The Professional Ski Instructors of America
Eastern Division

Alpine
Exam Guide

Revised November 2018
Professional Development 2
Introduction 3
What are National Standards? 3
Exam Preparation 4
Membership Level: Certified Level I 5
The Level I Exam Process 6
The Level I Assessment: What to Expect 6
Membership Level: Certified Level II 8
The Level II Exam Process 9
Level II Online Professional Knowledge Exam 9
Level II Suggested Prep Courses 10
Level II Skiing Assessment: What to Expect 10
Description of Skiing Tasks 12
Level II Teaching Assessment: What to Expect 15
Description of Teaching Modules 16
Membership Level: Certified Level III 18
The Level III Exam Process 18
Level III Online Professional Knowledge Exam 18
Level II Skiing Assessment: What to Expect 20
Description of Skiing Tasks 21
Level III Teaching Assessment: What to Expect 25
Description of Teaching Modules 26
Alpine Certification Ladder 31
PSIA National Standards for all Certification Levels 32
Americans with Disabilities Act (A.D.A) 43
Alpine Skiing Scorecard 44
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.

### 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 by the first day of the exam.
- 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.
- Successfully complete the Level I e-Learning Course.
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 full 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

At this exam you will be expected to understand and teach students who are in the Green or Novice Zone.

Candidates should bring activities that they use at your home mountain when teaching students in this zone and be able to share and lead the group through them.
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.

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.

**Flat Terrain Movements**
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.

**Novice Zone Terrain Skiing Tasks**
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.

Some experience in gates and Terrain Park will also enhance your skill base.

**Level I Teaching Evaluation**

- Address a student profile, developing a teaching plan for a Novice Zone skier with a specific guest profile, background and students desired outcome.
- Provide activities to lead the student toward development of Fundamental Movements.
- In front of group, demonstrate awareness of a basic teaching process (i.e. introduce and activity, develop that activity, offer feedback and summarize).

**Level I Professional Knowledge Evaluation**

- Identify how your lesson activities relate to the development of the five fundamentals (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.

Here are examples of different student profiles. What series of activates can you coach your students to help them develop the fundamental movements to necessary to ski a basic parallel turn. 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 some equipment 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 a new pair of skis that are 160cm in length, which she has brought to the lesson.

---

**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.
- Be current in continuing education credits – preferably with event that will help prepare candidate for exam
- 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:

- Before taking the skiing or teaching parts of the exam, the candidate must successfully complete the online Professional Knowledge Exam with a minimum of 70%
- Attain Children’s Specialist 1 Professional designation prior to the Teaching Exam
- Successfully complete all three Skiing Performance Areas
  - Mountain Skiing
  - Skiing at Skill Level
  - Agility/Versatility
- Successfully complete both Teaching Modules
  - Movement Assessment and Teaching
  - Creative Teaching
- A skiing or teaching clinic is recommended to help candidate prepare for exam but is NOT required.

Important: After taking the online Professional Knowledge part of the exam, candidates have some options as to what courses they take. You may go the traditional route and start with the Skiing Exam. However, if you want to take the Teaching part of the exam first, you must take the CS1 before attending that exam. In the first attempt of either the skiing or teaching, the candidate must take the whole exam. 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 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 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.
Suggested Educational Events for Preparation of Level II Certification

**For the Skiing Exam**

These courses are designed to help the candidate in one or more of the following areas:
- Develop the candidates personal skiing improvement
- Explore and develop understanding of the Fundamental Mechanics of skiing.
- Prepare and understand key aspects of exam skiing tasks that may be present a Level II certification event.

Suggested events include:
- Skiing Improvement Level 100
- Mogul Series
- Exam Prep – Level II Skiing
- Race Event
- Alpine Level II College
- Level II Junior College
- Snow Pro Jam (Skiing Exam Prep Focus)

**For the Teaching Exam**

These courses are designed to help the candidate become better at the teaching part of the exam and give the 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.

Suggested Events Include:
- Exam Prep – Level II Teaching
- Movement Analysis 101
- Practical Teaching
- Snow Pro Jam (Teaching Exam Prep)
- Children’s Specialist 1 (Required)

---

**The Level II Skiing Assessment - What to Expect**

**One-Day and Two-Day Level II Skiing Exam**

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 the day, 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
For candidates who are enrolled in the Two-Day exam, 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.

If You Have Signed Up For a One Day or a Two Day Skiing Assessment, Be At the Area By 8:00 A.M.

Results for the Two-Day Level II Skiing Assessment
For the Two-Day exam, 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.

Results for the One-Day Level II Skiing Assessment
For the One-Day exam, the scoring is the same as the Two-day exam, except that the candidate has just 2 evaluators, one for the morning session, and one for the afternoon session. Both evaluators must agree that the exam candidate has met the National Level II Standard to be successful. The candidate will receive one scorecard with the results from the evaluation.

Reassessments
If an exam candidate is successful in one or more performance areas, but not all of the performance areas, that candidate may attend a skiing reassessment for the performance area(s) 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.

