The Professional Ski Instructors of America
Eastern Division

Alpine
Exam Guide

Revised – August 2015
# PSIA-E Alpine Exam Guide

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Published by: Professional Ski Instructors of America – Eastern Division
1-A Lincoln Ave., Albany, NY  12205   Printed in the United States of America
Revised – Aug 2014
Professional Development

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

Available through PSIA National Office:
2015 PSIA National Alpine Certification Standards
2012 PSIA/AASI National Children’s Specialist Standards
PSIA Alpine Visual Cues to Effective and Ineffective Skiing
PSIA Alpine Cues to Effective and Ineffective Teaching
PSIA/AASI Children's Instruction Manual (2008)
PSIA-E Exam Guide (2011) – Available through PSIA-E Office only
32 Degrees – The Journal of Professional Snowsports Instruction – PSIA

Available through PSIA Eastern Division:
PSIA-E Alpine Standards DVD (2010)
PSIA-E Snow Pro (Newsletter)

Additional Reading
The following educational materials are suggested as additional resources for working ski instructors and exam candidates.

Available through PSIA National Office:
PSIA/AASI Children’s Ski and Snowboard Movement Guide (2005)
Tactics for All-Mountain Skiing (2006)
Vail-Beaver Creek Alpine Handbook

Suggested Reading not Available through PSIA:
Legacy: Austria’s Influence on American Skiing – Documentary Film Series; www.culturefilms.com

“Alpine Exam Tasks”, video produced by David Capron, December 2014; dcapron1@myfairpoint.net

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.
Introduction

This manual contains information about the Alpine Certification Program of the Professional Ski Instructors of America - Eastern Division. It outlines Alpine exam procedures, content, and standards.

The basic purpose of the PSIA-E Alpine Certification Program is to evaluate a candidate's knowledge and skills relative to the National 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; snowsports school clinics, personal study, and experience.

The PSIA certification pin identifies 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 the areas of skiing, teaching and professional knowledge including 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.

What Are the National Standards?

The National Standards 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 National 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. PSIA has provided updated standards that can be viewed and accessed via the PSIA website at www.thesnowpros.org.

The premise of the certification standards is based upon the concept of “levels of understanding.” As certification is a measure of understanding, levels of certification represent stages of understanding.
Candidates will be held to the knowledge and skiing 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 size 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. Candidates with disabilities, see “A.D.A. Considerations” elsewhere in this manual.

Note: PSIA’s entry-level membership is “registered” instructorship that is designed to provide an educational introduction to ski teaching. Each “Registered” level event is conducted according to divisional criteria, and is not a level of certification recognized nationally by PSIA/AASI. Therefore, the criteria for Registered level instructors within the National Standards (refer to the National Website for complete description – www.thesnowpros.org) serves only as a guideline for establishing divisional education criteria which prepares Registered level instructors to meet future levels of certification according to the nationally recognized standards for Levels I, II, and III.

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 guide you along, not only the certification path but your development as a ski instructor as well.

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 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 their Snowsports School.
- The candidate demonstrates professionalism and an understanding of what it means to be a professional ski instructor.
- The candidate has prepared specifically for the exam through conscientious training that focuses on the required National Standards for certification.
- The Snowsports 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 Snowsports School as a legitimate candidate to be examined.
• The candidate has selected equipment suitable for a wide range of tasks, activities, conditions, and terrain. Candidates should select the ski equipment they perform best on and feel most comfortable using.

• We are teachers of an athletic activity for which physical fitness is an important element in reaching personal potential. Candidates should be aware that the PSIA standards are the standards that the Snow Sports Industry recognizes as the top of the profession. PSIA certified professionals are expected to be able to perform at the PSIA standards at any ski area in the United States. Variable snow conditions, bumps, and altitude are commonly encountered at many areas. To ski dynamically and safely in these conditions requires physical fitness. As such, we reserve the right to ask candidates who pose a risk to themselves or others to leave an exam. (Refer to the PSIA-AASI Eastern Event Member Safety Policy on the eastern website at www.psia-e.org)

• It is recommended that the candidate be engaged in some type of physical training regime (weight lifting, cycling, running) for an extended period of time prior to the exam so that the candidate is able to perform up to the level of the national standard.

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**Trail Designations**

Each ski resort determines its own terrain difficulty, there is no standard for every trail rating. The levels of all alpine trails are relative to each other. For example, a beginner level trail (green circle) at a steep ski mountain may be markedly more difficult than an intermediate level trail (blue square) at another resort. The exam administrator will select the appropriate trails based on the national standard and not the trail designations by the resort. Below are very generic trail designations and may vary greatly between resorts.

- **Green Circle:** The easiest trails on a mountain, usually groomed, wide and flat, and not a place for experienced skiers as traffic must remain slow.
- **Blue Square:** Intermediate trail usually groomed and often the most popular runs.
- **Black Diamond:** Expert trail may or may not be groomed, and can vary from the merely tricky to insanely difficult.
- **Double Black Diamond:** trails are very challenging. Its slopes are exceptionally steep, coupled with other hazards such as strong exposure to winds, narrow terrain and other difficult conditions. Typically, double black diamond is rated as more than the 40 percent steep grade of the average black diamond trail slope, the ski level before it. This makes the double black diamond slope very steep and difficult to tackle.

**Note:** Due to variations in trail difficulty designations from one resort to the next, i.e., a Blue Square run at one resort may be designated as a Black Diamond at another resort, it is possible, and probable at some resorts, that the use of ungroomed Blue Square runs may be included in the Level I exam and the use of ungroomed or moguled Black Diamond runs may be included in the Level II exam. The exam administrator will determine if the local trail designations adequately reflect the stated national standard concerning terrain. If necessary, trails or sections of trails will be selected to keep exams consistent across the division and the country.
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 instructor. 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 snowsports school and have completed a minimum of 50 hours of combined in-house training and actual on-hill teaching, as attested to by the Snowsports School Director.
- Successfully complete the PSIA-E Certified Level I exam criteria as stated in the National Level I Standards.
- It is recommended exam candidates complete the Alpine Level I Workbook.

Certified Level I members must maintain their membership by obtaining a total of 12 Continuing Education Units (CEU) every two seasons (unsuccessful exam attempts do not count as continuing education) 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 need(s). During the second day an assessment as to the candidate’s ability to meet the Level I National Standard will be made. Candidates should be prepared to lead the group through some basic ski instruction scenarios.

The National 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. 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.

Day 1 - Registration begins at 8:00 A.M. Please be punctual.

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

- 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 kept to the level being evaluated.
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

Level I Skiing Evaluation

The following activities represent key areas of skill development that need to be understood, demonstrated, and coached. Mastering these activities will empower coaches to teach effectively in the Novice Zone. Your students need to be able to do these things in order to have a few options/tactics for skiing green terrain. Your Level 1 event will explore and evaluate your proficiency with some of these activities. Please practice them for your students and for a successful Level 1 experience.

