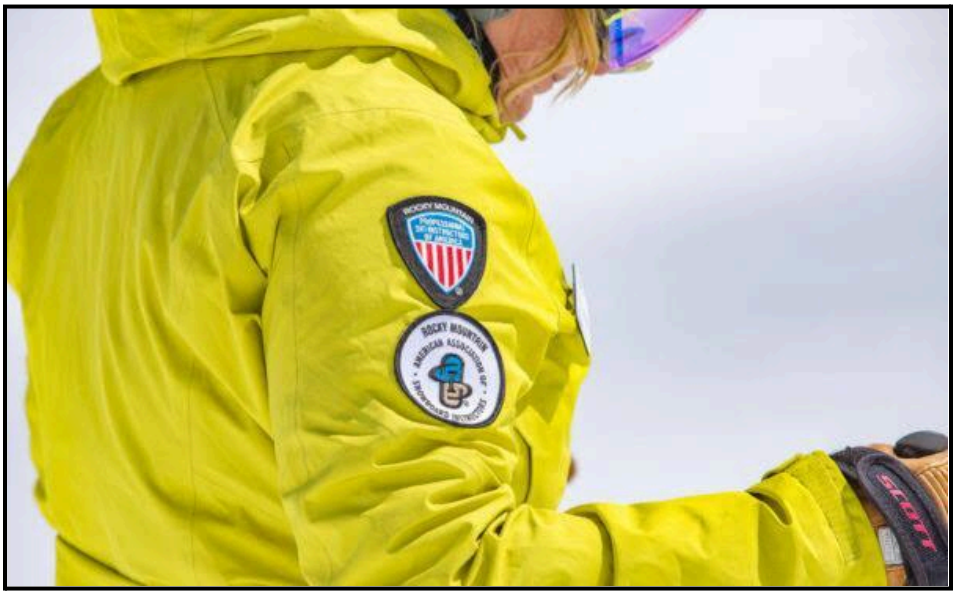
2026

ROCKY MOUNTAIN

ALPINE TRAINER ASSESSMENT GUIDE



ROCKY MOUNTAIN

Alpine Trainer Entrance Assessment Overview

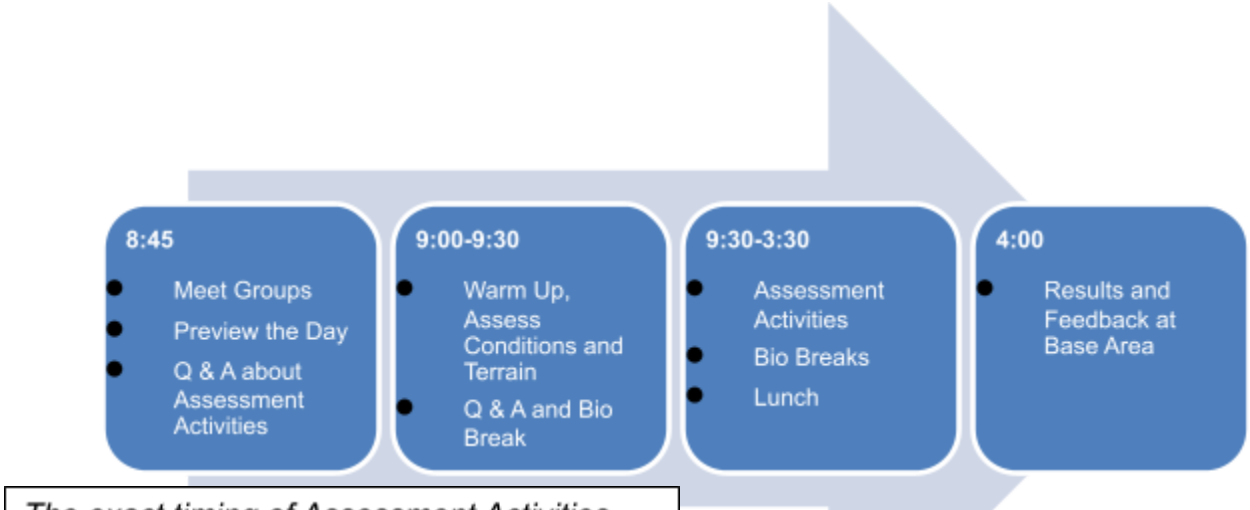
Introduction

This document outlines the details about Assessment Groups, Schedule of Activities, Learning Outcomes, Assessment Criteria, and Assessment Activities for the PSIA-RM Alpine Trainer Entrance Assessment Module. Candidates for the Alpine Trainer Accreditation will be evaluated by PSIA-RM Examiners through on-snow Assessment Activities that blend and highlight the application of Skiing Fundamentals in all terrain for various instructor training needs.

Assessment Groups

Each group will have a maximum of nine Candidates and two Examiners. Both Examiners will assess each Candidate during the day.

Schedule of Activities



The exact timing of Assessment Activities may be different based on the mountain and conditions of the day.

Learning Outcomes and Assessment Criteria

The PSIA-AASI National Standards establish the Learning Outcomes and Assessment Criteria for the RM Alpine Trainer Entrance Assessment. During the Alpine Trainer Entrance Assessment, Candidates are assessed on the following Learning Outcomes.

Instructor Decisions and Behaviors
Professionalism and Self-Management: Strengthens the professional environment by adapting to situations and other group members on behalf of themselves and their resort.

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

Refer to the PSIA-AASI Alpine Performance Guide for Assessment Criteria for each Learning Outcome.

Assessment Activities

Professionalism and Self-Management
Professionalism and Self-Management will be assessed from “check-in” until the end of the day. Follow-up questions, interviews with Examiners, and observed interactions with other Candidates, resort employees, and resort guests will be considered.

Skiing

- Candidates’ skiing is evaluated through Individual, Integrated, and Versatility Assessment Activities to show their skills demonstrating for students in beginner, intermediate, advanced, and expert terrain. Candidates will be evaluated on appropriate situational awareness and risk management skills while skiing in the group.
- Examiners meet the groups on snow and lead Candidates through 10 Assessment Activities selected from the National Assessment Activities List (NAAL) on the day of the assessment.
    - 3 from the Individual Fundamentals Assessment Activities.
    - 3 from the Integrated Fundamentals Assessment Activities.
    - 4 from the Versatility Assessment Activities.
- All groups will perform the same Assessment Activities, as agreed upon by the Examiner group prior to the start of the day.
- Assessment Activities may be set in all types of terrain and conditions, including groomed terrain, bumps, crud, trees and powder, on green through double black diamond terrain.

- Examiners will provide specific descriptions and demonstrations of Assessment Activities.
- Variations in movements, mechanics, and tactics may be requested at the discretion of the Examiners.
- Candidates may be given the opportunity to “freeski” during the assessment. This time is also part of the assessment and can be used to assess Instructor Decisions and Behaviors.

End of Day and Results

- The on-snow assessment will conclude by 3:30 PM. *Please note that the mountain environment can be unpredictable, and unforeseen circumstances may cause delays.*
- The Examiner staff will hold a brief meeting at the end of the day to discuss and finalize results.
- Candidates and Examiners will meet at a designated location at 4:00 PM.
- Exam Managers will lead a celebration by reading a list of candidates who have successfully passed the Alpine Trainer Entrance Assessment.
- After celebrations, Examiners will be available to provide individual feedback. Individual feedback will be limited to five minutes per candidate to ensure that all participants have the opportunity for these important discussions. Discussions will be limited to the assessment results and not on designing future training plans.
- Every effort will be made to email complete assessment forms with written feedback later the same day. *Please note that technical issues may cause delays.*
- No results will be provided before the 4:00 PM meeting.

