

Instructor Name	
Resort Affiliation	



LIII PORTFOLIO

A Study Guide for Level III Certification

Certified Level III Requirements

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PROFESSIONAL SNOWSPORT INSTRUCTION IN THE INTERMOUNTAIN WEST

Level III Portfolio A Study Guide for Level III Certification

The PSIA-I Level III Portfolio provides a study guide and record of your participation in a broad spectrum of training prior to attending your Level III Assessment. Completion of the Level III Portfolio does not ensure success at the Level III Assessment; however, it does provide a way for you to track your training efforts. Personal in-depth ownership of the knowledge and skills that you are exposed to through the Portfolio process will require additional training and practice. Your trainers should candidly help you assess your readiness for the Level III Assessment.

Completing and Validating Your Portfolio

Your area trainers will help you make the most of the Portfolio using a combination of guided and independent indoor and on-hill activities. You should seek to master the information and skills presented in the Portfolio, not simply check off the boxes.

_____ To help you track your preparation, spaces for entering dates of completion precede Portfolio categories that may have multiple training sessions.

Check and date each category in your portfolio upon mastery of the subject at Level III performance standards.

Resources

Several sources of information are useful for studying the topics covered in this portfolio. The following is just a partial list of readily available resources.

Available from the PSIA-I web site (www.psia-i.org):

- PSIA-I Professional Knowledge and Glossary
- PSIA-I Level III Skiing and Teaching Assessment score sheets
- PSIA-I Self Assessment Drills

PSIA publications and products available through the Division office or online:

- PSIA Alpine Technical Manual
- Core Concepts for Snowsports Instructors
- PSIA Children's Instruction Manual
- PSIA Intermountain Alpine Demos and Tasks DVD
- PSIA Stepping Stones Pocket Guide
- PSIA Certification Standards

Certified Level III

Certified level III ski instructors teach through the Advanced Zone. They have mastery of the material and skills of certified levels I, II, and III. Level III instructors teach all levels of skiers, any time, on any terrain. They understand skiing and teaching and can perform at or beyond Level III standards as described in the PSIA Certification Standards. Instructor Candidates will be held to the knowledge and performance standards of the level at which they are testing, as well as the criteria for all preceding levels.

A description of the PSIA Certification Standards and the PSIA-I certification requirements are available through the division web site at www.psia-i.org.

Certification Process

- Be a Level II Certified Instructor in good standing in PSIA and PSIA-I (current dues).
- Attend the required certification clinics.
- Successfully complete the Level III written test.
- Attest to exam preparedness as described on the Event Registration form.

Certification Procedure

- Submit completed Event Registration form and fees at least two weeks prior to the assessment to: PSIA-I, 7105 Highland Dr. #201, Salt Lake City, Utah 84121 (phone 801-942-2066).
- Event Registration forms are available through the division web site at www.psia-i.org, and are also distributed in the PSIA-I newsletter The Instructor's Edge.

Assessments

- The Level III Written Test must be completed prior to the skiing assessment and may include video movement analysis and any combination of matching, true and false, multiple choice, fill-in or short answer questions.
- The Level III Skiing Assessment is conducted during one on-hill day and evaluates skiing skills and application of technical/mechanical concepts. The Level III Skiing Assessment must be successfully completed before a candidate will be admitted to the Level III Teaching Assessment.
- The Level III Teaching Assessment is conducted during one on-hill day and evaluates teaching and coaching, and movement analysis skills.

Personal Development

- Identify areas for personal improvement and an action plan for improvement
- Plan short and long range schedules for certification goals

Personal Development Planning completed: Date: _____

Professional Knowledge: Skill Development

_____ Describe the fundamental movement patterns and characteristics of skilled skiing (* see next page) and how they differ when comparing the skill level of a Level III instructor to that of a Level II instructor.

_____ Discuss situational variations of skill blend and tactical options through the Advanced Zone (include powder/crud, bumps, steps, speed and radius changes)

_____ Discuss appropriate movement patterns for creating pure carved and skidded carved turns (what movements create these outcomes?)

