2026/2027

TELEMARK ASSESSMENT GUIDE

ROCKY MOUNTAIN

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Rocky Mountain Telemark Assessment Guide

Introduction

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

Telemark 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.

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

Reference material:

1. PSIA-RM Telemark Level 1 Workbook

2. PSIA Alpine Level 1 E-Learning Course
3. PSIA Certified Level I Telemark ASSESSMENT FORM
4. PSIA-AASI Guide for New Instructors
5. PSIA-AASI Telemark Certification Standards
6. PSIA-RM Assessment Activities Checklist. Possible Assessment activities. Note: The assessor(s) are free to use variations and alternatives.
7. L1 Telemark Teaching, Presentation, and Progression examples
8. PSIA-AASI The Learning Connection & Discipline-Specific Fundamentals
9. PSIA-AASI People Skills Performance Guide
10. PSIA-AASI Teaching Skills Performance Guide
11. PSIA-AASI Telemark Skiing Technical Skills Performance Guide (including some assessment activities)
12. PSIA-AASI Teaching Snowsports manual, core education resources

Reference materials:

- Certification Standards: Telemark Certification Standards
- Fundamentals: The Learning Connection & Discipline-Specific Fundamentals
- Performance Guides:
    - People Skills: People Skills Performance Guide
    - Teaching Skills: Teaching Skills Performance Guide
    - Telemark including some assessment activities: Telemark Skiing Technical Skills Performance Guide
- Assessment Forms: Certification Standards & Performance Guides
    - Teaching: PSIA Certified Level II Telemark Teaching ASSESSMENT FORM
    - Skiing: SIA Certified Level II Telemark Skiing Performance ASSESSMENT FORM
    - Movement Analysis & Technical Understanding: PSIA Certified Level II Telemark Movement Analysis & Technical Understanding ASSESSMENT FORM)
- Movement Analysis Format: Telemark Level 2 Movement Analysis Format
- Telemark PSIA-RM Level 2 / 3 Workbook
- Possible Assessment activities: Assessment-Activities-Checklist. Note: The assessors are free to use variations and alternatives

Rocky Mountain Telemark Committee

The RM Telemark Committee is an elected, volunteer committee of Examiners who represent RM on the Telemark National Taskforce and are responsible for the upkeep of these documents.

Jim Shaw - Chair

Charlie MacArthur

Michael Sharp - Member at Large

Tim Stroh

Patti Banks

Mike Pantea

Molly Holmes

Overview

Professionalism at the Assessment

All candidates earn a professionalism score based on their behavior at the assessment. See the Assessment Form and Performance Guide for the assessment criteria.

Modular System

- Attaining PSIA-AASI certification in the Rocky Mountain Region (RM) constitutes passing each of the three modules: Movement Analysis & Technical Understanding, Teaching, and Riding Performance.
- Passed modules do not expire if the candidate remains a current RM member and the National Standards are not overhauled.
- Level 1 modules must be completed in the order found in the outline.
- Level 2 and 3 assessments require prerequisites to be completed before attending the on-snow assessment. Please see below for a full list of prerequisites for each certification level.
- Level 2 and 3 modules may be completed in any order, though the following is suggested:
    - Movement Analysis & Technical Understanding Assessment
    - Teaching Assessment
    - Skiing Performance Assessment

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 or understudy. 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.

Telemark Level 1 Assessment Overview

Assessment Description

This overview for Level 1 Telemark candidates in the PSIA-AASI Rocky Mountain region references necessary documents for this assessment. It describes the national modules and Rocky Mountain's integrated process to aid in a successful assessment.

Prerequisites & Materials Needed

- PSIA-AASI membership
- PSIA-RM Telemark Level 1 Assessment Workbook [1]
- Alpine Level 1 E-Learning Course [2]
- Level 1 assessment form for reference[3]
- Optional
    - PSIA-AASI Guide for New Instructors [4]
    - PSIA-RM Telemark Level 1 Assessment Activities Checklist, pencil, and paper [6]
    - L1 Telemark Teaching, Presentation, and Progression examples [7]
- Optional but highly recommended
    - Telemark Clinic
    - Modern telemark equipment

Definitions

- Fundamentals: the essential actions to demonstrate outcome based People, Teaching, and Discipline Specific Technical skills, these actions are heart of Learning Outcomes [5]
- Learning Outcome (LO): Learning outcomes represent what is to be achieved upon completion of each level of certification.[5]
- Assessment Activities (AA): Are the activities a candidate performs to demonstrate that learning has occurred [5]
- Assessment Criteria (AC): Outline performance details that specify to what level the learning outcomes have been met.[5]

The Assessment Process

The assessment process will verify your Professionalism / People, Teaching, and Technical skills; Technical skills include Movement Analysis, Technical Understanding, and Skiing Performance. You are evaluated according to the LO's, AC's, AA's and Fundamentals of the PSIA Telemark Certification Standards [5]. From the assessment form, Professionalism i.e. Instructor Decisions & Behavior are "continual assessed", other People Skills are assessed *primarily* when teaching. Each AC is scored on a scale of 1-6 found on the PSIA Certified Level I Telemark ASSESSMENT FORM.[3]. The Performance Guides enhance details of the AC's in People [9], Teaching [10], and Discipline Specific Technical Skills [11] including Movement Analysis and Skiing Performance.

The Rocky Mountain Telemark event is integrated so AC's may be evaluated at any time during the assessment, with possible opportunities to enhance scores on any day. To be honest, we have all had times when our skiing was best during a "free" run or teaching / coaching event.

Expectations

- Your assessor(s) are here to help you succeed and learn
- Be an active learner and support the group
- Assessment evaluations are sent via E-mail from the PSIA-RM office
- Please take the time to fill out the Assessment evaluation. Help us to help you – we value your feedback!

Agenda

- 8:45am meet on snow. Check-in and turn in workbooks.
- Introduction, overview of assessment process and modules, personal goals, answer questions.
- Work through people, teaching and technical skills modules. The structure of the 2 days is determined by the needs of the participants and needs of the assessment process.
- Efforts are made to organize activities to maintain engagement, interest, and energy levels to create a positive learning and assessment environment.
- 4:30pm planned finish time each day

Assessment Modules

At the start of day one of the assessment process, the assessor(s) will provide an overview of the assessment process and modules. The modules assessed are "Teaching skills", "People skills", "Technical skills i.e. Skiing, Movement analysis, and Technical understanding"; and "Instructor Decisions and Behavior i.e. professionalism".

The process is integrated. The modules are not assessed in a particular order and multiple modules may be assessed simultaneously. Candidates may be asked to vary and/or repeat some of the assessment experiences so the assessor may effectively evaluate the candidate. Variations may include time, terrain, tasks, topics, etc. During the assessment, each candidate has opportunities to interact with the group, from formal settings such as presentation, technical discussions and skiing, to less formal settings such as chair rides, lunch discussions, and bio-breaks.

We encourage candidates to get to know each other and gather information about their peers' skiing, technical understanding, motivations, and personal goals, relative to your teaching experience, including movement analysis, skiing demonstrations, etc.. The information gained is intended to be informative of the other participants needs/wants, not necessarily corrective in nature.

Instructor Decisions and Behavior

LO – Professionalism [3, 5, 9]

- Professionalism and Self-Management: Maintains a professional environment by demonstrating self-awareness and self-management.

Assessment Process

- Is an ongoing assessment on the instructor's decisions and actions during both days of the assessment process. It is not separate from other assessment activities
- Is strongly related to the instructor's ability to be professional in a professional environment. How each candidate conducts herself or himself at any time during the assessment defines their professionalism

How each candidate conducts herself or himself at any time during the assessment demonstrates professionalism. This may be in front of the group, as part of the group, and interacting with individuals or the group as a whole. Includes actions such as being on time, moving with the group, awareness of details such as where and when to meet, and workbook completion before the assessment. Assessments can be stressful, it is expected that each candidate conducts himself or herself professionally to not hinder or diminish the performance of the other candidates, contributing to the overall success of the assessment.

People and Teaching Skills

LO's – People Skills [3, 9]

- 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

LO's – Teaching Skills [3, 5, 10]

- Assess and Plan: Plans learning outcomes and organizes progressive learning experiences relevant to beginner/novice students.
- Implement: Facilitates learning experiences that guide students toward the agreed-upon outcome and engages them in the process.
- Reflect / Review: Communicates performance changes that target the learning outcome to help students identify that change has occurred.

Assessment Process

- After several runs skiing different activities/tasks, and at least one lift ride, candidates will often break into smaller working groups
- Assessor(s) may ask for a volunteer to "teach the group" or may assign candidates as needed
- The candidate will present up to a 30-minute authentic lesson experience to meet the needs of at least one participant at the beginner level relative to their skiing, understanding, and motivations
- Candidates should present information and activities consistent with a level 1 certified instructor
- The candidate will have a conversation with the Assessor(s) about the delivered lesson experience

From above, it is recommended candidates gather information about their peers' skiing, technical understanding, motivations, and personal goals This will help greatly in your success to identify motivations and goals of your students during your teaching session.

We recognize individuals in the group may have skill levels that exceed a level 1 assessment. The lesson experience delivered should create a positive learning experience for students as presented in the 'real world.' Other shorter teaches will follow a similar format.

The candidate should be prepared to discuss motivations, information presented, activities chosen, and/or methodology. Discussion should be relative to the skill level of a 'real world' audience and/or the peers who participated in the lesson experience.

Movement Analysis and Technical Understanding

LO's – Movement Analysis [3, 5, 11]

- Articulates an accurate cause-and-effect relationship between body and ski performance within any single telemark fundamental in a specific turn phase to offer a relevant prescription for change.

LO – Technical Understanding [3, 5, 11]

- Uses current PSIA telemark resources to describe elements of ideal performances, addressing the telemark fundamentals separately

Assessment Process

In a quiet location on snow, the assessor(s) will choose a peer skier to observe.

- The skier will be in the beginner or early phases of the intermediate zones
- The candidate will have the opportunity to watch 10-20 turns during one or more activities. Candidates may take notes if needed before giving her / his analysis
- While on snow, during or immediately after observing the skier, the candidate will provide their movement analysis to the assessor(s)
- The candidate's MA is the lead-in for their technical understanding
- If video is used it will follow a similar process and be indoors

The candidate should:

- Focus on describing **the same** skill / movement pool at a point during the skiing performance, i.e. beginning, middle, or end of the turn. The skill / movement pool chosen can be determined prior to, during, or following the performance; and is of the candidate's choosing
- Draw connections between ski performance and how body movements affect ski performance in the chosen skill / movement pool, i.e. determine cause and effect relationships
- Include a "more ideal" movement / skill description of what the candidate would like to see, i.e. Prescribe Change

The entire MA and Technical process will take about 15 minutes, 5-8 minutes for MA and 5-8 minutes for the Technical understanding discussion. Both the MA and Technical Understanding assessment may be supported or augmented during the teaching assessment, or through other conversations during the assessment event. The assessor(s) may ask questions geared towards clarifying the information the candidate offers and / or towards coaching the candidate through the process.

Skiing Performance

Skiing Performance [3, 5, 8, 11]

- LO Applies a blend of the Telemark Skiing Fundamentals to demonstrate specific outcomes in beginner and easy intermediate terrain.

Skiing is assessed:

- Through a variety of skiing AA's using Highlighted, Blended and Applied tasks
- The tasks will not be in any order though efforts are often made to consider the environment, timing, sequencing, and preparedness of the group, etc.
- Tasks may be modified to allow highlighting of the Telemark Skiing Fundamentals
- Variations may include time, terrain, tasks, topics, etc.
- All skiing during the assessment may be considered including skiing:
    - Performed when asked to demonstrate a particular task
    - Demonstrations delivered during a teaching presentation
    - While participating as a 'student' in a teaching presentation
    - General free skiing during the assessment i.e. "commuting", etc.

Assessment Process

Each day of the assessment begins with skiing a more basic/blended level, on green to easy blue terrain. The assessor(s) often create some structure or parameters around the skiing such as: medium radius basic Telemark, line rotation, paired skiing, etc. As the day progresses, the assessor(s) will integrate skiing tasks between the assessment of Teaching / People Skills and MA / Technical Understanding. The assessor(s) often take advantage of the terrain at hand as well as the current situation. For example: Guided Arcs may be done while commuting on a road, Hockey Slides early in the day while the snow is well groomed, basic Telemark Short Turns following a teaching presentation that leads to these activities, etc.

During teaching presentations or while commuting / free skiing, the assessor(s) often focus on the task, but may note an individual's skiing performances while the group has a different focus. Sometimes your best free skiing run takes place during another candidate's teaching presentation.

The assessor(s) may vary or combine skiing tasks to highlight various blends of Telemark Skiing Fundamentals. The assessor(s) may also visit tasks multiple times. Efforts are made through all skiing opportunities to develop a complete assessment

of each candidate's skiing skills and ownership of the Telemark Skiing Fundamentals.

Telemark Level 2 Assessment Overview

Prerequisites:

- Telemark Level 1 Certification or level 2 certification in another discipline. For details about skipping level 1, see: Telemark – PSIA-RM
- Complete the Workbook and turn in on first morning of assessment, see below
- Optional but highly recommended, attend a prep course, you can verify if you should skip the level one assessment during this event

Assessment Description

The assessment process verifies your professional, people, teaching, and technical skills. You are evaluated according to the Learning Outcomes (LO) of the PSIA National Telemark Standards Certification Standards & Performance Guides

During this event, participants demonstrate their understanding of Professionalism, People Skills, Teaching Skills, and Technical Skills at the appropriate assessment level. Participants verify their Level 2 abilities by successfully demonstrating assessment activities meeting the assessment criteria found in the certification standards and on the assessment forms, see below.

Expectations for assessment day

- Your assessors are here to help you succeed and learn
- Be an active learner and support the group
- You will be asked to:
    - Teach & Demonstrate People Skills
    - Ski
    - Assess Movements and Demonstrate Technical Knowledge
    - Practice Professionalism

- Assessment evaluations are sent via E-mail from the PSIA-RM office
  - Please take the time to fill out the Assessment evaluation. Help us to help you, We value your feedback

Agenda

- 8:45 meet each day on/near snow. Check-in and turn in workbooks.
- Introduction, overview of 2 days, personal goals, answer questions
- We will move through a series of assessment activities that will include Teaching/People Skills activities, MA/Technical Skills activities and Skiing Activities.
- The order of activities and structure of the 2 days is not set and will take into account the needs of the participants as well as the needs of the assessment process.
- Efforts will be made to organize activities to maintain engagement, interest, energy levels and create a positive learning and assessment environment.
- We plan to finish by 4:30 each day

What is to be accomplished during the two days

- Learning Outcomes (LO): Learning Outcomes represent what is to be achieved upon completion of each level of certification
- Assessment Criteria (AC): Assessment Criteria outline observable performance details that specify to what extent Learning Outcomes have been met
- Assessment Activities (AA): Assessment Activities chosen to demonstrate that the Assessment Criteria have been met and the Learning Outcomes have been achieved
- Telemark Certification Standards

Learning Outcomes for the 2 Days:

- Professionalism
  - LO: Contributes to a professional environment by managing their behaviors and emotions in response to others. See below for AC and performance guide
  - LO: Communication - Engages in and adapts verbal and non-verbal, two- way communication with individuals and subsets of the group
  - LO: Relationships with Others - Adapts to the motivations and emotions of individuals – and to the interpersonal dynamics within the group – to

promote trust

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

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

- Technical Skills
  - LO: Skiing Performance: - Adjusts the blend of Telemark Skiing Fundamentals and tactics to demonstrate specific outcomes in intermediate and advanced terrain
  - LO: Technical Understanding: Uses current PSIA resources to describe ideal performances, using two or more telemark fundamentals while considering tactics and equipment choices
  - LO: Movement Analysis: Articulates accurate cause-and-effect relationships of at least two telemark fundamentals through all phases of the turn, resulting in an effective prescription for change

Assessing the Learning Outcomes

Assessing the Instructor Decisions and Behavior

Instructor Decisions and Behavior:
- is an ongoing assessment throughout the 2 days.
- is not assessed separately from the Teaching/People Skills. MA/Technical Skills or the Skiing Skills assessments.

- connects strongly to an instructor's ability to demonstrate professionalism in this professional environment.
- can include actions such as timeliness and the ability to move together with the group
- can include attentiveness to details and requirements such as completing the workbook prior to the assessment and knowing when and where meetings will be.

Instructor Decisions and Behavior are assessed something like this:

During an assessment each candidate will have many opportunities to present, speak and ski. Professionalism is the way in which each candidate conducts her or his self while in front of the group, while participating as a member of the group, while interacting with individuals/ the group as a whole or at any time during the assessment. Assessments can be stressful environments. It is not expected that any participant is responsible to help create a positive assessment environment for other participants although this would be welcome. It is expected that no candidate will conduct themself in a manner that will be detrimental to the performance or experience of others. At a minimum each candidate should conduct themselves in a manner that neither improves or detracts from the other candidate's performance or experience. Assessors will note the manners in which candidates conduct themselves throughout the assessment process

Assessing the Teaching/People Skills

A teaching presentation will be the primary opportunity to assess the Learning Outcomes and Assessment Criteria on the Telemark Teaching/People Skills Assessment form.

During the assessment each candidate will have the opportunity to:

- Introduce themselves and get to know the other members of the group through group activities as well as lift rides, etc.
- Make assessments of the other participants relative to a Telemark lesson in the intermediate zone.
- Observe the other participants skiing over the course of several runs (at a minimum) and through a variety of skiing tasks.
- Assess the understanding of Telemark skiing of the other members of the group through group activities, lift rides, etc.

- Assess the motivations of other members of the group relative to Telemark skiing through group activities, lift rides, etc.
- Deliver an authentic lesson experience that could/would meet the needs of the individuals/group at a level appropriate to the pursued level of certification and relative to the skiing, understanding and motivations of the participants in the group.
- Deliver the above mentioned lesson experience for a total of 30 mins +/-.
- Converse with the Assessor(s) about the delivered lesson experience and the reasoning used for the activities chosen.

The Teaching/People Skills assessment process will look something like this:

On the first morning the assessor(s) will provide an overview of the assessment process. This overview should promote an understanding that various components of the process will be taking place simultaneously (rather than sequentially). While involved in the various aspects of the assessment (skiing, teaching segments, conversations, lift rides, etc.) the candidates should be getting to know and gain an understanding of the other participants' skiing, understandings and motivations. The information gathered should help each participant deliver an authentic lesson experience.

Candidates will be asked to present to the group an authentic lesson experience. This will happen after a minimum of a couple runs and after a couple of different skiing activities/tasks. Assessors may ask for volunteers to "teach the group" or may assign candidates as needed. Teaching segments delivered by candidates may take place on any day of the assessment. Candidates should lead the group for up to 30 minutes. The candidates should deliver an authentic lesson, i.e., "teach to the group" and not a "mock lesson". Candidates should present information and activities consistent in the intermediate zone and consistent with a level 2 certification. There is an understanding that there may be individuals in the group that have skill levels that exceed the skill level being assessed. The lesson experience being delivered should be such that it could create a positive learning experience for students when presented in the "real world".

Candidates may be asked to vary and/or repeat lesson experiences as needed to aid in the ability to effectively assess the candidate. Variations may include time, terrain, tasks, topics,etc.

Following the lesson experience assessors may discuss the lesson with the candidates as needed. Candidates should be prepared to discuss their rationale of activities chosen, information presented and/or methodology. Discussion may be relative to the skill level of the "real world" audience and/or the candidates who participated in the lesson.

Assessing the MA/Technical Skills

During the certification assessment, each candidate will have the opportunity to demonstrate his or her Movement Analysis Skills and Technical Understanding. Opportunities will be outside on the snow in real time, while riding lifts and possibly inside on video.

The MA session will be:

- On one of the other skiers in the group
- On a skier of the Telemark Assessor's choosing
- On a skiing performance in the intermediate zone: blue trail, easy variable, easy bumps

The candidate:

- Gives his/her MA while watching the skier or at a time soon after. The candidate will be given the opportunity to observe the skier for a period of time, e.g.; 10-20 turns, over the course of several runs or through several activities.
- Should choose a Telemark Fundamental that **represents the candidate's view** of the primary opportunity for improvement
- Should focus on describing **a single** Telemark Fundamental throughout each of the three parts of a turn, i.e., initiation, shaping, finish. Note: the fundamental chosen can be determined prior to, during, or following the performance and is of the candidate's choosing
- Should draw connections between the ski performance and how the movements of the body affect the ski performance in the chosen Telemark Fundamental i.e., determine cause-and-effect relationships
- Should include a "more ideal" description of the chosen Telemark Fundamental that the candidate would like to see, i.e., prescription for change as related to the Telemark Fundamental chosen.

The MA/Technical Understanding assessment process will look something like this:

To begin the movement analysis session, the assessor will assign the candidate a skier to observe. The candidate will have the opportunity to observe the skier; i.e., for 10-20

turns, over the course of several runs or during several activities. During the time the candidate is making his or her observations other activities may be taking place with the group. This could include skiing and/or teaching assessment activities. The candidate will have the opportunity to provide their movement analysis to the assessor and demonstrate their ability to meet the assessment criteria. This opportunity may take place while on the hill, during a chairlift ride or inside a lodge. The candidate's MA will be used as a segue to assessing technical understanding. The candidate will have the opportunity to use the fundamental chosen for MA and discuss their own skiing and ideal skiing with respect to the chosen fundamental. The discussion may include other fundamentals as well as discussion about equipment and tactics. The entire MA and Technical understanding discussion will take approximately 15 minutes, 5-8 minutes for MA and 5-8 minutes for Technical understanding discussion. Both the MA and Technical Understanding assessment may be supported or augmented in the teaching assessment or through other conversations throughout the assessment event.

Both the MA assessment and Technical Understanding Assessment may be repeated in part or in full to help verify a candidate's ownership of the Assessment Criteria and the Learning outcomes.

Video (if used)

Video would be a similar process to that described above.

Assessing the Skiing Skills

During the assessment each candidate will have the opportunity to demonstrate her or his skiing skills.

Skiing will be assessed:

- Through a variety of of skiing assessment activities (tasks).
- Through the use of Highlighted, Blended and Applied tasks.
- The tasks will be in no particular order although efforts will likely be made to consider the environment, timing, sequencing, preparedness of the group, etc.
- Tasks may be modified to allow highlighting of the Telemark Technical Fundamentals
- All skiing during the assessment may be considered including:
    - Skiing performed when being asked to perform a particular task
    - Skiing while delivering a teaching presentation
    - Skiing while participating in a teaching presentations with other candidates
    - General free skiing during the assessment when "commuting", etc.

The Skiing Skills assessment process will look something like this:

Each day of the assessment will likely begin with skiing on a more basic/blended level. This likely will be on intermediate(ish) terrain. The assessors will likely create some structure or parameters around the skiing; medium radius basic Telemark, line rotation, paired skiing, etc. As the day progresses the assessors will integrate skiing tasks between the assessment of Teaching/People Skills and the MA/Technical Understanding. Assessors will frequently take advantage of the terrain at hand as well as the situations we find ourselves in. Railroad Tracks may be done while commuting on a road, Pivot Slips early in the day while the snow is well groomed, mogul skiing or short turns following a teaching presentation that would lead us to theses activities, etc.

During teaching presentations or while commuting/free skiing assessors will primarily be focused on the task at hand but may take note of individual skiing performances while the group has a different focus; sometimes your best free skiing run will take place during another candidates teaching presentation.

Assessors may vary or combine skiing tasks to highlight various blends of Telemark Technical Fundamentals. Assessors will also revisit tasks possibly multiple times. Efforts are made through all skiing opportunities to develop a complete assessment of each candidates skiing skills and ownership of the Telemark Technical Fundamentals.

Materials needed:

- Modern telemark equipment, NTN recommended
- Optional: Telemark Assessment Activity Checklist and pencil / pen

Telemark Level 3 Assessment Overview

Prerequisites:

- Telemark Level 2 Certification
- Complete 3 Workbook and turn in on first morning of assessment, see below
- Optional but highly recommended, attend a prep course, you can verify if you should skip the level one assessment during this event

Assessment Description

The assessment process verifies your professional, people, teaching, and technical skills. You are evaluated according to the Learning Outcomes (LO) of the PSIA National Telemark Standards. See Certification Standards & Performance Guides

During this event, participants demonstrate their understanding of Professionalism, People Skills, Teaching Skills, and Technical Skills at the appropriate assessment level. Participants verify their Level 3 abilities by successfully demonstrating assessment activities meeting the assessment criteria found in the certification standards and on the assessment forms, see below.

Expectations for assessment day

- Your assessors are here to help you succeed and learn
- You will be asked to:
    - Teach
    - Ski
    - Assess Movements and demonstrate your Technical Knowledge
- Practice Professionalism and People Skills, be an active learner and support the group
- We plan to finish by 4:30 each day
- Assessment evaluations are sent via E-mail from the PSIA-RM office
- Please take the time to fill out the Assessment evaluation. Help us to help you, We value your feedback

Tentative Agenda

- 8:45 meet on snow. Check-in and turn in workbooks. After check-in: Introduction, overview of 2 days, personal goals, answer questions

Accomplishments during the two days

- Learning Outcomes (LO): Learning outcomes represent what is to be achieved upon completion of each level of certification
- Assessment Criteria (AC): Assessment criteria outline performance details that specify to what level the learning outcomes have been met
- Assessment Activities (AA): the activities a candidate performs to demonstrate that the learning outcomes have been accomplished
- Telemark Certification Standards

Learning Outcomes and possible activities, for more assessment activities see below.

- Professionalism
    - LO: Promotes a professional environment by adapting behaviors to positively affect others. See below for AC and performance guide
        - Was the workbook done on time?
        - Interaction with your peers
- People Skills
    - LO: Communication: Engages in and adapts verbal and non-verbal, two-way communication with all individuals
    - LO: Relationships with Others: Manages the unique motivations and emotions of each individual and the interpersonal dynamics of a group to develop trust
        - Interaction with your peers
        - Listening skills
- Teaching Skills
    - LO: Assess and Plan: Plans learning outcomes and creates individualized experiences around a common theme for advanced students
    - LO: Implement: Individualizes learning experiences to guide students toward agreed-upon outcomes and optimizes student engagement in the process
    - LO: Reflect / Review: Fosters the ability to recognize, reflect upon, and assess experiences to enhance understanding and apply what was learned
        - Lead at least one 20-30 minute teaching sessions within the Advanced Zone, topic of your choice with respect to the goals of your peers. Possibly a 10 minute teach, assigned by your assessors

- A review with your assessors and/or peers immediately after your teach. May include discussion about assessing movements and technical understanding.

Technical Skills

- LO: Skiing Performance: Adapts a blend of the Telemark Skiing Fundamentals and tactics to generate specific outcomes through the advanced zone
  - Ski selected assessment activities, recommendations found in the Assessment Activities Checklist, see below. Any activity may be modified to allow you to demonstrate versatility, adaptability, and accuracy; and / or videoed and reviewed by your assessors.
- LO: Technical Understanding: References current and historic PSIA resources and information to evaluate ideal performances, using the telemark fundamentals and considering tactics and equipment choices
  - A technical discussion with your assessors on selected topics. This discussion may take place at any time.
- LO: Movement Analysis: Describes telemark skiing performances, citing cause-and-effect relationships of multiple telemark fundamentals in all turn phases, resulting in an effective prescription for change
  - Assessing movements may occur at any time on your peers, other skiers, or video. see MA format below.

Assessing the Learning Outcomes

Assessing the Instructor Decisions and Behavior

Instructor Decisions and Behavior:

- is an ongoing assessment.
- is not assessed separately from the Teaching/People Skills. MA/Technical Skills or the Skiing Skills assessments.
- connects strongly to an instructor's ability to demonstrate professionalism in this professional environment.
- can include actions such as timeliness and the ability to move together with the group
- can include attentiveness to details and requirements such as completing the workbook prior to the assessment and knowing when and where meetings will be.

Instructor Decisions and Behavior are assessed something like this:

During an assessment each candidate will have many opportunities to present, speak and ski. Professionalism is the way in which each candidate conducts her or his self while in front of the group, while participating as a member of the group, while interacting with individuals/ the group as a whole or at any time during the assessment. Assessments can be stressful environments. It is not expected that any participant is responsible to help create a positive assessment environment for other participants although this would be welcome. It is expected that no candidate will conduct themself in a manner that will be detrimental to the performance or experience of others. At a minimum each candidate should conduct themselves in a manner that neither improves or detracts form the other candidates performance or experience. Assessors will note the manners in which candidates conduct themselves throughout the assessment process

Assessing the Teaching/People Skills

A teaching presentation will be the primary opportunity to assess the Learning Outcomes and Assessment Criteria on the Telemark Teaching/People Skills Assessment form.

During the assessment each candidate will have the opportunity to:

- Introduce themselves and get to know the other members of the group through group activities as well as lift rides, etc.
- Make assessments of the other participants relative to a Telemark lesson in the advanced zone.
- Observe the other participants skiing over the course of several runs (at a minimum) and through a variety of skiing tasks.
- Assess the understanding of Telemark skiing of the other members of the group through group activities, lift rides, etc.
- Assess the motivations of other members of the group relative to Telemark skiing through group activities, lift rides, etc.
- Deliver an authentic lesson experience that could/would meet the needs of the individuals and the group that is relative to their skiing, understanding and motivations.
- Deliver the above mentioned lesson experience for a total of 30 mins +/-.
- Converse with the Assessor(s) about the delivered lesson experience and the reasoning used for the activities chosen.

The Teaching/People Skills assessment process will look something like this:

On the first morning the assessor(s) will provide an overview of the assessment process. This overview should promote an understanding that various components of the process

will be taking place simultaneously (rather than sequentially). While involved in the various aspects of the assessment (skiing, teaching segments, conversations, lift rides, etc.) the candidates should be getting to know and gain an understanding of the other participants' skiing, understandings and motivations. The information gathered should help each participant deliver an authentic lesson experience.

Candidates will be asked to present to the group an authentic lesson experience. This will happen after a minimum of a couple runs and after a couple of different skiing activities/tasks. Assessors may ask for volunteers to "teach the group" or may assign candidates as needed. Teaching segments delivered by candidates may take place on any day of the assessment. Candidates should lead the group for up to 30 minutes. The candidates should deliver an authentic lesson, i.e., "teach to the group" and not a "mock lesson". Candidates should present information and activities in the advanced zone and consistent with a level 3 certification. There is an understanding that there may be individuals in the group that have skill levels that exceed the skill level being taught. The lesson experience being delivered should be such that it could create a positive learning experience for students when presented in the "real world".

Candidates may be asked to vary and/or repeat lesson experiences as needed to aid in the ability to effectively assess the candidate. Variations may include time, terrain, tasks, topics,etc.

Following the lesson experience assessors may discuss the lesson with the candidates as needed. Candidates should be prepared to discuss their rationale of activities chosen, information presented and/or methodology. Discussion may be relative to the skill level of the "real world" audience and/or the candidates who participated in the lesson.

Assessing the MA/Technical Skills

During the certification assessment, each candidate will have the opportunity to demonstrate his or her Movement Analysis Skills and Technical Understanding. Opportunities will be outside on the snow in real time, while riding lifts and possibly inside on video.

The MA session will be:

- On one of the other skiers in the group, preferably within the advanced zone
- On a skier of the Telemark Assessor's choosing
- On a skiing performance in the advanced zone: black trail, variable, bumps

The candidate:

- Gives his/her MA while watching the skier or at a time soon after. The candidate will be given the opportunity to observe the skier for a period of time, e.g.: 10-20 turns, over the course of several runs or through several activities.
- Should choose a Telemark Fundamental that **represents the candidate's view** of the primary opportunity for improvement
- Should also choose a secondary fundamental that has a relationship and effect on the primary fundamental.
- Should focus on describing **the primary** Telemark Fundamental throughout each of the three parts of a turn, i.e., initiation, shaping, finish. Note: the fundamental chosen can be determined prior to, during, or following the performance and is of the candidate's choosing.
- Should draw connections between the ski performance and how the movements of the body affect the ski performance in the chosen primary Telemark Fundamental i.e., determine cause-and-effect relationships
- Should describe the body and ski performance of the secondary fundamental.
- Should make a connection between the primary fundamental and how the primary fundamental is affected by the secondary fundamental.
- Should include a "more ideal" description of the chosen Telemark Fundamentals that the candidate would like to see, i.e., prescription for change as related to the primary and secondary Telemark Fundamental chosen.

The process will look something like this:

To begin the movement analysis session, the assessor will assign the candidate a skier to observe. The candidate will have the opportunity to observe the skier; i.e., for 10-20 turns, over the course of several runs or during several activities. During the time the candidate is making his or her observations other activities may be taking place with the group. This could include skiing and/or teaching assessment activities. The candidate will have the opportunity to provide their movement analysis to the assessor and demonstrate their ability to meet the assessment criteria. This opportunity may take place while on the hill, during a chairlift ride or inside a lodge. The candidate's MA will be used as a segue to assessing technical understanding. The candidate will have the opportunity to use the fundamentals chosen for MA and discuss their own skiing and ideal skiing with respect to the chosen fundamentals. The discussion may include other fundamentals as well as discussion about equipment and tactics. The entire MA and Technical understanding discussion will take approximately 15 minutes, 5-8 minutes for MA and 5-8 minutes for Technical understanding discussion. Both the MA and Technical Understanding assessment may be supported or augmented in the teaching assessment or through other conversations throughout the assessment event.

Both the MA assessment and Technical Understanding Assessment may be repeated in part or in full to help verify a candidate's ownership of the Assessment Criteria and the Learning outcomes.

Video (if used)

Video would be a similar process to that described above.

Assessing the Skiing Skills

During the assessment each candidate will have the opportunity to demonstrate her or his skiing skills.

Skiing will be assessed:

- Through a variety of skiing assessment activities (tasks).
- Through the use of Highlighted, Blended and Applied tasks.
- The tasks will be in no particular order although efforts will likely be made to consider the environment, timing, sequencing, preparedness of the group, etc.
- Tasks may be modified to allow highlighting of the Telemark Technical Fundamentals
- All skiing during the assessment may be considered including:
    - Skiing performed when being asked to perform a particular task
    - Skiing while delivering a teaching presentation
    - Skiing while participating in a teaching presentations with other candidates
    - General free skiing during the assessment when “commuting”, etc.

The Skiing Skills assessment process will look something like this:

Each day of the assessment will likely begin with skiing on a more basic/blended level. This likely will be on intermediate(ish) terrain. The assessors will likely create some structure or parameters around the skiing; medium radius basic Telemark, line rotation, paired skiing, etc. As the day progresses the assessors will integrate skiing tasks between the assessment of Teaching/People Skills and the MA/Technical Understanding. Assessors will frequently take advantage of the terrain at hand as well as the situations we find ourselves in. Railroad Tracks may be done while commuting on a road, Pivot Slips early in the day while the snow is well groomed, mogul skiing or short turns following a teaching presentation that would lead us to theses activities, etc.

During teaching presentations or while commuting/free skiing assessors will primarily be focused on the task at hand but may take note of individual skiing performances while the group has a different focus; sometimes your best free skiing run will take place during another candidate's teaching presentation.

Assessors may vary or combine skiing tasks to highlight various blends of Telemark Technical Fundamentals. Assessors will also revisit tasks possibly multiple times. Efforts are made through all skiing opportunities to develop a complete assessment of each candidate's skiing skills and ownership of the Telemark Technical Fundamentals.

Telemark Trainer Assessment Overview

Prerequisites:

- Telemark Level 3 Certification
- Children's Specialist 2

Assessment Description

The assessment process verifies your professional, People, Training/Teaching, and Technical skills. You are evaluated according to the Learning Outcomes (LO) for the RM Trainer Assessment.

During this event, participants demonstrate their understanding of Professionalism, People Skills, Teaching Skills, and Technical Skills at the appropriate assessment level. Participants verify their training skills by successfully demonstrating assessment activities meeting the assessment criteria found below and on the assessment form.

Expectations for assessment day

- Your assessors are here to help you succeed and learn
- You will be asked to:
    - Train
    - Ski
    - Assess Movements and demonstrate your Technical Knowledge
- Practice Professionalism and People Skills, be an active learner and support the group
- We plan to finish by 4:30 each day
- Assessment evaluations are sent via E-mail from the PSIA-RM office
- Please take the time to fill out the Assessment evaluation. Help us to help you, We value your feedback

Tentative Agenda

- 8:45 meet on snow. Check-in and turn in workbooks. After check-in: Introduction, overview of 2 days, personal goals, answer questions

Accomplishments during the two days

- Learning Outcomes (LO): Learning outcomes represent what is to be achieved upon completion of each level of certification
- Assessment Criteria (AC): Assessment criteria outline performance details that specify to what level the learning outcomes have been met
- Assessment Activities (AA): the activities a candidate performs to demonstrate that the learning outcomes have been accomplished

Learning Outcomes.

- Decisions and Behavior
    - Professionalism and Self Management: Strengthens the professional environment by adapting to situations and other group members on behalf of themselves and their resort.
- People Skills
    - Communication: Maintains 2-way communication with clinic participants on behalf of their resort. (Assessed when Teaching)
    - Relationships with Others: Adapts to the interpersonal dynamics within the group as an
    - ambassador of their resort. (Assessed when Teaching)
- Training/Teaching Skills
    - Assess & Plan: Plans learning experiences for the clinic participants based on resort needs and the learners' needs.
    - Implement: Adapts learning experiences to meet the clinic participant's needs without sacrificing the resort's needs.
    - Reflect/Review: Fosters the ability to recognize, reflect upon, and assess experiences to enhance understanding and apply what was learned.
- Technical Skills
    - LO: Skiing Performance: Adjusts and adapts the Telemark Skiing Fundamentals at all speeds for various training needs including: inspiration, participant understanding, highlighting skill blends, highlighting tactical choices, and problem solving.
    - LO: Technical Understanding: Uses technical expertise to enhance clinic participants' knowledge; make technical, tactical, and/or equipment recommendations; and discuss the sport from various perspectives.
    - LO: Movement Analysis: Demonstrates knowledge of cause-and-effect relationships to prepare certification candidates for assessments and enhance clinic participants' skiing.

Assessing the Learning Outcomes

Assessing the Decisions and Behavior

Decisions and Behavior:

- is an ongoing assessment.
- is not assessed separately from the Teaching/People Skills. MA/Technical Skills or the Skiing Skills assessments.
- connects strongly to an instructor's ability to demonstrate professionalism in this professional environment.
- can include actions such as timeliness and the ability to move together with the group
- can include attentiveness to details and requirements such as completing prerequisite materials and knowing when and where meetings will be.

Instructor Decisions and Behavior are assessed something like this:

During an assessment each candidate will have many opportunities to present, speak and ski. Professionalism is the way in which each candidate conducts her or his self while in front of the group, while participating as a member of the group, while interacting with individuals/ the group as a whole or at any time during the assessment. Assessments can be stressful environments. When leading training Telemark trainers will need to conduct themselves in a way that encourages and promotes a positive learning environment. During the assessment it is not expected that those pursuing a Telemark trainer certificate help create a positive assessment environment for other participants. This would however be welcome and indicative of a trainers skill set. It is expected that at a minimum no candidate will conduct themself in a manner that will be detrimental to the performance or experience of others. Assessors will note the manners in which candidates conduct themselves throughout the assessment process

Assessing the Teaching/People Skills

A training presentation will be the primary opportunity to assess the Learning Outcomes and Assessment Criteria on the Telemark Training and Teaching/People Skills Assessment form.

During the assessment each candidate will have the opportunity to:

- Introduce themselves and get to know the other members of the group through group activities as well as lift rides, etc.
- Make assessments of the other participants relative to Telemark training at the current level of participants.
- Observe the other participants skiing over the course of several runs (at a minimum) and through a variety of skiing tasks.

- Assess the understanding of Telemark skiing of the other members of the group through group activities, lift rides, etc.
- Assess the motivations of other members of the group relative to Telemark skiing through group activities, lift rides, etc.
- Deliver an authentic training experience that could/would meet the needs of the individuals and the group that is relative to their skiing, understanding and motivations.
- Deliver the above mentioned training experience for a total of 30-45 mins +/-.
- Converse with the Assessor(s) about the delivered training experience and the reasoning used for the activities chosen.

The Training/Teaching/People Skills assessment process will look something like this:

On the first morning the assessor(s) will provide an overview of the assessment process. This overview should promote an understanding that various components of the process will be taking place simultaneously (rather than sequentially). While involved in the various aspects of the assessment (skiing, teaching segments, conversations, lift rides, etc.) the candidates should be getting to know and gain an understanding of the other participants' skiing, understandings and motivations. The information gathered should help each participant deliver an authentic training experience.

Candidates will be asked to present to the group an authentic training experience. This will happen after a minimum of a couple runs and after a couple of different skiing activities/tasks. Assessors may ask for volunteers to "train the group" or may assign candidates as needed. Training segments delivered by candidates may take place on any day of the assessment. Candidates should lead the group for 30-45 minutes. The candidates should deliver an authentic training session, i.e., "train the group" and not a "mock session". Candidates should present information and activities in the zone relative to the skill levels of the participants. These participants may be currently L1, L2, and/or L3 certified. The training experience being delivered should be such that it could create a positive learning experience for the instructors when presented in the "real world".

Candidates may be asked to vary and/or repeat training experiences as needed to aid in the ability to effectively assess the candidate. Variations may include time, terrain, tasks, topics,etc.

Following the training experience assessors may discuss the session with the candidates as needed. Candidates should be prepared to discuss their rationale for activities chosen, information presented and/or methodology. Discussion may be relative to your "real world" experiences..

Assessing the MA/Technical Skills

During the certification assessment, each candidate will have the opportunity to demonstrate his or her Movement Analysis Skills and Technical Understanding. Opportunities will be outside on the snow in real time, while riding lifts and possibly inside on video.

The MA session will be:

- On one of the other skiers in the group
- On a skier of the Telemark Assessor's choosing
- On a skiing performance of another participant that could be on any of the skiing and/or activities performed.

The candidate:

- Gives his/her MA while watching the skier or at a time soon after. The candidate will be given the opportunity to observe the skier for a period of time, e.g.: 10-20 turns, over the course of several runs or through several activities.
- Should choose a Telemark Fundamental that **represents the candidate's view** of the primary opportunity for improvement
- Should also choose, at a minimum, a secondary fundamental that has a relationship and effect on the primary fundamental.
- Should focus on describing **the primary** Telemark Fundamental throughout each of the three parts of a turn, i.e., initiation, shaping, finish. Note: the fundamental chosen can be determined prior to, during, or following the performance and is of the candidate's choosing.
- Should draw connections between the ski performance and how the movements of the body affect the ski performance in the chosen primary Telemark Fundamental i.e., determine cause-and-effect relationships
- Should describe the body and ski performance of the secondary fundamental.
- Should make a connection between the primary fundamental and how the primary fundamental is affected by the secondary fundamental.
- Should include a "more ideal" description of the chosen Telemark Fundamentals that the candidate would like to see, i.e., prescription for change as related to the primary and secondary Telemark Fundamental chosen.

The process will look something like this:

To begin the movement analysis session, the assessor will assign the candidate a skier to observe. The candidate will have the opportunity to observe the skier; i.e., for 10-20 turns, over the course of several runs or during several activities. During the time the candidate is making his or her observations other activities may be taking place with the group. This could include skiing and/or teaching assessment activities. The candidate will have the opportunity to provide their movement analysis to the assessor and demonstrate their ability to meet the assessment criteria. This opportunity may take place while on the hill, during a chairlift ride or inside a lodge. The candidate's MA will be used as a segue to

assessing technical understanding. The candidate will have the opportunity to use the fundamentals chosen for MA and discuss their own skiing and ideal skiing with respect to the chosen fundamentals. The discussion may include other fundamentals as well as discussion about equipment and tactics. The entire MA and Technical understanding discussion will take approximately 15 minutes, 5-8 minutes for MA and 5-8 minutes for Technical understanding discussion. Both the MA and Technical Understanding assessment may be supported or augmented in the teaching assessments or through other conversations throughout the assessment event. It is also expected that Telemark trainers have a clear understanding of what would be expected of instructors at each of certification levels.

Both the MA assessment and Technical Understanding Assessment may be repeated in part or in full to help verify a candidate's ownership of the Assessment Criteria and the Learning outcomes.

Video (if used)

Video would be a similar process to that described above.

Assessing the Skiing Skills

During the assessment each candidate will have the opportunity to demonstrate her or his skiing skills.

Skiing will be assessed:

- Through a variety of skiing assessment activities (tasks).
- Through the use of Highlighted, Blended and Applied tasks.
- The tasks will be in no particular order although efforts will likely be made to consider the environment, timing, sequencing, preparedness of the group, etc.
- Tasks may be modified to allow highlighting of the Telemark Technical Fundamentals
- All skiing during the assessment may be considered including:
    - Skiing performed when being asked to perform a particular task
    - Skiing while delivering a teaching presentation
    - Skiing while participating in a teaching presentations with other candidates
    - General free skiing during the assessment when "commuting", etc.

The Skiing Skills assessment process will look something like this:

Each day of the assessment will likely begin with skiing on a more basic/blended level. This likely will be on intermediate(ish) terrain. The assessors will likely create some structure or parameters around the skiing; medium radius basic Telemark, line rotation, paired skiing, etc. As the day progresses the assessors will integrate skiing tasks

between the assessment of Teaching/People Skills and the MA/Technical Understanding. Assessors will frequently take advantage of the terrain at hand as well as the situations we find ourselves in. Railroad Tracks may be done while commuting on a road, Pivot Slips early in the day while the snow is well groomed, mogul skiing or short turns following a teaching presentation that would lead us to theses activities, etc.

During teaching presentations or while commuting/free skiing assessors will primarily be focused on the task at hand but may take note of individual skiing performances while the group has a different focus; sometimes your best free skiing run will take place during another candidate's teaching presentation.

Assessors may vary or combine skiing tasks to highlight various blends of Telemark Technical Fundamentals. Assessors will also revisit tasks possibly multiple times. Efforts are made through all skiing opportunities to develop a complete assessment of each candidate's skiing skills and ownership of the Telemark Technical Fundamentals.

Additional Resources

Telemark Level 1 Workbook

Telemark Level 2 & 3 Workbook

Telemark Level 1 Assessment Activities Checklist

Telemark Teaching, Presentation, and Progression Examples

Telemark Trainer Information and Outline

Telemark Trainer Checklist

Telemark Level I Assessment Workbook

Welcome to PSIA-RM Telemark Certification program. The Assessment Workbook and Assessment Activities Checklist are an aid to help verify and improve your current understanding and ability to demonstrate Professionalism, People Skills, Teaching Skills, and Technical Skills.

Use this as a study guide to prepare you for the assessment process. It is important to find the answers to the questions and integrate these answers into your teaching experience, understanding of the sport, and your students. There are questions that ask for examples; this guide will be most effective if examples reflect your own teaching experience and interactions with your students. It is important to allow plenty of time to complete this workbook prior to your event to enable you to properly integrate the knowledge.

This workbook must be completed **before** your assessment event! The Assessment Activities Checklist can be used as a study guide and to take notes during your PSIA Telemark events.

Note: Be responsible for your own learning, ask questions, get the answers you need.

The answers to questions are found in the Telemark Technical Manual, Teaching Snowsports Manual, or other reference material found in the Selected References at the end of this workbook. You may fill out the answers in the spaces provided, on a separate sheet of paper, or download and print.

NAME_____**DATE**_____

1. What do the initials PSIA stand for?

2. What is the Learning Connection Model?

3. What are the 6 Telemark Fundamentals?

4. What are the Teaching Skills Fundamentals?

5. What are the People Skills Fundamentals?

6. What are the 4 Telemark Skiing Skills?

7. List the Responsibility Code.

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

8. What is the difference between The Telemark Fundamentals and The Telemark Skiing Skills?

9. What are the 3 phases of the turn in Telemark skiing as described in the Telemark Technical Manual?

10. Compare and contrast telemark turns and alpine turns.

11. Compare “your” Basic Telemark turn from beginning to end with the “Ideal” basic telemark turn. Address the Telemark Fundamentals and Telemark Skiing Skills.

12. Describe how ski design helps a ski to turn.

13. What is an “active” Telemark binding and how does it affect Telemark Skiing? Is this adjustable?

14. List and describe the Teaching /Learning cycle.

15. What is the Stepping Stones concept, and how do you use it?

16. What are the Teaching Styles? Please give a brief description of each.

17. Describe a progression for a beginning Telemark lesson.

18. Describe at least three different ways you can check for understanding

19. Describe a progression for a beginning Telemark lesson.

20. Describe at least three different ways you can check for understanding.

21. Please list and describe how we receive sensory information?

22. Please list and describe how we perceive and process information?

23. How would you prioritize the Telemark Fundamentals for teaching a lesson within the beginner zone, and why?

24. How do you teach lead change in a beginner lesson?

25. What is the fall-line? Why is it important in our lessons?

26. What is the difference between a task and a progression?

29. What is Movement Analysis? When might you use it in a lesson?

30. What do you do during a lesson to mitigate risk and promote safety? Give at least 3 examples.

31. List at least 5 safety concerns related to winter and mountain environments?

32. What is the Learning Partnership and how do you use it in a lesson?

33. What active behaviors do you use to ensure that you connect with your guests in a lesson? Describe at least 3.

34. How does your professionalism impact your career path at your resort and within the snowsports industry?

SELECTED REFERENCES

Telemark Technical Manual, PSIA Publication 2015 (www.thesnowpros.org)

Teaching Snowsports Manual, PSIA-RM Publication 2018 (www.thesnowpros.org)

Your Responsibility Code (nsaa.org)

PSIAAASI_GuideForNewInstructors2019202

Telemark Level 1 Assessment Activities Checklist

The Telemark Level 1 Assessment Activities are divided into sections: Professionalism, People Skills, Teaching Skills, and Technical skills. Each section has a list that you must be able to perform at or above the assessment criteria for a Level I Telemark Instructor. Please download this document to your phone, or have a copy with you, for your prep clinic or in-house training. Feel free to add notes and feedback that you receive to your personal version of this document. You can ask Telemark Education Staff Members (Tele Ed Staff) to check your notes and provide additional feedback and coaching for improved performance.

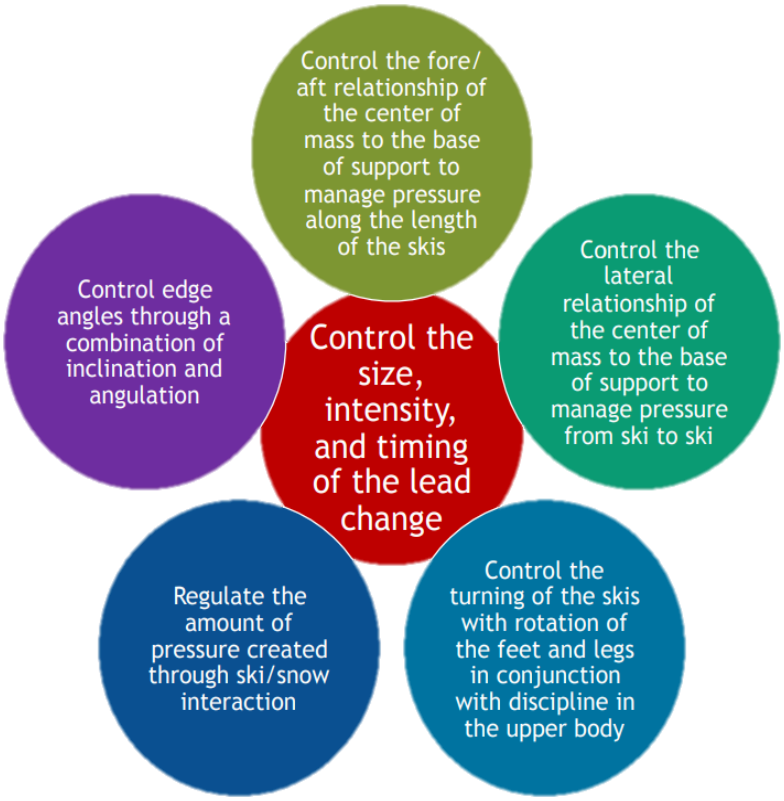
Although you need to know all the assessment activities listed, due to time constraints, your assessors may not cover everything, and your assessors may modify any activity.

Take responsibility for your assessment preparation, learn what you need to learn, ask questions to get the answers you need, and use this checklist to track your progress.

Reference material:

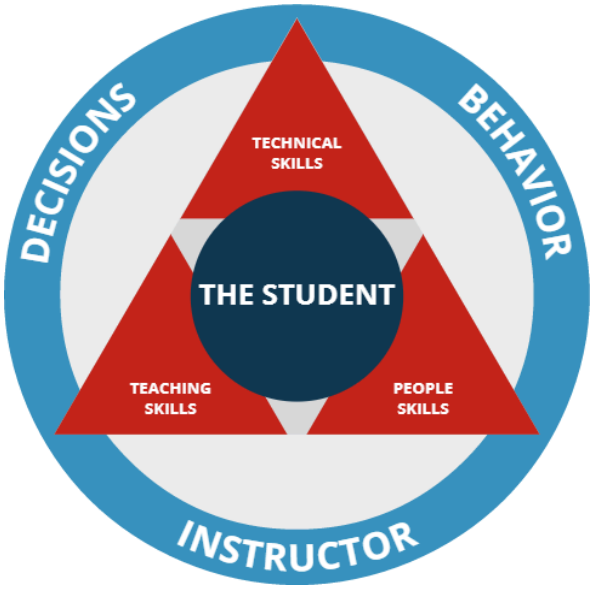
- Certification Standards: Telemark Certification Standards
- Fundamentals: The Learning Connection & Discipline-Specific Fundamentals
- Performance Guides:
    - People Skills: People Skills Performance Guide
    - Teaching Skills: Teaching Skills Performance Guide
    - Telemark including some assessment activities: Telemark Skiing Technical Skills Performance Guide
- Assessment Forms: PSIA Certified Level I Telemark ASSESSMENT FORM

Telemark



Fundamentals

Learning Connection Model



Professionalism and Self-Management	Date	Level	Comments/ Feedback
Consistently demonstrates their ability to: • Address group and individual safety and physiological needs. • Exhibit positive behavior in response to feedback			
People Skills	**Date**	**Level**	**Comments / Feedback**
Consistently demonstrates their ability to: • Use verbal and non-verbal communication in a professional manner. • Ask questions to learn about others. • Deliver feedback that acknowledges the emotions of the group.			
Consistently demonstrates their ability to: • Initiate group interaction to build group dynamics. • Identify the motivations and emotions of students.			

Teaching Skills	Date	Level	Comments / Feedback
Beginner Tele Teaching Topic Is:			
Consistently demonstrates their ability to: • Assess students to identify student motivations, performance, and understanding. • Collaborate with students to select a basic progression with clear direction and focus. • Plan lessons that involve productive use of movement, practice time, and terrain			
Consistently demonstrates their ability to: • Organize the learning environment to align with the initial assessment of the group. • Give the group relevant information (basic descriptions, demonstrations, and feedback) that encourages learning. • Manage physical and emotional risk to maintain engagement in the learning environment			

Consistently demonstrates their ability to: • Pace a clear progression to allow students, reflection time, as they explore, experiment, and/or play toward desired outcomes. • Communicate changes in performance. • Relate changes in performance to lesson outcomes			
Technical, Skiing Performance.	**Date**	**Level**	
Applies a blend of fundamentals, showing the ability to vary one or more of them through any phase of the turn to: • Reproduce specific ski performances with moderate accuracy • Reproduce a selected turn size, shape, and speed • Demonstrate a functional telemark stance and movement			
Technical Skiing, Applied, sample assessment activities	**Date**	**Level**	**Comments / Feedback**
Free Ski Groomed			
Free Ski Ungroomed			

Technical Skiing, Blended, sample assessment activities	Date	Level	
Basic Alpine Parallel			
Basic Telemark			
Wedge			
Wedge Christie			
Technical Skiing, Highlighted; sample assessment activities	**Data**	**Level**	**Comments / Feedback**
Delayed Lead Change			
Edge Slip			
Falling Leaf			
Garland			
Monomark			
Shuffle Traverse (500 shuffles)			
Skating			
Uphill Arc			
ASSESSORS CHOICE			

Technical Understanding	Date	Level	Comments / Feedback
Technical Question Is:			
Consistently demonstrates their ability to: • Describe ideal performances, referencing at least one of the telemark skiing fundamentals in any turn phase in the beginner/novice zone. • Reference biomechanics and physics principles relevant to skiing outcomes. • Accurately discuss how equipment choices and issues affect performance and safety in the beginner/novice skier zone. • Use Level I-specific information from current PSIA resources relative to the desired outcome.			

Movement Analysis	Date	Level	Comments / Feedback
Consistently demonstrates their ability to: • Observe and describe ski and body performance in one fundamental in one phase of the turn • Identify and describe the cause- and-effect relationships between body performance and ski performance for one fundamental in one turn phase • Compare a described performance to the ideal and prescribe a specific change in one fundamental • Observe and describe how equipment choices and issues affect performance and safety			

Telemark Level 2 and 3 Assessment Workbook

Professional Development & Skills Proficiency Log

Welcome to PSIA-RM Telemark Certification program. The Assessment Workbook and Certification Checklist are designed to help you verify and improve your current understanding of technical knowledge, teaching knowledge, and skiing ability on your path to becoming a Level 2 or Level 3 Certified Telemark Instructor. Use this workbook as a study guide to prepare you for the assessment process. It is important to find the answers to the questions and integrate these answers into your teaching experience, understanding of the sport, and your students. There are questions that ask for examples. Please try to answer with examples from your own teaching experience and interactions with your students. The goal is not only to learn the material but also to apply this knowledge.

This workbook must be completed **before** your assessment event. The Certification Checklist is to be completed before and during your assessment event. If going for your Level 3 certification, you must complete the entire workbook. If going for your Level 2, you must complete a minimum of the level 2 sections. If attending a 2-day verification module, you need to complete the questions applicable to your level 2 or level 3 event: Teaching and People skills/ Skiing skills and MA/Technical understanding. However, it is highly recommended that you complete the workbook for your level, if attending any 2-day verification module. It is important to allow plenty of time to complete this workbook prior to your event to properly integrate the knowledge. This will greatly help in your process of becoming certified.

Note: Please remember the Learner's Responsibility Code; **I am responsible for my own learning!** You are expected to take responsibility for your own learning, make sure you learn what you need to learn, ask the questions to get the answers you need, and use this Workbook to track your learning and what you need to work on. Be an active learner!

The answers to most questions may be found in the Telemark Technical Manual, Teaching Snowsports Manual, or other reference material found in the Selected References at the end of this workbook. You may fill out the answers in the spaces provided, on a separate sheet, or download and print.

Name _____Date_____
Present RM Telemark Certification level _____

Telemark Teaching, Presentation, and Progression Examples

Basic telemark movements

- Corridor is about 2 cat tracks wide
- Lead change, trailing ski tip about mid-way between lead ski tip and binding
- Scissor Inside knee behind outside knee so there is daylight showing
- Inside thigh perpendicular to top sheet of ski
- Enough pressure on inside boot cuff to flex boot bellows
- Hips directed toward tip of outside (downhill) ski, sternum directed toward apex of new turn, to create slight counter and to balance over outside ski

Lead Change (Level 3-4)

a) On a flat area, shuffle in a circle paying attention that the tips of the skis have at least a boot sole length between them, and the heel of the boot of the trailing ski comes off the ski. Change direction and repeat
b) Transition to gentle slope, two-legged shuffle into guided arc. Focus on outside (downhill) ski going forward as inside (uphill) ski is pulled back, see above. Change direction and repeat
c) Aim skis more towards the fall line to pick up speed, alpine parallel skis into guided arc, finish guided arc with telemark movements. Change direction and repeat as you get closer to fall line
d) Link turns, increase angle to fall line, start turn from telemark movements at finish of previous turn to stop / slow, creating linked “J” turns. Repeat in opposite direction

Edging Control (Level 3-4)

a) On a gentle slope in a telemark stance with a slight counter, slightly more weight on downhill ski, use feet and legs to flatten skis to slide sideways and to edge skis to telemark stop.
b) Continue as in “a” and focus on moving center of mass (CM) to control edging movements by slightly lifting outside / inside edges to flatten both skis at same time. Change direction and repeat
c) On a gentle slope start in telemark stance moving slightly downhill, start turn by tipping both skis and scissor femurs to telemark stance, finish with telemark hockey stop. Focus on your balance with slightly more weight on downhill ski with a slight counter. Change direction and repeat
d) Link turns: Start turns in telemark stance by flattening both skis and finish turns with telemark hockey stop by tipping both skis, gradually reduce hockey

stop to hockey slide between turns

Rotational Control (Level 3-4)

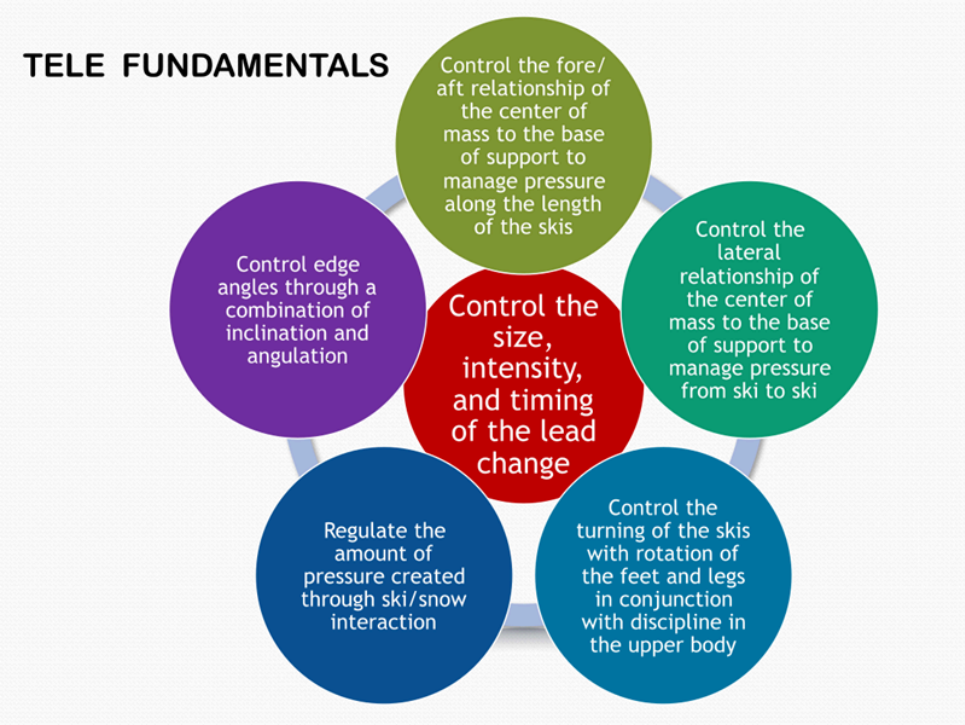
a) On a flat area, shuffle in a circle paying attention that the tips of the skis have at least a boot sole length between them, and the heel of the boot of the trailing ski comes off the ski. Right ski starts direction change to right, left ski to go left. Change direction and repeat
b) On a gentle slope, shuffle to start moving then glide in telemark stance turning uphill to telemark stop (guided uphill arc). Start a turn as femurs scissor rotating legs under disciplined hips and upper body to create a slight counter. Focus on hips toward downhill ski tip and sternum toward apex of new turn. Change directions across the fall line and repeat
c) On gentle slope: shuffle into fall line and telemark glide out of fall line to a telemark stop (fan progression), with hips pointing toward downhill ski tip and sternum toward apex of new turn. Start turning by steering the right ski to go right and the left ski to go left. Shuffle and gliding telemark stops in both directions. Note: garlands might work here
d) Link turns, shuffle to turn into fall line, telemark glide with disciplined hips and upper body to create counter and complete turns. Focus on turning legs under disciplined hips and upper body, and starting the turn with right ski for right turn and left ski for left turn

