whose high levels of skill and knowledge allow him/her to make an uncompromised contribution to the customer, the Association, and the ski industry. A Level III Certified member has the ability to assess all variables with regard to student personality traits, goals, ability, needs, the learning environment, conditions of the day, available terrain, equipment, etc. and to synthesize these parts into a viable lesson plan. A Level III instructor can make adjustments to lesson goals and is able to appropriately adjust or modify lesson content as required by any situation.

Category A: Skiing

Level III certified teachers should have the skills to make short, medium, and long radius turns with little or no skidding. The skis describe two well-defined arcs from before the fall line to turn completion. Terrain and snow conditions should have a minimal effect on skill application, movement accuracy, and turn outcome. Turn dynamics should represent the terrain, speed, and snow conditions common to Advanced zone skiing. A Level III certified teacher has the ability to maintain dynamics and movement accuracy through most conditions, on any terrain on most mountains.

The instructor is able to...

1. General Characteristics

- a. Ski dynamic-parallel turns on any terrain on most mountains
- b. Reduce, generate, or maintain speed without interrupting overall flow or rhythm
- c. Ski a variety of turn sizes and shapes and apply them to different mountain situations
- d. Demonstrate different types of skill blends and movement patterns in exercises, tasks, and turns upon request, and as applied in different mountain situations
- e. Maintain control over turn shape and speed while skiing most conditions on any terrain on most mountains

2. Balance (Level III Advanced zone terrain, speed, and dynamics)

- a. Maintain lateral and fore-aft balance through turn transitions, as balance shifts from foot to foot through terrain and conditional variations
- b. Demonstrate an ability to consistently maintain the balanced relationship of the hips and the feet through all phases of the turn
- c. Utilize proactive movements which anticipate ski reaction and create balance adjustments, minimizing the interruption of rhythm and flow in most situations common to all mountain skiing
- d. Demonstrate the “visual cues of effective skiing” relative to balance in skiing and tasks common to Advanced zone skiers

2. Rotary Movements (Level III Advanced zone terrain, speed, and dynamics)

- a. Use an appropriate amount of rotational guiding to assist edge engagement and direction change when dictated by conditions, terrain, or task
- b. Demonstrate consistent guiding of both feet into and out of the fall line, creating two well defined arcs in the snow (minimal tail displacement)
- c. Utilize strong, accurate rotational movements in conditions, terrain, and tasks which require quick direction change with minimal side cut engagement
- d. Demonstrate the “visual cues to effective skiing” relative to rotary movements on demonstrations and tasks common to Advanced zone skiers

3. Edge Control Movements (Level III Advanced zone terrain, speed, and dynamics)

- a. Begin tipping of the skis from uphill edges to the downhill edges before turning the skis toward the fall line (minimal pivoting to an edge) in most conditions on any terrain on most mountains
- b. Demonstrate progressive, dynamic increase and decrease of edge angle throughout the phases of the turn
- c. Utilize sidecut/ski design as the primary component controlling turn shape in most conditions in most situations
- d. Demonstrate the “visual cues to effective skiing” relative to edge control movements on demonstrations and tasks common to Advanced zone skiers

4. **Pressure Control Movements** (Level III Advanced zone terrain, speed, and dynamics)
 - a. Maintain ski-snow contact when appropriate to condition, task, or demonstration
 - b. Adjust movements to maintain, increase, or decrease pressure and turn forces as conditions, tasks, or demonstrations require, while maintaining turn shape and accuracy
 - c. Demonstrate a gradual increase in pressure to the outside ski throughout round turns in most conditions on any terrain on most mountains.
 - d. Adapt to terrain variables with minimal interference with ski performance
 - e. Demonstrate the “visual cues of effective skiing” relative to pressure control on demonstrations and tasks common to Advanced zone skiers

Category B: Teaching

Level III certified teachers must demonstrate an in depth understanding of basic learning theory, communication and people skills, and human development issues. Display a mastery of development issues for all skiing populations (i.e. age, gender). Application of these concepts must produce a clear and concise delivery of information, and an uncomplicated learning environment through Advanced zone lessons.

The instructor is able to...

1. **Awareness, Understanding, and Knowledge**
 - a. Consider safety concerns as students move beyond the Intermediate zone learning environment
 - b. Make specific lesson plan decisions based upon accurate interpretation of student behavior and performance
 - c. Adjust the depth and pacing of information and feedback to address the needs, motivation, and interest level of the students
 - d. Address a variety of learning styles and utilize various feedback systems to facilitate an experiential learning environment
 - e. Identify the elements of multiple intelligence theory and relate these concepts to sensory preferences in communication and information exchange
 - f. Describe, in depth, the skier services and activities available at one’s home area as well as within the ski industry
 - g. Display a strong ability to answer the “how do I get there?” question regarding movement analysis
 - h. Display an in depth understanding of cause-and-effect relationships relative to skill references and specific movement issues
 - i. Create unique lesson plans through a strong understanding of people and ski technique
2. **Application**
 - a. Teach the skiing public through the Advanced zone
 - b. Account for the mental, emotional, social, and physical cues encountered with students in most lesson situations
 - c. Creatively utilize the conditions of the day to ensure safety and create unique experiences for students
 - d. Make technical lesson content decisions based upon specific movement analysis observations, as well as non-movement factors (mental / emotional / physical)
 - e. Demonstrate an ability to encourage students to become responsible for their own learning
 - f. Lessons are characterized by a continuously developing lesson plan based on observations and the development and adjustment of guest goals; rather than a preconceived lesson plan based upon initial perceptions

Category C: Professional Knowledge

Professional Knowledge for Level III certified teachers reflects a strong accurate understanding of skiing terminology and concepts beyond the scope of ski teaching manuals. Related industry sources, ski coaching, and familiarity with various peripheral resources promote well-rounded teaching with the capacity to create exceptional experiences for most students, in most conditions on any terrain at most mountains.

The instructor is able to...

1. **Terminology**
 - a. Demonstrate a strong understanding industry wide terminology
 - b. Display an ability to compare and contrast various types of information regarding skiing and ski teaching from a variety of resources
 - c. Demonstrate the ability to “translate” most skiing terminology into layman’s terms

2. **Equipment**
 - a. Describe changing equipment needs as skiers move through the Intermediate and Advanced ability zones
 - b. Tailor lesson plans to fit student equipment capabilities,
 - c. Serve as an industry ambassador, shop liaison, and general authority for equipment questions and advice
3. **Skills Concept**
 - a. Understand appropriate application of the skills concept (as a tool to communicate, organize and assist the teaching of movements)
 - b. Understand and utilize the controlling elements of skiing movements (duration/intensity/rate/timing) relative to skill blending
 - c. Apply skill blending to tactical choices in a variety of conditions
4. **Movement Analysis**
 - a. Incorporate all aspects of student / teacher communication as a part of movement analysis, utilizing personality traits such as motivation and emotion in addition to actual skiing performance
 - b. Understand the *Visual Cues To Effective Skiing* relative to Advanced zone skiing applications
 - c. Understand cause-and-effect relationships and resultant ski performance in Advanced zone skiing situations
 - d. Utilize informal movement analysis (in addition to formal situations) to constantly monitor all aspect of movement and movement patterns as an ongoing process throughout a lesson
 - e. Evaluate the effectiveness and performance of practice activities, and continuously adjust lesson plans accordingly
5. **Personal Mastery**
 - a. Seek outside education options to promote a broad understanding of the sport
 - b. Seek involvement in helping less experienced teachers

Americans with Disabilities Act (A.D.A.)

Considerations for PSIA-E Certification Exams

The A.D.A. requires testing entities such as PSIA-E to make “*reasonable modifications*” in testing procedures for candidates with disabilities who need such modifications in order to take the test. Only certain types of modifications are “*reasonable*.” **Under the A.D.A., PSIA-E is not required to make any change to testing procedures that would “*fundamentally alter*” the test; that is, to change what is being tested.**

It is imperative that members with disabilities, who are considering applying for a certification exam, contact the Albany office to discuss their situations.

What is being tested is clearly presented in this guide. The standards are national in scope and their maintenance is necessary in the interests of public safety, effectiveness, value for the consumer, and guest/employer expectations.

As examples, PSIA-E certification tests a candidate’s ability to “Wedge consistently with appropriate skill blending through a series of turns” and “Demonstrate matching of the skis in a variety of places in the turn, depending on speed, terrain or intention. Matching should be accomplished by steering the inside ski.”

These test requirements cannot be modified without changing what is being tested. All candidates will, therefore, be tested on their ability to perform these and other stated standards. PSIA-E recognizes that these specific standards, and others similar to them, require candidates to ski upright, on two skis, and that this is not possible for some skiers with disabilities. While PSIA-E cannot fundamentally alter what is being tested by removing or modifying these standards, it does offer two alternatives to candidates who are unable to meet these standards due to disability.

First, candidates may consider PSIA-E/EF Adaptive certification. While there are still physical standards to meet, and the required level of professional knowledge is high, the Adaptive process and the Adaptive examining staff are geared to accommodate most disabilities.

Second, candidates unable to meet the skiing skill requirements of the exam due to disability, may take the non-skiing skill portions of the PSIA-E certification exams along with other candidates, and be tested on their teaching ability and professional knowledge. If successful in these two categories, they will receive a Certificate of Accreditation.

The Teaching and Professional Knowledge portions of PSIA-E certification exams test candidates on their ability to observe students skiing and advise them accordingly. PSIA-E recognizes that such observation may not be possible for visually impaired candidates. PSIA-E is not required to change what is being tested by removing or modifying this requirement.

Candidates who are deaf, or otherwise hearing or speaking impaired, such that they are not able to hear and/or speak independently to students, are not necessarily precluded from taking an exam, and may meet the communication requirements through the use of an interpreter. Of course, all candidates, including those with hearing or speaking disabilities will be held to the same standard of substantive knowledge, and their ability to “get the point across” with maximum accuracy and clarity.

See the “PSIA-E/EF Adaptive Education Workbook and Exam Guide” for further information about Adaptive Certification standards and format.

