2026

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ALPINE TRAINER PROGRAM GUIDE

This Program Guide brings together the two core resources for the PSIA-RM Alpine Trainer Program.

Alpine Trainer Assessment Guide: The examiner outline for the Entrance Assessment and each Alpine Trainer Module Assessment, with example assessment forms. Candidates can use it to understand what to expect on assessment day.

Alpine Trainer Study Guide: Learning Outcomes, Learning Experiences, and resources to support independent preparation for the Alpine Trainer Module Assessments.

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ALPINE TRAINER ASSESSMENT GUIDE



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ALPINE TRAINER ENTRANCE ASSESSMENT OVERVIEW

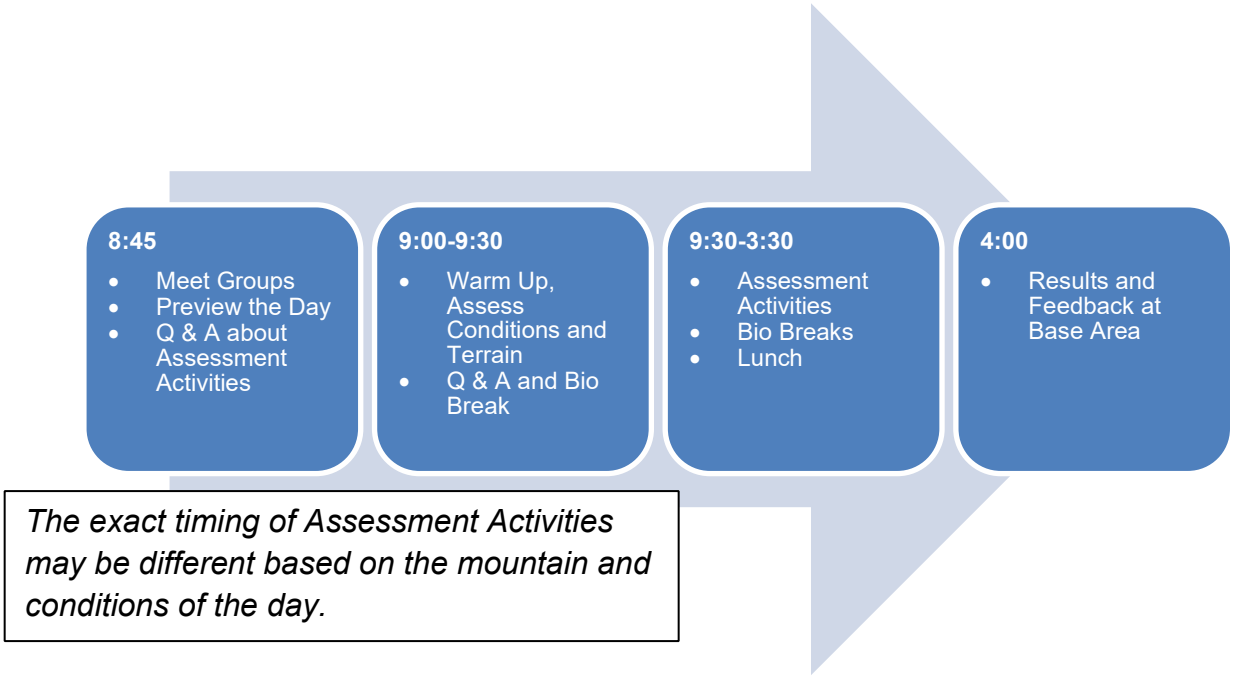
INTRODUCTION

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. Candidates for the Alpine Trainer Accreditation will be evaluated by PSIA-RM Examiners through on-snow Assessment Activities that confirm their skiing continues to meet the Level 3 standard.

ASSESSMENT GROUPS

Each group will have a maximum of eight 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 PSIA-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: Promotes a professional environment by adapting behaviors to positively affect others.

Skiing Performance

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

Refer to the PSIA-RM Alpine Trainer Entrance 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 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 Alpine Activities List (NAAL).
    - 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 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.
- Examiners will announce Candidates who have passed the Alpine Trainer Entrance Assessment.
- 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.

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: Integrate the Technical Fundamentals through all turn phases to achieve prescribed ski performance.	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 & TECHNICAL UNDERSTANDING 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 Movement Analysis & Technical Understanding Module Assessment.

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 Alpine Activities List (NAAL) and analyze peers' skiing up to the Alpine Trainer level.

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 Movement Analysis & Technical Understanding 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 & Technical Understanding Module 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 & 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. 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 Alpine Activities 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 the opportunity to demonstrate their technical understanding and movement analysis in the AM and the PM sessions (a total of two opportunities, each lasting up to 15 minutes).
- The group will establish a starting location and a running order and/or time for Candidate observations prior to the start of the session. (1,2,3…..etc.)
- Candidate 1 will perform the skiing task from the starting location to the Examiners. This is 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 (X’s) will be lapping the pre-determined run/slope and skiing the Versatility Tasks when not being assessed.)
- Candidate (1) will briefly converse with Candidate (2) to obtain any necessary information relative to their skiing performance or intended outcomes.
- 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 their peers 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.
- Candidates (X’s) should loop 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 Module Assessments and achieved the Alpine Trainer Accreditation.
- 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.

ALPINE TRAINER MOVEMENT ANALYSIS & 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 SKIING PERFORMANCE ASSESSMENT OVERVIEW

INTRODUCTION

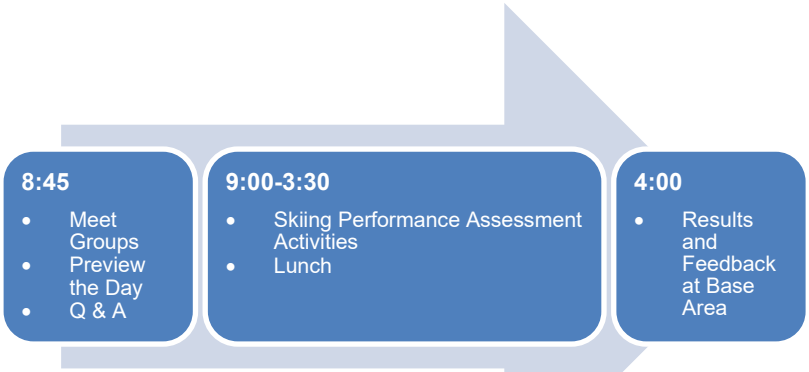
This document outlines the details about Assessment Groups, Schedule of Activities, Learning Outcomes, Assessment Criteria, and Assessment Activities for the PSIA-RM Alpine Trainer Skiing Performance Module Assessment.

