

# 2023.24 ALPINE LEVEL 3 CERTIFICATION GUIDE



**WESTERN**

**PLEASE NOTE SIGNIFICANT CHANGES IN DAY 2 OF THE L3 TEACHING MODULE**

**Requirements - Candidates must:**

- Be a Registered Member of PSIA-AASI
- Complete both ski and teaching assessments in the same region
- Have their Level 2 Certification
- Pass the Online Alpine L3 Professional Knowledge Assessment
- Register and pass the L3 ski assessment before taking the L3 teach exam
- Register for events 2 weeks before the event.

**PSIA-AASI Western**  
**Level 3 Alpine Certification Guide**  
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## **Purpose**

The purpose of this document is to support the Level 3 Alpine Certification Candidate in preparing for their two, two-day Level 3 Assessments. The Level three certification is focused on intermediate and advanced ski instruction and skiing activities in the advanced zone.

The candidate is encouraged to use this study guide and the resources provided to help them study, train, and know what to expect for their skiing and teaching assessment days. If you have questions, please reach out to your Resort Trainer, or a member of the PSIA-AASI Western Region Education Staff. Collaborating with fellow instructors is a great way to study the wealth of information presented.

## **Certification Standards and Resources:**

### **Certification Standards**

The Certification Standards provide the assessment criteria for creating the skiing, teaching, and professional knowledge outcomes necessary for an instructor to successfully complete a certification.

[https://www.thesnowpros.org/download/PSIA\\_Alpine\\_Standards0921v4\\_3.pdf](https://www.thesnowpros.org/download/PSIA_Alpine_Standards0921v4_3.pdf)

### **Performance Guide**

The Performance Guide provides the details for successful and unsuccessful performance contributors, as they relate to the assessment criteria of the national standards. The Performance Guide also provides examples of activities that may or may not be assessed during the assessment.

[https://thesnowpros.org/download/Alpine\\_PG\\_10\\_21.pdf](https://thesnowpros.org/download/Alpine_PG_10_21.pdf)

### **Assessment Form**

The Assessment Form used to assess your performance directly refers to the National Standards and Performance Guide. Competence is determined by how well an instructor accomplishes the Learning Outcomes as described by the Assessment Criteria (ACs).

There are three L3 Assessment Forms

- Alpine Level III Skiing
- Alpine Level III Teaching
- Alpine Level III Movement Analysis/Technical Understanding

Note that the Movement Analysis/Technical Understanding assessment form will be used for both the ski and teach assessment. Technical Understanding will be assessed during the ski assessment and Movement Analysis will be assessed during the teaching assessment. The link below will take you to the Certification Standards and click on the Assessment form link once the page opens.

<https://www.thesnowpros.org/certification/national-certification-standards/>

## **Fundamentals**

The link below contains the fundamentals for People Skills, Teaching Skills, and discipline specific Technical Skills.

[https://www.thesnowpros.org/download/LearningConnection\\_Fundamentals\\_2021.pdf](https://www.thesnowpros.org/download/LearningConnection_Fundamentals_2021.pdf)

## **e-Learning Prerequisites**

The e-Learning Alpine Level III Knowledge Assessment is to be taken before registering for the L3 Teach Assessment. Passing this assessment is a prerequisite to taking the L3 Teach assessment. The link below will take you to the assessment.

<https://lms.thesnowpros.org/written-exams/western-professional-knowledge-exams/>

## **Recommended Resources**

Please refer to the Recommended Certification Resources on “thesnowpros.org” website for a complete list of resources to help you succeed. These publications and documents are meant to be used in harmony with the Certification Standards. The Alpine Technical Manual and the Teaching Handbooks for children and adults are especially helpful.

<https://www.thesnowpros.org/education/education-products-downloads/>

## **Children Specialist Standards**

Although it is not a requirement for the Level 3 Alpine Certification, the Children’s Specialist Standards contain useful information on how to teach children.