ROCKY MOUNTAIN

Alpine Trainer Entrance Assessment Form

ROCKY MOUNTAIN

Overall Result
Meets Standards

Alpine Trainer | Entrance Assessment Form

Candidate	
Date	
Location	
Examiners	

Assessment Scale
1 Essential elements were not observed or not present.
2 Essential elements are beginning to appear.
3 Essential elements appear, but not with consistency.
4 Essential elements appear regularly at a satisfactory level.
5 Essential elements appear frequently, above required level.
6 Essential elements appear continuously, at a superior level.
All sections must average 4 or above to meet the Learning Outcome

Instructor Decisions & Behavior

Professionalism and Self-Management: Promotes a professional environment by adapting behaviors to positively affect others. (Continual Assessment)	
Needs/Safety Address group and individual needs for esteem.	4
Behavior Management Adapts behaviors for positive group and individual interaction.	4
Section Average	**4**

Skiing Performance

Continuously adjusts the Technical Fundamentals to demonstrate any specific skiing or ski performance outcome through the advanced zones.	
Integrate Fundamentals: Demonstrate the Indicators of Integration at a refined and optimized level during the prescribed activities.	4
Individual Fundamentals: Adapt and blend each of the Technical Fundamentals as prescribed.	4
Versatility: Vary turn shape, turn size, and line as needed or prescribed in all skier zones.	4
Section Average	**4**

Activities Performed

Integrated Fundamentals Assessment Activities	
Individual Fundamentals Assessment Activities	
Versatility Assessment Activities	

ROCKY MOUNTAIN

Alpine Trainer Movement Analysis and Technical Knowledge Assessment Overview

Introduction

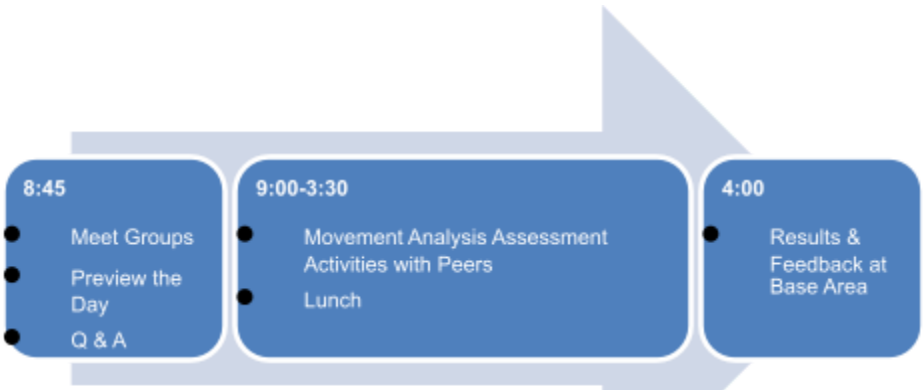
This document outlines the details about Assessment Groups, Schedule of Activities, Learning Outcomes, Assessment Criteria, and Assessment Activities for the PSIA-AASI RM Alpine Trainer Movement Analysis and Technical Understanding Assessment Module.

Candidates for the Alpine Trainer Accreditation will be evaluated by PSIA-RM Examiners through on-snow Assessment Activities. Candidates will provide information and answer questions about movements and outcomes as they pertain to training instructors. They should be prepared to ski any Assessment Activity from the National Assessment Activity List (NAAL) and analyze skiing up to the Alpine Trainer level of peers.

Assessment Groups

Each group will have a maximum of eight Candidates and two Examiners. Both Examiners will assess each Candidate during the day. All groups will perform the same skiing tasks for Assessment Activities, as agreed upon by the Examiner group prior to the start of the day.

Schedule of Activities



The exact timing of Assessment Activities may be different based on the mountain and conditions of the day.

Description

The Technical/Movement Analysis Module focuses on applying a comprehensive technical understanding of skiing to analyze movement across all levels up to the Alpine Trainer standard. Participants must prioritize information based on their audience's level of understanding and use multiple skill-to-skill relationships to explain movement and technical concepts. An Alpine Trainer draws from a broad base of technical knowledge to analyze a wide range of skiing and effectively communicate their findings to instructors with varying levels of experience and knowledge.

Learning Outcomes and Assessment Criteria

PSIA-RM Alpine Trainer Standards establish the Learning Outcomes and Assessment Criteria for the Alpine Trainer Accreditation. During the Alpine Trainer Movement Analysis and Technical Understanding Assessment, Candidates are assessed on the following Learning Outcomes.

Instructor Decisions and Behaviors
Professionalism and Self-Management: Strengthens the professional environment by adapting to situations and other group members on behalf of themselves and their resort.

Technical Understanding
Uses technical expertise to describe how technical, tactical and equipment interactions, rooted in physics and biomechanics, are reflective of contemporary skiing to enhance participants' knowledge.

Movement Analysis
Demonstrates the ability to analyze advanced skiing while addressing the quality and accuracy of desired skiing outcomes to enhance a clinic participant's skiing.

Refer to the PSIA-RM Alpine Trainer Movement Analysis and Technical Understanding Assessment Form for Assessment Criteria for each Learning Outcome.

Assessment Activities

Professionalism and Self-Management
Professionalism and Self-Management will be assessed from “check-in” until the end of the day when results are announced. Follow-up questions, interviews with Examiners, and observed interactions with other Candidates, resort employees, and resort guests will be considered.

Technical Understanding and Movement Analysis

- The group will be assigned one skiing task from the Versatility Assessment Activities from the National Assessment Activity List (NAAL) in the AM session and a different task in the PM session. Weather and snow conditions permitting, one session will be focused on groomed terrain, and one session will be focused on ungroomed terrain.
- Candidates will have two opportunities to demonstrate their technical understanding and movement analysis skills (each one lasting up to 15 minutes).
- The group will establish a starting location and a running order and/or time for Candidate observations prior to start of session. (1,2,3, etc.)
- Candidate (1) will perform the skiing task from the starting location to the Examiners.
- Candidate (1) will use this as an opportunity to evaluate snow conditions relative to the Assessment Activities.
- When ready, Candidate (1) will observe a fellow Candidate (2) performance of the prescribed Versatility task.

    - All other Candidates will be lapping the pre-determined run/slope and skiing the Versatility Tasks when not being assessed.
- Candidate (1) will provide concise, targeted guidance, and provide a prescription for change relative to Candidate 2's performance.
- Candidate 1 will expand upon their peer level technical presentation to Examiners sharing necessary details and information gathered from observations and discussions relative to peer while comparing Versatility and Integrated or Individual activity performances and answering any Examiner follow-up questions.
- Candidate 2 will loop back to the start location, and the next Candidate in the order will begin their observation and technical discussion session.
- All other candidates should lap on the terrain being used for assessments, making sure there is always at least one Candidate at the starting location.
- Examiners may change/randomize the order of Candidates to ensure a fair assessment and ensure Candidates analyze a different skier for each of the Movement Analysis Assessment Activities.
- The Assessment Activity is complete when all Candidates have performed the Technical Understanding/Movement Analysis Assessment Activities.

