

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



**Telemark  
Level II Exam Guide**

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# PSIA-E Telemark Level II Exam Guide

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## Introduction

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This manuscript contains information about the Telemark 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*, *ATS:Nordic*, *National Website*, and the *Eastern Nordic Website*.

The basic purpose of the PSIA-E Telemark 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.

## Preparing for Level II

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Level II Certification is a two-day process. Obtaining your level I Certification in Telemark and/or transferring from another discipline in Level I-III is needed first. A prerequisite course must be taken in the season that you are taking your Level II Exam.

The prerequisites for the Level II Exam can be your choice of any of the upgrades/specialty events. There are diverse topics and areas for you to gain the necessary requirements to round out your training needs. Each season we do offer an Exam Prep Clinic. This will review situations and activities that will be used in the skiing, teaching, professional knowledge and written sections. It is a great place to ask questions about the standards and what will be expected of you. This clinic will give you a flavor of what the exam is like. You have the freedom to choose other clinics that may help you in movement analysis, teaching, personal skiing improvement and off-piste skiing. It is suggested to crossovers from other disciplines that the exam clinic would be the best for you if you have not participated in any Telemark event prior to this one. The Exam Prep Clinic is not a cram course before the exam. You should be prepared with questions and specific needs that will help you meet the standards. At the beginning of this event each individual is surveyed for their own needs and then the clinic outline for the two days is dictated by that. A broad overview of the exam is also included. Each season the Nordic Coordinator has a detailed course listing and description of the events in the *Snow Pro* and on this website. Browse it and find out what your specific needs might be before participating in the exam.

Approximately half of your time will be in ungroomed snow in the woods so be prepared to ski and teach there. This is an area we find candidates not as comfortable. The other disciplines do not currently use the off-piste as much as we do at level II. It is up to you to get in there and learn to ski it. If your home area does not allow it, please make the time to go somewhere else or hike in your area (never alone) to prepare yourself. Ski many types of conditions and terrain from easy black to green. Practice skiing demos in the Level I and II standards section. These are like the compulsories in ice-skating. They allow the examiners to see the base of your technical skills, which will transfer to your situational skiing. Practice and video yourself climbing, skating and classical Nordic skiing. Remember Telemark encompasses all of Nordic skiing.

Teach as many people as you can from first time to intermediate telemarketers on blue and easy black terrain. Create activities and avenues for your students to progress. Practice the Teaching Model in many ways so you can be comfortable with many types of people.

Use the Telemark Components as a template for teaching and skiing. Use it also for movement analysis. Making a list of the types of telemark movements you see on the hill (good/bad) and be able to create some basic lesson plans for them. Utilize the website and reference materials listed as well as the questions in this section to help you prepare. The best preparation is to teach and get as many people telemarking as possible. Learn from your successes and failures.

## **The National Standards**

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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 to PSIA/AASI's Core Concepts, National and Eastern Websites and ATS Nordic Skiing; terminology consistent with these manuals is used throughout these documents. The 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. In addition, references to telemark components and the mixing of them refer to standing and moving on tele skis, twisty turny rotational movements, release mechanisms and turn entry, lead changes, shaping, and poling/timing 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

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Telemark Certification is a linear path of three steps.

Becoming a new member: Take a Telemark Event that allows you to obtain Level I Certification and pay Level I dues to the Association. Due to the nature of Telemark you may not have a Ski School Director or a training program. If not you still can participate in a Level I Event (review the Standards and come prepared) and place your name in the Ski School Directors' section. If you are part of a school please have your Director sign your card.

Transferring from another Discipline: It is suggested you take one of the Telemark events that outlines the beginner/novice zones FIRST. If you are trained and have a background in telemarking you may pick any of the upgrade events.

Level II Exam Prerequisite: May be taken in the FIRST year of membership or transferring. 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 may be taken in the first year of becoming a new member in Telemark or in any other discipline. You first need to take a prerequisite upgrade. See level II for listings.

Level III Exam Prerequisite: May be taken your second year. See Level III for listings of events.

Level III Exam may be taken the second year after successful completion of the Level II Exam and after fulfilling the Level III prerequisite. If you are Level III Alpine you are allowed to challenge the Level III Telemark exam. First, you need to take a prerequisite prior to the exam that season. Further details are in the Level III section.