Green, Novice Zone (First time – Novice)
Practicing and mastering the following activities will help students acquire the skills to ski the Green Zone trails.

(Moving on flat terrain)
In order to move forward, backward, up the hill, down the hill, and turn around, new skiers need to know how to Side Step, walk around on flat terrain, herring bone, and turn around while stopped, “Bull Fighter Turn.”

Learning to turn the skis by turning the legs in and out helps new skiers to develop the skills to make a wedge when needed and turn the skis while moving.

In a slow traverse; stop with a wedge. This gives new skiers the confidence that they can stop.

In a slow traverse with skis parallel; edge both skis slightly towards uphill. The skis will cut into the snow on both edges and arc uphill to a stop. New skiers discover that ski design can help them turn and stop.

In a slow traverse “walk out of the traverse”. Take little steps up the hill that result in stopping. New skiers discover that the movements of walking can be used in skiing.

On a near flat slope experiment with softly tipping the legs from side to side to make first parallel turns. (This may work especially well for new skiers with athletic backgrounds)

The crab walk is an activity that shows how increasing and decreasing edge angle while in a wedge causes an immediate direction change. New Skiers discover how to tip their legs to engage their edges.
**Hopping, bouncing, stepping, and shuffling** while turning are all activities that tend to cause a skier to “Christie” or become parallel towards the end of a turn (these are “wedge busting” activities)

By **using terrain** that is shaped like an upside down cereal bowl and making a turn on the fall away; it is likely that the inside ski will be flat on the snow and the skis will spontaneously “Christie” (become parallel).

Use **speed and turn radius to Christie**. By making short turns on a gentle **slope** with a little more speed, flattening of the inside ski is likely to occur. Novice zone skiers discover rhythm that develops helpful, identifiable patterns of movement.

**Forward side slipping** is an activity that when practiced helps novice zone skiers develop edge control. This activity can also be a useful tactic to descend a slope that might be difficult for a novice zone skier to turn on.

On a near flat slope, at a slow speed, **do a straight run and hop both skis off the snow** then land balanced. This activity promotes active balancing for students who are movement oriented.

**Turn the legs more than the torso.** Turning the legs is what skiing is all about. Straight run to gentle “hockey stop” Torso should remain relatively downhill while legs turn across the hill.

These exam tasks as well as differing lines, speeds, terrain and turn sizes make up the Level I Skiing Exam. Terrain and Mountain conditions may or may not be suitable for some of these tasks. Some experience in gates and Terrain Park will also enhance your skill base.

**Level I Teaching Evaluation**

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 camber 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 dependent upon appropriate selection of activities (Stepping Stones) that will lead to the development of a functional skill 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, background, and the student’s desired outcome. 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? Rely on your experiences as a ski teacher for this portion of the exam.

- 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 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.

- 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.

Level I Professional Knowledge Evaluation

- 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, snow conditions, or success/failure of attempted task.

- State the basic options, solutions, and benefits that modern ski designs provide.
**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 successfully completing the PSIA National Level II Standard exam, and are considered qualified to provide valuable instruction to a majority of snowsports school patrons. The Level II member is required to meet the following criterion:

- Be an active Certified Level I member of PSIA-E.
- Be an employee of a recognized snowsports school and have taught a recommended minimum of 150 hours, as attested to by the Snowsports School Director.
- Successfully complete the PSIA-E Certified Level II exam criteria as stated in the National Level II Standards.

Certified Level II members must maintain their membership by obtaining a total of 12 Continuing Education Units (CEU) every two seasons and by paying dues to the Association on an annual basis.

**The Level II Exam Process**

Level II Certification has the following components:

1. Attend a required two-day educational pre-requisite course for either the Skiing exam or the Teaching exam.
2. Successfully achieve the Children’s Specialist 1 designation (may also be used as required prerequisite if taken within allowed timeframe.) The Children’s Specialist 1 credential does not expire and the course does not have to be taken a second time or retested.
3. Successfully score 70% or greater on the professional knowledge online exam.
4. Be successful in all three performance areas in the Skiing exam.
5. Be successful in all three teaching modules in the Teaching and Professional Knowledge exam.
6. It is recommended, but not required, that candidates either attain a Nastar Silver Medal or participate in race training with coaching.

**Important:** Candidates must first successfully complete components 1 – 4 above prior to registering for the Teaching and Professional Knowledge exam. These exam requirements have been approved by the Board of Directors. **Please note:** All exam components must be taken in the same division, these components are not transferrable. Should the exam requirements evolve in the future, PSIA-E will take into consideration the status of each exam candidate.

**Level II Prerequisites**

Level II Exam candidates are required to take one exam prerequisite course only. They are not required to take a prerequisite course for both the skiing and teaching 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. A prerequisite is good for season in which it was taken and the following two seasons.

**Level II Exam –Skiing Prerequisites:**

The candidate may choose one of the following educational events 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 Skiing Exam. If after two seasons a candidate has not successfully completed all three skiing performance areas, and has taken no other educational events, continuing education credits would be required. At this point it is recommended that the exam candidate attend one of these courses to meet their continuing education credit requirement.

- Development Series Skiing
- Mogul Series
- Exam Prep – Level II Skiing (with or without video)
- Race Event
- Alpine Level II College
- Unlock Your Inner Expert
- Snow Pro Jam (Skiing Exam Prep Focus)
- Spring Academy (Four Day Event)

**Level II Exam – Teaching Prerequisites:**
These prerequisite courses are not skiing improvement clinics and participants should not sign up expecting personal skiing feedback. If after two seasons a candidate has not successfully completed all three teaching modules, and has taken no other educational events, continuing education credits would be required. At this point it is recommended that the exam candidate attend one of these courses to meet their continuing education credit requirement. The purpose of the prerequisite is to give participants an opportunity to:

- become more effective at understanding what they are seeing in a student’s skiing,
- develop the ability to select meaningful activities for a given situation or student,
- articulate why the selected activity is appropriate,
- solve teaching problems with the benefit of immediate feedback from an Educational Staff member, and
- practice presenting in front of their peers, a selected activity in a manner that will encourage the student to achieve the most success.

The candidate may choose one of the following educational events to meet the requirements of the Level II Exam prerequisite.