[https://thesnowpros.org/download/PSIA\\_Children-Specialist\\_Standards\\_1022\\_v1.pdf](https://thesnowpros.org/download/PSIA_Children-Specialist_Standards_1022_v1.pdf)

# The Level 3 Assessment Process:

## Assessment Overview and Success Criteria

The Level 3 Process consists of 3 activities, completed in the following order:

1. An On-Line Assessment (recommend taking and passing prior to the ski assessment, **required** to pass prior to the teach assessment)
2. An On-Snow Assessment testing the Candidate's ability to ski at the Level 3 Alpine Certification Standard
3. An On-Snow Assessment testing the Candidate's ability to teach at the Level 3 Certification Standard

Both assessments are two-day events.

## Level 3 Ski Assessment Daily Outline:

### Day 1:

Candidates will meet at the designated location at 8:30am. This location will be specified in the confirmation email sent to each candidate. Please come to the meeting location ready to ski and with the necessary tools to stay warm and engaged.

#### **9:00 to 3:30**

Content to be covered during day one include:

- Technical Understanding
- Ski Performance
- Professional Decisions and Behaviors

There will be a lunch break and small breaks as needed throughout the day. Throughout the day you will receive feedback on your ski and body performance as it relates to the Level 3 Alpine Certification Standards. Technical understanding will be addressed on either day or both days of the assessment. Professional Decisions and Behaviors will be assessed continuously, through both days of the assessment.

### Day 2:

Meet the group, at the designated location and time.

#### **9:00 to 2:30**

Content to be covered during day two include:

- Ski Performance
- Technical Understanding
- Professional Decisions and Behaviors

At the end of the day the examiner will meet with each candidate and review their performance as it relates to the Certification Standards. Successfully completing the Level 2 ski is determined by a pass or fail criteria.

## **Level 3 Teaching Assessment Daily Outline:**

Candidates will meet at the designated location at 8:30am. This location will be specified in the confirmation email sent to each candidate. All groups will be meeting outside and in ski gear (unless notified where to meet elsewhere earlier or on the day of the exam). Please come to the meeting location ready to ski and with the necessary tools to stay warm and engaged.

### **9:00 to 3:30**

Content to be covered during day one include:

- Each candidate performing a 25-minute teaching segment with follow up questions after the teaching segment.
- Professional Decisions and Behaviors

There will be a lunch break and small breaks throughout the day as needed. Throughout the day you will receive feedback on your teaching performance as it relates to the Level 3 Alpine Certification Standards. People skills will be assessed during the teaching presentation, Professional Decisions and Behaviors will be assessed continuously and throughout both days of the assessment.

### **Day 2:**

Meet the group, at the designated location and time.

### **9:00 to 2:30**

Content to be covered during day two include:

- Technical MA of a skier on the hill in L3 skill zone and on L3 terrain
- 15 minute teach on peer's skiing improvement within the exam group.

At the end of the day the examiner will meet with each candidate and review their performance as it relates to the Certification Standards. Successfully completing the Level 3 Teach is determined by a pass or fail criteria.

## Level 3 Outcomes and Assessment Activities

*Make sure to refer to the Level 3 Performance Guide for Assessment Criteria for each Learning Outcome.*

### **Instructor Decisions and Behavior**

#### Learning Outcome

Professionalism & Self-Management: Promotes a professional environment by adapting behaviors to positively affect others.

#### Assessment Activities

May include actively participating in the assessment from the beginning of the day at check-in to the end of the day when results are announced. Interactions with examiners, other candidates, resort employees, and resort guests are all taken into consideration, as are follow-up questions or interviews with examiners after observed interactions with others.

### **Skiing Performance**

#### Learning Outcome

Skiing Performance: Continuously adjusts the Technical Fundamentals to demonstrate any specific skiing or ski performance outcome through the advanced zone.

#### Assessment Activities

Tasks from the Level III section of the Performance Guide that isolate and combine individual alpine fundamentals through all skier zones while varying terrain, speed, turn shape, turn size, and line. Likely tasks used to assess the learning outcome are specified in the Activity Assessment section below. You may be asked to vary a task to achieve a specific outcome.