_____ Discuss ski design and equipment needs for instructors and skiers in the Advanced Zone based on terrain, conditions and personal preferences

_____ Identify common equipment safety issues in the Advanced Zone

_____ Discuss duration, intensity, rate and timing as they relate to skill blend

_____ Discuss similarities and differences between skills application in the Beginner/Novice, Intermediate and Advanced Zone skiers

Professional Knowledge Study completed: Date: _____

Application of Skiing Skills

All skiing should show the following basics:

- *Directional movements, vision, and pole action lead toward the intended direction of travel.*
- *Fore-aft balance is managed over the whole foot with pressure distributed appropriately along the length of the ski.*
- *Lateral balance and pressure is managed appropriately from outside ski to outside ski through turns (the outside ski bends more than the inside ski).*
- *Rotational (guiding) movements of both skis originate in the lower body and utilize ski design appropriate to the task.*
- *Progressive increase and decrease of edge angle occurs with both skis as needed.*
- *Flexion and extension movements are effectively used to manage balance, pressure, and edge release and engagement.*

You are the ultimate judge of your capability to perform the following tasks. Only perform these tasks if you believe you can do so safely and in control.

Task-Related Skiing Preparation

Your application of the basic skiing characteristics listed on the previous page will be evaluated during your skiing assessment through the following skiing tasks. It is important to understand that these tasks are only vehicles through which the examiners can assess your basic skiing skills.

Wedge Turns *(Green Terrain)*

- Discuss variations of Wedge turns and their appropriate use (example: more or less edge, exaggerated flexion/extension movements ...)
- Discuss the skill blends needed to perform variations in Wedge turns
- Demonstrate variations of Wedge turns appropriate for changing terrain and snow conditions

Wedge Turn Level III Mastery completed: Date: _____

Wedge Christie Turns *(Green and Blue Terrain)*

- Discuss the timing of the matching phase in Wedge Christie turns in relationship to speed, terrain, snow conditions and other variables that may be encountered by Beginner and Novice Zone skiers
- Discuss the skill blend needed to perform variations of Wedge Christie turns for green through blue terrain and varying snow conditions
- Demonstrate variations of Wedge Christie turns appropriate for green through blue terrain and varying snow conditions

Wedge Christie Level III Mastery completed: Date: _____

Basic Parallel Turns (*Blue and Black Terrain*)

- Describe variations of Basic Parallel turns and their appropriate use
- Discuss the skill blends needed to perform variations of Basic Parallel turns for blue through black terrain and varying snow conditions
- Demonstrate Basic Parallel turns on blue through black terrain and in varying snow conditions

Basic Parallel Turn Level III Mastery completed: Date: _____

Dynamic Parallel Turns (*Blue and Black Terrain, Most Conditions*)

- Describe and discuss the differences between Dynamic and Basic Parallel turns
- Discuss the importance of the Dynamic Parallel skiing task as it relates to the broader subject of Advanced Zone skiing
- Discuss skill blend changes needed to ski Dynamic Parallel turns on blue through black terrain in varying snow conditions
- Ski Dynamic Parallel turns on blue and black terrain and in most snow conditions

Dynamic Parallel Level III Mastery completed: Date: _____

Moguls (*Blue and Black Terrain, Most Conditions*)

- Discuss the importance of mogul skiing on blue and black terrain and in most conditions for Advanced Zone skiers
- Discuss skill blend changes needed to ski Moguls on blue through black terrain in varying snow conditions
- Ski fall line Moguls on blue and black terrain in varying snow conditions (maintain balance, rhythm, and consistent speed while demonstrating appropriate tactical choices)

Mogul Skiing Level III Mastery completed: Date: _____

Short Radius Turns (*Blue through Double Black Terrain and Most Conditions*)