- Exam Prep – Level II Teaching
- Movement Analysis
- Practical Teaching
- Snow Pro Jam (Teaching Exam Prep)
- Spring Academy (Four Day Event)
- Children’s Specialist 1 (Required)

**Level II Online Professional Knowledge Exam**
The online professional knowledge exam consists of 50 randomly selected multiple-choice questions. A candidate will be well prepared for the exam if they are familiar with the information in this manual, the required reading listed in this manual, as well as the material in the Alpine Study Guide. The professional knowledge exam score is independent of the Skiing and Teaching portion of the exam. A candidate must receive a score of 70% or higher on the professional knowledge exam to be successful. A candidate’s successful score will be recorded in the Eastern Office and will be valid for life based on continuous active membership.
Candidates will have two attempts per season. **If the exam candidate does not achieve 70% or higher at either attempt, the exam candidate will not be eligible to attempt the exam until the following season.**

Your Snowsports School Director’s signature is **not** required to register for the Professional Knowledge online exam (your Snowsports Director’s Signature **is** required to process all other exam registrations). You will have access to the online exam 24/7 between August 15 and April 15 of each year. Once your application is processed, you will receive a separate email within 2 business days with a link to take the online exam. The 50 minute time limit begins after you accept the terms and conditions online.

Should a member require special arrangements for taking the exam, or does not have online access, arrangements can be made through the PSIA-E Office by contacting the Education and Programs Department at 518-452-6095.

### The Level II Skiing Assessment - What To Expect

**Day 1 – Registration begins at 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. Candidates will be asked to perform a variety of tasks, activities, and free runs with a focus or focuses. Candidates will be evaluated in these three performance areas in both the morning and afternoon session.

- Mountain Skiing
- Agility/Versatility (isolated/highlighted activities)
- Skiing at Skill Level

**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. Candidates will be evaluated in the same three performance areas during the morning session.

### Results for Level II Skiing Evaluation

Scoring is done by three evaluators, two on the first day and one on the second day. The examiner will give a score between 1 (lowest) and 6 (highest) for each task in the performance area. The scores of the tasks within each performance area will be averaged, and the candidate will need to have an average of 4 or better to be successful in that performance area for that ½ day session. The exception is in the Mountain Skiing tasks. The candidate will still need an average score of 4 or higher, but no single score can be below a 3 for the candidate to be successful in Mountain Skiing Performance Area. A sample scorecard is provided at the end for your reference.

Candidates will be required to meet the Level II Standard in all three Performance Areas to be successful. 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. By mid-afternoon of Day 2, results will be posted. Once the candidate has shown competency in a performance area, his/her success will be valid for life based on continuous active membership. The candidate will also receive four continuing education credits for each performance area they are successful. Results will be recorded in the Eastern Office.
If an exam candidate is successful in one or more performance areas, that candidate may attend a skiing reassessment for the performance area they were not successful in. For example, an exam candidate was successful in the Agility/Versatility performance area and the Skiing at Skill Level performance area on first exam attempt. This candidate may attend a skiing reassessment to be evaluated in Mountain Skiing only. This one day reassessment will be held in conjunction with Day 1 of Skiing exam. Both evaluators must agree that the exam candidate has met the National Level II Standard to be successful. The candidate will receive one score card with the results from the evaluation.

### Description of Skiing Tasks

Candidates will be asked to perform a variety of tasks, activities, and free runs 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. 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. Guided practice of these tasks is likely to enhance the broad and refined skill base necessary to ski at the Level II National Standard.

**Note:** Due to variations in trail difficulty designations from one resort to the next, i.e., a Blue Square run at one resort may be designated as a Black Diamond at another resort, it is possible, and probable at some resorts, that ungroomed or moguled Black Diamond runs may be included in the exam. The exam administrator will determine if the local trail designations adequately reflect the stated national standard concerning terrain. If necessary, trails or sections of trails will be selected to keep exams consistent across the division and the country.

#### Possible Selected Skiing Tasks

- 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

#### 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
- Straight run to hockey stop
- Skate down the fall line (on easy terrain)
- Stem christies
- Open parallel turns – NO poles

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.

Basic Leapers – Medium radius turns that begins with a hop. The edge change takes place in the air and speed is controlled with turn shape. Done at a modest speed on groomed blue terrain
WTLF: The center of mass remains over the feet when the skier leaves and lands on the snow; both skis come off the snow; leg rotation shapes the turns; turn shape controls the speed.

Lane Changes: The skier skis through a given number of short radius turns ending the last half of the last short turn with a medium turn finish which sends the skier out of that lane. The skier then makes the first half of a medium turn to enter the new lane of short radius turns. This process is repeated through a few lane changes.
WTLF: The skis move primarily through round turns. In general the tails of the skis follow the tips through the path of the whole turn. Speed is controlled primarily by the path the skis take and fore/aft and lateral balancing is appropriate and maintained throughout the run.

Open Parallel – Skis leave relatively defined arcs, skis remain the same distance apart, corresponding edges release and engage at the same time, pole usage is functional, turn shape controls speed.
WTLF: Legs turn consistently under a stable upper body/pelvis. Tipping movements come from the legs and are at the same rate/time. Subtle fore/aft adjustments keep the center of mass over the base of support. Alternately lengthening and shortening of the legs cause(s) the center of mass to move inside of the turn while directing balance to the outside ski.

Open Parallel turns - no poles: The skier is able to ski at open parallel skill level (open stance, two guided relatively defined arcs from above through and out of the fall line, skills are applied progressively and evenly through the turn.)
WTLF: Without the use of the poles the skier is able to engage and release the edges in one motion keeping the skis parallel through the turn connection/transition.

Railroad Tracks: Skier demonstrates strong ski performance (carving), progressive tipping movements with high edge angles in the fall-line and little to no skidding.
WTLF: Turn Shape is consistent and controls speed, skis turn primarily by being tipped and bent, skis bend most in the shaping phase, legs remain the same distance apart throughout the turn, skis leave two lines in the snow throughout the turn, skis are on the same edge angles throughout the turn, subtle fore/aft movements keeps center of mass over base of support, tipping comes from legs under stable body and inclination, inclination begins in the initiation phase, inclination increases during the shaping phase, inclination decreases during the finish phase, angulation helps to promote outside ski dominance, the turns rely primarily on the sidecut and are relatively shallow. Turns are performed on very gentle groomed green terrain.
**Skate down the fall line**: (Novice zone terrain) Forward oriented diverging skating.

**WTLF**: The skier has a stable engaged ski to move from when the skating step takes place. The skis are in a diverging relationship when the skating step takes place. The skier’s keeps their center of mass over-up with their feet-skis (watch for the lifted ski to be carried either level or slightly tip down but not tip up.)

**Stem Christie**: This is a turn that has historical roots and has been performed with some variations over the decades, however where the skis meet the snow there have always been these commonalities.

**WTLF**: The skier finishes the turn parallel. To enter the new turn, the skier steps off of or moves from an engaged downhill ski and either places or brushes the new outside ski into a wedge relationship with the other ski. As the turn continues, the inside ski is aligned with the outside ski by stepping or brushing the inside ski to a parallel relationship with the outside ski.