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 eight 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 Trainer Skiing Performance Module 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 Performance 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 Alpine Activities List (NAAL).
    - 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 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 Module Assessments and achieved the Alpine Trainer Accreditation.
- 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.

ALPINE TRAINER SKIING PERFORMANCE 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: Integrate all of the Technical Fundamentals to demonstrate prescribed outcomes.	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 CLINIC LEADING ASSESSMENT OVERVIEW

INTRODUCTION

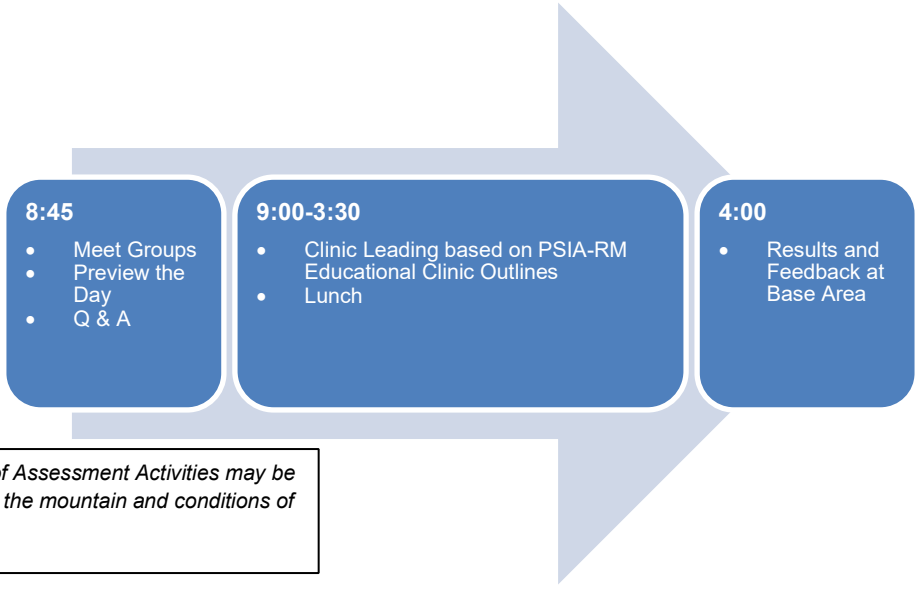
This document outlines the details about Assessment Groups, Schedule of Activities, Learning Outcomes, Assessment Criteria, and Assessment Activities for the PSIA-RM Alpine Trainer Clinic Leading Module Assessment.

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 eight 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 Trainer Clinic Leading Module 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:** Create, modify and share clear learning outcomes that are representative of both the clinic participants' expressed needs and home school/organizational desires.
- **Implement:** Adapts learning experiences to meet the clinic participants' needs without sacrificing the organizational needs.
- **Reflect/Review:** Foster the participants' ability to recognize, reflect on, and assess their experiences to deepen understanding and develop their skills as an instructor.

People Skills

- **Communication:** Maintains two-way communication with the participants that encourages reflection, engagement with the clinic content, and represents the organization offering the instructor training. (Assessed when leading a clinic.)
- **Relationships with Others:** Adapts interpersonal communication to influence group dynamics, build trust, and promote professional development while being an ambassador of the organization offering 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

Each Candidate will be assigned a clinic outline with a description and learning outcomes. Assignments will be emailed to Candidates one week before the assessment.

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 Module Assessments and achieved the Alpine Trainer Accreditation.
- 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.

ALPINE TRAINER CLINIC LEADING ASSESSMENT FORM

ROCKY MOUNTAIN

Overall Result
Meets Standards

Alpine Trainer | 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.	4
Section Average	**4**

People Skills

Communication: Maintains two-way communication with the participants that encourages reflection, engagement with the clinic content, and represents the organization offering the instructor training. (Assessed when leading a clinic.)	
Communication: Customizes verbal and non-verbal communication to support individuals and the clinic group as a whole, and represent PSIA-AASI.	4
Active Listening: Uses varied active listening tactics to support individuals, encourage reflection,and gather information about the learning environment, and represent PSIA-AASI.	4
Feedback Delivery: Adapts feedback delivery methods and timing to help participants engage with the clinic leader and clinic content.	4
Section Average	**4**
Relationships with Others: Adapts interpersonal communication to influence group dynamics, build trust, and promote professional development while being an ambassador of the organization offering training. (Assessed when leading a clinic.)	
Interaction: Manage the group dynamic to maintain a positive relationship between the individuals within the group, with the content of the clinic, and with and PSIA-AASI.	4
Motivations/Emotions: Fosters a learning environment that builds consensus when possible, and promotes a collective engagement in the clinic experience.	4
Section Average	**4**

Clinic Leading Skills

Assess & Plan: Create, modify and share clear learning outcomes that are representative of both the clinic participants expressed needs and home school/organizational desires	
Assess: Continually assess participants' motivations, current performance, and understanding to adapt learning experiences and clinic plan when needed.	4
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.	4
Section Average	**4**
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: Foster the participants' ability to recognize, reflect on, and assess their experiences to deepen understanding and develop their skills as an instructor.	
Explore, Experiment, Play: Customize and pace learning experiences to allow participants time to explore, experiment, and/or play to achieve the desired outcomes.	4
Describe Change: Encourage the participants to communicate change in performance and/or understanding.	4
Relate Change: Collaborates with participants to apply new skills to skiing situations and explain how the change enhances their effectiveness as an instructor.	4
Section Average	**4**

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ROCKY MOUNTAIN

ALPINE TRAINER STUDY GUIDE



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The Alpine Trainer Study Guide is designed to support your development as an Alpine Trainer. It is regularly updated as we continue to invest in developing and strengthening trainers throughout the Rocky Mountain Region.

