



ROCKY MOUNTAIN DIVISION
Professional Ski Instructors of America
American Association of Snowboard Instructors

ALPINE LEVEL 2 CERTIFICATION PROCESS

Updated February 2020

PSIA Alpine Level 2 Certification involves the completion of 2 elements

- Level 2 Prerequisites
- Level 2 Modules

PSIA Alpine Level 2 Prerequisites:

- PSIA Level 1 Certification (or foreign equivalent) or PSIA Level 2 Certification Telemark, Snowboard or Adaptive.
- Complete 2 of the Level 2 Prerequisite Elective Courses.
- Complete the Level 2 Proficiency Log
- Pass the Online Written Exam

Level 2 Prerequisite Elective Courses:

*all prerequisite courses must be taken after passing the Level 1 exam.

*CS1 can be used as both a prerequisite and as the required module

*Coaches qualification must be submitted as a Non-PSIA Clinic Credit to the PSIA-RM Office

Teaching Courses

Alpine Teaching Prep 201
Children's Specialist One (CS1)
Certification in 2nd Discipline

Technical Courses

Boot Balancing & Alignment
201 Movement Analysis Indoor
201 Movement Analysis On-Snow
Technical Foundations Clinic
USSA Coaches Qualification*

Skiing Courses

Precision Skiing 201
Alpine Freestyle Specialist 1

PSIA Alpine Level 2 Modules:

*the 4 modules may be completed in any order, the following order is suggested

Children's Specialist 1 (CS1)
MA/Technical Assessment
Teaching Assessment
Skiing Assessment

PSIA Alpine Level 2 Considerations

Modular System

- Attaining PSIA Alpine Level 2 in PSIA-RM constitutes passing each of the modules.
- Passed modules do not expire if candidate remains a current PSIA RM member.

- Modules can be completed in any order.
- Approximately 5-6 modules of each MA, Teaching, and Skiing are conducted per year.
- CS1 is offered at various times through the season.

Exam Criteria & Scoring

- Exam criteria are described in the Skiing, Teaching and MA Instructor Development Pathways (IDP).
- Scored elements for Teaching and MA can be found on the PSIA-RM Scorecards.
- Teaching interviews can be found on the PSIA-RM website.
- Skiing tasks and terrain are chosen on the exam day from the Skiing IDP.
- Skiing task videos can be found on the PSIA-RM website.
- Scorecards and IDP's can be found on the PSIA-RM website.

Skiing Exam Module specifics

- The skiing module is broken into three sections:
 - Highlighted Skills Tasks
 - Basic Blended Skills Tasks
 - Applied Skills Tasks
- All three sections must be passed on the same day to successfully complete the skiing module.

Trail difficulty may vary due to snow conditions improving or deteriorating throughout the day. The exam 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.

Important Components of the Rocky Mountain Examination Process

- Exam Candidates are evaluated by a pool of specially trained and qualified Level 2, 3 Examiners.
- Feedback is consistent with National and RM Divisional support materials.
- Specific sections in the skiing exam highlight specific skills or blends of skills.
- Feedback will be provided within each module. Feedback is specific to each Candidate and is based on the describers in the Instructor Development Pathway (IDP).

Professionalism at the Exam:

- Candidates will receive a pass or fail professionalism score at the exam. Examples of unacceptable behavior are – but not limited to drug and/or alcohol use, consistent lateness, violation of the Responsibility Code, disregarding directions from examiner, any physical or verbal abuse. Examiners will model the professional behavior expected of a PSIA certified instructor during the exam. All scores are reviewed by the exam manager and RM office staff.

Movement Analysis / Technical Exam Module

Examiners will evaluate the candidates' ability to:

- Prioritize Fore / Aft or Lateral Pressure Control as a starting place for analysis.
- Describe / Quantify Skis and Body Performance. Compare / Differentiate Skis & Body Performance in 1 skill pool from 1 phase to another using D.I.R. or T.
- Construct Body Performance / Skis Performance Cause & Effect Relationships for 1 skill pool, 1 phase at a time in a minimum of 2 phases.
- Describe more ideal Skis & Body Performances for 1 skill pool, 1 phase to another in a minimum of 2 phases. (Prescription for Change).
- Track, on a basic level, Fore / Aft or Ski / Ski Pressure Control while analyzing rotational or edge control skills.

7:30 AM - Examiner Meeting

- Room will be set for round table discussions.
- Review morning process.
- Review conditions of the day. Discuss MA terrain, lift, grooming, etc.
- Pair Examiners – Pairs will switch groups for afternoon.
- 7 candidates per group
- Scores should be written at the time of the performance.
- Set lunch place and time and exchange contact info.
- Results will be delivered by 4:30.

8:00 AM - 8:15 AM – Check in Candidates - Pass out MA Filters

8:30 AM – Meet Candidates Indoors

- Outline format of day for group.
- Outline the daily results procedure.
 - Results will be available for a limited amount of time at the end of the day (cover time and place).
 - Cover potential performance issues that might arise from knowing results daily.
- Announce groups and introduce Examiners Pairs. 7 candidates / group.
- Entire group sits down with Examiner.

8:40 AM – Skier 1: Fore/ Aft or Ski / Ski Pressure Control Skills

Assign 1 Pressure Control Skill and 2 Phases for each candidate to analyze using the table below:

	Beginning	Middle	End
Fore/Aft	3	4	1
Ski/Ski	2,7	5	6

Candidates will:

- Compare / Differentiate the Skis Performance in their assigned 1 skill pool from 1 turn phase to another, use D.I.R. or T. Minimum of 2 phases.
- Compare/Differentiate the Body Performance that causes the Skis Performance in the assigned skill

pool from 1 turn phase to another, using the same D.I.R. or T. Minimum of 2 phases.

- Describe more ideal Skis & Body Performances for the assigned skill pool from 1 turn phase to another (Prescription for Change). Minimum of 2 phases.

8:45 AM-Show Video (Skier 1)

- Each candidate will have up to 7 minutes to present.
- Examiner has 7 minutes to provide individual and/or group feedback.
- Make Assignments for Skier 2.

Skier 2: Rotational or Edge Control Skills

Assign 1 Rotational or Edge Control Skill and 2 Phases for each candidate to analyze using the table below.

	Beginnin	Middle	End
Rotational	1, 4	3	5
Edge	6	7	2

Candidates will:

- Compare / Differentiate the Skis Performance in their assigned 1 skill pool from 1 turn phase to another, use D.I.R. or T. Minimum of 2 phases.
- Compare/Differentiate the Body Performance that causes the Skis Performance in the assigned skill pool from 1 turn phase to another, using the same D.I.R. or T. **Minimum of 2 phases.**
- Describe more ideal Skis & Body Performances for the assigned skill pool from 1 turn phase to another (Prescription for Change). Minimum of 2 phases.

9:50 AM – Show Video (Skier 2)

- Each candidate will have up to 7 minutes to present.
- Examiner has 7 minutes to provide individual and/or group feedback as needed.
- Make Assignments for Skier 3.

Skier 3: Rotational or Edge Control Skills

Assign 1 Rotational or Edge Control Skill and 2 Phases for each candidate to analyze using the table below.

	Beginnin	Middle	End
Rotational	7	2	6
Edge	3, 5	1	4

Candidates will:

- Compare / Differentiate the Skis Performance in their assigned 1 skill pool from 1 turn phase to

another using D.I.R. or T. and a minimum of 2 phases.

- Compare/Differentiate the Body Performance that causes the Skis Performance in the assigned skill pool from 1 turn phase to another, using the same D.I.R. or T. Minimum of 2 phases.
- Describe more ideal Skis & Body Performances for the assigned skill pool from 1 turn phase to another (Prescription for Change). Minimum of 2 phases.
- Track, on a basic level, current and more ideal Fore / Aft or Ski / Ski Pressure Control, including both Ski & Body Performance. Minimum of 2 phases.

10:55 AM-Show Video (Skier 3)

- Each candidate will have up to 7 minutes to present.
- Examiner has 7 minutes to provide individual and/or group feedback as needed.
- Introduce the group to the Examiner for the afternoon session.

12:00 PM – Lunch

- Review times and place where candidates are to meet to start afternoon session at 12:30.

12:45 PM – Meet Candidates On-Snow

- Find a safe and effective place for observation on mountain.
- Identify L5-L7 skiers (parallel turn entry, various turn sizes on blue terrain).
- Candidate with the Examiner One-at-a-time.
- Keep 2 Candidates – send group around for a run, provide the candidates a place to wait their turn.
- Each Candidate watches 2 skiers, 20 minutes total time per candidate.

1:00 PM – First Candidate starts analysis

Skier 1 -Fore/Aft or Ski/Ski Pressure Control

1. The Candidates will choose between fore/aft or ski/ski pressure control as a primary focus.
2. Observe a skier of the Examiner's choosing.
3. The Candidate will compare/differentiate the ski performance from 1 turn phase to another using D.I.R. or T. in a minimum of 2 phases.
4. The Candidate will compare/differentiate the body performance that causes the described ski performance, in the same skill pool and same phases, using D.I.R. or T.
5. The Candidate will describe more ideal Skis & Body Performances for the same skill pool in the same turn phases to create a Prescription for Change.

Skier 2 – Edge or Rotational Control (track Fore/Aft or Ski/Ski Pressure Control)

1. The Candidate will choose between rotational control or edge control as a primary focus. They will also track either fore/aft or ski/ski pressure control.
2. Observe a skier of the Examiner's choosing.
3. The Candidate will compare/differentiate the ski performance in their primary skill focus from 1 turn phase to another using D.I.R. or T. in a minimum of 2 phases.
4. The Candidate will compare/differentiate the body performance that causes the described ski performance, in the same skill pool and same phases, using D.I.R. or T.
5. The Candidate will describe more ideal Skis & Body Performances for the same skill pool in the same turn phases to create a Prescription for Change.
6. The Candidate will give a brief description of current and more ideal ski/body performance for fore/aft or ski/ski pressure control for the skier.

3:20PM – Return to Meeting Room and Complete Scorecards

- Examiners will work together to create a final composite score based on both indoor and outdoor presentations.

4:30-5:00 PM – Results

- Certificates are awarded to those candidates who have successfully completed all 4 modules of the module and scorecards are handed out to those who will not be attending any other day of the exam.
- Results will be available to those who wish for them during the specified time.

Teaching Exam Module

Candidates can interact with the group and demonstrate their ability to:

- Demonstrate a pattern which creates a safe learning environment
- Welcome students and introduce the lesson
- Assess students
- Determine goals and plan experiences
- Create experiences for learning
- Guide practice
- Review the lesson

7:30 AM - Examiner Meeting

- Review process for the day
- Review conditions of the day: terrain, lifts, grooming, etc.
- Pair Examiners
- Roster Cards: seven candidates per group
- Score cards: record scores on snow at the time of the performance
- Set lunch place and time
- Confirm meet time for scoring (3:45) and results (4:30)

8:00 - 8:15 AM – Candidates Check-In

8:30 AM – Exam manager welcomes the group

- Outline the format of the day for group
- Remind candidates that they are teaching students at levels 5, 6, and 7. Examples of teaching settings can include introduction to bumps, variable snow, carving, black groomed, parallel on blue terrain. Have candidates show us what they do and encourage them to move the group
- Announce groups and introduce examiners. Up to seven candidates per examining pair
- Outline the daily results procedure
 - Results will be available for a limited time at the end of the day (set time and place)
 - Mention potential performance issues that might arise from knowing results daily