**Straight Run to Hockey Stop** (Intermediate groomed terrain with a consistent fall line.) The skier starts in the fall line with a straight run of approximately 15 meters. The skis are then pivoted into a vertical side slip of approximately 6 meters. The skier stops with an edge set that coincides with a pole touch and holds the stopped position for 3 seconds.

**WTLF**: The skier begins the straight run in an athletic stance with feet open and skis flat on the snow. The skier initiates the side slip and controls the rotation of the skis with leg rotation. The skis are pivoted underfoot separate from the upper body. The direction of travel does not deviate from the specified corridor and the side slip is approximately 6 meters in length. The skier's 3 second stop with coinciding pole touch shows control of inclination/angulation when the skis are tipped to an edge set. The skier's 3 second stop shows control of the relationship of the center of mass to the base of support when pressure is even along the length of the skis. Stance width remains consistent throughout the task.

**Wedge Christie** – Skis bend from the center, both edges release at initiation, tips move downhill at initiation. Wedge is formed above the fall line; matched skis are guided through relatively defined arcs. Turn shape controls speed.

**WTLF**: Fore/aft and vertical adjustments keep the center of mass over the base of support. Rotary movements come from legs under stable pelvis. Tipping comes from leg movements directing center of mass over inside ski.

**Wedge Turns** – Ski tips are turned towards each other to create wedge relationship. The tails are further apart than the tips. Skis bend from the center. Skis are on opposing edges, edges release at initiation (release means lessening of the grip). Size of wedge remains consistent through the turn. Turn shape controls speed.

**WTLF**: Joints flex roughly proportionately to maintain center of mass over the base of support. Rotary movements come from legs. Tipping of the skis comes from ankles and legs. Release (lessening of the grip) results from leg movements directing the center of mass.

These exam tasks as well as differing lines, speeds, terrain, and turn sizes make up the Level II Skiing Exam. Terrain and Mountain conditions may or may not be suitable for some of these tasks. Some experience in gates and Terrain Park will also enhance your skill base.
The Level II Teaching Assessment - What To Expect

Day 1 - Registration for Creative Teaching Module begins at 8:00 A.M. Please be punctual.
Candidates will be divided into groups of six or less, groups will meet evaluators at 8:30 am.

Day 1 - Registration for Teaching Children and Youth Module begins at 11:30A.M. Please be punctual.
Candidates will be divided into groups of six or less, groups will meet evaluators at 12:30 pm.

Day 2 - Registration for Movement Assessment and Teaching Module begins at 8:00 A.M.
Please be punctual.
Candidates will be divided into groups of six or less, groups will meet evaluators at 8:30 am.

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 through 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

Candidates will be scored by one examiner for each module. Results of the exam will be posted as soon as possible after the last exam group is off the hill. Feedback will be provided in the form of written comments by each examiner. Everything upon which the candidate is evaluated will be consistent with the information in the National Level II Standards. An awards ceremony is held immediately following the posting of results on Day 2.

Candidates will be required to meet the Level II Standard in all three teaching modules to be successful. Once the candidate has shown competency in a teaching module, his/her success will be valid for life based on continuous active membership. The candidate will also receive four continuing education credits for each module they are successful. Results will be recorded in the Eastern Office.

If an exam candidate is successful in one or more teaching modules, that candidate may attend an exam reassessment for the teaching module they were not successful. For example, an exam candidate was successful in the Children and Youth Teaching Module and Movement Assessment & Teaching module on first exam attempt. This candidate may attend an exam reassessment to be evaluated in Creative Teaching module only. These teaching modules are given on very specific day and times, candidates should be aware of when and where their teaching module is scheduled. Similarly, candidate may or may not have the opportunity to participate in the awards ceremony based on the timing of the exam candidates teaching module.
Description of Teaching Modules

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.

The candidates will pick scenario cards presented by the examiners. Examples of student profile and skill level cards for Level II:

- 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 Considerations for Creative Teaching Module

1. **Power of the Transfer – Teaching Styles – Learning Modes (VAK)**
   This pertains to 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.

2. **Technical Validity of the Teaching Concept**
   This pertains to the candidate’s understanding of ATS and the mechanics of skiing. The candidate’s coaching should enhance skills and promote fundamental movements.

3. **Group Handling Skills – (able to make age specific modifications)**
   This 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.
4. Communication Skills – Group Involvement – Personal Attention
This 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.

Teaching 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.

The candidates will pick scenario cards presented by the examiners. 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 Considerations for Children and Youth Module

1. **Class Management**
   This 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.

2. **Understanding of children’s “ages and stages”**
   This pertains to knowledge of the stages of development; cognitive, affective, and psychomotor. Scoring consideration 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.

3. **Use of Activities and Games**
   This 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.

4. **Student/Parent/Instructor Partnership**
   This 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 consideration 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.

Movement Assessment & Teaching Module

This module is evaluated 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. 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 understanding how their activities and directives affect the group’s performance and directives.
- 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 Considerations for the Movement Assessment & Teaching Module

1. **Identifying Cause and Effect**
   This 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.

2. **Communication Skills / Terminology / Skiing Skills-Demos**
   This 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? Do the skiing skills and demonstrations convey the idea(s) being taught and are they representative of this certification level.

3. **Effective Feedback**
This pertains to a candidate's ability to share meaningful performance results and effective performance suggestions in an accurate, concise and tactful way.

4. **Teaching Movements and Skills**
This scoring area pertains to understanding teaching outcomes. Awareness of how activities and directives affect individuals and/or the group is important. A working knowledge of the ATS is important. Both the leader and the group (or group member) should be aware of the need for change and attempt appropriate change when called upon. Note: In the limited time of the exam format it is not expected that a candidate would dramatically alter a group member’s skiing.
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 successfully completing the PSIA National Level III Standard 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 snowsports school and have taught a recommended minimum of 300 hours; of which ideally, 150 were at advanced levels as attested to by the Snowsports School Director.
- Successfully complete the PSIA-E Certified Level III exam criteria as stated in the National Level III Standards.

Certified Level III members must maintain their membership by obtaining a total of 12 Continuing Education Units (CEU) every two seasons and by paying dues to the Association on an annual basis.

The Level III Exam Process

Level III Certification has the following components:

1. It is recommended, but not required, that candidates attend an exam clinic or Gateway to Dynamic Skiing clinic prior to attempting the exam.
2. Successfully achieve the Children’s Specialist 2 designation. The Children’s Specialist 2 credential does not expire and the course does not have to be taken a second time or retested.
3. Successfully score 70% or greater on the professional knowledge online exam.
4. Be successful in all three performance areas in the Skiing exam.
5. Be successful in all three teaching modules in the Teaching and Professional Knowledge exam.
6. It is recommended, but not required, that candidates either attain a Nastar Gold Medal or participate in race training with coaching.