Review this guide at the beginning of your Alpine Trainer journey and return to it throughout the program. Use it to guide your study, focus your preparation, and support your continued development as a trainer.

PROGRAM INTENT

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

The program uses a modular format so you can study independently and progress at your own pace.

PREREQUISITES

To enter the Alpine Trainer Program, you must:

- Hold a PSIA Level 3 Alpine Certification
- Hold a Children's Specialist 2 (CS2)
- Complete the liability waiver and pass the Alpine Trainer Entrance Assessment

RECOMMENDED PREPARATION

While there is no required timeframe between earning your Level 3 Certification and taking the Alpine Trainer Entrance Assessment, we highly recommend allowing time to continue developing and applying your skills.

Consider using a season between completing your Level 3 Certification and attending the Entrance Assessment to:

- Solidify your Level 3 skiing and teaching skills through continued practice
- Develop your understanding of how Technical, Teaching, and People Skills come together in training
- Begin developing basic clinic-leading skills, depending on the opportunities available in your home area

Taking this time can provide valuable experience and a stronger foundation as you begin the Alpine Trainer Program. While a full season is recommended, the timing is ultimately up to you.

ALPINE TRAINER ENTRANCE ASSESSMENT

The Entrance Assessment follows the Assessment Criteria, Assessment Activities, and National Standards established by PSIA-AASI for the Alpine Skiing Level 3 Certification. The Alpine Trainer Entrance Assessment confirms that your Level 3 skiing skills remain intact and provides the foundation for moving into the program.

The Alpine Trainer Skiing Performance Module Assessment is held to a higher exit standard, including skiing that is clearly above the Level 3 standard.

PROGRAM OVERVIEW / HOW THE PROGRAM WORKS

Consistent with PSIA-AASI's certification processes, the Alpine Trainer Program consists of three modules:

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

The Alpine Trainer Study Guide is designed to support your independent study and preparation for the three Alpine Trainer Module Assessments. Learning Experiences have been created and provided within the Study Guide for each module. These experiences give you opportunities to explore, practice, and develop the skills and understanding expected of an Alpine Trainer.

The Assessment Activities for each module are outlined in the PSIA-RM Alpine Trainer Assessment Guide. Review them so you understand what to expect during the Alpine Trainer Module Assessments and can focus your preparation. On-Snow Educational Clinics provide opportunities to put your learning into practice with other Alpine Trainer Candidates and an Examiner.

Mentorship is another resource available to candidates who would like additional support during the program. Mentorship is optional, and you may choose to work with a mentor from your home area or request a mentor from the PSIA-RM Examiner Staff.

The Alpine Trainer Program is designed to be self-directed and self-paced. You are responsible for determining how you use the Study Guide, Learning Experiences, clinics, mentorship, and other opportunities to support your preparation and development.

ASSESSMENT ACTIVITIES

The Assessment Activities outline what you can expect to do during each Alpine Trainer Module Assessment. They are published in the PSIA-RM Alpine Trainer Assessment Guide rather than in this Study Guide.

Use these activities as a guide for your preparation. They will help you identify which Learning Experiences, On-Snow Educational Clinics, and other activities will be most useful as you develop the skills and understanding needed for the Alpine Trainer Module Assessments.

LEARNING EXPERIENCES

The Learning Experiences provided for each module are to support your independent study and preparation for the Alpine Trainer Module Assessments. Think of them as optional homework assignments that give you opportunities to explore and develop specific skills within each module. Collectively, they represent the range of skills and understanding expected of an Alpine Trainer.

You decide which Learning Experiences you complete, how often you revisit them, and whether you work through them independently or with other Alpine Trainer Candidates or a Mentor.

Each Learning Experience is designed to encourage depth of thought and development. Consider revisiting them multiple times throughout your preparation. Each time, look for opportunities to deepen your understanding, refine your skills, and identify areas where you can continue to develop.

ON-SNOW EDUCATIONAL CLINICS

On-Snow Educational Clinics are available for each module to support your preparation for the Alpine Trainer Module Assessments. Much of a trainer’s work happens live and on-snow, making these clinics a valuable opportunity to put the ideas and skills developed through the Learning Experiences into practice.

Participation in On-Snow Educational Clinics is optional. Working with other Alpine Trainer Candidates and an Examiner gives you an opportunity to practice, receive feedback, and refine your approach. See Appendix A for the On-Snow Educational Clinics available for each module.

MENTORSHIP

Having a mentor can be a valuable part of your development as an Alpine Trainer. Mentorship can look different for each person. A mentor can help you navigate the Alpine Trainer Program, work through ideas and concepts, and provide honest feedback on your strengths and areas for development.

You may already have someone at your home resort who can serve as a mentor. We recognize that not everyone has access to someone with the experience or availability to fill that role. To help ensure every candidate has access to mentorship, PSIA-RM can connect you with an active PSIA-RM Examiner to support your progress through the program.

See “Getting a Mentor from PSIA-RM” in Appendix D for more information.

PROGRAM LENGTH

Candidates have three complete seasons after passing the Alpine Trainer Entrance Assessment to complete the Alpine Trainer Program.

If you have not completed all three Alpine Trainer Module Assessments by the end of your third season, you will need to retake the Alpine Trainer Entrance Assessment before continuing in the program or attending future Alpine Trainer Module Assessments.

You will not need to retake any Alpine Trainer Module Assessments that you have previously passed.

COMPLETION OF THE ALPINE TRAINER PROGRAM

Candidates who successfully complete all three Alpine Trainer Module Assessments and attain a Freestyle Specialist 1 (FS1) Accreditation will be awarded the Alpine Trainer Accreditation.