An Overview of PSIA and PSIA-E

PSIA is a professional organization of full-time and part-time ski instructors who are dedicated to reaching the highest levels of professionalism and performance within the skiing industry. The national PSIA organization is an alliance of its nine geographical divisions, and its affairs are governed by representatives of each of those divisions. When you pay your dues each year, you are billed once for membership in two associations, your local division of PSIA and PSIA itself.

PSIA's nine divisions differ from each other in size and geography. They range from a few hundred members in a single state, to several thousand in a multi-state area. Some divisional offices are part time operations, with budgets of only a few thousand dollars; others are fully staffed, year-round business offices with budgets well over \$1,500,000.00.

Divisional dues are used locally to fund such administrative functions as staffing and maintaining an office, keeping membership records, board of directors and committee activities, publishing a newsletter and manuals, marketing, and supporting educational functions. In general, the divisions provide most of the direct membership services of both associations because they are PSIA's membership base. In addition, they maintain a personal touch through their events and communications. All divisions generate revenue from sources other than dues. Clinics, exams and educational material sales are examples. Some divisions, such as PSIA-E, have tax-exempt, non-profit education foundations that bring in funds from grants, sponsorships, and corporate or private donations.

In contrast to the divisions, with their local focus and high visibility, PSIA's focus is national and international, and its efforts are often not readily visible to the membership. Dues represent roughly only 37% of PSIA's total revenue; the remainder is largely generated through advertising and the sale of accessories and educational materials. PSIA also has a non-profit education foundation and a capacity to procure grant money. National has a full time Marketing Director who works continually to bring in money from outside the organization and to market PSIA and its members to the public. Like the divisions, part of PSIA's total revenue is used to support administrative functions, such as running an office, computer systems, funding a board of directors and various committees, and supporting educational projects. After this, PSIA's focus diverges from that of the divisions.

PSIA publishes teaching manuals and produces instructional films and other materials. PSIA's dollars have underwritten the development of ATS, assuring teaching consistency across the country for instructors and ski school customers alike. PSIA has been the catalyst in the adoption of uniform certification standards and membership categories in all nine divisions. This has led to reciprocity, which means that you, as a PSIA member, can transfer your credentials to any part of the country.

PSIA funds the selection and training of the Alpine Demonstration Team, as well as the Nordic and Snowboard Educational Teams. Members of these teams represent the U.S. internationally, and also train divisional clinic leaders and examiners. That process is designed to assure consistency in the delivery of our message to every ski instructor, from the international forum to your local ski school. Every four years, members of our demo and educational teams represent this country at INTERSKI, an international ski-teaching symposium, where they have earned us world-wide respect and a leadership role.

Your PSIA dollars are also used to represent the interest of ski instruction to legislative bodies and other national ski industry groups, such as the United States Ski Coaches Association, the National Ski Patrol System, the National Ski Areas Association, and Ski Industries of America. Risk management materials, including manuals and films developed in cooperation with NSAA, have assisted in promoting consistent, professional, and visible risk awareness programs.

Communication with the membership is one of PSIA's highest priorities. Each year they produce three issues of *The Professional Skier*, a comprehensive journal for ski instructors. National committee meetings also help to facilitate a healthy exchange of ideas and information among the divisions. Ongoing research and development activities assure this country's place as a leader in international skiing. Children, seniors, and the disabled are examples of populations being given special consideration. Nordic Downhill has grown

tremendously in popularity. Snowboarding has grown and evolved to where PSIA has founded a subsidiary organization, the American Association of Snowboard Instructors (AASI), to represent that discipline and its members. PSIA continues to play an increasing role in the entire ski industry.

Members pay dues both divisionally and nationally. The divisions conduct and administer regional events, provide membership services, and day-to-day administration. PSIA provides unity and a means of achieving unification; it focuses on those areas where it is necessary to rally the collective talents and resources of the entire country and to speak with one voice. Both associations exist because ski instructors, ski schools, lesson customers, the ski industry, and the skiing countries of the world require it.

PSIA-Eastern, to whom your divisional dues are paid, is a not-for-profit organization, governed by a Board of Directors, and serving 14 states, from Maine to North Carolina. There are currently over 11,000 active members, served by a full time, year round administrative staff of 8, located in Albany, NY. In addition, there are several part time/seasonal employees, and a per-diem staff of over 175 Alpine, Adaptive, Nordic, and Snowboard course conductors and examiners who conduct the educational programs and certification exams. Operating on a \$1.5 million budget, PSIA-E provides numerous member benefits and services. They publish five divisional newsletters (*Snow Pro*) each year, offer a job placement service, consulting and in-house services, educational resource materials, and a diverse menu of over 400 events to satisfy the needs and goals of members in all the disciplines. In addition, development and administration of certification programs is a divisional responsibility.

A Brief History of the Ski Teaching Profession and PSIA

(Compiled and edited from several sources)

The history of skiing goes back thousands of years. It provided a means of transportation over snow and was useful in both hunting and warfare. There are many accounts to indicate that it has long been viewed as a sport, as a basis for competition, and as skill that required instruction.

The “Modern era” might be said to have begun when skiing evolved to more closely resemble our current sport; when it became more organized and publications on the subject started to appear. The first organized ski teaching occurred in 1713 in Norway within the military, and a handbook for the Norwegian troops was written in 1733. The first “ski club” was founded in 1813, also in Norway.

Some of the more notable early pioneers of skiing and ski teaching were:

- Sondre Nordheim, Norwegian. Developed jumping; developed the Osier binding; exhibited first Telemark turn in 1868.
- Mathias Zdarsky, Austrian. Considered the “Father of Alpine Skiing”. Founded one of the first organized ski schools and taught thousands of new skiers. Developed equipment and a technique. (1890’s-early 1900’s).

Hannes Schneider, Austrian. Most responsible for the phenomenal growth of skiing. Founded his school in 1910-11. Developed the Arlberg technique, which dominated into the 1930’s. Pioneer filmmaker. Author. Influenced skiing in Japan and the United States. The Association of Tyrolean Professional Ski Teachers was founded in 1925, and conducted the first ski teacher exams.

The Swiss and French, who had also been involved with skiing, developed their own techniques and organizations, and began to promote the sport within their respective countries. Sir Arnold Lund of Great Britain wrote many books on skiing and developed the concept of slalom racing. Skiing started to become popular in the U.S. in the early 1900’s. The first instructors were all European, and there was a large influx of them in the 20’s and 30’s. While there was instruction earlier, the first formal U.S. ski school was founded in 1929 at Franconia, NH.

Many of the Europeans that came at that time became major players in the development of skiing and instruction in this country. Otto Schniebs was one of the first, influencing USEASA to adopt the first organized ski teacher’s training program (club instructor’s workshops). The first rope tow in the U.S. began operation at Woodstock, VT in 1934. In 1937 USEASA developed a plan for certifying professional ski teachers, and in

1938 the first ski teacher's exam was held at Woodstock, VT. Seventeen applicants took the exam, seven passed. World War II halted the development and expansion of skiing for several years, but post-war demand was phenomenal. Both before and after the war, major innovations in equipment were developed. After the war, the main three techniques were still the Austrian, French and Swiss, though each had evolved considerably. Other areas of the U.S. formed organizations for professional ski instructors.

- In 1951 the first Interski was held in Zurs, Austria.
- In 1953 the National Council of Ski Instructors of America was formed by Western instructors.
- In 1961 PSIA was founded.
- In 1962 PSIA sent a team to the 6th Interski in Italy. 11 of 14 attendees were from the East. All were good skiers, but did not ski alike, and this brought to a head the fact that there was no official American ski technique.
- In 1964 PSIA published "The Official American Ski Technique". This was embraced by the Divisions, and became the standard for exams and the vast majority of ski schools. With its international unveiling at Interski in 1965, the U.S. was finally recognized as a major ski country, in its own right. The East produced the first movie of this technique, *The White Badge*.
- In the period, 1968-71, political upheaval within PSIA ushered in a new group of people, most notably Horst Abraham, who forged major change within the educational/technical realms and developed ATM. PSIA became involved in investigating such things as biomechanics, sport psychology, and learning theories. Somewhat "outside" the official establishment, GLM was enjoying success and popularizing the sport even further. Advancements in snowmaking, grooming and ski equipment impacted the sport.

Soon after, the "Skills Approach" to ski teaching became an integral part of ATM. The U.S. became a world leader in ski teaching. In 1973 the first National Academy was held. Our National Demo Team has, from this period, been a highly visible group, playing a major role in disseminating the latest information throughout the country. 1973 was also the year that the eastern professional instructors broke away from USEASA (United States Eastern Amateur Ski Association) and formed their own corporation, EPSIA, which has subsequently become PSIA-E.

Since then, PSIA has published numerous manuals and videos. In the late 70's/early 80's a process of more standardization among divisions was begun that has led to a stronger national organization. In 1987 ATM became ATS (American Teaching System), PSIA's current educational framework for ski teaching.

In the period 1987 through the '90s, advancements in equipment, hill grooming, snowmaking, trail contours, etc. made parallel skiing a reality in the short term. Powder, crud, moguls, terrain/snow changes, and other difficult conditions are greatly reduced at most areas. These changes lead to the development of new methods of teaching tactical skiing and producing the skills and sensation guests are taught. The new American Teaching System (ATS) encompasses all elements of teaching/learning, mechanics, etc. and reflects students' needs, abilities, and desired outcomes. The Center Line was developed to supply a framework for application of skill development concepts and to supply structure/organization for the use of experimentation, lateral learning and versatility in the lesson plan. The Center Line standards provide the instructor and the student with an image of what constitutes good technical and functional skiing. The Center Line also addresses the reality that skiers of all abilities share common functional movement patterns and skills.

In 2001, PSIA/AASI introduced a new line of innovative educational materials and the American Teaching System once again adapted itself to the changing needs of the ski industry. The *Core Concepts* manual is the centerpiece of the AASI/PSIA educational system. It contains topics relevant to all teachers and coaches of winter sports. The *Core Concepts* manual emphasizes the core of successful sports instruction: creating meaningful relationships, memorable experiences, and lifelong learning. The *Alpine Technical Manual* focuses on contemporary technical aspects of skiing and ski teaching. The book maintains the heart of the skills concept while expanding on the movements leading to acquisition of proficient skiing.

