

LEVEL 2 ALPINE

CERTIFICATION STUDY

GUIDE



Western Region

Dedicated to Teaching Everyone how to Ski and Snowboard

Requirements - Candidates must:

- **FOLLOW ALL COVID PROTOCOL FROM PSIA/AASI** – Please check www.psia-w.org for most current protocol.
- Be a Registered Member of PSIA-AASI/W
- Have their Level I Certification
- Pass the Online Alpine L2 Professional Knowledge Assessment. (Recommended to take before the ski assessment but is required to take before the Teach Assessment.)
- Register and pass the L2 ski assessment
- Register and pass the L2 Teaching Assessment
- Register for events 2 weeks before the event.

PSIA-AASI Western Division Level 2 Alpine Certification & Study Guide

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Purpose

The purpose of this document is to support the Level 2 Alpine Certification Candidate in preparing for their two, two-day Level 2 Assessments. The Level two certification is focused on intermediate ski instruction and skiing tasks at the intermediate and some advanced-zone terrain.

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 Division Education Staff. Collaborating with fellow instructors is a great way to study the wealth of information presented.

Your examiner wants you to succeed. Honor that desire by coming prepared.

Certification Standards and Resources:

Certification Standards

The Certification Standards help you learn how to apply fundamentals of great skiing and effective teaching so you can become a great instructor. They provide the assessment criteria for creating the skiing, teaching, and professional knowledge outcomes necessary for an instructor to successfully complete a certification. The Assessment Form is based off these certification standards.

(https://www.thesnowpros.org/download/PSIA_Alpine_Standards0921v4_3.pdf)

Performance Guide

The newly developed 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).

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 L2 Assessment Forms

- Alpine Level II Skiing
- Alpine Level II Teaching
- Alpine Level II 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

e-Learning Prerequisites

The e-Learning Alpine Level II Knowledge Assessment is to be taken before registering for the L2 Teach Assessment. Passing this assessment is a prerequisite to taking the L2 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 2 Alpine Certification, the Children’s Specialist Standards contain useful information on how to teach children.

https://www.thesnowpros.org/download/PSIA_Childrens_Specialist_Standards_Final.pdf

The Level 2 Assessment Process:

Assessment Overview and Success Criteria

The Level 2 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 2 Alpine Certification Standard
3. An On-Snow Assessment testing the Candidate's ability to teach at the Level 2 Certification Standard

If you have a concern that your level of skillfulness will not meet the Certification Standards, then an Assessment is not the appropriate place to learn how to improve. Although assessment feedback can highlight specific skillset shortfalls, it will not provide the comprehensive coaching needed to gain a Certification Standard level of skillfulness.

A Prep Course is a great way to help you prepare and judge your readiness for the assessment. This course will illuminate the Certification Standard requirements, provide constructive feedback on your performance, and help you build a training plan for skill development where there are shortfalls. The Prep Course is a low stress, educational environment. Current national pass-rate statistics confirm the value a Prep Course can offer prior to an Assessment.

Both assessments are two-day events. On the first day, each candidate will receive feedback based on his or her performance as it compares to the Certification Standard. On the second day, each candidate may receive reminders based on their performance from the prior day as to what is needed/expected in relation to the Certification Standards. At the end of the second day, the examiner will call each candidate individually and review his or her performance in a pass/fail scale.

Level 2 Outcomes and Assessment Activities

Make sure to refer to the Level 2 Performance Guide for Assessment Criteria for each Learning Outcome.

Instructor Decisions and Behavior

Learning Outcome

- Professionalism & Self-Management: Contributes to a professional environment by managing their behaviors and emotions in response to others.

Candidates will be assessed on their ongoing decisions and behaviors under the Professionalism and Self-Management section of the Certification Standards. This assessment of your decisions and behaviors will be during all aspects of both assessments, skiing, and teaching. You are expected to conduct yourself in a professional manner by being aware of how your decisions and behaviors affect the overall learning environment. Be respectful of the people around you and participate positively in the group.

