The Professional Ski Instructors of America
Eastern Division

Alpine
Exam Guide

Revised November 2017
Professional Development

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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. 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 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.

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### Exam Preparation

**Getting Started**

You begin the path to certification by defining your vision or goal. It is essential to evaluate your current reality - your strengths and weaknesses relative to your vision and the national standards. Then with your trainer, develop a plan for getting to the ultimate goal. Having an ability to enjoy the process 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. Learn to use both successes and setbacks 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 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 extremely difficult.
- **Double Black Diamond**: trails are very challenging. Its slopes are exceptionally steep, coupled with other hazards such as strong exposure to winds, narrow terrain and other difficult conditions. Typically, double black diamond is rated as more than the 40 percent steep grade of the average black diamond trail slope, the ski level before it. This makes the double black diamond slope very steep and difficult to tackle.

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

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

- Be 16 years of age or older at time of application.
- Be an employee of a recognized snowsports school and have completed a minimum of 50 hours of combined in-house training and actual on-hill teaching, as approved 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 Workbook.

Certified Level I members must maintain their membership by obtaining a total of 12 Continuing Education Units (CEU) every two seasons (unsuccessful exam attempts do not count as continuing education) and by paying dues to the Association on an annual basis.

The Level I Exam Process

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

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

Day 1 - Registration begins at 8:00 A.M. Please be punctual.
- The first day of the event will be educational in nature and focus on the areas of need to meet the Level I National Standard by the end of the second day.
- A variety of skiing activities will take place on Green and Blue Terrain. Note: If the skill of all members of the group is sufficient to ski groomed black terrain, this may be done for educational purposes but not for exam scoring.
- This is a 2 day event – participants must attend both 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.
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.

Reference Maneuvers – Skiing at Skill Level

- Wedge Turns
- Wedge Christies – vary the turn radius, speed, terrain
- Open Parallel with pole usage

Flat Terrain Movements

Examples of some movements that will be expected include:
Side Stepping, walking around on flat terrain, herring bone, “Bull Fighter Turn.”

Possible Selected Skiing Tasks

- In a slow traverse; stop with a wedge.
- 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.
- In a slow traverse “walk out of the traverse”. Take little steps up the hill that result in stopping.
- In a slow traverse; go from both skis being edged then slowing flattening out the skis (releasing). This is sometimes referred to as Forward side slipping.
- On a near flat slope experiment with softly tipping the legs from side to side to make first parallel turns.
- On a nearly flat slope while in a wedge, show how increasing and decreasing edge angle while in a wedge causes an immediate direction change. This is often referred to as a Crab Walk.
- On a near flat slope, at a slow speed, do a straight run and hop both skis off the snow then land balanced.

Level I Teaching Evaluation

- Address a student profile, develop a teaching plan for a Novice Zone skier with a specific guest 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 an 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 activities 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.

- A 62-year-old man who is taking up skiing after a career as a tennis player. He has not been very active recently as his wife has been sick and he has been caring for her. What is the path you might take to get him to parallel? He is on a pair of 140 cm skis that he rented at the mountain.
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 approved 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 score 70% or greater on the professional knowledge online exam
- 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. 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 candidate’s 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:

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

**For the Teaching Exam**

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.

Suggested Events Include:

- Exam Prep – Level II Teaching
- Movement Analysis 101
- Practical Teaching
- Stance and Alignment
- Snow Pro Jam (Teaching Exam Prep)
- Alpine Level II Teaching College
The Level II Skiing Assessment - What To Expect

Day 1 – Registration begins at 8:00 A.M. Please be punctual.
Groups will consist of up to eight candidates. The candidates ski with two evaluators, one in the morning and one in the afternoon. During Day 1, candidates are evaluated on their skiing; a clear concise explanation will be given for all tasks and activities. Candidates will be asked to perform a variety of tasks, activities, and free runs with a focus or focuses. Candidates will be evaluated in these three performance areas in both the morning and afternoon session.

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

Day 2 - Be at the area by 8:00 A.M. Please be punctual.
On Day 2 of the Skiing Evaluation, candidates ski with one evaluator, for half a day. Candidates will be evaluated in the same three performance areas during the morning session.