A Teaching Model

Getting the Learner Involved

New teachers are often worried about what they are going to do in a lesson or clinic, rather than what their students will do. As a result, important clues that could help the teacher succeed are lost. In the first few moments of a lesson, students often reveal their true motivation for embarking on the learning experience, allude to fears or apprehensions, and share insights that can help the teacher determine how they will learn best. This may include everything from their hobbies to family life and previous lessons. All this can be missed if the teacher is not vigilant in actively listening and staying attentive to this important information.

In fact, listening to your students describe precisely what they are looking for, how they learn best, and what experiences they have had in the past will begin to develop an atmosphere in which they work with you to develop a course of action. By getting the learners to talk about their experiences, they will begin to form a trusting partnership. As you question them, and listen actively to their responses, they become part of determining the direction of the clinic. Suddenly, you are no longer there to provide the action plan; you are simply there to provide direction, as they get involved in their own plan of exploration and discovery.

For all instructors, the development of a personal teaching model can serve as a useful teaching tool. A basic Teaching Model consists of the following elements:

- Introducing the learning segment
- Assessing the student
- Determining goals and planning objectives
- Presenting and sharing information
- Practicing
- Checking for understanding
- Summarizing the learning segment

These ideas should be woven together to your own personal teaching model. Managing a class effectively takes organization, awareness, and skill. Remember that one of the most important things is simply to provide for a lot of skiing time. The information in *A Simple Plan For Delivering An Effective Lesson* (included elsewhere in this manual) is an example of how the elements of an effective teaching model can be integrated into a useful, yet simple plan for delivering a great lesson.

Student-Centered Teaching

Your resort is in the business of creating memorable experiences. Those experiences are shaped by interactions with resort staff members. From the moment a hopeful resort enthusiast picks up a phone or logs onto the web to make a reservation, until the gear is packed and the trip home has begun, hundreds of interactions with staff members contribute to the overall impression of the resort. Snowsports teachers, through the relationships they build with students, have the power to enhance the resort experience exponentially. Important qualities for instructors in the modern world of ski teaching include

- Understanding and responding to guest expectations
- Providing value to the guest through skill development
- An understanding their responsibilities to the ski industry, their home resort and their guest.

There are four elements that, when artfully combined, create the magical environment where a connection is made between the teacher, the guest, and the mountain environment. The effective uses of these elements combine to create a complete and satisfying learning experience.

Developing Trust:

Trust is the cornerstone of the new guest's successful experience. If at any time the instructor/student relationship is compromised the guest may leave the sport never to return.

A competent instructor is skilled at

- Developing a trusting relationship.
- Understanding their students and how they learn.

- Questioning and listening effectively.
- Creating an environment that puts guests at ease.
- Observing student behaviors to determine underlying emotions.

Assessing Movements:

Because the teaching/learning environment is fluid by nature, and circumstances change as learning proceeds, teachers must be able to accurately assess student performance and adjust goals as the lesson progresses.

A competent instructor is skilled at

- Understanding efficient and effective movements of beginning skiers and riders.

Working the Learning Environment:

An artful instructor is able to work the learning environment effectively so that the student/teacher bond of trust remains intact.

A competent instructor is skilled at

- Using available terrain effectively.
- Using a variety of activities with new participants that will help establish a comfortable, fun environment.
- Developing and using fun skiing formats
- Providing information and suggestions for the use of alternative snow tools.

Closing the Loop:

Effective communication is the final element in the learning loop. As with the other three elements, the ability to communicate well can make or break a learning experience. It can provide direction, reinforce a positive change, and redirect unproductive movements or actions. An effective communicator also understands information on teaching and learning styles.

A competent instructor is skilled at

- Providing effective feedback.
- Effectively debriefing a student at the end of a lesson.

A Simple Plan For Delivering An Effective Lesson

by Mermer Blakeslee

Introduction (Goal Setting)

- Introduce yourself.
- Open a dialogue with your student so that you create the feeling that learning is easy and fun.
- Ask questions so you learn about your student and what (s)he wants from you.
- Watch your student so you can discern his/her skill level (and what (s)he needs the most).
- Plan what to do to reach an achievable goal, one that satisfies what your student wants and what you can offer.

Body (The Progression)

- Speak concisely in simple language. Ask, "Am I being clear?"
- Show clearly what to do. Make sure your student can see you.
- Point out parts of the body they should look at. Ask, "Could you see that?"
- Let the student do it.
- Give necessary logistics (follow you? follow another student? where to stop, etc.).

Give Feedback

- Be specific. Check for reaction. End on a positive note.
- Repeat or progress to the next step based on your student's performance and attitude.

Summary

- Review and reinforce what is gained from the lesson.
- Give practice tips.
- Tell your students what they could learn in a future lesson and if appropriate, when you are available.

Safety and Risk Management

To be a success, you must be aware of safety issues, live up to students' expectations, provide value, and understand your responsibilities. Mountain sports are inherently risky. People who choose to explore the alpine environment must accept this fact. However, when they do so under the care and guidance of a resort professional, the risks are minimized. Creating an atmosphere of risk awareness and providing basic information on safety are among your responsibilities as an instructor. By following seven simple rules – the “do’s” of safe skiing – and sharing them with your students at frequent intervals, you’ll be doing yourself and everyone else on the slopes a big favor. Those rules are known as Your Responsibility Code, and are endorsed by National Ski Areas Association, PSIA/AASI, and the National Ski Patrol.

Your Responsibility Code

1. Always stay in control.
2. People ahead of you have the right of way.
3. Stop in a safe place for you and others.
4. Whenever starting downhill or merging, look uphill and yield.
5. Use devices to help prevent runaway equipment.
6. Observe signs and warnings and keep off closed trails.
7. Know how to use the lifts safely

Other guidelines to make for fun, hazard-free skiing:

Body Basics

- Slather on at least 15 SPF broad-spectrum sunscreen, regardless of whether the day’s sunny or cloudy.
- Drink frequently to avoid the dehydrating effects of high altitude.
- Layer with breathable, water-wicking layers that can be added or subtracted with changes in the weather.

Learn Your Limits

- Don’t take that last run when your legs have turned to Jell-O.
- Ski at your own level. Test your skills to improve, but know when you’re crossing over into dangerous territory. Ski patrollers say this is the number one safety issue at resorts.
- Control your speed. Respect others on the mountain, especially in high-traffic areas where trails are merging.

The American Teaching System

Principles of American Skiing

The American way of skiing is simply effective and versatile skiing based upon skiing principles. Versatile skiing can have many images, but it has a core that starts with basic movements and skills. These movements and skills evolve with time and practice and take into account a variety of body shapes, terrain, equipment choices, and snow conditions. We get to functional skiing by starting with a desire, an outcome and an image of what we want to do and where we want to go. We make the ski bend, engage, twist and release by building a solid base of movements and skills that have purpose and direction. We teach skiing effectively by developing and using strong movement assessment skills and understanding how to translate our observations into helpful teaching that is valuable to our students. Below is a list of skiing principles that define American ski teaching and the characteristics upon which our philosophies are based.

The Principles of American Skiing include:

1. Having outcomes and images of contemporary skiing

Everyone has an outcome in his or her head of what they want their skis to do and an image of what they want to look like while they are skiing. The skiing image that PSIA aspires to be is efficient, functional, precise, clean, elegant, fresh, effective, accurate, exciting, contemporary, and incorporates full use of the equipment available.

2. Evolving the Skills Concept

A skill is a specific movement sequence that accompanies a given task or group of tasks. The PSIA Skills Concept offers a versatile template of fundamental skiing movements and skills. If you understand the concepts of how balancing movements, rotary movements, edging movements, and pressure-control movements lead to proficient skiing, then you are on your way to becoming a successful ski teacher.

Fundamental skiing movements are the essential movements your body makes which allow you to create and manage reactions between your skis and the snow. If you build a strong base through movements, you will have the ability to control the interactions that your skis have with the snow and the ability to adapt your movement patterns into skills. With a base of skills, you and your students can choose outcomes and goals and you can understand what blend of skills is needed to achieve the results that you or they desire.

3. Making the skis perform

Understanding the interface between your skis and the snow will allow you to not only get the results that you desire, you will be able to help others understand how to get the results that they crave.

It is crucial to understand how skills affect the performance of your skis in and on the snow. Remember that the movements that you teach are not the 'end result' of your lesson. The 'end result' of your lesson is to get the skis to do what your student wants them to do.

4. Understanding skiing movements

As a teacher, the ability to assess movements (MA) is a key factor to improving other people's skiing. MA is a process of identifying and reinforcing the strengths of your students and recognizing and targeting areas that need development. Once you can assess what your student's needs are, you can tailor your feedback and teaching to each individual's needs. Knowing 'where we want to go' and 'how we get there' are important keys to the MA puzzle. The ability to observe and describe what you see is one piece of the puzzle. Another piece of MA involves recognizing and understanding the movements that you see in others and how those movements affect the ski as it passes over and through the snow. Sharing the correct information with your students and coming up with a game plan for reaching desired outcomes allows you to create valuable experiences for your students.

Skiing Model for a New Millennium

By Peter Howard

For many years, The Centerline has been an integral piece of the PSIA Skiing Model. The benefits of this well-defined progression have been many. It has provided a blueprint for skill development, been an aid to movement analysis, and provided purpose and outcome to teaching activities. Similar but less defined progressions go back to the dawn of organized ski teaching, and have provided linear plans for learning the sport. Experienced ski teachers have long recognized that being truly "student centered" often requires a flexible approach. It is understood that progressions can start anywhere, be built for differing student goals, and can lead in varying directions. This truth is more evident today than ever before due to equipment options, grooming/terrain contouring and resort based accelerated learning methods.

For these reasons a wider path to advancement would better portray the reality of today's learning environment. In recognition of this, PSIA believes that awareness and understanding of student ability zones, the steps students may take as they advance through the zones, and the skills and movements that make up the steps is a valuable framework for American Ski teachers.