Important: Candidates must first successfully complete components 1 – 4 above prior to registering for the Teaching and Professional Knowledge exam. These exam requirements have been approved by the Board of Directors. Please note: All exam components must be taken in the same division, these components are not transferrable. Should the exam requirements evolve in the future, PSIA-E will take into consideration the status of each exam candidate.

Level III Online Professional Knowledge Exam
The online professional knowledge exam consists of 50 randomly selected multiple-choice questions. A candidate will be well prepared for the exam if they are familiar with the information in this manual, the required reading listed in this manual, as well as the material in the Alpine Study Guide. The professional knowledge exam score is independent of the Skiing and Teaching portion of the exam. A candidate must receive a score of 70% or higher on the professional knowledge exam to be successful. A candidate’s successful score will be recorded in the Eastern Office and will be valid for life based on continuous active membership.
Candidates will have two attempts per season. **If the exam candidate does not achieve 70% or higher at either attempt, the exam candidate will not be eligible to attempt the exam until the following season.**

Your Snowsports School Director’s signature is **not** required to register for the Professional Knowledge online exam (your Snowsports Director’s Signature **is** required to process all other exam registrations). You will have access to the online exam 24/7 between August 15 and April 15 of each year. Once your application is processed, you will receive a separate email within 2 business days with a link to take the online exam. The 50 minute time limit begins after you accept the terms and conditions online.

Should a member require special arrangements for taking the exam, or does not have online access, arrangements can be made through the PSIA-E Office by contacting the Education and Programs Department at 518-452-6095.

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**The Level III Skiing Assessment - What To Expect**

**Day 1 - Registration begins at 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. Candidates will be asked to perform a variety of tasks, activities, and free runs with a focus or focuses. Candidates will be evaluated in these three performance areas in both the morning and afternoon session.

- Mountain Skiing:
- Agility/Versatility (isolated/highlighted activities)
- Skiing at Skill Level

**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. Candidates will be evaluated in the same three performance areas during the morning session.

**Results for Level III Skiing Evaluation**
Scoring is done by three evaluators, two on the first day and one on the second day. The examiner will give a score between 1 (lowest) and 6 (highest) for each task in the performance area. The scores of the tasks within each performance area will be averaged, and the candidate will need to have an average of 4 or better to be successful in that performance area for that ½ day session. The exception is in the Mountain Skiing tasks. The candidate will still need an average score of 4 or higher, but no single score can be below a 3 for the candidate to be successful in the Mountain Skiing Performance Area. A sample scorecard is provided at the end for your reference. 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 successful. By mid-afternoon of Day 2, results will be posted. Once the candidate has shown competency in a performance area, his/her success will be valid for life based on continuous active membership. Results will be recorded in the Eastern Office.

If an exam candidate is successful in one or more performance areas, that candidate may attend a skiing reassessment for the performance area they were not successful in. For example, an exam candidate was successful in the Agility/Versatility performance area and the Skiing at Skill Level
performance area on first exam attempt. This candidate may attend a skiing reassessment to be evaluated in Mountain Skiing only. This one day reassessment will be held in conjunction with Day 1 of Skiing exam. Both evaluators must agree that the exam candidate has met the National Level III Standard to be successful. The candidate will receive one score card with the results from the evaluation.

**Description of Skiing 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. 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.

The skills in skiing are “interdependent” with each other but can be practiced separately. Most of these tasks highlight and develop one skill to a greater degree than the others.

- **Rotary –Turning Skills**
- **Edging Skills**
- **Pressure control/management skills** A Level III candidate should be able to flex and extend the legs at will (independently of where he or she is in the turn) and have the ability to absorb variable terrain (bumps, knolls, turn dynamics, etc) retracting the legs if necessary.
- **Balancing – Coordination – Timing Skills**

**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.

**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.

**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
**Performance Short Radius Turns:** - Round short turns with a coordinated effort of the legs to stretch out and back while the torso remains stable and disciplined. The skier’s body moves down a corridor versus a straight line. The stretching of the legs and the forward movement of the center of mass enables the skier to maintain pressure on the turning edges. This allows the skis to be steered back under the body after the apex of the turn.

**WTLF:** Ski performance is carved as possible in shaping phase given terrain, conditions, and ski design. The line taken by the skis sends the center of mass across the hill at least one meter; consistent tempo (1 turn/sec) is maintained through the run. The skis are tipped before they are turned. The skis are parallel with similar edge angles. Both skis are engaged and bent in shaping phase of the turn. Speed is controlled through turn shape. Fore/aft pressure control is managed through proportional flex/extend of all joints. Both legs rotate in hip socket at same rate and time. Tipping movements come from a combination of inclination and angulation. Active flexion/extension movements absorb/manage pressure and support release.

**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.

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

**WTLF:** At Level III 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.

**Skiing on One Ski:** Either through a series of turns or through a portion of a turn, one ski is lifted off the snow.

**WTLF:** The skier can lift one ski off the snow through a series of turns, or repeatedly lift a ski at the same place in a turn. The lifted ski should be level or slightly tip down, and then turn shape should be round. These are indicators of accurate fore-aft and lateral balancing skills. The skier should have a positive selective effect on any skill on either ski at any point in a turn.

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

**WTLF:** 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.

**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).
**Outside Ski Turns:** The skier makes a series of carved dynamic medium radius turns balanced against the outside ski from initiation through the shaping/control phase of the turn. The turn shape is relatively round and speed is consistent thought the task.

**WTLF:** The inside ski is off the snow through the initiation and shaping/control phase of the turn. During the completion phase of the turn the skier begins transferring pressure to the uphill edge of the inside ski. In the turn transition the skier shows control of ski to ski pressure by gliding onto the uphill edge of the uphill ski and lifting the downhill ski off the snow. The skier then flattens and guides the new outside ski onto it’s inside edge and into the turn. The skier shows control of the ski’s rotation when the tail of the ski follows the path of the tip as pressure builds against the inside edge and carving begins again.

**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.

**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.

**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.

These exam tasks as well as differing lines, speeds, terrain and turn sizes make up the Level III Skiing Exam. Terrain and Mountain conditions may or may not be suitable for some of these tasks. Some experience in gates and Terrain Park will also enhance your skill base.

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**The Level III Teaching Assessment - What To Expect**

**Day 1 - Registration for Creative Teaching Module begins at 8:00 A.M.** Please be punctual. Candidates will be divided into groups of six or less, groups will meet evaluators at 8:30 am.

**Day 1 - Registration for Teaching Children and Youth Module begins at 11:30A.M.** Please be punctual. Candidates will be divided into groups of six or less, groups will meet evaluators at 12:30 pm.

**Day 2 - Registration for Movement Assessment and Teaching Module begins at 8:00 A.M.**
Please be punctual.
Candidates will be divided into groups of six or less, groups will meet evaluators at 8:30 am.

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 through the Advanced/Expert 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

Candidates will be scored by one examiner for each module. Results of the exam will be posted as soon as possible after the last exam group is off the hill. Feedback will be provided in the form of written comments by each examiner. Everything upon which the candidate is evaluated will be consistent with the information in the National Level III Standards. An awards ceremony is held immediately following the posting of results on Day 2.

Candidates will be required to meet the Level III Standard in all three teaching modules to be successful. Once the candidate has shown competency in a teaching module, his/her success will be valid for life based on continuous active membership. The candidate will also receive four continuing education credits for each module they are successful. Results will be recorded in the Eastern Office.

If an exam candidate is successful in one or more teaching modules, that candidate may attend an exam reassessment for the teaching module they were not successful. For example, an exam candidate was successful in the Children and Youth Teaching Module and Movement Assessment & Teaching module on first exam attempt. This candidate may attend an exam reassessment to be evaluated in Creative Teaching module only. These teaching modules are given on very specific day and times, candidates should be aware of when and where their teaching module is scheduled. Similarly, candidate may or may not have the opportunity to participate in the awards ceremony based on the timing of the exam candidates teaching module.

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**Description of Teaching Modules**

**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.

The candidates will pick scenario cards presented by the examiners. Examples of student profile and skill level cards for Level III:

- **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 Considerations for Creative Teaching Module**

1. **Power of the Transfer – Teaching Styles – Learning Modes (VAK)**
   This pertains to 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.

2. **Technical Validity of the Teaching Concept**
   This pertains to the candidate’s understanding of ATS and the mechanics of skiing. The candidate’s coaching should enhance skills and promote fundamental movements.

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

4. **Communication Skills – Group Involvement – Personal Attention**
   This 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.

**Teaching 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.

The candidates will pick scenario cards presented by the examiners. 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 Considerations for Children and Youth Module

1. **Class Management**
   This 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.

2. **Understanding of children’s “ages and stages”**
   This pertains to knowledge of the stages of development; cognitive, affective, and psychomotor. Scoring consideration 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.

3. **Use of Activities and Games**
This 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.

4. **Student/Parent/Instructor Partnership**
This 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 consideration 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.

**Movement Assessment & Teaching Module**
This module is evaluated 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. 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 understanding how their activities and directives affect the group's performance and directives.
- 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 Considerations for the Movement Assessment & Teaching Module**

1. **Identifying Cause and Effect**
This 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.

2. **Communication Skills / Terminology / Skiing Skills-Demos**
This 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? Do the skiing skills and demonstrations convey the idea(s) being taught and are they representative of this certification level.
3. **Effective Feedback**
This pertains to a candidate’s ability to share meaningful performance results and effective performance suggestions in an accurate, concise and tactful way.

4. **Teaching Movements and Skills**
This scoring area pertains to understanding teaching outcomes. Awareness of how activities and directives affect individuals and/or the group is important. A working knowledge of the ATS is important. Both the leader and the group (or group member) should be aware of the need for change and attempt appropriate change when called upon. Note: In the limited time of the exam format it is not expected that a candidate would dramatically alter a group member’s skiing.
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American ski instruction demands versatility. The PSIA-AASI membership is expected to teach guests in a wide variety of skiing environments, facilitating learning outcomes that range from hard snow to powder, and genres including recreation, race, big mountain and freestyle. The objective of the Standards document is to identify common threads fundamental to great skiing and teaching, regardless of the specific outcome intended. The fundamental mechanics apply to a variety of technical and tactical situations through the three assessment zones of beginner, intermediate and advanced students.


- Beginner/novice Level Guests = Level One Certification
- Beginner - Intermediate Level Guests = Level Two Certification
- Beginner - Advanced Level Guests = Level Three Certification

The 2014 Alpine Standards provide the assessment criteria for creating the skiing, teaching and professional knowledge outcomes necessary for an instructor to successfully complete a certification. The Standards document complements and is meant to be utilized in harmony with the following publications/documents.

- Skier Level Descriptions - Specific performance characteristics that create context for the skiing and learning outcomes in each skier zone.
- Divisional Exam Guidelines

Skiing assessment requires well defined tasks and measurable outcomes. Teaching and professional knowledge assessment requires creating an evaluation environment that simulates learning outcomes and student - instructor interactions. Throughout each skier zone, the fundamentals are WHAT is being observed and assessed.

When creating skiing tasks, the Duration, Intensity, Rate, and Timing (DIRT) will vary based on the intended outcome of each task. Skiing tasks or demonstration outcomes are relevant to the specific level of certification and are performed at the speeds and degree of accuracy outlined in the standards document.
Teaching situations are relevant to the level of guest (Skier Zone) outlined by the level of certification. Teaching situations need to allow enough time and/or frequency for demonstration of all measurable requirements.

Throughout the assessment process, divisions will utilize a variety of tasks, situations and scenarios based on conditions and resort amenities, to evaluate candidate competency as outlined in the National Standards.

Effective use of the National Standards combined with the other educational resources creates an efficient environment for consistent evaluation.
Category A: SKIING

Fundamentals

The fundamental mechanics of SKIING, outlined below, remain consistent through all levels of Certification. The performance criteria for these fundamentals will vary based on the application to common beginner, intermediate, and advanced zone outcomes.

Skiing Fundamentals
- Control the relationship of the Center of Mass to the base of support to direct pressure along the length of the skis.
- Control pressure from ski to ski and direct pressure toward the outside ski.
- Control edge angles through a combination of inclination and angulation.
- Control the skis rotation (turning, pivoting, steering) with leg rotation, separate from the upper body.
- Regulate the magnitude of pressure created through ski/snow interaction.

The differentiating applications of fundamentals are defined by the following categories: environment, accuracy, and speed.

Environment: The appropriate terrain and snow conditions for level of assessment, relative to the skill development needs for students.

Accuracy: The degree of competence and constancy in application of fundamentals relative to desired ski performance.

Speed: The ability to ski in control at speeds necessary to achieve desired ski performance for the task or demonstration.
## Category A: Skiing
### Specific Requirements

<table>
<thead>
<tr>
<th>Categories</th>
<th>Requirements at Level of Certification</th>
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<td></td>
<td><strong>Level I</strong></td>
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<tr>
<td></td>
<td>Students in Beginner Zone</td>
</tr>
<tr>
<td></td>
<td>All Green / Groomed Blue</td>
</tr>
<tr>
<td>Environment: Terrain and Conditions</td>
<td>Green terrain including mild un-groomed conditions and moderate blue terrain.</td>
</tr>
<tr>
<td>Speed</td>
<td>Demonstrate at speeds appropriate for beginner zone skiers.</td>
</tr>
<tr>
<td></td>
<td>Ski in control using a “rounded” turn shape at intermediate zone speeds.</td>
</tr>
<tr>
<td>Accuracy</td>
<td>Consistency</td>
</tr>
<tr>
<td></td>
<td>Fundamentals are apparent in all tasks, and all phases of a basic turn (wedge and parallel), with some inconsistencies from one phase to another.</td>
</tr>
<tr>
<td>Adaptability</td>
<td>Ability to vary rate or timing of one fundamental at a time. Demonstrated in common beginner zone tasks and turns.</td>
</tr>
</tbody>
</table>
Category B: Teaching

<table>
<thead>
<tr>
<th>Fundamentals</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fundamental areas of TEACHING application as related to all skier zones.</strong></td>
</tr>
<tr>
<td>- Minimize the risk in the learning environment.</td>
</tr>
<tr>
<td>- Instructor models Behaviors and Communication skills that build rapport/trust with guests.</td>
</tr>
<tr>
<td>- Partner with students in defining goals and clearly communicate the determined lesson plans.</td>
</tr>
<tr>
<td>- Uses a logical sequence of activities to engage the group and meet stated goals.</td>
</tr>
<tr>
<td>- Tailors the learning environment to a variety of audiences and situations.</td>
</tr>
<tr>
<td>- Observe, analyze, and describe student’s body movements and/or ski performance as related to the desired outcome.</td>
</tr>
<tr>
<td>- Demonstrations accurately support the teaching outcome.</td>
</tr>
<tr>
<td>- Utilizes guided practice and feedback appropriately paced for individual needs.</td>
</tr>
</tbody>
</table>

- **The differentiating applications of TEACHING fundamentals are defined by the following categories: safety, communication, movement analysis, demonstration, and teaching.**

  **Safety:** Your Responsibility Code, and all safety concerns particular to the learning environment for each skier zone.

  **Communication:** Provide clear, concise, and respectful instruction and feedback utilizing time effectively to maximize practice.

  **Movement analysis:** Observe ski performance and body movements; Evaluate effectiveness of ski performance and body movements; Prescribe a course of action for improvement.

  **Demonstration:** Provide an accurate visual representation of the description used when teaching a specific movement or action to observe; Illustrate the skiing fundamentals as applied to any defined outcome.

  **Teaching application:** Use focused skiing, drills, and exercise lines to create situations for learning which target specific and well defined elements of ski performance and body movement.
<table>
<thead>
<tr>
<th>Teaching Categories</th>
<th>Specific Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Level I</strong></td>
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<tr>
<td></td>
<td>Students in Beginner Zone</td>
</tr>
<tr>
<td></td>
<td>All Green/ Groomed Blue</td>
</tr>
<tr>
<td>Safety</td>
<td>As Required Through Beginner Zone</td>
</tr>
<tr>
<td>Communication</td>
<td>Directions are clearly stated as they relate to general beginner zone outcomes.</td>
</tr>
<tr>
<td></td>
<td>Individualized application may be limited by level of experience.</td>
</tr>
<tr>
<td></td>
<td>Vocabulary uses simple (non-technical) language.</td>
</tr>
<tr>
<td>Movement Analysis</td>
<td><strong>Observe</strong> and describe the skiing fundamentals (identified in the skiing national standards) as performed in beginner zone tasks and situations.</td>
</tr>
<tr>
<td></td>
<td><strong>Evaluate</strong> ski performance one skill at a time with reference to turn phase and body movements. Begin to identify basic skill inter-relationships through basic cause &amp; effect discussions.</td>
</tr>
<tr>
<td>Teaching Categories</td>
<td>Specific Requirements at Level of Certification</td>
</tr>
<tr>
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<tr>
<td></td>
<td>Level I</td>
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<tr>
<td></td>
<td>Students in Beginner Zone</td>
</tr>
<tr>
<td></td>
<td>All Green/ Groomed Blue</td>
</tr>
<tr>
<td>Demonstration</td>
<td>Demonstrate the skiing fundamentals relative to the desired action of the skis common for beginner zone tasks and turns.</td>
</tr>
<tr>
<td></td>
<td>Demonstrate the common movements used to create the desired ski performance outcomes.</td>
</tr>
<tr>
<td>Teaching Application</td>
<td>Specific Requirements</td>
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<tr>
<td><strong>Categories</strong></td>
<td><strong>Specific at Level of Certification</strong></td>
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<td></td>
<td><strong>Level I</strong></td>
</tr>
<tr>
<td></td>
<td>Students in Beginner Zone</td>
</tr>
<tr>
<td></td>
<td>All Green/ Groomed Blue</td>
</tr>
<tr>
<td><strong>Goals</strong></td>
<td>Formulate lesson plan relative to common goals for beginner zone outcomes and ski performance.</td>
</tr>
<tr>
<td><strong>Content</strong></td>
<td>Basic information reflects the skiing fundamentals, and is appropriate to beginner zone progressions, likely from instructor’s home area beginner lesson program.</td>
</tr>
<tr>
<td><strong>Adaptation</strong></td>
<td>Teaching presentation should address a target group, not necessarily individuals within the group.</td>
</tr>
<tr>
<td><strong>Practice &amp; Feedback</strong></td>
<td>General guided practice relative to the focus of the group. Feedback is related to the fundamental focus of the group. Wording is simple, practical and positive.</td>
</tr>
<tr>
<td>Teaching Categories</td>
<td>Specific Requirements</td>
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<tr>
<td>Level I</td>
<td>Level II</td>
</tr>
<tr>
<td>Students in Beginner Zone</td>
<td>Students through Intermediate Zone</td>
</tr>
<tr>
<td>All Green/ Groomed Blue</td>
<td>All Blue / Groomed Black</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Teaching styles</th>
<th>Level I</th>
<th>Level II</th>
<th>Level III</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>“Command” and “task” styles are well organized and utilized to define content and practice time.</td>
<td>Utilize a blend of “command”, “task”, and “reciprocal” based on elements of the student profile, and the type of task or skill focus.</td>
<td>Comfortably and effectively utilize multiple styles including “guided discovery”, and “problem solving” based on elements of the student profile and the type of task or skill focus.</td>
</tr>
</tbody>
</table>

**Category C: Professional Knowledge**

**Fundamentals**

The fundamental areas of Professional Knowledge, outlined below, remain consistent through the levels of certification.