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## The Level II Exam Process

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The Level II Exam is a two-day process. The terrain to be used will fit the tasks at hand. The candidate should be prepared to ski, teach and demo on green, blue and easy black terrain. This would include bumps and ungroomed or off-piste conditions for your beginning teaching/skiing tasks. Review the website information on Levels I and II. The candidate is responsible for their equipment being properly prepared for any of these conditions. The exam is an all mountain event, so keep that in mind when choosing and preparing equipment.

During registration on the first morning there will be a chart available for the number and names of people in each one of the exam groups. With normal participation we would have a total of 7 per group all trying for the same level exam. At times, we may need to add Divisional Clinic Leaders and Development Team candidates to the group. Currently we have one exam time and assess Level II, III, DCL , Development Team and Examiner Training Candidates.

Each group of candidates will be assessed by a different Telemark Examiner each day. Also during registration there will be available a chart that details the rotations of who and where you will be for the two days. During these sessions the examiners will be assessing the following:

### Scoring Categories Explained

Refer to "Membership Level Standards" for more specific information

#### **Skiing:**

Candidates are evaluated on their ability to perform a variety of maneuvers in three different situations: Skiing, demonstrations and versatility. Technique, efficiency, adaptability, control, and precision are elements considered here.

**SKIING.** This evaluation is based upon the candidate's ability to adapt to terrain and to perform tasks assigned by the examiner or other candidates as part of the teaching segments. Assignments are varied; candidates may be asked to ski individually, in pairs, or as a group. Skiing tasks will be reviewed daily and shown by example by the examiner or participating Ed Staff person. 75% of the tasks will be the same every day with the other 25% being specific to that examiners focus or theme for the day

**DEMONSTRATIONS.** Many demonstrations occur as a natural component of ski teaching with the candidate, like leading a group in an exercise. The examiner may ask a candidate to perform a specific maneuver for evaluation or perhaps as part of a movement analysis exercise. The ability to demonstrate at regular and slower speeds is important. Demonstrations are specific movements that blend the telemark components to show proper usage of the skills.

**VERSATILITY.** This element is very specific to Telemark and for that reason it is a separate category. The ability to be able to demonstrate and ski in diverse conditions and terrain is paramount for a Telemark instructor. Being able to decide what tactical movement or type of turn is essential when skiing off-piste. We are looking for diversity, adaptability and a safe way down. Listed below are tasks we can choose from:

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### **Teaching:**

The evaluation is determined not only by how a candidate teaches, but also by what is taught. A candidate may explain a concept incorrectly, receiving a minus score, but may follow it with sound teaching principles, and receive a plus score. A variety of areas are considered for an overall evaluation of a person's teaching ability.

**COMMUNICATION SKILLS.** Verbal and non-verbal communication is important; feedback should be pertinent and positive. Communication as a two-way process must be emphasized, particularly checking for a student's understanding of concepts and tasks.

**SAFETY EDUCATION/RISK AWARENESS.** Important here is choice of appropriate terrain, safety awareness during class handling, and hill safety. The ability to orient skiers to their safety responsibilities during participation in the sport in on/off-piste situations is crucial.

**APPROPRIATE LESSON CONTENT/PROGRESSIONS.** This is the foundation of ski teaching. Try to create effective lesson plans to broaden the student's education in skiing.

**METHODOLOGY.** Awareness and use of different learning styles is necessary. An understanding of goal-setting during the lesson and specific teaching tactics to reach those goals is also important.

**CLASS HANDLING.** These skills include leadership, group dynamics, student participation, and time management. Also, appropriate time frames for practice of newly acquired movements or concepts.

**PROFESSIONALISM.** Important here is a positive attitude, appearance, punctuality, and sincerity.

The candidates work with others in the group to improve their skiing, or they may be asked to lead the group in an exercise, which addresses some aspect of teaching. These individual assignments vary in length, but the emphasis is generally upon many shorter opportunities to demonstrate effective teaching. Less individual leading of the group is used during Level II exams. Still, be prepared to lead for a short time. Below is a sample of the types of teaching activities and time slots we utilize during the exam.