There are three student ability zones that loosely parallel the trail marking system. These zones (the Beginner/Novice, the Intermediate, and the Advanced zones) are described in detail in the PSIA *Alpine Technical Manual*.

The steps to advancement a skier takes (or Stepping Stones) should be thought of as optional or required places a skier may or will touch upon as they grow in experience. The best illustration of the value of this concept is the experience a new skier may have during their first few days on skis. They may learn with straight skis and take the traditional path of straight run to a wedge stop, gliding wedge, wedge turns, spontaneous christie and eventually parallel. In this case they have stepped on the stones that develop the movement patterns identified by the Center Line maneuvers. It is also possible that they learn on very short shaped skis at an area that promotes a parallel approach to the first experience. In this case the skier may learn a side cut traverse to a stop, stepping through and out of turns to a stop, a very open wedge or gentle gliding parallel to edge release and engagement and linked parallel turns in the learning area. In this case the Stepping Stones to parallel were different. The Centerline reference points remain within the Stepping Stones concept. Some reference points like the wedge or wedge christie may be skipped, modified due to equipment considerations, or only used tactically. Other reference points like parallel and dynamic parallel will eventually be stepped on by all skiers as they move to and through the Intermediate, and Advanced zones. The ability to perform a wide range of steps including the Center Line reference maneuvers is crucial to your power as a model for your students therefore a wide range of stepping stones and the Center Line reference maneuvers are valid exam requirements (see National Skiing Standards for Certification Levels I, II, and III).

Prior experience combined with learned skills and movements allow a skier to progress along a path of steps that best suits their individuality. The Skills Concept that organizes skiing theory, combined with Visual Cues that describe which body parts to move to affect skills and create a desired outcome, are the ski teachers tool box. These tools that aid us in tinkering with the mechanics of skiing are invaluable to the professional, allowing us to frame, fashion, and channel technically sound learning experiences. Of course the main concern of customers is a great experience and performance improvement. Our understanding of skiing mechanics should result in sound, simple advice rather than complex advice that sounds technical.

The technical aspects of contemporary skiing as defined in the American Teaching System are:

- **The Skills Concept and contemporary skiing movements** (*Visual Cues To Effective Skiing*) which delineate the development, refinement and integration of the four basic skiing skills; Balance, Rotary, Edging, and Pressure Control Movements.
- **Ski Performance:** understanding the components of a turn, the tools involved, and what a ski can do in the snow.
- **Movement Analysis:** the process of comparing a student's current ability to the desired goals.
- **Stepping Stones To Effective Skiing:** pathways to learning customized to student needs and goals.

The Visual Cues To Effective Skiing

The *Visual Cues To Effective Skiing*, which are a foundation of movements and movement cues for all skiers that come from a series of basic fundamental movements. Learning and practicing these movements will lead to skilled skiing. Understanding the visual cues will lead to more complete and effective teaching. This information is intended to be an analytical tool and a reference for good skiing in most ski instruction situations. The guide is not intended to describe every movement and position that very high-level skiers pass through extreme situations such as World Cup racing or mogul skiing. The *Visual Cues To Effective Skiing* does define the basics of skiing that should be the foundation of movement for all skiers, whether they are recreational skiers, instructors, racers, bump skiers, or even extreme free skiers.

A balanced position is necessary to allow access to all other skills.

- The skier's joints – ankles, knees, hips, lower back – flex evenly and appropriately together (not one excessively more than the others).
- The hips are centered over the feet (from a side view).
- The outside ski bends more than the inside ski (because the skier is balanced over the outside ski).
- The inside leg is bent more than the outside leg and may carry less weight than the outside ski.
- The shoulders, hips, and hands are level as the skier comes through a turn, to keep the body from tipping in.
- The inside hand, shoulder, and hip lead through a turn (more noticeably on steeps and less so on flats).
- The hands are in front of the body.

Rotary movements represent the most effective way of turning the skis in most terrain and snow conditions.

- The skier's legs turn underneath the upper body to help guide the skis through a turn.
- The femur turns within the hip socket (instead of the entire hip coming around).
- The upper body remains quiet and stable.
- The skis are turned an appropriate amount to create a smooth, C-shaped arc in the snow.
- Both skis and legs turn together throughout a parallel turn.
- Any rotary movement should be progressive, unless it is a necessary athletic move to recover balance.

Edging allows the skier to direct the skis to control turn radius, shape, and speed.

- The skis tip onto an edge early in the turn.
- The skier uses diagonal and lateral movements of the feet, legs, and hips to engage and release the edges of the skis.
- The edges are released and re-engaged in one smooth movement.
- The shins make forward and lateral contact with the boot cuff as the skier rolls the skis onto the new edges.
- The ankles, knees, and hips show appropriate angles as the skis are tipped onto an edge and held throughout the turn.

Pressure control provides the element of touch that promotes a smooth ride at any level of skiing.

- The skis flow evenly and smoothly over the terrain.
- The skis bend progressively throughout the turn, with their entire length engaged.
- All of the skier's joints work evenly together.
- The amount of flexion and extension in the skier's legs changes in response to terrain and pitch of the slope.
- The pole touch or pole plant complements the desired turning outcome.
- The skier's upper body remains quiet and disciplined.

Mechanical elements do not in themselves make a great skier. They merely create a foundation for that intangible quality of "touch"- that is, the profound connection of the skier with the skis, snow, momentum, and the mountain.

Developing Working Relationships

The number one goal of any resort is to provide a fun-filled experience for its guests. All staff, from maintenance workers to senior managers, make decisions based on this vision. When customers come to your area to benefit from your knowledge and experience as a snowsport instructor, they come with ideas, motivations, and beliefs that have been shaped by their life experiences and environment. As a ski teacher, you have two service jobs to do; you need to function as part of your resort team and you need to provide the best experience possible for your guests. Although coaching students on the hill may seem to be a separate activity from resort operations, a lot of teamwork is needed to set the stage for the clinic experience. From lifts to snow, from tickets to equipment, from lunch to hotel rooms, the extended members of your team help meet the needs of your students. Like your extended family, these teammates often do their jobs in a place remote from where you are. You may hardly give a second thought to their roles unless something is amiss. Yet, their contribution is fundamental to your job. Imagine teaching a snowsport without snow. Imagine teaching without lodges, lifts, or rental gear. You notice if the snow quality isn't right, the rental gear doesn't fit, or the lift smacks you in the back of the knees. You are in ecstasy if the grooming is perfect, the burgers are juicy, and the administrative staff gets your schedule booked correctly.

On the other hand, those who perform the other tasks at the resort notice your effect on the resort as well. For many, snowsports instruction is their introduction to the mountain lifestyle. New visitors to the mountains rely on your expertise to make a lasting impression; the resorts rely on you to keep the visitors coming back—and bringing their friends. You provide the image and soul of the mountain lifestyle. Even those who don't participate in lessons see pros on the mountain and gauge their performance against what they see. Staff members in other departments support what you share with the guests: the mountain experience. You can enhance your personal success by building relationships with other staff members at the resort.

The second aspect of your job is to understand the customer's needs and motivations and to propose a plan to satisfy and benefit that customer. Ideally, you not only meet the customers' needs, but you exceed their expectations. Your resort is in the business of selling service. While the mountain itself is the attraction, the amenities and facilities are important to the experience, which is shaped by interactions with staff members. As a snowsports teacher or coach, many things are beyond your control: the weather, the facilities, snow conditions. However, the things you can control, such as your ability to interact in a positive way with each guest you encounter, and your own personal contribution to resort operations can make all the difference.

By the time you greet guests for a clinic, they will already have had to pass through a variety of hoops. Consider a family that arrives at a resort for the first time. Imagine bringing two small children through multiple parking lots, with gear, only to find they must walk another quarter mile to the children's center.

Or consider the group of friends who bring their buddy to learn to ride a snowboard, only to find that they needed to rent equipment at the base of the mountain, which will cause them to be late for the lesson. Take a moment to walk through your resort and see it from your customer's eyes. Familiarity with the common challenges your students face will give you added patience and empathy in the meeting area and allow you to help them solve any problems that could threaten their experience.

When your guests know you understand and appreciate what they go through, they will be more able to move on to the learning experience. When you show them how much you love not just your sport, but your resort, they will realize that their effort was worth it and will want to be part of that experience again and again. Excerpts from PSIA *Core Concepts Manual* (2001)

Overview of Childhood Development

As you begin your journey as a ski instructor, it is important to gain knowledge about the growth and development of human beings as it relates to skiing. With more experience, you will need to gain more understanding of how this development can affect what and how you teach, and as a master teacher, you will rely on developmental information to help you truly individualize instruction for any student you encounter.

To help you organize your thoughts regarding developmental issues, we refer to the information as "The C.A.P. Model." The acronym merely helps you to remember the three basic categories [Cognitive, Affective, Physical], which make up human development as it relates to skiing. One goal as we teach skiing is to help children understand how to behave and move in desirable ways. The level at which a child understands, behaves and moves depends on growth and development.

The C.A.P. MODEL [Cognitive, Affective, Physical]

Your ability to communicate skiing information to children (*cognitive*) depends on:

- How children process information.
- How children express themselves.
- How children reason.

Young children understand the world in concrete or experience based terms. This means they comprehend only what they *can* see or touch, or *have* seen or touched before. Abstract thinking begins to develop by age eleven or twelve.

Concepts such as cause and effect, time and space, and distance and speed, are developed over time. A child's understanding of these ideas can affect their understanding of communication attempts.

The ability to process information grows with the child. Very young children may not be able to attend to putting on skis while receiving stimuli from another source.

Very young children may have difficulty sequencing more than one or two tasks, while older children may be able to sequence three or more.

Processing of cause and effect, and rules and their consequences, develops with age.

Motivation to ski (*affective*) depends on:

- How children relate to their peers.
- How children relate to adults.
- How children think about themselves.

Egocentricity, the principle that the child is the center of the universe, affects children's behavior. Young children often think they are the cause of any ongoing event. They also have difficulty putting themselves into "someone else's shoes." Older children show egocentricity by thinking that others are always watching them, even when it is obvious they can't be. This causes everything from shyness to cockiness.