The element(s) of the National Standards:
1. Essential Elements were not observed or not present.
2. Essential elements are beginning to appear.
3. Essential elements appear, but not with consistency.
4. Essential elements appear regularly, at a satisfactory level.
5. Essential elements appear frequently, above required level.
6. Essential elements appear continuously, at a superior level.
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.

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.

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.

Skiing tasks are listed as Assessment Activities and Assessment Criteria.

The Assessment Activities generally describe the task by explaining what terrain it is performed on, the speed, width and length of the area it may be assessed on.

The Assessment Criteria gives specific points on what the skis and body should be doing in order for the activity to be performed correctly.

**Level II Assessment Activities**

**Wedge Turn:** Slow speed turns on novice pitched terrain. Feet are hip to shoulder width apart with ski tips closer together than tails of skis. Skis are on opposing edges the entire time skier is connecting turns on novice terrain.  **Wedge Turn Video**

**Assessment Criteria:**
- Skis stay on opposing edges through all turn phases.
- Wedge remains relatively the same size during the entire run and feet should be roughly hip to shoulder width.
- Skis are guided through round turns with steering from the feet and legs.
- Joint use allows skier to direct pressure along length of skis.
- Pressure is directed towards the outside ski.
**Wedge Christie:** Performed on green or easy blue terrain at novice zone speeds. At turn entry, both skis are released, but edge change occurs at different rates. As the skis begin to turn down the hill, this differing rate of edge change leaves the skis on opposing edges. As the turn develops, the inside ski will flatten, returning the skis to corresponding edges, allowing the skis to become parallel. The timing of the inside ski edge change will determine the location at which the skis become parallel and may occur at different locations throughout the turn depending on terrain, speed, and student confidence level. [Wedge Christy Video](#)  [Advanced Wedge Christie Video](#)

**Assessment Criteria:**
- Convergence of the skis occurs as the new outside ski is able to be steered faster than the new inside ski. The skis should NOT be pushed or stemmed into a wedge.
- A skidded arc is accomplished with the turning of the leg, separate from the upper body.
- At turn initiation, the COM moves towards the apex of the new turn, NOT to the outside of the turn.
- Turning or rotation of skis is progressive rather than abrupt and originating from the feet and legs.
- The pivot point of the skis is under the foot.
- Feet should remain hip width or slightly wider and equidistance apart throughout the entire turn.

**Basic Parallel:** On intermediate or easy black terrain, skis are guided through a skidded arc, staying the same distance apart. A functional pole touch, and an appropriate blend of fundamentals for an intermediate level skier is used. [Basic Parallel Video](#)

**Assessment Criteria:**
- Skis remain same distance apart at all parts of the turn.
- Both skis edges are released at the same rate and remain on corresponding edges through all turn phases. The skis turn at similar rate to maintain parallel ski relationship.
- Steering of the skis and turning comes from the leg rotation separate from the upper body.
- Turning is primarily accomplished through steering.
- Pressure should be directed towards the outside ski and the relationship of COM to the base of support should be maintained to direct pressure towards the center of the skis.
- Pole swing and touch should be directed roughly towards apex of new turn and should assist the release of old and engagement of new turns.

**Basic Leapers:** Medium radius, open parallel turns on intermediate terrain with moderate speed. The skier leaps through the transition from one turn to the next turn. The skis should take off from, and land in a medium radius turn path. [Dynamic Medium Radius Leapers Video](#)

**Assessment Criteria:**
- The leap is performed from extension movements with both skis coming off the snow at the same time and landing back on the snow at the same time.
- The direction of the leap should be towards the start of the next turn.
- Edge change occurs while in the air.
  - Joints flex to absorb energy when landing and allow skier to control relationship of COM in relationship to the base of support.

**Lane Changes:** On intermediate terrain using the width of approximately two groomers. Starting with a pre-assigned number of short turns, with the last turn entering a medium radius turn. This medium turn should bring the skier across the hill to the next lane where short turns are again
started. This is frequently performed with 5 short turns – one medium lane change – back to 5 short turns.  

L2 Lane Change Video

Assessment Criteria:

• Short turns should have consistent shape and radius.
• Lane change should be distinct and of obvious difference in radius to the short turns.
• Medium turn going across hill must have shape and not be a traverse.
• Going from medium back to short turns should have grip and shape above the fall line.
• The timing and intensity of movements should be adjusted appropriately for the different turn shapes.
• The first short turn in each lane should be short, not medium

Skate Down the Fall Line:  Skating is performed down a consistent fall line on gentle, novice terrain for approximately 20-50 yards. Each skating movement should provide propulsion.

Assessment Criteria:  Skating in Fall Line Video

• Skier should be able to roll ski to inside edge to engage ski from lower body movements.  Skier moves off an engaged ski.
• Body should move forward towards the direction of the new gliding ski.
• The gliding ski should be kept close to the fall line.
• Skis should remain with tips farther apart than tails.
• Upper body should remain facing down the fall line.
• The skier should propel forward from glide ski to glide ski to maintain the relationship of the COM with the base of support.

