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The Telemark Handbook

Western Division- PSIA-AASI

2018-2019

www.psia-w.org

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Contents

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Preface

The PSIA West Telemark Handbook has been prepared to help PSIA-W members understand the process of becoming a certified Telemark instructor and to answer some of the questions most frequently asked by potential candidates. Most professions measure proficiency with some type of certification. Ski instruction is no exception. As you prepare, you will practice to become a better teacher and a better skier. Study this handbook, the *Core Concepts Manual*, *the Telemark Technical Manual,* Telemark articles in *32 Degrees,* and other snow sport publications to improve your technical understanding of the sport. Bear in mind that because of the many similarities between telemark and alpine skiing, most materials covering the latter will be applicable as well to the former. Train with other instructors, and learn to give and receive feedback. As you read this, your certification process has begun!

Helpful Online Education Links

1. **Guide for New Instructors**

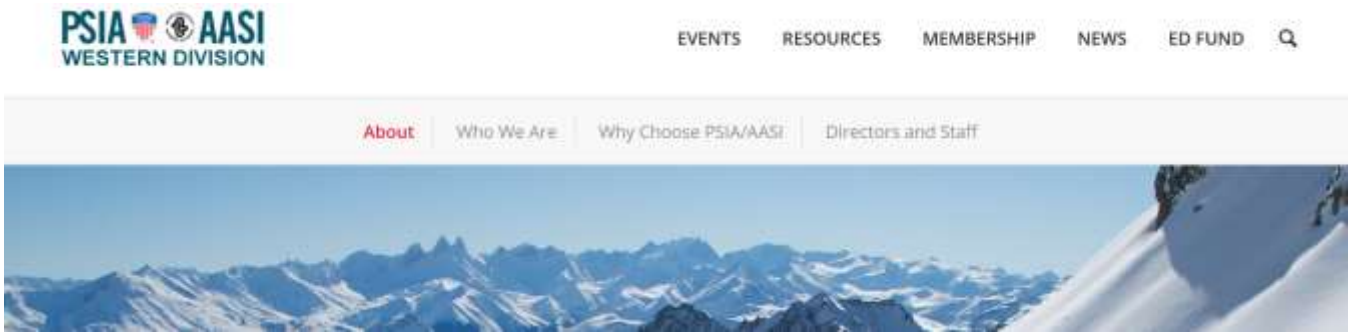
http://www.thesnowpros.org/Portals/0/Documents/Education/PSIA_GuideForNewInstructors_11-7-17.pdf?ver=2017-11-07-160651-087

2. New Instructors Learning Course https://lms.thesnowpros.org/getting-started/
3. PSIA National website is www.thesnowpros.orgros.org

The Certification Process

The certification process provided by PSIA-W and the other seven divisions of PSIA serves:

- The skiing public by ensuring that they are provided with the most professional instruction possible.
- The professional and volunteer instructor by providing training and validation to support the desire for professional advancement.
- Ski areas, clubs, and educational institutions by assisting their hiring and promoting functions and enhancing their training efforts.
- Government agencies by providing a certification standard for use in issuing commercial use permits.



Please visit www.psia-w.org for

- Membership information
- Event schedule and registration information
- Educational resources
- Divisional news
- Links to Facebook, Twitter and more

Unique to Nordic Members: Unlike alpine and snowboard members, it is not necessary for Nordic members to be employed by a ski school. Also unique to the Nordic branch of PSIA-W is the policy that exam candidates who perform exceptionally well at a certain level may be invited by the examiner to attend the next level exam – usually held the following day. Foreign instructors should contact the chief examiner to discuss issues of reciprocity and exam eligibility.

Administrative Structure of PSIA-W

The Western division of PSIA/AASI (Professional Ski Instructors of America/American Association of Snowboard Instructors) or PSIA-W for short, is governed by a board of directors selected by vote of the membership for 3 year terms. Go to psia-w.org for more information on board functions, as well as vice president, and committee positions. One member of the board serves as the division's representative to the national PSIA/AASI board. Go to psia.org for more information on the national organization.

The Nordic chairperson oversees all Nordic programs (Telemark and Cross Country) and attends board meetings, but has no voting power. This person is appointed by the Nordic committee, and ratified by the board of directors. The Nordic committee meets once a year, and consists of any level 3 Nordic members who choose to attend the meeting.

The Nordic committee also appoints a Nordic Chief Examiner, Cross Country Director and Telemark Director. These officers are elected for two year terms. (See Appendix A for descriptions of officer's duties.)

Exam Philosophy

The core philosophies upon which the ATS is based (student centered, experiential, humanistic, outcome oriented) apply not only to the expectations of our students in the skiing public, but also to exam candidates. Our exam process is oriented toward a successful outcome for each candidate. While the successful completion of an exam provides important validation for the candidate, merely engaging in the process offers great benefits to the participant and stimulates improved instruction!

Each exam is designed to be a fun learning experience as well as an assessment process. Candidates will not only be assessed, they will be taught, coached, and motivated in the areas of skiing, teaching and technical understanding. Feedback will be continuously given throughout the day, and candidates will be scored on their best performances. By the end of the exam, candidates will know how they measure up to the standards.

Exam Prep Clinics/ Level 1 In-House Training and Certification Program

All telemark exam candidates must attend a one or two day prep clinic, depending on the level. The purpose of the clinic is to familiarize the candidate with the content, procedures and standards of the exam, as well as to review the specific skills required. Prep clinics are usually scheduled three to four weeks before the exam in order to allow time for the candidate to practice and improve in areas of weak performance identified during the clinic. Unless approved by the Chief Examiner, the prep clinic must be taken in the same season as the exam. This requirement applies to all Level 2 and 3 candidates, and to Level 1 candidates who are not participating in an In-House Program. Level 1 candidates who chose to participate in the In House Training and Certification Program with an approved examiner at their own ski school are exempt from the same year prep clinic requirement. **See www.psia-w.org for details about the In- House Program.**

To prepare for the prep clinic, each participant should download a Telemark Certification checklist booklet which contains areas to be evaluated at the exam. Candidates should use these booklets to record the feedback that they receive at both the prep clinic and the exam. Please note: no written feedback will be provided by the examiner/clinician.

To prepare for the exam,

- Please download the appropriate level Telemark Study Guide from the Nordic Resource materials at www.psia-w.org.
- Complete the Study Guide, which is designed to challenge candidates to learn and apply principles of teaching Telemark skiing.
- Send the completed Study Guide to the **Telemark Director, identified at the bottom of the worksheet page, at least two weeks prior to the exam.** Worksheets submitted by email will be answered with written feedback, and paper submissions will be commented upon verbally at the exam.

The Exam

The certification events are designed to evaluate the candidate's understanding of three areas of the American Teaching System (ATS). The Level 1 certification is a one day event while Levels 2 and 3 are are two day events. The ATS includes:

1. **Skiing:** Skiing skills will be evaluated through a combination of task skiing, demos and freeskiing. Candidates will have many opportunities to demonstrate single maneuvers or a series of maneuvers in a variety of terrain situations.
2. **Teaching:** Each candidate will receive several opportunities to demonstrate their teaching and movement analysis skills. Simulating either a group or a private lesson in a 10-15 minute mini-lesson, the candidate will lead an individual (possibly an actual student) or several members of the exam group through a logical progression designed to improve a given skill. In addition, the candidate will be asked to observe skiers, describe movements, determine cause and effect relationships in terms of the fundamental skills and prescribe exercises or drills for improvement.
3. **Technical Knowledge:** This part of the exam is based on the written Telemark Study Guide. Assessment of a candidate's technical knowledge will also be made through individual questions and group discussions. Candidates should be prepared to answer questions from the examiners during the skiing and teaching part of the exam.

The Results

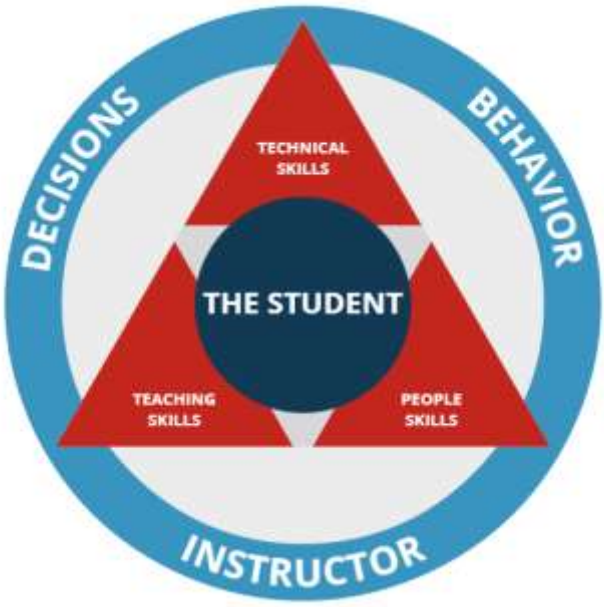
Candidates will be notified at the end of the exam whether or not they passed. No numerical scores will be given. Successful candidates will have performed to the appropriate standard, as judged by the examiner, in all areas of evaluation. Exam candidates who perform exceptionally well at a certain level may be invited by the examiner to attend the next level exam.

Upon validation, the office will mail certificates and pins to the candidates as follows:

- Bronze PSIA shield for successful completion of Level 1
- Silver PSIA shield for successful completion of Level 2
- Gold PSIA shield for successful completion of Level 3

PSIA AASI

The American Teaching System



Student Centered Learning:
In the American Teaching System (ATS) the Student is at the center of the learning process.

A program which aims to train and assess ski instructors must address three questions. Who are we going to teach? What are we going to teach? And how are we going to teach? The American Teaching System (ATS) answers each of these questions. First, the ATS is centered on who we are going to teach: the skiing public from never-evers to aspiring racers, so ATS pedagogy is centered on student goals, needs, and abilities. ATS gives instructors the **People Skills** that help us to assess our students in these areas and to empathize with our students mentally and physically as they face new challenges during our lessons. Our understanding of the student and their stated goals determines our lesson content which is based on the ATS **Skiing Model** and the instructor's **Technical Skills** in applying this model. This technical skiing model, a clearly defined set of fundamental mechanics and its applications, will be described in this handbook. Finally, ATS **Teaching Skills** gives specific guidelines for how we can teach effective lessons. The ATS Teaching Model has several components that will also be reviewed in this handbook. Ultimately the overall emphasis of the ATS is that we teach by partnering with our students to create a safe, fun learning environment.

Key points about ATS:

ATS is a teaching and learning method that is **student centered** and experiential in nature.

In ATS, the **Student-Instructor Learning Partnership** is the core of experiential learning.

In ATS, instructors blend their
People Skills
Skiing Skills
Teaching Skills
Technical Skills
to provide the complete guest experience and positive outcomes or **The Learning Connection.**

Thus, ATS provides a useful format for any aspiring instructor. Complete coverage of ATS teaching methodology exists elsewhere in PSIA and snow sport literature. *The Core Concepts* manual, for example, offers a very good discussion of Gardner's multiple intelligence theory, Kolb's learning styles

preference theory, and the application of these theories to ski instruction. In addition, in her excellent book entitled *The Open Mind*. Dr. Dawna Markova gives an in depth explanation of the interplay of visual, auditory, and kinesthetic sensory patterns in the 3 states of mental consciousness. For information on the Skiing Model including basic biomechanics, please consult the *Telemark Technical Manual* produced by the PSIA National Team.

The Learning Connection

People Skills

Effective instructors use interpersonal skills to build trust and connection with their guests. Guests learn to trust an instructor who shows genuine interest in each student right from the start of the lesson. While we are showing interest, we are also assessing our students by interviewing them verbally and by carefully observing other non-verbal cues. Our assessment or our behavioral profile of the guest helps us to make what Peter Kray called in the Summer 2015 issue of *Instructor to Instructor* "empathy-based decisions [that] ensure that the guest's needs and desires are central to the experience." We make these decisions together with the student as we form the Learning Partnership. Below is a list of student behavioral characteristics from Steven Still (1993); these are the "physical/psychological attributes and attitudes that shape [the] personal learning requirements and environment" of the student.

Learn about your students'...

A. Individual characteristics and backgrounds

- Past experiences with skiing
- Past experiences with learning
- Age, sex, nationality, athletic ability, body type
- Intelligence, common sense
- Physical abilities/disabilities
- Level of kinesthetic awareness
- Psychological factors (excitement, fear, etc.)
- Range of attention (focus, concentration, and distractibility)
- Knowledge and understanding of other sports
- Participation in other sports

B. Learning preferences

- Sensory preference: visual, auditory or kinesthetic (VAK)
- Gardner's Multiple Intelligence type: Verbal-Linguistic, Logical-Mathematical, Spatial, Bodily-Kinesthetic, Musical-Rhythmic, Interpersonal, Intrapersonal *(* See *Core Concepts*.)
- Process versus outcome orientation
- Patience (low, medium, high)
- Amount of information needed (low, medium, high)
- Degree of interpersonal control required in the learning environment
- Feedback (intrinsic or extrinsic) and reinforcement (positive, negative, or equal amounts of each) needed
- Whole versus progressive part approach
- Expressiveness (ability to give verbal and physical feedback)
- Gifted/disabled
- Group learning/individual learning

***C.* Motivation**

- Intrinsic/extrinsic factors
- Process or outcome
- Future application and transfer
- Personal goals (style, function, perfection, security, social)
- Individual needs (physiological, security, social, esteem and growth)
- Fear of success and/or failure
- Trying hard and moving rapidly versus proceeding cautiously and accurately
- State of readiness

D. **Attitudes and values**

- Openness, willingness, ability and capacity to change and grow
- Attitude toward learning, teaching, and instructors (cited from Stills, 1993)

Teaching Skills and The Learning Partnership

The Learning Partnership of ATS encompasses important concepts for every teacher. In this partnership, learning happens because the teacher and the student agree on the goals of the lesson and work together toward accomplishing them. The teacher assesses the student in the four main areas outlined above, identifying the students' Motivational, Understanding, and Movement Needs (See Guest Centered Teaching). The instructor then adapts his/her teaching style, the lesson content and the learning environment to what the student asks for and needs. This student centered learning is in contrast to teacher centered learning where the teacher dictates what must be imparted in a lesson. *The merging of Student Behavior and Instructor Behavior into a collaborative effort with a desired outcome is called the Learning Partnership.*

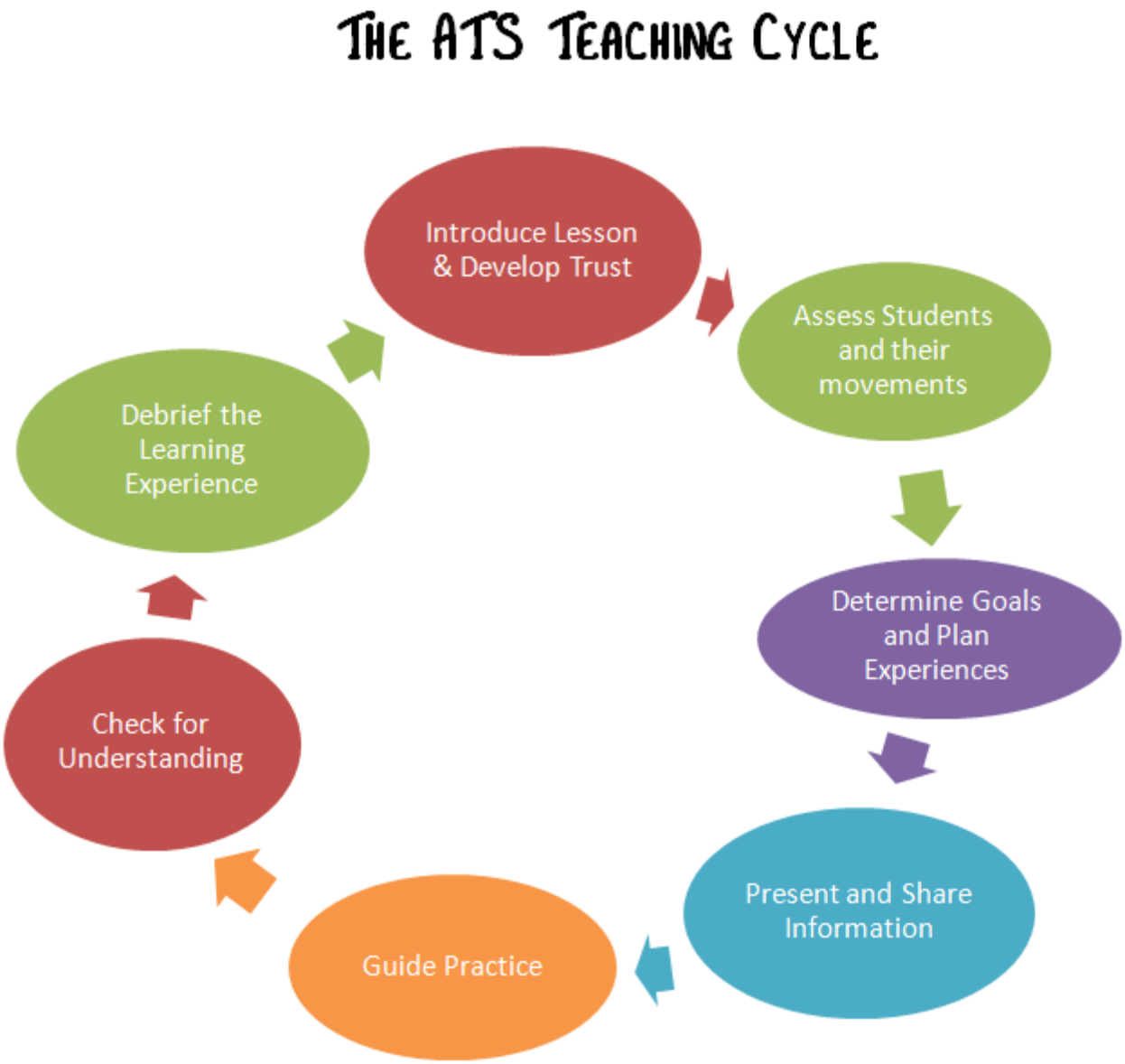
Instructor Behavior/Strategies

In the Learning Partnership, it is all about the Student; instructors must empathize with student's needs and goals, not only to determine lesson content, but also to adapt an effective method of delivering information. Each instructor brings a full spectrum of behaviors and strategies to the Learning Partnership. These tools enable the instructor to improve student motivation, increase the speed and amount of learning, as well as to facilitate the transfer and retention of information. An important aspect of this is the ability to react to new situations requiring creativity, problem solving and decision making. In addition, every instructor will have a preferred teaching style with which they feel most comfortable. A student, however, may respond best to an alternative style of receiving information. It is, therefore, imperative to learn and utilize each of the primary teaching styles: command, task, reciprocal, guided discovery, and problem solving.

Teaching Style		
Teaching Style	**Teacher:**	**Students:**
Command	Explains & demonstrates what the students will do; then evaluates each performance	Perform one at a time
Task	Explains & demonstrates task; Designates practice boundaries; Offers individual feedback	Practice within boundaries
Reciprocal	Explains & demonstrates a task;	Choose roles, ski, regroup,

	Designates practice boundaries; Explains roles of doer & observer with a specific focus for the observer; Guides and gives feedback.	exchange information; Switch roles, ski, regroup, exchange information.
Guided Discovery	Presents a series of tasks that explore a spectrum or range of movement; Poses questions after each set of tasks that lead the student to one conclusion; Does not tell the answer, but guides the discovery process with tasks and questions	Experience movement variations, answer questions about what they experienced and discover the answer.
Problem solving	Poses a problem and sets a framework for the students to work in Accepts all answers that meet the requirements of the problem.	Explore, find alternatives and seek answers on their own

Experienced instructors will mix and match different teaching styles during the course of a lesson according to the learning preference of each student. Successful instructors also employ the ATS Teaching Model as an effective delivery format for a lesson as well as for determining a teaching cycle within the lesson.



The ATS Teaching Cycle

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The instructor...

- Establishes and continually builds rapport and trust (both individual and group)
- Creates a fun, open, and supportive learning environment,
- Clearly defines the general outcomes and process of the learning segment.

2. Assess Students and their Movements

The instructor continually and accurately assesses the individual student's...

- Previous experiences with skiing and other sports
- Ability level, expectations, goals, motivations, limitations, and concerns
- Learning style profile (mix of dominant and non-dominant styles)
- Desired amount of information at any one time (low, medium, high)
- Preferred type of feedback and reinforcement (positive, negative, or both)
- Patience level
- Process or outcome orientation*
- Attention span and capacity (level of external and internal distraction)
- Willingness, ability and capacity to change

3. Determine Goals and Plan Experiences

The instructor...

- Selects appropriate goals based on individual and group abilities and expectations
- Plans learning objectives relevant to the individual and group goals*
- Formulates a logical progression [This may be a linear or "Stepping Stones approach". *See Telemark Technical Manual* p. 97]
- Chooses appropriate terrain and snow conditions
- Designs practice periods of correct length
- States general goals for the group and specifies goals for individuals

4. Present and Share Information (ideas, demonstrations, feelings, experiences)

The instructor...

- Uses the following four [techniques] to enhance complete learning:
    1. **[Instruct/Present]** - explains the technical, mechanical, and tactical elements in a logical and concise manner as rationale for the activities
    2. **[Show/demonstrate] -** creates clear and meaningful images of specific movements and patterns
    3. **[Do]** - develops body awareness and feelings associated with different movements
    4. **[Practice] -** allows students the opportunity to experiment with the information presented through trial and error
- Responds to individual student needs by
    1. Properly adjusting the pacing of information to student capacities
    2. Scheduling feedback and reinforcement*
    3. Addressing their process or outcome orientation and patience levels
    4. Breaking the lesson into appropriate amounts of practicing, skiing, and information to maintain their attention and motivation

5. Guide Practice

The instructor...

- Sets practice tasks at appropriate levels of difficulty
- Expands the student's process or outcome orientation to include both
- Provides specific and task-relevant feedback to each student* [**Please note**. *Check with students about when and how they would like to receive feedback. Some students do not want feedback until they have practiced a bit. Other students prefer to receive feedback privately. All feedback should be delivered with a positive component.]*
- Provides the appropriate reinforcement (positive, negative, or equal part of each)*
- Uses random practice for increased learning and retention
- Guides initial practice and sets the students up for meaningful independent practice

6. **Check for Understanding**
   The instructor...
- Verifies students' level of physical understanding based on demonstrated performances consistent with the lesson objectives*
- Verifies students' level of cognitive understanding based on verbal responses consistent with the lesson objectives

7. **Debrief/Summarize the Learning Experience**
   The instructor...
- Reviews the learning segment goals and objectives and communicates the degree of accomplishment to the group and individuals
- Previews the next learning segment and encourages further development*
- Establishes independent practice guidelines for each student*
- Invites students to return for additional instruction, feedback, and fun

Putting it all Together
How to Use the ATS Teaching Cycle

Here are a few key concepts to keep in mind as you combine ATS Teaching Skills and People Skills to form your unique teaching method and personna.

The Teaching Cycle is not a linear progression.

The only exception to this would be with inexperienced instructors who need structure and order as they begin their teaching career. Even then, the goal is to help these new instructors become grounded in the educational concepts as early as possible so they can develop flexibility with the Cycle and customize the application of the Cycle to their students. Instructors may start with 'Introducing the Learning Segment/Experience,' but the order in which the other elements are used and whether all are used or not is part of the professional decision-making process. For example, you may demonstrate something before you verbally 'Present Information.' You may 'Check for Understanding' before you 'Plan the Lesson Objectives.' But in both cases, these are decisions that an experienced instructor might make; an inexperienced instructor, on the other hand, may be more comfortable adhering to the order and sequence presented here linearly. The degree of flexibility with which you use the Cycle is dependent upon your level of teaching experience. This gives the Cycle great value as a training tool for all levels of instructors and trainees.

Some or all parts of the Cycle may be repeated during a lesson.

This means that after practicing some segment and checking for understanding, you may find yourself going back to demonstrating, presenting information, or possibly even determining goals and planning objectives again.

The Cycle can be used on macro (overview) or micro (detail) levels.

In other words, the seven actual steps of the Cycle (from "Introduce" through "Summarize the Learning Segment") can be applied to a single teaching segment or objective, to a half-day class, an all day class, a three-day lesson package, or a season-long series of lessons. On the micro level, the cycle can be repeated many times during the course of a lesson.

How you use the tools presented in this 'Teaching Skills' section is a function of, and a response to, the Student.

Always keep in mind the relationship that exists between student behavior and instructor behavior because they are truly interdependent. "The Instructor's ability to effect meaningful change is dependent on his or her ability to accurately assess students' personal learning requirements and then adjust teaching strategies accordingly." (Stills, 1993) Thus, **Movement Analysis**, which will be discussed later in this handbook, is a key part of every lesson.

The instructor can use any teaching style at any point in the lesson.

For example, command may be more appropriate at the beginning of a lesson, but an instructor could choose the reciprocal teaching style later in the lesson in order to help all students give and receive feedback as they practice.

Finally, but most importantly, in any snow sport lesson the priority order is safety, fun, and then learning.

Instructors should know the National Ski Area Association Responsibility Code, provide a safe teaching environment for their class, and educate students in snowsport safety. Avoid collisions! Monitor all snow sport activity within your teaching area. Choose safe places for your class to stop and safe places for them to ski. (Please refer to the excellent section in the *Core Concepts Manual* entitled "Managing Risk in the Mountain Environment.")

NSAA Responsibility Code

1. Always stay in control, and be able to stop or avoid other people or objects.

2. People ahead of you have the right of way. It is your responsibility to avoid them.

3. You must not stop where you obstruct a trail, or are not visible from above.

4. Whenever starting downhill or merging into a trail, look uphill and yield to others.

5. Always use devices to help prevent runaway equipment.

6. Observe all posted signs and warnings. Keep off closed trails and out of closed areas.

7. Prior to using any lift, you must have the knowledge and ability to load, ride and unload safely.

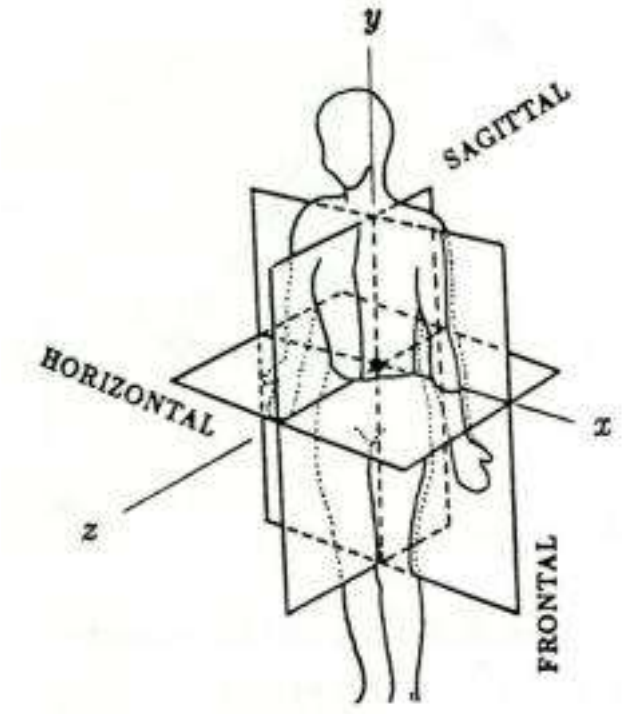
Technical Skills

Physics and Biomechanics

A sound technical understanding of telemark skiing combines knowledge of basic physics with biomechanics, both of which are covered more extensively in the *Telemark Technical Manual.* The manual explains that skiing can be viewed as the interaction of internal forces created by skiers using muscles, bones, ligaments and tendons with the external forces of gravity, friction and centripetal force as "they slide, accelerate, turn and react to changes in the terrain" (p.13). A critical reference point for determining the relationship of the internal and external forces in any given turn is the student's Center of Mass (pictured at left).

Planes of Movement

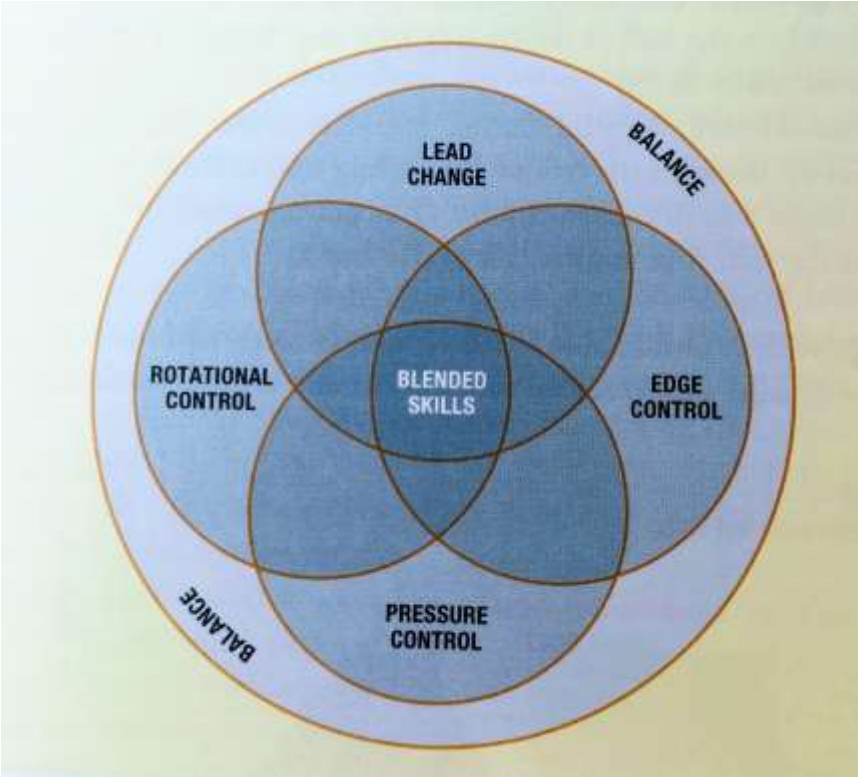
Kinesiology, the study of mechanics of body movements, utilizes terminology to describe body movements that can be applied to any sport. These fundamental movements are present in all athletic activities, and are described with respect to the three planes of movement: sagittal, frontal, and transverse (or horizontal) planes (pictured below). Movements take place in any one of these three directions, or in any combination of the three.



Fundamental Movements

Fundamental movements describe 'opening and closing ' of joints and include **flexion and extension** (fore-aft movement along the sagittal plane, such as opening and closing the hip, knee, or ankle), **abduction and adduction** (side-to-side movements along the frontal plane, such as moving a leg out to the side and away from the midline of the body or moving a leg in and toward the midline of the body, respectively), **inversion and eversion** (in-out movement along the frontal plane such as rolling the foot at the ankle so that the sole of the foot faces inward or outward), and **rotation** (movement along the horizontal plane, such as turning the femur in the hip socket), and movements that combine two or more of these options. The fundamental movements are the most basic ways that muscles and joints function.

Telemark Skiing Model



Telemark Technical Manual (p. 39, 2014)

The Telemark Skiing Model (based on the PSIA Skills Concept model) shows the four **skills of Telemark skiing** circumscribed within the larger skill circle of Balance. This is because balance is the result of the blend of skills that skiers use to control their position on skis. Any maneuver, task, drill or trick on telemark skis can be assessed effectively using these four skills plus balance. According to *The Telemark Technical Manual,* a skill is a "particular ability, expertise, proficiency, facility, or dexterity acquired or developed through training or experience." In a ski lesson, the instructor assesses the student in terms of these skills and then plans student outcomes. Specifically, he/she will propose fundamental body movements which increase proficiency, facility and dexterity in one or more of these skills. For a more comprehensive discussion of the Telemark Skiing Model please see the *Telemark Technical Manual*.

Telemark Fundamentals

In an effort to further define the Telemark skills, PSIA telemark divisional education staff representatives at the 2016 and 2017 PSIA National Fall Conferences adopted six statements describing the fundamentals of effective telemark skiing. Each fundamental statement succinctly defines what the skier is trying to accomplish in terms of that particular skill in the vast majority of skiing situations. At the center of the Telemark Fundamentals is Lead Change. Arranged around Lead Change are statements regarding edge, pressure, and rotation. Below is a simplified diagram representing the Telemark Fundamentals.

Telemark Fundamentals (simplified)

Telemark Fundamental Statements

Lead Change

Control the size, intensity, and timing of the lead change

Pressure Control Fore/Aft

Control the fore/aft relationship of the center of mass to the base of support to manage pressure along the length of the skis

Pressure Control
Ski to ski

Control the lateral relationship of the center of mass to the base of support to manage pressure from ski to ski

Rotation

Control the turning of the skis with rotation of the feet and legs in conjunction with discipline in the upper body

Overall Pressure

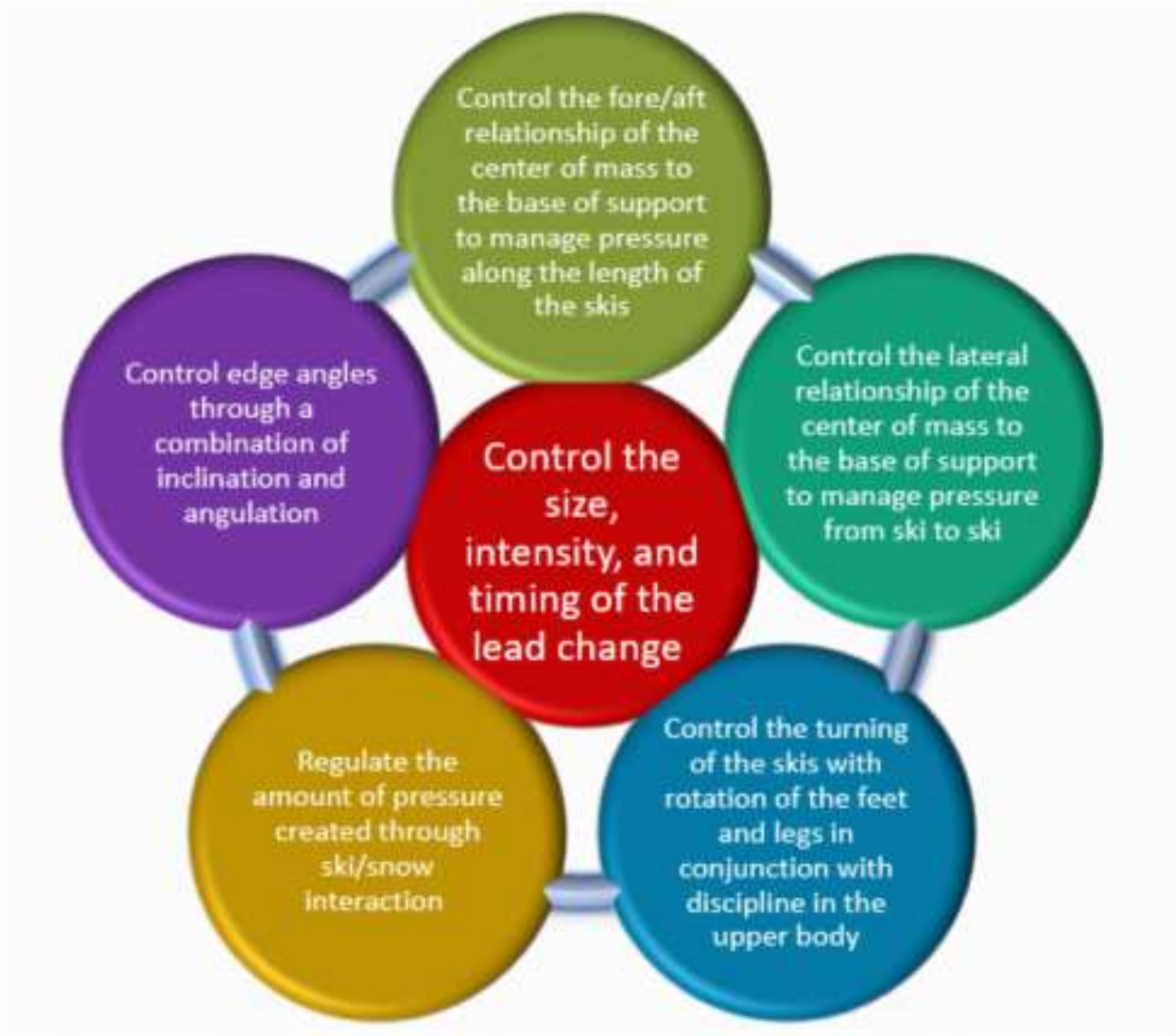
Regulate the amount of pressure created through ski/snow interaction

Edge Control

Control edge angles through a combination of inclination and angulation

Edge Control - *Please click on this link from PSIA National website for a video image of edge control in telemark skiing. https://matrix.thesnowpros.org/video/effective-edging-movements/*

Telemark Fundamentals



(from Scott Mcgee Feb. 2018)

Movement Analysis

From the beginning to the end of a ski lesson the instructor is watching the students ski. Students constantly want to know how they look and what they are "doing wrong." Thus, a successful instructor must be skilled in **Movement Analysis (MA)**. MA can be very student inclusive or mostly completed in the instructor's thoughts, depending on the students and situations at hand. Please refer to the in depth discussion of Movement Analysis in the *Telemark Technical Manua*l. A general, but very effective plan for movement analysis involves three basic steps: **Observation, Evaluation, and Prescription.**

Observation: Observe and describe ski and body performance in relation to phases of the turn referencing the skills in the Telemark Technical Model.Set a task of the appropriate ability level for your students. Observe movements using bottom-up, core-out, or top-down methods. If involving the student at this stage, describe the skier's movements in terms of the Telemark Skills at each phase of the turn (initiation, shaping, and finish). Otherwise, do this in your head. If involving the student at this stage, give feedback using objective language (rather than subjective "good" or "bad" comments); compliment what is functional or efficient and try to relate observed movements to goals.

OBSERVE- (What):

- Observation Tactics- There is no "right" way. What are you looking at first?
  The big picture, whole body, specific parts, skis, feet – up, head – down, or what?
- Look at the skier's movements, physical traits, and what the skis are doing in the snow.
- Describe concrete and objective observations.

DESCRIBE: (present in ANY order) The skier profile as it relates to their skiing (physical traits that affect ski performance).

- The turn shape
- The path/track of the skis, location of skidding/carving, and when and where (phase of turn)
- Ski performance and related body movements in the phases of the turn.
- The duration, intensity, rate, timing, (DIRT) and direction of movements of the skier.

"Tell a story" when describing movements to help students understand what is happening in their skiing. Example: In the shaping and finishing phases of the turn, you heavily weight your front foot, like you would if you took a step forward."

Evaluation: Determine the effectiveness of body performance and ski performance through each phase of the turn. Describe cause and effect relationships.Think about the sequence of movements and movements that generate power, to help you determine cause and effect relationships. Frame these relationships in terms of the four Telemark Skills. If involving the student at this stage, explain why things are happening to the student. Be specific and accurate, but use simple language. If nothing is wrong, say so.

EVALUATE- (Why): Describe body movements (cause) and how they impact the skis' performance (effect). Compare your observations to ideal version of the same turn/task/run. (See "Visual Cues to Effective Skiing" in the *Telemark Technical Manual* pp. 55-62.) Develop a performance goal which addresses the skiers' strengths or weaknesses.

DESCRIBE (present in ANY order):

• Where 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: Prioritize a course of action for ski or body performance improvement.

PRESCRIBE- (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.This includes optimal terrain to use. Address equipment issues if necessary. Prioritize what element most needs correction/development to create a performance goal.

- prioritize movements to be changed using the observed mechanics.
- Set a goal with the student and relate it to efficiency, stability, power, finesse, etc. based on your student's other goals.
- Develop an exercise or series of exercises which can help meet that goal. Reinforce improvement!
- **Keep it fun!**

Reference Maneuvers

Wedge Turns

Guest Outcome: Link wedge turns with rhythm and control. Learn a fundamental of free and fixed heel skiing. The wedge turn incorporates all the components of more advanced turns. Its stable base of support allows advanced movements to be easily and safely learned.

Terrain and Tactics: Easy groomed green terrain that provides a comfortable learning environment. Speed control comes from turn shape by completing turns, not by braking. For those using older telemark or cross country equipment, steering is especially important in determining turn shape.

Converging Skis- Click on the link from the PSIA National website to see a demonstration of Wedge Turns on alpine equipment.

https://matrix.thesnowpros.org/video/wedge-turns/

http://www.psia-c.org/wedge-turn/

Description:
The feet and legs are turned to create a comfortable "A" shaped wedge position with the skis providing a slightly wider and more stable stance. At turn initiation a slight extension of the uphill leg and slight flexion of the downhill leg move the center of mass toward the fall-line (also called the Gravity Zone). Feet and legs are progressively tipped towards the new direction to utilize ski design, and are progressively twisted under the body to help control turn shape.

- Wedge turn width remains consistent throughout the turn.
- Wedge is formed as a result of twisting legs and skis into a wedge shape rather than pushing skis into a wedge.
- Subtle flexion of the ankles, knees, and hips helps promote active steering of both feet and legs independently of the torso. Gentle extension of these joints returns the skier to neutral.
- Speed is controlled by turn shape not by a wide stance.

Wedge Christie

https://matrix.thesnowpros.org/video/wedge-christie/

https://vimeo.com/26661592 from Western

Guest Outcome: Link turns that begin with a wedge and finish with parallel skis**.** Learn a more comfortable, smoother method for turn completion. Experience a stepping stone from a wedge to a parallel turn.

Terrain and Tactics: Groomed, more difficult green and easy blue trails. Speed is slightly higher than for wedge turns and slower than parallel turns.

Description:
(Many skiers are able to progress directly from wedge to parallel turns. The wedge christie can be helpful for those who will benefit from an additional progressive step.)

The wedge christie is similar to the wedge turn, but the skis are steered to parallel by the end of the turn rather than remaining in a wedge throughout. At turn initiation, a slight extension of the uphill leg and a relaxation of the downhill leg move the center of mass toward the fall line and the skis are steered into a wedge. Then at or near the fall line, the skis are matched to parallel through a combination of rotary control movements, edge control movements, and speed. As the turn progresses, the outside leg will become dominant.The timing of these movements (matching after, at, or before the fall line) may be adjusted depending on the skier's speed, ability, and desired outcome.

- Outside foot and leg turn at a slightly faster rate entering the Gravity Zone to create a gliding wedge. Inside foot and leg turn at a slightly faster rate exiting the Gravity Zone to match skis parallel (Inside foot is <u>not</u> pulled in to match.)
- Timing of the match is dictated by speed, terrain and snow conditions.
- Flexion and extension of all joints may involve a greater range of motion, and more pronounced weight shift due to increased speed and terrain.

- Inside foot, ankle, and lower leg actively roll ski off its inside edge to the outside edge facilitating a steered match.
- No pole touch is required; hands and arms are used to balance torso over active feet and legs.

Basic Telemark

Guest Outcome: Experience linking telemark turns with rhythm and speed control.

Terrain and Tactics: Blue terrain

Description:
This turn is similar mechanically to the Basic Parallel but with the skier moving from one telemark turn into the next. At turn initiation a pole swing and tap will time and direct a movement of the center mass toward the new turn. Both feet/legs steer actively throughout each phase of the turn so that the skis maintain a parallel relationship. Accurate blending of skills enhances consistent turns.

- Skis are parallel with respect to each other throughout the turn.
- Lead change occurs continuously while moving from one telemark stance through a transition to another.
- Feet move past each other in unison.
- At the start and finish of the turn, balance is distributed over the whole front foot and the ball of the back foot.
- Skier's core/hips remain quiet and between the feet (fore/aft) throughout the turn.
- Lateral or side to side distance between the feet is constant for any series of turns.
- Countering develops as needed, but should not be contrived.

Basic Parallel

Guest Outcome: Experience linking parallel turns with rhythm and speed control.

Terrain and Tactics: Blue terrain. Speed is faster than for the wedge christie. Turn shape controls speed.

Description:
Skis are maintained at a hip width stance. Edges are released as the skis are guided toward the Gravity Zone. As the skier continues to rotate the legs, the new edges are engaged. Both feet/legs are rotated simultaneously so that the skis are parallel throughout the turn. Pressure dominance shifts from the former outside ski to the "new" outside ski. Knee and ankle flexion develop as the turn progresses.

- A pole swing and tap, time and direct a movement of the center of mass toward the new turn at initiation.

- Edge change (releasing and re-engaging) occurs through movements that tip the skis and change the edge angle in relation to the snow.
- Slightly more dynamic turns require increased range of motion.

Dynamic Telemark

Guest Outcome: Learn the ability to make telemark turns in advanced terrain in a variety of conditions.

Terrain and Tactics: Blue and Black terrain

Description:
This turn is similar to basic telemark, but utilizes to a greater degree external forces generated by speed and ski- snow interaction. It requires more active use of the feet and legs in edging and pressure control movements, and earlier edge engagement. The center of mass is continuously and accurately moved into each new turn. Ski design accompanied by efficient skill blending is used to carve and shape turns.

- The range of motion in all areas is greater in order to accommodate the increased forces that develop.
- The feet and legs tip the skis on edge earlier in the arc to take full advantage of the ski design.
- Progressive extending and flexing movements enhance the twisting and tipping of the legs/feet to shape the turn throughout the arc of the turn.
- Because of the greater speed, edging movements begin with inclination as the center of mass moves to the inside of the turn in order to stay in balance.

Dynamic Parallel

Guest Outcome: Learn the ability to parallel on telemark equipment on black runs.

Terrain and Tactics: Blue to black terrain in varying conditions including bumps, crud and powder. Dynamic parallel turns can be short, medium or long radius.

Description:
This turn is similar to basic parallel but utilizes to a greater degree external forces generated by speed and ski- snow interaction. It requires more active use of the feet and legs in tipping and twisting movements, and earlier edge engagement. Dominance of the outside ski also develops earlier than in Basic parallel, due to increased speed and more active flexing/extending movements. The center of mass is continuously and accurately moved into each new turn. Ski design accompanied by efficient skill blending is used to carve and shape turns.

- Skier increases the range of motion.
- More dynamic skiing requires more speed.
- Increased tipping movements maximize use of ski design.

Uphill Arc (Parallel Stance)

Guest Outcome: Learn to create a clean arc by utilizing ski design.

Terrain and Tactics: smooth green to easy blue terrain

Description:
From a straight run or diagonal traverse, the skier uses tipping movements and flexing movements to progressively engage edges and develop pressure dominance to the outside ski. Skis are kept parallel and leave two continuous, distinct edge tracks in the snow.

- Rotational movements are minimal.
- Skier rides the skis in an arc and slows naturally to a stop.
- Leg flexion enables effective edging and manages pressure.
- Tipping the shoulders parallel to the slope helps maintain balance.

Uphill Arc (Telemark Stance)

Guest Outcome: Learn to create a clean arc by utilizing ski design.

Terrain and Tactics: smooth green to easy blue terrain

Description:
From a diagonal traverse in a telemark stance the skier uses tipping movements and flexing movements to progressively engage edges. Foot to foot pressure remains more equal in a telemark stance. Skis are kept parallel with respect to each other and leave two continuous, distinct edge tracks in the snow.

- Rotational movements are minimal.
- Skier rides the skis in an arc defined by two clean edge tracks in the snow and slows naturally to a stop.
- Leg flexion enables effective edging and manages pressure.
- Tipping the shoulders parallel to the slope angle helps maintain balance.

Railroad Track Turns (Telemark/ Parallel Stance)

https://matrix.thesnowpros.org/?s=railroad track turns

Railroad Track Turns on Alpine Equipment- Please click on the link!

Railroad Track Turns (Telemark/ Parallel Stance)

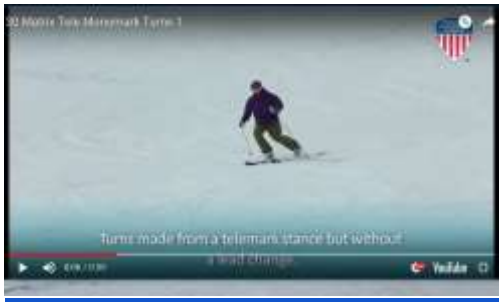
Guest Outcome: Experience the sensation of "pure carved" turns. Link medium to long-radius fall line turns utilizing shaped ski technology.

Terrain and Tactics: Green terrain. Side cut of skis carve two distinct arcs in the snow

Description:

- Link parallel arcs in the snow by simultaneously, and progressively engaging and releasing edges while maintaining matching edge angles.
- Hands, arms, and upper body movements align upper body in response to lower body angulation.
- No twisting or skidding of the skis.
- No pole use necessary.

Monomark Turns



https://matrix.thesnowpros.org/video/monomark-turns/

Guest Outcome: Experience the sensation of turning in a telemark stance without changing lead.

Terrain and Tactics: Green terrain

Description:
(This maneuver is useful for teaching simultaneous leg rotation and flexion/extension.)

- Active tipping and twisting of the legs and feet are used to guide the skis through the turn.
- The skier must stand on the ball of the back foot as well as on the whole front foot.
- It is essential that the upper body move with the skis and not lead through the turn.
- The upper body should remain stable and balanced between the feet (fore/aft).
- Pole use is optional.

Telemark Side Slip to a Stop/Telemark Hockey Stop

Guest Outcome: Learn to turn both legs simultaneously with a precise edge set at the finish of the maneuver.

Terrain and Tactics: Smooth easy blue terrain

Description:

From a straight run in a relaxed parallel stance the skier simultaneously twists both legs to a telemark position that is perpendicular to the fall line. At this point the skier can chose to abruptly engage the edges and come to a stop in a manner similar to that of a hockey player.

- Start by pivoting the skis, slip sideways, then come to a sudden stop while remaining in balance.
- Upper body remains stable and centered.
- Flexing/extending movements enhance turn mechanics.
- Simultaneous edge change movements are executed with feet, ankles and legs. (releasing/engaging)
- Side slipping in a telemark should occur in a corridor no wider than about 3 meters. `
- A blocking pole plant coincides with the edge set.
- Telemark sideslips and hockey stops should be practiced in both directions.

Pivot Slips (Telemark/Parallel Stance)

Guest Outcome: Explore turning and tipping movements while maintaining fore/aft balance over the feet and skis.

Terrain and Tactics: Skiing on smooth, blue/black terrain, continuously link sideslips while staying within a 3 meter corridor. Speed is consistent throughout entire run.

Description:
This task consists of a minimum of four linked telemark or parallel slips. At the beginning of each slip the skis are pivoted 180 degrees to the opposite direction with no intervening straight run. Sideslip portions in each direction should be a minimum distance of 10 feet.

- Flexing movements can enhance turning of the feet and legs. Extending movements can help facilitate releasing movements.
- Pole use is optional and should complement performance of the maneuver.
- Linked sideslips can be in either a telemark or a parallel stance.
- The upper body should remain facing downhill with the feet and legs turned underneath.
- The hips will turn more when telemark movements are used, than when parallel movements are used.

Shuffle Turns

Guest Outcome: The shuffle turn is the signature task of telemark skiing. Skiers move both feet back and forth under the body (shuffle), while sliding forward and turning.

Terrain and Tactics: Green to blue terrain

Description:
- Skier shuffles continuously through a series of shallow turns.
- No stall or hesitation occurs at edge change.
- In order for both skis to move continuously, balance must be over both skis at all points during the turn.

Hop Turns / Leapers

Guest Outcome: The hop turn is both a maneuver and an exercise. As a maneuver it enables the guest to negotiate steep narrow descents and breakable crust. As an exercise it challenges the guest to demonstrate a high level of proficiency in all four fundamental skills. The leaper is an easier version of the hop turn.

Terrain and Tactics: Steep terrain, firm snow

Description: Hop turns: From an edge set across the fall line, extend and begin to twist the legs while hopping off the snow. Turn the skis completely while in the air and land on the opposite edges after the fall line. A blocking pole plant should be timed with each edge set. Repeat. Leapers: Rotate the legs only far enough to change edges. Land before the fall line, and finish the turn with the skis on the snow.

One Ski Turns / Outside Ski Turns:

Guest Outcome: Learn to turn the ski while balanced over it. Both One Ski Turns and Outside Ski Turns help skiers improve turn shape. Learning One Ski Turns increases outside edge control.

Terrain and Tactics: Green to easy blue groomed terrain.

Description: Lower level skiers can practice Outside Ski Turns by transferring weight completely to the outside ski as they turn from one direction to another. Advanced skiers should be able to balance completely on one ski while making **turns** in both directions. In both cases turns should be linked continuously.

Retraction/Extension Turns

Guest Outcome: Learn to regulate pressure more accurately in deep snow and moguls.

Terrain and Tactics: Blue to black terrain, especially useful in bumps. Some speed is required for creating the pressure needed to perform this movement pattern correctly.
Description: The timing of flexion and extension movements is opposite of that used in the standard so- called extension / flexion turn. At turn initiation, edge change occurs during a flexion of the legs, rather than an extension. This is followed by an extension in the control phase of the turn. The goal is to modulate pressure fluctuations in order to maintain more ski-snow contact, and hence better balance in uneven conditions.

Switch (skiing backwards) Techniques!

Guest Outcome: Learn comfort and control while skiing backwards. Enhance balancing skills, promoting proper vision and safety protocols while enhancing the fun factor!

Terrain and Tactics: Green to blue terrain, useful for park and pipe maneuvers

Description: The beginning application is skiing in a backwards wedge or V, starting with a straight run and migrating to linked V turns. This enhances safety on the hill giving the student a much needed skill as sooner or later we all end up backwards on the hill whether by intent or not. The maneuver migrates to V initiated turns with either a parallel or tele finish and finally to full parallel and tele linked switch turns. For the instructor there is great application in being able to ski in front of our students and observe their performance during the course of the lesson.

Cross Country Techniques

Guest Outcome: Give the students an introduction to the complete range and versatility of free heel techniques and equipment.

Terrain and Tactics: Flats to easy greens as well as backcountry trails

Description
See Cross Country Maneuvers descriptions for the following
techniques: diagonal stride double pole diagonal skating
V1 skating
V2 skating
V2 alternate

THE ALPINE TO TELEMARK CROSSOVER LESSON

The following is a guideline for a lesson, or series of lessons, introducing an experienced alpine skier to telemark skiing. As this is the most popular telemark lesson at lift served ski areas, it is offered here as starting point for new telemark instructors. This progression has been used successfully by effective instructors, but should not be construed as official PSIA dogma. Instructors are encouraged to modify, or replace this progression with their own ideas as they acquire more experience.

INTRODUCTIONS

- Get to know your students**.** Make them feel welcome and comfortable

- Assess their previous experience and determine their goals
- Select terrain and modify plan according to group and conditions

ALPINE SKIING ON TELEMARK GEAR

- Emphasize flexion and extension involving the ankle
- Keep some pressure on both skis · Make round linked turns
- Coach your students on their alpine style turns. Improvements made at this stage will carry over into their telemark skiing.

THE TELEMARK POSITION

- Demonstrate and practice the stationary telemark position.
- Emphasize equal weighting- pressure on the whole front foot, and ball of the rear foot.
- Emphasize relatively equal flexion in both legs with forward pressure on boot cuffs. The rear knee should be slightly ahead of the hip crest, not trailing behind.
- Practice dropping into the telemark position from an upright stance with poles for support, then without poles, then with eyes closed. Offer feedback. Remember that a functional telemark position is essential for efficient turning.
- Point out sensations that indicate an overly long telemark position, such as pressure on the tip of the big toe, rather than on the ball of the rear foot. Note also that a gap forms between the shin and the boot cuff of the front leg, if the lead is too long.

THE LEAD CHANGE

- Practice the lead change while stationary. Demonstrate the three distinct lead change patterns (rear foot slides forward, front foot slides back, and both feet scissor evenly), and explain the applications of each.
- Practice lead changes in a straight run, then in a traverse. While shuffling in a traverse, emphasize little toe pressure. Changing leads should not cause the hips or body to twist. Maintaining a disciplined upper body will allow the skis to track precisely.

Changing leads while sinking and rising, and while staying at the same level (imagine skiing under a low ceiling) are each beneficial. Learning to incorporate flexion and extension with the lead change will help the student to coordinate the lead change with turning. Shuffling from one lead position to the other without changing height will help teach equal weighting. If one foot moves forward at the same rate the other one moves back, the feet are evenly weighted (shuffling). One foot moving at a time indicates weight transfer (striding). To help the student understand this have them do the following:

- Practice standing primarily on one foot and sliding the other foot forward and backward while gliding down a gradual slope.
- Now stand evenly on both feet and shuffle. The contrasting lead change patterns will become obvious.

Additional useful lead change exercises include:

- Hopping from one position to the other

- Shuffling in a very low stance
- Side slipping while changing leads
- Shuffling near the fall line on a gradual slope while making slight direction changes
- Changing leads over alternating convex and concave terrain features.

TURNING

Alpine skiers already know how to turn; their challenge is to incorporate the telemark position and lead change into their turns.

- Practice uphill Christies (or "J" turns). Start in the fall line with the feet next to each other, and drop into the telemark position just before coming to a stop.
- Practice the monomark (or monotele). Emphasize flexion and extension to facilitate linked turns. Extending more actively with the uphill leg will help release the edges, as will "pointing" the downhill knee.
- Practice reverse telemark turns.
- Practice shuffles through turns. Start with subtle direction changes on gentle terrain. While continuous shuffling is best, students may need to pause during turn initiation on steeper terrain.
- Initiate turns from the monomark position (downhill ski leading), and change to the opposite lead position after the fall line. Pair students together, with the leader changing lead upon the follower's command. The goal is a series of turns during which the lead is continuously either increasing, or decreasing. The feet should pass near the fall line.
- To remedy premature lead change: Tell students to "turn, then tele". Do mock tele turns on the chair lift. Review equal weighting of the feet. Ski ¾ of the turn "parallel", then tele at the end. Practice "lazy Susan" turns on a bump or ridge in a telemark position. From the end of one telemark turn, hop the skis into the fall line, reducing the lead in the air; then finish the turn in the new telemark position (square turn). Alternate parallel and telemark turns trying to maintain consistent turn size and shape. Practice telemark garlands. Practice telemark sideslips and "falling leaf".
- Give them some mileage, and try some easy ungroomed snow, if available.

WRAP UP

- Give the students "previews of coming attractions". Leave them with some tips for continued improvement, and invite them for another lesson.
- Inform them about services at your ski area, and don't forget to put in a good word for the local telemark retailer!

PSIA West Checklists for Certified Levels I, II, and III

PSIA West checklists provide the candidate with an outline of specific skills and tasks that are required in the PSIA Western Division for certification.

CERTIFIED LEVEL I

Certified Level I members demonstrate a solid foundation of information and experience necessary to be an effective ski teacher. The Certified Level I instructor possesses an understanding of basic skiing skills, teaching skills, and professional knowledge. It is not expected that Level I candidates will have in-depth knowledge and experience in each of the areas of competence listed in these Standards. 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.

Category A: Skiing
Level I certified teachers must be able to ski all green and groomed blue terrain demonstrating consistent balance and control of speed through turn shape. Demonstrations must display an "understandable picture" of the technical elements of Beginner/Novice zone skiing. The turn dynamics are limited by the speeds and terrain appropriate for Beginner/Novice zone skiing and tasks.

General Characteristics

Instructor is able to…

a. Maintain a balanced stance throughout a series of turns
b. Maintain consistent speed by controlling the shape of a turn
c. Reduce speed without interrupting overall flow and rhythm
d. Consistently link turns with sustained rhythm
e. Combine the movement of the body and poles
f. Adequately direct the Center of Mass (COM) in the direction of travel.
g. Demonstrate the effective use of the fundamentals (with consideration for the snow conditions, equipment, terrain, etc.)
h. Ski a variety of turn sizes within a series of turns while maintaining speed control
i. Demonstrate the visual cues to effective telemark skiing relative to edging, rotary and pressure control movements in demonstrations and tasks common to Beginner/Novice zone skiers. (Note: Visual Cues for Effective Telemark Skiing p. 55-62 in the *Telemark Technical Manual*) do not address alpine stances. For these please refer to the Alpine visual cues for effective skiing.)

Category B: Teaching
Level I Certified teachers demonstrate a solid foundation of information, and experience necessary to be an effective teacher of Beginner/Novice zone skiers. A basic understanding of how to manage the learning environment for different age and gender situations is required.

Category C: Professional Knowledge
Professional knowledge requirements for Level I Certified teachers reflect a practical awareness of general terms and concepts, and an ability to use these concepts in basic lesson situations for Beginner/Novice zone students. Decision making and lesson content will most likely follow preplanned options, with consideration for different skill development emphasis.

PSIA-W Checklist for Level 1 Telemark

Introduction to the Skiing Model

General Skiing Characteristics

- ❑ Consistently link telemark turns with sustained rhythm on blue groomed terrain i.e. ski at student level 5 (See Appendix B.)
- ❑ Maintain consistent speed by controlling the shape of turn.
- ❑ Maintain a balanced stance throughout a series of turns.
- ❑ Ski a variety of turn shapes (short, medium, long) in a series of turns while maintaining speed control on groomed green and blue terrain.

Skiing; technical understanding

- ❑ Define and explain the basic ski terminology as described in this handbook and other available PSIA manuals.
- ❑ Define and explain the skiing movements in terms of **Balance, Lead Change, Edge Control, Pressure Control, and Rotational control.**
- ❑ Describe each of the Skiing Application Maneuvers at this level in terms of the skiing Movements.
- ❑ Identify the phases of a turn.
- ❑ Identify equipment needs for telemark skiers at the beginner level.

Skiing Application

- ❑ Wedge turns
- ❑ Wedge Christie
- ❑ Basic telemark on groomed blue terrain with pole swing and touch, edge release and engagement, and smooth transitions from one telemark turn to the next.
- ❑ Basic Parallel Turns on groomed blue terrain with pole swing and touch.
- ❑ Telemark Shuffle Turns on all green terrain, continuous shuffle through transition
- ❑ Uphill arc-both directions.
- ❑ Telemark side slip to a stop-both directions.

- ❏ Telemark hockey stop-both directions.
- ❏ Switch Skiing, Linked V turns on groomed blue terrain

PSIA-W Checklist for Level 1 Telemark

Introduction to the Teaching Model

Professional Knowledge Assessment

- ❏ Recall the Skier's Responsibility Code and discuss how to introduce it when teaching beginners.
- ❏ Recognize all parts of the American Teaching System (See *Core Concepts Manual* and other PSIA publications.)
- ❏ Discuss how to use ATS when teaching beginners.
- ❏ Identify visual, auditory, and kinesthetic (VAK) sensory preferences and give examples of how to recognize a student's learning style preference.
- ❏ Identify styles of teaching and give examples of how to use them.
- ❏ Identify student profile of specific groups such as adults, children, seniors, etc.

Movement Analysis

- ❏ Describe the basic movement patterns in terms of the Telemark Technical Model in beginner skiers through student level 4.
- ❏ Prepare a lesson plan including exercises and tasks that target student needs and change the skier's performance.

Teaching Assessment

- ❏ Teach student levels 1-4.
- ❏ Handle a class and manage a group's behavior based on student goals taking into consideration energy levels, conditions for that day, and safety.
- ❏ Communicate information using basic techniques such as eye contact, voice inflections, and appropriate pacing of information.

CERTIFIED LEVEL II

The Level II certified member is one who has demonstrated commitment and dedication to the ski teaching profession and to his/her own personal development. Level II members are considered qualified to provide valuable instruction to a majority of ski school guests. A Level II certified instructor demonstrates the ability to relate movements and skill areas to movement outcomes and to apply that knowledge to teaching situations common to Intermediate zone skiers. Level II certified instructors have a global understanding of the ski industry and are able to classify their responsibilities as a part of the resort team.

Category A: Skiing
Level II certified teachers have the skills to make short, medium, and long radius turns on blue and groomed black terrain with minimal skidding. Skis make two separate, relatively defined arcs in the snow from before the fall line to completion. Skill application and accuracy may vary with terrain and snow conditions. Demonstrations should illustrate accurate movement patterns and reflect turn dynamics relative to the speeds and forces common to Intermediate zone skiers.

General Characteristics
The instructor is able to...

a. Maintain a balanced stance throughout a series of turns
b. Use ski design and skill blending to shape telemark and parallel turns
c. Link turns of consistent rhythm and size, such as a series of short or long turns
    - Blend the movements of the body and poles moving from turn to turn
    - Move the Center of Mass across the skis actively
    - Use pole movement to aid the flow and rhythm of the turn
d. Reduce and maintain speed by adjusting turn shape without interrupting overall flow and rhythm
e. Demonstrate a variety of turns
f. Apply appropriate tactics and vary skill applications in a variety of conditions, including ungroomed snow or powder
g. Demonstrate different types of skill blends in exercises, tasks, and turns, upon request
h. Demonstrate the visual cues to effective telemark skiing relative to edging, rotary and pressure control movements in demonstrations and tasks common to Intermediate zone skiers (Note: Visual Cues for Effective Telemark Skiing do not address alpine stances. For these please refer to the Alpine visual cues for effective skiing.)

Category B: Teaching
Level II certified teachers demonstrate an understanding of basic learning theory, communication and people skills, and human development. Practical knowledge of these concepts is required for students and teaching situations through Intermediate zone lessons. Level II certified teachers demonstrate the ability to adapt the lesson environment to meet a variety of options for specific audiences (i.e., age, gender, etc.).

Category C: Professional Knowledge
Professional Knowledge for Level II certified teachers reflects a basic understanding of general terms and concepts applicable through the Intermediate zone. Application of teaching concepts in actual lesson situations should reveal an ability to interpret correctly student behavior and performance, and to deliver technical content through relevant activities and simple language.

PSIA–W Checklist for Level ll Telemark

Skiing

General Skiing Characteristics

- ❏ Ski at student level 7 (See Appendix B).
- ❏ Show appropriate blending of flexing and extending movements to facilitate edge release/engagement and management of pressure.
- ❏ Show simultaneous edge change on blue groomed terrain.
- ❏ Ski anywhere, i.e. in a variety of situations including bumps, un-groomed, or powder snow on blue and easy black terrain.
- ❏ Demonstrate a variety of telemark and parallel turn shapes such as short-medium, and long-radius turns with consistent rhythm and turn shape.
- ❏ Use ski design and skill blending to shape turns.
- ❏ Reduce, generate or maintain speed by adjusting the shape of the turn.
- ❏ Demonstrate the ability to brake or glide in a series of turns appropriate to pitch, snow condition, or intent.

Skiing; technical understanding

- ❏ Define and interpret all terminology as described in this handbook.
- ❏ Describe changing equipment needs as students move through student level 6.
- ❏ Understand the application of the skiing Movements in the Telemark Maneuvers at this level.
- ❏ Identify skill application and explain skill blending, intensity, and skiing characteristics that create balance, turn shape, and speed control in student levels 1 through 6.
- ❏ Relate the phases of a turn to forces acting on a skier. Discuss how a skier uses muscular effort, stance, and other internal methods to counteract the forces in skiing.

Skiing Application

- ❏ Basic telemark and basic parallel
- ❏ Dynamic short radius telemark
- ❏ Dynamic short radius parallel
- ❏ Monomark

- ❏ Telemark Shuffle Turns, groomed blue terrain, continuous shuffle through transition
- ❏ Linked Telemark side slips-both directions
- ❏ Link turns in blue bump terrain while maintaining a balanced stance
- ❏ Designated un-groomed crud/powder
- ❏ Synchronized skiing
- ❏ Hourglass
- ❏ 3 telemark turns/3 alpine turns/3 monomark turns/3 reverse telemark turns
- ❏ Leaper turns
- ❏ Outside ski turns
- ❏ Skating
- ❏ Switch Skiing, "V" initiation to telemark through control and finish on blue terrain

PSIA -W Checklist for Level ll Telemark
Teaching

Professional Knowledge Assessment

- ❏ Recall the Skier's Responsibility Code and discuss how to integrate it into lessons for skiers through student level 6.
- ❏ Identify the components of the Teaching Model.
- ❏ Identify learning style and sensory preferences and know how to teach accordingly.
- ❏ Discuss how lateral learning enhances skill development.
- ❏ Describe student profiles of specific groups e.g., age or gender-specific (adults, children, seniors) through intermediate level.
- ❏ Be able to utilize all teaching styles.

Movement Analysis

- ❏ Describe the basic movement patterns in terms of the Telemark Technical Model in skiers through student level 6 in terms of the Telemark Skiing Fundamentals.
- ❏ Determine cause and effect relationships in terms of skill usage in different phases of the turn in skiers through student level 6 in terms of the Telemark Skiing Fundamentals.
- ❏ Prescribe what a student should work on by prioritizing their skill needs through student level 6.
- ❏ Prepare skill development focus, exercises, and tasks that target skiers' needs
- ❏ and change their performance.

Teaching Assessment

- ❏ Teach the skiing public through student level 6.
- ❏ Determine goals that are mechanically correct and meet expectations of the student (e.g., the Learning Partnership).
- ❏ Tailor teaching to meet preferred learning styles and preferences of the students.
- ❏ Apply the Teaching Model to meet the needs of the students.

CERTIFIED LEVEL III

The Certified Level III member is one whose high levels of skill and knowledge allow him or her to make an uncompromised contribution to the customer, PSIA, and the ski industry. A Level III Certified member has the ability to assess all variables with regard to student personality traits, goals, abilities, needs, the learning environment, conditions of the day, available terrain, equipment, etc. and to synthesize these parts into a viable lesson plan. A Level III instructor can make adjustments to lesson goals and is able to appropriately adjust or modify lesson content as required by any situation.

Category A: Skiing

Level III certified teachers should have the skills to make short, medium, and long radius turns with little or no skidding. The skis describe two well defined arcs from before the fall line to turn completion. Terrain and snow conditions should have a minimal effect on skill application, movement accuracy, and turn outcome. Turn dynamics should represent the terrain, speed, and snow conditions common to Advanced zone skiing. A Level III certified teacher has the ability to maintain dynamics and movement accuracy through most conditions, on any terrain on most mountains.

General Characteristics

The instructor is able to…

a. Ski dynamic-telemark and parallel turns on any terrain on most mountains
b. Reduce, maintain and generate speed without interrupting overall flow and rhythm
    - Consciously affect the movements of the body with pole movements to complement turn outcome
    - Actively and accurately move the COM from turn to turn with little interruption of rhythm and flow
    - Apply appropriate poling movements to specific turn shapes/tactics
c. Ski a variety of turn sizes and shapes and apply them to different mountain situations
d. Demonstrate different types of skill blends and movement patterns in exercises, tasks, and turns upon request, and as applied in different mountain situations
e. Maintain control over turn shape and speed while skiing most conditions on any terrain on most mountains. Demonstrate the visual cues to effective telemark skiing relative to edging, rotary and pressure control movements in demonstrations and tasks common to Advanced zone skiers. (Note: Visual Cues for Effective Telemark Skiing do not address alpine stances. For these please refer to the Alpine visual cues for effective skiing.)

Category B: Teaching

Level III certified teachers must demonstrate an in depth understanding of basic learning theory, communication and people skills, and human development issues. These instructors display a mastery of human development issues for all skiing populations (i.e., age, gender). Application of these concepts must produce a clear and concise delivery of information, and an uncomplicated learning environment through Advanced zone lessons.

Category C: Professional Knowledge
Professional Knowledge for Level III certified teachers reflects a strong accurate understanding of skiing terminology and concepts beyond the scope of ski teaching manuals. Related industry sources, ski coaching, and familiarity with various peripheral resources promote well-rounded teaching with the capacity to create exceptional experiences for most students, in most conditions on any terrain at most mountains.

PSIA-W Checklist for Level lll Telemark

Skiing

General Skiing Characteristics

- ❏ Ski at student level 9 (See Appendix B.)
- ❏ Show appropriately timed lateral leg extension.
- ❏ Show appropriate skill blending on all mountain terrain and all snow conditions.
- ❏ Reduce, generate or maintain speed through turn shape without interrupting overall flow or rhythm.
- ❏ Ski a variety of dynamic telemark and parallel turn shapes such as short, medium, and long and apply them to different mountain situations.
- ❏ Demonstrate different types of skill blending in maneuvers, exercises, tasks, and turns upon request and as applied in different mountain situations.
- ❏ Maintain turning and speed control while skiing in any snow condition (e.g. powder, crud, bumps, ice, hard snow, or chopped-up snow).

Skiing Application

- ❏ Basic telemark and basic parallel
- ❏ Linked telemark turns in black bumps
- ❏ Pivot slips-telemark and alpine
- ❏ Dynamic telemark turns
- ❏ Short radius telemark turns
- ❏ Monomarks
- ❏ Telemark Shuffle Turns, black terrain, continuous shuffle through transition
- ❏ Synchronized skiing
- ❏ Designated un-groomed crud/powder
- ❏ Hourglass
- ❏ 3 telemark turns/3 alpine turns/3 monomark turns/3 reverse telemark turns
- ❏ Linked pivot slips-telemark and alpine
- ❏ Linked railroad track turns-telemark and alpine
- ❏ Hop turns
- ❏ One ski turns
- ❏ Retraction/Extension turns
- ❏ Switch Skiing, linked parallel & tele turns

PSIA-W Checklist for Level lll Telemark

Skiing; technical understanding

- ❏ Apply the skiing-related terms from this handbook and the ATS Alpine Manual and show understanding through performance.
- ❏ Relate specific skiing terminology to students in plain and simple language.
- ❏ Describe skill blending in skiing.
- ❏ Describe how skill blending relates to different situations and conditions as well as how it relates to different types of skiers including: seniors, men, women, children, top athletes, and adaptive skiers.
- ❏ Relate skill blending to various internal and external forces generated in a variety of skiing situations.
- ❏ Describe, analyze, and prescribe equipment variables in advanced skiing.

Teaching

Professional Knowledge Assessment

- ❏ Discuss how to integrate the Skier's Responsibility Code into beginning through advanced levels.
- ❏ Describe and demonstrate a mastery of all teaching styles.
- ❏ Show ability to accurately assess learning style and sensory preferences.
- ❏ Describe elements of student learning and instructor teaching.
- ❏ Relate how these elements can contribute to both positive and negative experiences for students.

Movement Analysis

- ❏ Describe the basic movement patterns in terms of the Telemark Technical Model in skiers through advanced level.
- ❏ Determine cause and effect relationships based on stance, skill blending, tactics, skill tendencies, and other factors as related to the phases of the turn in skiers
- ❏ through the advanced level.
- ❏ Prescribe what a student should work on by prioritizing their skill needs through the advanced level.
- ❏ Prepare a skill development plan, focusing on exercises, tasks and drills to target the skiers' needs and change their behavior.

Teaching Assessment

- ❏ Teach to student level 9 with a real student (see Appendix 1).
- ❏ Use the Teaching Model in all levels.
- ❏ Individualize group and semi-private lessons by using a variety of teaching styles and methodologies.

- ❏ Achieve student goals during lessons utilizing a variety of strategies.
- ❏ Apply various forms of reinforcement, practice, and feedback to gain the best performance in students.

Study Guide Worksheets

The following Study Guide Worksheets have been designed to challenge you to grow as an instructor. Allow yourself plenty of time to research and formulate your answers. Useful references include:

- The PSIA *Telemark Technical Manual*
- *PSIA-W Telemark Handbook*
- PSIA *Core Concepts Manual*
- *Alpine Technical Manual*
- PSIA-W web pages: (www.psia-w.org)
- Your fellow instructors!

PSIA West Telemark Level 1 Take Home Study Guide Worksheet

The following questions will help you prepare for the technical portion of the exam. Please give clear and concise answers in short essay form. Please return the test to the address below at least TWO WEEKS prior to the exam you plan on attending. You must turn in a completed test in order to pass the technical portion of the exam.

1. Why might we teach out students to wedge turn before teaching them to do parallel or telemark turns?

2. What are the components of the Responsibility Code? How do we teach "The Code" to our students? What is the most important rule in all ski lessons?

3. How are Telemark turns and parallel turns similar? How are they different?

4. Describe a basic athletic stance. Why is an athletic stance important?

5. What is the Learning Partnership? How does it work?

6. Explain some different types of rotary movements. What type of rotary movement should we teach in our beginner lessons? Why?

7. There are 5 teaching styles. Explain each. Which styles are more effective with beginners?
8. What are the Stepping Stones and how do you use them?

9. Give an example of progression use in a ski lesson and explain why it is important.

10. Describe the components of a lesson plan. (The Teaching Cycle)

When finished please send to:

Urmas Franosch,
PO Box 9008,
Mammoth Lakes. Ca 93546

mailto:skiwithurmas@gmail.com

rev. Sep. 2008

PSIA West Telemark 2 Take Home Study Guide Worksheet

The following questions will help you prepare for the technical portion of the exam. Please give clear and concise answers in short essay form. Please return the test to the address below at least **TWO WEEKS** prior to the exam you plan on attending. You must turn in a completed test in order to pass the technical portion of the exam.

1. How do we use ski design to help us make turns?

2. How does turn shape relate to speed control?

3. Describe the external forces involved in a turn. What movements can we use to counteract or work with these forces?

4. Compare and contrast inclination and angulation.

5. In the course of a single turn discuss the relative timing of lead change and edge change movements.

6. How do we determine what we will teach in a lesson?

7. What are some drills that are unique to teaching telemark skiing? Briefly describe each.

8. How does a pole plant aid us in turning?

9. Give a progression to improve lead change timing.

10. How do you help a student overcome fear?

When finished please send to:

Urmas Franosch,
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mailto:skiwithurmas@gmail.com

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PSIA West Telemark 3 Take Home Study Guide Worksheet

The following questions will help you prepare for the technical portion of the exam. Please give clear and concise answers in short essay form. Please return the test to the address below at least **TWO WEEKS** prior to the exam you plan on attending. You must turn in a completed test in order to pass the technical portion of the exam.

1. What are the psychological factors that influence decisions in avalanche prone terrain?

2. Why do we use a strongly countered upper body position in some turning situations, and not in others?

3. In what situations would you teach hop turns and why? Write a progression teaching hop turns.

4. Why should we learn a carved telemark turn? Write a progression for teaching a carved turn.

5. Briefly describe the 6 fundamental skating maneuvers. Which of these would you use on your telemark skis and why?

6. Which teaching styles seem to work best when teaching the more advanced levels of telemark skiing? Why?

7. Write a progression with specific skill development exercises for each of the following:
    a. Introduction to skiing steeps
    b. Introduction of telemark turn to a Wedge turn student
    c. Improvement of short radius telemark turns
    d. Improvement of short radius parallel turns
    e. Introduction to bump skiing

8. Describe pole usage in a medium to long radius Telemark turn. Compare this to pole usage in a short radius turn.

9. What are the benefits and drawbacks of teaching a beginner the wedge position? What are the benefits and drawbacks of teaching a beginner "direct to parallel"?

10. What is a retraction turn? When would you use a retraction turn in Telemark skiing?

11. Discuss the effect of shaped skis and risers on modern telemark technique.

When finished please send to:

Urmas Franosch,
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Appendix –A

PSIA-W NORDIC OFFICERS JOB DESCRIPTIONS

Nordic Chairman:

- Provides **leadership** to the Nordic Committee and Division
- Represents Nordic Committee at PSIA-W BOD meetings
- Delineates, delegates, and coordinates Nordic committee activities
- Originates, coordinates with Nordic Committee, finalizes, and submits **yearly budget** to the BOD for approval
- Makes final decisions regarding Nordic Committee issues (petitions, appeals, etc)
- Originates agenda for and chairs Summer Nordic Committee meeting
- Responds to communications from PSIA-W members via email and telephone in a timely manner
- Organizes and delegates planning for the Nordic Fall Symposium, and the Nordic component of the Spring Convention

Chief Examiner

- Performs all communications with the Telemark, Track Directors, and Nordic Chairman
- **Delineates and delegates certification and education activities** to the Directors
- Obtains input from the Directors and provides recommendations to the Nordic Chairman regarding budget and schedule
- **Reviews all certification and educational issues** (petitions, appeals, etc), performs necessary research and provides recommendation to the Chairman
- Monitors, reviews, and recommends revisions to educational and certification standards for consistency with contemporary industry standards
- Performs duties and activities as assigned by the Chairman
- Attends Summer Nordic meeting

Director (Telemark, Track)

- Performs all communications with the Chief Examiner
- Acts as liaison between the discipline membership and Chief Examiner;
- **Organizes, assigns, and oversees all educational and certification activities as assigned by the Chief Examiner**
- Provides input to the Chief Examiner regarding budget and schedule
- Performs research and recommendations regarding educational and certification issues germane to the Director's discipline
- Performs duties and activities assigned by the Chief Examiner
- Attends Summer Nordic meeting

Responds to questions and communication from PSIA –W members via email or telephone in a timely manner

Nordic Committee Channels of Communication

BOD/PSIA-W Office ← Chairman ← Chief Examiner ← Directors ← Discipline

Note: The above diagram is the established protocol for performing communication within the Nordic Committee. Possible exceptions to the protocol above could be an assignment from the Chairman and/or Chief Examiner regarding Committee issues. In all circumstances, communications shall be coordinated with the "next tier up" to assure that the proper Committee member is informed and in the loop.

Appendix – B

Descriptors for Telemark Student Levels

Level	***General Descriptors***	***Lead Change Movements***	***Edging Movements***	***Development Exercise***
Level 1 First time tele-marker	This is a time of developing balance and exploring range of movement available on telemark equipment. The student may have experienced other disciplines of sliding.	No lead change at this stage	dges used to sidestep and herringbone	Walk, stop and climb initially in boots only then with skis
Level 2 – Learning to Turn	Balancing abilities continue to improve. The student discovers turning movements by learning to turn the legs independently of each other and the upper body.	Lead 500 shuffle – Shuffling skis between turns is explored as a function of creating stability in the fore and aft plane.	Skis are relatively flat	Shuffle feet in traverse and straight run.

Level 3 – Basic Telemark Turns	Skier is making individual telemark turns with skidding during the completion phase of the turn. Skier may be able to connect turns with a period of instability due to rebalancing between turns. A converging relationship between skis may exist at turn initiation.	Range of movement is often used up in one large movement at the beginning of the turn.	Slight edge angle develops as a result of turning	500 shuffle – shuffle skis between turns
Level 4 – Linked Telemark Turns	The student can make linked telemark turns and is exploring all green terrain. Turn shape is used for speed control and skis are working towards maintaining a parallel relationship.	The skier may exhaust lead change prior to, or in order to initiate the new turn; or may create lead change at the very end of turn.	Some use of edges in the completion phase of the turn is evident.	Telemark sideslips

Level	***General Descriptors***	***Lead Change Movements***	***Edging Movements***	***Development Exercise***
Level 5 – Telemark turns on all green and some blue terrain	Skier makes round skidded turns with pole touch on green and some blue terrain. The skier begins to use side cut of the ski to shape the second half of the turn.	he student is demonstrating a smooth lead change timed with edge release.	he skier has the ability to tip the ski on edge at some point after the gravity zone.	Monomarks

Level 6 – Introduction to bumps and other conditions on blue terrain	With a solid telemark turn and pole touch the student is starting to explore all blue terrain including bumps.	he skier is beginning to demonstrate a smooth and progressive lead change.	The skier times the release of the old edges with the beginning of the lead change. On groomed terrain skier is able to engage the edges shortly after the gravity zone through the turn completion.	750 Shuffle – shuffling skis almost consistently throughout the turn.
Level 7 – Linked controlled telemark turns on all blue and some black terrain	Able to make telemark turns on all blue terrain including bumps, the skier shows fore and aft stability and a solid pole touch.	A smooth, progressive lead change is exhibited on groomed blue terrain.	he skier can tip the skis on edge in the gravity zone.	Short and quick telemark turns keeping a quiet upper body, without a pole touch.
Level 8 – Explore the mountain.	With the ability to ski comfortably on any blue and most black slopes, the student's timing of lead change, pole touch and edge release is being refined.	he skier displays a smooth and progressive lead change on groomed blue and black terrain and on blue bumps.	he student is beginning to explore the effect of tipping the skis onto edge prior to the gravity zone.	1000 Shuffle – continuously shuffling and turning
Level 9 – Master of the Mountain	he skier can ski any turn, any time and anywhere in any condition.	Displaying a smooth, progressive lead change on all terrain, skier chooses an early or late lead change depending on the situation.	he skier is able to tip the skis onto edge prior to the gravity zone.	Ski blue bumps with no poles.

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