Younger children are anxious to *fit into* the group and please others. Older children are more concerned with their position *within* the group. They are more readily influenced by their peers. Younger children are usually not competitive; playing alone is enough. Older children may be competitive, and have their self-worth tied to their accomplishments.

Development of appropriate skiing movements (*physical*) depends on:

- How children's bodies are proportioned.
- The amounts of strength children possess.
- Spatial awareness.
- Whether a child has developed the ability to use parts of the body separately.

Young children's heads and trunks are large in proportion to their limbs. By 8 or 9 years the proportions approximate that of adults. As a result of a higher center of mass, a small child may have a "back" stance with a reliance on heel pressure.

Younger children move the whole body as a unit. The development of fine motor skills is apparent by ages 9-12. Separation of upper and lower body and left and right sides of the body occurs over time as the child grows.

The muscles of a young child function as if more loosely attached than those of an adult, affording less strength, yet greater flexibility.

Visual Cues To Effective Movements

For Beginning Children Skiers

(by Alison Clayton-Cummings)

In teaching skiing, instructors should address the common movements that lead to more effective and efficient skiing. Adults are able to learn and develop these movements precisely and accurately. With less strength and coordination, children may not be able to develop and utilize movements with the same refinement as an adult and may substitute other movements in their place. This does not mean that children are incapable of effective, efficient movements, only that it may take more time, practice, and repetition to reach the same level of competency as an adult.

While the real movements of children may involve larger muscle groups and more gross movement patterns, these will gradually come closer to ideal movements as the children grow older, bigger, and more experienced. In setting lesson goals, instructors should observe the real movements their students are making and strive to help students come closer to the ideal movements. In the descriptions below, the term "younger children" refers to kids between the ages of five and seven.

• **Balancing Movements**

Ideal

- ◆ Joints flex evenly together – ankles, knees, hips, and spine.
- ◆ Hips are centered over the feet, ears ahead of center of feet, hand ahead of ears
- ◆ Outside ski bends more than the inside ski – primary weight on middle of outside ski

Real

- ◆ Knee and hip flex is greater in younger children, and ankle movements not as coordinated. Large muscle groups develop first.
- ◆ Hips slightly behind feet, ears over heels – or ears over knees – hands in a variety of places depending on child's size and speed at which they're traveling.
- ◆ Inside ski weighted as much as outside ski, bends toward tail.

- **Rotational Movements**

Ideal

- ◆ Legs turn underneath upper body to guide skis through arc of turn.
- ◆ Femur (thigh bone) rotates in hip socket
- ◆ Upper body remains stable and strong.

Real

- ◆ Shoulders and torso generate turn – large muscle groups are stronger.
- ◆ Articulation of joints not well developed.
- ◆ Entire body moves as a unit.

- **Edging Movements**

Ideal

- ◆ Diagonal movements of feet, legs, and hips engage and release edges.
- ◆ Shins contact both boot cuffs on a forward diagonal
- ◆ Edges engaged and released in one smooth movement

Real

- ◆ Tipping of legs and body into hill and away from ski creates edge.
- ◆ Shins have little or no contact with front of boot cuff
- ◆ Movements are harsh and jerky

- **Pressure Control Movements**

Ideal

- ◆ Body and skies flow smoothly over changing conditions and terrain
- ◆ Joint flexion and extension determined by changes in terrain and pitch of slope.
- ◆ Skis bend progressively through turn; entire ski used in turn

Real

- ◆ Bouncing and loss of contact between skis and snow
- ◆ Joint flexion uncoordinated; knees and hips commonly over-flexed.
- ◆ Bend in ski comes late in turn - frequently at the tail.

- **Directional Movements**

Ideal

- ◆ Body moves into direction of new turn for edge change
- ◆ Ski travels along arc – tip and tail through same path
- ◆ Pole swings in direction of travel.

Real

- ◆ Movement is up and back to change edges
- ◆ Tail of ski slides past arc of tip – pivot and skid
- ◆ Poor coordination of pole swing and directional guidance.

Appreciating Diversity

One way to stay excited about developing your teaching skill is to learn about a special population or learn to teach another snowsport. Diversification will provide new perspectives on learning, coaching, and performance. Through diversification, you will become more valuable to your alpine, Nordic, or snowboard school in addition to providing yourself with an antidote for getting stuck in a rut.

Women

Recent industry publications are targeting women as the decision-makers in the family when it comes to vacations. If “mom” isn’t crazy about winter sports, she’s not going to agree to hang around for long, shopping or reading, while hubby and the kids have all the fun. Helping make women passionate about snowsports is critical to keeping the family coming back for more.

Most programs now include clinics specifically for women. Some women feel more comfortable learning new skills with and from other women. There’s a different atmosphere in a group of women than in a mixed group. In a group of women, it can be easier to ask questions and focus on learning, so progress is quicker.

It sometimes is amazing to see the support and camaraderie that women can provide in a group. The atmosphere stays just as competitive, just as intense, yet the competition is within, not between, individuals. The intensity goes toward pushing each other as far as possible without sacrificing self-worth by comparing one’s own goals or progress with those of others.

Children

Nationally, children represent 50 to 60 percent of all lessons taught. What better place to leave a legacy than with a group of kids who come back year after year and ask specifically for you? Children are exciting to coach: they are energetic, learn quickly, and push themselves willingly.

The main challenge in teaching children is to keep them safe and learning while having more fun than they dreamed possible. This can be the easiest task for you on some days, and the most difficult on others.

The best thing about coaching children is that they have a unique way of reminding you of why you came to the mountains in the first place. If it isn’t fun, it isn’t worth doing. This forces the teacher to connect the drills and teaching activities with the fun they were designed to produce...something we all lose sight of from time to time.

Learning to tap into your imagination to capture the attention of a group of young children will help you bring the same creativity to all aspects of your coaching.

What you need to know:

- How to motivate children.
- Ages and stages of development.
- Physical capabilities for different age groups.
- Recognizing limitations in equipment.
- How to involve the parents in the process.

Seniors

Everyone’s getting older. It’s inevitable. Yet, growth in snowsports participation among seniors is disproportionately small compared to the population at large. Aging snowsports enthusiasts are heading to other activities, such as golf, at a rapid and, from some perspectives, an alarming rate. Happily, the ones who stay are realizing that they can continue to enjoy the mountain environment far into their later years.

Seniors groups are springing up all over the country. With names like “Silver Wings” and “Prime Time,” the focus is on enjoying the thrill of winter sports and the mountain environment. Their purpose also includes a social component as they look for ways to meet and interact with others now that they don’t have jobs to go to and their children have reached adulthood and are busy with their own lives and families.

While elders are less energetic and slower at showing improvement than younger groups, teaching them has its own rewards. These are people who have learned to savor life, to appreciate a gorgeous day and beautiful scenery, to revel in seemingly minor accomplishments, to draw from the energy of their younger instructor—and to make every run count.

PSIA-AASI members age too. As we age, we discover tricks to help us “keep up” longer. Sharing these insights with other aging participants can be gratifying and exciting both for older professionals and for younger ones seeking wisdom from their senior peers and mentors.

Adaptive

For any winter sport professional that wants to gain a sense of what really matters, coaching in an adaptive program may fill the bill. To coach students with special physical or mental needs, a pro must look for what each student can do, instead of what they can't. This can often be a monumental challenge that forces you to change your own definition of success.

Adaptive teaching doesn't mean lowering expectations, but realizing that success has many facets and that finding a path to success for each student is the ultimate challenge. Helping someone with one leg learn to be independent with outriggers, or a paraplegic learn to negotiate the mountain on a sled, can open up a whole new world of possibilities for growth and appreciation of the sport—and of life—for you as well as the student.

PSIA-E Alpine Course Descriptions

PSIA-E Course Conductors will do their best to deliver events as described. The demographics and diversity of the group may require the conductor to alter delivery to some extent in an effort to provide participants with the most educational benefit. Please check the current schedule of events for availability as not all courses are scheduled every season.

- **The following courses satisfy the Level II Part 1 Skiing Exam Prerequisite:**

Development Series Skiing, Mogul Series, Level II Part 1 Practice Exam, Level II Part 1 Practice Exam with Video, Snow Pro Jam or Spring Academy

- **The following courses satisfy the Level II Part 2 Teaching Exam Prerequisite:**

Level II Teaching Seminar, Movement Analysis, Foundations of Teaching, Snow Pro Jam or Spring Academy

Development Series Skiing

Eligibility: Open to **Registered** and **Certified Level I** members only.

Development Series Skiing focuses on developing personal skiing skills. It will help participants develop strong fundamental skills and versatility, and will help them understand and use proper tactics for varying conditions and terrain.

Masters Series Skiing

Eligibility: Open to **Certified Level II** or **Certified Level III** members only

Master Series Skiing is a personal skiing improvement workshop. It focuses on *refinement of fundamental* skills and skill blending, and on developing some higher-level skills and a broader range of versatility. Participants will experience challenging situations and tasks and will work on skills and tactics to manage those challenges.

Level II Teaching Seminar

Eligibility: Open to all current **Level I certified instructors**.

Level II Teaching Seminar is designed to help instructors become more adept at creating learning activities based on the needs of the student. This course will count as a prerequisite for the Level II exam and will focus on familiarizing the participant with the Level II, Part 2 module format. Skiing improvement is not the focus of this event. Each instructor will be able to select and effectively present an appropriate focus for a given situation, and to verbalize why the focus is applicable. You have the opportunity to teach in exam conditions while being evaluated by your trainer/examiner.

Level II Part 1 Practice Exam

Eligibility: Open to Certified Level I members and Trainers.

Level II Part 1 Practice Exam is conducted as a series of mock exam situations. You will be skiing in exam conditions (Level II Part 1 Skiing) while being evaluated by your trainer/examiner. The trainer/examiner can then review with you your performance and your skiing skills. A plan for exam strategies and training activities will be developed for you. This 2-day course is an excellent way to prepare for the exam especially if you are uncomfortable in exam situations.