PREPARING FOR THE ALPINE TRAINER MODULE ASSESSMENTS

Each Alpine Trainer Module is outlined below. For each module, you will find the Learning Outcomes and the Learning Experiences to support your preparation. Refer to the PSIA-RM Alpine Trainer Assessment Guide for each module's Assessment Activities.

The three modules are presented in a suggested order based on Fitts and Posner's Stages of Learning and Bloom's Taxonomy of Cognitive Knowledge. Together, these frameworks recognize that learning develops progressively. We first need to understand what to do before we can develop how to do it. Once we can do it ourselves, we are better prepared to teach and train others.

Each module stands on its own while also supporting the other two. The suggested order assumes you are developing these skills without significant prior training in the subject areas. If you already have advanced education or experience in one or more of these areas, you may find that a different order better supports your development. For example, you may have a degree in education, a background as a competitive skier, or education in sports science or biomechanics.

Your preparation is self-paced and self-directed, but learning with others can add significant value. When possible, consider working through the Learning Experiences with someone at your home resort. A peer, trainer, or mentor can help you identify priorities, challenge your thinking, and use the Learning Experiences to develop new levels of understanding and skill.

Practical experience is an essential part of developing as a professional. Look for opportunities to apply what you are learning through involvement with your home school as well as experiences outside of your home school. Take time to debrief those experiences with a mentor, examiner, or trusted peer. Reflecting on what happened, what you learned, and what you might do differently next time will help you continue to develop throughout the Alpine Trainer Program.

THERE IS NO SINGLE PATH TO BECOMING AN ALPINE TRAINER. USE THE STUDY GUIDE, LEARNING EXPERIENCES, ON-SNOW CLINICS, MENTORS, AND THE PEOPLE AROUND YOU TO EXPLORE, PRACTICE, AND DEVELOP. ASK QUESTIONS. TRY THINGS. GET FEEDBACK. REVISIT WHAT YOU THOUGHT YOU KNEW. THE MORE OWNERSHIP YOU TAKE IN THE PROCESS, THE MORE YOU WILL GET OUT OF IT.

ALPINE TRAINER ASSESSMENT MODULES



PROFESSIONALISM AND SELF-MANAGEMENT

Professionalism and Self-Management are assessed throughout each Alpine Trainer Module Assessment, from check-in through the end of the day. Examiners consider follow-up questions, interviews, and observed interactions with other candidates, resort employees, and resort guests.

The Learning Outcomes and Assessment Criteria for Professionalism and Self-Management are the same across all three modules. However, candidates must meet the standard independently in each module to receive a passing score for that Alpine Trainer Module Assessment.

Learning Outcomes

A PSIA-RM Alpine Trainer:

- Strengthens 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 reflect on your behaviors and actions and develop your ability to meet the Learning Outcome. Consider which experiences will be most valuable to your preparation, and work through them independently or with a colleague, mentor, or other trusted person who can offer perspective and feedback.

1. Responding to Change

Reflect on how you respond and interact with others when things don't go according to plan. Consider situations such as sudden changes in weather, adjustments to terrain or planned activities, or shifts in the social dynamics of a group.

- How do you respond when plans change unexpectedly?
- What impact do your reactions have on the people around you?
- How can you adapt your behavior to help maintain a positive and productive training environment?

2. Recognizing & Managing Your Responses

Reflect on what you need to pay attention to, emotionally and physically, so you can adjust and adapt to other people in a training environment.

- What situations or behaviors challenge you, or “drive you nuts,” during training?
- What emotional and physical signals tell you that your response is starting to affect you?
- How do you manage your response externally so it supports a positive and productive training environment?

3. Supporting Others When Experiences Differ

Reflect on how you behave when things are going well for you but not for others in your group.

- How do you recognize when someone else is struggling or having a different experience?
- How can you support that person without drawing unnecessary attention to their challenges or detracting from their experience?
- How can you adapt your behavior to support the needs of the group while remaining aware of individual experiences?

MOVEMENT ANALYSIS & TECHNICAL UNDERSTANDING

The Movement Analysis & Technical Understanding 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:

- **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.

Learning Experiences

The following Learning Experiences are designed to help you develop the technical understanding needed to achieve the Learning Outcomes. Consider which experiences will be most valuable to your preparation and complete them independently or with a colleague, mentor, or other knowledgeable skier.

1. Analyzing Ideal Skiing Performance

Analyze a skier demonstrating world-class on-piste or off-piste skiing. Draw on your observations and your knowledge of physics and skiing mechanics, biomechanics, ski design and tuning, and boot alignment and setup.

Consider the following:

- What is the skier doing that makes their performance successful?
- What can you infer about the skier's intentions in relation to their environment and abilities?

- What skill-to-skill cause-and-effect relationships contribute to the skier's success?
- How do the skier's tactical choices contribute to their performance?

2. Prioritizing Skills for Development

Using a video of a certification candidate, identify and prioritize the Fundamentals or Skills the skier should develop to improve their performance. Explain the reasoning behind your priorities.

Reflect on how you establish priorities. Can you identify and justify priorities based on the following considerations?

- The Fundamental or Skill that will have the greatest impact on other skills
- The Fundamental or Skill that best aligns with the skier's perceived intentions
- The Fundamental or Skill that will most immediately enhance the skier's tactical choices
- The Fundamental or Skill that addresses differences in performance as speed or environmental conditions change

3. Identifying and Describing Multiple Skill-to-Skill Relationships

Practice identifying and describing multiple skill-to-skill relationships, including accurate cause-and-effect relationships between body movements and ski performance.

Consider the following:

- How many distinct skill-to-skill relationships can you identify and explain through body-to-ski cause and effect?
- Which relationships are easier for you to observe than others? Why?
- How can your knowledge of biomechanics, physics and skiing mechanics, turn shape, and speed control help you identify additional relationships?
- Can you describe each relationship from both directions? For example, if you identify how fore/aft pressure control affects rotational control, can you also explain how rotational control affects fore/aft pressure control?