\*BYOL, Bring Your Own Lesson. In this session you can teach anything you want to. It could pertain to a student back home, linear improvement, lateral exploration, "how to lesson", movement analysis approach, tactical, terrain or condition related anything. It must utilize ATS Teaching Model components (Intro, body, demos, feedback, practice time and summary) and in a environment that is being shared with your peers. Approximately, 15 minutes.

\*HAT, Means you will pick a topic out of the hat in the morning. You may discuss it with the examiner and your peers so you are comfortable. We will direct answers towards the teaching of the topic. If you don't like the topic you can choose another (one time only). You will have at least a half hour to prepare your lesson and you will be asked to teach for approximately 5-7 minutes.

\*SNAPSHOTS, are a teaching activity that allows the candidate to expand upon immediately with the knowledge they have without preparation. It must be moving and showing so the group understands the topic and gets an educational value out of it. Approximately, 3-5 minutes and 2-3 minutes preparation.

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### **Professional Knowledge:**

Candidates will be evaluated on their knowledge and understanding of technical elements of the skiing discipline. Examiners will evaluate the level of technical knowledge by observing the candidate's skiing, teaching, analysis/feedback, participation in-group discussions, responses to direct questions, and written exam. The written exam will comprise 30% percent of the total professional knowledge score, with the balance being scored by the examiners on the hill.

Participants may be asked to evaluate the skiing of other candidates, passing skiers, and themselves. They are evaluated on what they say about technical topics and how they structure the development of skiing skills. There also is the possibility of using video/TV to discuss some of the following topics. A variety of areas will be considered:

**TELEMARK COMPONENTS.** Exercises, progressions, and overall lesson organization, which relate to the American Teaching System are important, including insights into the relative effectiveness of various approaches.

**CHILD-CENTERED SKI TEACHING.** Modifications of ATS skiing and teaching models for kids (CAP model) is important here. Everyone will at least have one segment focused on children's education.

**TERMINOLOGY.** Command of the skiing "language" is necessary, including knowledge of appropriate terms to use with students, as opposed to technical discussions among instructors. Semantics and wording that everyone can understand is (6-8 grade level) should be utilized when teaching. Be prepared for a more in depth knowledge with the written test and questioning.

**CUSTOMER SERVICE.** Customer satisfaction and generating return business is vital to our continuing education process. Understand the model and be ready to use or discuss it.

**EQUIPMENT KNOWLEDGE.** Design, function, performance, and safety maintenance are possible subjects for discussion, including how we help students select appropriate equipment.

**BIOMECHANICS.** Included here is knowledge of the physics of skiing and the effect of physical attributes and conditioning upon performance.

**MOVEMENT ANALYSIS.** The ability to identify and discuss movement patterns, cause and effect relationships, and corrective exercises/activities is crucial. Description, prescription and content of the lesson are also part of this area. A thorough understanding and usage of the Telemark Components/Visual Cues as a template for analyzing skiers will assist you in the above explanation.

### **WRITTEN TEST:**

To be part of the 2 day exam. Time for testing TBA at the exam the first day.

## **Typical Exam Schedule**

### **Day One**

8:00-8:30 AM	Registration/Turn in written exam
8:30-8:45 AM	Group assignments, introductions and general announcements
9:00-12:00 AM	On-Hill Assessment
	Lunch
1:00-4:00 PM	On-Hill Assessment
4:00 PM	Wrap-up and directions for the next day.

### **Day Two**

8:30-8:45 AM	Group assignments, introductions and general announcements
9:00-12:00 AM	On-Hill Assessment
	Lunch
1:00-3:00 PM	On-Hill Assessment
4:00 PM	Summary/Score sheets and Awards Celebration

## **Exam Scoring**

At times, you will notice examiners using worksheets to record their scores and comments for each of the three categories. Samples are shown on the following page. We use a P for pass and F for fail in each of the scoring boxes and write comments to remember specific performances. All candidates will receive their marks and written feedback from each examiner, along with their overall results on a scoring sheet at the end of the exam. It is our goal to try not to be seen when using the cards on the hill and most of the time we do it on the lift or out of sight to allow you the least stressful environment for you to perform.

During small groups and pairings situations appropriate tasks will be explained so when scoring you do not feel that your partner or group have made a decision you do not agree with. These areas are more designed for warm-ups, creativity, delivery, spontaneity and organization.