Basic Parallel turns No Poles: Basic Parallel turns are performed with no pole swing or touch. Poles are usually held halfway between ski pole handle and ski pole basket, so poles cannot be dragged on snow. Performed on Blue, or easy Black terrain. Basic Parallel No Poles Video

Assessment Criteria:

• It is evident that turn shape comes from the legs turning under a stable upper body. Refer to assessment criteria in Open Parallel Turns disregarding the pole use criteria.
• Balance should be maintained without the aid of the poles.

Railroad Tracks: Performed on novice terrain using a narrow corridor approximately the width of one groomer. Skier uses the sidecut of skis to perform pure carving, with no skidding while moving from one set of edges to the other. Railroad Track Video

Assessment Criteria:

• Tipping movements start in the boots and small movements originate from the feet. As speed and turn shape increase, more joints progressively become involved in edging, including knees, legs and hips.
• Skis are tipped simultaneously and sidecut engages as skis travel forward along their length.
• Turning comes from sidecut of the ski and develops a natural arc with the tail following the exact path as the tip leaving two clean arcs in the snow.
• Pressure is directed from outside ski to outside ski.

Stem Turn: At turn initiation uphill ski is moved uphill (stem) as the skier directs pressure towards it, placing the skis in a converging relationship. As turn develops the inside ski is stepped or slid back into a parallel relationship with outside ski to finish turn in parallel relationship. This task is done to show the skier’s versatility and agility to cut off the top of turn to negotiate difficult terrain
like a skinny narrow line or to help students negotiate terrain when a pure round turn could be difficult. Stem Turn Video

**Assessment Criteria:**
- Skier is able to stem the ski with movements of the lower body. This is accomplished with new outside foot and leg moving, not from moving the COM uphill to step or brush the ski.
- Old outside ski is released as it is in a wedge turn, with the COM moving toward new turn.
- Skier is able to brush or step the inside ski into parallel relationship at end of turn.

**Straight Run to Hockey Stop:**  Straight run 5-8 ski lengths to a pivot of skis into a vertical sideslip 3-4 ski lengths down the fall line to an edge set which has a corresponding pole plant. The skier should then hold this stopped position, without movement, for a count of 3. *Need to be able to do this task by pivoting right to a stop and also pivoting to the left. Straight Run to Hockey stop Video

**Assessment Criteria:**
- Feet should remain in a 1 ski length corridor.
- Skis should remain parallel from start to finish.
- Joints are flexed to manage pressure from foot to foot and to control pressure along length of skis.
- Leg rotation is used to rotate skis to transition from straight run to side slip from under the feet.
- Edge set should be crisp, timed with a pole touch and have little lateral deviation both before and after the stop.
- The pole touch should occur by the skier moving towards the touch as they flex to absorb the pressure from stopping. The pole touch should not be reached for.
- Skier holds the pole touch for 3 seconds without losing balance or drifting back or forward.

**Bumps:** Intermediate terrain bumps with linked rhythmical turns. L2 Bumps (First half of video only)

**Assessment Criteria:**
- Speed is controlled and maintained.
- Shape of turn is made with skis turning more than upper body.
- Upper body remains stable with little effect from lower body movements.
- Ski/Snow contact is maintained through progressive flexion and extension of ankles, knees and hips.

---

The Level II Teaching Assessment - What to Expect

**Registration 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 in each module, to demonstrate his/her teaching knowledge and experience:

- Through *developmental* and *experiential* 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. Scoring for the Teaching Modules is done on a 1-6 scale with 6 being the highest.

Candidates will be required to meet the Level II Standard in all modules to be successful. The candidate will also receive four continuing education credits for each module they are successful. 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 Movement Assessment & Teaching module on first exam attempt, but was not successful in the Creative Teaching module. 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 and candidates should be aware of when and where their teaching module is scheduled.

---

**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.

**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.

**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 five fundamentals 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. Before taking the skiing or teaching parts of the exam, the candidate must successfully score 70% or greater on the professional knowledge online exam
2. Candidates must attend one prerequisite from the list below.
3. Be successful in all three performance areas in the Skiing exam.
4. Be successful in both on snow teaching modules. These are Creative Teaching and Movement Assessment and Teaching.
5. Successfully achieve the Children’s Specialist 2 designation OR pass the Children and Youth module

**Important:** After taking the online Professional Knowledge part of the exam, candidates may take either the Skiing part of the exam or the Teaching part of the exam first. In the first attempt of either the skiing or teaching, the candidate must take the whole exam. **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.

**Level III Skiing or Teaching Prerequisites**

Level III Exam candidates are required to take **one exam prerequisite course only**. Candidates 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 the season in which it was taken and the following two seasons.

**Level III Exam –Acceptable Skiing Prerequisites Events:**

These courses are designed to help the candidate in one or more of the following areas:

- Develop the candidates personal skiing improvement
- Explore and develop understanding of the Fundamental Mechanics of skiing.
- Prepare and understand key aspects of exam skiing tasks that may be present a Level III certification event.