4. Analyzing Tactical Choices

Using a video of a certification candidate, identify the skier's tactical choices. These may include overall speed, turn size, turn shape, speed control, and the relative amount of edge grip.

Consider the following:

- How would changing the skier's tactics require changes in body-to-ski performance and skill-to-skill relationships?
- How could these changes enhance the skier's overall performance?

5. Practicing Movement Analysis

Participate in at least two movement analysis practice sessions with a mentor or other knowledgeable trainer.

Observe certification candidates across multiple certification levels, preferably Levels 1 through 3, and practice delivering analysis at the level expected of an Alpine Trainer.

During these sessions, practice:

- Describing multiple skill-to-skill cause-and-effect relationships
- Incorporating a third skill to explain more complex, blended relationships when appropriate
- Adapting your analysis and language to the expected standards and performance of candidates at Levels 1, 2, and 3

6. Personal Alignment and Boot-Fitting

Participate in a personal boot-fitting and alignment session or attend a clinic or seminar on boot-fitting and alignment. You may also observe another person's boot-fitting process. Work with a boot-fitter who specializes in boot alignment.

Reflect on the experience:

- What are your most important takeaways?
- How do boot-fitting and alignment affect specific aspects of body-to-ski performance?

- How can you identify potential boot-fit or alignment issues when observing a skier?

7. Exploring Skiing Physics, Ski Design and Tuning, or Biomechanics and Anatomy

Attend a clinic or educational session focused on basic skiing physics, ski design and tuning, or biomechanics and anatomy.

Reflect on what you learned:

- What changed your understanding of skiing?
- What confirmed your existing understanding?
- What challenged or appeared to contradict your understanding?
- How will you apply what you learned to your own skiing and to your teaching and training?

8. Exploring Center Line and the Indicators of Integration

Examine how the Indicators of Integration within the Center Line milestones highlight mechanical focuses that can be observed across all levels of skiing.

Identify an Indicator of Integration in a skier's performance that needs improvement. Select activities or tasks from the National Alpine Activities List that could help the skier develop that Indicator of Integration.

Consider the following:

- Which Fundamental(s) does the activity or task address?
- How does the activity or task improve the skier's performance of the Indicator of Integration?
- In what skiing situations might the skier not want to use the Indicator of Integration as described?
- How does developing the Indicator of Integration help the skier adapt their skiing away from the Center Line to meet the demands of 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:

- 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 your skiing ability and the technical understanding needed to achieve the Learning Outcomes. Consider which experiences will be most valuable to your preparation and complete them independently or with a colleague, mentor, or other knowledgeable skier.

1. Comparing Your Skiing to Ideal Performance

Analyze your own skiing in comparison to a skier who more closely represents ideal skiing. Use video or other observations to identify differences in performance.

Consider the following:

- What are the specific skill-to-skill differences between your skiing and theirs?
- What is your plan to develop your skiing and minimize those differences?

2. Tracking Your Personal Skiing Development Over Time

Analyze your skiing at two distinct points in time. Use video, personal reflections, or other observations to examine how your skiing has changed and developed.

Consider the following:

- What did you learn and achieve?
- What was the extent of the change? Are you still working toward this change?
- Did achieving this change require a shift in understanding? If so, what changed?
- How did you implement the change?
- Did the change involve adjustments to skill blending, equipment, or tactics?
- How do you know that learning occurred?

3. On-Piste Closed-Environment Practice

Use stubbies and/or brushes to develop skiing skills in a controlled, closed environment.

Explore different ways to set up and use the environment to create a variety of learning opportunities.

Consider the following:

- How can you arrange the environment to encourage specific performances?
- How can changes to the environment create different learning opportunities?
- How can you use the setup to challenge and develop specific skills?

4. Problem Solving and Skiing Development

Create training situations that challenge your skiing through a balance of success and failure. Aim for approximately 50% success and 50% failure. As you become more successful, increase the challenge until you begin to experience failure again.

This process encourages persistence, problem solving, self-diagnosis, and creative thinking. The following are suggestions to get you started. They are not a prescribed task list for the Alpine Trainer Module Assessment.

Explore Variations Within Individual Tasks

Experiment with changing how you perform familiar skiing tasks.

Examples:

- Pivot Slips, Pivot Slips on a double fall line, Slow pivots
- Skating, Long glides, Short glides

- Crab Walks
- Skiing with your body traveling directly down the fall line
- Skiing with your body deflected across the hill
- Outside Ski Turns, hop to switch feet, traverse on the pinky-toe edge

Combine Two Tasks to Develop Accuracy

Combine two tasks to create a new challenge that requires greater accuracy and coordination.

Examples:

- Reverse Javelin Turn Initiation with a Javelin Turn Shaping and Finish
- White Pass Turn Initiation with a Javelin Turn Shaping and Finish
- Pivot Slips with the most flexed position occurring at edge change
- Railroad Tracks with Garland
- 1,000 Steps with Skating
- Lane Changes in the Bumps

Change the Environment Without Changing Speed

Keep your speed relatively consistent while changing the terrain or environment to develop accuracy and adaptability.

Examples:

- Wedge Christies on blue terrain transitioning to Basic Parallel on green terrain
- Skating through terrain changes, from steep to flat and flat to steep
- Short Radius Stem Christies through terrain changes

Change Speed Without Changing the Environment

Keep the environment relatively consistent while changing speed to develop adaptability and control.

Examples:

- In the moguls, transition between short-radius and medium-radius turns
- Alternate between five accelerating and five decelerating short-radius turns
- Wedge Christies that vary in speed, changing when the skis match

- Alternate between skiing the zipper line and the outside line in the bumps

Vary Skill Blends

Explore different combinations of ski and body performances while maintaining the same general turn shape or skiing task.