- Communicate clear, concise and consistent language to students, by utilizing the concepts and understanding the terminology found in the PSIA-AASI publications and documents.
- Apply PSIA-AASI teaching concepts to create a positive learning partnership involving student makeup and instructor behavior.
- Understand and explain the interdependent relationship between the skills and balance relating to the skills concept model.
- Understand how different design features influence the performance of skis, boots, and bindings and their effect on skier performance and safety.
- Understand how basic physics concepts relate to ski/snow interaction and turn performance.
- Understand basic biomechanics concepts and describe how bones, muscles and joints work together relative to the mechanics of skiing.
- Knowledge of winter recreation industry pertaining to your home resort and state of the snowsports instruction industry.
The differentiating applications of PROFESSIONAL KNOWLEDGE are defined by the following categories: terminology, teaching concepts, Skills Concept, equipment, physics of skiing, biomechanics, turn mechanics and industry knowledge.

**Terminology:** Commonly used terms that ensure clarity of concept and serve as an important foundation for accurately and consistently discussing ski technique and skills.

**Teaching Concepts:** Instructor behavior that helps students improve and enjoy the sport based on their personal desires, while incorporating safety awareness.

**Skills Concept:** Utilize the skills of Rotational Control, Edge Control, and Pressure Control to identify and evaluate the action of the skis, and recognize the inter-relationship between these skills and balancing.

**Equipment:** Understand the characteristics of a variety of equipment styles and the ability to describe the benefits and potential limitations while helping students achieve their goals.

**Physics of Skiing:** Describe the forces created through ski-to-snow interaction and their effect on turning.

**Biomechanics:** How bones, joints, and muscles work together to create common movements as they pertain to specific ski performance outcomes.

**Turn Mechanics:** Application of the skills and the movements used to create ski performance specific to the desired outcome and relative to the phases of the turn, and connection between turns.

**Industry Knowledge:** The individual contribution of each instructor and the role of the school within the resort as the profession provides a positive impact on the industry as a whole.

<table>
<thead>
<tr>
<th>Professional Knowledge</th>
<th>Specific Requirements</th>
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<tbody>
<tr>
<td>Categories</td>
<td>Specifics at Level of Certification</td>
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<table>
<thead>
<tr>
<th>Level I</th>
<th>Level II</th>
<th>Level III</th>
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<tbody>
<tr>
<td>Students in Beginner Zone</td>
<td>Students through Intermediate Zone</td>
<td>Students through Advanced Zone</td>
</tr>
<tr>
<td>All Green/ Groomed Blue</td>
<td>Blue to Entry Level Black</td>
<td>All Terrain/ All Conditions</td>
</tr>
</tbody>
</table>

**Terminology**
- Define the meaning of basic skiing terminology as described in the PSIA-AASI publications and documents.
- Relate skiing terminology in simple language. Identify what, why, and how the terms and concepts apply to individual students.
- Display an ability to compare and contrast various types of information regarding skiing and ski teaching from a variety of resources.
<table>
<thead>
<tr>
<th>Professional Knowledge Categories</th>
<th>Specific Requirements</th>
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</thead>
<tbody>
<tr>
<td></td>
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<tr>
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<td>Students in Beginner Zone</td>
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<td></td>
<td><strong>Level II</strong></td>
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<tr>
<td></td>
<td>Students through Intermediate Zone</td>
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<tr>
<td></td>
<td>Blue to Entry Level Black</td>
</tr>
<tr>
<td></td>
<td><strong>Level III</strong></td>
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<td></td>
<td>Students through Advanced Zone</td>
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<td></td>
<td>All Terrain/ All Conditions</td>
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**Teaching Concepts**
- Can identify the components of different teaching concepts and models including:
  - Teaching Model
  - Teaching Cycle
  - Maslow’s Hierarchy of needs
- Able to differentiate how the student makeup can influence the application of different phases of the teaching cycle.
- Ability to compare how the instructors teaching methods aid students with different learning preferences.
- Ability to modify activities to aid the students in receiving and processing information.

**Skills Concept**
- Identify the skills concept and how each skill affects the action of the ski on the snow.
- Explain the interdependent relationship between the skills and balance.
- Relate common body movements to specific ski performance outcomes.
- Evaluate how tactical choices affect skill blends in a variety of conditions.
- Compare the dual role of balance as both a source for, and a result of, effective and efficient movement.

**Equipment**
- Categorize the basic options and benefits of modern ski and boot designs.
  - Identify how a customer’s boots and skis should fit.
- Describe changes in equipment needs as students’ progress through the Beginner/Novice zone and Intermediate zones.
- Compare benefits of different equipment designs based on desired outcome, gender and age.
- Explain changing equipment needs and options as skiers move through the Intermediate and Advanced ability zones.
- Make specific equipment recommendations for the needs of individuals based on intended outcome, performance, application, age, gender and safety.
<table>
<thead>
<tr>
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<th>Specific Requirements</th>
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</thead>
<tbody>
<tr>
<td><strong>Categories</strong></td>
<td><strong>Specifics at Level of Certification</strong></td>
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</table>

| **Physics of Skiing** | Identify how the basic physics concepts and terminology found in the Alpine Technical Manual apply to skiing fundamentals in beginner zone applications. | Explain the forces that are created through ski/snow interaction and their effect on turning relative to intermediate zone applications. | Identify how the physics of skiing and specific body movements combine to affect a student’s ability to shape turns, manage speed, and remain in balance on various types of terrain and in a variety of conditions. |
| **Biomechanics**      | Understand how stance and basic body movements relate to the fundamentals of skiing in beginner zone applications. | Understand how stance effects the ability to move, and how efficient movements within the body produce specific outcomes in skiing. | Understand how the body moves simultaneously in all three planes to develop specific outcomes and manage the forces related to skiing. |
| **Turn Mechanics**    | Identify the different phases of a turn and how the skills are applied in each phase of the turn in beginner zone applications. | Identify how body performance can affect each of the skills during each phase of the turn, as well as how the skills evolve from one turn to the next. | Accurately describe how tactics and body performance affect the skills and resulting ski performance in each phase of the turn and from turn to turn. |
| **Industry Knowledge**| Identify typical needs and challenges guests experience who are new to the sport. Show a basic working understanding of good guest service and how to incorporate this in the lesson plan. Reference specific characteristics of candidate’s home resort that impact snow sports education. | Understand the current events affecting the snow sports industry at both the candidate’s home resort and within their division. Explain how PSIA certification & education can have a positive impact on resort operations. | Exhibit a broad understanding of the snow sports industry both regionally and nationally. Explain how PSIA certification & education can have a positive impact on resort operations. Describe specific trends in technology, education, marketing and present economy that have an impact on skier participation and retention. |
The Americans with Disabilities Act (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 PSIA-E 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 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 Successful Completion.

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 appropriate accuracy and clarity.

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