# PSIA-RM ALPINE ASSESSMENT GUIDE
## 2025/26

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# Introduction

# Overview

The RM Alpine Certification Assessment Guide outlines the Daily Schedule, Assessment Groups, Learning Outcomes, and Assessment Activities for PSIA-AASI Alpine Certification.

This document serves to collect all of the assessment materials for Level 1, Level 2, Level 3, and Trainer into one place. Successful candidates will use this material and the relevant RM and National materials to prepare for assessments.

## Learning Outcomes & Assessment Criteria

The PSIA-AASI National Standards establish Learning Outcomes and Assessment Criteria for each level of certification. The Learning Outcomes and Assessment Activities for each day of the assessment are included within this document. Refer to the Assessment Forms and Performance Guide for Assessment Criteria related to each Learning Outcome.

Professionalism and Self-Management elements are assessed each day from the beginning of the day at check-in to the end of the day when results are announced. Follow-up questions and interviews with Examiners, and observed interactions with other candidates, resort employees, and resort guests are all taken into consideration.

## Resources

- Alpine [Technical Manual](#) available online for PSIA-AASI Members
- [Teaching Snowsports Manual](#) available online for PSIA-AASI Members.
- The most up-to-date version of all documents related to the National Standards are found on the PSIA-AASI website at [http://www.thesnowpros.org](http://www.thesnowpros.org).
- Assessment Forms: [Certification Standards – PSIA-AASI (thesnowpros.org)](#)
- Performance Guides: [Certification Standards – PSIA-AASI (thesnowpros.org)](#)
- The event calendar is available at: [http://www.psia-rm.org](http://www.psia-rm.org)

## Rocky Mountain Alpine Committee 25/26

The RM Alpine Committee is an elected, volunteer committee of Examiners who are responsible for the upkeep of these documents.

**Josh Fogg - Chair**

**Jennifer Weier**

**Lance Wellbaum**

**Chris Caruso**

**Ben Potts**

**Jim Shaw**

**Frankie Zampini**

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**David Oliver**

# Alpine Certification "Know Before You Go"

## Introduction

This document describes the PSIA-AASI Rocky Mountain Alpine Level 1,2, and 3 Certification Assessment Modular Systems and Assessment Prerequisites.

## Modular System

- Attaining PSIA-AASI Certification in the Rocky Mountain Region (RM) requires passing each of the modules at each certification level: Teaching, Technical Understanding/Movement Analysis, and Skiing Performance.
- The Level 1 modules are assessed in consecutive days. Candidates must attend and pass all modules in the assessment, in consecutive days, as scheduled.
- At level 2 and 3, once a module has been passed, it will remain valid as long as the candidate remains a current PSIA-AASI member.
- The Level 2 and 3 modules may be completed in any order as scheduled.
- Assessment activities at Ski Assessments are outlined in the Rocky Mountain Skiing IDP, Included below in this document.
- Please see Alpine Trainer Program Guide (included under the Alpine trainer section of this document) for information on the Alpine Trainer Pathway and Prerequisites.

## Prerequisites

**Level 1**

- Minimum 16 years of age
- **Precision Skiing 101** is required for those members who are not affiliated with a ski and snowboard school or have not completed new-hire training at their ski & snowboard school. *The course is recommended for those who have been through training but have limited teaching experience or want to spend more time preparing for the exam.*
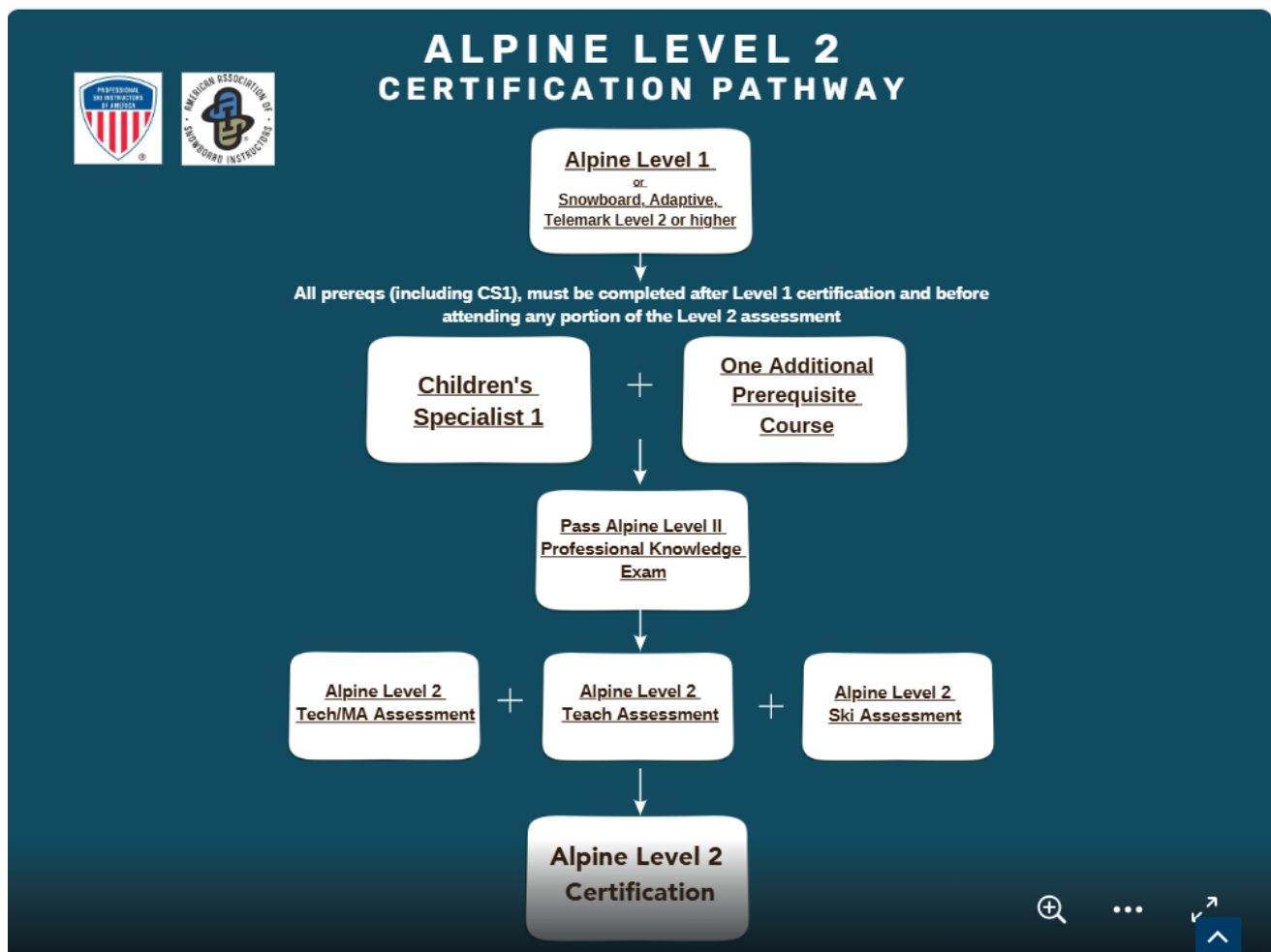- Pass the PSIA-AASI Alpine Level 1 online E-Learning course.
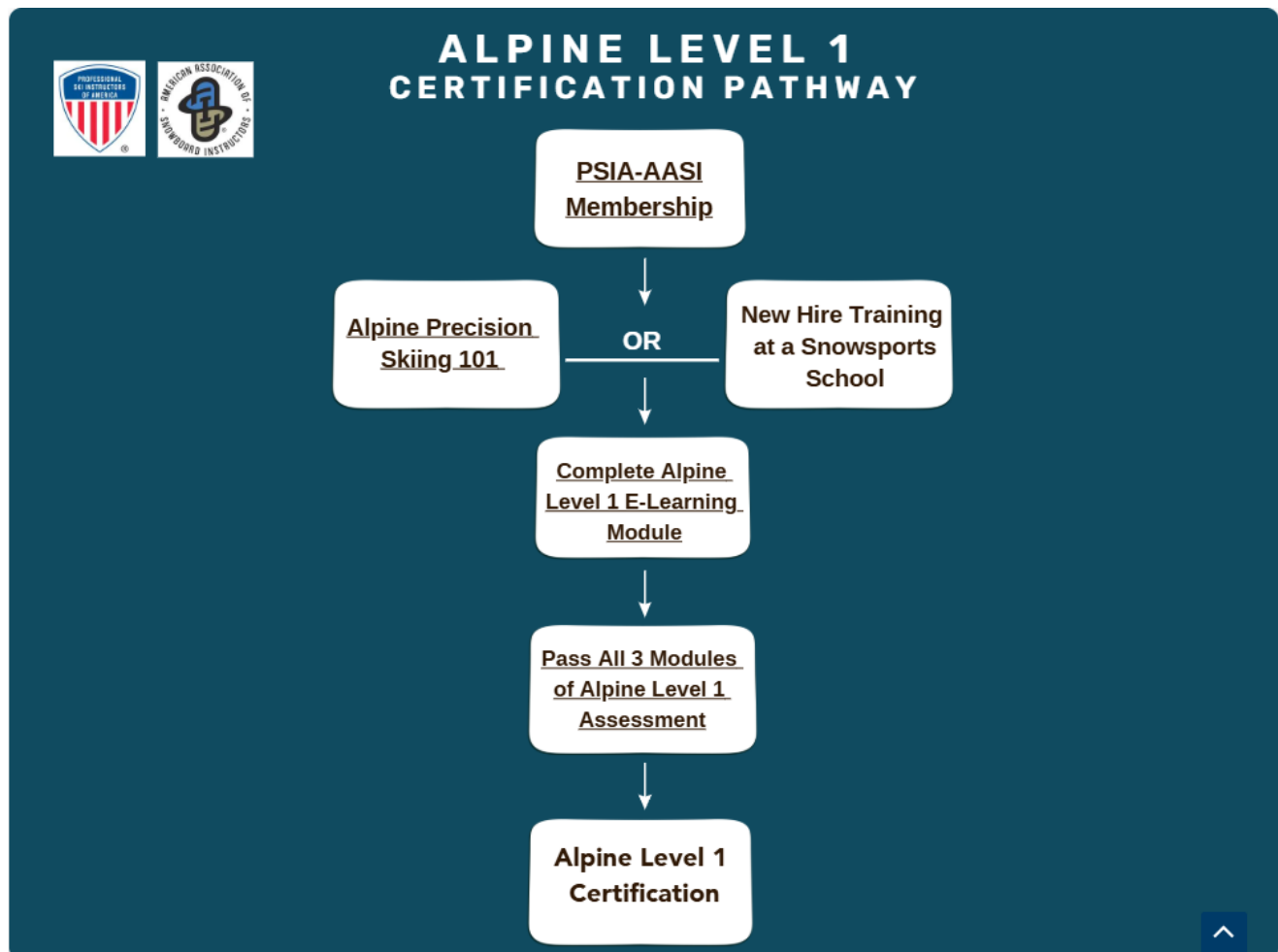
**Level 2**

*All prerequisite courses must be taken after attaining Level 1 Certification.*
- PSIA Level 1 Certification (or foreign equivalency)
- PSIA-AASI Children's Specialist 1
- Pass the Level 2 Professional Knowledge Exam
- Complete at least one of the following approved prerequisite courses.

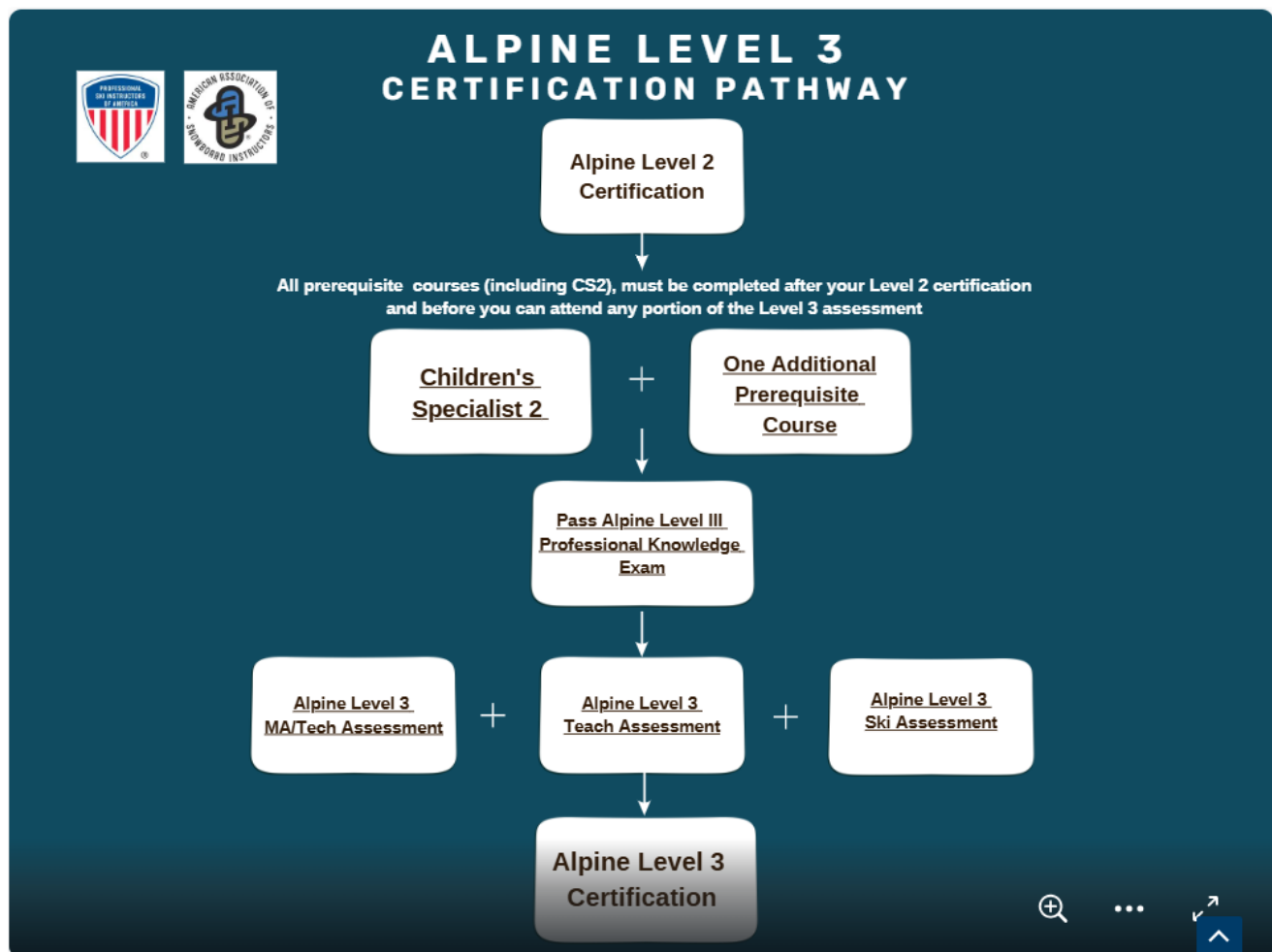| Teaching Courses | Technical Courses | Skiing Courses |
|---|---|---|
| Teaching 201 | Movement Analysis On-Snow | Precision Skiing 201 |
| Teaching 202 | Movement Analysis Online | Precision Skiing 202 |
| Certification in a 2nd Discipline | Technical Foundations | Precision Skiing 203 |
| | USSA Coaches Qualification (submitted as non-PSIA Clinic Credit to the PSIA-AASI RM Office | Alpine Freestyle Specialist (any level) |

**Level 3**

*All prerequisite courses must be taken after attaining Level 2 Certification.*

- PSIA-AASI Alpine Level 2 Certification (or foreign equivalency)
- PSIA-AASI Children's Specialist 2
- Pass the Level 3 Professional Knowledge Exam
- Complete at least one of the following approved prerequisite courses.

| Teaching Courses | Technical Courses | Skiing Courses |
|---|---|---|
| Teaching 301 | Movement Analysis 301 On-Snow | Precision Skiing 301 |
| Teaching 302 | Movement Analysis 301 Online | Precision Skiing 302 |
| Certification in a 2nd Discipline | Technical Foundations | Precision Skiing 303 |
| | USSA Coaches Qualification (submitted as non-PSIA Clinic Credit to the PSIA-AASI RM Office | Alpine Freestyle Specialist (any level) |



ALPINE LEVEL 3
CERTIFICATION PATHWAY

Alpine Level 2 Certification

All prerequisite courses (including CS2), must be completed after your Level 2 certification and before you can attend any portion of the Level 3 assessment

Children's Specialist 2 + One Additional Prerequisite Course

Pass Alpine Level III Professional Knowledge Exam

Alpine Level 3 MA/Tech Assessment + Alpine Level 3 Teach Assessment + Alpine Level 3 Ski Assessment

Alpine Level 3 Certification

## Assessment Groups

Rocky Mountain Staff conduct an Examiner meeting in the morning to determine examiner pairings, group assignments, terrain, and meeting locations for the event.

Groups may include an assigned auditor. The Exam Manager pre-assigns all groups and verifies any changes.

## Terrain & Conditions

Trail difficulty may vary due to changes in snow conditions throughout any given day. The event manager will determine if the local trail designations (I.E., green, blue, black) and conditions adequately reflect the stated national standard concerning terrain. If necessary, trails or sections of trails will be selected to keep exams consistent across the division and the country.

# Alpine Level 1 Assessment Documents

# Level 1 Certification Assessment Overview
## Introduction

This document outlines the details about Assessment Groups, Schedule of Activities, Learning Outcomes, Assessment Criteria, Learning Experiences, and Assessment Activities for each module of the PISA-RM Alpine Level 1 Certification Assessment.
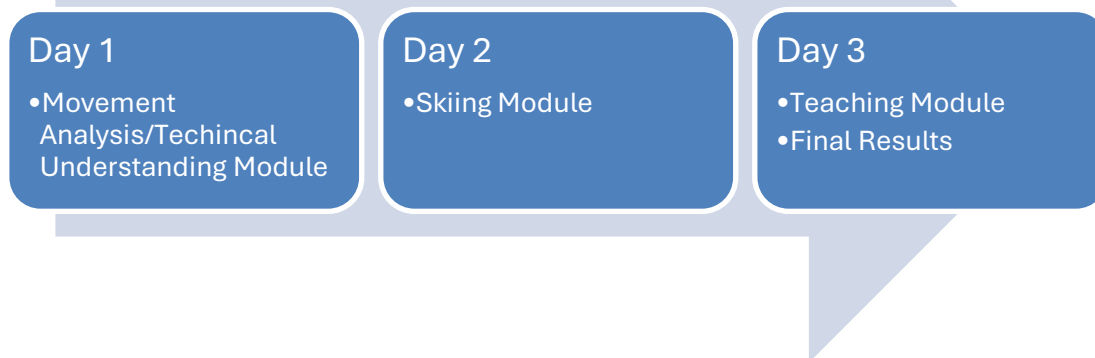
Level 1 is the first level of PSIA-AASI certification. Candidates for certification are evaluated by PSIA-RM Examiners through a series of Assessment Activities that showcase their ability to apply Technical, Teaching, and People Skills. Successful Candidates will show their ability to analyze, teach, and demonstrate for students in beginner and easier intermediate terrain. Experience teaching at the beginner level is highly recommended before attending the Level 1 Certification Assessment.
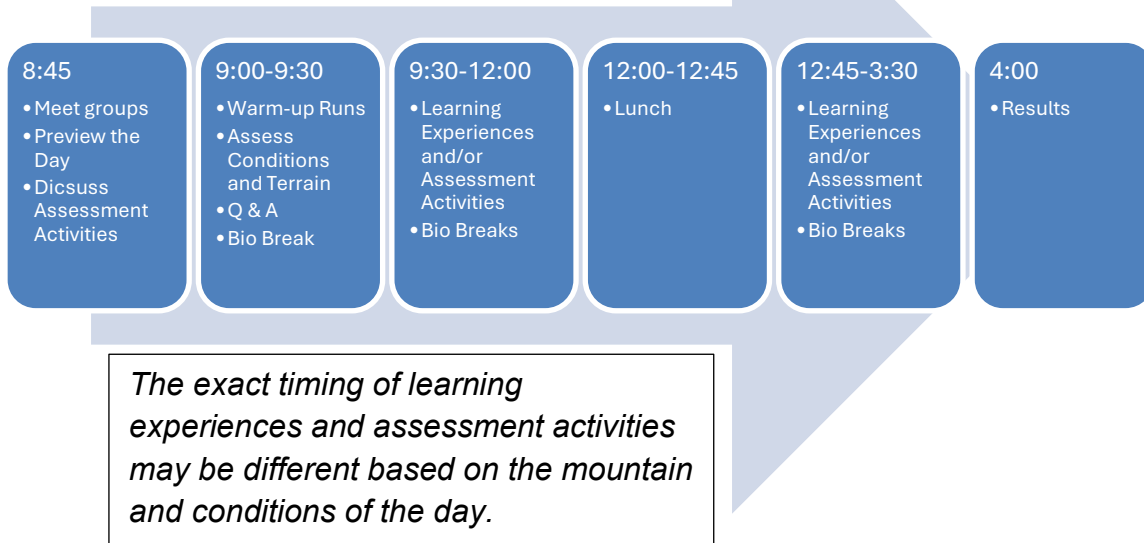
## Assessment Groups

Each group of Candidates will have a maximum of nine Candidates and one Examiner. When possible, a second Examiner may observe a portion of the Skiing Module.