Examples:

- Create varying degrees of ski performance on short-radius and medium-radius turns on steep blue to black groomed terrain
- Steered and carved Stem Christies
- Steered and carved Outside Ski Turns
- Steered and carved White Pass Turns

5. Center Line and the Indicators of Integration

Use the Center Line milestones and Indicators of Integration to explore how consistent skiing mechanics can be maintained across different skiing tasks and levels of performance.

Compare Two Center Line Milestones

Choose a corridor width and ski 20 consecutive turns:

- Five Wedge Turns
- Five Wedge Christies
- Five Wedge Turns
- Five Wedge Christies

Use the Indicators of Integration to maintain consistent mechanics across the two Center Line milestones.

Repeat this exercise using:

- Wedge Christies and Basic Parallel Turns
- Basic Parallel Turns and Dynamic Parallel Turns

Connect All Four Center Line Milestones

Choose a corridor width and ski through all four Center Line milestones:

- Five Wedge Turns
- Five Wedge Christies
- Five Basic Parallel Turns
- Five Dynamic Parallel Turns

Use the Indicators of Integration to maintain consistent mechanics across all four milestones.

Compare a Center Line Milestone with Another Skiing Task

Choose a Center Line milestone and another skiing task performed at a similar speed. For example, Basic Parallel Turns and Outside Ski Turns.

Ski five turns of the first task, followed by five turns of the second. Alternate between the two tasks to explore and demonstrate their similarities and differences.

Consider how the Indicators of Integration and underlying mechanics are maintained or adapted between the two tasks.

6. Written Reflection and Technical Analysis

Write an essay of 800–1,000 words on one of the following topics.

Analyzing World-Class Skiing

Analyze a world-class skier demonstrating on-piste or off-piste skiing.

Address the following:

- What is this skier doing that makes their skiing world-class?
- What can you infer about the skier's intentions relative to their environment and abilities?
- What noteworthy skill-to-skill cause-and-effect relationships contribute to the skier's success?
- How do the skier's tactical choices contribute to their performance?

Comparing Your Skiing to Ideal Performance

Write a technical analysis of your skiing in comparison to someone who more closely represents ideal skiing.

Address the following:

- What are the specific skill-to-skill differences between your skiing and the other skier's?
- What is your plan to develop your skiing and minimize those differences?

Analyzing Effective Demonstrations

Analyze a Trainer, Clinic Leader, or Examiner who, in your opinion, is an exceptional demonstrator.

Address the following:

- What does this person do that makes them an effective demonstrator?
- How do they use the different components of the Learning Connection Model to create an exceptional training and learning experience?

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:

- **Assess & Plan:** Create, modify and share clear learning outcomes that are representative of both the clinic participants' expressed needs and home school/organizational desires.

- **Implement:** Adapts learning experiences to meet the clinic participants' needs without sacrificing the organizational needs.

- **Reflect/Review:** Foster the participants' ability to recognize, reflect on, and assess their experiences to deepen understanding and develop their skills as an instructor.

- **Communication:** Maintains two-way communication with the participants that encourages reflection, engagement with the clinic content, and represents the organization offering the instructor training. (Assessed when leading a clinic.)

- **Relationships with Others:** Adapts interpersonal communication to influence group dynamics, build trust, and promote professional development while being an ambassador of the organization offering training. (Assessed when leading a clinic.)

Learning Experiences

The following Learning Experiences are designed to help you develop the knowledge and skills needed to achieve the Clinic Leading Learning Outcomes. Consider which experiences will be most valuable to your preparation and complete them independently or with a colleague, mentor, or other trainer.

1. What Makes a Great Trainer?

Observe and analyze a Trainer, Clinic Leader, or Examiner who, in your opinion, is an exceptional educator.

Consider the following:

- What does this person do that makes them an effective trainer?
- How do they use the different components of the Learning Connection Model to create an exceptional training and learning experience?
- How do they adapt their approach to engage different participants and support their learning?

2. Creating Learning Outcomes

Choose a clinic topic and develop Learning Outcomes that can be used to measure the success of the training. Each Learning Outcome should identify an observable behavior that demonstrates learning has occurred.

Use the ABCDE framework in Appendix C to structure each Learning Outcome.

Develop Learning Outcomes that:

- Address different clinic durations: one hour, one day, and two days.
- Accommodate a variety of audiences, including new hires and Level 1 through Level 3 certification candidates.
- Account for different learning environments and settings, such as indoor sessions, groomed terrain, bumps, and variable snow conditions.

Consider how the intended learning, audience, duration, and setting influence the Learning Outcomes you establish.

3. Developing Progressions: Connecting Skills, Fundamentals, Ski Design, Turning, and Speed Control

Create two progressions, each consisting of three to five steps.

Progression 1: Understanding Ski Design

Develop a progression that helps a certification candidate understand how ski design relates to turning and speed control. Consider ski flex patterns, sidecut, width, and rocker.

- How does the progression help the candidate understand the relationship between ski design, turning, and speed control?
- How does the progression relate to the Skiing Fundamentals?

Progression 2: Developing Ski and Body Performance

Develop a progression designed to improve specific ski and body performances.

- What ski and body performances will the progression help develop?
- How does the progression relate to the Skiing Fundamentals?

4. Experiential Learning

Create a collection of five tasks designed to develop skiing skills through different skill-to-skill relationships.

For your collection of tasks, identify the following:

Audience and Intent

- Who is your target audience? Describe their general skill level.
- What is the overall goal of the tasks?

Learning and Skill Development

- What blended skill-to-skill relationships are being developed?
- How are the body-to-ski relationships affected?
- How do the tasks help you recognize and influence participants' behaviors, motivations, and emotions?

Adapting the Tasks

Consider how you would modify the tasks for participants with different levels of skill development.

- How would you modify the tasks for participants with greater skill development?
- How would you modify the tasks for participants with less skill development?
- What would you change in each case: Speed, Environment, and/or Accuracy?
- Why would you choose those modifications?