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

- Master Series Skiing
- Race Clinic
- Level 3 Exam Prep – Skiing
- Snow Pro Jam Level 3 Exam Prep
- Gateway to Dynamic Skiing
- Advanced Bumps

**Level III Exam – Acceptable Teaching Prerequisites Events:**

These courses are designed to help the candidate become better at the teaching part of the exam and gives the 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 events to meet the requirements of the Level III Exam prerequisite.

- Coaching High End Skiing
- Movement Analysis 201
- Level 3 Exam Prep – Teaching
- Children’s Specialist 2
- Freestyle Specialist 2
- Snow Pro Jam Level 3 Exam Prep
- Stance and Alignment

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. Candidates are evaluated on their skiing. The Examiner will give a clear concise explanation of the skiing tasks which are referenced in this guide. 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.

<table>
<thead>
<tr>
<th>The element(s) of the National Standards:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Essential Elements were not observed or not present.</td>
</tr>
<tr>
<td>2. Essential elements are beginning to appear.</td>
</tr>
<tr>
<td>3. Essential elements appear, but not with consistency.</td>
</tr>
<tr>
<td>4. Essential elements appear regularly, at a satisfactory level.</td>
</tr>
<tr>
<td>5. Essential elements appear frequently, above required level.</td>
</tr>
<tr>
<td>6. Essential elements appear continuously, at a superior level.</td>
</tr>
</tbody>
</table>

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.

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.

Skiing tasks are listed as *Assessment Activities and Assessment Criteria*.

The Assessment Activities generally describe the task by explaining what terrain it is performed on, the speed, width and length of the area it may be assessed on.

The Assessment Criteria gives specific points on what the skis and body should be doing in order for the activity to be performed correctly.

**Level III Assessment Activities**

*Pivot-slips:* On groomed, advanced terrain, the skis are turned from right to left and left to right with leg rotation primarily from the hip socket – Skier performs these pivots as the skis slip down the fall line. [Pivot Slip Video](#)

**Assessment Criteria:**

- The skier releases the edges simultaneously.
- Stance width allows for the inside ski to be steered.
- The skier uses leg rotation to turn the skis smoothly and continuously versus abruptly through the use 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.
• The skier is able to maintain a roughly 1 ski length corridor.
• A change in direction of the skis should not begin with a hop, up-weighting, blocking pole touch or other influence other than a clean release and leg turning.

**Skate to shape to short turns:** On groomed intermediate terrain, forward oriented, diverging skating blends over distance to skating that provides turn shape and then to short turns

**Assessment Criteria:**
• The skier should show propulsive skating, blending to shaping, and then to short turns using about one third of the allotted space for each identifiable segment of the task.
• The tips of the skis should be farther apart than the tails when skating.
• The lifted ski should be level with the surface or slightly tip down and remain closely directed towards the fall line.
• 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.

**Lane Changes:** On intermediate or advanced terrain using the width of approximately three groomers. Starting with a pre-assigned number of performance short turns, with the last turn entering a medium radius turn. This medium turn should bring the skier across the center grommer width to the next lane where short turns are again started. This is frequently performed with 5 short turns – one medium lane change – back to 5 short turns. **L3 Lane Change**

**Assessment Criteria:**
• Short turns should have consistent shape and radius.
• Lane change should be distinct and of obvious difference in radius to the short turns.
• Medium turn going across hill must have shape and not be a traverse.
• The medium turn should carry energy across the fall line.
• Going from medium back to short turns should have grip and shape above the fall line.
• The timing and intensity of movements should be adjusted appropriately for the different turn shapes.
• The first turn in each lane should be short, not medium.

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

**Assessment Criteria:**
• The skier maintains proper alignment of body segments without tipping in or over rotating.
• The skis move primarily forward rather than sideways.
• Each step should move the skier inside of the existing arc.
• The skier maintains speed control by using diverging steps to get to, through and out of the fall line.
**Performance Short Radius Turns**: - 1 groomer width corridor on groomed intermediate or easy black terrain. The skier performs round, short turns utilizing ski design. Ski design and speed should provide energy that allows the skier to reach the edges of the corridor. [Performance Short Turns](#)

**Assessment Criteria:**
- 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.
- These are not fall line oriented, short swing turns.
- The skis are tipped and engaged 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 flexion and extension of all joints.
- The torso remains stable and disciplined.
- The stretching of the legs and the forward movement of the center of mass enables the skier to maintain pressure on the turning edges.
- The skis are steered back under the body through edge change.

**Simultaneous parallel hop turns**: Roughly one ski width corridor on advanced, groomed terrain. The skier hops in the air and the skis are pivoted in alternating directions while skis are off the ground. The skier leaps and pivots the skis in one direction while airborne and lands in a way that allows another leap and pivot. This process is continued for 10 – 15 hop turns. [Hop turns Video](#)

**Assessment Criteria:**
- The skis leave and land on the snow at the same time.
- The pivot point is the center of the skis with equal turning of the tips and tails vs. the tails moving farther or quicker.
- The skis are generally level with the snow surface.
- The skier uses leg extension rather than retracting the legs in order to have skis leave the snow surface.
- The skis are pivoted across the fall line enough to maintain speed control.
- Each hop immediately follows the landing, with no time taken to regain balance or prepare to leap.