Level II Part 1 Practice Exam with Video

Eligibility: Open to Certified Level I members and Trainers.

Level II Part 1 Practice Exam is conducted as a series of mock exam situations. You will be skiing in exam conditions (Level II Part 1 Skiing) while being evaluated by your trainer/examiner. Included is professional video taping of your skiing during the session. The trainer/examiner can then review with you your performance and your skiing skills both on the mountain and during video review sessions. A plan for exam strategies and training activities will be developed for you. This 2-day course is an excellent way to prepare for the exam especially if you are uncomfortable in exam situations. The video tape will be available to you after the clinic.

Level III Exam Clinics

Eligibility: Open to **Level II instructors** who plan to take either part of a Level III exam.

Level III Exam Clinics are **optional** clinics that cover material relative to either Parts 1 or Part 2 of the Level III exam.

- **Part One** is a **Skiing Development Workshop**. The workshop will focus on refinement and mastery of skills and tactics needed for high level skiing situations and accurate performance of demos and tasks. Bump skiing will be included in Part One, but will not comprise a major part of the workshop. Movement analysis skills will be practiced and coached during skiing improvement activities.
- **Part Two** is a **Teaching Development Workshop**. Primary workshop content will include skill development for coaching upper level skiing, movement analysis, prescriptive exercises, teaching methods and learning preferences. It will also focus on the creative use and mastery of practices outlined in the PSIA Core Concepts Manual.

Level III Exam Clinic for the Part 1 Skiing with Video

Eligibility: Open to Certified Level II members and Trainers.

The Level III Exam Clinic with video is an **optional** clinic that covers material relative to the Part 1, skiing evaluation of the Level III exam.

This is a **Skiing Development Workshop**. The workshop will focus on refinement and mastery of skills and tactics needed for high level skiing situations and accurate performance of demos and tasks. Included is professional video taping of your skiing during the session. The trainer/examiner can then review with you your performance and your skiing skills both on the mountain and during video review sessions. Bump skiing will be included but will not comprise a major part of the workshop. The video tape will be available after the clinic.

Race Series

Eligibility: Open to all current members and non-members who are active snowsports instructors. Non-members must provide their snowsports school director's signature.

Race Series is designed for everyone, even those who have never had experience in gates. Participants will be grouped with members whose skill, pace and goals are similar. Race events will focus on developing participants' skiing skills toward greater precision and accuracy. Correct biomechanics and fundamental skills will be stressed. Focus on Slalom and Giant Slalom with an emphasis on developing technical skills and racing tactics.

PSIA-E Level I Validation for Race Coaches

Eligibility: Open to all current members and non-members who are active race coaches. Non-members must provide their snowsports school or race director's signature.

The Level I Validation is an entry level course most suited for race coaches with 1 – 5 years of coaching experience. The course is conducted primarily on snow and will cover modern skiing skills, teaching concepts and professional knowledge. The "skills concept" which is the basis for the American Teaching System will be used to present modern skiing and coaching. There will be no gates or gate tactics used or discussed during this course. However, all parts of this course will be continually related to the development of the junior racer and modern ski technique.

Reinstatement Event

Eligibility: If you have been previously certified and wish to resume your certification and membership you must call the office for your specific requirements. This 3-day event will cover personal skiing skills, contemporary teaching techniques, professional knowledge and movement analysis. If you have been out of skiing and/or teaching for a while it is suggested that you check with your local or associated ski school for information on contemporary equipment and training guides. Additional valuable information can be found at www.psia-e.org.

Alpine Resort Trainers (ART)

Eligibility: Open to **Level III members (and Level II member resort trainers with Directors approval)**. The idea of the ART workshop is that it will be different each year and follow the current DCL training plan. Examiners /Trainers will be Team Coaches or Eastern Team Members and group size is limited to maximum of 8 participants. This is not just a personal ski improvement clinic; it is part "train the trainer" course and part personal skill improvement.

DEV / DCL / ETS/ Eastern Team Prep Events

Eligibility: Open to any **Level III member**.

Dev / DCL / ETS / Eastern Team Prep events are *optional* clinics that will assist members who seek to develop beyond Level III. It is **not** necessary to be registered for the Team Exam in order to attend these events. The primary focus of the clinic will be on high level skiing performance and the ability to see, understand, and describe the skiing movements of other participants. Clinic/teaching skills will be integrated into the primary event activities.

Senior Tour (Senior Only events)

Eligibility: The Senior Tour is recommended for members age 55 or older

NOTE: While the pacing of activities and use of terrain will be tailored for the senior skier, participants should expect a challenging and well-rounded educational event.

- **Seniors Only Workshop Clinic** – are educational events that provide participants with up-to-date, comprehensive information about ATS, ski instruction, and the ski industry. The course offers personal skiing improvement, teaching progressions and methodology, movement analysis, mechanics, equipment knowledge, and other information that is relevant to participant goals. Pacing and terrain selection will be determined by the group's ability and goals.
- **Senior Bumps** – focuses on the development of skills and tactics to link turns in blue and easy black bumps. The pace and intensity will accommodate "older legs." Please note: the number of participants signed up will determine the ability to split into groups of varying ability.
- **Senior Seminar** - Not quite ready for that "relaxed" pace? *Still want to get out there and rip it up* – then the Senior Seminar is for you! These two day events are by no means boring and will keep you moving both physically and mentally. Designed for the "young at heart," age 55 and older. The Senior Seminar will help you stretch to your full potential on the mountain and also allow for some challenging ideas and theories during some indoor roundtable discussions. We may be getting older but that only means we are getting better!

Workshop Clinics

Eligibility: Open to **all levels of current members**

Workshop Clinics are educational events that provide participants with up-to-date, comprehensive information about ATS, ski instruction, and the ski industry. The course offers personal skiing improvement, teaching progressions and methodology, movement analysis, mechanics, equipment knowledge, and other information that is relevant to participant goals.

Sunday Double Workshop

Eligibility: Open to Level I, Level II and Level III members. This two day event covers the same material as the Workshop Clinic BUT will be held on two consecutive Sundays. Participants **MUST** attend both days to receive educational credit, no exceptions.

Mogul Series

Eligibility: Open to **all Level I, Level II or Level III certified members**. Any level member may choose any of the three bump courses, based on **ability and goals** rather than membership level. **Registered members** may attend the Introduction to Bumps or Specialty Bumps events only.

Understand that the course conductors and host area are not able to control the weather and its affect on quality of the moguls on any given day. A bumps event is a very terrain specific event and our hosts do their best to provide us with the best possible conditions, but sometimes Mother Nature just doesn't cooperate. In such a case, the course conductors will help participants develop skills and tactics outside the bumps and in whatever appropriate terrain is available.

Introduction to Bumps - This course will help the participant develop the *basic* skills and tactics necessary to link turns in bumps on blue terrain. The Intro to Bumps course assumes no previous experience skiing moguls, however part of the experience of the course will be skiing in the bumps. The ability to make a proficient short turn will significantly benefit the participant's experience in this clinic.

Intermediate Bumps - This course will focus on refining basic skills and tactics and developing additional skills necessary to hold a line and short turn rhythm at moderate speed on blue terrain. Participants should be comfortable in blue terrain bumps.

Advanced Bumps - This course will focus on developing and refining essential skills and tactics necessary to ski bumps on black terrain. It will help participants who already ski black terrain bumps to handle more difficult lines, more speed, and more challenging conditions.

Women Only Bumps

Eligibility: Open to Registered, Level I, Level II and Level III **female** members. Course content will be determined by the group's goals and objectives as well as ability. Group may begin with basic skills and tactics and progress from there. Participants are expected to ski on mogul terrain. The ability to make proficient short turn will significantly benefit the participant's experience. This is ideal for female members who want to be free to explore their skiing boundaries without the distraction of competitive men and will allow them to develop their skills in a supportive environment

Specialty Events:

Trees and Steeps

Eligibility: Open to all current members. Participants must possess strong skiing skills as well as a good level of fitness. All participants should feel comfortable skiing ungroomed and varying snow conditions. The focus will be on developing and enhancing skills for skiing steep terrain and trees. Participants will be skiing on steep terrain and in trees according to the experience and ability level of the group. If there is more than one group, groups will be divided according to experience level. **Helmets are recommended.**

In Search of Corduroy

Eligibility: Open to all current members. Participants will ski all available groomed terrain with particular attention to developing the skills and techniques preferred with the modern ski designs.

Off Piste

Eligibility: Open to all current members. Participants will explore the mountain and seek out ungroomed terrain while skiing within the boundaries of the ski resort. Safety and endurance are strictly adhered to in these clinics. Both technique and tactics will be taught and explored during this course. Take home some valuable tips and suggestions to make your off piste experience more enjoyable. This course can be taken many times as the excitement of off piste skiing is that conditions are seldom exactly the same very often.

Helmets are recommended.

Stance & Alignment

Eligibility: Open to Certified Level I, II, III members only. This course will explore the affects of proper and improper alignment due to equipment styles and modifications to that equipment. Proper boot fitting including canting, heel and toe lifting, shims and more will be explored. Experts in the field will help you experience what is beneficial to good skiing and what is not. This course provides a great way to fully appreciate and understand how important properly adjusted equipment is to effective skiing.

Park Skills

Eligibility: Open to all PSIA-E members. This course offers an introduction to the skills required to enjoy the terrain parks and half pipe (when available) at the chosen ski area. Basic skills will be taught and basic maneuvers will be attempted and performed. This course will also cover basic teaching skills for instructing students in the park & pipe. Participants will be riding park features according to the experience and ability level of the group. If there is more than one group, groups will be divided according to experience level.

Helmets are recommended.

U30

Eligibility: Open to all Level I, Level II and Level III Alpine, Snowboard and Tele members under the age of 31. Exploring the mountain with your peers is the focus of this course. Skill improvement, tactical choices for given situations and understanding the how and why of contemporary sliding is what you can expect. You may ride as a pack on skinny boards and wide boards, one plank or two. And you may split up into groups of riders and skiers. The group and the instructor will decide this at the event. In any case, "it's all downhill and it's all sliding." Of course you get your 2 year PSIA/AASI continuing education credit too.