5. Making Technical Content Experiential

Choose a technical topic that participants often find dry, abstract, or confusing, such as skiing physics, biomechanics, ski design, or boot alignment. Design an on-snow activity that helps participants discover the concept through movement and feel rather than explanation alone.

Consider the following:

- What is the key concept you want participants to understand?
- How does the activity let participants experience the concept before you explain it?
- How will you know participants understand the concept?
- How does the activity connect the concept back to skiing performance or teaching?
- How would you adapt the activity for different audiences?

6. Variations and Lateral Learning

Create a progression of three tasks, beginning with one Individual Fundamental Assessment Activity from the National Alpine Activities List. Modify the original task by changing the Speed, Environment, and/or Accuracy of the movements to create the second and third tasks. Include descriptions of the body and ski performances for each task.

Consider the following:

- How do the modifications enhance body-to-ski cause-and-effect relationships?
- What skill-to-skill relationships are developed through the progression?
- How does the progression create an environment that encourages exploration, experimentation, and play while working toward the desired outcomes?

Applying Lateral Learning to the Center Line

Choose one Center Line milestone. Use Assessment Activities from the National Alpine Activities List to highlight specific Fundamentals or mechanics that can then be reintegrated into the Center Line milestone to improve performance.

7. Providing Effective Feedback

Reflect on how you provide feedback during a training clinic and how your feedback influences participant learning.

Timeliness

How do you determine when to provide feedback?

- When is immediate feedback most useful?
- When might delayed feedback be more effective?
- When is feedforward appropriate? Feedforward focuses on future solutions and opportunities rather than past shortcomings.

Detail and Accuracy

How do you determine how much detail a participant needs?

- When is it helpful to provide a complete movement analysis of a participant's skiing?
- When is it appropriate to identify something the participant did poorly or incorrectly?
- When is it more effective to focus on information and solutions that can help improve future performance?

The Right Amount

How do you determine when a participant has received enough feedback? How do you recognize when additional feedback will support learning versus when it may become overwhelming or counterproductive?

Relevance

How do you ensure your feedback is relevant to the learner and connected to the topic being coached?

- How do you keep your feedback focused on the movements and performances being addressed rather than becoming distracted by other movements or actions that have not yet been introduced?
- How do you prioritize what feedback to provide?
- How does your feedback connect to the topic and intended Learning Outcomes?

8. Coaching from Observation

Ski with a group of instructors through a series of tasks or free skiing. Identify a common movement pattern within the group, then lead a short training session of about 20 minutes that addresses it.

Consider the following:

- What movement pattern did you observe, and why did you choose to address it?
- What Learning Outcome did you set for the session, and how was it observable?
- How did your activities connect to the observed pattern and the Learning Outcome?
- How did you provide feedback to individuals while working with the group as a whole?
- How did you know whether learning occurred?

9. Clinic Leading: Active Observation and Auditing

Observe and audit a training clinic. Use reflective observation rather than evaluation. Focus on understanding the Trainer's decisions and their influence on the participants' learning.

Consider the following:

Building Relationships and Engagement

- What did the Trainer do to develop relationships based on trust?
- What did the Trainer do to engage participants and encourage meaningful, two-way communication?

Connecting Learning to Outcomes

- How did the Trainer emphasize the Learning Outcomes?
- How did they align the Learning Experiences with the Learning Outcomes?
- How did they combine technical accuracy with experiential learning components to support achievement of the Learning Outcomes?

Recognizing Learning

- What degree of learning occurred among the different participants?
- How could you explain variations in the degree of learning between participants?

10. Clinic Leading: Reverse Audit

Lead a training clinic, either independently or as part of a Reverse Audit. Use reflective observation to examine your decisions and actions, and their influence on participant learning.

After the clinic, reflect on the following:

Building Relationships and Engagement

- What did you do to develop relationships based on trust?
- How did you identify, understand, and manage your own emotions and actions to create positive interactions with participants?
- What did you do to engage participants and encourage meaningful, two-way communication?

Connecting Learning to Outcomes

- How did you emphasize the Learning Outcomes?
- How did you align the Learning Experiences with the Learning Outcomes?
- How did you combine technical accuracy with experiential learning components to support achievement of the Learning Outcomes?

Recognizing Learning

- What degree of learning occurred among the different participants?
- How could you explain variations in the degree of learning between participants?

Reflecting on Your Practice

- What will you do the same the next time you lead a clinic? Why?
- What will you do differently? Why?
- What is the intended outcome of the changes you would make?

APPENDIX A
ON-SNOW EDUCATIONAL CLINICS

On-Snow Educational Clinics are offered for each Alpine Trainer Module. They give you an opportunity to put the ideas and skills from the Learning Experiences into practice with other Alpine Trainer Candidates and an Examiner. Participation is optional.

Movement Analysis 401 On-Snow
Train for the Alpine Trainer Movement Analysis & Technical Understanding Assessment. Analyze other participants' skiing, have your own skiing analyzed in turn, evaluate members of the general public, and engage in technical discussions about skiing.

Precision Skiing 401
Prepares Alpine Trainer Candidates for the Alpine Trainer Skiing Assessment Module, with emphasis on refining demonstrations to enhance visual communication in training settings. Explore Individual and Integrated Assessment Activities from the National Alpine Activities List, using the Indicators of Integration to apply the Skiing Fundamentals and skill blends.

Precision Skiing 402
Prepares Alpine Trainer Candidates for the Alpine Trainer Skiing Assessment Module, with emphasis on refining demonstrations to enhance visual communication in training settings. Explore Integrated and Versatility Assessment Activities from the National Alpine Activities List, using the Indicators of Integration as a starting point to develop the ability to vary turn shape, size, and line at different speeds.

Clinic Leading 401
Train for the Alpine Trainer Clinic Leading Assessment by developing clinic delivery skills, building learning experiences from learning outcomes, and integrating the needs of organizations (home resorts and/or PSIA-AASI) with the needs of clinic participants.

