

<b>Instructor Name</b>	
<b>Resort Affiliation</b>	



# LII PORTFOLIO

## A Study Guide for Level II Certification

### **Certified Level II Requirements**

#### **Personal Development**

#### **Professional Knowledge**

#### **Application of Skiing Skills**

#### **Teaching**

General Teaching Knowledge

Movement Analysis

Teaching Application

PROFESSIONAL SNOWSPORT INSTRUCTION IN THE INTERMOUNTAIN WEST



## Level II Portfolio A Study Guide for Level II Certification

The PSIA-I Level II Portfolio provides a study guide and record of your participation in a broad spectrum of training prior to attending your Level II Assessment. Completion of the Level II Portfolio does not ensure success at the Level II 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 II Assessment.

### Completing 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 II 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](http://www.psia-i.org)):

- PSIA-I Professional Knowledge and Glossary
- PSIA-I Level II 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 II Requirements

Certified level II ski instructors teach through the Intermediate Zone. They have mastery of the material and skills of certified levels I and II. Level II instructors primarily teach Beginner/Novice Zone and Intermediate Zone skiers. They understand skiing and teaching and can perform at or beyond Level II 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](http://www.psia-i.org).

The majority of classes taught in ski school fall into the certified level II realm. Because of the variety of classes and students certified level II instructors will often encounter situations in which lesson plans, teaching methodology, and skiing mechanics are not predetermined. These instructors need a solid knowledge base and the skill to adapt as terrain, snow, and students become more challenging.

### Certification Process

- Be a Level I Certified instructor in good standing in PSIA and PSIA-I (current dues).
- Complete the level PSIA-I Level II Portfolio.
- Attend the required certification clinics.
- Successfully complete the Level II written test.
- Attest to exam preparedness as described on the Event Registration form.
- Fulfill all requirements before registering for the Level II skiing assessment.
- Successfully complete the Level II skiing assessment and the teaching assessment.

### 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](http://www.psia-i.org), and are also distributed in the PSIA-I newsletter The Instructor's Edge.

### Assessments

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

- \_\_\_\_\_ Define basic Level II skiing terminology (see PSIA-I Level II Terminology List) and be able to communicate concepts in simple language
- \_\_\_\_\_ Describe the fundamental movement patterns and characteristics of skilled skiing (\* see next page) and how they relate to ski design and the performance of the ski on the snow (include varying conditions including groomed, powder, bumps, steeper blue terrain, speed and radius changes, skidding versus carving skills)
- \_\_\_\_\_ Review the PSIA Skills Concept and the characteristics of skilled skiing
- \_\_\_\_\_ Identify common equipment safety issues including boot sizing, ski length choices, and possible binding problems you may encounter in Intermediate Zone skiers; discuss possible solutions
- \_\_\_\_\_ Identify equipment needs for Intermediate Zone skiers and categorize basic options and benefits of modern ski design (powder, race, Slalom, GS etc.)

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*)

- Describe Wedge turns and discuss their importance in the Beginner/Novice Zone
- Discuss the skill blend needed to perform Wedge turns
- Ski a consistent series of Wedge turns on green terrain.

Wedge Turn Mastery completed: Date: \_\_\_\_\_

#### Wedge Christie Turns (*Green Terrain or Easiest Blue Terrain*)

- Describe Wedge Christie turns and discuss the similarities and differences between Wedge turns and Wedge Christie turns
- Discuss the skill blend needed to perform Wedge Christie turns
- Ski a consistent series of Wedge Christie Turns on green and easy blue terrain.

Wedge Christie Mastery completed: Date: \_\_\_\_\_

#### Basic Parallel Turns (*Blue Terrain*)

- Describe Basic Parallel turns and discuss the similarities and differences between Wedge turns, Wedge Christie turns, and Basic Parallel turns
- Discuss the skill blend needed to perform Basic Parallel turns
- Ski a consistent series of Basic Parallel turns on green, blue and groomed black terrain.