Children's Events

Eligibility: Open to all current members and non-members who are active snowsports instructors. Non-members must provide their snowsports school director's signature.

Introduction Kids Zone

Ski and Ride as you focus on teaching the whole child in the beginner and novice zone. Exciting changes come as a child moves from never skiing and riding to their first ride on the chairlift. Participants in this event can expect to explore the lower mountain playground, while developing coaching skills in the beginner/novice zone. In this skiing/ riding adventure you will learn new activities, enhance group handling skills, increase your knowledge of the ages and stages of development (using the CAP Model), and improve your presentation skills. Skiing and Riding will (primarily) take place on Green Circle, and easy Blue Square terrain.

Intermediate Kids Zone

Ski and Ride as you focus on teaching the whole child in the intermediate zone. Exciting changes come as a child moves from Wedge Christie to Parallel turns. Participants in this event can expect to explore more of the mountain playground, while developing coaching skills in the intermediate zone. The skiing/ riding adventure continues as you learn new activities, enhance group handling skills, increase your knowledge of the ages and stages of development (using the CAP Model), and improve your presentation skills in the intermediate zone. Skiing and Riding will (primarily) take place on but may not be limited to Blue Square, easy Black Diamond terrain, and some easy bumps and trees if available. Participants need to be proficient on this terrain.

Advanced Kids Zone

The entire mountain is this group's playground. Experience a skiing/ riding adventure with fellow kids instructors as you arc, pivot, and bump your way down the hill. Learn new activities, enhance group handling skills, increase your knowledge of the ages and stages of development (using the CAP Model), and improve your presentation skills in the advanced zone. Skiing and Riding will (primarily) take place on but may not be limited to Blue Square, Black Diamond, park and pipe, bumps and trees. Participants need to be proficient on this terrain.

Kids Intro to Bumps

This course held in conjunction with the Mogul Series Events will focus on helping participants coach kids on bumps and advanced terrain. Children, especially the youngest, want to explore the mountain playground and learn new ways to develop skills on this advanced terrain. Don't be surprised as you learn new activities to build on kids skills, your skills on this terrain improve immensely!

Kids Racing

Held in Conjunction with the Race Program Events this program will hone your skills as a kid's race coach and develop your coaching eye. Learn the basics of race course set up and understand how athletic development stages play a key role in their ability to achieve success. Develop activities that improve the racing and all around skills of your kids in gates and free skiing/riding. At the same time your own racing skills may improve as well.

Feature Events

Information about feature or special events, such as the Snowsports School Management Seminar(s), Snow Pro Jam/Master's Academy, Eastern Children's Academy, Spring Academy/Rally, and Race Week appears in the Early Fall and Fall issues of the "Snow Pro."

Certification Exams

Complete eligibility and prerequisite requirements are listed for each level in previous sections in this study guide. A description of the exam process and all formats are listed as well.

This guide is downloadable from the PSIA-E/AASI website (www.psia-e.org) free of charge, and is available printed from the Eastern office Pro Shop/Bookstore for a small fee.

Summary of Events
Listed by Focus

Type of Event	# Days	Average Group Size	Level II Prerequisite	Ed Credit	MEMBERSHIP CERTIFICATION Who is Eligible to Register					
					Registered	Level I	Level II	Level III	Non-Member	
Personal Skiing Improvement										
Development Series Skiing	2	10	Yes	Yes		×	×			
Master Series Skiing	2	10	No	Yes				×	×	
Level II Part 1 Practice Exam	2	10	Yes	Yes			×			
Level III Exam Clinic	2	10	N/A	Yes				×		
Mogul Series - Intro to Bumps	2	10	Yes	Yes		×	×	×	×	
Mogul Series - Intermediate Bumps	2	10	Yes	Yes			×	×	×	
Mogul Series - Advanced Bumps	2	10	Yes	Yes			×	×	×	
Mogul Series - Senior Bumps	2	10	Yes	Yes		×	×	×	×	
Mogul Series - Women Bumps	2	10	Yes	Yes		×	×	×	×	
Stance & Alignment	2	10	No	Yes			×	×	×	
Race Events	Varies	10	No	Yes		×	×	×	×	×
Snow Pro Jam	5	10	Yes	Yes		×	×	×		
Masters Academy	5	10	No	Yes					×	
Spring Academy	4	8	Yes	Yes		×	×	×	×	
Spring Rally	2	10	No	Yes		×	×	×	×	
Improve Professional Knowledge										
Level II Teaching Seminar	2	10	Yes	Yes			×			
Snow Pro Jam	5	10	Yes	Yes		×	×	×	×	
Spring Academy	4	8	Yes	Yes		×	×	×	×	
Movement Analysis	2	10	Yes	Yes			×	×	×	
Foundations of Teaching	2	10	Yes	Yes			×	×	×	
Special Focus										
Management Seminar	2	10	No	Yes		×	×	×	×	×
Children's Academy	Varies	10	No	Yes		×	×	×	×	×
In Search of Corduroy	2	10	No	Yes		×	×	×	×	
Off Piste	2	Varies	No	Yes		×	×	×	×	
Park Skills	2	10	No	Yes		×	×	×	×	
Trees and Steeps	2	10	No	Yes		×	×	×	×	
Master Teacher Courses	2	10	Some	Yes			×	×	×	
Backcountry Accreditation	2	10	No	Yes			×	×	×	
Adaptive Accreditation	2	10	No	Yes			×	×	×	
Sports Science	2	10	No	Yes			×	×	×	
Coaching Advanced Skiing & Racing	2	10	No	Yes			×	×	×	
Special Populations (Sr., Women, Child)	2	10	No	Yes			×	×	×	
U30	2	10	No	Yes			×	×	×	
Women's Seminar	2	10	No	Yes			×	×	×	×
Senior Events	2	10	No	Yes		×	×	×	×	
Other										
Workshop Clinic	2	10	No	Yes		×	×	×	×	
Sunday Double	2	10	No	Yes			×	×	×	
DEV / DCL Team Prep	2	10	No	Yes					×	
ART - Alpine Resort Trainer	2	8	No	Yes					×	
Mini Academy	2	10	No	Yes					×	

PSIA-E Alpine Master Teacher Certification

The Master Teacher track is designed to give a specific direction to an instructor's educational development and to provide a goal independent of PSIA National certification for those interested. With the time and commitment involved in completing the program, a Master Teacher will develop a sense of purpose and pride in both themselves and their continued training. The Master Teacher track has a core of professional development courses that allows instructors to acquire new knowledge from specialists in a variety of fields related to skiing and ski teaching. The track consists of the core curriculum and candidates will be asked to complete one Accreditation program, or "major" if you will, of their choice.

Instructors who are not pursuing Master Teacher Certification (MTC), but find a specific course that is of interest to them may also take MTC courses. MTC course work must be completed within six seasons. Instructors may choose to begin the MTC program as a Level I instructor and incorporate the Level II exam into their completion schedule. Validation will be in the form of comprehensive exams that will be taken online after completion of each course. Written material will be provided at each course for reference and for use in studying for the exams.

Level II Certification is required to become a Master Teacher. Participants must be Level II Certified to attempt their final exam. Alpine Level II members who successfully complete the MTC, and then attend an Alpine Level III exam, will be required to successfully complete only Part 1 (skiing) of the exam to achieve Alpine Level III status. Achieving the Master Teacher designation is separate from achieving Level III Certification. The criterion for using the MTC for Alpine Level III, Part 2 Teaching is as follows:

- A candidate must finish the MTC anytime during either the same ski season in which Level III, Part 1 is passed, or during the following two seasons. If the MTC program and testing is not successfully completed by the end of this time frame, a candidate must take the Level III Part 1 exam again (This is equivalent to the requirement of when the Part II of the exam process must be completed).
- A candidate may complete the MTC program first and follow by passing the Level III Skiing exam anytime after that to qualify for Level III Certification. ***In this scenario, all update clinics after completion of the MTC must be Accreditation program courses, two indoor Master Teacher courses or an on-snow Master Teacher Core Course, even if participant has taken that course previously. There may be no lapses in membership for any reason.***

Master Teacher candidates must complete all required courses (12 credits), one Accreditation Program of their choice (6 credits), and two optional courses that meet the criteria for their selected Accreditation Program (2 credits). Participants will not need to "sign up" or "declare interest" in the Master Teacher Program. The courses attended, dates and locations are all tracked by PSIA-E. The course credits will count toward the Master Teacher Certification up to six seasons; beyond this time frame, the outdated credits will have to be retaken. All courses satisfy the continuing education requirement to maintain membership. Indoor courses may only be used for credit a maximum of once every four years.

A candidate may take an on-line exam upon course completion at their discretion. Candidates submit a standard PSIA-E Event application which allows exam access for one season. The exams will be available the day of the event and open to participants through the end of the same season. Members need not wait until they have accumulated a specific number of credits before attempting any exam. Candidates will also be required to accept the terms and conditions prior to taking the online exam. The candidates will take a comprehensive test that includes ten multiple choice questions for each course taken. The candidate must score at least 7 out of 10 for each course. If a member is unsuccessful, s/he will be able to retake that exam after a 48 hour waiting period. After two failed exam attempts, the candidate will be required to retake the course. You will be notified of your results immediately upon completion of the exam. A copy of your scores is automatically forwarded to the PSIA-E office.

There are several Accreditations to choose from. Once a participant has completed all three courses (six credits) in any given Accreditation, they will receive a certificate for that specific program. Candidates may complete more than one accreditation, however only one accreditation program is required to achieve Master Teacher Certification.

Master Teacher candidates must complete:

A total of 20 credits will be required to achieve Master Teacher Certification.

Required On Snow Courses – 10 credits

- History Comes Alive
- Foundations of Teaching
- Movement Analysis
- Introduction to Kids Zone
- Intermediate Kids Zone

Indoor Courses – 4 credits

- At Your Service
- Communication Station
- Two (2) Optional Sessions of your choice

One Accreditation Program of their choice - 6 credits

- * SPORTS SCIENCE
- * BACKCOUNTRY
- * COACHING ADVANCED SKIING AND RACING
- * SPECIAL POPULATIONS
- * ADAPTIVE ACCREDITATION

Required Courses

History Comes Alive – On Snow – 2 Credits

Historical perspectives of how skiing techniques and the skills required to use them were developed; compares traditional and contemporary ski techniques.