Clinic Leading 402: Ski the Conversation
Take your clinic leading skills to the next level with a deep dive into how People Skills affect the learning environment. Learn how Rudy Miick's Safe Space System for Conscious Communication can help you identify your communication strengths, refine clinic plans, adapt your delivery methods to meet the needs of your peers, and facilitate reflections for advanced/expert skiers.

APPENDIX B
BUILDING YOUR TRAINER'S LIBRARY

This is a suggested list to get you started. It is not exhaustive. You are encouraged to do your own research and seek out resources that expand your understanding of skiing, teaching, and training.

PSIA-AASI Resources

- PSIA, *The Official American Ski Technique* (1964)
- PSIA, *Centerline Standards* (1988), video: https://youtu.be/GWVsKwj5OGU
- PSIA-AASI, *Alpine Technical Manual* (2014)
- PSIA-AASI, *Teaching Snowsports Manual* (2018)

Ski Technique and Mechanics

- Ron LeMaster, *The Skier's Edge* (1999)
- Ron LeMaster, *Ultimate Skiing* (2010)
- Ellen Post Foster, *Skiing & The Art of Carving* (1996)
- Bob Barnes, *The Complete Encyclopedia of Skiing* (1999)
- John Howe, *Skiing Mechanics* (1983)

Classic Ski Technique

- Georges Joubert, *Skiing: An Art, A Technique* (1978)
- Warren Witherell, *How the Racers Ski* (1972)
- Olle Larsson and James Major, *World Cup Ski Technique* (1979)
- Georges Joubert, *How to Ski the New French Way* (1967)
- Austrian Association of Professional Ski Teachers, *The New Official Austrian Ski System* (1958)

Learning and Performance

- Carol Dweck, *Mindset* (2006)
- Daniel Coyle, *The Talent Code* (2009)
- Mihaly Csikszentmihalyi, *Flow* (1990)

APPENDIX C
WRITING LEARNING OUTCOMES: THE ABCDE FRAMEWORK

A well-written Learning Outcome describes what participants will be able to do as a result of the training and how you will know learning has occurred. The ABCDE framework is a simple tool for writing clear, measurable Learning Outcomes.

The Framework

- **A – Audience:** Who are the learners? Describe the group, such as new hires, Level 2 certification candidates, or experienced trainers.
- **B – Behavior:** What will participants do? Use an observable, measurable action verb, such as demonstrate, describe, or identify. Avoid verbs like understand or know, which cannot be observed directly.
- **C – Condition:** Under what circumstances will participants perform the behavior? Include the setting, terrain, snow conditions, or tools.
- **D – Degree:** How well, how often, or to what standard must participants perform the behavior for the outcome to be achieved?
- **E – Domain:** What type of learning is targeted? Cognitive (knowledge and understanding), psychomotor (movement and skill), or affective (attitudes, motivation, and emotions).

Example

Level 2 certification candidates (A) will demonstrate progressive edge engagement from the start of the turn through the shaping phase (B) in medium-radius turns on groomed blue terrain (C) for at least six consecutive turns (D). This outcome targets the psychomotor domain (E).

Check Your Learning Outcome

- Can you observe it?
- Can you measure it?
- Is it relevant to the audience, setting, and length of the clinic?

APPENDIX D
THE ALPINE TRAINER MENTOR PROGRAM

Mentorship can be a valuable part of professional development. A mentor can serve as a guide, coach, instructor, and sounding board as you work toward your goals.

Your relationship with a mentor can take many forms and should be shaped by what is most useful to you. We encourage you to consider working with someone you trust as you prepare for the Alpine Trainer Module Assessments, but having a mentor is not required.

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 active PSIA-RM Examiner at no cost to you.

An assigned mentor will be available to you from November 1 through May 1 each season. Application details are below.

Application Process

To apply, you must:

- Be enrolled in the Alpine Trainer Program
- Be currently teaching for a PSIA-AASI member school
- Submit a letter (500 words or less) outlining why you would benefit from access to a mentor to help you prepare

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

Renewing a Mentor from PSIA-RM

If you are currently enrolled in the Alpine Trainer Program and have an assigned PSIA-RM Examiner as your mentor, you must reapply each season to continue receiving mentorship.

The renewal process is an opportunity to reflect on your progress in the Alpine Trainer Program, your access to potential mentors at your home resort, and the accessibility and working relationship you have with your current mentor.

APPENDIX E
INFORMATION FOR MENTORS

The Alpine Trainer Mentor Program began as an opt-in program for Alpine Trainer Candidates during the 2019–2020 season.

Candidates are encouraged to use the resources and expertise available at their home resorts as they prepare for the Alpine Trainer Module Assessments. When a candidate does not have access to adequate resources or mentorship at their home resort, they may apply to be connected with a mentor through PSIA-RM.

PSIA-RM will contact you directly if you are selected to serve as an Alpine Trainer Mentor.

Mentor Duties and Expectations

If you are selected by PSIA-RM to serve as an Alpine Trainer Mentor, the following duties and expectations will help guide your role. Mentor/mentee relationships end on May 1 of each season.

- Communicate with the PSIA-RM Director of Education regarding expectations for time commitment and compensation
- Reach out to your mentee within 48 hours of being assigned
- Collaborate with your mentee to establish a communication plan, including communication methods and expected response times
- Work with your mentee to develop a preparation plan. This may include establishing a timeline for completing the Alpine Trainer Module Assessments, identifying strengths and areas for development, and prioritizing Learning Experiences
- Provide coaching, advice, and information as your mentee works through the Learning Experiences. You and your mentee can determine how best to use them. For example, a Learning Experience could serve as the topic for a series of emails, a phone conversation, an on-snow discussion, or a written exercise
- Use the Alpine Trainer Study Guide, your experience, and your mentee's experiences to help clarify questions and deepen their understanding
- Use your expertise to help your mentee prepare for the Alpine Trainer Module Assessments

You may also be approached by Alpine Trainer Candidates at your home resort. Whether you choose to mentor a candidate at your home resort is up to you. Time spent mentoring a candidate at your home resort is not compensated by PSIA-RM.