Fore/Aft Pressure Control (Level 3-4)

a) With skis on: in alpine stance, jump by flexing and extending ankles, knees and hips, exaggerate flexion and extension movements. Repeat with a telemark stance. Notice how balance improves with telemark stance when hips and upper body are directed toward outside tip of lead ski
b) In a straight run, alpine parallel or small wedge: jump and land maintaining a centered alpine stance. Next jump from alpine stance and land with a balanced telemark stance. Focus on starting jumps from balanced alpine parallel stance and land in balanced telemark parallel stance with slight counter toward lead ski
c) Link turns: remaining centered, jump from alpine stance after the shaping phase of the turn, land in balanced telemark parallel stance. Focus on hips and upper body staying disciplined in both alpine and telemark stances while maintaining a slight counter
d) Link turns: Transition to more telemark movements throughout turns keeping skis on snow. Exaggerate flexion and extension movements while maintaining counter. It is OK to vary turn size and shape

Ski/Ski Pressure Control and balancing over the outside ski (Level 3-4)

a) With skis on: stand across the fall line in telemark stance, shift pressure to and balance on the downhill ski, note pressure on the first metatarsal head behind the big toe, and the inside of the heel. Now balance on the trailing ski, focus pressure on the fifth metatarsal head behind the little toe. Maintain telemark stance alignment and direct hips toward downhill ski tip and sternum toward apex of new turn
b) On a gentle slope, make a telemark “J”-turn; increase pressure on the outside ski by tipping ski onto edge, while creating pressure on the trailing ski by tipping ski onto corresponding edge. Focus on the fifth metatarsal head on trailing ski and equal pressure on lateral boot cuffs of both boots, maintain counter by directing hips toward downhill ski tip and sternum toward apex of new turn
c) In linked basic telemark turns, manage pressure on outside ski by closing ankle and knee, and manage pressure on trailing ski by closing ankle, maintain counter by directing hips toward downhill ski tip and sternum toward apex of new turn
d) Link telemark turns. Manage pressure on the inside ski before the middle of turn by pulling the inside ski back, closing the ankle, and tipping the fifth metatarsal head into snow. Maintain counter by directing hips toward downhill ski tip and sternum toward apex of new turn


TELE FUNDAMENTALS
Control the fore/ aft relationship of the center of mass to the base of support to manage pressure along the length of the skis
Control the lateral relationship of the center of mass to the base of support to manage pressure from ski to ski
Control the turning of the skis with rotation of the feet and legs in conjunction with discipline in the upper body
Regulate the amount of pressure created through ski/snow interaction
Control edge angles through a combination of inclination and angulation
Control the size, intensity, and timing of the lead change

Level 2 Teaching/People Skills

1. List the Teaching Model.

2. List the teaching skills fundamentals.

3. List the people skills fundamentals.

4. List the elements that create the Student Profile .

5. What are the Primary Teaching Styles? Please give a brief description.

6. List the Responsibility Code.

1) _____
2) _____
3) _____
4) _____
5) _____
6) _____
7) _____
8) _____
9) _____
10) _____

7. Name the different multiple intelligences as described by Howard Gardner.

8. Please list the sensory Learning Styles.

9. Write a progression for an intermediate Telemark lesson using one fundamental from technical, teaching and people skills

10. Describe how you apply the principles of Maslow's Hierarchy of Needs in your lessons.

11. What are the Stepping Stones and how do you use them?

12. Compare the strengths and weaknesses of an adult student with a strong alpine background vs. an adult student (who last skied as a child) with a strong Snowboard background coming into a beginning Telemark lesson. Is there a difference in how you would teach these 2 students in a group lesson? Explain.

13. What is the difference between student-centered teaching and instructor-centered teaching?

14. List a few ways that you manage relationships with your students. How do you use verbal and non-verbal communication within those?

15. List some tactics for encouraging rapport and student-to-student interaction at the beginning of the lesson.

16. List some of the pieces of active communication.

17. How often in your lessons should you assess the safety and physiological needs of all individuals in the group?

18. Describe how you manage your own behaviors and emotions to create a professional environment.

Level 2 Skiing

19. What are the telemark technical fundamentals?

20. Of these, which are you currently working on most in your skiing?

21. How are parallel turns similar for Telemark and Alpine? How are they different?

22. What is the difference between a pole touch and a blocking pole plant?

23. List 4 drills or exercises for improving ski to ski pressure management in Telemark skiing.

24. List 4 drills or exercises for improving the magnitude of the ski to snow interaction movements in Telemark skiing.

25. List 4 drills or exercises for improving tipping movements in Telemark skiing.List 4 drills or exercises for improving rotational movements in Telemark skiing.

26. List 4 drills or exercises for improving lead-change movements in Telemark skiing.

27. Create a lesson plan for a telemark first-time powder lesson.

28. Create a lesson plan for a telemark entry-level bumps lesson.

Level 2 MA/Technical

29. What makes a ski turn? Explain in terms of the Telemark Fundamentals/skills.

30. What are the 3 phases of the turn in Telemark skiing?

31. What is the difference between the Telemark Fundamentals and skills?

32. What is an “active” Telemark binding? How does using an “active” Telemark binding affect Telemark skiing?

33. Describe the process you use to perform Movement Analysis.

34. In performing Movement Analysis, what observation(s) would you make to determine the following. Use ski and body performance.
    a. if both skis were turning at the same rate of speed throughout the turn?

    b. if effective pressure was maintained on both skis throughout the turn?

    c. whether a rotary movement was primarily legs turning or upper body rotation?

d. whether the turn was primarily carved or skidded?

35. Give an example of how ski/body performance in one Telemark Fundamental/skill pool during one phase of the turn can affect the ski/body performance, positively or negatively, with that same Telemark Fundamental/skill pool in a different phase of the turn. Describe.

Level 3 Candidates

Level 3 Teaching/People skills

36. What are some common problems Telemark skiers have in powder? List some exercises you use to help your students improve.

37. Write a lesson plan for an advanced Telemark lesson. Using one fundamental from technical, teaching and people skills.

38. How would you use multiple methodologies to help your students take in and engage with the lesson you are presenting? (Think Multiple intelligences, VAK, Sensory

learning styles, Doer\seer\thinker\feeler)

39. What are the advantages of teaching “shuffling”-type exercises in beginning, intermediate, and advanced lessons?

40. Your student makes a wrong turn and you end up on terrain that is more challenging than what you were planning. Though you are confident that they can safely make it down it is not the terrain you had discussed with your students. Using the people skills fundamentals, describe what you would do next.

41. What is a common error that advanced Telemark students make? Explain this in terms of the telemark technical fundamentals . What exercise/progression would you use to improve?

42. How do you give effective feedback to your students?

Level 3 Skiing

43. What is a retraction turn? When would you use a retraction turn in Telemark skiing?

44. How do reverse-cambered (rockered), “fat” skis and Slalom skis affect Telemark technique? Explain in terms of the Telemark Fundamentals/skills.

45. What is the ideal weight distribution on the front and back foot in Telemark skiing? Please explain.

46. What is the difference between cross over and cross under? When is each of these used?

Level 3 MA / Technical

47. What is edge bevel? Base bevel? What effect does each have on the way the ski performs? Note: Ask a master ski tuner if you do not know.

48. Please describe why countering is important in Telemark skiing, how much counter is necessary, and which skills it affects.

49. Describe dorsiflexion and plantarflexion.

50. What effect does mounting a lifter under your binding have? What type of skier would benefit the most from lifters?

51. What is the difference between angulation and inclination?

52. Describe adduction and abduction.

53. Please describe the different types of rotary movements. In what situations might one be preferred over another?

54. Give an example of how ski/body performance in one Telemark Fundamental/skill can affect the ski/body performance (positively or negatively) in a different Telemark Fundamental/skill. Describe.

55. How do the Telemark Fundamentals/skills help you develop and present a lesson in the advanced zone?

Telemark Trainer Information and Outline

Dear Applicant,

This is the application information for the Telemark Trainer process. The heart of the process is the completion of the Telemark Trainer Checklist. The checklist involves elements of proficiency in skiing, clinic leading, MA/technical, as well as elements of professional development. All elements are listed on the checklist. To begin the process, please complete the prerequisites.

Prerequisites:

- Level III Telemark Certification
- Children's Specialist 2
- A letter of intent and application to pursue a Telemark Trainer certificate. Address the letter to the Telemark Committee Chair and the PSIA-RM Education Director. Please submit via e-mail and include:
    - Your current ski school and level of involvement
    - Ski teaching experience
    - Training experience
    - Other pertinent experiences
- Complete the liability waiver

Completion of the professional development elements are your responsibility. The culmination of the skiing, clinic-leading, and MA/technical elements will require a “sign off” from at least 2 current Telemark Education Staff (Tele Ed Staff) Members and confirmation from the Telemark Committee Chair. This can be accomplished in 1 of 3 ways:

1. Participate in and receive passing scores at the Telemark Trainer assessment event. This **2**-day event is currently scheduled every other year
2. Demonstration of proficiency at any time during clinics, audits, etc.
3. Any combination of the above

To receive the Telemark Trainer certificate, the checklist must be completed within 2 consecutive seasons.

You must submit the completed Telemark Trainer Checklist and Workbook to the office and the Telemark Committee Chair. There will be a fee that is the equivalent of a one-day assessment fee to be recognized by PSIA-RM as a Telemark Trainer. Please contact the office for more details when you have completed the process.

TELEMARK TRAINER STANDARDS

SKIING

The instructor who achieves a Telemark Trainer certificate must display skiing skills recognizably more refined than those normally displayed by qualified Telemark Certified III instructors. In addition to the skiing standards required as Telemark Certified III instructors, Telemark 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 a Telemark Trainer certificate must show skiing ability which is respected by peers and employers alike as being near the pinnacle within the profession.

TEACHING and CLINIC LEADING

Since the Telemark 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 and demanding as here. The Telemark Trainer must have a thorough knowledge of the art of teaching, being able to readily demonstrate, use and vary the spectrum of teaching/learning styles. In summary, Telemark Trainers must be the persons recognized by peers and employers as having such abilities as educators that they rank among the absolute best in the profession.

MA/TECHNICAL

Those holding a Telemark Trainer certificate must have an equally high degree of proficiency in the areas of movement analysis and technical knowledge as they do in skiing and teaching. They must possess an unquestionably clear and thorough knowledge of all aspects of contemporary skiing. They must be able to verbalize in an intelligent and clear manner at all levels of discussion relative to the technical aspects of skiing. Their ability to analyze and construct meaningful ski teaching situations based on accurate MA must cover the entire realm of possibilities. They must also be capable of completing a high-quality written thesis on contemporary skiing.

The following is a list of recommendations to help you prepare. Your success will depend on familiarity and application of the following concepts:

1. Know and understand both the Assessment Activities and the Telemark Fundamentals and Skills, as a skiing concept/standard and as a teaching tool
2. Know and understand current trends in the industry and how they affect current teaching and skiing standards
3. Have a working understanding of various teaching models and their usage in clinic leading
4. Know the movement analysis model and be able to apply it
5. Understand models of motor skill development
6. Practice perfection in presentation skills, facilitation, demos, and free skiing to present a picture of an accomplished clinic leader with the ability to impart knowledge, help peers, and

enjoy the sport
7. Remember that we work in an industry that is large in its scope. You will need to be current, informed, knowledgeable and thorough to help us make informed decisions
8. Attend the Telemark Trainer Prep Clinic.
9. Accumulate of a minimum of 25 verifiable hours as a clinic leader at the ski school level in any discipline.
10. Ski School Director's/Training Manager recommendation

When successful in becoming a Telemark RMT you have met one of the important requirements needed to become part of the Telemark Education Staff (Tele Ed Staff).

Following are the steps:

1. To become an Apprentice Advanced Educator – Complete a successful interview process with the appropriate Telemark Education staff member(s), Telemark chair and the RM Director of Education.
2. To become a Full Advanced Educator you must have a successful reverse audit of one Level 1 Assessment with a Full Advanced Educator as a mentor.
3. Placement in the active Full Advanced Educator pool is determined by scheduling needs, your amount of involvement and commitment to the Telemark community, and physical location of events

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Thank you for your interest and your participation. You are the assets of this organization and it is a pleasure to work with you.

Sincerely,

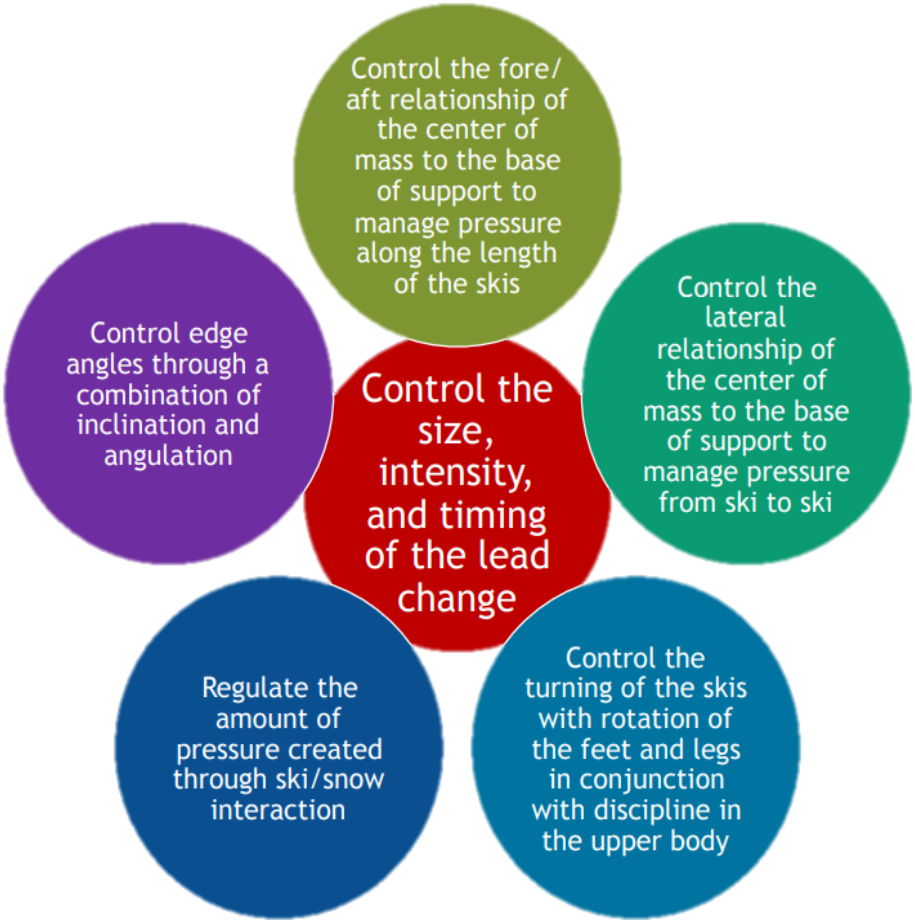
The Telemark Education Staff / Certification Committee

Telemark Trainer Checklist

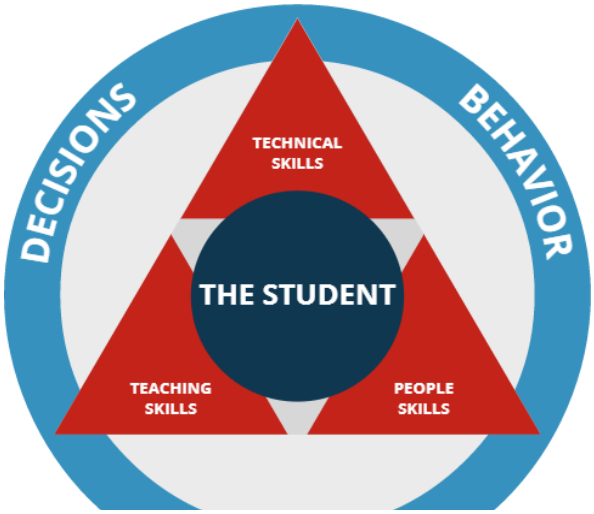
The Telemark Trainer Checklist is divided into five sections: Skiing Skills, Clinic Leading People Skills, Clinic Leading Training/Teaching Skills, Technical Understanding and Movement Analysis. Each section has a list of things that you must know or be able to perform as a Telemark Trainer. Please download this document to your phone, or have a copy with you, for your prep clinics or in-house training. Then you will be able to add notes and feedback that you receive to your personal version of this document. You can ask Telemark Education Staff Members (Tele Ed Staff) to check your notes and provide additional feedback and coaching.

Note: Please remember the **Learner's Responsibility Code**; ***"I am responsible for my own learning!"*** You are expected to take responsibility for your own learning, make sure you learn what you need to learn, ask the questions to get the answers you need, and use this checklist to track your learning and what you need to work on. Be an active learner.

Telemark Fundamentals



Learning Connection Model



PSIA-RM Telemark Trainer Checklist

SKIING **Adjusts and adapts the Telemark Skiing Fundamentals at all speeds for various training needs including: inspiration, participant understanding, highlighting skill blends, highlighting tactical choices, and problem solving.**	**Date**	**Level**	**Comments / Feedback**
Railroad Tracks – Telemark and Alpine			
Pivot Slips - Telemark and Alpine			
Wedge Christie Telemark and Alpine			
Basic Parallel; Telemark and Alpine			
Switch Wedge Christie Telemark and Parallel Telemark			
Short Radius Telemark and Alpine			
Medium Radius, Telemark and Alpine Parallel			

500, 750 and 1000 Shuffles			
Monomark; Short, Medium, Basic			
Bumps; black/double black			
Bumps; blue/basic			
Ungroomed; All terrain			
Extreme Terrain			
6 Educators Choice			
CLINIC LEADING PEOPLE SKILLS	**Date**	**Level**	**Comments / Feedback**

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 and represent PSIA-AASI.			
Interaction: Manage the group dynamic to maintain a positive relationship between individuals and PSIA-AASI.			
Motivations/Emotions: Builds group consensus when possible and manages discontent if needed.			
Assess: Continually assesses participants' motivations, performances, and understanding to adapt learning experiences and clinic plan.			

CLINIC LEADING TRAINING/TEACHING SKILLS **Assess & Plan: Plans learning experiences for the clinic participants based on resort needs and the learners' needs.**	**Date**	**Level**	**Comments / Feedback**
Assess: Continually assesses participants' motivations, performances, and understanding to adapt learning experiences and clinic plan.			
Collaborate: Creates a collaborative environment with clinic participants to establish a clinic plan for achieving the learning outcomes on the outline.			

Plan Lesson: Plans creative, playful, and/or exploratory learning experiences that connect individuals' needs			
CLINIC LEADING TRAINING/TEACHING SKILLS **Implement: Adapts learning experiences to meet the clinic participant's needs without sacrificing the resort's needs.**			
Organize: Tailor the learning environment to align participants' and PSIA-AASI needs.			
Descriptions, Demonstrations, and Feedback: Provide clear and relevant information that encourages understanding that can be used in ski lessons with the public.			
Risk Management: Proactively manage physical and emotional risk to enhance professional growth in others.			
CLINIC LEADING TRAINING/TEACHING SKILLS **Reflect/Review: Fosters the ability to recognize, reflect upon, and assess experiences to** **enhance understanding and apply what was learned.**			
Explore, Experiment, and Play: Customize and pace learning activities to allow students to explore, experiment, and/or play toward 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.			

MOVEMENT ANALYSIS **Demonstrates knowledge of cause-and-effect relationships to prepare certification candidates for assessments and enhance clinic participants' skiing.**	**Date**	**Level**	**Comments / Feedback**
Describe Performance: Accurately describes detailed ski and body performances 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 their 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.			
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 Desired Performances: Accurately identify and describe desired performances, using multiple Telemark 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 (PSIA and other relevant content) relative to the desired outcome for the skier's benefit.			
Communication: Descriptions and demonstrations aid in understanding for other participants.			
Certification-Specific Analysis: Differentiates and prioritizes technical information for each level of certification using any fundamental.			