## Schedule of Activities

### Schedule of Modules by Day

**Day 1**
- Movement Analysis/Techincal Understanding Module

**Day 2**
- Skiing Module

**Day 3**
- Teaching Module
- Final Results

## Sample of Daily Schedule

| 8:45 | 9:00-9:30 | 9:30-12:00 | 12:00-12:45 | 12:45-3:30 | 4:00 |
|---|---|---|---|---|---|
| • Meet groups<br>• Preview the Day<br>• Dicsuss Assessment Activities | • Warm-up Runs<br>• Assess Conditions and Terrain<br>• Q & A<br>• Bio Break | • Learning Experiences and/or Assessment Activities<br>• Bio Breaks | • Lunch | • Learning Experiences and/or Assessment Activities<br>• Bio Breaks | • Results |

*The exact timing of learning experiences and 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 Level 1 Certification. The Learning Outcomes for each day of the assessment are listed below with the Assessment Activities for that day. Refer to the Performance Guide for the Assessment Criteria and Indicators of Success related to each Learning Outcome.

Professionalism and Self-Management elements are assessed each day of the Level 1 Assessment, from the beginning of the first day at "check-in" to the end of the assessment. Follow-up questions and interviews with Examiners, and observed interactions with other Candidates, resort employees, and resort guests are all taken into consideration.

# Movement Analysis and Technical Understanding Module

## Learning Outcomes

### Alpine Movement Analysis

- Articulates accurate cause-and-effect relationships between body and ski performance within any single skiing Technical Fundamental in a specific phase of the turn to offer a relevant prescription for change for skiers in the beginner/novice zone.

### Technical Understanding

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

## Learning Experiences and Assessment Activities

### Learning Experiences

- Candidates will review movement analysis concepts (observation, evaluation, prescription for change) and how to observe a beginner student, present an organized and detailed description, and determine cause-and-effect relationships.
- Examiners will demonstrate sample progressions to improve Candidate's skiing performance, model Teaching Fundamentals, and highlight specific movement analysis skills using PSIA-RM's *Level 1 Teaching Progression Examples* document.
- Examiners will vary demonstrations to help Candidates see a range of functionality and effectiveness, highlighting efficient/effective and inefficient/ineffective movement patterns as they appear.

### Assessment Activities

#### *Technical Understanding*

- Each Candidate will ski Wedge Turns toward the Examiner on appropriate green terrain. Candidates will share a comparison of their personal performance and the desired performance with the Examiner. The Candidates' comparisons will describe the application of one or more Technical Fundamentals, the relevant physics and biomechanics, tactics, environment, and equipment as part of this discussion. The Examiner will ask questions relevant to the Technical Understanding Assessment Criteria.

#### *Movement Analysis*

- Each Candidate will observe another Candidate performing Wedge Turns. The observing Candidate will share a description of the performance and prescription for

change with the Examiner, including at least one Technical Fundamental. Candidates are expected to identify movements, opportunities for improvement, and relate them to specific learning experiences. Examiners will ask follow-up questions relevant to the Movement Analysis Assessment Criteria.

Candidates will repeat the above activities. Each Technical Understanding and Movement Analysis performance will focus on a different Technical Fundamental, covering four of the Technical Fundamentals by the time two rotations of the assessment activities are completed.

# Skiing Module

## Learning Outcomes

Apply the Technical Fundamentals to demonstrate specific outcomes in beginner and easier intermediate terrain.

## Assessment Activities

Candidates are evaluated on their ability to demonstrate skiing at the novice level. Candidates' skiing is evaluated through Individual, Integrated, and Versatility Assessment Activities to show their skills demonstrating for students in beginner and some intermediate zones. Candidates will display appropriate safety awareness while skiing in a group.

- There are 7 Assessment Activities from the PSIA-RM Skiing IDP.
    - 3 from the Individual Fundamentals Assessment Activities. They will be selected during the assessment.
    - 2 from the Integrated Fundamentals Assessment Activities (Wedge Turns and Wedge Christies)
    - 2 from the Versatility Assessment Activities (On and Off-Piste Parallel Skiing)
- Where there are multiple groups in an assessment, all groups will perform the same Assessment Activities, as agreed upon by the Examiners prior to the start of the day.
- Assessment Activities may be set in any beginner, and some intermediate, terrain and conditions. This includes groomed terrain, bumps, crud, trees, and powder.
- Examiners will provide specific descriptions and demonstrations of Assessment Activities. Examiners observe, assess, and provide feedback consistent with PSIA-AASI National and Regional support materials. Variations in movements and mechanics may be requested at the discretion of the Examiner.
- 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.

# Teaching Module

## Learning Outcomes

### Teaching Skills

- Assess and Plan: Plans learning outcomes and organizes progressive learning experiences relevant to beginner/novice students.
- Implement: Facilitate learning experiences that guide students toward agreed upon outcomes and engages them in the process.
- Reflect/Review: Communicate performance change that targets the learning outcome to help students identify a change has been made.

### People Skills

- Communication: Engages in meaningful verbal and non-verbal communication with the group as a whole.
- Relationships with Others: Identifies likely motivations and emotions of individuals and understands group dynamics.

## Learning Experiences

The Teaching Module takes place primarily in beginner learning areas. The Examiner will first review teaching concepts. Candidates will review how to meet and greet students, ask questions to develop a student profile, create a goal statement for the lesson, and select appropriate terrain. The Examiner will provide a demonstration of the Assessment Activity.

## Assessment Activities

Candidates will each assume the role of "Instructor" to teach the group of "Students" (made up of other Candidates) for 10-15 minutes. The "Instructor" may choose the age range of the "Students."

- Prior to starting the lesson, the "Instructor" will step away from the group, and the "Students" will be given a basic group profile by the Examiner. The profile will include lesson level, interests/hobbies, and what they did in their "last" lesson.
- "Instructors" will teach the "Students" based on what they learn about their motivations, understanding, and current performance. The lesson should help improve the "Students" skiing performance in the beginner- novice zone.
- The Examiner will take five minutes to debrief the lesson and facilitate questions from the group.

# End of Assessment 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 final day to discuss and finalize results.
- 4:00 Examiners and Candidates will meet for results. Examiners will notify individual candidates who were not successful of their results individually.
- After Examiners are finished speaking with all candidates who were not successful, Examiners will announce successful candidates and celebrate successes by awarding pins and certificates.
- After celebrations, there will be time for 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.

# Level 1 Assessment Form

## PSIA Certified Level I Alpine
### ASSESSMENT FORM

- [ ] **Meets Standards**
- [ ] **Does Not Meet Standards**

**Candidate:**
**Assessment:**
**Region:**
**Assessor(s):**

**Assessment Scale for Certified Level I**

| | |
|---|---|
| 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. |

## ASSESSMENT CRITERIA

### Instructor Decisions & Behavior

**Professionalism and Self-Management: Maintains a professional environment by demonstrating self-awareness and self-management. (Continual Assessment)**

**Needs/Safety**
Address group and individual safety and physiological needs.

**Behavior Management**
Exhibits positive behavior in response to feedback.

**Section Average:** Must be 4 or above to meet Learning Outcome

**Comments**

### People Skills

**Communication: Engages in meaningful verbal and non-verbal communication with the group as a whole. (Assessed when Teaching)**

**Communication**
Use verbal and non-verbal communication in a professional manner.

**Active Listening**
Ask questions to learn about others.

**Feedback Delivery**
Deliver feedback that acknowledges the emotions of the group.

**Section Average:** Must be 4 or above to meet Learning Outcome

**Relationships with Others: Identifies likely motivations and emotions of individuals and understands group dynamics. (Assessed when Teaching)**

**Interaction**
Initiate goup interaction to build group dynamics.

**Motivations/Emotions**
Identify the motivations and emotions of students.

**Section Average:** Must be 4 or above to meet Learning Outcome

**Comments**

### Teaching Skills

**Assess & Plan: Plans learning outcomes and organizes progressive learning experiences relevant to beginner/novice students.**

**Assess**
Identify student motivations, performance, and understanding.

**Plan**
Develop a basic progression based on group needs.

**Section Average:** Must be 4 or above to meet Learning Outcome

**Implement: Facilitates learning experiencs that guide students toward the agreed-upone outcome and engages them in the process.**

**Adapt**
Organize the learning environment based on the initial assessment of the needs of the group while managing physical and emotional risk.

**Descriptions, Demonstrations, Feedback**
Provide clear, accurate, and relevant descriptions, demonstrations, and feedback.

**Section Average:** Must be 4 or above to meet Learning Outcome

**Reflect/Review: Communicates performance changes that target the learning outcome to help students identify that a change has been made.**

**Explore, Experiment, Play**
Pace a clear progression that uses movement, practice, and terrain effectively.

**Describe & Relate Change**
Communicate changes in performance and how it relates to their skiing/riding goals.

**Section Average:** Must be 4 or above to meet Learning Outcome

**Comments**

## Movement Analysis

Articulates accurate cause-and-effect relationships between body and ski performance within any single skiing Technical Fundamental in a specific phase of the turn to offer a relevant prescription for change for skiers in the beginner/novice zone.

Consistently demonstrates their ability to:

**Observe and Describe**
Observe and describe the application of one or more Technical Fundamental in all turn phases.

**Evaluate and Describe**
Evaluate and describe the cause and effect relationships of one or more Technical Fundamental relative to the desired outcome.

**Prescription**
Prescribe a specific change, related to one Technical Fundamental, to achieve the desired outcome.

**Section Average:** Must be 4 or above to meet Learning Outcome

### Comments

## Skiing Performance

Applies the Technical Fundamentals to demonstrate specific outcomes in beginner and easier intermediate terrain.

Apply tactics and ski performance to:

**Integrate Fundamentals**
Integrate two or more of the Technical Fundamentals through all turn phases to achieve prescribed ski performance.

**Individual Fundamentals**
Use individual Technical Fundamentals as prescribed.

**Versatility**
Demonstrate versatility by varying turn shape, turn size, and line through intermediate zone terrain.

**Section Average:** Must be 4 or above to meet Learning Outcome

### Individual Assessment Activities Performed

### Integrated Assessment Activities Performed

### Versatility Assessment Activities Performed

### Comments

## Technical Understanding

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

Relates information from current PSIA-AASI resources to:

**Understanding of Biomechanics/Physics**
Describe the application of one or more Technical Fundamentals and respective biomechanics and physics within the turn phases of a specific outcome.

**Fundamentals to Personal Performance**
Compare the application of one or more Technical Fundamental(s) to personal performance.

**Tactics, Equipment, Physical, Environment**
Describe the impacts of tactical decisions, equipment choices, physical development, terrain, and snow variation, to a skiing outcome.

**Section Average:** Must be 4 or above to meet Learning Outcome

### Comments

# Level 1 Teaching Progression Examples

*1. Fore/Aft Pressure Control (Level 2)*
a) With skis off: move forward, aft and center by flexing/extending ankles, knees, hips

b) With skis on: while standing still, move forward, aft and center by flexing/extending ankles, knees, hips

c) In a straight run: move forward, aft and center flexing/extending ankles, knees, hips

d) Gliding in a wedge: focus on staying centered flexing/extending ankles, knees, hips

*2. Fore/Aft Pressure Control (Level 2-3)*
a) With skis on: while standing still move forward, aft and return to center by flexing/extending ankles only

b) In a straight run move forward, aft and center by flexing/extending ankles only

c) In a guided uphill arc: keep all joints appropriately flexed to stay centered

d) Link wedge turns and focus on the newly found centered stance

*3. Fore/Aft Pressure Control (Level 3-4)*
a) With skis on: flex/extend ankles, knees and hips to move forward, back and jump from snow.

b) In a straight run (parallel or small wedge): jump and land maintaining a centered stance

c) Link turns: remain centered and jump in the shaping phase of the turn

d) Link turns: vary turn size and use terrain appropriately remaining centered on skis

*4. Ski/Ski Pressure Control (Level 2-3)*
a) With skis off: pick up one foot and balance on the other foot. Repeat on the other side

b) With skis on: pick up one ski and balance with other foot. Repeat on the other side

c) In a straight run: pick up one ski and then the other, shifting balance from foot to foot

d) Gliding in a wedge: pick up tail of one inside ski, and then the other, shifting balance from foot to foot

*5. Ski/Ski Pressure Control (Level 2-3)*
a) Stand in a wedge: tip the torso and move COM from one ski to the other. Use ankles, knees and hips to maintain balance. Focus on the pressure change from foot to foot.

b) Make a J-turn in a wedge: tip the torso toward the outside ski. Focus on the pressure change from foot to foot.

c) Link J-turns in a wedge: shift pressure to and balance on outside ski. Repeat on the other outside ski.

d) Link wedge turns: shift pressure to and balance on outside ski. Repeat on the other outside ski.

## 6. Ski/Ski Pressure Control (Level 3-4)

a) With skis on: stand across the fall line, shift pressure to and balance on the downhill ski. Tap uphill ski on the snow.

b) In a J-turn: shift pressure to and balance on the outside ski, tap inside ski on the snow through the end of the turn.

c) In linked wedge turns, shift pressure to and balance on the outside ski. Tap inside ski on the snow through the end of the turn.

d) Link wedge turns without tapping. Direct pressure to and balance on outside ski before middle of the turn.

## 7. Rotational Control (Level 2)

a) With skis off: turn feet and legs to make a wedge then turn feet and legs so skis are parallel.

b) With skis on: start with skis parallel. Turn feet and legs to create wedge with skis.

c) In a straight run: turn feet and legs to form wedge, turn feet and legs so skis are parallel. Repeat.

d) Make a series of gentle wedge turns using feet and legs to create wedge and turn skis each direction.

## 8. Rotational Control (Level 3-4)

a) On a flat area with skis on: step and turn one direction, turning a full circle. Do the same in the other direction.

b) On gentle slope, 45 degrees to fall line: glide and step-turn uphill to a stop. Start the turn with the uphill (inside) ski. Change directions across the fall line and repeat.

c) On gentle slope: step-turn into the fall line and continue step-turning to a stop. Start the turn with the downhill (inside) ski. Step turn both directions.

d) Link turns with focus of turning legs under stable upper body. Focus on the inside ski.

## 9. Rotational Control (Level 2-3)

a) With skis off: turn both feet and legs the same direction at same time. Keep the pelvis and upper body still.

b) With skis on at 45 degrees to fall line: use feet and legs beneath a stable pelvis to steer both skis uphill to a stop. Finish with pelvis and upper body facing initial direction.

c) From the fall line: make a guided uphill arc using feet and legs to steer skis beneath a stable pelvis and upper body.

d) Link turns: steer skis with feet and legs beneath a quiet upper body.

## 10. Edging Control (Level 2)

a) With skis on: stand still and tip skis on and off edge with feet and legs.

b) In a wedge traverse: tip skis from flat to uphill edges with feet and legs.

c) Link traverses with a wedge turn: tip skis on and off uphill edges during traverse.

d) Link wedge turns: focus on tipping skis on and off both edges with feet and legs.

## 11. Edging Control (Level 3-4)

a) On a flat area in a slight wedge: use feet and legs to tip skis side to side. Focus on the moment each ski flattens.

b) In a wedge traverse, tip skis to flatten uphill ski and increase edge angle of downhill ski.

c) Link wedge turns: tip the inside ski and flatten it at end of turn with corresponding foot and leg.

d) Link turns: tip the inside ski and flatten in different turn phases appropriate to terrain, turn size and speed.

## 12. Edging Control (Level 2-3)

a) On a flat area: use feet and legs to tip skis side to side. Focus on the moment each ski flattens.

b) On moderate pitch: stand across fall line, use feet and legs to flatten skis. Side slip and use feet and legs to tip skis uphill to a stop.

c) From 45 degrees to fall line: glide and use feet and legs to tip flat skis onto edges into an uphill arc to stop (create a guided or carved uphill arc).

d) Link wedge turns and focus on tipping skis to uphill edges using feet and lower legs.

# Alpine Level 2 Assessment Documents

# Level 2 Movement Analysis and 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 Level 2 Movement Analysis and Technical Understanding Assessment Module.

Candidates for certification will be evaluated by PSIA-RM Examiners through on-snow Assessment Activities. Candidates will provide information and answer questions about movements and outcomes through the intermediate/advanced zone. They should be prepared to ski and analyze Integrated and Versatility Assessment Activities from the PSIA-RM Skiing IDP suitable for the Level 2 Assessment.
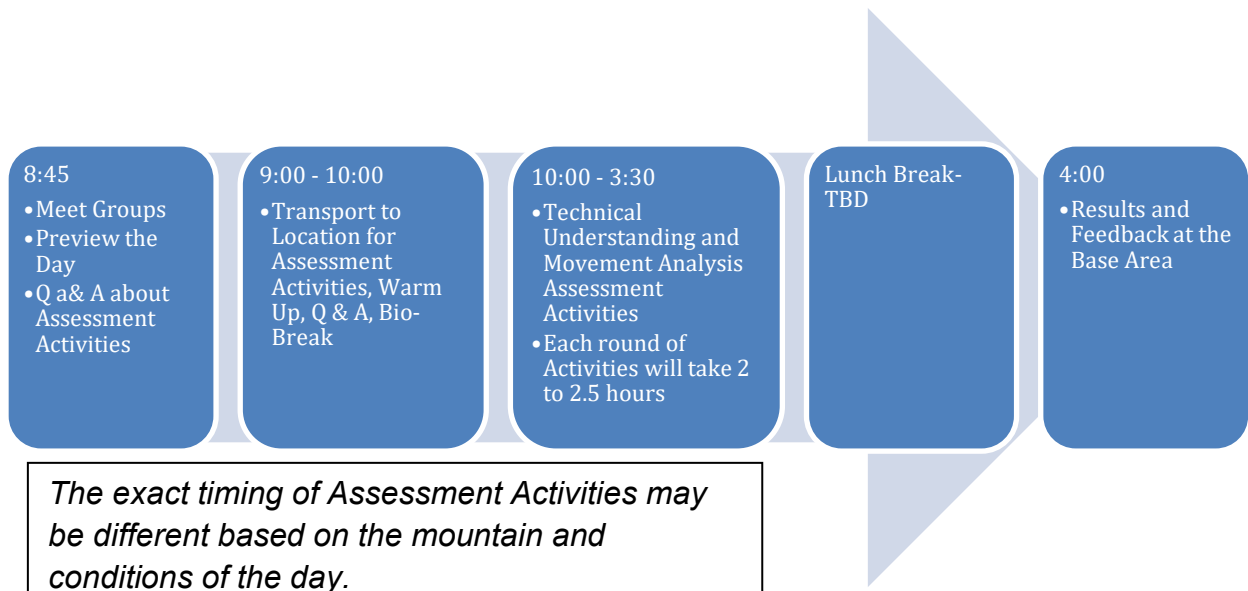
## Assessment Groups

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

## Learning Outcomes and Assessment Criteria

The PSIA-AASI National Standards establish the Learning Outcomes and Assessment

| 8:45 | 9:00 - 10:00 | 10:00 - 3:30 | Lunch Break-TBD | 4:00 |
|---|---|---|---|---|
| • Meet Groups<br>• Preview the Day<br>• Q a& A about Assessment Activities | • Transport to Location for Assessment Activities, Warm Up, Q & A, Bio-Break | • Technical Understanding and Movement Analysis Assessment Activities<br>• Each round of Activities will take 2 to 2.5 hours | | • Results and Feedback at the Base Area |

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

Criteria for all Certifications. At the Level 2 Movement Analysis and Technical Understanding Assessment, Candidates are assessed on the following Learning Outcomes.

## Instructor Decisions and Behaviors

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

## Technical Understanding

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

## Alpine Movement Analysis

- Articulates accurate cause-and-effect relationships between body and ski performance of Technical Fundamentals through all phases of the turn, resulting in an effective prescription for change for skiers through the intermediate zone.

*Refer to the Level 2 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.

**Technical Understanding and Movement Analysis**

- The group will be assigned a skiing task from the Integrated or Versatility Assessment Activities on the PSIA-RM Alpine Skiing IDP suitable for Level 2 Certification.
- The group will establish a starting location.

*Technical Understanding*

- Candidate 1 will perform the skiing task from the starting location to the Examiners.
- Candidate 1 will have up to 8 minutes for a technical discussion with the Examiners. The Candidate should compare their performance with the desired performance and include any relevant physics, biomechanics, tactics, environment, physical development, and/or equipment considerations. Examiners will ask follow-up questions to assess the Candidates' technical knowledge in relation to the Assessment Criteria.