- Discuss different types of Short Radius turns (carved, edge set, skidded, etc.) and their appropriateness for varying terrain and snow conditions
- Discuss the skill blends needed to perform different types of Short Radius turns on varying terrain in most conditions
- Demonstrate different types of Short Radius turns while adapting tactics and skill blend to varying terrain and snow conditions (maintain balance, rhythm, and consistent speed while demonstrating appropriate tactical choices)

Short Turn Level III Mastery completed: Date: _____

Free Skiing (*Blue through Double Black Terrain and Most Conditions*)

- Discuss the skill blends needed to Free Ski in the Advanced Zone
- Demonstrate Free Skiing, adapting to terrain and snow conditions while showing appropriate tactics and skill blend in short, medium and long radius turns

Free Skiing Level III Mastery completed: Date: _____

Self Assessment Drills

- Discuss the importance and function of each of the following self-assessment drills as they relate to developing skills needed for effective skiing
- Discuss the skill blends needed to do each of the following self-assessment drills
- Demonstrate the following self-assessment drills
 - Tracer turns
 - Railroad tracks
 - One foot garlands
 - Short radius turns with different pole plants
 - Release edge on flexion turns
 - Release edge on extension turns
 - Hanger turns
 - Thousand step turns
 - Hop turns

Self Assessment Drill Level III Mastery completed: Date: _____

General Skiing Preparation

Preparing for the skiing portion of the assessment does not mean simply practicing the demonstrations and skiing tasks associated with the assessment. Although practicing assessment specific tasks is important, most people who do not meet the skiing standards have not developed the necessary basic skiing skills. For instance, a skier who lacks the skill to bend the outside ski into an arc will not be able to perform a dynamic parallel turn.

The following apply through Advanced Zone speeds and dynamics and present general characteristics expected of Level III skiers and a partial list of related tasks to facilitate practice. Instructors should incorporate these and additional skill improvement tasks, drills and exercises into their training.

Ski a Variety of Turn Sizes and Shapes and Apply Them to Different Situations

- Perform a series of 20 to 40 turns switching from four short carved turns to four long carved turns to four short carved turns, etc. on groomed blue terrain at moderate speed.
- Repeat the alternating series of turns on groomed black terrain at Advanced Zone speeds; then on variable blue terrain at Advanced Zone speeds; then on groomed black terrain at Advanced Zone speeds; and finally on variable black terrain at Advanced Zone speeds. You should be able to maintain a similar level of accuracy and dynamics in all conditions.
- Evaluate your performance based on how well you are able to consistently apply the basic movements listed at the beginning of this section.

Turn Shape Variety Level III Mastery completed: Date: _____

Maintain Control Over Turn Shape and Speed (in most conditions on most terrain)

Perform each of the following starting on groomed blue terrain and progressing to double black terrain in variable snow conditions. It will be necessary to vary skill blend as pitch and conditions change, but you should be capable of maintaining Advanced Zone dynamics and speeds.

- Ski a series of 20 short hop turns in the fall line landing softly and immediately hopping into the next turn. Your torso should remain in the fall line at all times.
- Ski a series of round short turns in the fall line while maintaining snow contact at all times. Your speed should remain constant from the beginning of the run to the end.
- Ski a series of long-radius carved turns where the skis turn well out of the fall line through turn transition without losing rhythm or flow. Your speed should remain constant from the beginning of the run to the end.
- Evaluate your performance based on how well you are able to consistently apply the basic movements listed at the beginning of this section.

Turn Shape and Speed Control Level III Mastery completed: Date: _____

Reduce, Generate, or Maintain Speed without Interrupting Flow or Rhythm

- Ski a loose slalom course that repeatedly alternates between a series of gates well offset of the fall line and a series of gates less offset. Although tempo will vary, you should be able to vary speed without sacrificing overall flow and rhythm.
- Ski a funnel of turns beginning with higher speed carved long turns and gradually working into fall line carved short turns. Start on blue terrain and progress to variable black terrain.
- Ski a series of six consistent carved long radius turns and immediately switch to a series of six carved short radius turns in the fall line. Pay special attention to how skillfully you manage the energy of the long turns through the transition to the short turns. Start on blue terrain and progress to variable black terrain.
- On easy blue terrain, begin skating directly down the fall line to establish speed and transition into a series of 8-10 carved short radius turns to a crisp stop.
- Evaluate your performance based on how well you are able to consistently apply the basic movements listed at the beginning of this section.