End of Day and Results

- The on-snow assessment will conclude by 3:30 PM. *Please note that the mountain environment can be unpredictable, and unforeseen circumstances may cause delays.*
- The Examiner staff will hold a brief meeting at the end of the day to discuss and finalize results.
- Candidates and Examiners will meet at a designated location at 4:00 PM.
- Examiners will announce and celebrate Candidates who have passed all the Alpine Trainer Modules and achieved Alpine Trainer.
- After announcements, Examiners will be available to provide individual feedback. Individual feedback will be limited to five minutes per candidate to ensure that all participants have the opportunity for these important discussions. Discussions will be limited to the assessment results and not on designing future training plans.
- Every effort will be made to email complete assessment forms with written feedback later the same day. *Please note that technical issues may cause delays.*
- No results will be provided before the 4:00 PM meeting.
- Candidates participating in multi-day assessments who prefer not to receive their results before the final day may opt to skip daily results and feedback meetings.

ROCKY MOUNTAIN

Alpine Trainer Movement Analysis and Technical Understanding Assessment Form

ROCKY MOUNTAIN

Overall Result
Meets Standards

Alpine Trainer | Movement Analysis & Technical Understanding Assessment Form

Candidate	
Date	
Location	
Examiners	

Assessment Scale
1 Essential elements were not observed or not present.
2 Essential elements are beginning to appear.
3 Essential elements appear, but not with consistency.
4 Essential elements appear regularly at a satisfactory level.
5 Essential elements appear frequently, above required level.
6 Essential elements appear continuously, at a superior level.
All sections must average 4 or above to meet the Learning Outcome

Instructor Decisions & Behavior

Professionalism and Self-Management: Strengthens the professional environment by adapting to situations and other group members on behalf of themself and their resort. (Continual Assessment)	
Needs/Safety: Monitors their own physical and emotional needs, adjusting to the needs of others in the group.	4
Behavior Management: Adapts to ambiguity, change, and/or challenges that arise in the day.	4
Section Average	**4**

Movement Analysis

Demonstrates the ability to analyze advanced skiing while addressing the quality and accuracy of desired skiing outcomes to enhance a clinic participants' skiing .	
Cause and Effect: Prioritizes cause-and-effect relationships using any combination of skiing fundamentals and ski and body performance details to benefit the skier's understanding relevant to the desired outcome.	4
Evaluate: Compares the observed performance to the intended specific outcome and includes speed, turn shape, turn size, line, and/or ski-snow interaction as needed.	4
Prescription: Prescribes specific and accurate peer-level changes to help the skier achieve their specific outcome and affect speed, turn shape, turn size, line, and/or ski-snow interaction as needed.	4
Section Average	**4**

Technical Understanding

Uses technical expertise to describe how technical, tactical and equipment interactions rooted in physics and biomechanics, are reflective of contemporary skiing to enhance participants' knowledge.	
Understanding of Desire Performances: Identifies and describes ideal performance skiing using multiple skiing fundamentals in blended relationships.	4
Understanding of Biomechanics/Physics: Accurately applies relevant biomechanics and physics principles to explain both the observed skiers' performance and the general mechanics of efficient, effective skiing	4
Equipment: Identifies effects of equipment on skier's performance towards desired outcomes and how equipment choice is impacted/interacting with environment.	4
Section Average	**4**

ROCKY MOUNTAIN

Alpine Trainer Clinic Leading Assessment Overview

Introduction

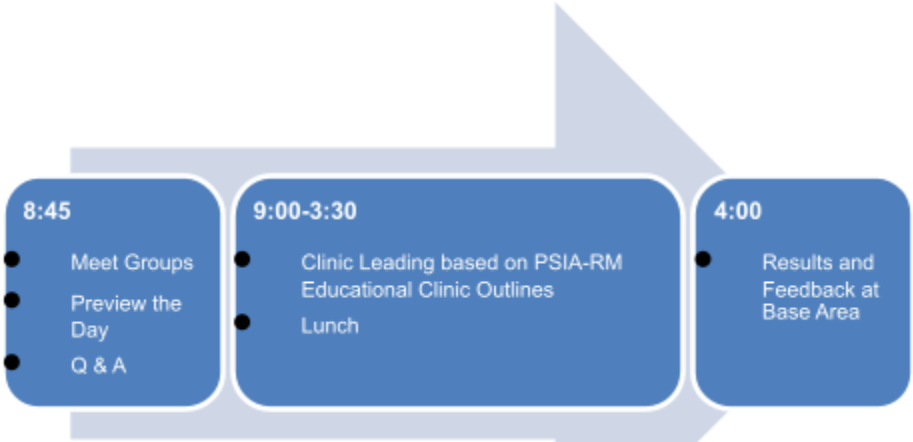
This document outlines the details about Assessment Groups, Schedule of Activities, Learning Outcomes, Assessment Criteria, and Assessment Activities for the PSIA-RM Alpine Trainer Clinic Learning Assessment Module.

Candidates for the Alpine Trainer Accreditation will be evaluated by PSIA-RM Examiners through on-snow Assessment Activities that test their ability to lead instructor training clinics.

Assessment Groups

Each group will have a maximum of seven Candidates and two Examiners. Both Examiners will assess each Candidate during the day.

Schedule of Activities



The exact timing of Assessment Activities may be different based on the mountain and conditions of the day.

Description

Alpine Trainers deliver engaging, outcome-based clinics that develop participants' skiing skills and their ability to effectively teach guests. They demonstrate exceptional knowledge of teaching and learning, adapt their approach to diverse learners, and clearly demonstrate and communicate the skills being developed. Alpine Trainers are recognized by peers and employers as among the very best educators in the profession.

Learning Outcomes and Assessment Criteria

PSIA-RM Alpine Trainer Standards establish the Learning Outcomes and Assessment Criteria for the Alpine Trainer Accreditation. During the Alpine Clinic Leading Assessment, Candidates are assessed on the following Learning Outcomes.

Instructor Decisions and Behaviors
Professionalism and Self-Management: Strengthens the professional environment by adapting to situations and other group members on behalf of themselves and their resort.

Clinic Leading

- Assess & Plan: Plans learning experiences for the clinic participants based on organizational and learner's needs.
- Implement: Adapts learning experiences to meet the clinic participants' needs without sacrificing the organizational needs.
- Reflect/Review: Fosters the ability to recognize, reflect upon, and assess experiences to enhance understanding and apply what was learned.

People Skills

- Communication: Maintains two-way communication with clinic participants on behalf of the organization offering the instructor training. (Assessed when leading a clinic.)
- Relationships with Others: Adapts to the interpersonal dynamics within the group as an ambassador of the organization offering the instructor training. (Assessed when leading a clinic.)

Refer to the PSIA-RM Alpine Trainer Clinic Leading Assessment Form for Assessment Criteria for each Learning Outcome.

Assessment Activities

Professionalism and Self-Management
Professionalism and Self-Management will be assessed from “check-in” until the end of the day. Follow-up questions, interviews with Examiners, and observed interactions with other Candidates, resort employees, and resort guests will be considered.

People Skills and Clinic Leading Skills
One week before the assessment, each Candidate will be emailed a clinic outline with a description and learning outcomes.

Clinic Leading Skills
Each Candidate will have up to 25 minutes to clinic their peers based on the assigned outline. The clinic will be followed by a conversation between the Candidate and the Examiners that may include questions related to the PSIA-RM Alpine Trainer Clinic Leading and People Skills Assessment Criteria. New clinics will start every 40 minutes.

End of Day and Results

- The on-snow assessment will conclude by 3:30 PM. *Please note that the mountain environment can be unpredictable, and unforeseen circumstances may cause delays.*
- The Examiner staff will hold a brief meeting at the end of the day to discuss and finalize results.
- Candidates and Examiners will meet at a designated location at 4:00 PM.
- Examiners will announce and celebrate Candidates who have passed all the Alpine Trainer Modules and achieved Alpine Trainer.
- After announcements, Examiners will be available to provide individual feedback. Individual feedback will be limited to five minutes per candidate to ensure that all participants have the opportunity for these important discussions. Discussions will be limited to the assessment results and not on designing future training plans.
- Every effort will be made to email complete assessment forms with written feedback later the same day. *Please note that technical issues may cause delays.*
- No results will be provided before the 4:00 PM meeting.
- Candidates participating in multi-day assessments who prefer not to receive their results before the final day may opt to skip daily results and feedback meetings.

ROCKY MOUNTAIN

Alpine Trainer Clinic Leading Assessment Form

ROCKY MOUNTAIN

Overall Result
Meets Standards

AlpineTrainer | Clinic Leading Assessment Form

Candidate	
Date	
Location	
Examiners	

Assessment Scale
1 Essential elements were not observed or not present.
2 Essential elements are beginning to appear.
3 Essential elements appear, but not with consistency.
4 Essential elements appear regularly at a satisfactory level.
5 Essential elements appear frequently, above required level.
6 Essential elements appear continuously, at a superior level.
All sections must average 4 or above to meet the Learning Outcome

Instructor Decisions & Behavior

Professionalism and Self-Management: Strengthens the professional environment by adapting to situations and other group members on behalf of themself and their resort. (Continual Assessment)	
Needs/Safety: Monitors their own physical and emotional needs, adjusting to the needs of others in the group.	4
Behavior Management: Adapts to ambiguity, change, and/or challenges that arise in the day.	5
Section Average	**4**

People Skills

Communication: Maintains two-way communication with clinic participants on behalf of the organization offering the instructor training. (Assessed when leading a clinic.)	
Communication: Customizes verbal and non-verbal communication to support individuals and represent PSIA-AASI.	4
Active Listening: Uses varied active listening tactics to support the individuals and represent PSIA-AASI.	4
Feedback Delivery: Adapts feedback delivery methods and timing to help participants engage with the clinic leader.	4
Section Average	**4**

Relationships with Others: Adapts to the interpersonal dynamics within the group as an ambassador of the organization offering the instructor training. (Assessed when leading a clinic.)	
Interaction: Manage the group dynamic to maintain a positive relationship between individuals and PSIA-AASI.	4
Motivations/Emotions: Builds group consensus when possible.	4
Section Average	**4**

Clinic Leading Skills

Assess & Plan: Plans learning experiences for the clinic participants based on organizational and learner's needs.	
Assess: Continually assess participants' motivations, current performance, and understanding to adapt learning experiences and clinic plan when needed.	6
Collaborate: Creates a collaborative environment with clinic participants to establish a clinic plan for achieving the learning outcomes on the outline.	4
Plan Clinic: Plans creative, playful, and/or exploratory learning experiences that connect individual's needs to the learning outcomes on the outline.	6
Section Average	**5**

Implement: Adapts learning experiences to meet the clinic participants' needs without sacrificing the organizational needs.	
Adapt: Tailor the learning environment to align with the needs of the individuals and PSIA-AASI.	4
Descriptions, Demonstrations, Feedback: Provide clear and relevant information that encourages understanding that can be used in ski lessons with the public.	4
Manage Risk: Proactively manage physical and emotional risk to enhance professional growth in others.	4
Section Average	**4**

Reflect/Review: Fosters the ability to recognize, reflect upon, and assess experiences to enhance understanding and apply what was learned.	
Explore, Experiment, Play: Customize and pace learning experiences to allow participants time to explore, experiment, and/or play to achieve the desired outcomes.	5
Describe Change: Encourage the students to communicate change in performance and/or understanding.	3
Relate Change: Collaborate with students to apply gained skills to skiing situations.	4
Section Average	**4**

ROCKY MOUNTAIN

Alpine Trainer Skiing Assessment Overview

Introduction

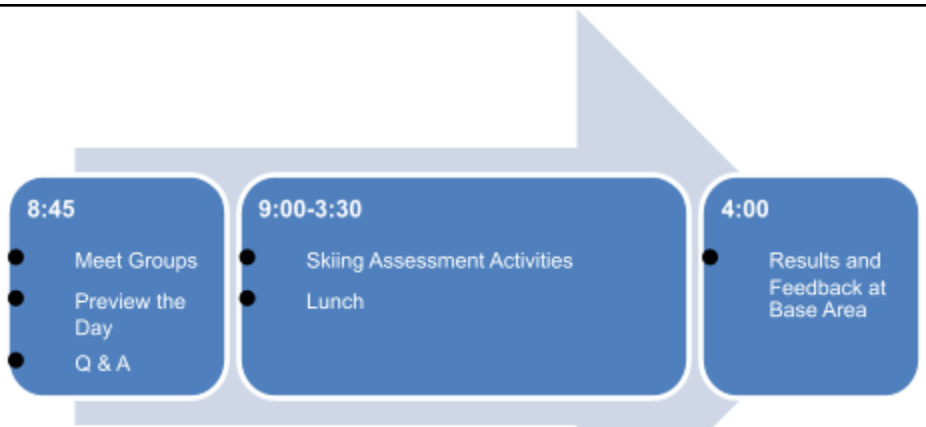
This document outlines the details about Assessment Groups, Schedule of Activities, Learning Outcomes, Assessment Criteria, and Assessment Activities for the PSIA-RM Alpine Trainer Skiing Assessment Module.

Candidates for the Alpine Trainer Accreditation will be evaluated by PSIA-RM Examiners through on-snow Assessment Activities that blend and highlight the application of Skiing Fundamentals in all terrain for various instructor training needs.

Assessment Groups

Each group will have a maximum of nine Candidates and two Examiners. Both Examiners will assess each Candidate during the day.

Schedule of Activities



The exact timing of Assessment Activities may be different based on the mountain and conditions of the day.

Description

Alpine Trainers demonstrate skiing skills that are clearly above the Level 3 standard. They ski with exceptional precision, adaptability, and versatility across varied conditions and terrain, and can perform demonstration tasks at all ability levels in an exacting manner. They adapt skills, blends, and tactics to support the learning of other instructors. Their skiing ability is recognized and respected by peers as among the highest in the profession.

Learning Outcomes and Assessment Criteria

PSIA-RM Alpine Trainer Standards establish the Learning Outcomes and Assessment Criteria for the Alpine Trainer Accreditation. During the Alpine Skiing Assessment, Candidates are assessed on the following Learning Outcomes.

Instructor Decisions and Behaviors
Professionalism and Self-Management: Strengthens the professional environment by adapting to situations and other group members on behalf of themselves and their resort.

Skiing Performance

- Adjusts and adapts the Alpine Skiing Fundamentals at all speeds for various training needs including inspiration, participant understanding, highlighting skill blends, highlighting tactical choices, and problem solving.

Refer to the PSIA-RM Alpine Trainer Skiing Assessment Form for Assessment Criteria for each Learning Outcome.

Assessment Activities

Professionalism and Self-Management
Professionalism and Self-Management will be assessed from “check-in” until the end of the day. Follow-up questions, interviews with Examiners, and observed interactions with other Candidates, resort employees, and resort guests will be considered.

Skiing
Candidates’ skiing is evaluated through Individual, Integrated, and Versatility Assessment Activities and variations to show their skills demonstrating for instructor training needs. Candidates will be evaluated on appropriate situational awareness and risk management skills while skiing in the group.

- Examiners meet the groups on snow and lead Candidates through 10 Assessment Activities selected from the National Assessment Activities List (NAAL) on the day of the assessment.
- 3 from the Individual Fundamentals Assessment Activities.
- 3 from the Integrated Fundamentals Assessment Activities.
- 4 from the Versatility Assessment Activities.
- All groups will perform the same Assessment Activities, as agreed upon by the Examiner group prior to the start of the day.
- Assessment Activities may be set in all types of conditions, including groomed terrain, bumps, crud, trees, and powder, on green through double black diamond terrain.
- Examiners will provide specific descriptions and demonstrations of Assessment Activities.
- Examiners observe, assess, and provide feedback consistent with PSIA-AASI National and Regional support material.
- Variations in movements, mechanics, and tactics may be requested at the discretion of the Examiners.
- Candidates may be given the opportunity to freeski during the assessment. This time is also part of the assessment and can be used to assess Instructor Decisions and Behaviors.

End of Day and Results

- The on-snow assessment will conclude by 3:30 PM. *Please note that the mountain environment can be unpredictable, and unforeseen circumstances may cause delays.*
- The Examiner staff will hold a brief meeting at the end of the day to discuss and finalize results.
- Candidates and Examiners will meet at a designated location at 4:00 PM.
- Examiners will announce and celebrate Candidates who have passed all the Alpine Trainer Modules and achieved Alpine Trainer.
- After announcements, Examiners will be available to provide individual feedback. Individual feedback will be limited to five minutes per candidate to ensure that all participants have the opportunity for these important discussions. Discussions will be limited to the assessment results and not on designing future training plans.
- Every effort will be made to email complete assessment forms with written feedback later the same day. *Please note that technical issues may cause delays.*
- No results will be provided before the 4:00 PM meeting.
- Candidates participating in multi-day assessments who prefer not to receive their results before the final day may opt to skip daily results and feedback meetings.

ROCKY MOUNTAIN

Alpine Trainer Skiing Assessment Form

ROCKY MOUNTAIN

Overall Result
Meets Standards

Alpine Trainer | Skiing Performance Assessment Form

Candidate	
Date	
Location	
Examiners	

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

All Assessment Criteria must be 4 or above to meet the Learning Outcome

Instructor Decisions & Behavior

Professionalism and Self-Management: Strengthens the professional environment by adapting to situations and other group members on behalf of themself and their resort. (Continual Assessment)

Must Pass each Assessment Criteria

Needs/Safety: Monitors their own physical and emotional needs, adjusting to the needs of others in the group.	4
Behavior Management: Adapts to ambiguity, change, and/or challenges that arise in the day.	4

Skiing Performance

Adjusts and adapts the Alpine Skiing Fundamentals at all speeds for various training needs including: inspiration, participant understanding, highlighting skill blends, highlighting tactical choices, and problem solving.

Must Pass each Assessment Criteria

Integrate Fundamentals: Demonstrate the indicators of integration at a refined and optimized level during the prescribed activities.	4
Individual Fundamentals: Highlight individual Technical Fundamentals as prescribed.	4
Versatility: Vary turn shape, turn size, and line as needed or prescribed to highlight tactical choices and inspire or problem solve.	4

Activities Performed

Integrated Fundamentals Assessment Activities	
Individual Fundamentals Assessment Activities	
Versatility Assessment Activities	

ALPINE TRAINER STUDY GUIDE



INTRODUCTION

Welcome to the PSIA-RM Alpine Trainer Program. The Alpine Trainer Study Guide is regularly updated to support our continued investment in developing and strengthening the trainers of the Rocky Mountain Region.

We encourage you to review this guide at the beginning of your Alpine Trainer journey and return to it throughout the process. Use it to guide your study, focus your preparation, and support your ongoing development as a trainer.

PROGRAM INTENT

The Alpine Trainer Program provides a comprehensive education for prospective trainers, designed to help you become a successful and effective resource for your home resort. You'll develop the skills needed to deliver compelling training clinics that balance the needs of instructors with the objectives of your home resort.

The program is delivered through a modular system designed to support your individual educational needs. This format allows you to engage with the process in a self-directed manner and progress at your own pace.

PROGRAM OVERVIEW

Consistent with PSIA-AASI's certification processes, there are 3 modules that make up the Alpine Trainer:

- Movement Analysis / Technical Understanding
- Clinic Leading
- Skiing Performance

Entrance into the Alpine Trainer Program begins by completing the prerequisites and passing the Alpine Trainer Entrance Assessment, which confirms that your Level 3 skiing skills remain intact.

After passing the Entrance Assessment, you'll receive access to the following resources to support your preparation for the practical assessments:

- On-Snow educational clinics for each Module
- Access to a Mentor from PSIA-RM's Examiner staff

The Alpine Trainer Program is designed to be self-directed and self-paced. It's up to you to determine how much you engage with these resources and how best to use them to support your preparation and development.

LEARNING EXPERIENCES

For each module, there are Learning Experiences to help you prepare for the Alpine Trainer Module Assessments. You can think of them as optional homework assignments. They are meant to help you consider and develop specific skills within each module. Together, they make up a complete skill set for Alpine Trainers. You decide which Learning Experiences you want to do, how many times you want to do them, whether you want to do them on your own or with help from other Alpine Trainer Candidates or a Mentor. Each assignment is meant to encourage depth of thought. Consider completing each Learning Experience multiple times to develop your understanding and skills.

ASSESSMENT ACTIVITIES

For each Module, the Assessment Activities that you can expect to do in the Alpine Trainer Module Assessments are listed. We present these to you to prepare and determine which Learning Experiences, On-Snow Educational Clinics, and other activities you will need to prepare for the Assessments.

ON-SNOW EDUCATIONAL CLINCS

For each Module, there are On-Snow Educational Clinics to help you prepare for the Alpine Trainer Module Assessments. Most of a trainer's work is live and on snow. Working with other Alpine Trainer Candidates and an Examiner is a great way to take the theories and thoughts developed in the Learning Experiences and put them into action on snow.

MENTORSHIP

Having a mentor is extremely valuable and beneficial to becoming an Alpine Trainer. Mentorship means different things to different people. Mentors can help guide you through the Alpine Trainer Program, interpret ideas and concepts, and give you honest feedback about your strengths and weaknesses.

You may have someone at your home resort that acts as your mentor. We realize that not everyone has access to someone at their home resort who can mentor them. Because of this, PSIA-RM has offered to support your progress by connecting you with an active PSIA-RM Examiner to mentor you. Please see the “Getting a Mentor from PSIA-RM” section for more information.

COMPLETION OF THE ALPINE TRAINER PROGRAM

Candidates will be congratulated and awarded the Rocky Mountain Alpine Trainer Certificate after successfully completing the 3 Alpine Trainer Module Assessments and attaining a Freestyle 1 Accreditation (FS1).

PROGRAM LENGTH

Candidates have 3 complete seasons after passing the Alpine Trainer Entrance Assessment to complete the Alpine Trainer Program. If you have not completed all the Alpine Trainer Modules before the end of the 3rd season, you will have to retake the Alpine Trainer Entrance Assessment to continue with the Alpine Trainer Program and attend future Alpine Trainer Module Assessments. You will not have to retake any Alpine Trainer Modules Assessments that you have previously passed.

ENTERING THE ALPINE TRAINER PROGRAM

To get started with the Alpine Trainer Program, you need to complete the following prerequisites and pass the Alpine Trainer Entrance Assessment.

Prerequisites

1. PSIA Level 3 Alpine Certification
2. Children's Specialist 2
3. Complete the liability waiver and register for the Alpine Trainer Entrance Assessment.

It is highly recommended that you consider allowing time between successfully attaining Level 3 Certification and attending the Alpine Trainer Entrance Assessment to:

1. Solidify your Cert 3 skills and practice them while teaching
2. Develop ideas of how Technical, Teaching, and People Skills relate to training by participating in training
3. Potentially start developing basic clinic leading skills depending on your home area

There is no mandatory timeframe for this valuable "maturing" process, however it is recommended a successful Cert 3 Instructor considers a season between completing their Cert 3 and attending the Alpine Trainer Entrance Assessment.

Alpine Trainer Entrance Assessment

The Alpine Trainer Entrance Assessment verifies each candidate's current ability to meet the Level 3 Certification skiing standard. The Entrance Assessment follows the Assessment Activities, Assessment Criteria, and National Standards of the PSIA-AASI Alpine Skiing Level 3 Certification standard

THE ALPINE TRAINER MODULES

Each Alpine Trainer Module is outlined below. You will find the Learning Outcomes for each module, Learning Experiences to help you prepare for the Alpine Trainer Module Assessments, and the Assessment Activities for each of the Alpine Trainer Module Assessments.

Before you get started, here are some suggestions to get the most out of the modules. The modules are listed here in a suggested order based on Fitts and Posner's Stages of Learning and Bloom's Taxonomy of Cognitive Knowledge. Collectively, they show us that people need to know "what to do" to help them learn "how to do it," and that once they have the ability to "do it", they are better at teaching/training "it" to others. In this way, each module stands on its own and supports the other two. Our suggested order assumes that you don't already possess higher level training in any of these topics. If you have gone through high level training elsewhere (e.g. you have a degree in education, you were/are a competitive skier, you have an education in sports science and biomechanics, etc.) you might consider a different order.

The various educational experiences and modules are designed to be self-paced and self-directed. It is strongly recommended that you work on the Learning Experiences with someone at your home resort. They can help you create priorities and help you use the Learning Experiences to reach new levels of understanding and skills.

Practical experience is an essential piece in the development of any professional. Gaining practical experiences through home school involvement as well as any opportunities outside of one's home school are invaluable. Apply what you are learning and debrief with your mentor(s) to help process your experiences and shape your next move to get the most out of the Alpine Trainer Program.

PROFESSIONALISM AND SELF MANAGEMENT

During each assessment module, candidates will be assessed on their Professionalism and Self- Management as they participate in the event. While the Learning Outcomes and Assessment Criteria are the same for each module, candidates are required to earn a passing score on them for each module independent of the other modules.

Learning Outcomes

A PSIA-RM Alpine Trainer is able to:

1. Strengthen the professional environment by adapting to situations and other group members on behalf of themselves and their resort.

Learning Experiences

The following Learning Experiences are designed to help you understand your behaviors and actions to achieve the Learning Outcomes. With your mentor, decide which of these projects will be the most helpful for you to do prior to attending the Assessments.

1. Reflect on how you respond and interact with others in situations that don't go according to plan. For example, a sudden change in weather, a change in terrain or order of planned activities, or a change in the social structure of the group.

2. What do you need to pay attention to emotionally and physically so that you can adjust and adapt to other people in a training environment? For example, what "drives you nuts," and how do you manage it externally?

3. How do you behave when things are going your way, but are not for other people in your group? How do you support those other people without detracting from their experience?

MOVEMENT ANALYSIS & TECHNICAL KNOWLEDGE

The Technical/Movement Analysis Module focuses on applying a comprehensive technical understanding of skiing to analyze movement across all levels up to the Alpine Trainer standard. Participants must prioritize information based on their audience's level of understanding and use multiple skill-to-skill relationships to explain movement and technical concepts. An Alpine Trainer draws from a broad base of technical knowledge to analyze a wide range of skiing and effectively communicate their findings to instructors with varying levels of experience and knowledge.

Learning Outcomes

A PSIA-RM Alpine Trainer is able to:

1. Uses technical expertise to describe how technical, tactical and equipment interactions, rooted in physics and biomechanics, are reflective of contemporary skiing to enhance participants' knowledge.

2. Demonstrates the ability to analyze advanced skiing while addressing the quality and accuracy of desired skiing outcomes to enhance a clinic participant's skiing.

Learning Experiences

The following Learning Experiences are designed to help you develop various aspects of your technical understanding to achieve the Learning Outcomes. With your mentor, decide which of these projects will be the most helpful for you to do prior to attending the Assessment Activities.

- **Analyzing Ideal Skiing Performance**
  - Analyze a skier demonstrating world-class on-piste or off-piste skiing. Use your observations, physics/skiing mechanics, biomechanics, ski design and tuning, and/or boot alignment and setup.
    - What is this skier doing that makes them successful?
    - What can we assume about the skier's intentions relative to their environment and abilities?
    - What are noteworthy skill-to-skill cause-and-effect relationships that make this skier successful?
    - How does this skier's tactical choices contribute to their performance?

- **Prioritization**
  - Using a video of a certification candidate, prioritize the Fundamentals or Skills they should develop to improve their skiing. Explain the reasoning behind your priorities.
    - Reflect on how you prioritized the Fundamental(s) or Skill(s). Can you create priorities based on the following situations?
    - The Skill/ Fundamental that will have the largest impact on the other skills.
    - The Skill/Fundamental that will align with the skier's perceived intentions.
    - The Skill/Fundamental that will most immediately enhance their tactical choices.
    - The Skill/Fundamental that addresses differences in their performance when speed or environment changes.

- **Identifying and Describing Multiple Skill-to-Skill Relationships**
  - How many skill-to-skill relationships can you identify with accurate body-to-ski cause and effect relationships?
  - Which skill-to-skill relationships are easier than others for you to observe?
  - Can you use your knowledge of biomechanics, physics/ skiing mechanics, and/or knowledge of turn shape and speed control to see other skill-to-skill relationships?

- Can you describe the skill-to-skill relationships starting with each skill? (For example, if you identified how fore/aft pressure control affects the skier's rotational control, can you describe how the skier's rotational control affects their fore/aft pressure control?)

- **Personal Alignment and Boot-fitting**
  - Participate in either a personal boot-fitting and alignment or a clinic, seminar, or boot- fitting of another person. Use a boot-fitter who specializes in boot alignment.
    - What are your top takeaways?
    - How does boot-fitting and alignment affect specific body-to-ski performances?
    - How will you identify misaligned or poorly fitting boots when observing a skier?
- **Tactics**
  - Using a video of a certification candidate, identify their tactical choices. These might include: overall speed, turn size, turn shape, speed control, relative amount of edge grip, etc.
  - How would changes to their tactics force changes in their body-to-ski and skill-to-skill relationships?
  - How would these prescribed changes enhance their overall skiing performance?

- **Attend Basic Skiing Physics, Ski Design & Tuning, or Biomechanics/ Anatomy Clinics**
  - What did you learn that changed your understanding of skiing?
  - What did you learn that confirmed your understanding of skiing?
  - What did you learn that seems to contradict your understanding of skiing?
  - How will you use what you learned in your skiing and teaching/training?

- **Participate in a minimum of two Movement Analysis practice sessions with a mentor**
  - Watching certification candidates from multiple levels (preferably all levels), practice delivering Alpine Trainer-level analysis:
  - Describe multiple skill-to–skill cause and effect relationships

and include a third skill to create more complex blended relationships as needed
    - Demonstrate analysis that is appropriate for Levels 1 -3

- **Center Line and the Indicators of Integration**
    - Explain how the current Indicators of Integration of the Center Line milestones highlight mechanical focuses that can be observed at all levels of skiing.
    - Identify a Common Thread in someone's skiing that needs improvement. Choose activities/tasks from the National Assessment Activity List that you could use to help them improve the Common Thread in question.
    - Which Fundamental(s) is the process addressing?
    - How does the activity/task improve performance of the Common Thread?
    - In what skiing situations would the skier not want to use the Common Thread as it is described?
    - How does development of the Common Thread help the skier when they need to adapt their skiing from the Center Line for a specific skiing situation?

SKIING PERFORMANCE

Alpine Trainers demonstrate skiing skills that are clearly above the Level 3 standard. They ski with exceptional precision, adaptability, and versatility across varied conditions and terrain, and can perform demonstration tasks at all ability levels in an exacting manner. They adapt skills, blends, and tactics to support the learning of other instructors. Their skiing ability is recognized and respected by peers as among the highest in the profession.

Learning Outcomes

A PSIA-RM Alpine Trainer is able to:

- Adjusts and adapts the Alpine Skiing Fundamentals at all speeds for various training needs including inspiration, participant understanding, highlighting skill blends, highlighting tactical choices, and problem solving.

Learning Experiences

The following Learning Experiences are designed to help you develop various aspects of your skiing ability to achieve the Learning Outcomes. With your mentor, decide which of these projects will be the most helpful for you to do prior to attending the Alpine Trainer Skiing Module Assessment.

1. **Comparison of Personal Skiing to Ideals**
    a. Analyze your skiing in comparison to someone who more closely represents ideal skiing. Answer the following questions in your analysis:
        i. What are the specific skill-to-skill differences between you and the other skier?
        ii. What is your plan to change your skiing to minimize the differences?

2. **Personal Skiing Development Over Time**
    a. Analyze your personal skiing using two distinct points in time. Answer the following questions in your analysis.
        i. What was learned and achieved?
        ii. What is the extent of the change? Are you still working on this change?
        iii. Did it require a change in understanding? What was that change?
        iv. How did you implement the change?
        v. Did it include a change in skill blending? Equipment changes? Tactical changes?
        vi. How do you know that learning occurred?

3. **On-piste closed environment race/drill-based practice session**
    a. Use stubbies and/or brushes for skill development in a closed environment
    b. Develop ideas for both setting up the environment and using the environment to create various learning opportunities

4. **Problem Solving/ Skill Development**
    a. Create training situations where you learn through a 50-50 mixture of failure and success. As you are more successful, look for ways to make the training more challenging until you start to

fail again. This process develops grit, problem solving skills, diagnostics of your skiing, and expansive thinking. *The following are suggestions. The following are meant to get you started. This is not a task list for the Skiing Assessment.*

b. Variations to Tasks.
    i. Pivot Slips
        1. On a double fall line
        2. Slow pivots
    ii. Skating
        1. Long Glide
        2. Short Glide
    iii. Crab Turns
        1. Body goes straight down the fall line
        2. Body is deflected across the hill
    iv. Outside Ski Turns
        1. Hop to switch feet
        2. How long can you go on the pinky toe side?
c. Combine 2 Tasks to develop Accuracy.
    i. Reverse Javelin Turn Initiation with a Javelin Turn Shaping and Finish
    ii. White Pass Turn Initiation with a Javelin Turn Shaping and Finish
    iii. Pivot Slips/ Most Flexed at Edge Chang
    iv. Railroad Tracks/ Garland
    v. 1,000 steps/ Skating
    vi. Lane Changes in the Bumps
d. Change the Environment, don't change the Speed, to develop Accuracy.
    i. Wedge Christies on blue terrain that transitions to Basic Parallel on green terrain.
    ii. Skating through terrain changes (steep to flat and flat to steep).
    iii. Short Radius Stem Christies through terrain changes.
e. Change the Speed without changing the Environment
    i. In the moguls, transition back and forth between skiing short turns and medium radius turns.
    ii. Alternate between 5 accelerating and 5 decelerating short radius turns.
    iii. Wedge Christies that change speed (and therefore when the

match happens).

iv. Alternate between skiing the “zipper line” and the “outside line” in the bumps.

f. Vary Skill Blends
   i. Create various degrees of ski performance on short radius and medium radius turns on steep blue to black groomed terrain.
   ii. Steered and carved Stem Christies.
   iii. Steered and carved outside ski turns
   iv. Steered and carved white pass turns.

5. Center Line and the Indicators of Integration.

a. Choose a corridor width and ski 20 turns in a row (5 wedge turns, 5 wedge christies, 5 wedge turns, 5 wedge christies). Using the Indicators of Integration, maintain consistent mechanics between the 2 Center Line milestones.
b. Repeat using wedge christies and basic parallel turns or basic parallel turns and dynamic parallel turns.
c. Choose a corridor width and ski through all of the Center Line milestones (5 Wedge Turns, 5 Wedge Christies, 5 Basic Parallel Turns, and 5 Dynamic Parallel Turns). Use the Indicators of Integration to maintain consistent mechanics between the 4 Center Line milestones.
d. Choose a Center Line milestone and another skiing task of similar speed (e.g. Basic Parallel Turns and Outside Ski Turns). Make 5 turns of one task and then 5 turns of the other. Alternate back and forth to demonstrate distinctions and similarities between the 2 tasks.

CLINIC LEADING

Alpine Trainers deliver engaging, outcome-based clinics that develop participants’ skiing skills and their ability to effectively teach guests. They

demonstrate exceptional knowledge of teaching and learning, adapt their approach to diverse learners, and clearly demonstrate and communicate the skills being developed. Alpine Trainers are recognized by peers and employers as among the very best educators in the profession.

Learning Outcomes

A PSIA-RM Alpine Trainer is able to:

- Assess & Plan: Plans learning experiences for the clinic participants based on organizational and learner's needs.
- Implement: Adapts learning experiences to meet the clinic participants' needs without sacrificing the organizational needs.
- Reflect/Review: Fosters the ability to recognize, reflect upon, and assess experiences to enhance understanding and apply what was learned.
- Communication: Maintains two-way communication with clinic participants on behalf of the organization offering the instructor training. (Assessed when leading a clinic.)
- Relationships with Others: Adapts to the interpersonal dynamics within the group as an ambassador of the organization offering the instructor training. (Assessed when leading a clinic.)

Learning Experiences

- **What Makes a Great Trainer?** Analyze a Trainer/Clinic Leader/Examiner who in your opinion is a truly great educator.
    - What does the Trainer do that makes them a great Trainer?
    - How does the Trainer use the different parts of the Learning Connection Model to create an exceptional training/learning experience?

- **Creating Learning Outcomes:**
    - Using a clinic topic of your choice, create Learning Outcomes which measure the success of the training by specifying a behavior that is observable and indicates learning has occurred.
    - Vary the Learning Outcomes based on 1- hour, 1- day, and 2- day clinics
    - Address a variety of audiences which include New Hires, L1 - L3 certification candidates
    - Include a variety of settings (i.e. indoor, groomed, bumps and

variable, etc)

- **Progressions/ Learning Experiences that connect Skills/Fundamentals to Ski Design, Turning, and Speed Control**
    - Create 2 Progressions of 3- 5 steps and answer the following questions.
        - Progression 1- How does the progression help a cert candidate increase their understanding of how ski design (including flex patterns, sidecut, width, and/or rocker) relates to making turns and speed control? How does the progression relate to the Skiing Fundamentals?
        - Progression 2- What are the Ski and Body Performances that the progression will help someone improve? How does the progression relate to the Skiing Fundamentals?

- **Experiential Learning**
    - Make a list of 5 tasks designed to develop skiing skills through various skill-to-skill relationships.
        - Who is the target audience? Describe their general skill level and what the overall goal of the tasks are.
        - How do the tasks help you recognize and influence the participants' behaviors, motivations, and emotions?
        - What are the blended skill-to-skill relationships being developed? How are the ski-to-body relationships affected?
        - How would you modify the tasks for people with higher skill development? What did you change to modify the tasks (Speed, Environment, and/or Accuracy)? Why did you choose the modifications?
        - How would you modify the tasks for people with less skill development? What did you change to modify the tasks (Speed, Environment, and/or Accuracy)? Why did you choose the modifications?

- **Variations and Lateral Learning**
    - Make a progression of 3 tasks. Start with 1 Individual Fundamental Assessment Activity from the National Assessment Activity List. Modify the task by changing the Speed, Environment, and/or Accuracy of the movements to

create the 2nd and 3rd parts of the progression. Include descriptions of the body and ski for each task.
    - How do the modifications enhance the body-to-ski cause and effect relationships?
    - What are the skill-to-skill relationships developed by the progression?
    - How does the progression help create an environment promoting exploration, experimentation, and play towards the desired outcomes?
  - Improve demonstration of a Center Line milestone through Lateral Learning.
    - Choose one of the Center Line milestones. Use Assessment Activities from the National Assessment Activity List to highlight fundamentals or specific mechanics that will be reintegrated into the Center Line milestone for improved performance.

- **Feedback**
  - Reflect on providing feedback in a training clinic and its effect on the clinic participant's learning.
    - *Timeliness-* How do you determine the timeliness of providing feedback? When is it better to provide immediate feedback, delayed feedback, or feedforward? (Feedforward focuses on future solutions instead of past shortcomings.)
    - *Detail and Accuracy-* How do you determine how much detail a clinic participant needs? When is it helpful to provide the clinic participant a complete movement analysis of their skiing? When is it helpful to provide information about what they did poorly or wrong? When is it best to provide information for future solutions?
    - *The Right Amount-* How do you decide that the clinic participant has received enough feedback?
    - *Relevance-* How do make the feedback relevant to the learner? How do you make sure that you are providing feedback about what you are coaching them on and not being distracted by other movements or actions that have not been brought up yet? How do you prioritize what you will give feedback about? How was your

feedback related to the coaching/learning topic?

- **Clinic Leading Active Observations/Auditing:**
  - Audit a Training Clinic. Using reflective observation (vs evaluation), answer the following questions:
    - What did the Trainer do to develop relationships based on trust?
    - How did the Trainer emphasize the Learning Outcome(s)?
    - How did they align Learning Experiences with the Learning Outcome(s)?
    - How did they combine technical accuracy and the use of experiential components to create a degree of success in achieving the Learning Outcome(s)?
    - What was the degree of learning that occurred in different participants? How could you explain any variations in the degree of learning?
    - What did the Trainer do to engage and encourage meaningful, two-way communication?

- **Clinic Leading – Reverse Audit:**
  - Lead a Training Clinic either on your own or as part of a Reverse Audit. Using reflective observation (vs. evaluation), answer the following questions:
    - What did you do to develop relationships based on trust?
    - How did you emphasize the Learning Outcome(s)?
    - How did you align Learning Experiences with the Learning Outcome(s)?
    - How did you combine technical accuracy and the use of experiential components to create a degree of success in achieving the Learning Outcome(s)?
    - What was the degree of learning that occurred in different participants? How could you explain any variations in the degree of learning?
    - How did you identify, understand, and manage your emotions and actions to create positive interactions with the participants?
    - What did the Trainer do to engage and encourage

meaningful, two-way communication?

- What will you do the same for the next clinic you lead? Why?
- What will you do differently for the next clinic you lead? Why? What is the intended outcome of the change?

THE ALPINE TRAINER MENTOR SCHOLARSHIP PROGRAM

Mentorship is the cornerstone of professional development. Mentors serve as guides, instructors, coaches, and sounding boards to help people achieve their goals. The relationship between you and a mentor are whatever you want to make of it. While we encourage you to work with at least one person you consider to be a mentor to help you prepare for the Alpine Trainer Module Assessments, we also recognize that you might not want a mentor. It is ultimately up to you to decide if you want a mentor and how you want to engage with them as you prepare for the Alpine Trainer Module Assessments.

Getting a Mentor from PSIA-RM

If you work at a resort where you do not have access to someone who can mentor you in the Alpine Trainer Program, PSIA-RM can connect you with an existing PSIA-RM Examiner at no cost to you. The application details are below. An assigned mentor will be available to you until May 1st of the season.

Renewing a Mentor from PSIA-RM

If you are currently enrolled in the Alpine Trainer Program and have an assigned mentor, you will need to apply to continue receiving mentorship from a PSIA-RM Examiner. This decision is an opportunity for you to reflect on your progress in the Alpine Trainer Program, accessibility to people who can mentor you at your home resort, and the accessibility and relationship you have with your current mentor.

Application for a Mentor from PSIA-RM

Send your complete application to Dave Gregory at dgregory@psia-rm.org

- You must be enrolled in the Alpine Trainer Program by passing the Alpine Trainer Entrance Assessment.
- You must be currently teaching for a PSIA/AASI member school.

- Applications must be completed in full.

- Include a letter to the PSIA-RM Director of Education in 500 words or less describing why you need access to a mentor from the PSIA-RM Ed Staff to help you prepare for the Alpine Trainer Assessments.
- Write an essay of 800-1000 words on **one** of the following topics:
    - Analyze a world-class skier skiing on or off-piste that answers the following questions:
        - What is this skier doing that makes their skiing world-class.
        - What can we assume about the skier's intentions relative to their environment and abilities?
        - What are noteworthy skill-to-skill cause and effect relationships that make this skier successful?
        - How does this skier's tactical choices contribute to their performance?
    - Write a technical analysis of your skiing in comparison to someone who more closely represents ideal skiing. Answer the following questions in your analysis:
        - What are the specific skill-to-skill differences between you and the other skier?
        - What is your plan to change your skiing to minimize the differences?
    - Write an analysis about a Trainer/Clinic Leader/Examiner who in your opinion is a truly great educator that answers the following questions:
        - What does the Trainer do that makes them a great Trainer?
        - How does the Trainer use the different parts of the Learning Connection Model to create an exceptional training/learning experience?