*Movement Analysis*

- The Examiners will then indicate Candidate 2 to perform the assigned skiing task. Candidate 1 will then observe Candidate 2's performance of the assigned skiing task. Candidate 2 will wait nearby and out of listening range when they reach the Examiners and Candidate 1. Candidate 1 will have up to 8 minutes to analyze Candidate 2's skiing performance. The analysis should include a description of body and ski performances, cause and effect relationships, and a prescription for change. The analysis should include at least two Skiing Fundamentals through all turn phases. (Describing how the two Skiing Fundamentals interact with/affect each other

is not required for Level 2 Certification.) Examiners will ask follow-up questions to assess the Candidates' technical knowledge in relation to the Assessment Criteria.

### *Repeat the Process*

- Candidate 1 will return to the start location, and Candidate 2 will start their technical discussion with the Examiners.
- Candidates should continue skiing 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 assess a different skier for each of the Movement Analysis Assessment Activities.
- The Assessment Activity is complete when all the Candidates have performed the Technical Understanding and Movement Analysis Assessment Activities.
- The entire Assessment Activity is completed twice in the day, with different skiing tasks, different orders of Candidates (to avoid analyzing the same Candidate), and different Skiing Fundamentals as the primary content of the Candidates' comparisons and analyses.

## 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 Level 2 Modules and achieved Level 2 Certification. Examiners will award pins and certificates.
- Exam Managers will read a list of Candidates who were successful with the Level 2 Movement Analysis and Technical Understanding Assessment Module.
- 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.

# Level 2 Movement Analysis and Technical Understanding Assessment Form

## PSIA Certified Level II Alpine Movement Analysis & Technical Understanding ASSESSMENT FORM

☐ Meets Standards
☐ Does Not Meet Standards

Candidate:
Assessment:
Region:
Assessor(s):

**Assessment Scale for Certified Level II**

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.

### ASSESSMENT CRITERIA

### Instructor Decisions & Behavior

**Professionalism and Self-Management:** Contributes to a professional environment by managing their behaviors and emotions in response to others. (Continual Assessment)

**Needs/Safety**
Address group and individual needs for belonging.

**Behavior Management**
Manage behavioral responses.

**Section Average:** Must be 4 or above to meet Learning Outcome

Comments

### Movement Analysis

Articulates accurate cause-and-effect relationships between body and ski performance of Technical Fundamentals through all phases of the turn, resulting in an effective prescription for change for skiers through the intermediate zone.
Consistently demonstrates their ability to:

**Observe and Describe**
Observe and describe the application of two or more Technical Fundamentals in all turn phases.

**Evaluate and Describe**
Evaluate and describe the cause and effect relationships of two or more Technical Fundamentals relative to the desired outcome.

**Prescription**
Prescribe a specific change, related to one or more Technical Fundamentals, to achieve the desired outcome.

**Section Average:** Must be 4 or above to meet Learning Outcome

Comments

### Technical Understanding

**Describes specific performances using Technical Fundamentals and considering tactics and equipment choices using current PSIA-AASI resources.**
Applies information from multiple PSIA-AASI resources to:

**Understanding of Biomechanics/Physics**
Describe the application of two or more Technical Fundamentals and respective biomechanics and physics within the turn phases of a specific outcome.

**Fundamentals to Personal Performance**
Compare the application of two or more Technical Fundamentals to personal performance.

**Tactics, Equipment, Physical, Environment**
Describe the impacts of tactical decisions, equipment choices, physical development, terrain, and snow variation, to a skiing outcome.

**Section Average:** Must be 4 or above to meet Learning Outcome

Comments

# Level 2 Teaching Assessment Overview
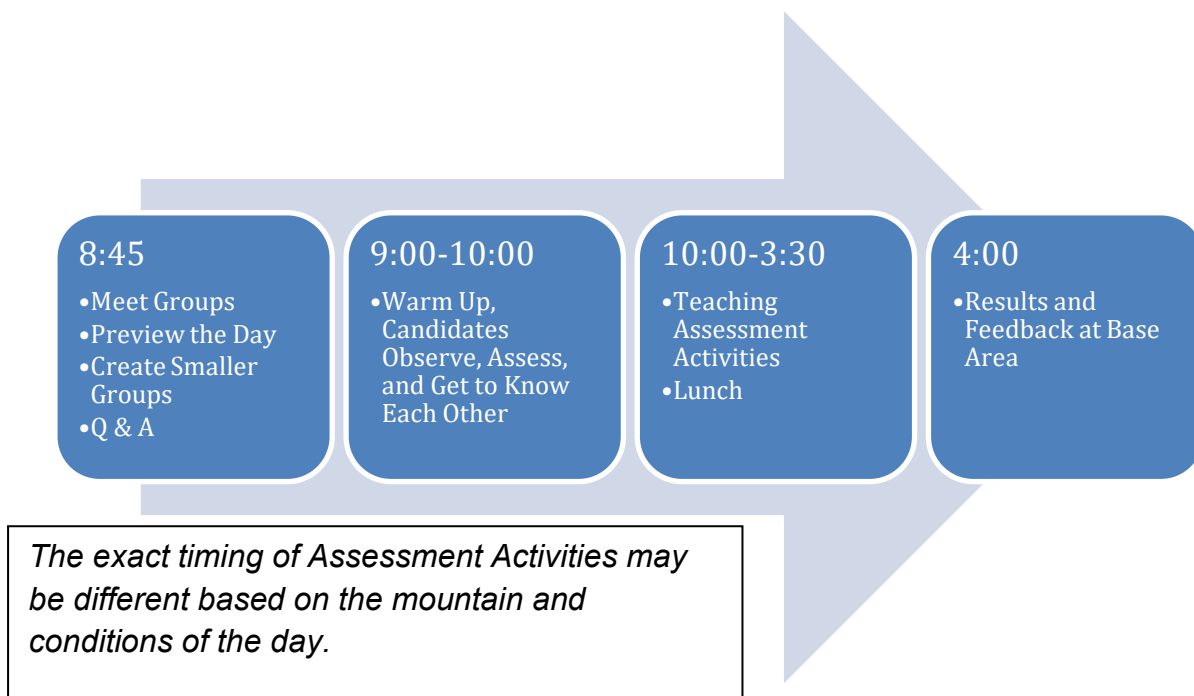
## Introduction

This document outlines the details about Assessment Groups, Schedule of Activities, Learning Outcomes, Assessment Criteria, and Assessment Activities for the PSIA-RM Alpine Level 2 Skiing Assessment Module.

Candidates for certification will be evaluated by PSIA-RM Examiners through on-snow Assessment Activities that include teaching peers in a group lesson format in the intermediate zone (levels 5-7).

## Assessment Groups

Each group will have a maximum of seven Candidates and two Examiners. The Examiners will split the group into two smaller groups. During the Assessment Activities, Candidates will teach the other Candidates in their smaller group while the other smaller group observes. Both Examiners will assess each Candidate during the day.

## Schedule of Activities

**8:45**
- Meet Groups
- Preview the Day
- Create Smaller Groups
- Q & A

**9:00-10:00**
- Warm Up, Candidates Observe, Assess, and Get to Know Each Other

**10:00-3:30**
- Teaching Assessment Activities
- Lunch

**4:00**
- Results and Feedback at Base Area

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

# Learning Outcomes and Assessment Activities

**Instructor Decisions and Behavior**

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

**Teaching Skills**

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

**People Skills**

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

*Refer to the Level 2 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.

**Teaching**

- The Examiners create two smaller groups and lead both groups through two skiing activities from the PSIA-RM Skiing IDP suitable to the Level 2 Assessment. The skiing activities will be from the Integrated and Versatility categories of the Skiing IDP.
- The Candidates observe, assess, and converse with their peers to create a fundamentals-based lesson plan that will support peers in achieving intermediate skiing outcomes and goals.
- The Candidates teach their peers from their smaller group at an intermediate level, relating activities to the goals and motivations of their students. Each lesson will be between 20-25 minutes long.
    - Examples of teaching environments include groomed terrain, bumps, crud, trees, and/or powder on green, blue, and/or black terrain.
    - Each Candidate's lesson will be followed by a conversation with the Examiners that may include questions related to the Level 2 People Skills and Teaching Skills Assessment Criteria.
- New lessons start every 35 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 the Candidates who have passed all the Level 2 Modules and achieved Level 2 Certification. Examiners will award pins and certificates.
- Exam Managers will read a list of Candidates who were successful with the Level 2 Teaching Assessment Module.
- 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.

# Level 2 Teaching Assessment Form

### PSIA Certified Level II
### Alpine Teaching
## ASSESSMENT FORM

☐ **Meets Standards**

☐ **Does Not Meet Standards**

Candidate:
Assessment:
Region:
Assessor(s):

**Assessment Scale for Certified Level II**

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.

## ASSESSMENT CRITERIA

### Instructor Decisions & Behavior

**Professionalism and Self-Management: Contributes to a professional environment by managing their behaviors and emotions in response to others. (Continual Assessment)**

**Needs/Safety**
Address group and individual needs for belonging.

**Behavior Management**
Manage behavioral responses.

**Section Average: Must be 4 or above to meet Learning Outcome**

**Comments**

### People Skills

**Communication: Engages in and adapts verbal and non-verbal, two-way communication with individuals and subsets of the group. (Assessed when Teaching)**

**Communication**
Adapt verbal and non-verbal communication based on observations of individuals and the group.

**Active Listening**
Use varied, active-listening tactics to learn about others.

**Feedback Delivery**
Deliver feedback that adjusts for the emotions of subsets within the group.

**Section Average: Must be 4 or above to meet Learning Outcome**

**Relationships with Others: Adapts to the motivations and emotions of individuals and to the interpersonal dynamics within the group, to promote trust. (Assessed when Teaching)**

**Interaction**
Foster interpersonal relationships to support positive group dynamics.

**Motivations/Emotions**
Adapt to the motivations and emotions of individuals and subsets of the group.

**Section Average: Must be 4 or above to meet Learning Outcome**

**Comments**

### Teaching Skills

**Assess & Plan: Plans learning outcomes and progressive learning experiences and adapts to the changing needs of intermediate students.**

**Assess**
Periodically reassess student motivations, performance, and understanding.

**Plan**
Develop and manage clear learning experiences based on group needs.

**Section Average: Must be 4 or above to meet Learning Outcome**

**Implement: Facilitates learning experiences and adapts them as necessary to guide students toward agreed-upon outcomes and engage them in the process.**

**Adapt**
Adapt the learning environment to group needs while managing physical and emotional risk to promote student engagement.

**Descriptions, Demonstrations, Feedback**
Provide clear, accurate, and relevant descriptions, demonstrations, and feedback that encourage learning.

**Section Average: Must be 4 or above to meet Learning Outcome**

**Reflect/Review: Helps students recognize, reflect upon, and assess experiences to apply understanding and performance changes to desired outcomes.**

**Explore, Experiment, Play**
Use movement, practice, and terrain productively.

**Describe & Relate Change**
Help students reflect on their performance and how it relates to their skiing/riding goals.

**Section Average: Must be 4 or above to meet Learning Outcome**

**Comments**

# Level 2 Skiing Assessment Overview
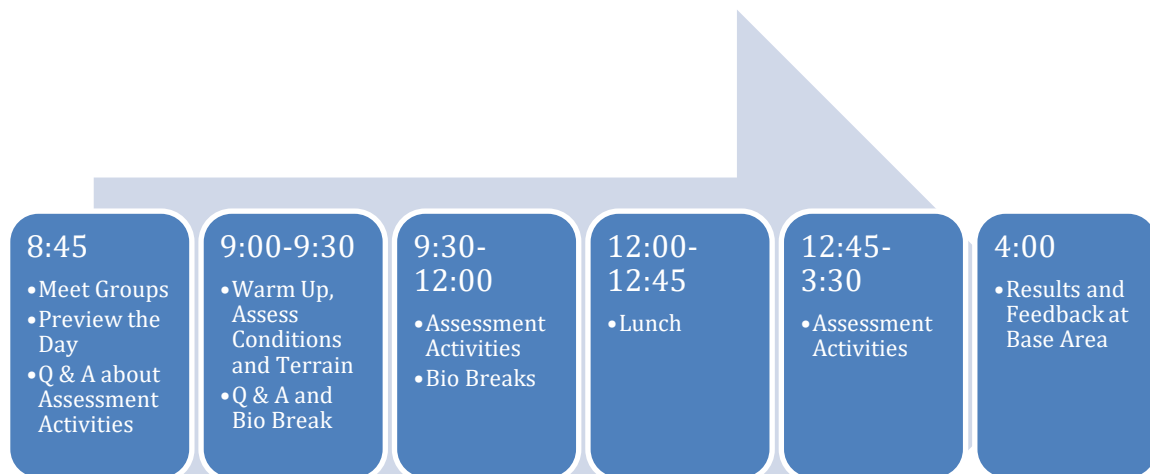
## Introduction

This document outlines the details about Assessment Groups, Schedule of Activities, Learning Outcomes, Assessment Criteria, and Assessment Activities for the PSIA-RM Alpine Level 2 Skiing Assessment Module.

Candidates for certification will be evaluated by PSIA-RM Examiners through on-snow Assessment Activities that blend and highlight the usage and application of Skiing Fundamentals in beginner, intermediate, and some advanced terrain.

## 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

**8:45**
- Meet Groups
- Preview the Day
- Q & A about Assessment Activities

**9:00-9:30**
- Warm Up, Assess Conditions and Terrain
- Q & A and Bio Break

**9:30-12:00**
- Assessment Activities
- Bio Breaks

**12:00-12:45**
- Lunch

**12:45-3:30**
- Assessment Activities

**4:00**
- Results and Feedback at Base Area

*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 Alpine Level 2 Certification. During the Level 2 Skiing Assessment, Candidates are assessed on the following Learning Outcomes.

**Instructor Decisions and Behaviors**

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

**Alpine Skiing Performance**

- Adapts the Technical Fundamentals to demonstrate specific outcomes in beginner, intermediate, and some advanced terrain.

*Refer to the Level 2 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, and some advanced terrain. Candidates will display 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 PSIA-RM Skiing IDP.
    - 3 from the Individual Fundamentals Assessment Activities. They will be selected during the assessment.
    - 3 from the Integrated Fundamentals Assessment Activities. (Wedge Turns, Wedge Christies, and Basic Parallel Turns)
    - 4 from the Versatility Assessment Activities. They will be selected during the assessment.
- 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 groomed terrain (green, blue, and black), and ungroomed green and blue terrain (bumps, crud, trees, and powder).
- 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 Examiner.
- 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 Level 2 Modules and achieved Level 2 Certification. Examiners will award pins and certificates.
- Exam Managers will read a list of Candidates who were successful with the Level 2 Skiing Assessment Module.
- 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.

# Level 2 Skiing Assessment Form

## PSIA Certified Level II
## Alpine Skiing Performance
## ASSESSMENT FORM

☐ Meets Standards

☐ Does Not Meet Standards

**Candidate:**
**Assessment:**
**Region:**
**Assessor(s):**

### Assessment Scale for Certified Level II

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.

## ASSESSMENT CRITERIA

| Instructor Decisions & Behavior | Skiing Performance |
|---|---|
| **Professionalism and Self-Management: Contributes to a professional environment by managing their behaviors and emotions in response to others. (Continual Assessment)** | **Adapts the Technical Fundamentals to demonstrate specific outcomes in beginner, intermediate, and some advanced terrain.** Adapts tactics and ski performance to: |
| **Needs/Safety** Address group and individual needs for belonging. | **Integrate Fundamentals** Integrate three or more Technical Fundamentals through all turn phases to achieve prescribed ski performance. |
| **Behavior Management** Manage behavioral responses. | **Individual Fundamentals** Manage each of the Technical Fundamentals as prescribed. |
| **Section Average: Must be 4 or above to meet Learning Outcome** | **Versatility** Manage turn shape, turn size, and line as needed in beginner through easiest advanced zones. |
| **Comments** | **Section Average: Must be 4 or above to meet Learning Outcome** |
| | **Individual Assessment Activities Performed** |
| | **Integrated Assessment Activities Performed** |
| | **Versatility Assessment Activities Performed** |
| | **Comments** |

# Alpine Level 3 Assessment Documents

# Level 3 Movement Analysis and Technical Understanding Assessment Overview
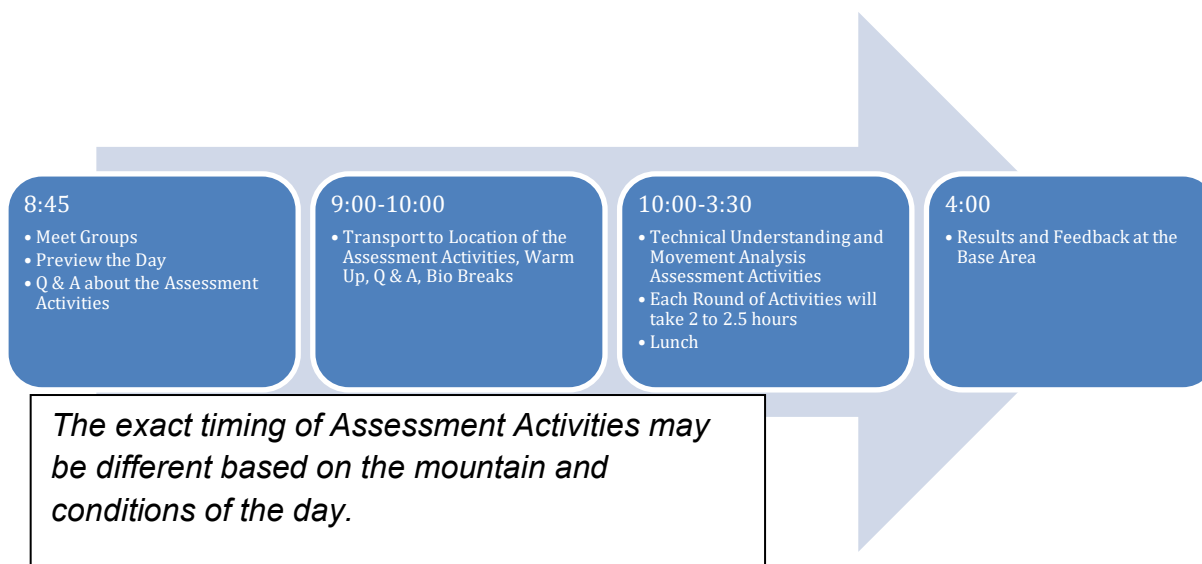
## Introduction

This document outlines the details about Assessment Groups, Schedule of Activities, Learning Outcomes, Assessment Criteria, and Assessment Activities for the PSIA-RM Alpine Level 3 Movement Analysis and Technical Understanding Assessment Module.

Candidates for certification will be evaluated by PSIA-RM Examiners through on-snow Assessment Activities. Candidates will provide information and answer questions about movements and outcomes through the advanced/expert zone. They should be prepared to ski and analyze Integrated and Versatility Assessment Activities from the PSIA-RM Skiing IDP suitable for the Level 3 Assessment.

## 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

**8:45**
- Meet Groups
- Preview the Day
- Q & A about the Assessment Activities

**9:00-10:00**
- Transport to Location of the Assessment Activities, Warm Up, Q & A, Bio Breaks

**10:00-3:30**
- Technical Understanding and Movement Analysis Assessment Activities
- Each Round of Activities will take 2 to 2.5 hours
- Lunch

**4:00**
- Results and Feedback at the Base Area

*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 Level 3 Certification. During the Level 3 Movement Analysis and Technical Understanding 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.

**Technical Understanding**

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

**Movement Analysis**

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

*Refer to the Level 3 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.

**Technical Understanding and Movement Analysis**

- The group will be assigned a skiing task from the Integrated or Versatility Assessment Activities on the PSIA-RM Alpine Skiing IDP suitable for Level 3 Certification.
- The group will establish a starting location.

*Technical Understanding*

- Candidate 1 will perform the skiing task from the starting location to the Examiners.
- Candidate 1 will have up to 8 minutes for a technical discussion with the Examiners. The Candidate should compare their performance with the desired performance and include any relevant physics, biomechanics, tactics, environment, physical development, and/or equipment considerations. Examiners will ask follow-up

questions to assess the Candidates' technical knowledge in relation to the Assessment Criteria.

### *Movement Analysis*

- The Examiners will then indicate Candidate 2 to perform the assigned skiing task. Candidate 1 will then observe Candidate 2's performance of the assigned skiing task. Candidate 2 will wait nearby and out of listening range when they reach the Examiners and Candidate 1. Candidate 1 will have up to 8 minutes to analyze Candidate 2's skiing performance. The analysis should include a description of body and ski performances, cause and effect relationships, and a prescription for change. The analysis should include at least two Skiing Fundamentals and how the two fundamentals interact with/affect each other. Examiners will ask follow-up questions to assess the Candidates' technical knowledge in relation to the Assessment Criteria.