Varying Speed without Interrupting Flow or Rhythm Level III Mastery completed: Date: _____

Utilize Proactive Movements that Anticipate Ski Reaction

- Ski a diagonal traverse across an easy mogul field while maintaining snow contact at all times.
- Ski a diagonal traverse across an easy mogul field while jumping off the top of every other mogul and landing on the top or back side of the next mogul.
- Ski a variety of turn sizes at Advanced Zone speeds on a run where part of the hill is groomed and part is not groomed. Use the transition between the groomed and ungroomed snow as your fall line. Make one turn on the groomed snow and one turn on the ungroomed snow. Turn transition should occur at the grooming transition.

Utilizing Proactive Movements Level III Mastery completed: Date: _____

Adjusting Skill Blend

Perform the skiing tasks in this study guide while adjusting the following:

- Ski the tasks with minimal edge angle and then with high edge angle.
- Ski the tasks as slowly as possible and then as fast as you feel comfortable.
- Ski the tasks on green, blue, black then double black terrain (where appropriate).
- Describe the adjustments you make in each case and evaluate your performance based on how well you are able to consistently maintain the basic movements listed at the beginning of this section..

Adjusting Skill Blend Level III Mastery completed: Date: _____

Teaching

General Teaching Knowledge

_____ Review forms and timing of feedback information covered in the Level II Portfolio and discuss the application of feedback for students in the Advanced Zone

_____ Discuss the successful modifications of basic teaching models and describe examples in lessons you have taught

_____ Define and explain advanced ski terminology and translate into simple language

_____ Discuss depth and pacing of information, application, and experiential learning to address needs, motivation and interest levels of advanced students

_____ Discuss options for managing the learning environment for children through seniors in the Advanced Zone (terrain selection based on skill and student profile including the CAP model for children)

_____ Discuss sensory learning preferences, learning styles and multiple intelligence theory and how to integrate the concepts in lessons in the Advanced Zone

_____ Describe guided discovery, problem solving and independent teaching styles and how to effectively use them in a lesson

_____ Explain the role of exercises and drills and describe how to effectively use them in lessons at the Advanced level or modify them for use at different skill levels and stages of development

_____ Identify opportunities for application of the Responsibility Code in Advanced Zone lessons and how those opportunities might vary for adults and children

General Teaching Knowledge Level III Study completed: Date: _____

Teaching Application

- Teach the public through the Advance Zone (all parallel turns)
- Demonstrate appropriate safety awareness with regards to loading and unloading lifts
- Demonstrate safe terrain choices based on the skill, needs, physical and psychological development of your students
- Demonstrate consistent application of the Responsibility Code throughout the lesson
- Develop lessons based on student needs and observation of performance rather than preconceived lesson plans
- Demonstrate the ability to take advanced students with varied needs and desires and develop a common focus while giving specific individual feedback

Teaching Application Level III Study completed: Date: _____

Movement Analysis

- ___ Utilize terminology in the Alpine Technical Manual to describe basic movement patterns of skiers through the Advanced Zone
- ___ Describe the Visual Cues to Effective and Ineffective Skiing relative to the Advanced Zone.
- ___ Describe cause and effect relationships between observed movements and ski performance from the Beginner through Intermediate Zones
- ___ Demonstrate the ability to monitor all aspects of movement as an ongoing process throughout the lesson
- ___ Effectively evaluate performance in a variety of students at various stages in the Advanced Zone (including such factors as age, past experience, conditioning, emotional readiness)
- ___ Communicate prescriptions for skiing improvement in simple and positive language