Basic Parallel Turn Mastery completed: Date: \_\_\_\_\_

#### Free Skiing (*Blue and Groomed Black Terrain*)

- Discuss the skill blends needed to Free Ski in the Intermediate Zone
- Free Ski, adapting to terrain and snow conditions while showing:
  - appropriate stance and balance in all situations on blue and groomed black terrain
  - simultaneous release and engagement of both edges at turn transition in short, medium, and long radius turns
  - appropriate tipping and steering movements of both legs to assist in turn shaping and speed control in short, medium, and long radius turns

Free Skiing Mastery completed: Date: \_\_\_\_\_

**Short Radius Turns** (*Blue and Groomed Black Terrain*)

- Discuss the importance of Short Radius turns for skiers in the Intermediate Zone
- Discuss the skill blends needed to perform Short Radius turns in the Intermediate Zone
- Perform a series of 20 short-radius turns in the fall line without poles on green and blue terrain, alternating between ten edge-set checked turns and ten round carved turns.
- Repeat the task using poles.
- An inability to perform the task may be related to poor turn initiation or poor upper-body discipline.
- Perform a series of 20 or more short-radius turns on three pitches of groomed terrain-first on a “green” slope, next a blue slope, and finally a black slope.
- Ski a series of short-radius hop turns and gradually blend them into round short turns with skis on the snow.

Mogul Skiing Mastery completed: Date:\_\_\_\_\_

**Moguls** (*Blue Terrain*)

- Discuss the importance of mogul skiing on all blue terrain and varying conditions for Intermediate Zone skiers
- Discuss the skill blends needed to ski Moguls on all blue terrain in varying snow conditions
- Ski moguls on all blue terrain in varying snow conditions (maintain balance, rhythm, and consistent speed while demonstrating appropriate tactical choices)

Mogul Skiing 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
- Master the following self-assessment drills.
  - Tracer turns
  - Railroad tracks
  - Thousand step turns
  - Hop turns

Self Assessment Drill 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 required basic skiing skills. For instance, if a skier does not possess the skill to guide the skis with the feet and legs, that skier will not be able to perform short radius turns or ski moguls.

The following apply to all green, blue and easy black terrain at Intermediate Zone speeds and present just a few ways to evaluate and develop your skiing skills. Instructors should incorporate these and other basic skill improvement tasks, drills and exercises into their training.

### Turn Shape Variety

- Perform a series of 20 to 40 turns switching from six short round turns to six long round turns to six short round turns, etc.
- Repeat the alternating series of turns on green, blue and easy black terrain.
- Repeat the series on groomed, chopped snow and powder snow.
- Describe what you need to do to accurately transition from one radius to the other.
- 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 Mastery completed: Date: \_\_\_\_\_

### Turn Consistency and Rhythm

- Link a series of medium radius turns with consistent size and rhythm.
- Link a series of long radius turns with consistent size and rhythm.
- Link a series of short radius turns with consistent size and rhythm.
- Describe how your movements differ depending on the size of the turns.
- Evaluate your performance based on how well you are able to consistently apply the basic movements listed at the beginning of this section.

Turn Rhythm Mastery completed: Date: \_\_\_\_\_

### Speed Control through Turn Shape

- Perform a series of turns with an edge-set check to control speed.
- Perform a series of turns with a gentle edge angle and as little “check” as possible, rounding out the bottom of the turn across the fall line to control speed.
- Gradually increase edge angle and speed as you gain skill at controlling speed through shaping the turn across the fall line.
- Evaluate your performance based on how well you are able to consistently apply the basic movements listed at the beginning of this section.

Speed Control through Turn Shape Mastery completed: Date: \_\_\_\_\_



### Variable Conditions, Tactics and Skill Application

- Ski a series of medium radius turns 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.
- Repeat the task with a series of short turns and a series of long turns.
- Perform all of the skiing tasks in this study guide on groomed, crud and powder conditions.
- Describe the adjustments you make in each case.

Varying Conditions 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 then blue then easy black terrain.
- Describe the adjustments you make in each case.

Adjusting Skill Blend Mastery completed: Date: \_\_\_\_\_

## Teaching

### General Teaching Knowledge

- \_\_\_ Review the coach/student relationship and how to develop trust with children and adults
- \_\_\_ Review the components of the learning environment and discuss how to incorporate them into lessons that will create memorable experiences for and returning students
- \_\_\_ Discuss linear versus circular use of teaching models
- \_\_\_ Discuss positive, negative and descriptive forms of feedback and appropriate timing of feedback for optimum results with children and adults
- \_\_\_ Identify opportunities for application of the Responsibility Code in Intermediate Zone lessons with adults and children
- \_\_\_ Discuss sensory learning preferences and learning styles and how to modify lesson information to include them (VAK)
- \_\_\_ Discuss command, task and reciprocal 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 (give examples of several drills and explain their purpose)
- \_\_\_ Explain the Stepping Stones concept and discuss a wedge vs. parallel approach to learning for Novice through Intermediate Zone skiers (prior related skills, physical development etc.)

General Teaching Knowledge Study completed: Date: \_\_\_\_\_

### Movement Analysis

- \_\_\_ Utilize terminology in the PSIA-I Level II Study Guide and the PSIA Alpine Technical Manual to describe basic movement patterns of skiers through the Intermediate Zone
- \_\_\_ Describe the fundamental skiing movements listed under Application of Skiing Skills on page 3 of this study guide relative to the Intermediate Zone.
- \_\_\_ Describe cause and effect relationships between those observed movements and ski performance in the Intermediate Zone. Pay special attention to what those fundamental movements look like at Turn Entry, Turn Shaping and Turn Transition.
- \_\_\_ Describe a movement analysis model that you have used and why
- \_\_\_ Effectively evaluate performance in a variety of students at various stages in the Intermediate 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 3 of this study guide are applied. Suggested topics:

- MA Session 1 (Focus on Fore/Aft Balance. What is happening during Turn Transition and Turn Shaping?)
- MA Session 2 (Focus on Lateral Balance and Pressure. What is happening during Turn Transition and Turn Shaping?)
- MA Session 3 (Focus on the Origin of Rotational [guiding] Movements. What is happening during Turn Transition and Turn Shaping?)
- MA Session 4 (Focus on Progressive Increase and Decrease of Edge Angle. What is happening during Turn Transition and Turn Shaping?)
- MA Session 5 (Focus on Flexion and Extension Movements. What is happening during Turn Transition and Turn Shaping?)
- MA Session 6 (Focus on Directional Movements. What is happening during Turn Transition and Turn Shaping?)

### Teaching Application

- Teach the public through the Intermediate Zone (beginning 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
- Teaching Application Sessions 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 Intermediate Zone before attending your Level II 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 3).
- 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
12/9/08	8	7-10	Low Intermediate	5
Describe your student’s expectations: <i>They wanted to learn how to ski bumps.</i>				
Describe your students’ basic movements/skills: <i>Most of the class stood on the backs of their skis a lot and a few also had a stiff outside leg when they turned.</i>				
Describe your students’ important strength(s): <i>They were all pretty aggressive and wanted to have fun.</i>				
Describe the lesson goal for the student(s): <i>Get everyone to learn how to turn in moguls..</i>				
Describe the specific technical focus you chose to help the student(s) attain that goal: <i>Get everyone to learn how to stand up over their feet so the skis turn more easily and their legs bend more effectively.</i>				
Describe your lesson: <i>As we skied to the chair, I had everyone try to jump off the ground so they would have to center themselves over their feet. I asked everyone to try and “jump and land from their ankles” over imaginary bumps on the cat track. We found some really small bumps and we traversed back and forth across them jumping off the tops as we went. I had them try to jump from a sitting position and then from a stance over their ankles, mixing it up so they could feel the difference. Then we searched the mountain for small bumps and played a modified game of “Simon Says” where they were only supposed to jump when I yelled “jump” but they were supposed to be ready over their ankles at any time. We traded off leaders to yell “jump” to give everyone a chance to lead.</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:

Professional Ski Instructors of America



## Alpine Certification Standards

2012

National Standards: Level II

**Updated June 1, 2012**

## General Descriptions of PSIA Certification Level

Certification	Description
Level II	Level II-certified instructors will demonstrate commitment and dedication to the ski teaching profession and to his/her own personal development. Level II members are considered qualified to provide valuable instruction to a majority of ski school guests. A Level II-certified instructor demonstrates the ability to relate movements and skill areas to movement outcomes and to apply that knowledge to teaching situations common to Intermediate zone skiers. Level II-certified instructors have a global understanding of the ski industry and are able to classify their responsibilities as a part of the resort team.

### Category A: SKIING

#### (General Requirements per Certification Level)

Certification	Skill Requirements
Level II	Level II-certified teachers have the skills to make short-, medium-, and long-radius turns on blue and groomed black terrain with minimal skidding. Skis make two separate, relatively defined arcs in the snow from before the fall line to completion. Skill application and accuracy may vary with terrain and snow conditions. Demonstrations should illustrate accurate movement patterns and reflect turn dynamics relative to the speeds and forces common to Intermediate zone skiers.

### Category B: Teaching

#### (General Requirements per Certification Level)

Certification	Description of Skill Requirements
Level II	Level II-certified teachers demonstrate an understanding of basic learning theory, communication and people skills, and human development. Practical knowledge of these concepts is required for students and teaching situations through Intermediate zone lessons. Level II-certified teachers demonstrate the ability to adapt the lesson environment to meet a variety of options for specific audiences (i.e., age, gender).

### Category C: Professional Knowledge

#### (General Requirements per Certification Level)

Certification	Description of Skill Requirements
Level II	Professional Knowledge for Level II-certified teachers reflects a basic understanding of general terms and concepts applicable through the Intermediate zone. Application of teaching concepts in actual lesson situations should reveal an ability to correctly interpret student behavior and performance, and to deliver technical content through relevant activities and simple language.

## Category A: Skiing

### Specific Skill Requirements for Level II Instructors

Skills	Description of Skill Requirements
<b>General Characteristics</b>	The candidate will be able to: <ul style="list-style-type: none"><li>• Use ski design and skill blending to shape parallel turns</li><li>• Link turns of consistent rhythm and size, such as a series of short or long turns</li><li>• Control speed by adjusting turn shape</li><li>• Maintain a balanced stance throughout a series of turns</li><li>• Demonstrate a variety of turns</li><li>• Apply appropriate tactics and vary skill applications in a variety of conditions, including ungroomed snow or powder</li><li>• Demonstrate different types of skill blends in exercises, tasks, and turns, upon request</li></ul>
<b>Balance</b> (Level II Intermediate zone terrain, speed, and dynamics)	The candidate will be able to: <ul style="list-style-type: none"><li>• Maintain lateral and fore-aft balance through turn transitions</li><li>• Demonstrate the ability to regain balance in minor situations in which balance is compromised</li><li>• Demonstrate an ability to consistently maintain a balanced relationship between the hips and feet during the shaping phase of the turn on blue and groomed black terrain</li></ul>
<b>Rotary Movements</b> (Level II Intermediate zone terrain, speed, and dynamics)	The candidate will be able to: <ul style="list-style-type: none"><li>• Use an appropriate amount of rotational guiding as a component of turn shape and speed control relative to conditions and task</li><li>• Demonstrate consistent guiding of both feet into and out of the fall line, creating a consistent width track of the skis in the snow</li></ul>
<b>Edge Control Movements</b> (Level II Intermediate zone terrain, speed, and dynamics)	The candidate will be able to: <ul style="list-style-type: none"><li>• Demonstrate progressive increase and decrease of edge angle throughout the phases of the turn on a variety of groomed and ungroomed blue terrain</li><li>• Begin tipping of the skis from the uphill edges to the downhill edges before turning the skis toward the fall line (minimal pivoting to edge) on blue groomed terrain</li><li>• Utilize the sidecut of the skis as a component of turn shape and speed control</li></ul>
<b>Pressure Control Movements</b> (Level II Intermediate zone terrain, speed, and dynamics)	The candidate will be able to: <ul style="list-style-type: none"><li>• Maintain ski-snow contact with both skis</li><li>• Demonstrate a gradual increase in pressure to the outside ski throughout a series of round turns</li><li>• Demonstrate an ability to adjust to minor terrain variations with minimal interruption</li></ul>

## Category B: Teaching

### Specific Skill Requirements for Level II Instructors

Skills	Skill Requirements
<b>Awareness, Understanding and Knowledge</b>	<p>The candidate will be able to:</p> <ul style="list-style-type: none"><li>• Consider and address safety concerns as students move beyond the Beginner/Novice zone learning environment</li><li>• Understand and identify the components of the learning process, and relate these concepts to individual learning styles and preferences</li><li>• Understand the importance of options in lesson plans based upon the mental, emotional, and physical needs (development) of individual students</li><li>• Illustrate the components of effective feedback in the learning environment</li><li>• Accurately distinguish "What is happening?" with regard to movement analysis</li><li>• Formulate lesson plan options for a variety of student needs</li></ul>
<b>Application</b>	<p>The candidate will be able to:</p> <ul style="list-style-type: none"><li>• Teach the skiing public through the Intermediate zone</li><li>• Identify the personality traits and learning preferences of students, and make broad adjustments in lesson plans and delivery to accommodate those traits/preferences</li><li>• Work with ranges of student performance and personalities within a group; maintain group cohesiveness and a personal, emotional attachment with students and the learning environment</li><li>• Make technical lesson content decisions based upon both movement analysis observations and student desires and needs, applying the <i>stepping stones</i> concept beyond the Beginner/Novice zone</li><li>• Demonstrate an effective balance between the amount of information and the amount of practice time, display an effective use of teaching activities</li><li>• Develop accurate lesson plan options that tailor lesson situations to individual needs and goals</li></ul>



## Category C: Professional Knowledge

### Specific Skill Requirements for Level II Instructors

Skill Category	Description of Skill Requirements
<b>Terminology</b>	<p>The candidate will be able to:</p> <ul style="list-style-type: none"> <li>• Define and understand terminology as described in the <i>Alpine Technical Manual</i></li> <li>• Relate skiing terminology to students in simple language; communicating <i>what</i>, <i>why</i>, and <i>how</i> the terms and concepts apply to individual students</li> </ul>
<b>Equipment</b>	<p>The candidate will be able to:</p> <ul style="list-style-type: none"> <li>• Describe changes in equipment needs as students progress through the Beginner/Novice zone and Intermediate ability zones</li> <li>• Understand the options, solutions, and benefits that current equipment design provide; provide general equipment selection guidance</li> <li>• Understand the intended benefits of equipment design</li> </ul>
<b>Skills Concept</b>	<p>The candidate will be able to:</p> <ul style="list-style-type: none"> <li>• Understand the connections between movements and skills, and how changes in movements effects the blending of skills</li> <li>• Understand the application of the <i>skills concept</i> to ski performance and of movement patterns to ski-snow interaction</li> <li>• Understand how various skill blends are applied to specific Intermediate zone skiing situations relative to terrain, conditions, and desired student outcome</li> <li>• Utilize specific activities to target specific skill development</li> </ul>
<b>Movement Analysis</b>	<p>The candidate will be able to:</p> <ul style="list-style-type: none"> <li>• Describe the forces acting on a skier in a turn; relate how a skier uses muscular effort and movements to manage these forces</li> <li>• Understand cause-and-effect relationships between movements and resultant ski performance in Intermediate zone skiing situations</li> <li>• Consider non-performance factors such as age, past experience, conditioning, etc., when analyzing the ability of students</li> <li>• Communicate movement analysis information to students in simple, positive language</li> </ul>
<b>Personal Mastery</b>	<p>The candidate will be able to:</p> <ul style="list-style-type: none"> <li>• Refer to resort-wide interests in all lesson situations, addressing student needs beyond learning to ski</li> <li>• Demonstrate an ability to handle internal and external conflict resolution</li> <li>• Demonstrate an ability to interact in resort areas outside of the lesson environment</li> </ul>



## Level 2 Assessment Guide

This guide is designed to clarify the process and logistics of the level 2 Assessment.

The daytime page(s) can be printed as individual sheets if needed. Please contact me with questions and/or thoughts. **Certification Standards**

Instructor Candidates will be held to the knowledge and performance standards of the level at which they are testing. Certified Level 2 instructors primarily teach adults and children skiing in the Beginner through Intermediate Zones. They understand skiing and teaching through the intermediate zone and can perform at or beyond the Level 2 standards as described in the PSIA Certification Standards. 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](http://www.psia-i.org)

### Overview:

The Level 2 Assessment involves 3 parts: Written Test, Skiing Assessment, Teaching Assessment. You must take and pass each portion in the order listed. After you have passed the written test you may attend the Ski Assessment. After you have met the standard for Skiing you may attend a Teaching Assessment. Once you have met the standard for all 3 portions you will receive your Level 2 pin and certification document.

The ski and teaching assessments take place on separate days that are nonconsecutive. The Ski day is entirely focused on skiing while the Teaching Assessment includes a Video Movement Analysis segment and On-Hill teaching. This Video segment is similar to the L1 and is comprised of a DVD of novice to intermediate skiers (both kids and adults) and the Skier Assessment Worksheet. Please refer to details of each below.

The daily schedules listed below do not include any date/time information regarding the Written Test. Please refer to the calendar on the website or call the division office for dates and times. Please refer to the individual sections for more details on what is included during each day.

**Daily Schedule:** Times are approximate! Weather, etc may change these. Please come with a flexible mindset.

## **Day 1 – Skiing Assessment Day**

8:30 – 9:00 Check-in, meet and greet. Announce groups.

9:00 - 9:30 Preview day. **Professionalism Discussion** – what does it mean to be a ski professional with PSIA? Group up.

9:30 – 3:00 On-Hill skiing assessment. Ski listed tasks. This may be orchestrated in many ways. Group skiing, pairs, line rotations, call downs, etc.

3:00 – until: DECL's gather information, write up score sheets and present results. Please be prepared to stay until at least 5pm possibly later if you wish to receive your results and feedback on the day.

