L3 People Skills	
Learning Outcome: Communication Engages in and adapts verbal and non-verbal, two-way communication with all individuals	**Thoughts, Comments and Feedback**
How are you able to determine when your communication is positively affecting group dynamics?	
What are some strategies you can use to encourage communication of information from your students?	
What do you think is an effective ratio of input (ideas and suggestions) from the group v.s. from you?	
What are some strategies to take ideas from the group, acknowledge those ideas and include them into the plans and performance?	
What is the difference between intrinsic and extrinsic feedback? How might you encourage your students to share their intrinsic feedback?	
When should you use reinforcing vs corrective feedback ?	
Learning Outcome: Professionalism & Self Management: A level 3 instructor promotes a professional environment by adapting behaviors to positively affect others.	**Thoughts, Comments and Feedback**
How do you promote an environment where it is safe to fail, yet increase confidence among individuals and group ?	
How do you make sure individuals are feeling engaged within the group?	
If you encounter a participant who needs additional validation, how can you give them additional attention without interfering with group dynamics?	
How do you make space for opinions and viewpoints of others, especially if they are different from yours, or different from others within the group.	
If you encounter unanticipated changes in environmental or social circumstances how can you adapt and maintain group confidence and engagement? How can you anticipate potential challenges (or changes) in the future?	
Learning Outcome: Relationship with Others Manages the unique motivations and emotions of each individual and the interpersonal dynamics of a group to develop trust.	**Thoughts, Comments and Feedback**
How can influence a continual sharing and collaboration among all individuals?	
How do you build differing individual motivations into group goals?	
How do you manage group dynamics to support a positive experience all individuals?	
How do you manage intense motivations (fear, trepidation) of individuals without negatively impacting the experience of the group?	
What if an individual comes with a unrealistic goal? How would you handle this without distributing that person's day and performance?	
How can you any help pre-existing sub-groups to incorporate into the larger group?	
Notes to Myself What do I need to further develop in my People Skills ?	

Level 3 Teaching Skills

Learning Outcome:Plan Plan learning outcomes and create individualized experiences around a common theme for advanced students	**Thoughts, Comments and Feedback**
How do you balance a variety of motivations within a group and yet find a common theme?	
How do you know your student's understanding of their performance is accurate?	
What is an example of some individual objectives within a common group theme?	
How do you adapt your plan to changing individual performances, understanding or motivations?	
What is a plan you use to optimize movement, practice and terrain utilization?	
Learning Outcome: Implement Individualize learning experiences to guide students toward agreed upon outcomes and optimize student engagement in the process.	**Thoughts, Comments and Feedback**
How do you know if you're allowing for ample exploration, play and practice to develop understanding?	
How do you know when your students are ready to move on to the next activity or focus?	
Give an example of how you can individualize a task or terrain application for different motivations and/or performance within a group.	
How do you know if you need to increase or decrease the challenge of the task or the terrain?	
Describe how you could vary a task to develop two different fundamentals .	
Give an example of a demonstration to a peer or trainer. Ask for feedback, specifically did they that match your descriptions, and draw attention to appropriate body and ski performance .	
How you can deliver adequate and timely feedback to individuals without interrupting the flow of the group?	
How do you instill confidence in your students, especially in a situation where they may perceive risk (emotional risk)?	
Learning Outcome: Reflect-Review Foster the ability to recognize, reflect upon, and assess experiences to enhance understanding and apply what was learned.	**Thoughts, Comments and Feedback**
What are 3 examples of open-ended questions to guide a student's reflection relative to skills learned and application to original outcome..	
How do you confirm that your student's understanding of their performance and especially any positive changes is accurate?	
How can you vary speed, tempo or turn shape to further develop learning without necessarily changing terrain?	
How can you help your students apply their learning to new, different or challenging settings?	
What are other ways you might help your students to reflect upon next steps in their continued learning?	

Notes to Myself What do I need to further develop in my Teaching fundamentals?