Each examiner gives three marks per candidate (skiing, teaching and professional knowledge). Within each category, at least two examiners must determine that the required standards have been met in order for the candidate to attain the next level of certification. Each examiner provides a written evaluation/score card for each candidate in the three categories.

Examiners do not provide candidates with specific feedback during the exam, nor do they indicate whether candidates have “passed” or “failed” specific maneuvers or the entire exam while the exam is in progress.

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<b>NAME:</b>	<b>#</b>	<b>LII</b>
<b>TEACHING TASKS</b>		
<b>BYOL</b>	_____	
_____	_____	
<b>HAT</b>	_____	
_____	_____	
<b>SNAPSHOTS</b>	_____	
_____	_____	
<b>PROFESSIONAL KNOWLEDGE</b>		
<b>DESCRIPTION</b>	_____	
_____	_____	
<b>PRESCRIPTION</b>	_____	
_____	_____	
<b>CONTENT</b>	_____	
_____	_____	
<b>WRITTEN TEST</b>	<b>VIDEO TEST</b>	

<b>NAME:</b>	<b>#</b>	<b>LII</b>
<b>SKIING TASKS</b>		
<b>ON-PISTE</b>	_____	
Delayed Stride Tele	_____	
Slow Tele No Conv.	_____	
Outside Leg Tap Tele	_____	
Medium	_____	
Short	_____	
_____	_____	
<b>OFF-PISTE</b>	_____	
Sequential	_____	
Hops	_____	
_____	_____	
<b>VERSATILITY</b>	_____	
Lead Changes	_____	
Monomark	_____	
Hops	_____	
_____	_____	

## PSIA-E NORDIC DOWNHILL EXAM

Name: \_\_\_\_\_ # \_\_\_\_\_ Date: \_\_\_\_\_



### TEACHING

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### SKIING

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### PROFESSIONAL KNOWLEDGE

Written Test

Video Test

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## The Level II Assessment: What to Expect

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### **Skiing**

Skiing activities should be performed as if the candidate were leading a student down the slope and enjoying the terrain. You should practice and master the following activities before coming to the Level II event. These activities may be skied in teaching segments, in specific skiing tasks, in groups, pairs or other situations.

### **Level II Skiing tasks**

\*Balanced stance appropriate for terrain and conditions with consistent speed control in all skiing tasks. Skiing tasks will be chosen from the list below and skied on terrain appropriate to the task. Versatility of these tasks in varied snow conditions and terrain will be explored.

- \*Skiddy Telemark Turns with Delayed Lead Change
- \*Wedge Telemark Turns with Steering
- \*Telemark Turns with Front, Centered and Rear Leg Dominant
- \*Telemark Turns with Crossover Movements
- \*Telemark Turns Where the Tail Follows the Tip
- \*Step/Stem Telemark Turns Converging/Diverging/Lateral
- \*Telemark Turns Hopping/Jumping at the Beginning/Middle/End
- \*Hourglass
- \*Open Telemark Turns in the Bumps
- \*Parallel Turns Skidded/No Convergence/Hop/Step/Stem
- \*Telemark/Parallel Turns-short/medium/long radius.
- \*Delayed Lead Change-Fall Line Telemark Turn
- \*Slow Telemark Turn with no Convergence
- \*Tap/Shuffle Outside Leg Through a Telemark Turn
- \*Tap/Shuffle Inside Leg Through a Telemark Turn
- \*Monomarks Linked and Skiddy
- \*Monomarks Linked and Arced
- \*Sequential Telemark Turns
- \*One Legged Turns with an outrigger
- \*Telemark Turns with different Lead Changes
- \*Diagonal Stride
- \*Diagonal Skate
- \*Climbing/Herringbone, Diagonal Stepping, Bounding, with Skins
- \*Half Wedge Turns and Telemark Half Wedges
- \*Wedge Turns
- \*Wedge Christie Turns

### **Versatility**

- \*Race Courses
- \*Trees
- \*Chutes
- \*Bumps
- \*Park/Pipe

All the above on blue or easy black terrain.

### **Teaching**

The Level II Exam will focus on the candidate being able to exhibit teaching behavior that shows a sound knowledge and usage of the major parts of the ATS Model. The teaching activities listed above in the Exam Process will focus on diverse groups of people who might come for a telemark lesson. They will range from a first timer (beginner zone) to skiing improvement (intermediate zone). You should be prepared to teach beginning bumps and ungroomed snow off the trails.

Skiers today come from many different backgrounds, sports and areas of the country, being able to capitalize on their previous experiences will be advantageous for them to learn another sport better or for the first time. Be prepared to show ways you have utilized a student's background. The exam will be activity based and not just individual in nature. Small groups, pairs, tag team teaching and other groupings will be utilized to allow each person an atmosphere of success and comfortableness to communicate their thoughts. Level II candidates are expected to lead the group for only a short time to reflect the teaching in a group lesson format.

It is expected that the ATS teaching model and the Telemark Components be the basis of your teaching activities.

The teaching segments may be interwoven with skiing tasks and professional knowledge or they may all be separated out or combinations there of.

Our goal is to make this fun and create the environment that is easy for you to show us what you know in order to meet the standard for Level II. Being able to answer the what's is essential and to show a working (beginning) knowledge of the How's and Why's of the lesson are essential.

### **Professional Knowledge**

The topics in the Outcomes for Level II will be interwoven into the skiing tasks and teaching activities. There will be questions thrown out to the group also on some of those topics. Expect specific sessions with movement analysis, cause and effect relationships, description/prescription on the hill and possibly with video and television. Approximately 50% of the professional knowledge will be assessed through the written exam.

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## Certified Level II – Prerequisites

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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 prerequisites:

- ☑ Be 18 years of age or older at time of application.
- ☑ Be a Certified Level I member of PSIA-E, and be in at least the third year of membership.
- ☑ Fill out an event registration form (available online for download; go to [www.PSIA-E.org](http://www.PSIA-E.org), then click on Events). Note: If you do not have a ski school director or major organizer due to the uniqueness of your group, you may sign your name in the ski school director's section. It is strongly suggested that the candidate has been teaching in the beginner to advanced zone and has had some training relative to Telemark Also include a check (PSIA-E), credit card or money order for the proper amount by the deadline on the event schedule. The event schedule can also be obtained by calling the division office at 518-452-6095.
- ☑ 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.

Certified Level II 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 members, may hold a seat on the Board of Directors. They are entitled to full voting rights.

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## Certified Level II Standards: Telemark

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All references to ATS refer to "*American Teaching System; Nordic Skiing*". Terminology consistent with the ATS is used throughout the Level I Outcomes. Additional sources of reference are the *Core Concepts Manual, Nordic Website from National and the East*. All references to class level refer to class levels of beginner, intermediate and advanced. All references to skills and skill blending refer to balancing, rotary, edge control and pressure control movements (including poling for propulsion). There are also references to the Telemark Components, which blend the skills concept into specific movements for Telemark. The variety of turn shapes refers to short, medium and long radius turns.

The 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 are considered qualified to provide valuable instruction to a majority of ski school guests. A Level II 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 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 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. Maintain a balanced stance throughout a series of turns
- b. Use ski design and skill blending to shape telemark and parallel turns
- c. Link turns of consistent rhythm and size, such as a series of short or long turns
  - Blend the movements of the body and poles moving from turn to turn
  - Ability to move the COM across the skis actively
  - Use pole movement to aid the flow and rhythm of the turn
- d. Reduce and maintain speed by adjusting turn shape without interrupting overall flow and rhythm
- 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
- h. Demonstrate the *visual cues to effective telemark skiing\** relative to edging, rotary and pressure control movements in demonstrations and tasks common to Intermediate zone skiers

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\**Visual Cues Effective Telemark Skiing*, from the *Nordic Technical Manual* do not address alpine stances. For these please refer to the *Visual Cues to Effective and Ineffective Skiing* in the *Alpine Technical Manual*, (PSIA, 2002).

*The instructor is able to...*

### 2. Telemark Certification Skiing Standards

- a. Balance & Stance
  - Maintain lateral and fore-aft balance with hips between the feet throughout the turn and turn transitions
  - Regain balance in minor situations in which balance is compromised
  - Adjust visual focus further ahead with increasing speed
- b. Lead Change
  - Perform a lead change with edge change at the same time
  - Perform a lead change with continuous motion from one telemark stance to another
- c. Edging Movements
  - Continue tipping of the skis starting from the feet while engaging the new edges simultaneously, with matching edge angles during the shaping phase
  - Utilize the ski design as a component of turn shape and speed control
  - Move the center of mass inside the turn in the shaping phase
- d. Rotary Movements
  - Make rotational movements of the lower body complement edging and pressuring relationships to assist edge engagement and direction change
  - Maintain a parallel relationship with the skis throughout the shaping and finish phases of the turn
- e. Pressure Control
  - Manage pressure via flexion and extension to enhance turn shaping through minor terrain variations with minimal interruption
  - Pressure both feet throughout the turn in order to maintain ski-snow contact with both skis in intermediate terrain

## Category II: 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 zone 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

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- 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 III: Professional Knowledge

Professional Knowledge for Level II 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 interpret correctly 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 *Nordic 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 zone and intermediate ability zones
  - b. Understand the options, solutions, and benefits modern designs provide; provide general equipment selection guidance
  - c. Understand and convey the intended benefits of equipment design
- 3. **Skills Concept**
  - a. Understand the connections between movements and skills, and how changes in movements affects 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 of effective telemark 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

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

### Considerations for PSIA-E Certification Exams

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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 “Telemark consistently with appropriate blending of the components 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. In 2004/5 we will have a specific Nordic/Adaptive Level I Certification.

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.

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## Study Questions for Written Exam Preparation

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Below there are categories of sample questions that will be asked on the exam. The questions below and suggested activities will help prepare you for the exam. Try not to wait to the last minute but prepare early and thoroughly. The exam is composed of objective questions and you circle the right answer.

### Sample Questions

#### TEACHING

1. What is Motor learning?
  - a. Movements learned by practice or experience that lead to permanent gain in performance.
  - b. Repetitive information memorized.
  - c. Reading and writing of material needed to understand.
  - d. Doing something once and remembering for life.
2. What is lateral learning?
  - a. Where students focus on a broad range of activities within an ability level where they gain experience before progressing to the next level.
  - b. Moving off the slope and learning on the side away from the main slope.
  - c. Trying to grasp as much info as one can in the shortest period of time.
  - d. Focusing on one topic until you can perform it and understand it, before learning anything else.
3. What is teaching for transfer?
  - a. Drawing on a students previous learning to help with present learning. This is usually done by pointing out similarities between familiar movements and new movements.
  - b. Switching text books because you cannot learn from just one.
  - c. Taking what you learned in the morning and using it in the afternoon.
  - d. Focusing on the sports movement and no other so as not to confuse the learner.
4. Describe the learning process
  - a. Readiness, Reception, Processing, Reaction
  - b. Listen, Question, Conflict, Compromise
  - c. Storming, Norming, Performing
  - d. Watch, Do, Ask
5. List four types of learners.
6. List Howard Gardner's 7 intelligences
7. What are the two learning styles?
8. Which learning style Do each of these learners fit under
  - a. Big picture
  - b. Parts learners
  - c. Reflective observers
  - d. Active experimenters
9. A young child's CM is lower than that of an adult. T or F
10. What are the 4 major joints of importance related to telemark skiing and snowsports in general?
11. What is the Q angle?
12. List three essential skills to help instructors interpret behaviors of their students.
13. List three categories for observation for movement assessment.
14. List 4 key considerations when assessing the movements of children.
15. Feedback should be Judgmental or Objective?
16. What is PSIA motto?

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17. The onset of frostbite is frost nip. What are those indicators?
18. What is hypothermia?
19. What is meant by "Stepping Stones" to success?
20. What is Maslow's hierarchy
21. Examine the differences between several teaching styles. How do the roles of instructor and student change in each style?
22. How do you relax your students? Why is this important?
23. How do you increase a student's safety awareness? A child's awareness?
24. What adjustments can you make for students who have poor physical conditioning?
25. Describe your teaching style and its relationship to different learning styles. Discuss the conditions under which you alter your teaching style.
26. Choose a skill or maneuver and describe different visual, auditory, and kinesthetic methods to help the student develop it.
27. Practice teaching a particular move without speaking.
28. How do snow conditions alter your lesson plan?
29. Describe your obligations to a client who pays for your instructional services. Choose your primary obligation and state why it is more important than other choices.
30. How do you convey your excitement about Nordic skiing?
31. What is the philosophy of the PSIA Teaching Model? What are the main components of the model?
32. What does "teaching to all senses" imply?
33. What are some ways to increase the student's observation of demonstrations?
34. How can a teacher effectively check for understanding?
35. List several different types of feedback. Explain each and give situations where each would be most effective. What about kids?
36. What is pacing?
37. What does it mean to use strategies/tactics while skiing?
38. Explain the concept of reinforcement. Why is it important? Give examples.
39. What are metaphors? How can they be used in ski teaching?
40. What are the advantages of working with one or two clear, concise goals or objectives rather than a large number of goals?
41. List the important ingredients of a good lesson plan.
42. In order of importance, list 4 factors you consider in terrain selection.
43. Give some examples of how terrain can aid an exercise or maneuver.
44. Mental rehearsal/imagery/visualization. How might these concepts help one's performance?
45. Outline the steps you follow in analyzing another skier's performance.
46. How can you determine the correct starting point for beginning a lesson?
47. Why is it advisable to stop an activity at the highest point of excitement or success?
48. What are the advantages and disadvantages of competition within the context of a ski class? With kids?
49. What is the purpose of warm-up exercises and stretching?
50. What symptoms may become apparent when a student is pushed too fast?
51. List the points of the Skier's Responsibility Code.
52. Describe the shape and color of the signs that comprise the International Trail Marking System. Briefly describe how one should interpret the signs.
53. List several factors that might contribute to fatigue.
54. List some potentially dangerous stopping places, which should be avoided.
55. Describe successful methods used for motivating children to effect learning.
56. What are laterality (left and right) and directionality, and how can they be confusing to a child in a class situation?

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57. What are important communication techniques when teaching children?
58. Give an example of an activity or game, what skills it develops, and for what age it is appropriate.
59. What is animism?
60. What are the Telemark Components?
61. How can you use the Telemark Components in your lessons?

### **PROFESSIONAL KNOWLEDGE**

1. Describe the essential skills which are the foundation of a wedge turn. In what order do you develop these skills? Which exercises might you use to develop each skill? How are wedges and half wedges helpful in teaching the telemark turn? How are they not helpful?
2. Explain how grip and glide waxes work.
3. Describe the difference between skating and classical skis or lift-serviced and backcountry telemark skis.
4. How do you size a skating pole? A classical pole? A downhill pole?
5. Explain and give an example of each of the following:
  - a. Skill progression
  - b. Terrain progression
  - c. Speed progression
  - a. Snow condition progression
  - b. Activity Based
6. What are common problems that confront the beginner learning to diagonal stride?
7. What are common problems that confront the beginner learning a telemark turn? Identify Solutions for each problem.
8. What are common problems that confront the beginner learning to skate?
9. A beginner / novice tele skier exhibiting a defensive posture might exhibit
10. A low rider stance generally appears to have
11. A tele Skier that has arms constantly flailing about probably needs
  - a. To work on timing movements
  - b. To work on twisty turny movements
  - c. To work on a balanced flexed stance
  - d. All of the above
12. A tele skier that appears to ski mostly on the outside ski or lead ski and has little trouble skiing groomed slopes.
  - a. Might not do well in race gates
  - b. Might not do so well in the bumps
  - c. Might not ski off piste conditions well
  - d. Might make great face plants in challenging conditions
13. Creating angles in ones body creates a greater ability to
  - a. Have a balanced stance in motion
  - b. Create necessary tipping tilting movements
  - c. Carve turns
  - d. All of the above

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14. Which joint create the greatest range of angulation
  - a. The ankles
  - b. The knees
  - c. The hips
  - d. The Spine
  
15. A beginner/ novice tele skier that has joints flexed well but still has to use poles as out riggers from time to time might need to
  - a. Lengthen their stance fore & aft
  - b. Shorten their stance fore & aft
  - c. Narrow their stance Side by side
  - d. Widen their stance side by side
  
16. When performing movement assessment of a skier from the side view
  - a. To see alignment of body for proper angulation at joints
  - b. To see stance & balance fore & aft
  - c. To see stance balance side by side
  - d. All of the above
  
17. When performing a movement assessment with a frontal view might best disclose
  - a. To see alignment of body for proper angulation at joints
  - b. To see stance & balance fore & aft
  - c. To see stance balance side by side
  - d. All of the above
  
18. When performing a movement assessment snow spray that is low and off the tail of the ski indicates
  - a. Excessive skidding
  - b. Moderate skidding
  - c. Little skidding
  - d. No skidding
  
19. When performing a movement assessment and checking the tracks in the snow that show twin lines
  - a. Excessive skidding
  - b. Moderate skidding
  - c. Little skidding
  - d. No skidding
  
20. When performing a movement assessment of a skier that is skiing the bumps and appears their head is starring at their ski tips
  - a. They are always playing a game of catch up
  - b. They are struggling with timing issues
  - c. They see more snow snakes and mogul monsters than other skiers
  - d. All of the above
  
21. An open joint is best described as a angle created at a joint that is very close to 90 degrees or a right angle  
True or False
  
22. A low rider type tele skier one that has a low to the ground and long for aft usually exhibits closed joints  
True or False

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23. A Beginner / Novice tele skier that has a very fast lead change is likely to
  - a. Exhibit a balanced stance that is mostly over the front leg
  - b. Exhibit a balanced stance that is mostly over the rear leg
  - c. Exhibit an un balanced stance that is mostly over the front leg
  - d. Exhibit an un balanced stance that is mostly over the rear leg
24. How does the Visual Cues of Effective and Ineffective Telemark skiing aid us in movement analysis? Explain the difference between each for each category.
25. What movement analysis model or plan do you like to use? Explain.
26. List the types of shaped skis and some of their dimensions and categories.
27. List the different types of boots and bindings and what they might be good for.
28. Explain waxing for telemark skiing.
29. List 15 major historical plateaus starting from the very earliest of time in telemarking.
30. What are the major concerns one should be aware of in the Backcountry?

### **MOVEMENT ANALYSIS & LESSON PREPARATION**

In the following scenarios, create activities or lesson plans on how you might approach this type of skier.

- A. Skier has all their weight and body mass forward on the lead ski, depicted by a J-shaped turn or lack of speed control.
- B. The inside ski is consistently in a wedge or stemmed throughout the turn.
- C. The front leg is pushed or slid forward drastically to initiate the turn.
- D. The body seems to be aligned vertically over the skis and a lot of skidding occurs.
- E. Skier lacks coordinated movements, no turn is the same as the last.
- F. Skier refuses to get into telemark position and skis stay mostly parallel, plus they over flex their knees to feel as if they are doing it.
- G. Cannot ski intermediate bumps.
- H. Has a stiff outside leg through the turn.
- I. Skier has an excessively low position all the time.
- J. During transition, skier seems to bounce up and down as they proceed down the hill.

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## Telemark Recommended Reading List

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### Additional Reading

The following list of books that are directly related to ATS and information for instructor training.

PSIA/AASI Core Concepts For Snowsports Instructors Manual (2001)  
Alpine Technical Manual, Skiing and Teaching Skills. PSIA  
Nordic Manual 2003 New (released in spring of 2004)  
ATS: Nordic Skiing 1<sup>st</sup> ed. PSIA  
ATS: Nordic Handbook. Vail Associates: PSIA 1991  
Telemark Skiing Video (2001)  
PSIA/AASI Children's Instruction Handbook  
PSIA Children's Instruction Manual  
Snow Pro Newsletter PSIA-E  
The Professional Skier PSIA Journal

### Additional Reading

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

Paul Parker Free Heel Skiing 2<sup>nd</sup> edition 1995 Mountaineer  
Allen O'Bannon & Mike Clelland Really Cool Telemark Tips, 1998 Falcon Press  
Allen & Mike's Really Cool Backcountry Tips, 1998, Falcon Press  
John Dunn, Winterwise, AMC, 1996  
Steve Barnett, Cross Country Downhill 3<sup>rd</sup> edition, 1987 Globe Pequot Press  
Skiing & the Art of Carving - E. Foster 2<sup>nd</sup> Ed.  
Skiing & the Art of Carving - Video  
Backcountry Magazine and Website  
Telemarking Magazine  
Couloir Magazine and Website  
Telemarktips.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.

**PROFESSIONAL SKI INSTRUCTORS OF AMERICA  
EASTERN DIVISION**

1-A Lincoln Avenue  
Albany, NY 12205-4907  
(518) 452-6095  
[www.psia-e.org](http://www.psia-e.org)