8:40 AM – Examiners meet with their groups and organize the details of the day

- Develop rapport with group
- Create two groups, one group of four and one group of three
- There are two videos: one child and one adult. Candidates may choose to watch either video
- Videos include skiing, although candidates are not assessed on movement analysis
- Candidates choose one skill pool to highlight in their presentation
- Assign each candidate a portion of the Teaching/Learning Cycle to observe during the other candidates' presentations. They will be asked some questions about their observations at the end of the day
 - This is a starting point for conversation and may involve other aspects of the Teaching/Learning Cycle
- Review the format of the day and its three parts. Each part will cover sections of the Teaching/Learning Cycle, and final scores are compiled from these three parts

8:50 AM – Start videos

9:10 - 10:10 AM – Introduction, Pre-Learning, and Assessment (Outside)

- Each candidate leads the group for 5 minutes using a show and tell process or through role play
- Candidates demonstrate how they:
 - Welcome students, introduce the lesson, and establish trust and rapport
 - Discover student motivations, current performance and understanding to direct learning activities
 - Assess students' skiing (current body movements and action of skis)
 - Collaborate with students to determine clear direction and focus (body movements and action of skis at end of lesson)
- Candidates present a 1st draft of their goal statement at the completion of this segment
 - Why the outcome is important to the student
 - Describe current ski and body performance
 - Describe final ski and body performance

10:10 AM - 2:10 PM – Presentation of Lesson (Outside, includes a 30-minute lunch)

- Candidates demonstrate what they did or would do in this section through a show and tell process or through role play
- A new presentation must start every 30 minutes, *including* chair rides
- Each Candidate is given up to 20 minutes to:
 - Tell the group the goal statement
 - Manage information, activities, terrain selection, and pacing
 - Promote play, experimentation, and exploration
 - Facilitate the learner's ability to reflect upon experiences and sensations
 - Manage emotional and physical risk

2:30 - 3:45 PM – Candidate reflects on lesson, student-learning, and knowledge of Teaching/Learning Cycle (Indoors)

Examiners will interview each candidate in private for 7-10 minutes and ask candidates the following questions to begin a conversation about teaching and to help assess their depth of knowledge relative to teaching skiing

- Having some time to reflect on your presentations, is there anything that you would do differently?
- Thinking about your presentation, what were some indicators that learning took place and it was time for the next step?
- What did you observe about your assigned part of the Teaching/Learning Cycle during the other candidates' presentations?

3:45 PM – Examiners return to indoor meeting room

Examiner pairs complete the result sheets from the final scores recorded on the hill

4:30 - 5:00 PM - Results

- Full-pass certificates are awarded, and scorecards are handed out to those who will not be attending any other day of the exam
- Results will be available to those who wish for them during the specified time

Skiing Exam – Day Three

Examiners will evaluate the candidates' ability to:

- Ski/demonstrate a variety of tasks outlined on the PSIA-RM Skiing IDP
- Tasks are divided into 3 groups; highlighted tasks, basic blended skiing and applied skiing

7:30 AM – Examiner Meeting

- Time management is crucial for a successful day
- Review conditions of the day. Discuss skiing terrain, lifts, grooming, etc.
- Pair Examiners
- Exam tasks will be selected from IDP
- Up to 9 candidates / group Scores should be written at the time of the performance
- Results by 4:30

8:00 AM - 8:15 AM – Check in Candidates

8:30 AM – Meet Candidates Indoors

- Announce groups & introduce Examiners
- Meet in combined groups with examiner pairs

9:00 AM - 2:30 PM – On-hill with ½ hour lunch

- Locations are consistent for all exam candidate groups
- Describe task with candidates
- Demonstrate each task for candidates
- Allow 3 attempts when possible. First: practice. Second: coaching/feedback. Third (final): scored
- Watch all attempts. Score “ownership” of the task
- Keep feedback consistent throughout exam. By doing this candidate keeps the same focus as tasks change and tasks become progressively less time consuming

3:00 PM – Return to meeting room indoors

- Complete Scorecards

4:30 PM – Results Presentation

- Certificates and Pins are awarded to candidates who have successfully completed all 4 modules of the exam
- Examiners are available for feedback