### *Repeat the Process*

- Candidate 1 will return to the start location, and Candidate 2 will start their technical discussion with the Examiners.
- Candidates should continue skiing 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 assess a different skier for each of the Movement Analysis Assessment Activities.
- The Assessment Activity is complete when all the Candidates have performed the Technical Understanding and Movement Analysis Assessment Activities.
- The entire Assessment Activity is completed twice in the day, with different skiing tasks, different orders of Candidates (to avoid analyzing the same Candidate), and different Skiing Fundamentals as the primary content of the Candidates' comparisons and analyses.

# 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 Level 3 Modules and achieved the Level 3 Certification. Examiners will award pins and certificates.
- Exam Managers will read a list of Candidates who were successful with the Level Movement Analysis and Technical Understanding Assessment Module.

- 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.

# Level 3 Movement Analysis and Technical Understanding Assessment Form

**PSIA Certified Level III**
**Alpine Movement Analysis &**
**Technical Understanding**
**ASSESSMENT FORM**

☐ Meets Standards
☐ Does Not Meet Standards

Candidate:
Assessment:
Region:
Assessor(s):

**Assessment Scale for Certified Level III**
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.

## ASSESSMENT CRITERIA

### 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.

**Behavior Management**
Adapts behaviors for positive group and individual interaction.

**Section Average:** Must be 4 or above to meet Learning Outcome

**Comments**

### Movement Analysis

**Describes cause-and-effect relationships of all the Technical Fundamentals through all turn phases, resulting in an effective prescription for change for skiers through the advanced zone.**
Consistently demonstrates their ability to:

**Observe and Describe**
Observe and describe the application of multiple Technical Fundamentals in all turn phases and from turn to turn.

**Evaluate and Describe**
Evaluate and describe the cause and effect relationships between multiple Technical Fundamentals relative to the desired outcome.

**Prescription**
Prescribe a specific change, related to multiple Technical Fundamentals, to achieve the desired outcome.

**Section Average:** Must be 4 or above to meet Learning Outcome

**Comments**

### Technical Understanding

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

Synthesizes information from multiple PSIA-AASI and snowsports industry resources to:

**Understanding of Biomechanics/Physics**
Describe the application of the Technical Fundamentals and respective biomechanics and physics within the turn phases of a specific outcome.

**Fundamentals to Personal Performance**
Compare the application of the Technical Fundamentals to personal performance.

**Tactics, Equipment, Physical, Environment**
Describe the impacts of tactical decisions, equipment choices, physical development, terrain, and snow variation, to skiing outcomes.

**Section Average:** Must be 4 or above to meet Learning Outcome

**Comments**

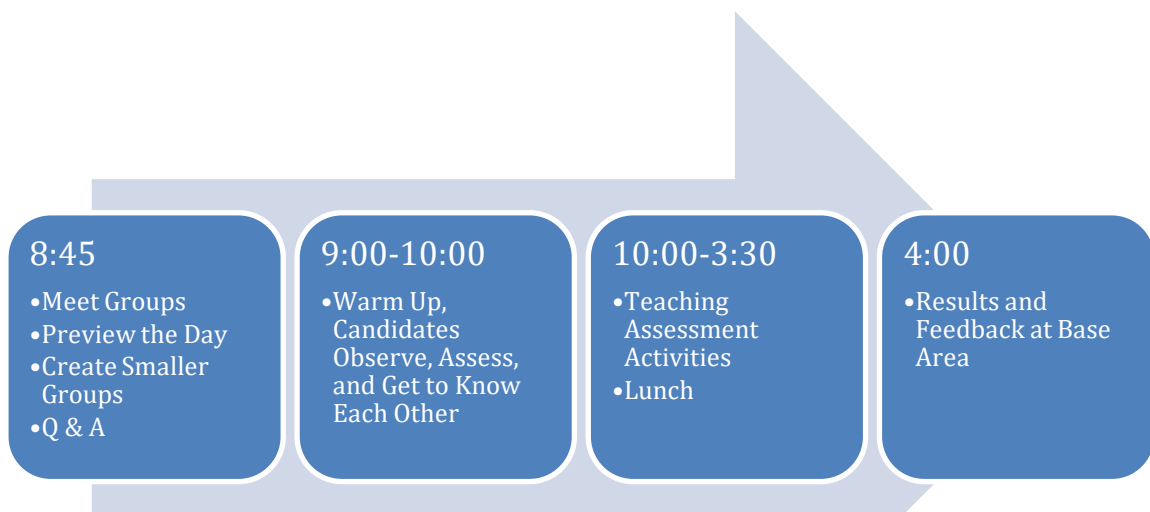# Level 3 Teaching Assessment Overview

## Introduction

This document outlines the details about Assessment Groups, Schedule of Activities, Learning Outcomes, Assessment Criteria, and Assessment Activities for the PSIA-RM Alpine Level 3 Teaching Assessment Module.

Candidates for certification will be evaluated by PSIA-RM Examiners through on-snow Assessment Activities that include teaching peers in a group lesson format in the advanced zone (levels 8 and 9).

## Assessment Groups

Each group will have a maximum of seven Candidates and two Examiners. The Examiners will split the group into two smaller groups. During the Assessment Activities, Candidates will teach the others in their smaller group while the other smaller group observes. Both Examiners will assess each Candidate during the day.

## Schedule of Activities

**8:45**
- Meet Groups
- Preview the Day
- Create Smaller Groups
- Q & A

**9:00-10:00**
- Warm Up, Candidates Observe, Assess, and Get to Know Each Other

**10:00-3:30**
- Teaching Assessment Activities
- Lunch

**4:00**
- Results and Feedback at Base Area

*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 Alpine Level 3 Certification. During the Level 3 Teaching 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.

**Teaching Skills**

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

**People Skills**

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

*Refer to the Level 3 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.

**Teaching**

- The Examiners create two smaller groups and lead both groups through two skiing activities from the PSIA-RM Skiing IDP suitable for the Level 3 Assessment. The skiing activities will be from the Integrated and Versatility categories on the Skiing IDP.

- Candidates observe, assess, and converse with their peers to create a fundamentals-based lesson plan that supports peers to achieve advanced/expert outcomes and goals.
- Candidates teach their peers from their smaller groups at an advanced/expert level, relating activities to the goals and motivations of their students. Each lesson will be between 20-25 minutes long.
  - Examples of teaching environments could include groomed terrain, bumps, crud, trees, and powder, on any terrain.
  - Each Candidate's lesson will be followed by a conversation with the Examiners that may include questions related to the Level 3 People Skills and Teaching Skills Assessment Criteria.
- New lessons start every 35 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 Level 3 Modules and achieved the Level 3 Certification. Examiners will award pins and certificates.
- Exam Managers will read a list of Candidates who were successful with the Level 3 Teaching 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.
- 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.

# Level 3 Teaching Assessment Form

**PROFESSIONAL SKI INSTRUCTORS OF AMERICA**

**PSIA Certified Level III**
**Alpine Teaching**
**ASSESSMENT FORM**

☐ Meets Standards
☐ Does Not Meet Standards

Candidate:
Assessment:
Region:
Assessor(s):

**Assessment Scale for Certified Level III**
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.

## ASSESSMENT CRITERIA

### 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.

**Behavior Management**
Adapts behaviors for positive group and individual interaction.

**Section Average:** Must be 4 or above to meet Learning Outcome

**Comments**

### People Skills

**Communication:** Engages in and adapts verbal and non-verbal, two-way communication with all individuals. (Assessed when Teaching)

**Communication**
Customize verbal and non-verbal communication to match or influence individuals.

**Active Listening**
Use varied, active-listening tactics to personalize the experience.

**Feedback Delivery**
Deliver feedback that supports the emotions of the individuals in the group.

**Section Average:** Must be 4 or above to meet Learning Outcome

**Relationships with Others:** Manages the unique motivations and emotions of each individual and to the interpersonal dynamics of a group, to develop trust. (Assessed when Teaching)

**Interaction**
Manage the group dynamic to positively influence individual experiences.

**Motivations/Emotions**
Support and manage the motivations and emotions of all.

**Section Average:** Must be 4 or above to meet Learning Outcome

**Comments**

### Teaching Skills

**Assess & Plan:** Plans learning outcomes and creates individualized experiences around a common theme for advanced students.

**Assess**
Continually assess student motivations, performance, and understanding.

**Plan**
Develop and manage clear learning experiences based on individual needs.

**Section Average:** Must be 4 or above to meet Learning Outcome

**Implement:** Individualizes learning experiences to guide students toward agreed-upon outcomes and optimizes student engagement in the process.

**Adapt**
Adapt the learning environment to individual needs while proactively managing physical and emotional risk to enhance student engagement.

**Descriptions, Demonstrations, Feedback**
Provide clear, accurate, and relevant descriptions, demonstrations, and feedback that encourage individualized learning..

**Section Average:** Must be 4 or above to meet Learning Outcome

**Reflect/Review:** Fosters the ability to recognize, reflect upon, and assess experiences to enhance understanding and apply what was learned.

**Explore, Experiment, Play**
Optimize movement, practice time, and terrain usage.

**Describe & Relate Change**
Promote ongoing reflection about students' performance and how it relates to their skiing/riding goals.

**Section Average:** Must be 4 or above to meet Learning Outcome

**Comments**

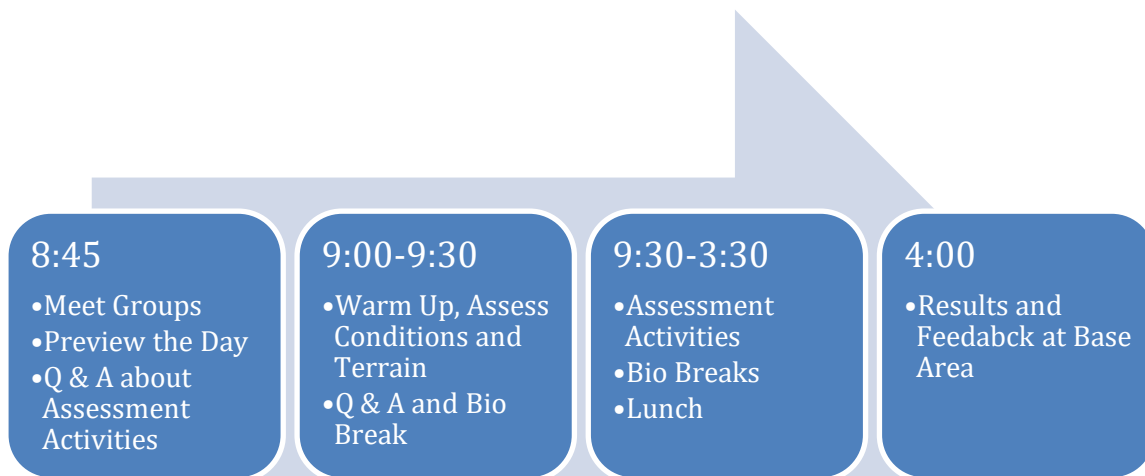# Level 3 Skiing Assessment Overview
## Introduction

This document outlines the details about Assessment Groups, Schedule of Activities, Learning Outcomes, Assessment Criteria, and Assessment Activities for the PSIA-RM Alpine Level 3 Skiing Assessment Module.

Candidates for certification will be evaluated by PSIA-RM Examiners through on-snow Assessment Activities that blend and highlight the application of Skiing Fundamentals in all beginner, intermediate, advanced, and expert terrain.

## 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

**8:45**
- Meet Groups
- Preview the Day
- Q & A about Assessment Activities

**9:00-9:30**
- Warm Up, Assess Conditions and Terrain
- Q & A and Bio Break

**9:30-3:30**
- Assessment Activities
- Bio Breaks
- Lunch

**4:00**
- Results and Feedabck at Base Area

*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 Alpine Level 3 Certification. During the Level 3 Skiing 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**

- Continually adjusts the Technical Fundamentals to demonstrate any specific skiing or ski performance outcome through the advanced zone.

*Refer to the Level 3 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 PSIA-RM Skiing IDP selected 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 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 Level 3 Modules and achieved the Level 3 Certification. Examiners will award pins and certificates.
- Exam Managers will read a list of Candidates who were successful with the Level 3 Skiing 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.
- 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.

# Level 3 Skiing Assessment Form

**PSIA Certified Level III**
**Alpine Skiing Performance**
**ASSESSMENT FORM**

☐ **Meets Standards**

☐ **Does Not Meet Standards**

**Candidate:**
**Assessment:**
**Region:**
**Assessor(s):**

**Assessment Scale for Certified Level III**

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.

## ASSESSMENT CRITERIA

| Instructor Decisions & Behavior | Skiing Performance |
|---|---|
| **Professionalism and Self Management: Promotes a professional environment by adapting behaviors to positively affect others. (Continual Assessment)** | **Continuously adjusts the Technical Fundamentals to demonstrate any specific skiing or ski performance outcome through the advanced zone.** Continuously adjusts tactics and ski performance to: |
| **Needs/Safety** Address group and individual needs for esteem. | **Integrate Fundamentals** Integrate the Technical Fundamentals through all turn phases to achieve prescribed ski performance |
| **Behavior Management** Adapts behaviors for positive group and individual interaction. | **Individual Fundamentals** Adapt and blend each of the Technical Fundamentals as prescribed. |
| **Section Average: Must be 4 or above to meet Learning Outcome** | **Versatility** Vary turn shape, turn size, and line as needed or prescribed in all skier zones. |
| **Comments** | **Section Average: Must be 4 or above to meet Learning Outcome** |
| | **Individual Assessment Activities Performed** |
| | **Integrated Assessment Activities Performed** |
| | **Versatility Assessment Activities Performed** |
| | **Comments** |

# Alpine Trainer Assessment Documents
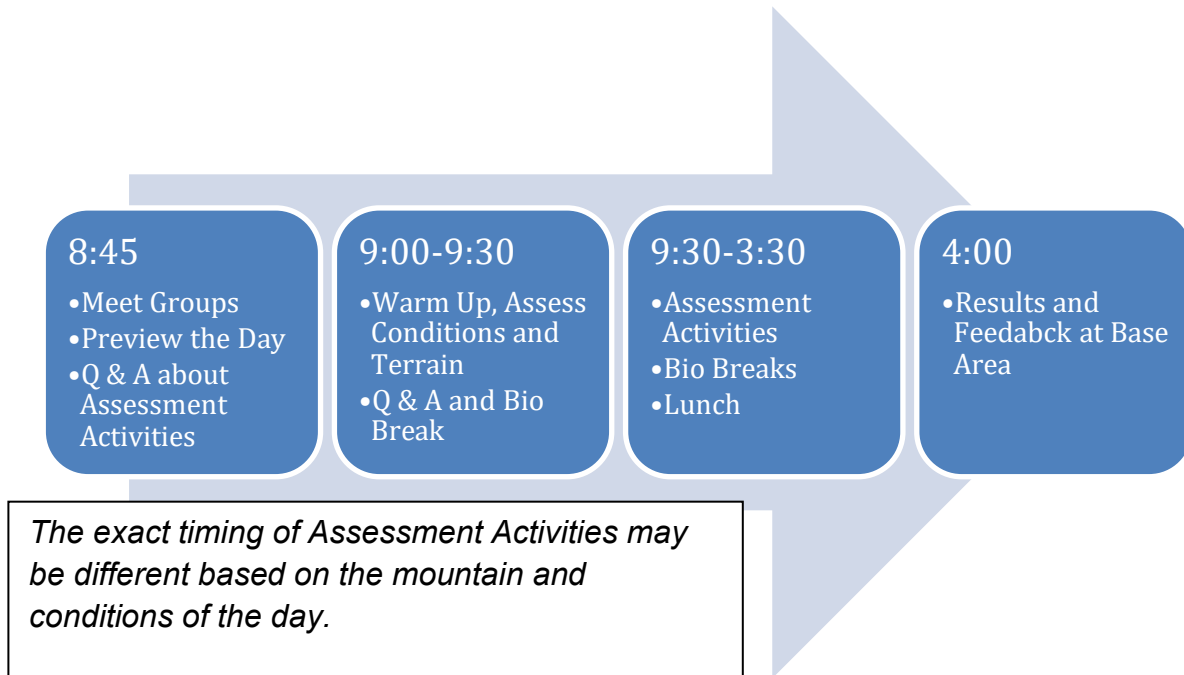
# Alpine Trainer Entrance Assessment Overview

## 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 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 eight Candidates and two Examiners. Both Examiners will assess each Candidate during the day.

## Schedule of Activities

**8:45**
- Meet Groups
- Preview the Day
- Q & A about Assessment Activities

**9:00-9:30**
- Warm Up, Assess Conditions and Terrain
- Q & A and Bio Break

**9:30-3:30**
- Assessment Activities
- Bio Breaks
- Lunch

**4:00**
- Results and Feedabck at Base Area

*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: Promotes a professional environment by adapting behaviors to positively affect others.

**Skiing Performance**

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

*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 PSIA-RM Skiing IDP 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.
- 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.
- 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 Entrance Assessment Form

## Overall Result

**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. | |
| **Behavior Management** Adapts behaviors for postiive group and individual interaction. | |
| **Section Average** | |

## Riding 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. | |
| **Individual Fundamentals:** Adapt and blend each of the Technical Fundamentals as prescribed. | |
| **Versatility:** Vary turn shape, turn size, and line as needed or prescribed in all skier zones. | |
| **Section Average** | |

## Activities Performed

| | |
|---|---|
| Integrated Fundamentals Assessment Activities | |
| Individual Fundamentals Assessment Activities | |
| Versatility Assessment Activities | |

# Alpine Trainer Movement Analysis and Technical Knowledge Assessment Overview
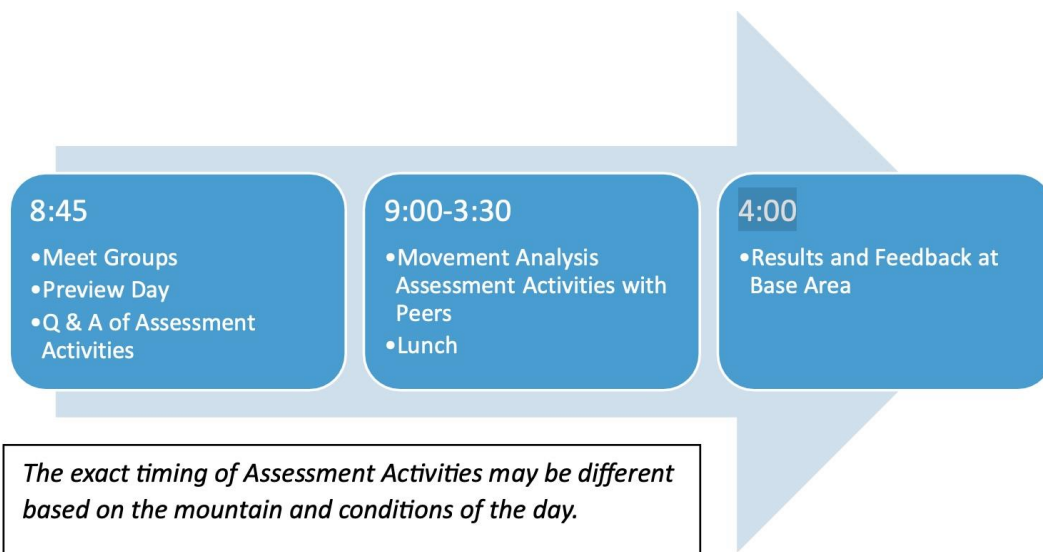
## Introduction

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

**8:45**
- Meet Groups
- Preview Day
- Q & A of Assessment Activities

**9:00-3:30**
- Movement Analysis Assessment Activities with Peers
- Lunch

**4:00**
- Results and Feedback at Base Area

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

# 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 enhance clinic participants' knowledge; make technical, tactical, and/or equipment recommendations; and discuss the sport from various perspectives.

**Movement Analysis**
Demonstrates knowledge of cause-and-effect relationships to prepare certification candidates for assessments and enhance clinic participants' 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. 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 PSIA-RM Skiing IDP in the AM session and a different task in the PM session. Weather and snow conditions permitting, one session will be on groomed terrain, and one session will be 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.

● 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 provide a prescription for change and any helpful observations, descriptions, and/or details to Candidate 2 based on the observed performance. The prescription for change will include a suggested skiing activity from the Individual or Integrated categories of the PSIA-RM Skiing IDP.

● Candidate 2 will ski the prescribed task away from Candidate 1 and Examiners.

● 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 1 will return to the start location, and Candidate 2 will begin their observation and technical discussion session.