**Railroad Tracks**: Performed on intermediate terrain using a narrow to medium corridor approximately the width of one to two groomers. Skier uses the sidecut of skis and appropriate movements to perform pure carving with no skidding to a radius inside that provided by their equipment.

**Assessment Criteria:**
- Skier must be able to bend the ski, not just ride the sidecut.
- Tipping movements start in the boots and small movements originate from the feet. As speed and turning forces increase, the skier’s body moves to the inside of the turn, then, as these forces are released, out of the turn and into the next.
- Balance and correct alignment of the body segments is maintained to allow the skier to direct pressure to the outside ski.
- Skis are tipped simultaneously and sidecut engages as skis travel forward along their length.
- Turning comes from sidecut and bending of the ski leaving two clean arcs in the snow.
**Pain in the S:** Short radius turns are made on a long radius turn path on advanced, groomed terrain. Work to keep the same level of ski design involvement no matter where the turns are in relation to the fall line. *Pain in the S Video*

**Assessment Criteria:**
- The tops and bottoms of turns should be round, not pushed.
- The bottom of the turns should not be edge sets or jammed.
- It should take several turns to get to, though, and out of the fall line.
- Appropriate blend of fundamentals should be used to maintain ski performance throughout all short turns.

**Skiing on One Ski:** This task may be varied based upon terrain, conditions and other factors. The skier may be asked to keep one ski off the snow through a series of turns, or may be asked to repeatedly lift a ski in the same portion of a turn. *Skiing on One Ski Video*

**Assessment Criteria:**
- 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 while maintaining fore / aft and lateral balance.
- The lifted ski should be level or slightly tip down.
- Shape of the turns should be round. These are indicators of an accurate COM (fore-aft and lateral balancing skills).
- A light dragging of the pole is acceptable; however, the pole usage should not be used to significantly impact balance.
- Turning should be accomplished by a turning of the leg, separate from the upper body.
- The ski should not be pushed into a turn.
- Tipping movements should begin in the feet and legs.

**Hop to Short:** Skier performs this activity on advanced terrain in a corridor one groomer width wide in a variety of potential conditions. This activity starts with a hop, landing with the skis in or near the fall line and ends with a shaping of a short radius turn. *Hop to Short*

**Assessment Criteria:**
- Direct hop at start of turn, through leg extension, towards apex of new turn.
- Skis are guided in the air towards the apex of the new turn.
- Skis land on the snow close to the fall line.
- Joints flex to absorb energy, allowing the skier to land in balance so they can immediately begin shaping the turn.
- Skis continue to shape the turn and control speed through leg rotation.

**Leapers:** Medium radius, dynamic turns on groomed, advanced terrain with moderate speed. The skier leaps through the transition from one turn to the next turn. The skis should take off from and land in a medium to long radius turn path. *Leapers*

**Assessment Criteria:**
- The leap is performed from extension movements with both skis coming off the snow at the same time and landing back on the snow at the same time.
- The direction of the leap should be towards the start of the next turn.
- Edge change occurs while in the air.
- Joints flex to absorb energy when landing and allow skier to control relationship of COM in relationship to the base of support.
- Lateral movements should be appropriate to the lateral forces generated upon landing, allowing the skier to direct pressure to the outside ski.

**Outside Ski Turns**: On intermediate or easy black terrain, the skier performs medium to long radius dynamic turns balancing against the outside ski from initiation through the shaping/control phase of the turn. The skier switches skis just prior to edge change, and glides on the uphill edge of the new outside ski for 1 ski length before changing edges. The turn shape is relatively round and speed is consistent throughout the task. **Outside Ski Turns**

**Assessment Criteria:**
- 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 and is able to glide on this edge for approximately 1 ski length.
- 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 shows appropriate edging and pressure control movements as they flatten and change edges into the turn.
- The skier shows control of the ski's rotation and the tail of the ski follows the path of the tip as pressure builds against the inside edge and carving begins again.

**Tuck turns**: In a corridor the width of one to two groomers, on intermediate terrain, Short to medium radius turns done from a medium or high tuck, reaching the skis to the edges of the pre-defined corridor.

**Assessment Criteria:**
- The legs should extend as they reach for the edges of the corridor and retract as they come back towards the middle. The skier can stretch and bend the legs in tuck turns without vertical movement of the torso.
- The skier is able to maintain the relationship of the COM to the BOS to actively direct pressure along the length of the skis while in a tuck.
- The skier is able to use tipping movements in the feet and legs to provide edge angle while in a tuck.
- The skier is able to utilize turning of the legs, separate from the upper body while in a tuck.

---

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

Registration 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, in each module, to demonstrate his/her teaching knowledge and experience:

- Through *developmental* and *experiential* 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.

Candidates will be required to meet the Level III Standard in all three teaching modules (if the person chooses to take the Children’s and Youth module instead of CS2) 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 Movement Assessment & Teaching module on first exam attempt, but was not successful in the Creative Teaching module. 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 and candidates should be aware of when and where their teaching module is scheduled.

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. Scoring for the Teaching Modules is done on a 1-6 scale with 6 being the highest.

<table>
<thead>
<tr>
<th>The element(s) of the National Standards:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Essential Elements were not observed or not present.</td>
</tr>
<tr>
<td>2. Essential elements are beginning to appear.</td>
</tr>
<tr>
<td>3. Essential elements appear, but not with consistency.</td>
</tr>
<tr>
<td>4. Essential elements appear regularly, at a satisfactory level.</td>
</tr>
<tr>
<td>5. Essential elements appear frequently, above required level.</td>
</tr>
<tr>
<td>6. Essential elements appear continuously, at a superior level.</td>
</tr>
</tbody>
</table>

**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
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**

*Please Note: This module is not a requirement IF the candidate has taken and passed CS2.*

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.
PROFESSIONAL SKI INSTRUCTORS OF AMERICA
-EASTERN DIVISION-
THE ALPINE LADDER FROM REGISTERED TO EXAMINER

**REGISTERED MEMBER**
- Be at least 16 years of age at the time of application.
- Be an active employee of a recognized snowsports school that conducts regular programs for ski education and training.
- Must have completed at least 60 hours of attending and being rated.

**LEVEL I MEMBER**
- Be an active Registered Member of IFSA/SIA in good standing at the time of application for the Level I Exam.
- Must have completed at least 60 hours of attending and being rated, as approved by the Snowsports School Director.
- Complete the Level I Workbook prior to exam.
- Successfully pass a two-day Level I exam.

**LEVEL II MEMBER**
- Be an active Certified Member of IFSA/SIA in good standing at the time of application for the Level II Professional Knowledge Exam.
- Must have completed a minimum of 150 hours of teaching and being rated, as approved by the Snowsports School Director.
- Candidates must be current in continuous education credit, preferably with an event that will help prepare candidate for exam.

**ALPINE LEVEL II SKIING EXAM**
Candidate will be evaluated on the National Level II Standards. Evaluation will take place in the following areas:
- Skiing at Level I
- Mountain Skills and Agility/Versatility
- Each Performance Area a candidate is successful will be valid for the next level in continuous membership.

**CHILDREN'S SPECIALIST 1**
Successfully pass the Children's Specialist 1 course. This includes one petition on the appropriate workbook, score at least 90% on the course and pass the exam evaluation. Children's Specialist 1 professional designation will be valid for life based on continuous membership.

**ALPINE LEVEL II TEACHING EXAM**
Candidates will be evaluated on the National Level II Standards. Evaluation will take place in the following areas:
- Skiing at Level I
- Mountain Skills and Agility/Versatility
- Each Performance Area a candidate is successful will be valid for the next level in continuous membership.

**ALPINE LEVEL III SKIING EXAM**
Candidate will be evaluated on the National Level III Standards. Evaluation will take place in the following areas:
- Skiing at Level II
- Mountain Skills and Agility/Versatility
- Each Performance Area a candidate is successful will be valid for the next level in continuous membership.

**ALPINE LEVEL III PRE-REQUISITE**
This candidate must complete the approved educational event to meet the requirements of the Level III Skiing/Teaching Pre-requisite. The highest level attained in the candidate's pre-requisite is highest level attained and the following two seasons.

**ALPINE LEVEL III TEACHING EXAM**
Candidates will be evaluated on the National Level III Standards. Evaluation will take place in the following areas:
- Skiing at Level II
- Mountain Skills and Agility/ Versatility
- Each Performance Area a candidate is successful will be valid for the next level in continuous membership.

**ONLINE PROFESSIONAL KNOWLEDGE EXAM MUST BE TAKEN AS FIRST STEP IN THE CERTIFICATION PROCESS**
Pass the Level II Online Exam with a score of 75% or higher. Members will have two attempts per session to pass exam. Exam scores will be valid for life based on continuous membership.

**ONLINE PROFESSIONAL KNOWLEDGE EXAM MUST BE TAKEN AS FIRST STEP IN THE CERTIFICATION PROCESS**
Pass the Level III Online Exam with a score of 75% or higher. Members will have two attempts per session to pass exam. Exam scores will be valid for life based on continuous membership.

**ALPINE EDUCATION STAFF**
- Alpine Development Team
  - **TRYOUTS**
    - 2-day competitive exam that tests ski and coaching skills.
    - Success candidates:
      - At least 10 years on snow
      - Minimum 800 days
      - Undergraduate minimum of 30 days
      - Fulfill requirements of 2nd year coach
  
- Alpine Examiner Training Squad
  - ETS members are chosen at the end of the season. ETS Team members have typically trained for at least 5 seasons and have must all recommend receive a letter of recommendation for the exam.
  - Success candidates:
    - At least 1 year of ETS training as well as ETS training during the season.
    - At least 250 days of travel at various events.
    - Minimum four years as ETS member.
    - At least Level II and Level III exam for practice scoring and compare to scores with the training team.

- Alpine Examiner
  - ETS members who have completed all apprenticeship requirements and have successfully demonstrated the ability to be fair and unbiased are eligible to examine.

**ADVANCED CHILDREN'S EDUCATOR**
- **TRYOUTS**
  - 2-day competitive exam to score children's specific skills.
  - Success candidates:
    - At least 1 year of training
    - At least a minimum of 16 days each season
    - Undergraduate placement
    - Full-time requirements of ACE Team coach

**WORKING TO INSPIRE A LIFE-LONG PASSION FOR SNOWSPORTS!**
National Standards: Level One, Level Two, Level Three

Alpine Contributors and Developers:

Brian Smith      Eastern
Christine Baker  Northern Rocky Mountain
Corby Egan       Intermountain
Dave Beckwith    Eastern
Doug Daniels     Eastern
Dustin Cooper    Intermountain
Elianne Furtney  Western
Finlay Torrance  Western
Heidi Ettlinger  Western
James Zolber     Northern Intermountain
Jeb Boyd         Eastern
Jennifer Simpson Central
John Wiltgen     Rocky Mountain
Jonathan Ballou  Rocky Mountain
Kris Agnew       Central
Lane McLaughlin  Northwest
Mathew Wendell   Alaska
Mike Hafer       Western
Paul Franzeim    Intermountain
Pete Howard      Eastern
Rick Lyons       Northwest
Rob Sogard       Intermountain
Robert Martin    Alaska
Ron Kipp         Intermountain
Stephen Helfenbein Intermountain
Steve Hill       Northern Rocky Mountain
Weylin Barrett   Northern Intermountain

© ASEA and ASEA-EF 2014

Updated Jan 1, 2014
© ASEA and ASEA-EF 2014
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>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Level I</strong></td>
<td><strong>Level II</strong></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>
<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>- Ski in control using a “rounded” turn shape at intermediate zone speeds.</td>
<td>Ski in control using a consistent, round turn shape at advanced zone speeds.</td>
</tr>
<tr>
<td>Accuracy</td>
<td>Consistency</td>
</tr>
<tr>
<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>
<td>Fundamentals are consistently present through all tasks and all phases of a parallel turn, and through a series of rhythmic and controlled turns.</td>
</tr>
<tr>
<td>Ability to vary rate and timing of multiple fundamentals, to adapt ski performance outcomes as defined by the task or situation.</td>
<td>Ability to vary rate and timing, and blend all fundamentals on demand, with regard to tactical considerations for any defined ski performance outcome.</td>
</tr>
</tbody>
</table>
## Category B: Teaching

### Fundamentals

Fundamental areas of TEACHING application as related to all skier zones.

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

### Differentiating Applications

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>Categories</th>
<th>Specific Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Level I</strong></td>
</tr>
<tr>
<td></td>
<td>Students in Beginner</td>
</tr>
<tr>
<td></td>
<td>Zone</td>
</tr>
<tr>
<td></td>
<td>All Green/ Groomed</td>
</tr>
<tr>
<td></td>
<td>Blue</td>
</tr>
<tr>
<td>Safety</td>
<td>As Required Through</td>
</tr>
<tr>
<td></td>
<td>Beginner Zone</td>
</tr>
<tr>
<td>Communication</td>
<td>Directions are clearly</td>
</tr>
<tr>
<td></td>
<td>stated as they relate</td>
</tr>
<tr>
<td></td>
<td>to general beginner</td>
</tr>
<tr>
<td></td>
<td>zone outcomes.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Individualized</td>
</tr>
<tr>
<td></td>
<td>application may be</td>
</tr>
<tr>
<td></td>
<td>limited by level of</td>
</tr>
<tr>
<td></td>
<td>experience.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Movement Analysis</td>
<td><strong>Observe</strong> and</td>
</tr>
<tr>
<td></td>
<td>describe the skiing</td>
</tr>
<tr>
<td></td>
<td>fundamentals (identified</td>
</tr>
<tr>
<td></td>
<td>in the skiing national</td>
</tr>
<tr>
<td></td>
<td>standards) as performed</td>
</tr>
<tr>
<td></td>
<td>in beginner zone tasks and</td>
</tr>
<tr>
<td></td>
<td>situations.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Teaching Categories</td>
<td>Specific Requirements</td>
</tr>
<tr>
<td>---------------------</td>
<td>-----------------------</td>
</tr>
<tr>
<td><strong>Level I</strong></td>
<td><strong>Level II</strong></td>
</tr>
<tr>
<td>Students in Beginner Zone</td>
<td>Students through Intermediate Zone</td>
</tr>
<tr>
<td>All Green/ Groomed Blue</td>
<td>Blue to Entry Level Black</td>
</tr>
<tr>
<td><strong>Level III</strong></td>
<td></td>
</tr>
<tr>
<td>Students through Advanced Zone</td>
<td></td>
</tr>
<tr>
<td>All Terrain/ All Conditions</td>
<td></td>
</tr>
<tr>
<td><strong>Demonstration</strong></td>
<td></td>
</tr>
<tr>
<td>Demonstrate the skiing fundamentals relative to the desired action of the skis common for beginner zone tasks and turns.</td>
<td>Demonstrate the skiing fundamentals relative to the desired action of the skis for intermediate zone tasks and turns.</td>
</tr>
<tr>
<td>Demonstrate the common movements used to create the desired ski performance outcomes.</td>
<td>Demonstrate the common movements used to adjust/blend ski performance as requested.</td>
</tr>
<tr>
<td></td>
<td>Demonstrate versatility in adjusting movements and skill blend to affect ski performance as requested.</td>
</tr>
<tr>
<td>Categories</td>
<td>Specific Requirements</td>
</tr>
<tr>
<td>------------</td>
<td>-----------------------</td>
</tr>
<tr>
<td><strong>Teaching Application</strong></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</td>
<td>Specific Requirements</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Categories</td>
<td>Specific at Level of Certification</td>
</tr>
<tr>
<td></td>
<td>Level I</td>
</tr>
<tr>
<td></td>
<td>Students in Beginner Zone</td>
</tr>
<tr>
<td></td>
<td>All Green/ Groomed Blue</td>
</tr>
<tr>
<td>Teaching styles</td>
<td>“Command” and “task” styles are well organized and utilized to define content and practice time.</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>
</tr>
</thead>
<tbody>
<tr>
<td>Categories</td>
<td>Specifics at Level of Certification</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Level I</th>
<th>Level II</th>
<th>Level III</th>
</tr>
</thead>
<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</th>
<th>Specific Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Categories</td>
<td>Specifics at Level of Certification</td>
</tr>
<tr>
<td></td>
<td>Level I</td>
</tr>
<tr>
<td></td>
<td>Students in Beginner Zone</td>
</tr>
<tr>
<td></td>
<td>All Green/ Groomed Blue</td>
</tr>
<tr>
<td>Teaching Concepts</td>
<td>Can Identify the components of different teaching concepts and models including:</td>
</tr>
<tr>
<td></td>
<td>• Teaching Model</td>
</tr>
<tr>
<td></td>
<td>• Teaching Cycle</td>
</tr>
<tr>
<td></td>
<td>• Maslow’s Hierarchy of needs</td>
</tr>
<tr>
<td>Skills Concept</td>
<td>Identify the skills concept and how each skill affects the action of the ski on the snow.</td>
</tr>
<tr>
<td>Equipment</td>
<td>Categorize the basic options and benefits of modern ski and boot designs. Identify how a customer’s boots and skis should fit.</td>
</tr>
<tr>
<td>Professional Knowledge</td>
<td>Specific Requirements</td>
</tr>
<tr>
<td>-------------------------</td>
<td>-----------------------</td>
</tr>
<tr>
<td>Categories</td>
<td>Specifics at Level of Certification</td>
</tr>
</tbody>
</table>
|                         | **Level I**  
|                         | Students in Beginner 
|                         | Zone  
|                         | All Green/ Groomed 
|                         | Blue |
|                         | **Level II**  
|                         | Students through 
|                         | Intermediate Zone  
|                         | Blue to Entry Level 
|                         | Black |
|                         | **Level III**  
|                         | Students through Advanced 
|                         | Zone  
|                         | All Terrain/ All Conditions |

**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 operation.
- 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.
**Agility/Versatility**

Maintain / Attain

Must have combined score averaging 4 or higher.

<table>
<thead>
<tr>
<th>Task #</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Agility/Versatility Activities**

1. Lane Changes (L2)
2. Skate Down Fall Line (L2)
3. Straight Run to Hockey Stop (L2)
4. Step Christie (L2)
5. Leapers (L2, L3)
6. Railroad Tracks (L2, L3)
7. Parallel Turns No Poles (L2, L3)
8. Tuck Turns (L3)
9. Hop to Short (L3)
10. 1000 Steps (L3)
11. Simultaneous Parallel Hop Turns (L3)
12. Skate to Shape to Short Turn (L3)
13. Pain in the S (L3)
14. Outside Ski Turn (L3)
15. Pivot Slips (L3)
16. One Ski (L3)

---

**Mountain Skiing**

Maintain / Attain

Must have combined score averaging 4 or higher; must score 3 or above on all scored tasks.

<table>
<thead>
<tr>
<th>Task #</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Mountain Skiing Activities**

17. Free Run
18. Off Piste Variable Condition
19. Bumps
20. Short Radius Turns
21. Medium Radius Turns

---

**Skiing at Skill Level**

Maintain / Attain

Must have combined score averaging 4 or higher.

<table>
<thead>
<tr>
<th>Task #</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Skiing at Skill Level Activities**

22. Wedge Turns
23. Wedge Christie
24. Open Track Parallel
25. Performance Short Radius
26. Performance Medium Radius

---

**Comments**

The element(s) of the National Standards:

1. Essential Elements were not observed or not present.
2. Essential elements are beginning to appear.
3. Essential elements appear, but not with consistency.
4. Essential elements appear regularly, at a satisfactory level.
5. Essential elements appear frequently, above required level.
6. Essential elements appear continuously, at a superior level.

---

Rev. 11/2018
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.

PROFESSIONAL SKI INSTRUCTORS OF AMERICA
EASTERN DIVISION

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