### **Technical Understanding**

#### Learning Outcome

Describe specific performances using Technical Fundamentals and considering tactics and equipment choices using current PSIA-AASI resources.

#### Assessment Activities

Performs assessment activities that can include:

- Using the alpine fundamentals, including tactical elements, to analyze personal performance based on blended cause-and-effect relationships.
- Comparing personal performance to a more ideal performance.
- Analyzing personal performance based on equipment choices.
- Taking e-learning courses and written tests, and relating personal performance to PSIA technical material

Technical Understanding questions may be asked on the side of the hill or a chairlift ride on either day of the assessment.

### **Teaching Performance**

#### Learning Outcomes

Teaching Skills

- Assess & Plan: Plans learning outcomes and creates individualized experiences around a common theme for advanced students.
- Implement: Individualizes learning experiences to guide students toward agreed-upon outcomes and optimizes student engagement in the process.
- Reflect/Review: Fosters the ability to recognize, reflect upon, and assess experiences to enhance understanding and apply what was learned.

#### People Skills

- Communication: Engages in and adapts verbal and non-verbal, two-way communication with all individuals.
- Relationships with Others: Manages the unique motivations and emotions of each individual and the interpersonal dynamics of a group to develop trust.

#### Assessment Activities

People Skills will be assessed during the teaching portion of the exam on both days. People skills can also be assessed by asking follow up questions after the teaching segment.

On Day one, Candidates will preform a 25 minute teaching segment (inclusive of chairlift rides) based off watching the group ski an activity described by the examiner. The candidate (instructor) will watch the group perform the activity and then tell the examiner **what they want to work on** with the group and **why**. They will be given 5 minutes to organize their thoughts and then provide a 25-minute teaching segment to achieve their stated outcome demonstrating their teaching and people skills. The emphasis is on real teaching that improves the group's skiing. What does the instructor see and how do they relate to the students to achieve an agreed upon outcome. Follow up questions will be in a one/one format on the side of the run or on the chair.

The morning of second day, each candidate will perform a technical Movement Analysis on a skier (adult or child) on the hill in terrain and conditions appropriate for a level 3 instructor. In some cases, you may be watching Level 3 ski candidates. The candidate will observe and describe the application of multiple Technical Fundamentals in all turn phases. Evaluate and describe the cause and effect relationships between multiple Technical Fundamentals relative to the desired outcome. Prescribe a specific change, related to multiple Technical Fundamentals, to achieve the desired outcome. The Movement Analysis will be done with the examiner one on one.

After the morning Movement Analysis session, each candidate will be asked to provide a 15 minute lesson on improving a peer's skiing. The examiner will pick the skier from the exam group and ask the candidate who is on the queue, what they will work on with this person to improve their skiing. The 15 minute lesson will be an actual lesson with skiing and moving down the hill. The rest of the exam group will observe and participate in the actives, but not ask questions. At the end of the session, the examiner will ask follow up questions one/one with the candidate.

It is suggested that prior to this segment and during the first day of the exam, all candidates, watch each other's skiing and make a mental note as there will not be an opportunity to watch the skier ski immediately before the 15-minute session starts in order to determine what to work on.



## Movement Analysis

### Learning Outcome

Describes cause-and-effect relationships of all the Technical Fundamentals through all turn phases, resulting in an effective prescription for change for skiers through the advanced zone.

### Assessment Activities

Movement Analysis criteria may be demonstrated and assessed through observations of the general public, and peer-to-peer activities. Candidates can expect to provide information and answer questions for each of the assessment criteria in reference to the skier being analyzed or to the desired outcome through the advance zone.

- Describes the ski and body performance of multiple alpine fundamentals through the phases of the turn.
- Identifies and describes the cause-and-effect relationship between body and ski performance relating to the fundamentals and/or tactics.
- Provides a prescription for a more effective blend of alpine fundamentals and/or tactics to achieve the objective or skier's goal
- Observes, analyzes, and evaluates performances of skiers through the advanced/ expert zone, based on equipment selection.

## Specific Resources for Study

### Assessment Activities

These activities could be used to assess your ability to:

- Vary turn shape, size and line,
- Integrate the fundamentals through all turn phases to achieve prescribed ski performance, and
- Adapt and blend each of the fundamentals as prescribed.

All page numbers and photos reference the Alpine Technical Manual (2014).

#### **Medium Radius Carved Parallel Turns [Advanced]**

**Page: 124 photo: 7.30**

Terrain: Blue, black, or double black, groomed or un-groomed terrain.

A carved parallel turn, that is 2-3 cat tracks wide. The body weight (pressure) bends a ski into an arc, scribing a curved path, and the tail of the ski follows in the path cut by the tip.

#### **Dynamic Short Radius Carved Turns**

**Page: 127 photo: 7.31**

Terrain: Black or double black, groomed or un-groomed terrain.

A carved parallel turn that is 1 cat track wide.

#### **Bumps**

**Page: 129 photo: 7.33**

Terrain: Black and double black terrain, un-groomed with bumps

Dynamic short turns that remain in the fall line through bumps. Turns are linked with good rhythm and speed control showing strong leg turning skills, extension/retraction pressure control management, and a stable upper body with a blocking pole plant. May be asked to make varying turn sizes, versatility of line and speed.

### **Steeps and Un-Groomed:**

**Pages 129, 130 & 131 photo: 7.34**

Terrain: Black and double black terrain with variable snow conditions

Linking dynamic short or medium turns in steep terrain and un-groomed snow conditions.

Variable terrain may include moguls, powder, crud, wind impacted snow, and snow that has experienced freeze/thaw cycles.

### **Steps:**

### **Parallel Turns [Basic Parallel], Medium Radius:**

**Page 117; photo: 7.22**

Terrain: Blue or black, groomed or un-groomed terrain.

Linked, round turns on blue or black terrain (groomed or un-groomed), which uses a skill blend that leaves brushed tracks in the snow while the skis remain in a parallel relationship. Speed is controlled through turn shape.

### **Linked Wedge Turns,**

**Page 111; photo 7.15**

Terrain: Green or blue groomed terrain.

Linked, round turns on green or blue groomed terrain, which uses a skill blend that leaves brushed tracks in the snow while the skis remain in a wedge. Speed is controlled through turn shape.

### **Hop Turns**

Terrain: Blue or black, groomed or un-groomed terrain.

Linked turns where the skis are hopped off the snow from one set of edges and rotated across the fall line landing on the other corresponding edges.

### **Extension/Retraction Turns**

Terrain: Blue or black, groomed or un-groomed

Extension / Retraction turns are made by keeping the upper body at the same height while the legs extend and retract. The candidate may be asked to perform short or medium radius turns on groomed or un-groomed terrain.

### **Pivot Slips in a Corridor:**

**Page 119 photo: 7.24**

Terrain: Blue or Black, groomed

The skier pivots their skis 180 degrees from a sideslip to a sideslip facing the other direction.

Skier maintains a consistent path of travel down the fall line.

## **One Ski**

Terrain: Green or blue, groomed

A medium or short radius turn on one ski blending progressive leg turning and edging to achieve a round turn shape. The candidate may be asked to perform skidded or carved turns.

Click [here](#) to see additional activities with explanations in terms of ski and body performance.

## **The Teaching/Learning Cycle**

Reference the PSIA-AASI Teaching Snowsports Manual, 2018, pages 83-86

## **The Play, Drill, Adventure, Summary Approach to Teaching Children:**

Reference the PSIA-AASI Teaching Children Snowsports, 2021, page 114

## **Movement Analysis**

Reference the PSIA-AASI Alpine Technical Manual Chapter 6, 2014 pages 81-96

## **The Matrix**

Contains videos showing the ideal blending of the fundamentals for a variety of activities.

<https://thesnowpros.org/education/the-matrix-videos/>

## **Biomechanics**

Reference the PSIA-AASI Alpine Technical Manual 2014 edition, pages 59-70.

## **CAP Model**

Learn more about the CAP model in the PSIA-AASI Teaching Children Snowsports Manual, 2021, pages 11-12