Movement Analysis– On Snow – 2 Credits

Develop an understanding of the cause and effect relationships of movements and their effect on performance.

Foundations of Teaching – On Snow – 2 Credits

Associate the development of lesson content with assessment of student's needs, construction of lesson goals, and selection of activities.

Introduction Kids Zone – On Snow – 2 Credits

Ski and Ride as you focus on teaching the whole child in the beginner and novice zone. Exciting changes come as a child moves from never skiing and riding to their first ride on the chairlift. Participants in this event can expect to explore the lower mountain playground, while developing coaching skills in the beginner/novice zone. In this skiing/ riding adventure you will learn new activities, enhance group handling skills, increase your knowledge of the ages and stages of development (using the CAP Model), and improve your presentation skills. Skiing and Riding will (primarily) take place on Green Circle, and easy Blue Square terrain.

Intermediate Kids Zone – On Snow – 2 Credits

Ski and Ride as you focus on teaching the whole child in the intermediate zone. Exciting changes come as a child moves from Wedge Christie to Parallel turns. Participants in this event can expect to explore more of the mountain playground, while developing coaching skills in the intermediate zone. The skiing/ riding adventure continues as you learn new activities, enhance group handling skills, increase your knowledge of the ages and stages of development (using the CAP Model), and improve your presentation skills in the intermediate zone. Skiing and Riding will (primarily) take place on but may not be limited to Blue Square, easy Black Diamond terrain, and some easy bumps and trees if available. Participants need to be proficient on this terrain

Communication Station – Indoor – 1 Credit

To sensitize instructors to the range of roles that communication plays in ski teaching, and to ensure that the messages sent are the ones that are meant to be sent.

At Your Service – Indoor – 1 Credit

Explore the affect of public perception on the snowsports industry, as well as the instructor's role as a public relations arm of the home resort. To improve the ski teachers understanding of guest service and its relationship to the teaching model and the resort business.

Optional Courses

Teaching Skiing In Spanish – Indoor – 1 Credit

Course content will provide a very general guide for ski instructors with no knowledge of the Spanish language interested in teaching Spanish-speaking people to ski. Course will present basic ski vocabulary, simple phrases, and names of ski equipment and parts of the human body. Class instructions based on ATS phraseology. This is **NOT** a course for Spanish speakers.

Anatomy – Indoor – 1 Credit

Study the normal structure of the human body. Special attention is given to the skeletal, muscular, and nervous systems.

Motor Learning — Indoor – 1 Credit

Designed to familiarize participants with the structure and function of neural tissue. To introduce principles of neurophysiology that are vital to an understanding of the nervous system's capabilities, how it coordinates the activities of the body's organ systems, and how these activities are adjusted to meet the changing situations and environmental conditions of the alpine world.

Exercise Physiology– Indoor – 1 Credit

Provides an overview of the effects of muscular activity upon the human body and its response and adaptation to stress.

Skiing with All Your Smart Parts – Indoor – 1 Credit

Participants discuss the use of multiple intelligences in their lessons and explore ways to adapt the model to their own teaching!

Outdoor First Care - Indoor – 1 Credit

A basic First Aid / First Responder Course appropriate for snowsports teachers. Learn basic first aid practices for dealing with accidents and injuries in the outdoor classroom environment.

A Conversation With Fear – Indoor – 1 Credit

Designed to help instructors discover how to deal with the psychological diversity that goes along with leading a group of students in the mountain environment.

Varying Student Populations – Indoor – 1 Credit

Examine the diversity of teaching strategies available for meeting the special challenges and issues of teaching women and seniors.

Stance and Alignment – Indoor – 1 Credit

Course content will help participants break down and understand the skier system, leading to improved movement analysis. Course conductors will examine lower extremity anatomy and function, varying boot constructions, footbed casting techniques and different nuances of each system. Course leaders will also discuss heel lifts, toe lifts, Q-angle, and cant measuring protocols, and help participants understand how to assess a guest's equipment needs.

Functional Movement Screen - Indoor – 1 Credit

A ranking and grading system created to document movement patterns that are key to normal function. By screening these patterns, functional limitations and asymmetries are readily identified. Basic movement pattern limitations can reduce the effects of functional training, physical conditioning, and distort proprioception (body awareness). At the heart of the system is the Functional Movement Screen Score which helps to target the problem and track progress. The scoring system is directly linked to the most beneficial corrective exercises to restore mechanically sound movement patterns.

PSIA-E Accreditation Programs

Eligibility: Accreditation courses are open to Level I, II, and III members. Members who attend at all three courses in any Specialty area within six seasons will receive a certificate for that specific accreditation. There is no testing in the Accreditation programs. Members may receive a certificate for each Accreditation. For example, a member may take one accreditation event in a specific specialty area as their required continuing education every other season and receive a certificate upon completion of their last event. You do NOT need to be pursuing Master Teacher Certification to attend the Accreditation Programs.

SPORT SCIENCE ACCREDITATION

NOTE: A participant in this accreditation program may NOT use the one-day indoor Exercise Physiology as their optional course. The subject is covered in the required accreditation courses.

- **Biomechanics** – increases the ski teachers understanding of the mechanical principles affecting movement of the body and how both muscles and external forces on the skeletal structure affects a skier in motion.
- **Exercise Physiology** - increases the ski teachers understanding of the physiological systems that are essential to the optimal function of the muscles during skiing activity.
- **Sports Science** – The focus of this course is the application of movement principles as they relate to efficient joint and muscle function on a variety of equipment in skiing. Topics covered include the examination of effective skiing movements and the interaction between skier and equipment.

SPECIAL POPULATIONS ACCREDITATION

NOTE: A participant in this accreditation program may NOT use the one-day indoor Varying Student Populations as their optional course. The subject is covered in the required accreditation course.

- **Teaching Women** – Examines teaching women from a developmental perspective. Participants also address achievement motivation and other psychological issues prevalent in teaching women to ski.
- **Adult Development And Aging** – increases the teacher's awareness of how the aging process affects the senior skier.
- **One Adaptive Accreditation Course** – choose one of the following courses:
 - Adaptive 3 Track and 4 Track Skiing
 - Working with Sit Down Skiers
 - Working with Visually Impaired and Developmentally Disabled Skiers

ADAPTIVE ACCREDITATION

- **Adaptive 3 Track and 4 Track Skiing** – Participants will learn how to ski and teach with outriggers.
- **Working with Sit Down Skiers** – Participants will be introduced to and experience firsthand a mono-ski or bi-ski. Instructors will learn some basic teaching methods for these pieces of equipment.
- **Working with Visually Impaired and Developmentally Disabled Skiers** – will provide participants with methods to creatively and safely teach these special skiers.

COACHING ADVANCED SKIING AND RACING ACCREDITATION

NOTE: If a participant is a candidate for Master Teacher Certification, one optional course selection must be Stance and Alignment.

- **Course Setting and Drills** – Participants will learn how to set courses for specific outcomes.
- **Coaching – Tactics, Techniques and Methodology** – Instructors will learn new ways to work with students or athletes. Methods will focus on what an advanced skier needs to move to the next level.
- **Advanced Movement Analysis** – Will help increase the instructor's movement analysis skills to a new level while focusing on upper level skiers.

BACKCOUNTRY ACCREDITATION

NOTE: If a participant is a candidate for Master Teacher Certification, one optional course selection must be Outdoor First Care. It is recommended the Backcountry Accreditation courses be taken in the order below.

- **Snow Sense and Planning** – Introduces participants to reading terrain/snow pack as well as types of natural and induced situations. Focuses on equipment and gear needed during daylight hours as well as overnight as well as team building skills. Provides introduction to transceiver usages, route selection and orienteering.
- **Collecting Data** – Participants will analyze various situations and make decisions based on the information obtained. Includes small party rescue situations, traveling safely and effects from weather.
- **Putting It All Together** – Focuses on group activities including equipment check, group travel in relation to food and hydration, route selection and safety.

Professional Development

Required Reading

The following list of books is mandatory reading for all working ski instructors and candidates applying for an Alpine Certification exam.

PSIA/AASI Core Concepts for Snowsports Instructors Manual
PSIA Alpine Technical Manual: Skiing and Teaching Skills 2nd Edition (2002)
PSIA Alpine Technical DVD (2002)
PSIA Alpine Visual Cues to Effective and Ineffective Skiing
PSIA Alpine Cues to Effective and Ineffective Teaching
PSIA/AASI Park and Pipe Instructors Guide (2005)
PSIA/AASI Children's Ski and Snowboard Movement Guide (2005)
PSIA/AASI Children's Instruction Handbook (2000)
PSIA/AASI Children's Instruction Manual (2008)
PSIA-E Exam & Study Guide (2008)
32 Degrees – The Journal of Professional Snowsports Instruction – PSIA
The SnowPro (Newsletter) – PSIA-E

Additional Reading

The following books are suggested as additional resources for working ski instructors and exam candidates.

Available through PSIA-E Albany Office:

Tactics for All-Mountain Skiing (2006)
Vail-Beaver Creek Alpine Handbook
Power Play – Kids & Snowsports Video
A Ski Instructor's Guide to the Physics and Biomechanics of Skiing (1995)
Captain Zembo's Ski & Snowboarding Guide for Kids 2nd Ed. (1996)
PSIA Adaptive Manual (2003)
AASI Snowboard Manual (2007)
AASI Focus on Riding DVD (2005)
Vail-Beaver Creek Snowboard Handbook

Not Available through PSIA-E Albany Office:

Legacy: Austria's Influence on American Skiing – Documentary Film Series; www.culturefilms.com

Having the skills and knowledge to be a competent, well-rounded skier and snowsports teacher requires a diverse, broad base of education. Using the reading and video resources listed above should provide substantial help in developing that foundation of knowledge.

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