Level 3 Technical Skills: Understanding & Movement Analysis

Learning Outcome: Understanding References current and historic PSIA alpine resources and information to evaluate ideal performances, using the alpine fundamentals and considering tactics and equipment choices	**Thoughts, Comments and Feedback**
How many ideal performances of skiing tasks can you describe, using blended fundamentals through all phases? Can you describe and demonstrate variations by blending fundamentals	
Choose a specific task, describe biomechanics of each of the fundamentals, relevant ski performance and physics principles. How do the biomechanics and physics change if the terrain, speed or tactics change?	
Describe your skiing performance in a any task relative to ideal. What body and ski performance changes would move your skiing closer to ideal? Present a task to a peer or trainer that helps your	
Explain how you use both current and historical PSIA resources when considering the outcomes of a lesson.What are some sources outside of PSIA references that might help you further understand the history of skiing and industry?	
Learning Outcome: Movement Analysis Describes cause-and-effect relationships of all the alpine fundamentals through all turn phases, resulting in an effective prescription for change for skiers through the advanced zone	**Thoughts, Comments and Feedback**
Observe an advanced skier, in a specific task or setting. Describe detailed body and ski performance of multiple fundamentals as well as blended relationships in all turn phases.	
Describe how and why body performance relates to skis performance in multiple fundamentals as well as blended relationships	
Prioritize as well as describe an outcome that would be enhanced by specific change in use or blending of the fundamentals	
What type of gear is the skier using and how does it affect (positively or negatively) their performance in the observed task or setting?	
Notes to Myself.	

L3 Technical Skills: Skiing Learning Outcome:

Adjusts and adapts the Alpine Skiing Fundamentals to demonstrate any specific skiing or ski performance outcome through the advanced zone

Show refined integration of the alpine fundamentals to achieve prescribed ski performance in all skier zones.	**Thoughts, Comments and Feedback**
Ski black diamond, fall line bumps intentionally varying turn size and shape at least 3 times	
Perform Lane Changes in a black diamond bumps at a constant rate of speed. Can you describe both the DIRT of the fundamentals as well as the tactics used in changing your line?	
Link five medium radius turns to five short radius turns on ungroomed black terrain at the same rate of speed. Describe the DIRT of each fundamental and associated ski performance to achieve the task.	
Perform medium radius turns on a blue-black run that is half groomed and half ungroomed, making the groomed turns more carved and the ungroomed more steered? Can you reverse this? How are you managing the DIRT of each fundamental to achieve this?	
Ski short radius performance turns on groomed black terrain. Engage an early edge angle progressing to the highest edge angles in the shaping phase. How will you manage pressure control and steering in response. Short Turn Variation: Intentionally keep edge angles lower through shaping, with the highest edge angle in the finish phase. How will you manage pressure control and steering in response?	
Integrate the fundamentals through all turn phases to achieve prescribed ski performance.	**Thoughts, Comments and Feedback**
Ski 5 Wedge Christie turns followed by 5 Stem Christie turns on green or blue terrain. Describe the DIRT of each fundamental for this series of tasks.	
Ski Medium radius leapers leaving a brushed track. Ski another series leaving a carved track. How do you manage the edge angles through a combination of angulation and inclination? How will the magnitude of pressure differ between these variations?	
Find a blue run that is half groomed and half bumps. Ski a short radius turn between the two How are you managing the DIRT of each fundamental to achieve this task	
Ski a medium radius Javelin Turn into a Reverse Javelin Turn, paying attention not to elongate the transition between turns. How does the DIRT of each fundamental need to be managed through all turn phases to accomplish this?	
Adapt and blend each of the fundamentals as prescribed	**Thoughts, Comments and Feedback**
On groomed blue/black terrain linked 5 **pivot slip** in a narrow corridor followed by 5 **pivot slip leapers**. How are you managing pressure control relative to rotational movements for each of these tasks?	
Hop turns on green terrain: Perform 5 hop turns on both skis, followed by 5 hop turns from outside ski to outside ski. How are you managing ski-ski pressure relative to rotational control differently in these variations?	
Ski **White Pass Turns** with most flexion through transition (edge change). How does the change of timing when you flex and extend affect each of the fundamentals? Is there an application to Short Radius Dynamic Turns?	
Crab walk: Ski a series of Crab Walk where the CoM tracks straight down the falline. Ski another series where the CoM tracks 1 meter sideways. Ski a third series where the CoM tracks sideways a cat-track width. How do each of these variations require you to manage Edging Control relative to Pressure Control?	
1000 steps: Step through a medium radius for 5 turns, into short radius and then back into medium. How do you need to manage Rotational control to be accurate with ski-ski pressure control?	
Outside ski turn: Ski five medium radius turns on a brushed outside ski and five on a carved outside ski. How do you manage inclination and angulation relative to your ski-ski pressure in these variations?	

Notes to Myself.

What do I further need to develop in my skiing fundamentals?