Level 2 Skiing Performance

Learning Outcome

Alpine

Version C, 11.01.22

- Skiing Performance: Adjusts and adapts the Alpine Skiing Fundamentals to demonstrate specific outcomes in beginner, intermediate, and some advanced terrain

Snowboard

- Riding Performance: Adapts the snowboarding fundamentals to demonstrate specific outcomes

Candidates' skiing or riding is evaluated through a series of tasks that showcase candidates' ability to blend the fundamentals. Successful candidates will apply tactics and fundamentals in highlighted, blended and applied tasks to show their experience demonstrating for students in beginner, intermediate and some advanced terrain. Candidates will display appropriate situational awareness and safety awareness while skiing/snowboarding in a group.

Examiners meet the groups on snow and lead Candidates through tasks selected from the Level 2 task lists. (See Level 2 Task List in Supporting Information Section). Tasks may be set in all types of intermediate terrain and conditions, including groomed terrain, bumps, crud, trees, and powder, on green up to groomed black terrain. Snowboard tasks can include small features in the terrain park. Examiners will provide specific descriptions and demonstrations of tasks. Examiners observe, assess, and provide feedback consistent with the Certification Standards. Variations in movements and mechanics may be requested at the discretion of the examiner.

Technical Understanding

Learning Outcome

- Uses current PSIA alpine resources to describe ideal performances, using two or more alpine fundamentals and considering tactics and equipment choices.

Assessment Activities

Use applicable alpine fundamentals to describe recent personal performance and ideal performances of skiing outcomes. You may be asked to describe characteristics of personal equipment. These activities can take place while riding a chairlift with your examiner or after performing a specific task. Technical Understanding will be assessed during the skiing assessment.

Teaching Performance

Learning Outcomes

Teaching Skills

- Assess & Plan: Plans learning outcomes and progressive learning experiences and adapts to the changing needs of intermediate students.
- Implement: Facilitates learning experiences and adapts them as necessary to guide students toward agreed-upon outcomes and engage them in the process.
- Reflect/Review: Helps students recognize, reflect upon, and assess experiences to apply understanding and performance changes to desired outcomes.

People Skills

- Communication: Engages in and adapts verbal and non-verbal, two-way communication with individuals and subsets of the group.
- Relationships with Others: Adapts to the motivations and emotions of individuals – and to the interpersonal dynamics within the group – to promote trust.

Movement Analysis

- Articulates accurate cause-and-effect relationships of at least two skiing fundamentals through all phases of the turn, resulting in an effective prescription for change for skiers through the intermediate zone.

Assessment Activities

Candidates' teaching knowledge and experience will be evaluated based on peer-to-peer teaching presentations and conversations with the examiner. Successful candidates will use relevant progressions to clearly demonstrate their experience teaching students at the intermediate level. Candidates will demonstrate the use and understanding of teaching and learning concepts when leading the group or referring to past lessons and will demonstrate appropriate class handling skills and safety awareness with intermediate groups.

Peer to Peer Observations and Teach:

Each candidate watches the group perform a task assigned by the examiner. (See Level 2 Task List in Supporting information).

- The Candidate expected to teach will discuss the MA of the group with the examiner and will explain what they would work on with the group and why.
- The Candidate is given 5 minutes to organize their thoughts (or a chairlift ride) before giving a 25–30-minute teaching presentation based off their MA. T
- The Candidate converses with their peers to achieve a goal statement.
- Teach presentations should achieve the goal statement and improve performance at an intermediate/advanced level.
- Each candidate's teaching segment will be followed by a conversation where the examiners asks additional questions.

Child MA and teach:

- Candidates will do a MA on a child at the resort and perform a teaching presentation based off their prescription.
 - If there are not enough children available to do an MA, the MA may be done on an adult
 - The prescription based off an MA of an adult will be taught to a specific children's age group (4-13) at the discretion of the examiner.

People Skills will be assessed during the candidates' teaching presentations. There will also be an opportunity for the examiner to assess the candidate's understanding of People skills during the follow up questions at the end of their teaching presentations.

