



PSIA-RM Development Pathway -Teaching Standards

		Level 1 Copy	Level 2 Choose	Level 3 Create	RM Trainer Analyze, Synthesize,
		Beginning Skier Zone Levels 1-4	Intermediate Skier Zone Levels 1-7	Advanced Skier Zone Levels 1-9	Instructor Zone Levels 1-9
Motivational Understanding Movement	Motivational	-Provides examples of motivational needs -Introduces the learning segment	-Identifies motivational needs through questions and observations -Observes preferred learning styles	-Verifies motivations through questions and/or planned activities -Makes & verifies assumptions about student motivations	-Analyses motivational needs of trainees -Synthesizes needs of trainees with organizational needs -Evaluates effectiveness of training based on ability to reach stated objective
	Understanding	-Assesses student through questions & observations -Provides examples of understanding needs	-Identifies understanding and misunderstanding through questions and observations	-Verifies learning style preference -Verifies understanding through questions and/or planned activities -Makes & verifies assumptions about student understanding	-Identifies specific attributes, skills, and technical knowledge of trainees that will enhance or diminish specific training opportunities
	Movement	-Identifies body & resulting ski performance, 1 skill at a time, in a highlighted task or 1 phase at a time in a wedge turn in the beginner zone	-Identifies body & resulting ski performance, cause & effect -Tracks multiple skills through turn -Compares application of skills from one phase to another using Duration, Intensity, Rate or Timing	-L2 requirements -Identifies skill to skill cause & effect relationships, 1 phase at a time, though turn	-L3 requirements -Demonstrates and trains how to use Duration, Intensity, Rate or Timing to compare application of skills from one phase to another. -Demonstrates & trains how to create ski/body & skill to skill cause and effect relationships
Statement	Goal	-Determines goals and plans activities w/ guests	-Description of Current Skis and Body Performance -Description of Ending Skis and Body Performance -Relevance to motivational needs of student	-Student's current & more ideal skis / body performance -Student's current & more ideal understanding of his/her skiing -Relevance of proposed changes to student's motivational needs	-Trainer makes clear, concise statements that connect instructor motivations, understanding, and movement needs with organizational objectives.

Facilitation	Motivational	<ul style="list-style-type: none"> -Knows the responsibility code -Recognizes on-hill safety concerns -Meets basic needs (Maslow's) of safety/security, comfort, and inclusion -Learns and uses names of all group members -Determine Goals w/ guests -Presentations are fluid & enhance guest rapport 	<ul style="list-style-type: none"> -Provides feedback relevant to discovered motivations -Class handling & pacing of information allows group to meet motivational needs -Attends to safety concerns with effective class handling -Connects tasks and progressions with discovered motivations -Builds rapport through communication skills and behaviors 	<ul style="list-style-type: none"> -L2 requirements -Enhances rapport with group through 2-way interactions 	<ul style="list-style-type: none"> -L3 requirements -Delivers training using a variety of styles that best meets needs of trainees and the organization
	Understanding	<ul style="list-style-type: none"> -Knows the responsibility code -Recognizes on-hill safety concerns -Uses VA styles in simple progressions -Presents simple information about a skill progression by telling and showing 	<ul style="list-style-type: none"> -Provides feedback relevant to understanding needs and goal statement -Paces information to allow for practice time and group movement -Chooses tasks and progressions to develop understanding relevant to goal statement 	<ul style="list-style-type: none"> -Uses experiential strategies for imparting understanding, clarifying misunderstandings, and changing the guest's skiing -Chooses activities which allows the group to employ preferred learning styles -Presents info. in multiple ways to enhance understanding and meet a variety of learning styles 	<ul style="list-style-type: none"> -L3 requirements -Delivers training using experiential styles that best meet the understanding needs of trainees relative to organizational criteria
	Movement	<ul style="list-style-type: none"> -Demonstrates ability to copy lesson plans for level 1 through 4 skiers -Identifies skill focus for simple progressions -Demonstrates ability to copy progressions (focusing on specific skills) for levels 1 through 4 -Demonstrates a functional understanding of the teaching cycle 	<ul style="list-style-type: none"> -Chooses appropriate terrain for learning segment -Chooses skill specific progressions for level 5 through 7 -Progression develops 1 skill through turn 	<ul style="list-style-type: none"> -Tailors progressions to meet specific performance needs for level 8 and 9 skiers -Builds progressions both on and off piste -Adapts lesson plan to changing needs of individuals & group -Bases on snow activities on a skill-to-skill relationship 	<ul style="list-style-type: none"> -L3 requirements -Facilitates movement needs in a manner that that is consistant with area, RM and National criteria

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