## **Day 2 – Teaching Assessment**

8:30 – 9:00 Check-In

9:00 – 10:30 Video Movement Analysis - fill out worksheets. Each candidate watches one skier and fills out a Part 1 – movement analysis - for **their assigned skier**. After completing Part 1 you flip it over and fill out a Part 2 - Lesson Plan - for **that skier**. (More details below)

10:30 – 12ish. On-Hill Teaching by each candidate.

12ish -1:00 Lunch/Break

1:00 – 3:30ish Finish On-Hill Teaching.

3:30 – until: DECL's gather information, write up score sheets and present results. Please be prepared to stay until at least 5pm possibly later if you wish to receive your results and feedback on the day.

General Exam Scoring. The scoring range and criteria is the same as L1 and L3. You can obtain a 1 – 5 on each component. See the score-sheet for the details of what each number represents. You must score a 3 - “consistently meets standard” - in every scored component in order to meet the standard.

## Daily details:

### Day 1 – Skiing Assessment and Professionalism

**Professionalism discussion:** We start the day with a Professionalism discussion. Questions from real world scenarios will be asked to drive this discussion.

**On Hill Skiing:** Fun, low stress, do what you do every day! You will ski each task listed on the score-sheet. Remember we are scoring Overall Skiing and NOT each task. We are scoring your fundamental movements and skill discipline across a range of skill blends and tasks. Hence, the skiing scoring and your feedback will be focused on how your movements affected your ability to perform across all tasks.

#### **Skiing Scoring:**

You are scored in two areas: General characteristics addressing accuracy, application, versatility, and tactics; and Skill Proficiency addressing the level of mastery of basic skill elements. These are straight from the National Standards for Level 2. You must score 3's on all listed areas in order to meet the standard. Inconsistency in any area, resulting in a score of 2 does not meet the standard. An example of feedback for a candidate that did not meet the standard is below.

An example: a candidate scored 2's in some of the skiing standards. The candidate moved vertically and rotated their upper body at initiation of the new turn resulting in a non-sequential release of the edges, upper body rotation, and full body inclination through the shaping phase of the turn. This resulted in poor/inadequate balance against the outside ski, late edge engagement, and difficulty in controlling speed and shape of the turn, especially in more challenging terrain and conditions. Related to the 6 skill proficiencies: **Ineffective balance**, due to ineffective directional movements and **ineffective flexing and extending movements**. Hence the candidate could not **consistently** control the turn shape and speed through most tasks = Does not meet the standard.

### Day 2 -Teaching Assessment.

#### **Skier Assessment Worksheet process:**

The day starts indoors with the video movement analysis and the Skier Assessment Worksheets. There are two portions of this sheet.

**Part 1 of Worksheet – Movement Analysis:** You will be handed one Part One (Movement Analysis) sheet and these will be quickly reviewed. (It is HIGHLY RECOMMENDED that you become familiar with these prior to the assessment. They are available on the web site in the Level One section. This is the same sheet as used for the Level 1 Assessment).

You will be assigned one skier to watch, one child or one adult and given a “student profile” to help you with some student characteristics. Part 1 should not take very long. You should follow the questions for help but try to keep these short and sweet. The MA portion is only there to help you decide what and how to teach on the hill. Do not clutter it up with too much stuff.

Summary steps of part 1:

1. Receive one Skier Assessment Worksheet
2. Skiers to watch are assigned and profiles handed out
3. Watch video through once. DECL may replay and pause as needed.
4. Write MA portion

### **Part 2 of Worksheet – Lesson Plan:**

As soon as you finish your MA portion you should start your Teaching Plan development which is Part 2 – Lesson Plan, on the back of your worksheet. Using your MA, build your lesson plan as directed via the questions asked on the worksheet.

Again it is **HIGHLY RECOMMENDED** that you become familiar with these prior to the assessment. And as with the MA, do not clutter these up with lots of items. You only have 20 minutes to demonstrate your teaching skills on the hill. Keep it simple, short and sweet! Once your worksheets are completed, you will move to the on-hill teaching segment. You have 1-1.5 hours to complete this written video analysis process.

Summary steps of part 2:

1. Take MA details and build Lesson Plan to present on the hill.
2. There is **NO** coaching provided during either portion of this process other than reviewing and clarifying the worksheets. You are expected to be able to write your MA, and build your teaching plan **unaided!**

### **On-hill Teaching:**

The DECL may orchestrate this in several ways; however, unless special circumstances require, the **whole group will stay together**. Several participants may be called upon to be “students” or the whole group may participate in the tasks the presenter has selected for their teaching segment.

Candidates will present their “lesson plan” on the hill. You should “teach” the lesson as in a clinic environment using the “show and share” style, and not just go down the sheet.

Example: You begin by presenting/explaining what you saw, how it was helping or hindering the skier and what your technical focus will be. You then present explanations and demos related to your technical focus. You will have 20 minutes to do this.

Once completed you will be asked to adapt your lesson to a child or adult depending on what you were assigned on the video. You are expected to give an explanation of how your lesson would differ relative to each component of the CAP model. You do NOT use a mock lesson format for any of this.

After your teaching segment you will be “interviewed” for a few minutes. You may be asked questions about your technical focus, demo’s selected, terminology used, sequencing of components you presented - ANYTHING related to your teaching presentation. This usually takes no more than 5 minutes or a chair ride. Do not assume the questions are related to areas the DECL’s thought you presented poorly. These are for clarification purposes, not to grill you.

### **The CAP model inclusion.**

As mentioned above, after presenting your main teaching portion you will be asked to adapt your lesson from adult to child or vice versa depending on your video skier. You are expected to give details about what you would change relative to each component of the CAP model. Simply saying you would play a game that addresses the skill you hope to enhance is not adequate. Each component of the CAP model should be discussed as to how you would address the developmental differences with each skier. That said the expectation for this portion is pretty general. You are not expected to be an expert on the CAP model. Basic CAP knowledge is the requirement. Remember, the CAP model is applicable to ALL AGES not just children.

An Example: for the adult on the video the candidate says for cognitive they used less words and more demo’s as the student was an artist. They chose words to convey things like flow and symmetry. For the kid, since their skier lives on a farm they picked the Zoo Game and asked the kid what would happen if an animal tried to turn using only one foot. They’d trip! (They wanted to get both legs turning). Etc. for Affective and Physical. Done in 5 minutes.

### **Assessment Scoring:**

**Written Test:** 80 or higher to pass. Must be completed prior to attending the skiing assessment.

**Skiing Scoring:** this was explained above in the Ski Day details. Must score 3 on all components

**Teaching Scoring:** The components scored are listed on the score-sheet. The same scale is used as for skiing. You must score a 3 in all components.

**Video Worksheet:** this is NOT scored. This is provided as an aid for you to collect and organize your thoughts for the on hill teaching portion.



# PSIA Intermountain Level 2 Skiing Assessment

**Candidate:** \_\_\_\_\_ **Location:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Examiner 1:** \_\_\_\_\_ **Phone:** \_\_\_\_\_

**Examiner 2:** \_\_\_\_\_ **Phone:** \_\_\_\_\_

**Scoring:** 1. Not observed 2. Occasionally meets standards 3. Consistently meets standards 4. Occasionally exceeds standards 5. Consistently exceeds standards

## Skiing Tasks (used to assess General Characteristics and Skill Proficiency)

<i>Wedge Turns</i>	Green terrain	<i>Free Ski Parallel</i>	Blue to easier Black terrain
<i>Wedge Christie</i>	Green to easier Blue terrain	<i>Moguls</i>	Blue terrain
<i>Basic Parallel</i>	Blue to easier Black terrain	<i>Versatility</i>	Blue terrain
<i>Short Radius</i>	Blue to easier Black terrain	<i>Assigned Task</i>	Green to easier Black terrain

## General Characteristics (Level 2 accuracy, application, versatility, tactics)

The following apply to all green, blue and easy black terrain at Intermediate Zone speeds.

The instructor is capable of:

Skiing a variety of turn shapes and sizes	1	2	3	4	5
Linking a series of same size turns with consistent rhythm	1	2	3	4	5
Controlling speed by adjusting turn shape	1	2	3	4	5
Applying appropriate tactics and varying skill application in a variety of conditions	1	2	3	4	5
Varying skill blend in exercises, tasks, and turns, upon request	1	2	3	4	5

## Skill Proficiency (Level 2 mastery of basic elements)

Directional movements, vision, and pole action lead toward the intended direction of travel	1	2	3	4	5
Fore-aft balance is managed over the whole foot with pressure distributed appropriately along the length of the skis.	1	2	3	4	5
Lateral balance and pressure is managed appropriately from outside ski to outside ski through turns (the outside ski bends more than the inside ski)	1	2	3	4	5
Rotational (guiding) movements of both skis originate in the lower body and utilize ski design appropriate to the task	1	2	3	4	5
Progressive increase and decrease of edge angle occurs with both skis as needed.	1	2	3	4	5
Flexion and extension movements are effectively used to manage balance, pressure, and edge release and engagement	1	2	3	4	5

## Summary and Feedback

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## Results

The candidate must score 3 or better in all categories to qualify for Level 2 Skiing.

Meets L2 Standards  Does not meet L2 Standards



# PSIA Intermountain Level 2 Teaching Assessment

**Candidate:** \_\_\_\_\_ **Location:** \_\_\_\_\_ **Date:** \_\_\_\_\_  
**Examiner 1:** \_\_\_\_\_ **Phone:** \_\_\_\_\_  
**Examiner 2:** \_\_\_\_\_ **Phone:** \_\_\_\_\_

**Scoring:** 1. Not observed 2. Occasionally meets standards 3. Consistently meets standards 4. Occasionally exceeds standards 5. Consistently exceeds standards

## Student Assessment & Goal Setting (Video)

Accurate understanding and description of student expectations	1	2	3	4	5
Accurate description of skier's skills	1	2	3	4	5
Accurate identification of relevant student strength(s)	1	2	3	4	5
Defined a clear and relevant lesson goal for the student	1	2	3	4	5
Identified a specific technical focus to help student(s) attain goals.	1	2	3	4	5

## On Hill Lesson Plan

Incorporated safety into lesson plan.	1	2	3	4	5
Verbal Communication Skills Communicates information clearly Information introduced in a logical, progressive format Interacts with the group positively and effectively Understands how to set up situations that allow for observation and feedback	1	2	3	4	5
Drills, Activities, Practice Time Makes drills, exercises, and games relevant to goal (effective) Able to connect drills and activities into free skiing Able to incorporate VAK into lesson plan	1	2	3	4	5
Demonstrations Accurate (shows what was stated) Relevant Draws attention to specifics for focus	1	2	3	4	5
Summary Able to provide/facilitate a clear summary of the lesson plan Provides clear direction for student's next step	1	2	3	4	5

Adapts lesson goals and plans to different student profiles Modifies drills, tasks and games for student interests and abilities Incorporates CAP model concepts	1	2	3	4	5
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## Summary and Feedback

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## Results

The candidate must score 3 or better in all categories to qualify for Level 2 Certification.

**Meets L2 Standards**
 **Does not meet L2 Standards**



Candidate:

Location:

Date:

Student Profile

Ski Number

Gender: Male Female

Background:

Approximate Age:

Skiing Experiences:

1. What do you think this student expects from a lesson (according to the description at the start of the video) and why?

2. Look for these basic movements in the skier and describe the most important things you see during the *Turn Transition and Turn Shaping phases of the turns*.

*Directional movements, vision, and pole action:*

*Fore/aft balance:*

*Lateral balance and pressure:*

*Rotational (guiding) movements:*

*Progressive increase and decrease of edge angle:*

*Flexion and extension movements:*

Do directional movements, vision, and pole action lead toward the intended direction of travel?

Is fore-aft balance managed over the whole foot with pressure distributed appropriately along the length of the skis?

Is lateral balance and pressure managed appropriately from outside ski to outside ski through turns (the outside ski bends more than the inside ski)?

Do rotational (guiding) movements of both skis originate in the lower body?

Does progressive increase and decrease of edge angle occur with both skis as needed?

Are flexion and extension movements effectively used to manage balance, pressure, and edge release and engagement?

*Turn Transition* (How does the skier complete the turn and enter the new turn?)

*Turn Shape* (What is the turn shape like and what is the skier doing to control the shape of the turn?)

3. What is the student doing well and how would you describe this to your student?

4. Based on the above observations and the student profile, what do you believe is the most important aspect of the student's skiing that you choose to address? In other words, what is the overall goal for the lesson? (Will you help them start their turns, control speed, vary turn size, ski steeper terrain, or...?)

5. State the technical focus of the lesson. (What basic movement(s) or skill(s) will you improve to help meet the chosen goal?)

**6. Describe your plan to progress the student:**

a. In easily understandable terms, explain why your technical focus will help the student (preview). \_\_\_\_\_

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b. What are optimal terrain and snow conditions for student success? What safety precautions will you take? \_\_\_\_\_

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c. How will you show/demonstrate the changes you want your student to see and understand? \_\_\_\_\_

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d. What kinds of cues, phrases (visual, auditory and/or kinesthetic) do you use to help the student understand the concept? \_\_\_\_\_

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e. What kinds of drills, activities, games and exercises do you use to reinforce movement pattern change or improvement? \_\_\_\_\_

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f. How will you set up practice time during the lesson to apply this information? \_\_\_\_\_

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g. How will you summarize the key points of this lesson? What should the student do now? \_\_\_\_\_

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