● Candidates (X's) should ski laps 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.
- Exam Managers will read a list of Candidates who were successful with the Alpine Trainer Movement Analysis and Technical Understanding Assessment Module.
- 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 and Technical Understanding Assessment Form

**ROCKY MOUNTAIN**

| | Overall Result |
|---|---|
| | |

### Alpine Trainer | Movement Analysis & Technical Understanding Assessment Form

| | | Assessment Scale |
|---|---|---|
| **Candidate** | | 1 Essential elements were not observed or not present. |
| **Date** | | 2 Essential elements are beginning to appear.<br>3 Essential elements appear, but not with consistency. |
| **Location** | | 4 Essential elements appear regularly at a satisfactory level.<br>5 Essential elements appear frequently, above required level.<br>6 Essential elements appear continuously, at a superior level. |
| **Examiners** | | 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 themselves and their resort. (Continual Assessment) | |
| **Needs/Safety:** Monitors their own physical and emotional needs, adjusting to the needs of others in the group. | |
| **Behavior Management:** Adapts to ambiguity, change, and/or challenges that arise in the day. | |
| **Section Average** | |

## Movement Analysis

| | |
|---|---|
| Demonstrates knowledge of cause-and-effect relationships to prepare certification candidates for assessments and enhance clinic participants' skiing. | |
| **Describe Performance:** Accurately describes detailed ski and body performance to enhance skier's understanding. | |
| **Cause and Effect:** Prioritizes skiing fundamentals and cause-and-effect relationships using any combination of skiing fundamentals for the benefit of the skier's understanding. | |
| **Evaluate:** Comparison of observed performance to the intended specific outcome includes speed, turn shape, turn size, line, and/or ski-snow interaction as needed. | |
| **Prescription:** Prescribes specific changes to help the skier achieve thier specific outcome and affect speed, turn shape, turn size, line, and/or ski-snow interaction as needed. | |
| **Equipment:** Identifies positive or negative effects of equipment on skier's performance towards desired outcomes. | |
| **Section Average** | |

## Technical Understanding

| | |
|---|---|
| Uses technical expertise to enhance clinic participants' knowledge; make technical, tactical, and/or equipment recommendations; and discuss the sport from various perspectives. | |
| **Understanding of Desire Performances:** Accurately identify and describe performances, using mulitple skiing fundamentals in blended relationships. | |
| **Understanding of Biomechanics/Physics:** Accurately use and describe relevant biomechanics and physics principles to describe skiing outcomes. | |
| **Utilizes Resources:** Prioritizes information from multiple resources relative to the desired outcome for the skier's benefit. | |
| **Communication:** Descriptions and demonstrations aid in understanding for other participants. | |
| **Section Average** | |

# Alpine Trainer Clinic Leading Assessment Overview
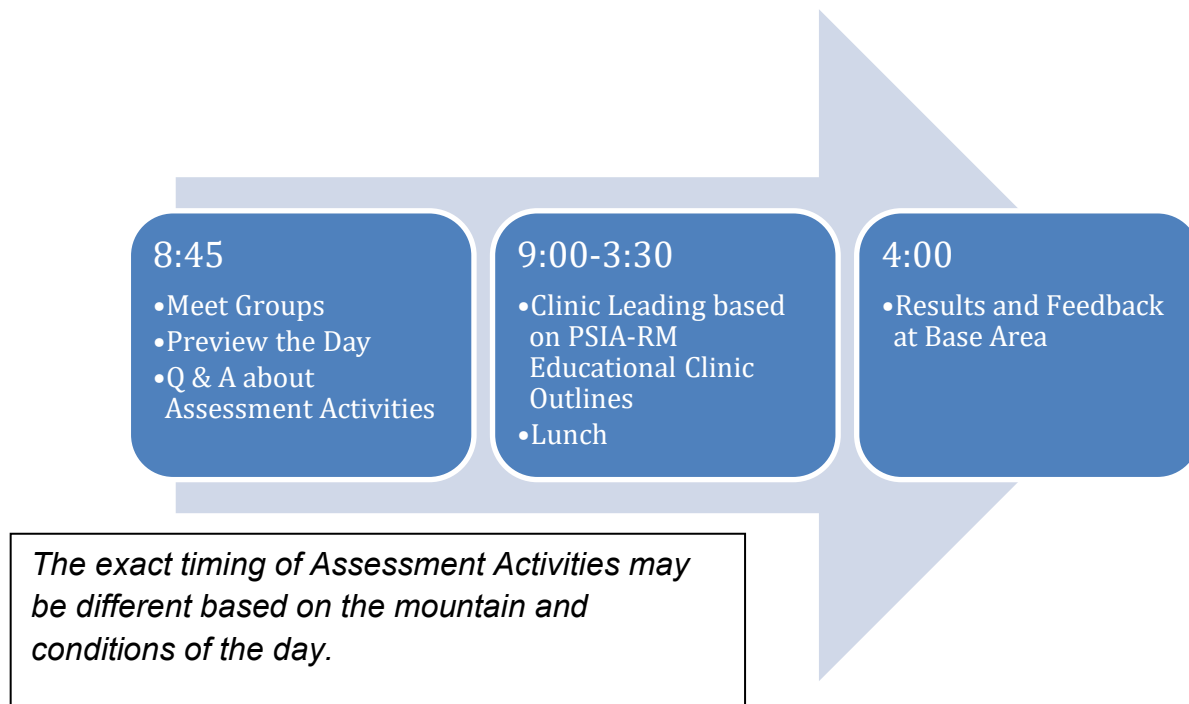
## Introduction

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 eight Candidates and two Examiners. Both Examiners will assess each Candidate during the day.

## Schedule of Activities

**8:45**
- Meet Groups
- Preview the Day
- Q & A about Assessment Activities

**9:00-3:30**
- Clinic Leading based on PSIA-RM Educational Clinic Outlines
- Lunch

**4:00**
- Results and Feedback at Base Area

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

# 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**

- Plan learning experiences for the clinic participants based on organizational and the learners' needs.
- Adapt learning experiences to meet the clinic participants' needs without sacrificing the organizational needs.
- Foster the ability to recognize, reflect upon, and assess experiences to enhance understanding and apply what was learned.

**People Skills**

- Maintain two-way communication with clinic participants on behalf of the organization offering the instructor training.
- Adapt to the interpersonal dynamics within the group as an ambassador of the organization offering the instructor training.

*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.
- Examiner will announce and celebrate Candidates who have passed all the Alpine Trainer Modules and achieved Alpine Trainer.
- Exam Managers will read a list of Candidates who were successful with the Alpine Trainer Clinic Leading Assessment Module.
- 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 |
|---|
| |

**AlpineTrainer | Clinic Leading Assessment Form**

| Candidate | | **Assessment Scale** |
|---|---|---|
| Date | | 1 Essential elements were not observed or not present. |
| | | 2 Essential elements are beginning to appear. |
| | | 3 Essential elements appear, but not with consistency. |
| Location | | 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. |
| Examiners | | 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. | |
| Behavior Management: Adapts to ambiguity, change, and/or challenges that arise in the day. | |
| **Section Average** | |

## 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. | |
| Active Listening: Uses varied active listening tactics to support the individuals and represent PSIA-AASI. | |
| Feedback Delivery: Adapts feedback delivery methods and timing to help participants engage with the clinic leader. | |
| **Section Average** | |

| 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. | |
| Motivations/Emotions: Builds group consensus when possible. | |
| **Section Average** | |

## 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. | |
| Collaborate: Creates a collaborative environment with clinic participants to establish a clinic plan for achievving hte learning outcomes on the outline. | |
| Plan Clinic: Plans creative, playful, and/or exploratory learning experiences that connect individual's needs to the learning outcomes on the outline. | |
| **Section Average** | |

| 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. | |
| Descriptions, Demonstrations, Feedback: Provide clear and relevant information that encourages understanding that can be used in ski lessons with the public. | |
| Manage Risk: Proactively manage physical and emotional risk to enhance professional growth in others. | |
| **Section Average** | |

| 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. | |
| Describe Change: Encourage the students to communicate change in performance and/or understanding. | |
| Relate Change: Collaborate with students to apply gained skills to skiing situations. | |
| **Section Average** | |

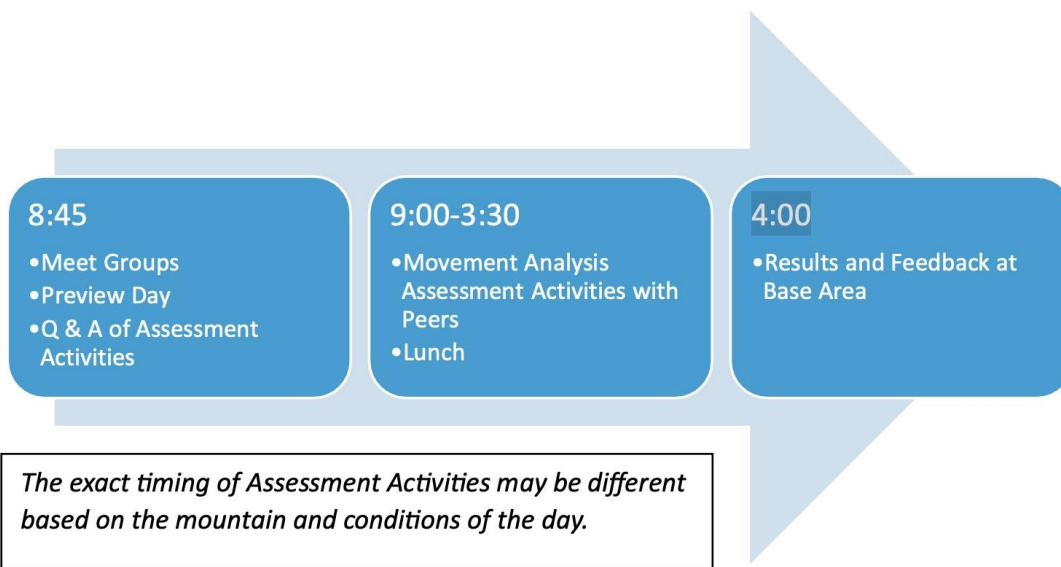# Alpine Trainer Skiing Assessment Overview

## 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 eight Candidates and two Examiners. Both Examiners will assess each Candidate during the day.

## Schedule of Activities

**8:45**
- Meet Groups
- Preview Day
- Q & A of Assessment Activities

**9:00-3:30**
- Movement Analysis Assessment Activities with Peers
- Lunch

**4:00**
- Results and Feedback at Base Area

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

# 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**

• Adjust and adapt 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 PSIA-RM Skiing IDP on the day of the assessment.

- o 3 from the Individual Fundamentals Assessment Activities.
- o 3 from the Integrated Fundamentals Assessment Activities.
- o 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.
- Exam Managers will read a list of Candidates who were successful with the Alpine Trainer Skiing Assessment Module.
- 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 Assessment Form

| Overall Result |
|---|
|  |

## 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 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. |  |
| **Behavior Management:** Adapts to ambiguity, change, and/or challenges that arise in the day. |  |
| **Section Average** |  |

## 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. | |
|---|---|
| **Integrate Fundamentals:** Integrate all of the Technical Fundamentals to demonstrate prescribed outcomes. |  |
| **Individual Fundamentals:** Highlight individual Technical Fundamentals as prescribed. |  |
| **Versatility:** Vary turn shape, turn size, and line as needed or prescribed to highlight tactical choices and inspire or problem solve. |  |
| **Section Average** |  |

## Activities Performed

| Integrated Fundamentals Assessment Activities |  |
|---|---|
| Individual Fundamentals Assessment Activities |  |
| Versatility Assessment Activities |  |

# Alpine Trainer Program Guide

*Updated October 2025*

# Alpine Trainer Program Introduction

Welcome to the PSIA-RM Alpine Rocky Mountain Trainer Program Guide! The Alpine Trainer Program is updated regularly to support our investment in the development of the Rocky Mountain Region's Trainers.

## Alpine Trainer Program Intent

The Alpine Trainer Program provides the best possible education for prospective Alpine Trainers. The Alpine Trainer Program's comprehensive design aims to help you be a successful and effective Trainer for your home resort. You'll develop the skills needed to deliver compelling training clinics that balance the needs of the instructors and your home resort's objectives.

The Alpine Trainer Program is a modular system designed to support your educational needs. It allows you to engage with the process in a self-directed method and pace.

## Alpine Trainer Program Overview

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

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

Entrance into the Alpine Trainer Program begins by completing the Prerequisites and passing the Alpine Trainer Entrance Assessment to confirm that your Level 3 Certification skiing skills are still intact. After passing the Entrance Assessment, we'll support your preparation for the practical assessments by granting you access to the following:

- Learning Experiences for each Module
- An outline of the Assessment Activities
- On-Snow educational clinics for each Module
- Access to a Mentor from PSIA-RM's Examiner staff

In the spirit of a self-paced and self-directed program, it's up to you to decide how much you want to do, and how to best use these opportunities.

# 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 for 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 Clinics

For each Module, there are On-Snow Educational Clinics to help you prepare for the Alpine Trainer Module Assessments. The majority 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 of 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

- PSIA Level 3 Alpine Certification
- Children's Specialist 2
- 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:

- Solidify your Cert 3 skills and practice them while teaching
- Develop ideas of how Technical, Teaching, and People Skills relate to training by participating in training
- 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

### Overview

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 standards.

# 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:

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.

- 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.

- 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?

- 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?

# The Alpine Trainer Technical/Movement Analysis Module

The Technical/Movement Analysis Module focuses on using your technical understanding of skiing to present movement analysis of all skiing up to the Alpine Trainer level. You will need to prioritize information based on your audience's understanding of skiing and provide movement/technical analysis of skiing using several skill-to-skill relationships. An Alpine Trainer can use a wide body of technical knowledge to analyze a wide range of skiing and present their findings to instructors with a wide range of experience and knowledge.

## Learning Outcomes

A PSIA-RM Alpine Trainer is able to:

1. Use their technical expertise to enhance clinic participants' knowledge; make technical, tactical, and/or equipment recommendations; and discuss the technical aspects of the sport from various perspectives.

2. Demonstrate knowledge of cause-and-effect relationships to prepare certification candidates for assessments and enhance clinic participants' 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.

1. **Analyzing Ideal Skiing Performance**
   a. 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.
      i. What is this skier doing that makes them successful?

      ii.  What can we assume about the skier's intentions relative to their environment and abilities?

     iii.  What are noteworthy skill-to-skill cause-and-effect relationships that make this skier successful?

     iv.  How does this skier's tactical choices contribute to their performance?

2. **Differences Between Cert Levels**
   a. Outline the differences in PSIA Certification Standards between Levels 1, 2, and 3 for Movement Analysis and Technical Understanding. Reference supporting PSIA documents (IDP's, National Standards, PSIA-RM Assessment Forms, etc.)
   b. What are the purposes behind the differences in the standards for each Certification Level?

3. **Prioritization**
   a. 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.
      i.  Reflect on how you prioritized the Fundamental(s) or Skill(s). Can you create priorities based on the following situations?
      ii.  The Skill/ Fundamental that will have the largest impact on the other skills.
      iii.  The Skill/Fundamental that will align with the skier's perceived intentions.
      iv.  The Skill/Fundamental that will most immediately enhance their tactical choices.
      v.  The Skill/Fundamental that addresses differences in their performance when speed or environment changes.

4. **Identifying and Describing Multiple Skill-to-Skill Relationships**
   a. How many skill-to-skill relationships can you identify with accurate body-to-ski cause and effect relationships?

b. Which skill-to-skill relationships are easier than others for you to observe?

c. 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?

d. 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?)

5. **Personal Alignment and Boot-fitting**

   a. 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.

      i. What are your top takeaways?
      ii. How does boot-fitting and alignment affect specific body-to-ski performances?
      iii. How will you identify misaligned or poorly fitting boots when observing a skier?

6. **Tactics**

   a. 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.

   b. How would changes to their tactics force changes in their body-to-ski and skill-to-skill relationships?

   c. How would these prescribed changes enhance their overall skiing performance?

7. **Attend Basic Skiing Physics, Ski Design & Tuning, or Biomechanics/ Anatomy Clinics**

   a. What did you learn that changed your understanding of skiing?
   b. What did you learn that confirmed your understanding of skiing?
   c. What did you learn that seems to contradict your understanding of skiing?
   d. How will you use what you learned in your skiing and teaching/training?

8. **Participate in a minimum of two Movement Analysis practice sessions with a mentor**
    a. Watching certification candidates from multiple levels (preferably all levels), practice delivering Alpine Trainer-level analysis:
    b. Describe multiple skill-to–skill cause and effect relationships and include a third skill to create more complex blended relationships as needed
    c. Demonstrate analysis that is appropriate for Levels 1 -3


9. **Center Line and the Common Threads**
    a. Explain how the current Common Threads of the Center Line milestones highlight mechanical focuses that can be observed at all levels of skiing.
    b. Identify a Common Thread in someone's skiing that needs improvement. Choose activities/tasks from the PSIA-RM Skiing IDP that you could use to help them improve the Common Thread in question.
    c. Which Fundamental(s) is the process addressing?
    d. How does the activity/task improve performance of the Common Thread?
    e. In what skiing situations would the skier not want to use the Common Thread as it is described?
    f. 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?

# The Alpine Trainer Skiing Module

The instructor who wishes to achieve an Alpine Trainer Certificate must display skiing skills recognizably above and beyond those normally displayed at the Level 3 Certification standard. In addition to the skiing standards required as Cert 3 instructors, Alpine Trainers must be able to ski exceptionally demanding conditions. They must also be able to perform requested tasks within a highly structured situation.

Demonstration tasks of all ability levels must be performed in an exacting manner. Adaptability to varying conditions and tasks must be second nature. In summary, those who achieve an Alpine Trainer Certificate must show skiing ability which is respected by peers and employers alike as being near the pinnacle within the profession.

## Learning Outcomes

A PSIA-RM Alpine Trainer is able to adjust and adapt 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**
   The following should 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 to get you started. This is not a task list for the Alpine Trainer Skiing Module Assessment.***

   a. 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?

b. 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

c. 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.

d. 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.

e. 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 Common Threads**
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 Common Threads, 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 Common Threads 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.

# The Alpine Trainer Clinic Leading Module

The Alpine Trainer is the substance of quality for the educational program within PSIA-RM. Nowhere else in the educational process of ski instructors can the standards be as unyielding as here. The Alpine Trainer must have an absolutely thorough knowledge of the art of teaching, being able to readily demonstrate, use and vary the spectrum of teaching/learning styles. Alpine Trainers must be recognized by peers and employers as having such abilities as educators that they rank among the very best in the profession.

**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.
2.  Plan learning experiences for the clinic participants based on resort needs and the learners' needs.
3.  Adapt learning experiences to meet the clinic participants' needs without sacrificing the resort's needs.
4.  Foster the ability to recognize, reflect upon, and assess experiences to enhance understanding and apply what was learned.
5.  Maintain 2-way communication with clinic participants on behalf of their resort.
6.  Adapt to the interpersonal dynamics within the group as an ambassador of their resort.

**Learning Experiences**

1.  **What Makes a Great Trainer?** Analyze a Trainer/Clinic Leader/Examiner who in your opinion is a truly great educator.
    a.  What does the Trainer do that makes them a great Trainer?
    b.  How does the Trainer use the different parts of the Learning Connection Model to create an exceptional training/learning experience?
2.  **Creating Learning Outcomes:**
    a.  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.
    b.  Vary the Learning Outcomes based on 1- hour, 1- day, and 2- day

clinics

    c. Address a variety of audiences which include New Hires, L1 - L3 certification candidates

    d. Include a variety of settings (i.e. indoor, groomed, bumps and variable, etc)

3. **Progressions/ Learning Experiences that connect Skills/Fundamentals to Ski Design, Turning, and Speed Control**

    a. Create 2 Progressions of 3- 5 steps and answer the following questions.

        i. <u>Progression 1-</u> 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?

        ii. <u>Progression 2-</u> What are the Ski and Body Performances that the progression will help someone improve? How does the progression relate to the Skiing Fundamentals?

4. **Experiential Learning**

    a. Make a list of 5 tasks designed to develop skiing skills through various skill-to-skill relationships.

        i. Who is the target audience? Describe their general skill level and what the overall goal of the tasks are.

        ii. How do the tasks help you recognize and influence the participants' behaviors, motivations, and emotions?

        iii. What are the blended skill-to-skill relationships being developed? How are the ski-to-body relationships affected?

        iv. 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?

        v. 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?

5. **Variations and Lateral Learning**

    a. Make a progression of 3 tasks. Start with 1 Individual Fundamental Assessment Activity from the PSIA-RM Skiing

IDP. Modify the task by changing the Speed, Environment, and/or Accuracy of the movements to create the 2<sup>nd</sup> and 3<sup>rd</sup> parts of the progression. Include descriptions of the body and ski for each task.

i. How do the modifications enhance the body-to-ski cause and effect relationships?

ii. What are the skill-to-skill relationships developed by the progression?

iii. How does the progression help create an environment promoting exploration, experimentation, and play towards the desired outcomes?

b. Improve demonstration of a Center Line milestone through Lateral Learning.

i. Choose one of the Center Line milestones. Use Assessment Activities from the PSIA-RM Skiing IDP to highlight fundamentals or specific mechanics that will be reintegrated into the Center Line milestone for improved performance.

6. **Feedback**

a. Reflect on providing feedback in a training clinic and its effect on the clinic participant's learning.

i. *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.)

ii. *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?

iii. *The Right Amount-* How do you decide that the clinic participant has received enough feedback?

iv. *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?

7. **Clinic Leading Active Observations/Auditing:**

    a. Audit a Training Clinic. Using reflective observation (vs evaluation), answer the following questions:

        i. What did the Trainer do to develop relationships based on trust?

        ii. How did the Trainer emphasize the Learning Outcome(s)?

        iii. How did they align Learning Experiences with the Learning Outcome(s)?

        iv. How did they combine technical accuracy and the use of experiential components to create a degree of success in achieving the Learning Outcome(s)?

        v. What was the degree of learning that occurred in different participants? How could you explain any variations in the degree of learning?

        vi. What did the Trainer do to engage and encourage meaningful, two-way communication?

8. **Clinic Leading – Reverse Audit:**

    a. Lead a Training Clinic either on your own or as part of a Reverse Audit. Using reflective observation (vs. evaluation), answer the following questions:

        i. What did you do to develop relationships based on trust?

        ii. How did you emphasize the Learning Outcome(s)?

        iii. How did you align Learning Experiences with the Learning Outcome(s)?

        iv. How did you combine technical accuracy and the use of experiential components to create a degree of success in achieving the Learning Outcome(s)?

        v. What was the degree of learning that occurred in different participants? How could you explain any variations in the degree of learning?

        vi. How did you identify, understand, and manage your emotions and actions to create positive interactions

with the participants?

vii. What did the Trainer do to engage and encourage meaningful, two-way communication?

viii. What will you do the same for the next clinic you lead? Why?

ix. 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

## Information for Alpine Trainer Candidates

### *Overview*

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

1. You must be enrolled in the Alpine Trainer Program by passing the Alpine Trainer Entrance Assessment.
2. You must be currently teaching for a PSIA/AASI member school.
3. Applications must be completed in full.
4. 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.

5. Write an essay of 800-1000 words on **one** of the following topics:

   a. Analyze a world-class skier skiing on or off-piste that answers the following questions:

      i. What is this skier doing that makes their skiing world-class.

      ii. What can we assume about the skier's intentions relative to their environment and abilities?

      iii. What are noteworthy skill-to-skill cause and effect relationships that make this skier successful?

      iv. How does this skier's tactical choices contribute to their performance?

   b. Write a technical analysis of 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?

   c. Write an analysis about a Trainer/Clinic Leader/Examiner who in your opinion is a truly great educator that answers the following questions:

      i. What does the Trainer do that makes them a great Trainer?

      ii. How does the Trainer use the different parts of the Learning Connection Model to create an exceptional training/learning experience?

# Information for Mentors

The Alpine Trainer Mentor Program began as an opt-in program for Alpine Trainer Candidates in the 2019-2020 season. We encourage Alpine Trainer Candidates to use their resources at their home resorts to prepare for the Alpine Trainer Module Assessments. If they do not have access to adequate resources at their home resort, they can apply for a mentor through PSIA-RM. The PSIA-RM office will contact you directly to request your services as an Alpine Trainer Mentor. In the meantime, you may be asked by Alpine Trainer Candidates at your home resort to mentor them. The decision to mentor them is up to you and your time will not be compensated by PSIA-RM.

## Mentor Duties and Expectations

If you are requested by PSIA-RM to be a Mentor, please refer to the following duties and expectations to guide you. Mentor/Mentee relationships end on May 1st of each season.

- Use your expertise to help mentees prepare for the Alpine Trainer Module Assessments.
- Reach out to your Mentee within 48 hours of being assigned to them.
- Communicate with the PSIA-RM Director of Education to determine time commitments and compensation.
- Collaborate with your mentee to determine a communication plan. Include communication modes and timeframes for responses.
- Collaborate with the Alpine Trainer candidate to develop their plan. This might include: determining a plan and timeline to prepare and pass the Alpine Trainer Module Assessments, helping them assess their strengths and weaknesses, and/or prioritizing Learning Experiences to prepare for The Alpine Trainer Module Assessments.
- Provide coaching, advice, and information for Mentees working on Learning Experiences to prepare for the Alpine Trainer Module Assessments. You can work with your mentee to determine exactly how you will use the Learning Experiences (For example, a Learning Experience can be the topic for a series of emails, a phone call, or a written document to spur conversation.)
- Refer to the Alpine Trainer Program Guide, your expertise, and their experience to help clarify questions.

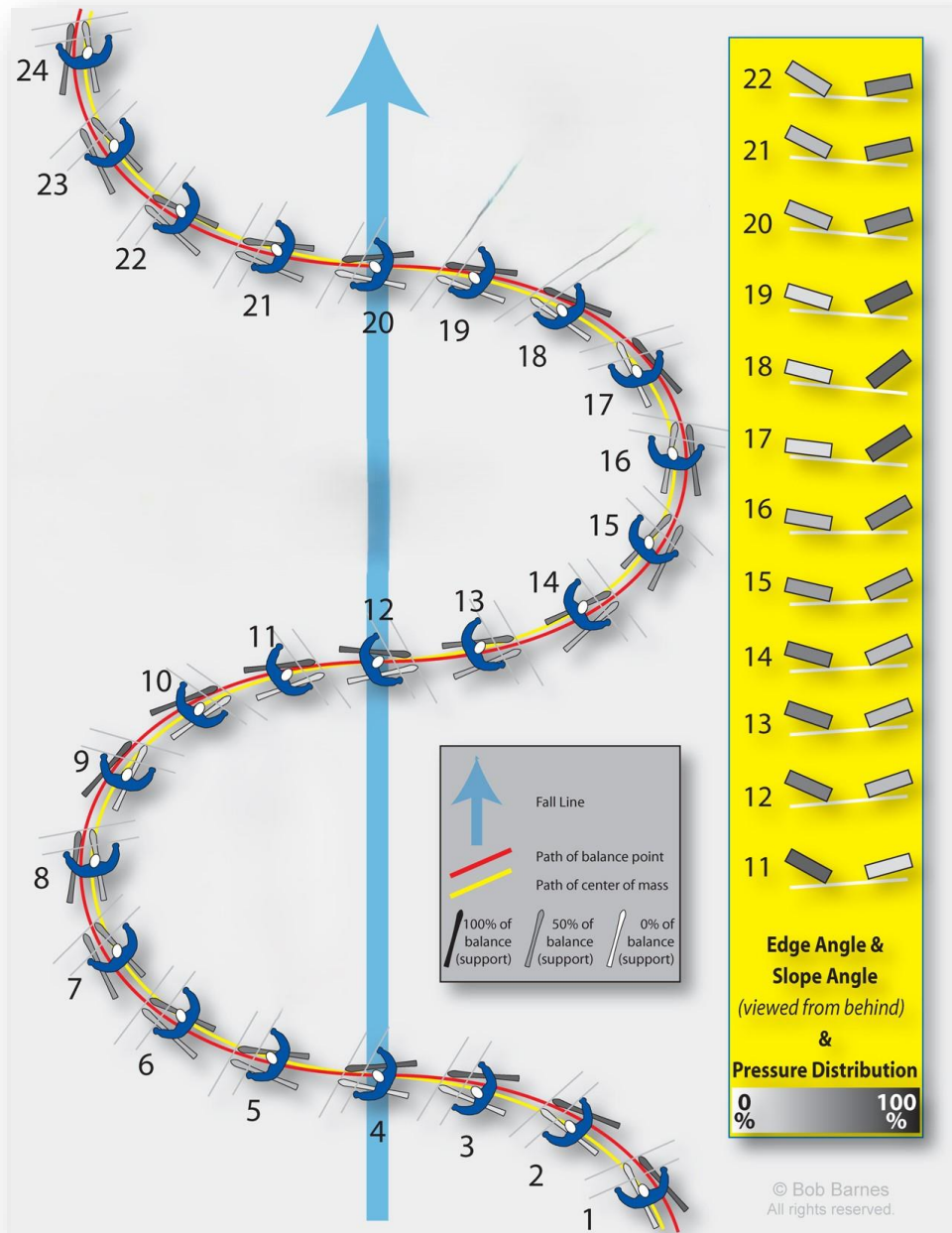# Appendixes

## A: Updates to this Version

- Video Links to IDP Skiing Assessment Activities
- Video Links to the Common Threads in the Skiing IDP
- Updated Teaching Assessment Forms for all Levels for the 25/26 Season

## B: Reference Material: Integrated Assessment Activities
## Wedge Turns
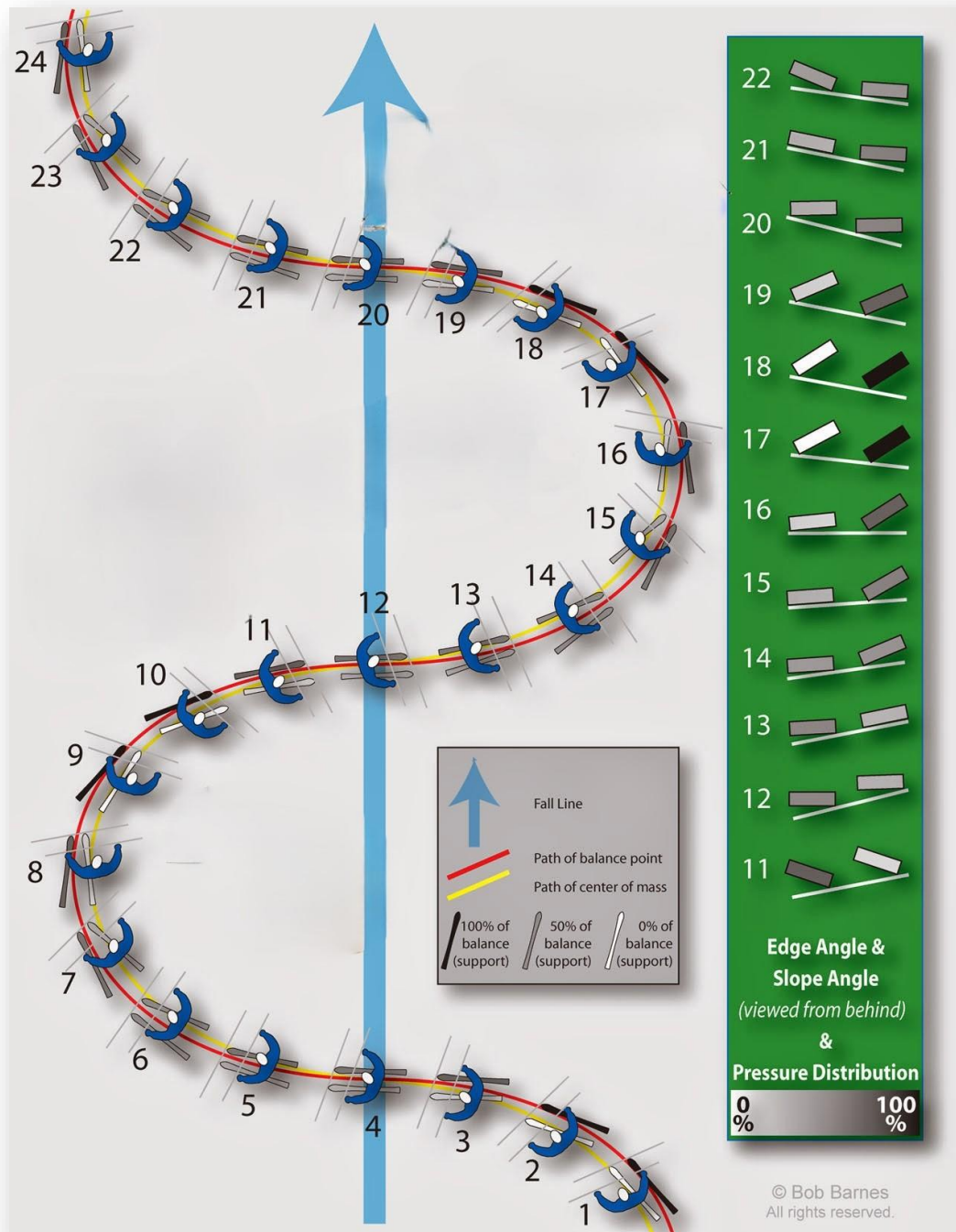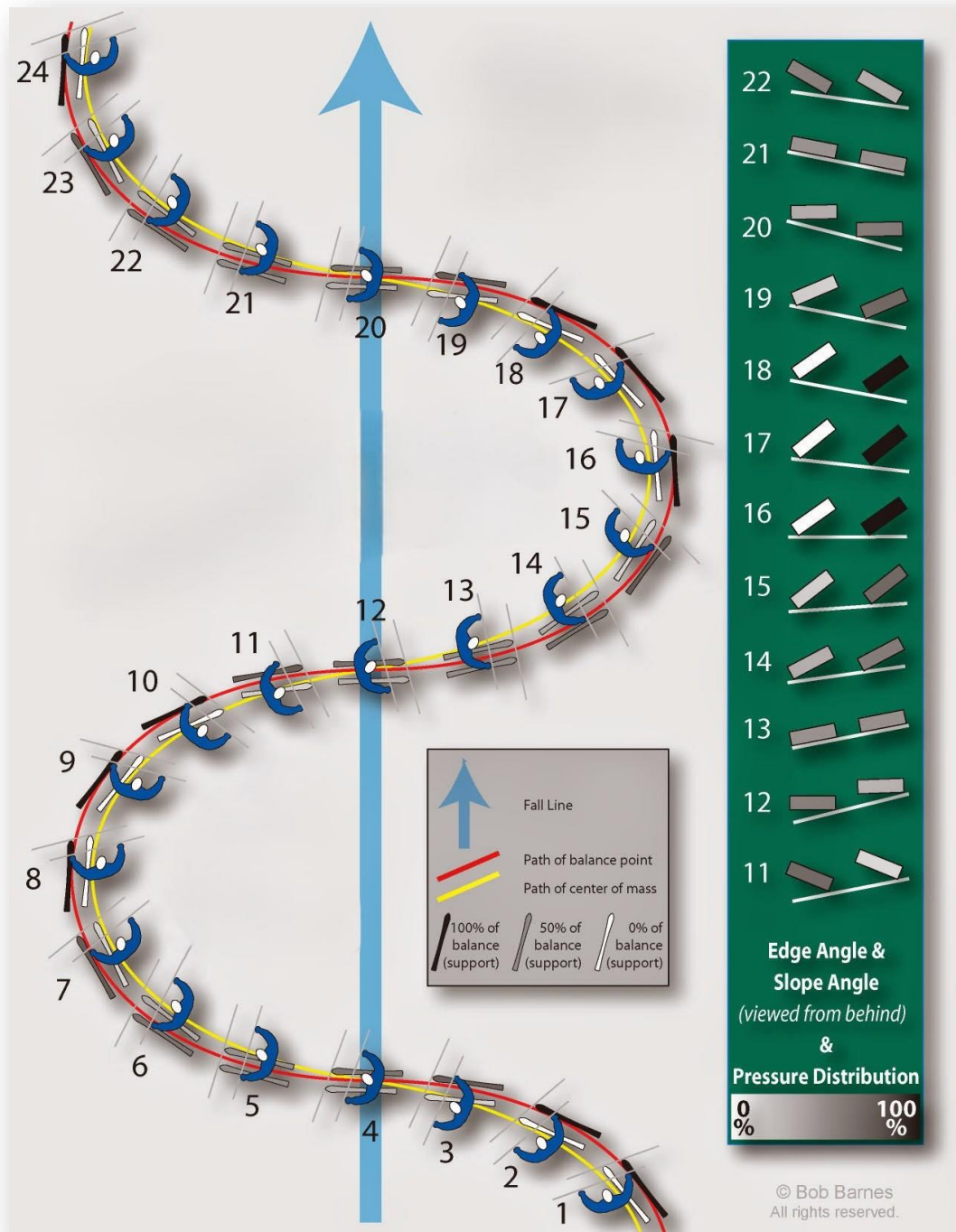
# Wedge Christies



Legend:

Fall Line

Path of balance point

Path of center of mass

100% of balance (support)

50% of balance (support)

0% of balance (support)

Edge Angle &
Slope Angle
*(viewed from behind)*
&
Pressure Distribution

0% — 100%

# Basic Parallel



Fall Line

Path of balance point
Path of center of mass

100% of balance (support)
50% of balance (support)
0% of balance (support)

Edge Angle &
Slope Angle
*(viewed from behind)*
&
Pressure Distribution

0% — 100%

# Dynamic Parallel



Fall Line

Path of balance point
Path of center of mass

100% of balance (support)    50% of balance (support)    0% of balance (support)

Edge Angle &
Slope Angle
*(viewed from behind)*
&
Pressure Distribution

0%                    100%

## C: PSIA-RM IDP Alpine Skiing Standards



Parallel lines across ski tips, feet, knees, hips, shoulders, and hands.

Parallel shins

Similar edge angles
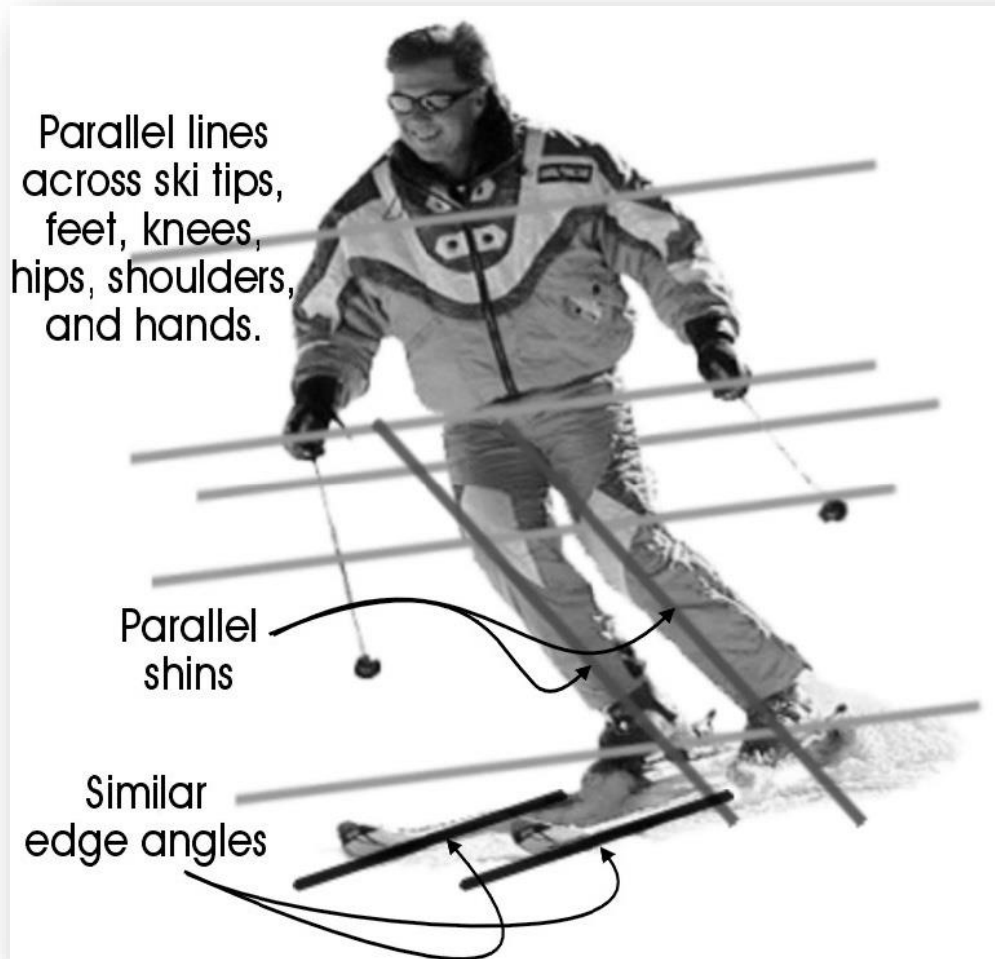
# PSIA-RM Individual Development Pathway
# Alpine Skiing Standards

Updated November 2025

## Alpine Skiing Fundamentals Relative to the Skills Concept

| | |
|---|---|
| **Pressure Control** | Control the relationship of the center of mass to the base of support to directpressure along the length of the skis. (Fore/aft pressure) |
| **Pressure Control** | Control pressure from ski to ski and direct pressure toward the outside ski. (Ski to ski pressure) |
| **Edge Control** | Control edge angles through a combination of inclination and angulation. |
| **Rotational Control** | Control the skis' rotation with leg rotation, separate from the upper body. |
| **Pressure Control** | Regulate the magnitude of pressure created through ski/snow interaction. (Overall magnitude of pressure) |

## Individual Fundamentals

The following Assessment Activities are used to assess the adaptation and blending of the Technical Fundamentals as prescribed. Each activity highlights pressure, rotational, and edge-control skills and fundamentals. Competency in performing these Assessment Activities contributes to mastering the skills and fundamentals. Assessment Activities are described relative to ski and body performance and tactical requirements.Variations in Speed, Accuracy, and Environment may be asked at the discretion of the Examiner(s).

### LEVEL I

| | | Sideslips with Edge Set | Guided Uphill Arc | Carved Up Hill Arc |
|---|---|---|---|---|
| **Individual Fundamentals** | **Fundamental Focus** | **Control edge angles through a combination of inclination and angulation.**<br><br>*Or*<br><br>**Control the relationship of the Center of Mass to the Base of Support to direct pressure along the length of the skis.** | **Control the skis' rotation with leg rotation, separate from the upper body.**<br><br>*Or*<br><br>**Control the relationship of the Center of Mass to the Base of Support to direct pressure along the length of the skis.** | **Control edge angles through a combination of inclination and angulation.**<br><br>*Or*<br><br>**Control the relationship of the Center of Mass to the Base of Support to direct pressure along the length of the skis.** |
| | **Ski Performance** | •Skis slip sideways down the fall line<br><br>•Edge angles are the same<br><br>•Skis are parallel throughout sideslip<br><br>•Uphill ski is ahead of downhill ski<br><br>•Skis slip at a consistent rate | •Skis tip and turn at the same time to steer skis<br><br>•Both skis progressively tip the same amount<br><br>•Both skis turn progressively the same amount<br><br>•Skis bend from center | •Ski tracks show arcs with two parallel carved lines in snow<br><br>•Skis tip at same time and rate for same duration<br><br>•Skis tip progressively<br><br>•Skis bend from center<br><br>•Manage edge angle to maintain a carved arc. |
| | **Body Performance** | •Stance exhibits leg rotation under stable upper body<br><br>•Tipping movements come from feet and legs (angulation) | •Leg rotation and tipping movements steer the ski to an arc<br><br>•Tipping movements and angulation start with the lower body<br><br>•Flex joints proportionately to keep center of mass over base of support<br><br>•Legs rotate under a stable upper body | •Tipping movements and angulation start with the lower body<br><br>•Flex joints proportionately to keep center of mass over base of support |
| | **Terrain and Tactics** | •Groomed blue terrain | •Green to Blue terrain | •Groomed green to Blue terrain |

| | | LEVEL I | | |
|---|---|---|---|---|
| | | **Step Turn into the Fall Line** | **Outside Ski J-Turn** | **Straight Run Leaper** |
| **Individual Fundamentals** | **Fundamental Focus** | **Control pressure from ski to ski and direct pressure toward the outside ski.**<br><br>*Or*<br><br>**Control the skis' rotation with leg rotation, separate from the upper body.** | **Control pressure from ski to ski and direct pressure toward the outside ski.**<br><br>*Or*<br><br>**Control edge angles through a combination of inclination and angulation.** | **Control the relationship of the Center of Mass to the Base of Support to direct pressure along the length of the skis.**<br><br>*Or*<br><br>**Regulate the magnitude of pressure created through ski/snow interaction.** |
| | **Ski Performance** | •Skis start perpendicular to fall line<br><br>•Downhill ski lifts, rotates, and returns to snow in a divergent step toward turn<br><br>•Uphill ski lifts, rotates, and returns to snow parallel to first ski<br><br>•Skis continue to step downhill until parallel in the fall line<br><br>•Lifted skis are parallel to the snow surface<br><br>•Skis continue in a skidded turn from the falline through the finish phase of the turn to a stop. | •Skis slide straight down the fall line<br><br>•Skis turn at same time and rate<br><br>•Skis continue to turn until they come to a stop<br><br>•After turning begins, inside ski tip is on the snow and tail is raised off snow | •Skis maintain parallel relationship, flat on the snow<br><br>•Skis slide straight down the fall line<br><br>•Skis are level to the surface when in the air; tips and tails are at the same height.<br><br>•Skis are same height as each other in the air<br><br>•Skis leave the snow and land at the same time |
| | **Body Performance** | •Flex/extend legs independently to transfer weight from foot to foot<br><br>•Turn skis with leg rotation under stable upper body<br><br>•Flex joints proportionately to keep center of mass over base of support<br><br>•Bend skis from center when on the snow<br><br>•From fall line to finish, ankles have equal forward angles creating a basic parallel position. | •Steer legs under a stable upper body to turn<br><br>•Flex the inside leg to lift the inside tail and direct pressure towards the outside ski<br><br>•Flex joints progressively to keep center of mass over base of support<br><br>•Tipping and angulation start with the lower body | •Joints flex and extend proportionately to keep center of mass over base of support at all times<br><br>•Feet maintain consistent width<br><br>•Weight is evenly distributed between feet<br><br>•Legs and upper body pointed in the direction the skis are sliding |
| | **Terrain and Tactics** | •Gentle green terrain | •Gentle green terrain | •Easiest green groomed terrain<br><br>• Leapers are done at consistent intervals with soft landing to promote balanced landings and takeoffs<br><br>• No active speed control |

| | | LEVEL I | | |
|---|---|---|---|---|
| | | **Wedge Change Ups** | **Skating - Flat Terrain** | **1-Ski Straight Run** |
| **Individual Fundamentals** | **Fundamental Focus** | **Control the skis' rotation with leg rotation, separate from the upper body.**<br><br>*Or*<br><br>**Control the relationship of the Center of Mass to the Base of Support to direct pressure along the length of the skis.** | **Control pressure from ski to ski and direct pressure to the outside ski.**<br><br>*Or*<br><br>**Control the relationship of the Center of Mass to the Base of Support to direct pressure along the length of the skis.** | **Control the relationship of the Center of Mass to the Base of Support to direct pressure along the length of the skis.**<br><br>*Or*<br><br>**Control pressure from ski to ski and direct pressure toward the outside ski.** |
| | **Ski Performance** | •Skis alternate between wedge and parallel relationship<br><br>•Ski alternate between being on opposing edges (wedge) and flat (parallel)<br><br>•Skis pivot under the foot<br><br>• Tips move closer together to form a wedge from parallel alignment and farther apart when making a wedge<br><br>• Tails move closer together from a wedge to parallel and farther apart to form a wedge from parallel alignment<br><br>•Skis move apart to form a wedge and come closer together when transitioning to parallel | •One ski glides on outside edge, then tips to inside edge to create a platform to move from<br><br>•Other (lifted) ski, returns to snow diverging from 1st ski with tails nearly crossing. 2nd ski glides on outside edge as 1st ski is lifted from the snow.<br><br>•Lifting and gliding repeat to propel the skier down the hill<br><br>•Skis diverge more when going slow and diverge less as speed increases<br><br>•Ski on snow bends from center | • A straight run where one ski tail is lifted off the snow and the tip remains on the snow.<br><br>• Skis run as straight as possible. Some slight wobbles are expected depending on snow surface as long as straight run is preserved.<br><br>• The ski that is lifted remains parallel to the ski on the snow.<br><br>• Skis are flat on the snow |
| | **Body Performance** | • The legs rotate inward and abduct to transition from parallel to gliding wedge<br><br>•The legs rotate outward and adduct to transition from gliding wedge to parallel<br><br>•The upper body is directed downhill throughout the actiivity | •Extension and forward movement off inside edge transfers weight to new gliding ski dynamically<br><br>•Unweighted foot is returned alongside and diverging from the weighted foot<br><br>•Joints flex while on new gliding ski to prepare for extension at weight transfer | • The knee and hip bend to lift the tail of the ski off the snow.<br><br>• Hips and shoulders remain level.<br><br>• Height of hips doesn't change with ski lifting or being placed back on snow.<br><br>• Upper body will align over the ski that is completely on the snow to maintain balance |
| | **Terrain and Tactics** | • Easy green terrain<br><br>• Speed change is minimal between wedge and parallel. | •Flattest areas available (bottom or top of ski lifts, or beginner areas). The skier should ideally not glide downhill without propulsion.<br><br>•Tempo from outside edge to inside edge, and ski to ski is consistent | • Very flat green terrain<br><br>• Speed should continue to increase as the terrain allows |

| | | LEVEL II | | |
|---|---|---|---|---|
| | | **Skating- Down the Hill** | **Hockey Stops** | **Railroad Track Turns** |
| **Individual Fundamentals** | **Fundamental Focus** | **Control pressure from ski to ski and direct pressure toward the outside ski.**<br><br>*Or*<br><br>**Control edge angles through a combination of inclination and angulation.** | **Control the skis' rotation with leg rotation, separate from the upper body.**<br><br>*Or*<br><br>**Control the relationship of the Center of Mass to the Base of Support to direct pressure along the length of the skis.** | **Control edge angles through a combination of inclination and angulation.**<br><br>*Or*<br><br>**Control the relationship of the Center of Mass to the Base of Support to direct pressure along the length of the skis.** |
| | **Ski Performance** | •One ski glides on outside edge, then tips to inside edge to create a platform to move from<br><br>•Other (lifted) ski, returns to snow diverging from 1st ski with tails nearly crossing. 2nd ski glides on outside edge as 1st ski is lifted from the snow.<br><br>•Lifting and gliding repeat to propel the skier down the hill<br><br>•Skis diverge more when going slow and diverge less as speed increases<br><br>•Ski on snow bends from center | •Skis bend from center throughout assessment activity<br><br>•Skis run flat in fall line<br><br><br><br>•Skis rotate 90 degrees before engaging edges<br><br>•Skis come to a complete stop while perpendicular to fall line | •Tails follow tips to create carved ski performance<br><br>•Link tracks in both directions<br><br><br><br>•Skis stay the same distance apart<br><br>•Skis flatten and edge at the same rate, time, and for same duration |
| | **Body Performance** | •Extend and move forward off inside edge to transfer weight to new gliding ski dynamically<br><br>Return unweighted foot alongside and diverging from the weighted foot<br><br>•Flex joints while on new gliding ski to prepare for extension at weight transfer | •Rotate legs at same time and rate separate from the upper body<br><br>•Angulation supports edge control and lateral balance while the skis slow down and stop<br><br>•Flex joints proportionately to keep center of mass over base of support | •Inclination creates the initial edge angle<br><br>•Angulation starts with the lower body to increase edge angle<br><br>•Legs tip at the same time and rate to create angulation<br><br>•Legs flex and extend independent of each other to create inclincation |
| | **Terrain and Tactics** | •Cat track, beginner slope, or similar<br><br>•Tempo from outside edge to inside edge, and ski to ski is consistent | •Groomed blue terrain | •Green terrain<br><br>•No pole touch is present<br><br>•Corridor is fall line oriented, maximum 1 cat track wide |

| | LEVEL II | | |
|---|---|---|---|
| | **1000 Steps** | **Stork Turn** | **Diagonal Sideslip** |
| **Fundamental Focus** | **Control pressure from ski to ski and direct pressure toward the outside ski.**<br><br>*Or*<br><br>**Control the relationship of the Center of Mass to the Base of Support to direct pressure along the length of the skis.** | **Control edge angles through a combination of inclination and angulation**<br><br>*Or*<br><br>**Control the relationship of the Center of Mass to the Base of Support to direct pressure along the length of the skis.** | **Control the relationship of the Center of Mass to the Base of Support to direct pressure along the length of the skis.**<br><br>*Or*<br><br>**Control edge angles through a combination of inclination and angulation.** |
| **Ski Performance** | •Skis start perpendicular to fall line and step through a minimum of 2 turns<br><br>•Inside ski lifts, rotates, and returns to snow in direction of turn creating a divergent step<br><br>•Outside ski steps parallel to inside ski<br><br>•Lifted ski is parallel to snow surface. Weighted ski bends from center.<br><br>•Skis step until turn finish. Actions repeat in other direction | •Inside ski tip is on the snow and tail is raised off the snow from mid•initiation through mid•finish phases<br><br>•Outside ski bends through all turn phases<br><br>•Outside ski leaves brushed track in snow | • Skis maintain parallel relationship on corresponding edges<br><br>•Skis skid diagonally across and down the hill<br><br>•Pressure is directed to downhill ski<br><br>•Uphill ski is slightly ahead of downhill ski |
| **Body Performance** | •Bend skis from center when on the snow<br><br>•Flex and extend joints proportionately to balance over weighted foot.<br><br>•Turn skis with leg rotation under stable upper body<br><br>•Flex/extend legs independently to transfer weight from foot to foot | •Flex leg to raise tail of inside ski during initiation phase and return ski to snow during finish phase<br><br>•Angulate to contol edge angel with outside foot/leg<br><br>•Flex or extend to maintain fore/aft balance<br><br>•Rotate legs and tip ski(s) under a stable upper body | •Ankles are flexed equally<br><br>•Downhill knee and hip are more extended than uphill knee and hip<br><br>•The virtual axis between the ankles, knees, hips, and shoulders are parallel to each other<br><br>•Edge grip is controlled primarily through lateral movement in the ankles and knees<br><br>• The upper body is angled parallel to the slope (seen through the virtual axis between the shoulders). |
| **Terrain and Tactics** | •Groomed green to blue terrain | •Gentle green to low angle blue terrain | •Moderate groomed blue or steep groomed green terrain<br><br>• Speed is controlled through edge grip<br><br>•Skis point across the fall line, not up the hill or down the hill |

*Individual Fundamentals*

| | | LEVEL II | | |
|---|---|---|---|---|
| | | **Falling Leaf** | **Crab Wedge** | **Wedge Wiggles** |
| **Individual Fundamentals** | **Fundamental Focus** | **Control pressure from ski to ski and direct pressure toward the outside ski.**<br><br>*Or*<br><br>**Control edge angles through a combination of inclination and angulation.** | **Control edge angles through a combination of inclination and angulation.**<br><br>*Or*<br><br>**Control pressure from ski to ski and direct pressure toward the outside ski.** | **Control the skis' rotation with leg rotation, separate from the upper body.**<br><br>*Or*<br><br>**Control edge angles through a combination of inclination and angulation.** |
| | **Ski Performance** | • Linked diagonal sideslips foreward and backward<br><br>• Skis remain parallel and stay the same distance apart<br><br>• Ski are turned slighty downhill to create forward diagonal sidelsip; tips are downhill from tails<br><br>• Skis are turned slightly uphill to create backward diagonal sideslip; tail is downhill from tips | • Linked direction changes in a gliding wedge where the tips always point downill while travelling across the hill.<br><br>• From a gliding wedge, the outside ski edge angle is increased and the inside ski edge angle is lowered to almost flat.<br><br>• Direction changes are the result of the new outside ski edge angle increasing and the new inside edge angle decreasing to almost flat.<br><br>• Inside ski skims across the surface and is slightly ahead of the outside ski | • A series of small pivots made while the skis are in a gliding wedge. The overall direction of travel is relatively straight downhill.<br><br>• Wedge shape and size remains consistent while it is pivoted.<br><br>• Skis pivot simultaneously. Pivots are no more than a few degrees to each side of the fall line. |
| | **Body Performance** | •Uphill knee and hip are bent more than down hill hip and knee; pressure is directed toward downhill ski<br><br>•Legs turn under a stable upper body<br><br>• The upper body is angled parallel to the slope (seen through the virtual axis between the shoulders and hips). | • Legs are turned inward and abducted to create and maintain a gliding wedge.<br><br>• Edge angles are controlled through lower leg and foot tipping.<br><br>• The legs and torso control the rotation of the skis so that they don't turn as a result of the difference in edge angles between the skis | • Pivoting of the skis occurs primarily from the lower legs (from the knee down to the foot).<br><br>• The upper body faces downhill with only slight changes depending on the steepness of the slope. (More steep = more change)<br><br>• The legs flex and extend independent of each other to support the lower leg/ foot rotation.<br><br>• Edge angles are minimal; primarily dictated by the leg abduction to create the gliding wedge |
| | **Terrain and Tactics** | •Moderate blue groomed terrain<br><br>• Speed doesn't change due to braking of skis and increased edge angle.<br><br>•Speed change is a result of diagonal sideslips uphill and downhill | • Flat green terrain | • Flat green terrain<br><br>• Speed may continue to increase; there shouldn't be speed control through any turn shape since it is pivoted. |

# LEVEL III

| | | Pivot Slips | Hop Turns | White Pass Turn |
|---|---|---|---|---|
| **Individual Fundamentals** | **Fundamental Focus** | **Control the relationship of the Center of Mass to the Base of Support to direct pressure along the length of the skis.**<br><br>*Or*<br><br>**Control the skis' rotation with leg rotation, separate from the upper body.** | **Control the skis' rotation with leg rotation, separate from the upper body.**<br><br>*Or*<br><br>**Regulate the magnitude of pressure created through ski/snow interaction.** | **Control edge angles through a combination of inclination and angulation.**<br><br>*Or*<br><br>**Control pressure from ski to ski and direct pressure toward the outside ski.** |
| | **Ski Performance** | •From a sideslip, ski tips turn downhill as skis pivot 180° to sideslip in other direction. Repeat<br><br>•Skis turn simultaneously at a consistent rate<br><br>•Skis pivot under center of foot<br><br>•Skis bend from the center | •Skis and pole come off the ground and land at the same time.<br><br>•Skis are close to parallel through take off, rotation, and landing.<br><br>•Pivot point is under the foot<br><br>•Skis leave distinctly edged tracks upon landing to establish a stable platform for takeoff | •Inside ski lifts in finish phase through initiation as it becomes the outside ski<br><br>•Raised ski is relatively level to the snow<br><br>•New outside ski returns to snow in shaping phase and bends from center<br><br>•Only one ski is on the snow prior to edge change |
| | **Body Performance** | •Turn skis with leg rotation under stable upper body<br><br>•Angulate to direct pressure towards the downhill foot while slipping | •Time extension with edge release<br><br>•Skis are turned in the air with counter rotation of the upper and lower body<br><br>•Separate upper/lower body, flex, and weight outside ski to balance at finish phase<br><br>•Use the pole plant to stabilize the upper body when landing | •Turn ski(s) at a consistent rate through all 3 turn phases<br><br>•Direct pressure towards the outside ski starting in the shaping phase and remain balanced on the same ski through initiation with the unweighted ski lifted off the snow<br><br>•In the shaping phase, extend the outside leg, place the ski on the snow, and angulate to direct pressure onto the outside ski. |
| | **Terrain and Tactics** | •Blue terrain<br><br>•Corridor is less than 1 cat track wide | •Groomed green terrain or easy blue terrain<br><br>•Ski tracks are roughly 45 degrees from the fall line (90 degrees total from each other). | •Green to blue terrain<br><br>•Demonstration may be steered or carved depending on terrain and speed |

| | | LEVEL III | | |
|---|---|---|---|---|
| | | **Stem Christie** | **Short Radius Leapers** | **Outside Ski Turn** |
| **Individual Fundamentals** | **Fundamental Focus** | **Control pressure from ski to ski and direct pressure toward the outside ski.**<br><br>*Or*<br><br>**Control the skis' rotation with leg rotation, separate from the upper body.** | **Regulate the magnitude of pressure created through ski/snow interaction.**<br><br>*Or*<br><br>**Control edge angles through a combination of inclination and angulation.** | **Control edge angles through a combination of inclination and angulation.**<br><br>*Or*<br><br>**Control the relationship of the Center of Mass to the Base of Support to direct pressure along the length of the skis.** |
| | **Ski Performance** | •New outside ski rotates, brushing the snow at an angle (stem)<br><br>•Old downhill ski retains inside edge as new outside ski stems<br><br>•Stemmed ski bends as new inside ski rotates, brushing the snow, creating a parallel relationship<br><br>•Skis are parallel before the fall line<br><br>•Both skis steer, leaving brushed tracks through turn completion | •Short Radius Turns with the edge change occuring in the air<br><br>•Ski performance is as carved as possible given terrain, snow conditions, and turning radius of skis<br><br>• The "leap" occurs with the skis on the edge at the finish of the turn<br><br>• The amount of edge change is dependent on speed. More importantly, when the skis land, they are not on the old edges anymore.<br><br>• The trajectory of the skis doesn't change while they are in the air.<br><br>•There is a minimal change in where the skis are pointed when they are in the air. | •New inside ski is off snow prior to edge change and through all turn phases<br><br>•Inside ski is approximately parallel to snow surface<br><br>•Outside ski bends through all turn phases<br><br>•Outside ski leaves brushed track in snow |
| | **Body Performance** | •Tip feet and legs sequentially at initiation, and simultaneously after matching occurs<br><br>•Transfer weight to the outside foot (stemmed ski) to control the arc of the turn<br><br>•Tip and turn (steer) the inside leg to a parallel relationship before the fall line<br><br>•Start angulating in the shaping phase to aid balance toward the outside ski | •Time extension with forces that build at completion and change edges in the air<br><br>•Flex upon landing to manage forces<br><br>•Shape turn by tipping feet and lower legs at same rate and time<br><br>•Angulate to direct pressure toward outside foot<br><br>•Rotate legs at a consistent rate under a stable upper body throughout turn | •Upper/lower body separation helps maintain balance on outside ski as legs rotate under stable upper body<br><br>•Flex inside leg to lift ski off the snow<br><br>•Flex or extend progressively to maintain fore/aft balance<br><br>•Rotate legs and edge ski(s) under a stable upper body |
| | **Terrain and Tactics** | •Green or blue terrain<br><br>•Skis maintain contact with snow at all times | •Blue terrain | •Gentle green to low angle blue terrain |

# LEVEL III

| | | Javelin Turns | Reverse Javelin Turn | Falling Leaf with Edge Change |
|---|---|---|---|---|
| **Individual Fundamentals** | **Fundamental Focus** | **Control the skis' rotation with leg rotation, separate from the upper body**<br><br>*Or*<br><br>**Regulate the magnitude of pressure created through ski/snow interaction.** | **Control the relationship of the Center of Mass to the Base of Support to direct pressure along the length of the skis**<br><br>*Or*<br><br>**Control the skis' rotation with leg rotation, separate from the upper body.** | **Control the relationship of the Center of Mass to the Base of Support to direct pressure along the length of the skis**<br><br>*Or*<br><br>**Control edge angles through a combination of inclination and angulation.** |
| | **Ski Performance** | •Forebody of outside ski steers under forebody of lifted ski and skis stay crossed until turn finish<br><br>•Inside ski sets down parallel to outside ski, and becomes new outside ski<br><br>•Outside ski leaves brushed track in the snow<br><br>•Angle of crossed skis is maintained from shaping through finish phase of turn | •Prior to edge change, upcoming outside is weighted as new inside ski comes off the snow<br><br>•At initiation, tail of inside ski crosses above tail of outside ski<br><br>•Inside ski points towards the apex of the turn<br><br>•Outside ski steers towards the fall line until the skis are parallel in the shaping phase<br><br>•Inside ski returns to snow just after fall line<br><br>•Both skis are on snow through finish phase | •Skis sidelslip diagonally forward and backward<br><br>•After sideslipping forward once, and backward once, the skis are pivoted roughly 180 degrees with the tips pointing downhill<br><br>•Skis sidelslip diagonally forward and backward pointing across the hill in the opposite direction from the previous Falling Leaf<br><br>•Edge angle is managed and remains fairly consistent. There is no braking action from increasing edge angles. |
| | **Body Performance** | •Throughout the turn, rotate outside leg at a consistent rate under a stable upper body<br><br>•Align lifted inside leg with the direction of the upper body, creating countered position<br><br>•Angulate to allow for edge control throughout the turn<br><br>•Exhibit upper/lower body separation through end of shaping and finish phases | •Lift inside leg and align it to face the direction of the upper body towards the apex of the turn<br><br>•Match outside ski parallel to inside ski in shaping phase and lower outside ski to snow<br><br>•Steer leg(s) under a stable upper body throughout the turn<br><br>•Angulate to control edge angle with outside foot/leg | •The lower body turns more than the upper body throughout the falling leaf.<br><br>•The upper and lower body align briefly during the pivot when Falling Leafs change sides |
| | **Terrain and Tactics** | •Green or easy blue terrain<br><br>•Control speed through turn shape | • Green or easy blue terrain<br><br>• Turn shape controls speed | • Moderate blue groomed terrain<br><br>• Pivots happen near the center of the corridor of the Falling Leafs |

## Integrating Fundamentals

The following assessment activities are used to assess the integration of fundamentals through all turn phases to achieve the prescribed ski performance.They are all performed in a medium radius turn, with consistent turn sizes and turn shapes that are symmetrical above and below the fall line, to maintain consistent speed. In addition to the descriptions below, the following "Common Threads" are observed:

**1. Both skis stay on the snow**

**2. The ankles work in unison creating matching forward angles**

**3. The skis are simultaneuously guided to begin the turn**

**4. A countered relationship is maintained through the transition between turns**

**5. The legs flex and extend independently of each other to move the Center of Mass from turn to turn**

**6. Torso stability supports lower body mobility and movement**

| | | **LEVEL III** | | |
| | | **LEVEL II** | | |
| | | **LEVEL I** | | |
| | | **Wedge Turn** | **Wedge Christie Turn** | **Basic Parallel Turn** | **Dynamic Parallel Turn** |
| **Integrating Fundamentals** | **Ski Performance** | Range of Ski Track Width  | Range of Ski Track Width  | Range of Ski Track Width  | Range of Ski Track Width  |
| | | • Skis maintain a consistent wedge shape, with tips together and tails apart on oppposing edges. | •At initiation, edges of parallel skis release (flatten) and open to a small wedge | •Skis maintain a parallel relationship the same distance apart | •Skis change edges simultaneously at initiation |
| | | •Skis maintain a consistent wedge size | •Both tips steer down the hill at the initiation as the wedge is created | •Skis tip and turn at same time and rate | •Skis travel forward through the arc of the turn |
| | | •Skis turn at the same rate throughout the turn | •The outside ski turns faster in the initiation as the wedge is created | •Both skis tip similar amount throughout turn | •Skis edge and bend most in shaping and finish phases |
| | | •Both skis steer into the fall line as the inside edge flattens and outside edge increases | •From fall line, the inside ski turns faster and until it matches the outside ski to create a christie turn | •Skis bend from center | •Pressure from the snow turns the skis from the shaping to finish phase |
| | | •Skis bend from center | •Skis bend from center | | •Both skis tip similar amount throughout turn |
| | **Body Performance** | •Turn legs inward to create narrow wedge, maintain consistent width | •Allow turn forces to transfer more weight to the outside ski through the shaping phase | •Tipping movements and angulation start with the legs and are at the same rate and time | •Transfer weight early, tip feet and lower legs, and direct pressure towards the new outside ski |
| | | •Center of Mass stays in between feet all of the time, moving laterally toward the inside of the turn. | •Steer lighter inside ski to match the outside ski and create a christie turn | •Center of Mass crosses from the inside one turn to the next in the transition. | •Direct the upper body towards the apex of upcoming turn |
| | | | •The Center of Mass is in between the feet like a wedge turn for the wedge portion of the turn. The Center of Mass moves farther to the inside of the turn during the shaping phase like a parallel turn to promote the christie portion of the turn. | | •Center of Mass crosses from the inside one turn to the next in the transition. |
| | **Terrain and Tactics** | •Green terrain | •Green terrain | •Green or blue terrain | •Groomed blue terrain |
| | | •No pole plant | •No pole plant | •Pole touch corresponds with edge change | •Pole touch corresponds with edge change |
| | | •Control speed through turn shape | •Control speed through turn shape | •Control speed through turn shape | •Control speed through turn shape |
| | | Range of Relative Skiing Speed  | Range of Relative Skiing Speed  | Range of Relative Skiing Speed  | Range of Relative Skiing Speed  |

## Varying Turn Shape, Size, and Line

The following assessment activities are used to assess the ability to vary turn shape, turn size, and line as needed or prescribed. They require the ability to adapt to terrain challenges and increased speed. Each assessment activity requires tactical solutions to blend pressure, rotational, and edge-control skills and fundamentals effectively for different outcomes. Candidates must consider the implications of duration, intensity, rate, and timing of movements to achieve their desired outcomes. Variations in Speed, Accuracy, and Environment may be asked at the discretion of the Examiner(s).

| | | LEVEL III | | |
|---|---|---|---|---|
| | | **LEVEL II** | | |
| | | **LEVEL I** | | |
| | | **Parallel Skiing \| Groomed Terrain** | **Dynamic Short Turns** | **Carved Long Turns** | **Performance Short Turns** |
| **Varying Turn Shape, Size, and Line** | **Ski Performance** | •Parallel skis leave round, brushed tracks of consistent width | •Parallel skis turn in a short radius leaving round, carved, carved in phases, or narrow brushed tracks | •Parallel skis turn in a medium radius leaving round, carved tracks | •Ski performance is as carved as possible given terrain, snow conditions, and turning radius of skis |
| | | •Skis tip and turn at same time and rate in most turns | •Skis change edges simultaneously at initiation | •Edged skis are bowed, creating arcs with no to very minimal sideways travel | •Skis travel primarily forward through the arc of the turn |
| | | •Width of skis stays consistent | •Skis travel forward through the arc of the turn | •Skis travel forward through the arc of the turn | •Skis change edges before turning |
| | | •Both skis steer towards the fall line at the same rate and time in most turns | •Skis edge and bend most in shaping phase | •Skis edge and bend most in shaping phase | •Skis are parallel with similar edge angles |
| | | | •Both skis tip similar amount throughout turn | •Both skis tip similar amount throughout turn | •Both skis bend most in shaping phase |
| | **Body Performance** | •Turning comes from the legs and not the upper body | •Transfer weight early, engage edges, and direct pressure towards the new outside ski | •Transfer weight early, tip feet and lower legs, and direct pressure towards the new outside ski | •Transfer weight early, tip feet and lower legs, and direct pressure towards the new outside ski |
| | | •Flex/extend joints and adjust fore/aft to stay in balance | •Orient the upper body down the hill | •Orient the upper body towards the apex of upcoming turn | •Orient the upper body down the fall line |
| | | •Direct more pressure towards the outside ski | •Rotate legs under stable upper body | •Subtle fore/aft adjustments keeps center of mass balanced over base of support | •Match the inside ski with the actions of the outside ski |
| | | | •Subtle fore/aft adjustments maintain balance | •Legs rotate under stable upper body | •Legs rotate under stable upper body |
| | **Terrain and Tactics** | •Groomed green to blue Terrain | •Groomed blue terrain | •Groomed blue to black terrain | •Groomed blue to black terrain |
| | | •Pole touch corresponds with edge change | •Pole touch corresponds with edge change | •Pole touch corresponds with edge change | •Pole touch corresponds with edge change |
| | | •Control speed with turn shape | •Corridor is approximately one snowcat track wide | •Link turns of consistent speed and size (3 snowcat tracks wide) | •Link completed turns of consistent rhythm and size (not more than 1 snowcat track wide) |
| | | | •Link turns of consistent size and speed | | |

| | | LEVEL III | | | |
|---|---|---|---|---|---|
| | | **LEVEL II** | | | |
| | | **LEVEL I** | | | |
| | | **Parallel Skiing \| Variable Terrain** | **Variable Conditions and Terrain** | **Variable Conditions and Terrain** | **Large Turns \| Bumps** |
| **Varying Turn Shape, Size, and Line** | **Ski Performance** | •Skis make round, linked turns that flow smoothly at a controlled speed in most turns<br><br>•Skis steer (edge and rotate) at same time and rate in most turns<br><br>•Skis bend from center in majority of turns<br><br>•Skis maintain contact with the snow | •Parallel Skis make different sized, linked turns that flow smoothly over varied terrain<br><br>•Skis steer through turn, or may be carved in phases<br><br>•Skis bend and turn from center in majority of turns<br><br>•Skis edge simultaneously commensurate with terrain<br><br>•Skis maintain contact with the snow when appropriate | •Parallel skis make different sized, linked turns that flow with speed, smoothly over varied terrain<br><br>•Skis steer through turn, or carve in phases<br><br>•Skis bend, edge, and turn to match terrain variations<br><br>•Skis edge simultaneously commensurate with terrain<br><br>•Skis maintain contact with the snow when appropriate | •Skis turn in large•radius linked turns, over, against, and around bumps<br><br>•Skis bend from center as much as possible, but will vary with ski/snow contact in abrupt terrain<br><br>•Skis edge/flatten at same times although edge angles may vary due to terrain<br><br>•Skis turn at same time and rate<br><br>•Skis maintain contact with snow wherever possible |
| | **Body Performance** | •Steer skis in round•shaped, linked turns, leaving brushed tracks<br><br>•Turns are completed across the fall line to control speed<br><br>•Flex (absorb) and extend to promote ski/snow contact and smooth skiing<br><br>•Adjust fore/aft stance to maintain balance<br><br>•Direct pressure towards the outside ski | •Vary turn size and flex (absorb) and extend to promote ski/snow contact over uneven terrain<br><br>•Adjust fore/aft stance to maintain balance<br><br>•Turning movements are progressive, appropriate to the terrain<br><br>•Rotate legs and edge skis from the lower body, separate from and under a stable upper body<br><br>•Skis maintain contact with snow unless deliberate jump | •Maintain relatively level upper body as legs & spine flex to absorb terrain and extend to maintain ski/snow contact<br><br>•Vary intensity, rate, timing, and duration of skills to vary turn size and adjust to terrain/conditions<br><br>•When absorbing terrain/pressure at turn initiation, body flexion flattens skis to facilitate turning<br><br>•Flexion/extension movements enhance turn shape and help regulate pressure magnitude<br><br>•Rotate legs and tip feet from the lower body, separate from and under a stable upper body | •Turn feet/legs simultaneously. Engage edges to shape turns to match terrain<br><br>•At initiation, upper body is oriented towards apex of turn<br><br>•Maintain relatively level upper body as legs & spine flex to absorb terrain and extend to maintain ski/snow contact<br><br>•Maintain upper/lower body separation to assist in edge and rotational control to promote dynamic balance<br><br>•Adjust fore/aft stance to maintain balance |
| | **Terrain and Tactics** | •Green terrain with small bumps or an irregular snow surface<br><br>•Pole plant is present and supports stability of the torso<br><br>•Control speed through turn shape | •Ungroomed blue terrain<br><br>•Pole plant is present and supports stability of the torso<br><br>•Speed down the hill may vary, but does not get out of control | •Ungroomed black or double black terrain<br><br>•Pole plant is present and supports stability of the torso<br><br>•Speed down the hill may vary, but does not get out of control<br><br>•Turn shape and line control speed | •Blue-Black to Black, moderately formed bumps.<br><br>•Distance across the fall line is similar for all turns<br><br>• Pole swing aids in timing of Center of Mass movement forward and across Base of Support in transition of turns<br><br>•Turn size and shape will vary based on conditions and demands of terrain. |

| | | LEVEL III | | | |
|---|---|---|---|---|---|
| | | **LEVEL II** | | | |
| | | **Lane Change** | **Short Turns \| Bumps** | **Short Turns \| Bumps** | **Basic Parallel Short Turns \| Bumps** |
| **Varying Turn Shape, Size, and Line** | **Ski Performance** | •Skis scribe a series of 3 short radius turns, then travel across the hill and scribe 3 short turns in a new lane. Repeat.<br><br>•Skis scribe short radius turns in the fall line.<br><br>•Turns are round and linked with smooth transition to new lane<br><br>•Skis steer through turns, or carve through phases of turns | •Skis turn in short-radius turns over, against, and around bumps, close to the fall line<br><br>•Skis turn at same time and rate in as round a line as possible<br><br>•Skis maintain contact with the snow<br><br>•Skis bend from center as much as possible, but will vary with ski/snow contact in abrupt terrain<br><br>•Skis edge/flatten at same times although edge angles may vary due to terrain | •Skis turn in short-radius turns over, against, and around bumps, close to the fall line<br><br>•Skis maintain contact with snow wherever possible<br><br>•Skis turn at same time and rate<br><br>•Skis bend from center as much as possible, but will vary with ski/snow contact in abrupt terrain<br><br>•Skis edge/flatten at same times although edge angles may vary due to terrain | •Skis steer (tip and turn at same time) leaving round, brushed tracks<br><br>•Turn radius is short, and speed is slow<br><br>•Skis leave brushed, round tracks<br><br>•Skis remain in contact with snow |
| | **Body Performance** | •Adjust degree of counter to coincide with the radius of upcoming turns<br><br>•Rotate legs under a stable upper body<br><br>•Flex ankles, knees, hips/spine to manage pressure in first turn of series<br><br>•Tip legs at the same rate and time | •Turn feet/legs simultaneously. Engage edges to shape turns to match terrain<br><br>•Use pole plant to stabilize and keep upper body facing downhill, enabling leg rotation<br><br>•Maintain relatively level upper body as legs/spine flex to absorb terrain and extend to maintain ski/snow contact<br><br>•Skis maintain contact with the snow | •Turn feet/legs simultaneously. Engage edges to shape turns to match terrain<br><br>•Use pole plant to stabilize and keep upper body facing downhill, enabling leg rotation<br><br>•Vary the D.I.R.T. of rotation and edging movements<br><br>•Flexion/extension movements enhance turn shape and help regulate pressure magnitude<br><br>•Angulate to direct pressure toward outside foot<br><br>•Adjust fore/aft stance to maintain balance | •Rotate and tip legs to shape turns. Finish turns with upper/lower body separation<br><br>•Angulate to direct pressure towards the outside foot<br><br>•Flex and extend to maintain fore/aft balance |
| | **Terrain and Tactics** | •Groomed Blue terrain<br><br>•Rhythm of short turns and speed are consistent | • Blue Bumps<br><br>•Look ahead to choose a smooth line over, against, and around bumps, close to the fall line<br>•Pole plant provides timing and stability<br><br>•Turn shape and line control speed | •Black or double black bumps<br><br>•Skier's line may vary slightly due to abrupt terrain<br><br>•Pole plant provides timing and stability<br><br>•Turn shape and line controls speed | • Blue Bumps<br><br>•Pole plant complements body movement and ski action<br><br>•Line choice promotes linked short turns at slow speed |

| | | LEVEL III |
|---|---|---|
| | | LEVEL II |
| **Varying Turn Shape, Size, and Line** | | **Performance Medium Turns** |
| | **Ski Performance** | •Parallel skis turn in a medium radius leaving round, carved or narrow brushed tracks<br><br>•Skis change edges simultaneously at initiation<br><br>•Skis travel forward through the arc of the turn<br><br>•Skis edge and bend most in shaping phase<br><br>•Both skis tip similar amount throughout turn |
| | **Body Performance** | •Transfer weight early, tip feet and lower legs, and direct pressure towards the new outside ski<br><br>•Direct the upper body towards the apex of upcoming turn<br><br>•Subtle fore/aft adjustments keeps center of mass balanced over base of support<br><br>•Legs rotate under stable upper body |
| | **Terrain and Tactics** | •Groomed blue terrain<br><br>•Pole touch corresponds with edge change<br><br>•Link turns of consistent size and speed |

## Important Changes and Updates for the 25/26 season

This list outlines important changes and updates to the IDP from its previous version. Not all changes in content are noted. There are other grammatical edits to the document that do not

| | |
|---|---|
| 1 | Terrain updated for all activities. |

### Videos and Hyperlinks

| | |
|---|---|
| 1 | <span style="color:red">Added November 2025-</span> New videos added so all Individual Assessment Activities have supporting video. |
| 2 | <span style="color:red">Added November 2025-</span> All Integrated Videos updated Added November 2025 |
| 3 | <span style="color:red">Added November 2025-</span> New videos for Common Threads |
| 4 | <span style="color:red">Added November 2025-</span> Hyperlinks updated to all Assessment Activities where possible. |

### Individual Fundamentals

| | |
|---|---|
| 1 | Assessment Activities are grouped and limited to specific Certification Levels. Only Cert 3 Assessment Activities will be used for Cert 3 Assessments. Only Cert 2 Assessment Activities will be used for Cert 2 Assessments. Only Cert 1 Assessment Activities will be used for Cert 1 Assessments. |
| 2 | A choice of Fundamental Focus is given for each activity. |

#### Cert 1

| | |
|---|---|
| 1 | Assessment Activities removed from Cert 1: Straight Run in the Fall Line |
| 2 | Assessment Activities added to Cert 1: Straight Run Leapers, Wedge Change Ups, Skating on Flats, 1-Ski Straight Run |

#### Cert 2

| | |
|---|---|
| 1 | Assessment Activities Changed: Outside Ski Turn is now Stork Turn |
| 2 | Assessment Activities Added: Diagonal Sideslip, Falling Leaf, Crab Wedge Turn, Wedge Wiggles |

#### Cert 3

| | |
|---|---|
| 1 | Assessment Activities removed: Pivot Slip Leapers, Linked Sideslips, Crab Walk |
| 2 | Assessment Activities Changed: Leapers are now Short Turn Leapers |
| 3 | Assessment Activities Added: Falling Leaf with Edge Change |

### Versatility Name Changes

#### Cert 1

| | |
|---|---|
| 1 | Parallel Skiign on Groomed Terrain is now Parallel Skiing | Groomed Terrain |
| 2 | Skiing Variable Terrain is now Parallel Skiing | Variable Terrain |

#### Cert 2

| | |
|---|---|
| 1 | Dynamic Short Radius is now Dynamic Short Turns |
| 2 | Skiing Varibale Terrain is now Variable Conditions and Terrain |
| 3 | Skiing Bumps is now Short Turns | Bumps |
| 4 | Perforamnce Medium Radius Turns is now Performance Medium Turns |

| | Cert 3 |
|---|---|
| 1 | Carved Large Radius Turns is now Carved Long Turns |
| 2 | Performance Short Radius is now Performance Short Turns |
| 3 | Skiing Varibale Terrain is now Variable Conditions and Terrain |
| 4 | Large Radius Bumps is now Long Turns \| Bumps |
| 5 | Performance Bumps is now Short Radius \| Bumps |
| 6 | Short Radius Basic Parallel in Bumps is now Basic Parallel Short Turns \| Bumps |