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

Candidates will be required to meet the Level II Standard in all skiing performance areas to be successful. The candidate will receive continuing education credits regardless of outcome. Once the candidate has shown competency in any performance area, his/her success will be valid for life based on continuous active membership. If an exam candidate is successful in one or more performance area, that candidate may attend an exam reassessment for the skiing performance area they were not successful. For example, an exam candidate was successful in Agility/Versatility Performance Area on first exam attempt, but was not successful in the Skiing at Skill Level Performance Area. This candidate may attend an exam reassessment to be evaluated in the Skiing at Skill Level Performance Area only. These one day assessments will be given on day one of any Skiing Exam. Results will be recorded in the Eastern Office

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.

**Reference Maneuvers – Skiing at Skill Level**

- Wedge Turns
- Wedge Christies – vary the turn radius, speed, terrain
- Open Parallel – vary the turn radius

**Possible Selected Skiing Tasks – Mountain Skiing and Agility/Versatility**

- Skating/stepping/tracking maneuvers
- Free runs
- Short radius turns in fall line – maintain constant speed and radius
- Medium radius turns – maintain constant speed and radius
- Bumps – any intermediate terrain showing speed control and accuracy
- Lane change – five short turns, change on the 5th turn (width of a grooming lane)
- Straight run to hockey stop
- Skate down the fall line (on easy terrain)
- Stem Christies
- Rail Road Tracks
- Open parallel turns – No poles

Each task is accompanied by a phrase to help describe or define key aspects of the task and a “**What to Look For**” (WTLF) description to help clarify the appropriate movements.

**Basic Leapers** – Medium radius turns that begins with a hop. The edge change takes place in the air and speed is controlled with turn shape. Done at a modest speed on groomed blue terrain

**WTLF:** The center of mass remains over the feet when the skier leaves and lands on the snow; both skis come off the snow; leg rotation shapes the turns; turn shape controls the speed.

**Lane Changes:** The skier skis through a given number of short radius turns ending the last half of the last short turn with a medium turn finish which sends the skier out of that lane. The skier then makes the first half of a medium turn to enter the new lane of short radius turns. This process is repeated through a few lane changes.

**WTLF:** The skis move primarily through round turns. In general the tails of the skis follow the tips through the path of the whole turn. Speed is controlled primarily by the path the skis take and fore/aft and lateral balancing is appropriate and maintained throughout the run.

**Skate down the fall line:** (Novice zone terrain) Forward oriented diverging skating.

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

**Open Parallel** – Skis leave relatively defined arcs, skis remain the same distance apart, corresponding edges release and engage at the same time, pole usage is functional, turn shape controls speed.

**WTLF:** Legs turn consistently under a stable upper body/pelvis. Tipping movements come from the legs and are at the same rate/time. Subtle fore/aft adjustments keep the center of mass over the base of support. Alternately lengthening and shortening of the legs cause(s) the center of mass to move inside of the turn while directing balance to the outside ski.

**Open Parallel turns - no poles:** The skier is able to ski at open parallel skill level (open stance, two guided relatively defined arcs from above through and out of the fall line, skills are applied progressively and evenly through the turn.)

**WTLF:** Without the use of the poles the skier is able to engage and release the edges in one motion keeping the skis parallel through the turn connection/transition.

**Railroad Tracks:** Skier demonstrates strong ski performance (carving), progressive tipping movements with high edge angles in the fall-line and little to no skidding.

**WTLF:** Turn Shape is consistent and controls speed, skis turn primarily by being tipped and bent, skis bend most in the shaping phase, legs remain the same distance apart throughout the turn, skis leave two lines in the snow throughout the turn, skis are on the same edge angles throughout the turn, subtle fore/aft movements keeps center of mass over base of support, tipping comes from legs under stable body and inclination, inclination begins in the initiation phase, inclination increases during the shaping phase, inclination decreases during the finish phase, angulation helps to promote outside ski dominance, the turns rely primarily on the sidecut and are relatively shallow. Turns are performed on very gentle groomed green terrain.

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

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

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

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

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

**WTLF:** Fore/aft and vertical adjustments keep the center of mass over the base of support. Rotary movements come from legs under stable pelvis. Tipping comes from leg movements directing center of mass over inside ski.
**Wedge Turns** – Ski tips are turned towards each other to create wedge relationship. The tails are further apart than the tips. Skis bend from the center. Skis are on opposing edges, edges release at initiation (release means lessening of the grip). Size of wedge remains consistent through the turn. Turn shape controls speed.

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

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

Day 1 - Registration begins at 8:00 A.M. Please be punctual
Candidates will be divided into groups of five 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.

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

Description of Teaching Modules

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

- **Student Profile** – 18-year-old male, just started college, enjoys working out, wants to ski more challenging terrain.
- **Skill development description** – Intermediate skier, makes a mixture of stem Christie and up-unweighted parallel turns with a traverse between turns.

**Scoring Considerations for Creative Teaching Module**

1. **Power of the Transfer – Teaching Styles – Learning Modes (VAK)**
   This pertains to how well the selected images/activities/experiences address the chosen student profile while matching the needs of the group. The coaching should create a bridge from the experience/activity to the skiing movements to be learned.

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

3. **Group Handling Skills – (able to make age specific modifications)**
   This pertains to the way a candidate acts and reacts to given circumstances. This would include considerations such as:
   - Presents information in an interesting, creative way at the right time.
   - The ability to be student centered.
   - Demonstrates awareness and understanding of safety considerations (The Responsibility Code).
   - Modifies concepts to meet the needs of children as well as seniors.
   - Addresses performance frustrations, fear, and anxiety.
   - Leads group effectively in the alpine environment; includes making appropriate terrain choices.

4. **Communication Skills – Group Involvement – Personal Attention**
   This pertains to how a candidate shares ideas and information with others. This would include considerations such as:
   - Provides consistent, positively stated information at the right time and to the right person.
   - Provides information that is appropriately descriptive and prescriptive.
   - Gives clear, concise directives.
   - Demonstrates effective verbal and nonverbal communication.
   - Conducts discussions that involve everyone and create enthusiasm, excitement, and synergy.

**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 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 an active 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 approved 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 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:

- Before taking the skiing or teaching parts of the exam, the candidate must successfully score 70% or greater on the professional knowledge online exam
- Candidates must attend one prerequisite from the list below.
- 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
- 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 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. 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 II 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
- Spring Academy
- Level III Skiing College

**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
- Level III Teaching College
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 be evaluated in these three performance areas in both the morning and afternoon session.

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

Day 2 - Be at the area by 8:00 A.M. Please be punctual.
On Day 2 of the Skiing Evaluation, candidates ski with one evaluator, for half a day. Candidates will be evaluated in the same three performance areas during the morning session.

Results for Level III Skiing Evaluation
Scoring is done by three evaluators, two on the first day and one on the second day. The examiner will give a score between 1 (lowest) and 6 (highest) for each task in the performance area. The scores of the tasks within each performance area will be averaged, and the candidate will need to have an average of 4 or better to be successful in that performance area for that ½ day session. The exception is in the Mountain Skiing tasks. The candidate will still need an average score of 4 or higher, but no single score can be below a 3 for the candidate to be successful in the Mountain Skiing Performance Area. A sample scorecard is provided at the end for your reference. At least two evaluators must determine that the required standards have been met, based on the skiing category of the National Level III Skiing Standards. By mid-afternoon of Day 2, results will be posted.

Candidates will be required to meet the Level III Standard in all skiing performance areas to be successful. The candidate will receive continuing education credits regardless of outcome. Once the candidate has shown competency in any performance area, his/her success will be valid for life based on continuous active membership. If an exam candidate is successful in one or more performance area, that candidate may attend an exam reassessment for the skiing performance area they were not successful. For example, an exam candidate was successful in Agility/Versatility Performance Area on first exam attempt, but was not successful in the Skiing at Skill Level Performance Area. This candidate may attend an exam reassessment to be evaluated in the Skiing at Skill Level Performance Area only. These one day assessments will be given on day one of any Skiing Exam. Results will be recorded in the Eastern Office.
Description of Skiing Tasks

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

The 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.

Reference Maneuvers - Skiing at Skill Level

- Wedge Turns
- Wedge Christies – vary the turn radius, speed, terrain
- Open Parallel – vary the turn radius

Possible Selected Skiing Tasks – Mountain Skiing and Agility/Versatility

- Skating/stepping/tracking maneuvers
- Free Run
- Performance Short Radius
- Performance Medium Radius
- Bumps – Any bumps on the mountain
- Railroad Tracks
- Lane Changes
- Pain in the S
- Skate to Shape to Short
- Simultaneous Parallel Hop Turns
- Sequential Converging Hop Turns
- Pivot Slips
- 1000 Steps
- Tuck Turns
- One Ski
- Outside Ski Turns
Each task is accompanied by a phrase to help describe or define key aspects of the task and a “What to Look For” (WTLF) description to help clarify the appropriate movements.

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

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

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

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

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

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

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

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

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

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

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

**WTLF:** The skier maintains proper alignment of body segments without tipping in or over rotating. The skis move primarily forward rather than sideways. The skier maintains speed control by using diverging steps to get to, through, and out of the fall line.
**RR Tracks:** Equidistant parallel arced tracks through a series of turns.

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

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

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

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

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

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

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

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

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

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

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

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

**WTLF:** The skier should maintain timing, coordination and balance through a series of turns. The skier can display a controlled landing that’s in balance and on the inside edge of the outside ski. The skier can land on and jump off the outside ski in continuous motion rather than stalling or double pumping. The skis are turned across the fall line enough to maintain speed control. Pole use and timing supports continuous motion and balance.

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

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

Candidates will be divided into groups of five 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 teaching modules to be successful (Note: candidate with CS2 professional designation is exempt from the Children's and Youth module). The candidate will receive continuing education credits regardless of outcome. Once the candidate has shown competency in a teaching module, his/her success will be valid for life based on continuous active membership. 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. Results will be recorded in the Eastern Office.

Description of Teaching Modules

**Creative Teaching Module**

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

- **Student Profile** – 48-year-old female, athletic, works from home, raced in high school, kids are in college and she can ski more often. She wants to develop versatility.
- **Skill development description** – Advanced skier, skis parallel turns 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:

- 10-year-old boy in a season long program normally skis advanced zone blue and lower level black terrain. The day is cold and windy with firm conditions which causes him to revert to a power wedge. Share some ideas to manage the challenging conditions.
- 12-year-old girl, intermediate skier, skis blue trails frequently and black terrain on a good day. Wants to learn tricks in the park but has never been in the park before. 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.
**Level II Performance Area Skiting Tasks**

<table>
<thead>
<tr>
<th>Task</th>
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<th>Task</th>
</tr>
</thead>
</table>

**Skiling Fundamentals**

- 20. Oulide Slalom
- 19. One Ski
- 18. Tuck Turns
- 17. 3000 Steps
- 16. Pivot Step
- 15. Split/Parallelling Hop Turns
- 14. Simultaneous Parallelling Hop Turns
- 13. Slide to Slide or Short Turn
- 12. Perform Radius Turn
- 11. Perform Short Radius Turn
- 10. Pivot in the Side

**めためるのフレームワーク**

- 6. FACE: Fundamental
- 5. Skating: Basic Skills
- 4. Sliding: Basic Dynamics
- 3. Jumping: Basic Kinetics
- 2. Balance: Basic Control
- 1. Agility: Basic Versatility

**Comments**

6. Appears completely at a sufficient level.
5. Appears frequently, above required level.
4. Appears regularly, at an acceptable level.
3. Appears, but not with the necessary consistency.
1. Were not observed or is not present.

**The Elements of the National Standards**

1. Exam Assessment
2. Skiing Certification
3. PSLA/ASI - Eastern Division
PROFESSIONAL SKI INSTRUCTORS OF AMERICA  
*EASTERN DIVISION* 
THE ALPINE LADDER FROM REGISTERED TO EXAMINEE

**REGISTERED MEMBER**
- Be at least 15 years of age or older at the time of application.
- Be an active employee at a recognized tiepoint school that conducts a regular program of instructor education and training.
- Must have completed at least 20 hours of off-season training.

**LEVEL I MEMBER**
- Be a current Registered Member of PSAI-E in good standing at the time of application for the Level I Exam.
- Must have completed at least 20 hours of off-season training, as approved by the Snowsports School Director.
- Complete the Level I Workshop prior to exam.
- Successfully pass a freestyle or snowpack exam.

**LEVEL II MEMBER**
- Be a current Level I Member of PSAI-E in good standing at the time of application for the Level II Professional Knowledge Exam.
- Must have completed the recommended number of 150 hours of off-season training as approved by the Snowsports School Director.
- Candidate must be current in continuing education credit, preferably with an event that will help prepare candidate for exam.

**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 must have two attempts per season to pass exam.
- Exam scores will be valid for life based on continuous membership.

**ALPINE LEVEL II SKIING EXAM**
- Candidate will be evaluated on the National Level I Standard. Evaluation will take place in three Performance Areas: Skillex, Off-Ski, and Freestyle.
- Freestyle examiner is selected by each Performance Area for ski instructors.
- Acceptance will result in the creation of a profile for future certification.
- Exam will be valid for life based on continuous membership.

**CHILDREN’S SPECIALIST 1 TEACHING EXAM**
- Successfully pass the Children’s Specialist I Course. This includes completion of the appropriate modules, a course evaluation, a course exam, and a program evaluation.
- Candidate’s status will be confirmed and the examination will be valid for life based on continuous membership.

**ALPINE LEVEL II TEACHING EXAM**
- Candidate will be evaluated on the National Level II Standard. Evaluation will take place in two Performance Areas: Children’s Specialist I and Level II Teaching.
- Freestyle examiner is selected by each Performance Area for ski instructors.
- Acceptance will result in the creation of a profile for future certification.
- Exam will be valid for life based on continuous membership.

**LEVEL III MEMBER**
- Be a current Level II Member of PSAI-E in good standing at the time of application for the Level III Professional Knowledge Exam.
- Must have completed the recommended number of 350 hours of off-season training, of which ideally, 150 were completed in Levels I and II.
- Candidate must be current in continuing education credit, preferably with an event that will help prepare candidate for exam.

**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 must have two attempts per season to pass exam.
- Exam scores will be valid for life based on continuous membership.

**ALPINE LEVEL III SKIING EXAM**
- Candidate will be evaluated on the National Level III Standard. Evaluation will take place in three Performance Areas: Skillex, Off-Ski, and Freestyle.
- Freestyle examiner is selected by each Performance Area for ski instructors.
- Acceptance will result in the creation of a profile for future certification.
- Exam will be valid for life based on continuous membership.

**ALPINE LEVEL III PRE-REQUISITE**
- The candidate is required to have completed the recommended number of the Level II Skier or Teaching experience.
- Candidate must have successfully completed the course to be recognized as Level II Skier or Teaching experience.
- Acceptance will result in the creation of a profile for future certification.

**ALPINE LEVEL III TEACHING EXAM**
- Candidate will be evaluated on the National Level III Standard. Evaluation will take place in two Performance Areas: Creative Teaching and Children’s Specialist II.
- Freestyle examiner is selected by each Performance Area for ski instructors.
- Acceptance will result in the creation of a profile for future certification.
- Exam will be valid for life based on continuous membership.

**ALPINE EDUCATION STAFF**

**PROFESSIONAL EXPERIENCE**
- Two-day professional event that involves high-level skiing and coaching skills.
- Successful Candidates:
  - Attend annual training.
  - Minimum four events.
  - Undergraduate or graduate level.
  - Full program requirements.

**ALPINE DEVELOPMENT TEAM**

**TRAVEL**
- Two-day professional event that involves high-level skiing and coaching skills.
- Successful Candidates:
  - Attend annual training.
  - Minimum four events.
  - Undergraduate or graduate level.
  - Full program requirements.

**ADVANCED CHILDREN’S EDUCATOR**

**TRAVEL**
- Two-day professional event that involves high-level skiing and coaching skills.
- Successful Candidates:
  - Attend annual training.
  - Minimum four events.
  - Undergraduate or graduate level.
  - Full program requirements.

**ALPINE EXAMINER TRAINING SQUAD**

**TRAVEL**
- ETS members are chosen at a two-day event. ETS Team members who have not attended ETS Training during the season are encouraged to attend.
- Successfully complete all requirements.
- Acceptance will result in the creation of a profile for future certification.

**WORKING TO INSPIRE A LIFE-LONG PASSION FOR SNOWSPORTS!**

**ALPINE EXAMINER**
- ETS members who have completed all membership requirements and have consistently demonstrated the ability to be fair and objective are elevated to Examiner.
National Standards: Level One, Level Two, Level Three

Alpine Contributors and Developers:

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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

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American ski instruction demands versatility. The PSIA-AASI membership is expected to teach guests in a wide variety of skiing environments, facilitating learning outcomes that range from hard snow to powder, and genres including recreation, race, big mountain and freestyle. The objective of the Standards document is to identify common threads fundamental to great skiing and teaching, regardless of the specific outcome intended. The fundamental mechanics apply to a variety of technical and tactical situations through the three assessment zones of beginner, intermediate and advanced students.


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

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

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

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

When creating skiing tasks, the Duration, Intensity, Rate, and Timing (DIRT) will vary based on the intended outcome of each task. Skiing tasks or demonstration outcomes are relevant to the specific level of certification and are performed at the speeds and degree of accuracy outlined in the standards document.

Teaching situations are relevant to the level of guest (Skier Zone) outlined by the level of certification. Teaching situations need to allow enough time and/or frequency for demonstration of all measurable requirements.

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

Effective use of the National Standards combined with the other educational resources creates an efficient environment for consistent evaluation.
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></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>Environment:</strong></td>
<td>Green terrain including mild un-groomed conditions and moderate blue terrain.</td>
</tr>
<tr>
<td><strong>Terrain and Conditions</strong></td>
<td>Speed</td>
</tr>
<tr>
<td></td>
<td>Demonstrate at speeds appropriate for beginner zone skiers.</td>
</tr>
<tr>
<td></td>
<td>Ski in control using a “rounded” turn shape at intermediate zone speeds.</td>
</tr>
<tr>
<td></td>
<td>Demonstrate at speeds appropriate through intermediate zone skiers.</td>
</tr>
</tbody>
</table>
**Category B: Teaching**

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

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

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

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

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

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

**Teaching application:** Use focused skiing, drills, and exercise lines to create situations for learning which target specific and well defined elements of ski performance and body movement.
<table>
<thead>
<tr>
<th>Teaching Categories</th>
<th>Specific Requirements</th>
<th>Specifics at Level of Certification</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Level I</strong></td>
<td><strong>Level II</strong></td>
</tr>
<tr>
<td></td>
<td>Students in Beginner Zone</td>
<td>Students through Intermediate Zone</td>
</tr>
<tr>
<td></td>
<td>All Green/ Groomed Blue</td>
<td>Blue to Entry Level Black</td>
</tr>
<tr>
<td>Safety</td>
<td>As Required Through Beginner Zone</td>
<td>As Required Through Intermediate Zone</td>
</tr>
<tr>
<td>Communication</td>
<td>Directions are clearly stated as they relate to general beginner zone outcomes. Individualized application may be limited by level of experience. Vocabulary uses simple (non-technical) language.</td>
<td>Lesson objectives are clearly defined. Explanations are appropriate and connect with student’s desires, knowledge, and experience. Vocabulary and body language are appropriate to students’ ages and interests.</td>
</tr>
<tr>
<td>Movement Analysis</td>
<td><strong>Observe</strong> and describe the skiing fundamentals (identified in the skiing national standards) as performed in beginner zone tasks and situations.</td>
<td><strong>Observe</strong> and describe the skiing fundamentals, (identified in the skiing national standards) as performed in intermediate zone tasks and situations. <strong>Evaluate</strong> ski performance one skill at a time with reference to turn phase and body movements. Begin to identify basic skill inter-relationships through basic cause &amp; effect discussions.</td>
</tr>
<tr>
<td>Teaching</td>
<td>Specific Requirements</td>
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<tr>
<td>Categories</td>
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<td></td>
<td>Level II</td>
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<td></td>
<td>Level III</td>
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<tr>
<td></td>
<td>Students in Beginner Zone</td>
<td>Students through Intermediate Zone</td>
</tr>
<tr>
<td></td>
<td>All Green/ Groomed Blue</td>
<td>Blue to Entry Level Black</td>
</tr>
<tr>
<td>Demonstration</td>
<td>Demonstrate the skiing fundamentals relative to the desired action of the skis common for beginner zone tasks and turns.</td>
<td>Demonstrate the skiing fundamentals relative to the desired action of the skis for intermediate zone tasks and turns.</td>
</tr>
<tr>
<td></td>
<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>Teaching Application</td>
<td>Specific Requirements</td>
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<tr>
<td><strong>Categories</strong></td>
<td><strong>Specific at Level of Certification</strong></td>
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<td><strong>Level II</strong></td>
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<td></td>
<td>Students in Beginner Zone</td>
<td>Students through Intermediate Zone</td>
</tr>
<tr>
<td></td>
<td>All Green/ Groomed Blue</td>
<td>All Blue / Groomed Black</td>
</tr>
<tr>
<td><strong>Goals</strong></td>
<td>Formulate lesson plan relative to common goals for beginner zone outcomes and ski performance.</td>
<td>Formulate lesson plan relative to the specific goals of each student as they apply to common intermediate 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>
<td>Detailed progression targets the specific skill or fundamental being developed relative to the needs and desires of the individual student.</td>
</tr>
<tr>
<td><strong>Adaptation</strong></td>
<td>Teaching presentation should address a target group, not necessarily individuals within the group.</td>
<td>Teaching presentation will likely have a group focus, and must also address individual needs 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>
<td>Guided, focused practice allows individualized feedback relative to the common focus of the group.</td>
</tr>
<tr>
<td>Teaching Categories</td>
<td>Specific Requirements at Level of Certification</td>
<td></td>
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<tr>
<td><strong>Level II</strong></td>
<td>Students through Intermediate Zone</td>
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<tr>
<td></td>
<td>All Blue / Groomed Black</td>
<td></td>
</tr>
<tr>
<td><strong>Level III</strong></td>
<td>Students through Advanced Zone</td>
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<tr>
<td></td>
<td>All Terrain/ All Conditions</td>
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</tr>
</tbody>
</table>

**Teaching styles**

- “Command” and “task” styles are well organized and utilized to define content and practice time.
- Utilize a blend of “command”, “task”, and “reciprocal” based on elements of the student profile, and the type of task or skill focus.
- Comfortably and effectively utilize multiple styles including “guided discovery”, and “problem solving” based on elements of the student profile and the type of task or skill focus.

**Category C: Professional Knowledge**

**Fundamentals**

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

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

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

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

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

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

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

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

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

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

<table>
<thead>
<tr>
<th>Professional Knowledge</th>
<th>Specific Requirements</th>
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</thead>
<tbody>
<tr>
<td><strong>Categories</strong></td>
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</tr>
<tr>
<td></td>
<td>All Green/ Groomed Blue</td>
</tr>
<tr>
<td><strong>Terminology</strong></td>
<td>Define the meaning of basic skiing terminology as described in the PSIA-AASI publications and documents.</td>
</tr>
<tr>
<td>Professional Knowledge</td>
<td>Specific Requirements</td>
</tr>
<tr>
<td>------------------------</td>
<td>-----------------------</td>
</tr>
<tr>
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</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: • Teaching Model • Teaching Cycle • 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>
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</tr>
<tr>
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</table>

**Physics of Skiing**
- Identify how the basic physics concepts and terminology found in the Alpine Technical Manual apply to skiing fundamentals in beginner zone applications.
- Explain the forces that are created through ski/snow interaction and their effect on turning relative to intermediate zone applications.
- Identify how the physics of skiing and specific body movements combine to affect a student’s ability to shape turns, manage speed, and remain in balance on various types of terrain and in a variety of conditions.

**Biomechanics**
- Understand how stance and basic body movements relate to the fundamentals of skiing in beginner zone applications.
- Understand how stance effects the ability to move, and how efficient movements within the body produce specific outcomes in skiing.
- Understand how the body moves simultaneously in all three planes to develop specific outcomes and manage the forces related to skiing.

**Turn Mechanics**
- Identify the different phases of a turn and how the skills are applied in each phase of the turn in beginner zone applications.
- Identify how body performance can affect each of the skills during each phase of the turn, as well as how the skills evolve from one turn to the next.
- Accurately describe how tactics and body performance affect the skills and resulting ski performance in each phase of the turn and from turn to turn.

**Industry Knowledge**
- Identify typical needs and challenges guests experience who are new to the sport. Show a basic working understanding of good guest service and how to incorporate this in the lesson plan. Reference specific characteristics of candidate’s home resort that impact snow sports education.
- Understand the current events affecting the snow sports industry at both the candidate’s home resort and within their division. Explain how PSIA certification & education can have a positive impact on resort 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.
Americans with Disabilities Act (A.D.A.)

Notice to candidates:

PSIA-AASI is committed to providing access to those persons with disabilities during the clinic and examination process. An individual with a disability is defined by the ADA as a person who has a physical or mental impairment that substantially limits one or more major life activities, a person who has a history or record of such an impairment, or a person who is perceived by others as having such an impairment. Various states may have broader definitions.

If you feel you have such a disability and seek a reasonable accommodation during the testing process we need to know this well before the examination so we can work together to create, if possible, the accommodation which will allow you to take the exam under conditions that maintain safety for all involved.

If you seek an accommodation, please contact the division office four weeks before the clinic or examination (or as soon as the need for the accommodation is apparent), and notify them of your request for an accommodation and make this request in writing.

We may seek medical or other guidance to address the most appropriate accommodation to assess the need and type of accommodation requested, so if this is applicable to you please be prepared with that information.

Internal procedure:

1) Speak with candidate to determine the nature of the disability. Learn what accommodation is requested;

2) Begin the “Interactive process”;

3) Get the request in writing, including the nature of disability, accommodation requested, the basis for disability claim or accommodation;

4) Assess the requested accommodation, with an emphasis on documentable safety concerns that maintains safety for the candidate, the examiners, and others involved;

5) Speak with discipline chair/head/team/etc, to determine what accommodations can be provided consistent with para 6;

6) Determine with chair/etc the purpose of area being tested for which accommodation is sought for testing purposes-e.g. wedge demo vs wedge description, hop turns vs comparable skills blending, extra time for someone with diabetes who needs a periodic break, 3 tracking rigger/ski demo vs 2 tracking outside ski demo. What skill and ability is actually being tested? Are there relative equivalencies that address the skill area being
addressed? What alternative ways can we test for that skill while maintaining the overall safety of the examination?

7) Can the candidate meet the fundamental standards outlined in the National Standards with a reasonable accommodation, while maintaining the integrity and safety of the examination? An example of a reasonable accommodation is using an alternative method for addressing the skill being evaluated through different but comparable tasks.

8) Does the accommodation fundamentally alter the task/skill being tested?

9) Let the person know what the proposed accommodation is or if it can be accommodation as requested, or suggest alternative accommodations which achieve relatively similar conditions while maintaining safety and integrity of the testing process;

10) If necessary, seek further candidate’s and/or medical professional’s guidance. Seek input from discipline chair/team/etc;

11) See if the additional guidance can be incorporated into testing process;

12) Let person know in writing what result is;

13) Internal written documentation must be kept of all of the above steps, including documentable safety considerations.

Please Note:

The association does not have to provide a reasonable accommodation if doing so will be an undue hard-ship, or compromises safety of anyone involved in the examination process. Undue hardship means significant difficulty or expense, significant disruption of the association, or a change to the basic nature of the fundamental skills being tested.

If the person with a disability asks for a reasonable accommodation that is an undue hardship for your association, or compromises safety, the association will determine if there is another accommodation that is less burdensome, more safe, and/or less expensive.
PROFESSIONAL SKI INSTRUCTORS OF AMERICA
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