Level 2 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. All groups will be meeting outside and in ski gear. After meeting your examiner, you will spend the day focusing on assessment activities that will allow the examiner to assess how well you are meeting the assessment criteria.

8:30 – 9:00 Meet your group and review group safety

9:00 – 9:30 Introductions and Warm up runs

9:30 – 9:45 Break

9:45 – 12:00 Perform assessment activities

12:00 – 12:30 Lunch

12:00 – 4:00 Perform assessment activities with a 15 minute break as needed.

Throughout the day you will receive feedback on your ski and body performance as it relates to the Level 2 Alpine Certification Standards. Technical understanding will be addressed on either day or both days of the assessment.

Day 2:

Meet the group at 8:30 or agreed upon time. This day remains focused on evaluating the candidates' skiing in relation to the Level 2 Alpine Certification Standards. At the end of the day the examiner will call each candidate and review their performance as it relates to the Certification Standards. Successfully completing the Level 2 Ski Module is determined by a pass or fail criteria.

Level 2 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. After meeting your examiner, you will spend the day focusing on the following:

Day 1:

Adult MA and teaching presentations

8:30-9:00 – Check in and assignment of groups

9:00-9:30 – Warm up, finding terrain, introductions etc.

9:30-4:00 – 25-minute teaching segment by each candidate based on peer to peer MA

Day 2:

Children's MA and teaching presentations

9:00-9:30 – Warm-up and answer any questions from prior day.

9:30-3:00 – Candidates will do a full MA on a child at the resort and perform teaching presentations based off their prescription.

3:00-4:00 – At the end of the day the examiner will call each candidate and review their performance as it relates to the Certification Standards.

Supporting Information

Certification Standards and the Learning Connection Model

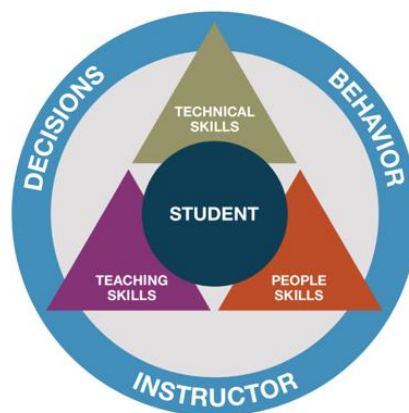
Introduction

The information that is provided to you through “[thesnowpros](#)” website is designed to make the certification standards as transparent as possible. The fundamentals for each of the Learning Connection Skills drive the Learning Outcomes. Learning Outcomes are assessed by performing activities. These activities can be evaluated using assessment criteria to determine if the outcome has been achieved. This process is the foundation of our certification process. If you have questions, please reach out to your trainers or members of our Educational Staff to help you.

Please be aware that the PSIA-AASI National Standards changed in September 2021. The information below provides the new information you must know for your assessment.

Learning Connection Model

The certification standards were built on the Learning ConnectionSM Model which include People Skills, Teaching Skill, and Technical Skills along with overall Instructor Professionalism and Self -management. See figure below:



People Skills and Teaching Skills are the same for all disciplines. Technical Skills are discipline specific.

The Learning Connection Model was inspired to define what makes a great instructor. It’s the instructor’s ability to blend people, teaching, and technical skills which allows for a deeper connection between the student and instructor.

Each of the Learning Connection Model’s three skills have fundamentals that identify what is necessary to apply the skill. These three skills are assessed at each level of certification. As you move through certification the degree of accuracy of the skills increases as well as the level of skier you are teaching.

Learning Outcome Framework

The fundamentals for each skill are at the core of the Learning outcomes. The Learning Outcome Framework is explained on page 5 of the [Certification Standards](#).

The Certification Standards were based on the Learning Outcome Framework. This framework consists of the Learning Outcomes, Learning Experiences, Assessment Activities, and Assessment Criteria. The Learning Outcome clearly states what the instructor can demonstrate upon successful completion of the certification assessment. Assessment Criteria is used to evaluate that the learning outcome has been achieved. The grading is done using a 6-point scale with “4” being at standard for the learning outcome.

Certification Standards Table

As you read the standards, the learning outcomes are at the top of the table. The column on the left describes the learning outcome framework. The Assessment Criteria at the bottom of the table is the same criteria used in the [Assessment Form](#).

Performance Guide

Once you become familiar with the Certification Standards, use the [Performance Guide](#) to help you understand what a successful performance contributor would look like verse an unsuccessful performance contributor for a particular assessment. Using this guide with the standards will be a powerful tool to help you prepare for your certification goals.

Other Publications

Other PSIA-AASI publications and resources should be used to complement the standards and the PG. Use The Snowsports Teaching Manual to help with understanding of teaching and people skills. The Alpine technical manual will help with technical understanding.

Changes in the Alpine Skiing Performance

Notice in The Alpine Technical Standards under “Ski Performance” that you are not being graded on a specific skiing maneuver. Rather, you will be graded on how well you can demonstrate the fundamentals to achieve an outcome of varying turn shape, turn size, and line to fit the terrain and conditions.

The examiner will be looking for movement patterns and proficiency in blending the fundamentals needed for the activity. If your rotational skills are underdeveloped, you may demonstrate an inability to vary your turn shape. Your feedback would be to create a rounder turn shape, turn your skis with your legs through all phases of the turn and maintain separation from your upper body.

A Drive for Consistency across Regions

The assessment forms for Alpine Skiing are now being used by all PSIA-AASI regions. This is creating a stronger strategic alignment for our organization. There may be a few differences in execution due to varying terrain across our country but an assessment in the West will use the same assessment criteria as an assessment in the East. This is an exciting time to be a part of this national alignment.

Turn Mechanics

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

Advanced Applied Fundamentals

Medium Radius Turns and Short Radius Turns

Pages 123 & 122 photo: 7.28

- Terrain: Blue or moderate black, groomed or un-groomed
- A medium radius turn is 2 to 3 cat tracks wide and shows dynamic movement patterns that are incorporating more edge and pressure control movements from the fall line. A short radius turn is about 1 cat track wide and shows dynamic movement patterns that are incorporating more edge and pressure control movements from the fall line. For both kinds of turns:
- To engage the skis at turn initiation, direct pressure toward the tips as the body moves toward the turn's apex.
- A deliberate weight transfer to the outside ski early in the initiation phase begins establishing the turn's arc.
- Active inside ski actions correspond with actions of the outside ski.
- The edge angle of the outside ski continues to dictate the arc of the turn through the shaping phase.
- Angulation allows the skier to adjust edge angle and maintain balance toward the outside ski.
- Pole swing begins during the finish of the turn and the touch occurs with or slightly after the edge change. The skier should direct the pole's tip toward the apex of the upcoming turn.

Moderate Bumps and Steeps

Pages 129 & 130 photo: 7.33 & 7.34

Terrain: Blue groomed or ungroomed terrain or moderate groomed black terrain

Bumps:

- Short turns that are linked with good rhythm and speed control showing strong leg turning skills, and a stable upper body with a functional pole plant. May be asked to make varying turn sizes, versatility of line and speed.
- Rely on accurate short radius turns.
- To reduce resistance from the snow, pivot the skis simultaneously on top of the bump. The pivot point is directly under the feet.
- The pole plant helps stabilize and keep the upper body facing downhill – enabling leg rotation.

- Pivot to a higher edge angle for a skidded turn finish.
- The upper body moves on a relatively level plane as the legs and spine flex to absorb terrain and extend to maintain ski-to-snow contact.

Steps:

- Short or medium turns in steep terrain demonstrating speed control through turn shape.
- Rely on accurate parallel turns.
- Commit to moving down the hill to flatten the skis and release the edges at turn initiation.
- Direct the pole swing diagonally down the hill (in medium radius turns) and directly down the hill (in short radius turns) to assist body movements.
- Remain strong in the upper body.
- Extend the legs and guide the skis onto their edges to shape the top of the turn.
- Maintain pressure predominantly on the outside ski through the shaping phase.
- Flex the legs to absorb pressure and soften the turn's finish.
- Maintain a rhythm that supports commitment from one turn to the next.

Basic Applied Fundamentals:

Wedge Christie

Page 114 photo: 7.19

- Terrain: Groomed green or moderate blue
- A slightly faster turn than the wedge turn, and continuing preparation for parallel turns, it begins with both skis steered into a wedge and is finished in a christie. The inside ski is matched through speed, rotary, and edging movements.
- Actively steering the “lighter” inside ski to facilitate parallel matching. Steer both skis in the direction of travel.
- Transfer pressure to the outside ski early to create an easier steering of the inside ski and earlier ski matching (nearer the fall line).
- Flatten the skis through the transition between turns to steer into a narrow wedge at turn initiation.
- Increased speed will encourage the skidding action of parallel skis.
- Transferring weight to the outside ski early on and steering the inside ski helps match the skis before the fall line.
- Pole touch can be used to signal ski matching.

Parallel Turns [Basic Parallel], Medium Radius

Page 117; photo: 7.22

- Terrain: Blue
- Linked, round turns on blue or black terrain (groomed or ungroomed), 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.

- Transitioning from the finishing to the initiation phase, flatten both skis simultaneously, bringing balance over both feet (skis).
- Slightly extending the new outside leg helps move the CM to the inside of the new turn throughout the transition.
- Slightly flexing the new inside leg allows the steering action of the inside ski to complement the action of the outside ski.
- Movement of the CM to the inside of the turn through the shaping phase increases edge angles through the fall line.
- The upper body travels down the hill as the skis are turned across the hill, realigning the body over the feet and reducing edge angle.
- Shifting weight from the outside ski in the finish of a turn to more even distribution helps to prepare for the transition to the new outside ski in the upcoming turn.
- Pole swing continues from the finish of the previous turn to promote the flow of movement down the hill. The pole touch signals the timing of the edge change.

Highlighted Fundamentals:

Hockey Stop

Page 119 photo: 7.24

- Terrain: Green or blue groomed
- The skier quickly turns the skis sideways to the direction of travel, rapidly sideslip to setting edges for a stop.
- From a straight run, flex to pivot the skis and tip them on edge into a side slip. After a minimal amount of side slipping, set the edges to stop.
- Continue to face downhill when turning the legs.
- Maintain balance over the inside edge of the outside ski.
- Can be done with or without a blocking pole plant.

Outside Ski Turns

- Terrain: Green or blue groomed
- This is a turn that is in the basic parallel zone that focuses on balancing on the outside ski.
- From a basic parallel turn, the tail of the inside ski is lifted through the shaping phase.
- Through the finish phase of the turn place the tail of the ski back on the snow in a controlled manner.
- Speed is controlled through round turn shape.

Leapers

- Terrain: Blue groomed or un-groomed
- Basic parallel turn where initiation occurs in the air, and the skis follow a rounded arc.
- At the start of a turn, during the initiation, both skis leave the snow.
- When the skis land on the snow, a blending of all skills is used to shape and finish the turn.
- Pole swing continues from the finish of the previous turn to promote the flow of movement down the hill. The pole touch signals the timing of the leap.

Skating

- Terrain: Green terrain or flat area, uphill or downhill
- Skating is used to evaluate directional movements and edge changes.
- Move forward on diverging skis by alternately engaging the edges.
- While flexing and extending the legs, the center of mass moves in direction of travel. • May execute with or without poles.

Level 2 Task List

All or some of the activities will be used depending on snow and terrain conditions.

Level 2 Assessment Tasks (Tasks used during the assessment)

- Blending 3 fundamentals
 - Bumps
 - Steeps
 - Dynamic medium radius turns
 - Short radius turns
 - Basic parallel turns
 - Wedge Christies
- Manage one fundamental as prescribed (Highlighted fundamentals)
 - Hockey stops
 - Outside ski turns
 - Skating
 - Leapers

Training Activities (Tasks not assessed but helpful with your training)

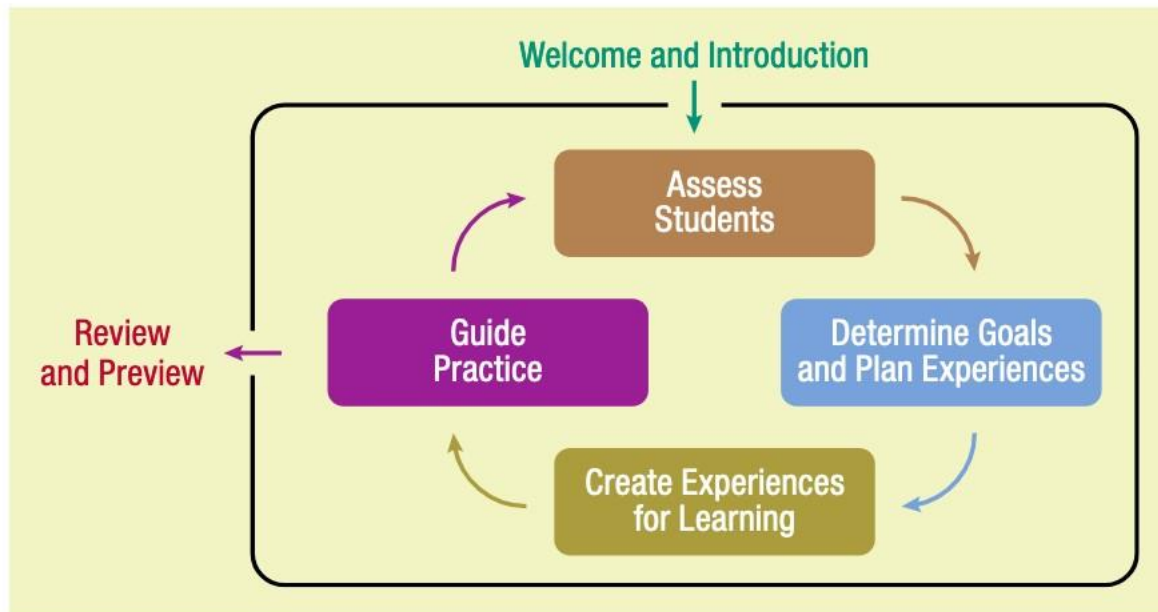
- Manage turn shape, size, and line
 - Funnell turns (variations)
 - Turns within a corridor (changes in corridor size)
 - Lane changes
- Manage one fundamental as prescribed (Highlighted fundamentals)
 - Railroad track turns
 - Thousand steps

Click [here](#) to see additional tasks with an explanation of the tasks in terms of ski and body performance.

The Teaching/Learning Cycle

Referenced from the PSIA-AASI Teaching Snowsports Manual, 2018, pp 83-86

The Teaching/Learning Cycle identifies phases in which the instructor and students interact to create learning experiences, describing the essential interactions between instructors and students. It is used for Adult Students. For children, please see the section on PDAS below.



Welcome and Introduction, be professional and proactively engage each guest. Introduce yourself and have students meet each other to help develop trust and rapport. Encourage a fun, open, and supportive learning environment.

Assess students by having them identify past experiences that could impact learning and skill development. Discover your students' learning preferences (addressed in the "How Students Learn" section of this guide) and evaluate physical capacity. Assess each student's physical abilities and technical understanding.

Determine goals and plan experiences by identifying big-picture goals and work together on an initial focus and objectives for the group. Partner with students to plan purposeful experiences and check for understanding of goals.

Create experiences for learning by organizing students and the lesson environment and choose appropriate terrain. Use experiences to target change in performance and engage students in a process of reflection that anchors deeper learning. Introduce new experiences and information based on student readiness. Provide descriptive instruction that's easy to understand. Promote group engagement, and interaction.

Guide practice by setting practice at levels appropriate to the students' ability, energy, and desires. When you provide feedback during the lesson, you will have the opportunity to ensure your student is actually learning and understanding the desired outcomes. Repetition of movements anchors the actual learning and sliding experience

Review and preview by reviewing progress and establish a plan for independent practice. Discuss future learning outcomes and invite students to return.

PDAS, The Teaching Cycle for Children:

Introduction:

Play, Drill, Adventure, Summary (PDAS) is the Teaching/Learning Cycle for children. It incorporates the elements of the Teaching Learning Cycle for adults referenced above, but at a level children will learn better.

Play ---Introduce the lesson as fun and assess abilities in a relaxed, happy environment.

Drill ---Determine goals and objectives that target specific skills. Work with activities that are challenging, fun and success oriented. Present information in short time spans and provide lots of demonstrations. Keep it interactive.

Adventure --- Take what the students have learned and apply it to our wonderful mountain playground. Expand skills in a wide range of experiences during practice time. Transfer learning to new situations and check for understanding.

Summary --- Reinforce their learning with reminders throughout the day. Use easy to remember cue words, refresh memories before going home and take time to talk to your student(s) parent.

The teaching/learning cycle and children’s teaching cycle are tools that have been developed by some of our industry leaders to help us better connect with our students. These are ideas that can be and should be adjusted as needed to best meet the needs of your students.

For example, in the Exercises for Students below the *One Ski Exercises* it says, “Explore balance – moving and flexing all joints,” you need to assess where your students are in their physical development (ankle flex in young kids is not something that most will be able to achieve), and then decide how to introduce it. Most adults may understand, “Equal flex in all joints,” but to relate to sensations using a vivid analogy, “Flex your legs like you are getting ready to receive a serve on the tennis court,” could resonate more effectively. Young kids might stay more engaged if you say, “Let’s play a game and see who can tip-toe super quietly and sneak up on me while I am not looking?”

Don’t be afraid to try things in different ways, it will only make you better.

Movement Analysis Outline

Technical Manual Chapter 6, Pages 81-96

Candidates must describe three key criteria components during a movement analysis session: Observation, Evaluation, and Prescription. There is NO set sequence or order the candidate must follow. Immediately following the movement analysis, candidates may be asked about alternative scenarios.

OBSERVE- (What): Look at the skier's movements, physical traits, and what the skis are doing in the snow. Describe concrete and objective observations.

Observation Tactics- There is no "right" way. What are you looking at first?

- Big picture, whole body, specific parts, skis, feet – up, head – down.

DESCRIBE: (present in ANY order)

- The skier profile as it relates to their skiing (for example: physical traits that affect ski performance).
- The turn shape (for example: the path/track of the skis, location of skidding/carving, and the phase of the turn).
- Ski performance and related body movements in the phases of the turn.
- The duration, intensity, rate, timing, and direction of movements of the skier.

EVALUATE- (Why): describe body movements (cause) and how they impact the skis' performance (effect). Compare your observations to optimal performance and develop a performance goal, which addresses the skiers' strengths or weaknesses.

DESCRIBE (present in ANY order):

- Where in the body the movement originates and how that affects the turn (This will determine the movement or action to prioritize for the Prescription)
- The desired changes in body movements and the effect they will have on ski performance.

PRESCRIPTION- (How): Clearly define and show an understanding of what the student needs to do with their body movements to achieve the stated performance goal. Decide where to start; prioritize what element or fundamental most needs correction/development.

DESCRIBE / PRIORITIZE (present in ANY order):

- A technical and/or a tactical approach
- Optimal terrain to use
- Any Equipment issues/problems.
- Lesson plan consisting of logical and appropriate exercises and/or tasks leading to the stated outcome

Training Tips for Skiing

- Use the turn mechanics to help you understand what you should be trying to do for a specific type of turn.
- Practice performing different types of turns on different terrain. Have a ski performance focus while doing a type of turn.
 - For example, when performing short radius turns (SRS) have your skis create a round consistent type shape while maintaining the same speed from top to bottom.
 - Think about what fundamental(s) need to be blended to produce this outcome
 - Perform a basic parallel turn with lower edge angles leaving a wider brushed track in the snow

- Perform a medium radius turn (MRT) using higher edge angles with the highest angle in the shaping phase producing a narrow track in the snow. What fundamentals need to be increased to make this change?
- Practice performing MRTs going to SRTs. What needs to change to make this happen?
- Practice looking at your turn shape. Is it round in all phases of the turn or less round at the top and more shape at the bottom. What could be happening that could cause this shape?
- Common errors
 - Inability to control speed on the steeps
 - Inability to maintain a line in the bumps or change a line
 - Inability to change from one size of turn to another, all turn sizes look alike
 - Inability to perform a simultaneous edge change
 - Inability to have the tail of the ski follow the tip
- As you perform these activities understand that the examiner will be looking for movement patterns that demonstrate a blending of the fundamentals. Some activities highlight a fundamental more than other activities. For example, if you are lacking leg rotation, this underdeveloped skill will be highlighted when doing hockey stops. It is also likely to show up in your short radius turns, steeps, and bump skiing. Your feedback would be to steer your skis across the hill, turn your skis with your legs separate from your upper body. It is better to train to improving fundamentals verse training to a specific maneuver.

Training Tips for Teaching

- Develop one fundamental and/or one movement pattern—add the why-to stay organized in your mind, clear communication with student etc.
- Remember you are dealing with accomplished intermediate and advanced skiers, who are comfortable skiing at faster speeds and longer distances than novice skiers. Be sure to adjust the speed and distance you ski in your demonstrations and in guided practice to fit the performance levels of the skiers.
- Use the Teaching /Learning Cycle and follow the cycle, as if you had your students in a real lesson.
- Converse with your students about their goals, sensations, and achievements.
- Practice giving lessons in the intermediate zone
- Understand what skill blends are needed to achieve specific outcomes or goals
- Adjust and adapt to the learning needs of the student.
- Use a progression to help teach not teach a progression
- Common errors
 - Lack of adaptability or experience
 - Reciting a progression of static, simple, and complex and not understanding why you are teaching this progression or how to give feedback when things don't go right
 - Not using proper terrain for what you are teaching
 - Moving too quickly and not allowing enough practice time for play and exploration
 - Failure to collaborate with students to determine common goals or outcomes
 - Not helping the student to reflect on their experiences or sensations they may be feeling
- Children Teaching Hints:
 - Make sure your presentation is age appropriate.

- Use the CAP model as it applies to all ages of kids.
- Take into consideration real and ideal movement patterns

Change Summary Log

Refer to this log to follow changes to the Study Guide Document and when a new version has been made effective.

The PSIA-AASI-W Study Guide has been in circulation since 2004. Contributors to this Study Guide in the past have been

- Heidi Ettlinger, El Furtney, Bryan Schilling, Finlay Torrence, and Lynnea Anderson

Version	Change Description	Initiated by	Effective Date
A	Made minor changes to formatting	L. Sheldon	11/12/2020
B	<p>Made the following process changes:</p> <ul style="list-style-type: none"> • Teaching scenarios based on peer to peer MA and children MA • Added reference material to include new national standards 	L. Sheldon	11/15/2021
C	<p>Made signification format changes:</p> <ul style="list-style-type: none"> • Updated the cover page • Moved material that did not pertain to the assessment process or assessment outline to the Supporting Information section • Removed Process and changed to Learning Outcomes and Assessment Activities. Reworded to be more understandable as to what to expect during an assessment. • Added more references to the reference section • Added new documents to the Supporting Information section: <ul style="list-style-type: none"> ○ Introduction to the Certification Standards ○ Training Tips: Skiing, MA, and Teaching ○ Task List ○ Summary Change Log 	L. Sheldon	11/01/2022