Repeat the following movement analysis sessions multiple times with your trainers (on hill or with video) and identify how skillfully the basic skiing movements listed on page 4 of this study guide are applied. Suggested topics:

- MA Session 1 (Basics Review: [See page 4] *Directional Movements, Fore/Aft Balance, Lateral Balance and Pressure, Rotational/Guiding Movements, Progressive Increase/Decrease of Edge Angle, Flexion and Extension Movements*).
- MA Session 2 (What is happening relative to basic movements during Turn Transition and Turn Shaping?)
- MA Session 3 (Personal video review. Analyze your personal skiing relative to the basic movements listed on page 4.)
- MA Session 4 (World Cup level free skiing and racing video review. Observe the basics in world-class skiers.)
- MA Session 5 (On hill analysis of your peers and trainers with prescriptive feedback and improvement planning.)
- Movement Analysis Level III Mastery completed: Date: _____

Teaching Log

Log entries allow you to track your teaching and provide a tool for you to practice and discuss your lessons with trainers. PSIA-I recommends a minimum of 25 hours of teaching at the Advanced Zone before attending your Level III Assessment. Make additional copies of the Log Sheet as needed.

Look at the sample log below. Be brief but thorough in your lesson review. Your log should:

- Be descriptive enough to be understandable by your trainer.
- Be reviewed in a timely fashion to make your discussion with your trainer more valuable.

Focus on the teaching basics presented in this section as you give your lesson. Have fun, but also make sure you do the following:

- Discover your student's expectations and what they want from the lesson.
- Assess your students' basic movements/skills (see page 4).
- Identify your students' important strength(s) to better understand their skiing.
- Develop a clear and relevant lesson goal for the student(s).
- Identify a specific technical focus that would help the student(s) attain goals.

Sample Teaching Log

Date	Number of Guests	Age Group	Experience Zone	Hours
1/23/09	2	Adult	Advanced	3
Describe your student's expectations: <i>Ski powder better, be better west skiers..</i>				
Describe your students' basic movements/skills: <i>They had pushy/twisty turns without much shaping. They also tended to twist the skis to an edge set rather than finesse the bottoms of the skis through turns.</i>				
Describe your students' important strength(s): <i>They were experienced at what they did.</i>				
Describe the lesson goal for the student(s): <i>Make rounder turns that will work in deeper snow.</i>				
Describe the specific technical focus you chose to help the student(s) attain that goal: <i>Learn to guide their skis through a round path with their feet and legs rather than push and twist their bodies to make turns.</i>				
Describe your lesson: <i>This was a married couple who usually ski back east and were skiing out west for only the third time. They wanted to ski powder, but the last snow was a week ago. There wasn't much fresh snow, but there was a lot of chopped stuff still around. I suggested we ski a couple of runs to see the mountain and so I could watch them ski a bit. It was obvious that they had skied a lot, but they tended to twist their feet too much. I explained that we didn't have a lot of true powder, but if we could learn to apply some movements and tactics in the crud, the powder would become easier. We spent time learning to aim the skis with our feet through a path, rather than just trying to twist them (aim the tips with the toes). We also played with how to feather the edges of the skis to soften the turn off trail.</i>				
				Trainer:

Date	Number of Guests	Age Group	Experience Zone	Hours
				3
Describe your student's expectations:				
Describe your students' basic movements/skills:				
Describe your students' important strength(s):				
Describe the lesson goal for the student(s):				
Describe the specific technical focus you chose to help the student(s) attain that goal:				
Describe your lesson:				
				Trainer:

Date	Number of Guests	Age Group	Experience Zone	Hours
				3
Describe your student's expectations:				
Describe your students' basic movements/skills:				
Describe your students' important strength(s):				
Describe the lesson goal for the student(s):				
Describe the specific technical focus you chose to help the student(s) attain that goal:				
Describe your lesson:				
				Trainer: