LEVEL III

CERTIFICATION & STUDY GUIDE

Professional Ski Instructors of America

Western Division

DEFINING QUALITY SKI INSTRUCTION
&
INSPIRING A LIFE LONG PASSION FOR SKIING

NOTE: There are requirements for the Level 3 Modules.

- **An online test which must be successfully completed before you can attend the on hill portion of the teach module**
- **Prepared teaching assignments**
- **Required reading**
- **A copy of your final skiing evaluation form will be collected at the teaching module. Please contact the PSIA-W office if you need a copy.**

Please read this Certification Guide carefully.

Candidates are strongly encouraged to participate in a Level 3 preparation event prior to taking the certification modules.

PSIA WESTERN DIVISION
LEVEL III ALPINE CERTIFICATION & STUDY GUIDE

TABLE OF CONTENTS:

This study guide should be supplemented with the following PSIA education materials that can be ordered from Accessories Catalog located online at www.thesnowpros.org or by calling: 303-987-9390.

PSIA Alpine Technical Manual 2nd edition: Skiing & Teaching Skills
PSIA Core Concepts for Snowsports instructors
PSIA Alpine Level III Study Guide [available online @ psia-w.org under alpine ed. materials]

LEVEL III CERTIFICATION

The Level III Certification Module is a 2 part process. Candidates must pass the 2-day Skiing Module and the on-line test before taking the 3-day Teaching Module. Each Module combines an assessment and feedback from the clinician.

The Certified Level III instructors teach beginning, intermediate and advanced adults and children, ATS Levels 1-9. They are able to analyze movements in advanced skiers, beginning recreational racers, and basic park and pipe maneuvers. They can develop lesson plans based on student's needs, terrain, and snow conditions. Due to the constantly changing environment and the diversity of students at the advanced levels, Level III instructors have alternatives for the basic lesson plans. Certified Level III instructors can ski any slope, with any snow condition commonly skied by the general public AND can do so skillfully and dynamically. Instructors must demonstrate strong leg action, a quiet and stable upper body and powerful use of the ski as it has been designed.

LEVEL III SKIING MODULE

Description:

The Skiing Module is a two day event designed to evaluate skiing skills and provide feedback on meeting these skills as defined in the National Standards. While you preparing for your skiing module we advise that you learn and understand the turn mechanics for each demo and task as these are the same movements you will be teaching your students in the Teaching Module.

Candidates may be asked to do variations of tasks depending on skill assessment, snow and weather conditions. Candidates must meet the National Standards and demonstrate correct turn mechanics consistently for all demos and tasks to pass the skiing module.

Overview level III skiing tasks/demonstrations:

Dynamic Short Radius
Dynamic Medium Radius
Bumps
Off Piste
Hop Turns
Extension/Retraction Turns
Pivot Slips in a corridor
One Ski

Situational skiing:

Candidates may be asked to do 1 or more of the following based on snow conditions.

- Steeps
- Race Course
- Park & Pipe

LEVEL III SKIING MODULE OUTLINE:

The event will begin at 8:30 a.m. each day at the designated meeting area (usually the base lodge). Details will be included on the registration confirmation. Candidates will have the opportunity to meet their clinician, review the module outline and ask questions.

During the morning and afternoon of each day candidates will have the opportunity to warm-up on the terrain to be used to evaluate the demos and tasks before being evaluated. The clinician will demonstrate and clarify turn mechanics for each demo. Candidates will have the opportunity to perform the demos and tasks several times during the evaluation. The clinician will evaluate and provide feedback on the candidate's performance and meeting the national standards requirements for certification. At the end of Day 1 the clinician will meet with the candidate to review their performance and answer questions. At the end of Day 2 the clinician will meet with the candidate to review their final evaluation for the Skiing Module.

Turn Mechanics for Certified Level 3 Demonstrations/Tasks

This section highlights the turn mechanics for level III certification demonstrations and tasks. Candidates are encouraged to study additional information on turn mechanics which can be found in the following resources:

- The psia-w.org website under alpine education materials contains documents on biomechanics/physics/archived manuals.
- The Movement Matrix – (www.thesnowpros.org) video of national skiing standards
- Alpine Technical Manual – second edition
- The Skier's Edge & Ultimate Skiing, by Ron Lemaster available on amazon.com

Basic Parallel Turns

Terrain: Blue or black groomed terrain.

Description: The skis remain consistently parallel throughout the turn. The extension allows for a simulations edge change and leg steering throughout the turn. Speed control comes from skidding and a round turn shape. A pole touch is timed at the turn initiation.

Mechanical Priorities:

- Center of mass moves to direction of travel
- Legs turn at same rate/time
- Tails follow tips
- Flexion/extension movements are present and observable throughout the entire turn radius
- Align center of mass to outside ski and manage pressure foot to foot
- Turn legs under stable upper body and pelvis
- Pole use enhances turn
- Speed control is managed through rounded turn shape

Dynamic Short Radius Turns

Terrain: Black groomed or ungroomed terrain.

Description: A basic short radius turn is a parallel turn that has a quicker twisting of the legs against a disciplined and stable upper body. The turns stay in a corridor that is about 1 cat track wide.

Mechanical Priorities:
- Center of mass moves to direction of travel
- Legs turn at same rate/time
- Tails follow tips
- Flexion/extension movements are present and observable throughout the entire turn radius
- Align center of mass to outside ski and manage pressure foot to foot
- Turn legs under stable upper body and pelvis
- Pole use enhances turn
- Speed control is managed through rounded turn shape

Dynamic Medium Radius Turns

Terrain: Blue or black terrain groomed or ungroomed may not be smooth.

Description: A medium radius turn is a parallel turn about 3 cat tracks wide. It's a faster turn with enough speed to release and then engage both edges simultaneously. Progressive edging from ankles, knees, and hip helps to minimize skidding of skis.

Mechanical Priorities:
- Center of mass moves to direction of travel
- Legs turn at same rate/time
- Tails follow tips
- Flexion/extension movements are present and observable throughout the entire turn radius
- Align center of mass to outside ski and manage pressure foot to foot
- Turn legs under stable upper body and pelvis
- Pole use enhances turn
- Speed control is managed through rounded turn shape

Bumps

Terrain: Black terrain ungroomed with bumps.

Description: Dynamic short turns that remain in the fall line through bumps. Turns are linked with good rhythm and speed control showing strong leg turning skills, extension/retraction pressure control management, and a stable upper body with a blocking pole plant. Candidates may be asked to make varying turn sizes.

Mechanical Priorities:
- Center of mass moves to direction of travel
- Turn legs under stable upper body and pelvis
- Skis tip/turn at constant time/rate
- Flexion/extension/absorption movements are present throughout the entire turn
- Manage pressure applied to skis/snow
- Pole use enhances turn
- Speed control is managed through rounded turn shape

Steeps & Off Piste

Terrain: Black / double black terrain variable snow conditions.

Description: Linking dynamic short or medium turns in steep terrain and off piste snow conditions.

Mechanical Priorities:

- Center of mass moves to direction of travel
- Turn legs under stable upper body and pelvis
- Angulation/inclination manages edge angle
- Skis tip/turn at constant time/rate
- Flexion/extension/absorption movements are present throughout the entire turn
- Manage pressure applied to skis/snow
- Pole use enhances turn

Hop Turns

Terrain: Blue or black terrain.

Description: Linked turns where the skis are hopped off the snow from one set of edges and rotated across the fall line landing on the other corresponding edges. Extension movements to hop originate in the ankle and knee joint, not at the hip. A blocking pole plant may be used to help stabilize the upper body.

Mechanical Priorities:

- Turn legs under stable upper body and pelvis
- Legs turn at same rate/time
- Angulation/inclination manages edge angle
- Pole use enhances turn
- Extension movements are rapid and bring skis off snow
- Manage pressure applied to skis/snow

Extension/Retraction Turns

Terrain: Blue or black terrain, groomed or ungroomed.

Description: The ext/retraction turn is made by keeping the upper body at the same height while the legs extend and retract. As pressure increases through progressive edge and pressure against the outside ski, the legs retract and cross under the body while it continues extending into the new turn. The center of mass stays the same height above the snow while linking turns together. The candidate may be asked to perform short or medium radius turns.

Mechanical Priorities:

- Balanced over base of support
- Turn legs under stable upper body and pelvis
- Angulation/inclination manages edge angle
- Skis tip/turn at constant time/rate
- Tails follow tips
- Extension/retraction movements are present and observable throughout the entire turn
- Align center of mass to outside ski and manage pressure foot to foot
- Manage pressure applied to skis/snow

- Skis bend most at shaping phase of turn
- Pole use enhances turn

Pivot Slips in a Corridor

Terrain: Blue or Black groomed terrain.

Description: Beginning with a sideslip the legs are pivoted 180º across the hill while the upper body remains facing downhill. Pivot slips are linked together with a smooth continuous twisting of the skis and legs, no pausing across the fall line. Skis remain in a corridor demonstrating strong fore-aft balance to stay in the fall line.

Mechanical Priorities:

- Turn legs under stable upper body and pelvis
- Legs turn at same rate/time
- Center of mass moves to direction of travel
- Skis tip/turn at same time/rate
- Skis maintain parallel relation

One Ski

Terrain: Green and blue terrain.

Description: A medium or short radius turn on one ski blending progressive leg turning and edging to achieve a round turn shape. The candidate may be asked to perform skidded or carved turns.

Mechanical Priorities:

- Center of mass moves to direction of travel
- Turn legs under stable upper body and pelvis
- Angulation/inclination manages edge angle
- Tails follow tips
- Flexion/extension movements are present and observable throughout the entire turn
- Pole use enhances turn

LEVEL III TEACHING:

The 3-day teaching module includes a teaching & movement analysis assessment, and feedback from the clinician. Candidates will be evaluated on their use of the Teaching Model, ability to communicate, actual demonstrations by the candidate, use of methodology “tools”, tasks, drills, exercises, and overall instructor presence. Candidates will be asked to teach adults and children ATS levels 1-9. Scoring for this event is pass or fail. Essential elements of all teaching demonstrations must appear regularly at a satisfactory level to pass.

Candidates are strongly encouraged to read the PSIA Adult & Children Teaching Handbooks which include teaching progressions, movement analysis tools, and other helpful information.

Prerequisites: Candidates must have passed the level III Skiing Module and successfully completed the on-line test. The on-line test will be e-mailed to each candidate once they sign up for the Teach Module. Candidates must bring a copy of their Skiing Module final evaluation form to the Teaching Module (contact the PSIA-W office if you need an additional copy).

LEVEL III TEACHING MODULE OUTLINE:

The event will begin at 8:30 a.m. each day at the designated meeting area (usually the base lodge). Details will be included on the registration confirmation. Candidates will have the opportunity to meet their clinician, review the module outline and ask questions. The order of the following itinerary for days 1-3 may be changed due to weather and snow conditions.

On Day 1: Each candidate will be asked to teach one of these 10 possible teaching scenarios listed below. All candidates should be prepared to teach each teaching scenario. Each candidate will be assigned only one of these scenarios by their examiner on day one. Assignments are 20 - 25 minutes.

All these assignments are developmental. You will not have to correct technical problems in these scenarios. You are expected to develop technique/turn mechanics, introduce new skills blend and address tactics for terrain, snow conditions and outcomes. Terrain selection is important. Many of these scenarios will be off piste. Much expert/advanced skiing is driven by terrain and snow condition’s demands. You may ask the examiner to demonstrate the described skier’s turn type and speed before you teach.

1) A 14 year old female expert skier skis all terrain including bumps, steeps, and off piste and hard snow/ice. As an expert skier she uses dynamic short radius turns in most of these conditions. She has joined her high school race team. She has never raced before and says most of the races will be g.s. You have no access to gates. Develop her high speed g.s. turns through free skiing, drills and ideas/focus. Teach to the 14 year old!

2) An 11 year old expert junior racer from the Midwest is with his family on his first trip to the west. He's an excellent athlete and slalom skier but has never skied:

a) Deep snow b)Wet crud snow c) Un groomed snow

Teach him to be a big mountain off piste skier.
(Examiners option dependent on snow conditions). Teach to the 11 year old!

3) Advanced adult is having trouble holding/carving on hard icy snow. Help her minimize her skidding in these conditions.

4) A very fit/strong solid 20's expert from the east has never skied anything like KT22 at Squaw, Hangman's/Climax at Mammoth, Snake Pit/Motts Canyon at Heavenly, The Wall/Expedition at Kirkwood. Help him develop the tactics/skills he needs to safely challenge himself on this terrain (self-arrest, speed control, hop turns, pedal hops, how to drop into a cornice, etc.). Ride 'em Cowboy!

5) "Classic" ski technique expert dad is looking to improve his contemporary skiing/carving skills to be able to hang with his 14 year old "Racer Betty" daughter on high speed black and blue groomers. Help him develop those skills needed.

6) 13 year old advanced skier wants to get better in the bumps. She rips in small to moderate bumps but needs coaching in big bump lines. She's hoping you can help her ski like Hannah Carney. Teach to the 13 year old!

7) 7 year old advanced skier can ski groomed blacks. He has "smart feet" but has never used his poles. Develop pole touch/pole plant to help on the steeps. Teach to the 7 year old!

8) Take a group of 11/12 year old strong advanced skiers on "an adventure" off piste into moderate pitched trees. Teach them everything they need to have fun, be safe and come out alive! (Include turn type, buddy system, stopping points, emergency bailouts, tactics, etc.). Teach to the 11/12 year olds!

9) True expert woman wants to learn to race Epic or NASTAR. Teach her how to get out of the start, basic line and tactics. Evaluate and coach her carving skills. (may or may not have access to public gates).

10) Group of entry level experts want to improve their powder skiing. They are using an extension move (up un-weighting). Teach them to ski the "Pow" like you do. (Based on snow conditions).

11) 10 and 12 year old good advanced skier brothers have already begun to venture into the Park and Pipe. Dad wants you to teach them the basics, be safe and have fun in there! Include smart style, call your drop, ATML, tow in, basic Pipe skills, etc. Small park feature or gully area may be used (examiner will evaluate options and snow conditions).

Teaching Presentation Outline:

- You will be assigned one of the eleven teaching scenarios. After you have been given your assignment you may look at your notes, have a quiet moment to yourself or ask the examiners about terrain etc.
- The lesson should start from the beginning like you are meeting this class for the 1st time.
- The class should run at a normal pace like you would in the real world. But your students will be doing everything very well and the pace will therefore be substantially quicker than a real world lesson.
- During practice time of the lesson you can shorten the distances travelled to move through the content a little quicker (for example: use a section of a run rather than a whole run for practicing).
- You should be prepared to conduct movement analysis on the group as they practice and give feedback to them using an exercise, analogy or tactic.
- Your peers will be trying to perform the task to the best of their ability and should maintain the image of the "perfect student" at all times unless asked by the examiner to perform a mistake. Therefore, you should monitor the entire group for the whole lesson and give them appropriate feedback when you see them not following instructions or performing a task incorrectly. Positive feedback should always be a part of your teaching and used where ever appropriate.
- Use the Teaching Cycle and follow the 7 components (looping some as necessary) as if you had your students in a real lesson.
- The examiner will tell you when you have approximately 5 minutes left to finish and start your summary. You will have approximately 20-25 minutes total for your teaching presentation.
- After you finish your teaching you will be asked follow up questions on your professional knowledge which may include but is not limited to: turn mechanics, biomechanics, physics, class handling, safety, customer service, professional knowledge, how the lesson plan might have been customized for a different student, and best practices for return and retention of students.

- Before this "question time" the next assignment will be selected by a candidate so they have this time to prepare for their lesson.

- **Day 1** will also include a movement analysis presentation where you will be asked to verbalize the movement analysis system on either an adult or child in the advanced zone. After this assessment you will be asked to verbalize a lesson plan for the student.
- After each teaching presentation the examiner will provide feedback. A more thorough assessment will be reviewed with the candidate at the end of the day.
- **On Day 2** candidates will complete an on-hill movement analysis of a skier (adult or child) and then give a teaching presentation based on their observations. After the candidate has completed movement analysis of the student **they should verbalize the *lesson plan* for the examiner before they begin the teaching presentation** (for example if they are correcting a common problem the student is having they should explain what they intend to work on, why this is going to help the student, and how they plan to accomplish the goal with their progression). *The examiner may decide if it's appropriate for the candidate to teach just one or two members of the group for this ma lesson plan while the rest of the candidates observe.*
- **On Day 3** candidates will randomly select 'out of a hat' a teaching presentation (these will be the same for all groups). Each candidate will have a reasonable period of time (a chairlift ride or just before follow-up questions for the previous candidate) to prepare their lesson plan. In addition, the candidates will also do a basic movement analysis and a verbal summary of what they would teach, but will not be required to teach a lesson plan for the student.

- At the end of Day 3 the examiner will complete all the final evaluation forms and then meet individually with each candidate to review their assessment and pass or fail criteria for meeting the standards for Level III Teaching.

THE TEACHING MODEL

Referenced from the PSIA Alpine Technical Manual 2nd Edition, 2007

Candidates should be prepared to use the Teaching Model including the 7 steps of the Teaching Cycle during their teaching assignments. Each Lesson Plan will be evaluated on the following:

- Safety / Use of the Responsibility Code
- Delivery and communication
- Lesson progression relevant to established goal
- Providing accurate, specific, relevant feedback
- Using teaching styles to match learning styles

Create exercises and tasks that address your goal. If your goal has to do with enhancing rotary movements, then make sure the exercises and progressions you use follow that plan. Consider using a variety of teaching styles that move the group with fun activities. Use simple and clear words to explain and justify your activities as you go to keep focused on your goal. Let people know WHY they are doing the exercise. Your examiner will have no problem following your train of thought if you keep them informed as you go.

Student Makeup + Instructor Behavior = The Learning Partnership

Student Make-up

Discover your student's:

- Characteristics & Background
- Learning Styles
- Motivation & Desires
- Emotional States
- Beliefs, attitudes, and values
- Physical Conditioning & health

Instructor Behavior

The Teaching Cycle/Outline of Plan to teach your students:

- Introduce & develop trust
- Assess students and their movements
- Help determine goals & plan experiences
- Present & share information
- Guide practice
- Check for understanding
- Debrief the learning segment

Learning Partnership

Create a lesson that:

- Is creative, individualized, and student-centered
- Is interactive & Fun
- Contributes to the student's success
- Produces positive results
- Provides ownership of skills
- Creates lasting memories
- Encourages future learning
- Culminates in guest satisfaction

The Teaching Cycle - Adults

Referenced from the PSIA Alpine Technical Manual 2nd edition, 2007

Candidates should be prepared to use the Teaching Cycle during their teaching segments. This cycle may repeat itself a few times during your teaching segment depending on your choice of exercises and use of terrain.

Introduce and develop trust

Begin the class by introducing yourself, establishing rapport and trust with the group. Create an environment that is fun, welcoming, and supportive.

Assess students and their movements

Watch and assess your students to help understand their ability level, goals, fears, and determine how they learn may learn best from your instruction.

Help determine goals and plan experiences

Select appropriate goals, plan logical progressions of short meaningful information, choose appropriate terrain, link your teaching with your students goals.

Present and share information

Identify your students learning styles and use appropriate teaching styles. Create a clear demonstration of the movements you want them to learn, describe the movements verbally, get your students to feel the movements you describe. Demonstrate movements to your students from many different angles.

Guided Practice

Set practice at levels appropriate to the ability level, energy, and desires of your students. Provide feedback that is specific, timely, and relevant to what they are doing. Let students experiment, play, and problem solve.

Check For Understanding

Visually watch students to see if they understand what you are teaching them. Ask them questions to help clarify concepts or movements. Be willing to re-assess your student's needs by presenting new information or re-packaging what you've already shown/told them to make it easier to understand.

Debrief the Learning Experience

Summarize the lesson, experiences, successes, and give students a forecast for where they can go next (that day to practice) and what they will learn in their next lesson.

Level III Movement Analysis

The following MA sheet is designed to help candidates develop the skills to effectively match what students are doing and then develop a solid lesson plan. This is also an opportunity for candidates to build their technical knowledge of turn mechanics, biomechanics, and physics.

During the 3-day Teaching Module candidates must use this movement analysis system to demonstrate their knowledge of turn mechanics and how to develop logical progressions.

The following MA sheet provides a basic overview of what is required during level III movement analysis. Use your resort trainers and PSIA-W prep clinics to supplement this information.

The list below highlights what should be accomplished while using the movement analysis system.

- Assess a student's skiing ability & goals
- Identify movement patterns, skills, skill blending
- Identify cause and effect relationships
- Understand ski performance and turn mechanics
- Develop progressions that are logical and based on a solid understanding of turn mechanics and biomechanics.
- Create a lesson plan that can be adapted to the guest's needs and goals

Level 3 Movement Analysis

Skier Profile:
What are the psychological & physical factors that may affect motivation during the lesson?
Gender, Comfort Level on Terrain, Athletic/Non-Athletic

Turn Type: What type of turn is the skier making? What ability level is the skier?
Turn Type: Short turns, Medium turns, Long turns, other
Performance: Skidded, Carved, Pure Carved
Turn Shape: z, s, symmetrical, asymmetrical
Pole Use: appropriate for turn type, functional (rhythm & timing), blocking (bumps)
Terrain: groomed, off-piste, steeps, bumps, crud

Skills Assessment:

Describe Balance/Stance: Is the skier in a balanced athletic stance throughout the turn?
Similar flex in ankle, knee, & hip joints?
Fore/aft, Centered,
Stance is: wide, narrow, appropriate (for conditions & terrain)
Alignment issues: Fore/aft: over flexed at ankle / no flex at ankle
Lateral: knock-kneed, bow legged, asymmetry,

Describe Rotary Movements:
What body movements (combination or sequencing) does the skier use to turn the skis?
Leg turning (legs & feet) / Upper body rotation (hips & shoulders) / Whole body rotation
Counter rotation
Other

Describe Edging Movements: How and when is the skier using edging movements?
Angulation (which body parts are actively used): ankle, knee, and/or hip
Banking
Crossover (active/inactive/timing)
Other

Describe Pressure Control Movements:
Weight transfer: Foot to foot, static, stepping, stemming,
Timing of weight transfer: early, late, effective for turn type
Flexion/Extension Movements: active/static, timing throughout turn, managing terrain
Extension/Retraction Movements: active/static, timing throughout turn, managing terrain
Fore, Aft, Lateral -management of pressure control movements through turn
Other

Equipment Factors: Describe stance or ski performance issues as they relate to possible alignment (knock-knee's / bow legged / canting / other issues) and the cause and effect relationship this may have on the skiers performance.

Ski Performance/Phases of the Turn:

Using the skills assessment from above describe <u>each skill</u> and what is happening at the initiation, shaping, and finishing phases of the turn. Describe the cause and effect relationship between the movements of the body and the effect on the skis performance.

Determine Goals / Develop Progressions & Exercises for the Lesson:

- Use the cause / effect relationships to identify exercises that change body movements
- Use a 3-5 step progression to teach the exercise/s
- Include skill specific & skill blending exercises to improve ski performance
- Describe how you would change the lesson plan to using exercises for improving technique, and exercises for improving tactics in different terrain and snow conditions.
- Describe teaching alternatives for adults, children, seniors, athletic, non-athletic guests.

National Standards:

The following are the current (2010–11) PSIA Education/Certification Standards. Referenced to *Core Concepts* and PSIA's *Alpine Technical Manual*, terminology consistent with these manuals is used throughout this document. These standards provide a training focus, and represent a minimum competency for each level of certification.

The premise of the certification standards is based upon the concepts of "levels of understanding" that define stages of learning in degrees of understanding. Just as certification is a measure of understanding, levels of certification represent stages of understanding. 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.

Level III-certified instructors possess high levels of skill and knowledge that allow him or her to make an uncompromised contribution to the customer, the association, and the ski industry. A Level III-certified member has the ability to assess all variables with regard to student personality traits, goals, abilities, needs, the learning environment, conditions of the day, available terrain, equipment, etc., and to synthesize these parts into a viable lesson plan. A Level III instructor can make adjustments to lesson goals and is able to appropriately adjust or modify lesson content as required by any situation.

SKIING: General Requirements

Level III-certified teachers should have the skills to make short, medium, and long-radius turns with little or no skidding. The skis describe two well-defined arcs from before the fall line to turn completion. Terrain and snow conditions should have a minimal effect on skill application, movement accuracy, and turn outcome. Turn dynamics should represent the terrain, speed, and snow conditions common to Advanced zone skiing. A Level III-certified teacher has the ability to maintain dynamics and movement accuracy through most conditions, on any terrain on most mountains.

Skills	Description of Skill Requirements
General Characteristics	The candidate will be able to: • Ski dynamic-parallel turns on any terrain on most mountains • Reduce, generate, or maintain speed without interrupting overall flow or rhythm • Ski a variety of turn sizes and shapes and apply them to different mountain situations • Demonstrate different types of skill blends and movement patterns in exercises, tasks, and turns upon request, and as applied in different mountain situations • Maintain control over turn shape and speed while skiing most conditions on any terrain on most mountains
Balance (Level III Advanced zone terrain, speed, and dynamics)	The candidate will be able to: • Maintain lateral and fore-aft balance through turn transitions, as balance shifts from foot to foot through terrain and conditional variations • Demonstrate an ability to consistently maintain the balanced relationship of the hips and the feet through all phases of the turn • Utilize proactive movements which anticipate ski reaction and create balance adjustments, minimizing the interruption of rhythm and flow in most situations common to all mountain skiing
Rotary Movements (Level III Advanced zone terrain, speed, and dynamics)	The candidate will be able to: • Use an appropriate amount of rotational guiding to assist edge engagement and direction change when dictated by conditions, terrain, or task • Demonstrate consistent guiding of both feet into and out of the fall line, creating two well defined arcs in the snow (minimal tail displacement) • Utilize strong, accurate rotational movements in conditions, terrain, and tasks which require quick direction change with minimal side cut engagement
Edge Control Movements (Level III Advanced zone terrain, speed, and dynamics)	The candidate will be able to: • Begin tipping of the skis from uphill edges to the downhill edges before turning the skis toward the fall line (minimal pivoting to an edge) in most conditions on any terrain on most mountains • Demonstrate progressive, dynamic increase and decrease of edge angle throughout the phases of the turn • Utilize sidecut/ski design as the primary component controlling turn shape in most conditions in most situations

Pressure Control Movements (Level III Advanced zone, Terrain, speed, and dynamics)	The candidate will be able to: • Maintain ski-snow contact when appropriate to condition, task, or demonstration • Adjust movements to maintain, increase, or decrease pressure and turn forces as conditions, tasks, or demonstrations require, while maintaining turn shape and accuracy • Demonstrate a gradual increase in pressure to the outside ski throughout round turns in most conditions in most conditions on any terrain on most mountains. • Adapt to terrain variables with minimal interference with ski

Level III-certified teachers will need to demonstrate an in depth understanding of basic learning theory, communication and people skills, and human development issues. These instructors will also need to display a mastery of human development issues for all skiing populations (i.e., age, gender). Application of these concepts must produce a clear and concise delivery of information, and an uncomplicated learning environment through Advanced zone lessons.

Skills	Skill Requirements
Awareness, Understanding and Knowledge	The candidate will be able to: • Consider safety concerns as students move beyond the Intermediate zone learning environment • Make specific lesson-plan decisions based on accurate interpretation of student behavior and performance • Adjust the depth and pacing of information and feedback to address the needs, motivation, and interest level of the students • Address a variety of learning styles and utilize various feedback systems to facilitate an experiential learning environment • Identify the elements of multiple intelligence theory and relate these concepts to sensory preferences in communication and information exchange • Describe, in depth, the skier services and activities available at one's home area as well as within the ski industry • Display a strong ability to answer a "How-do-I-get-there?" question regarding queries involving movement analysis • Display an in-depth understanding of cause-and-effect relationships relative to skill references and specific movement issues • Create unique lesson plans by way of strong understanding of people and ski technique

Application	The candidate will be able to: • Teach the skiing public through the Advanced zone • Account for the mental, emotional, social, and physical cues encountered with students in most lesson situations • Creatively utilize the conditions of the day to ensure safety and create unique experiences for students • Make technical lesson content decisions based upon specific movement analysis observations, as well as non-movement factors (mental, emotional, physical) • Demonstrate an ability to encourage students to become responsible for their own learning • Lessons are characterized by a continuously developing lesson plan based on observations and the development and adjustment of guest goals; rather than a preconceived lesson plan based upon initial perceptions

Professional Knowledge Professional Knowledge for Level III-certified teachers reflects a strong accurate understanding of skiing terminology and concepts beyond the scope of ski teaching manuals. Using related industry sources, ski coaching, and drawing on familiarity with various peripheral resources promotes well-rounded teaching with the capacity to create exceptional experiences for most students, in most conditions on any terrain at most mountains.

Skill Category	Description of Skill Requirements
Terminology	The candidate will be able to: • Demonstrate a strong understanding industry-wide terminology • Display an ability to compare and contrast various types of information regarding skiing and ski teaching from a variety of resources • Demonstrate the ability to translate most skiing terminology into layman's terms
Equipment	The candidate will be able to: • Describe changing equipment needs as skiers move through the Intermediate and Advanced ability zones • Tailor lesson plans to fit student equipment capabilities, • Serve as an industry ambassador, shop liaison, and general authority for equipment questions and advice
Skills Concept	The candidate will be able to: • Understand appropriate application of the skills concept (as a tool to communicate, organize and assist the teaching of movements) • Understand and utilize the controlling elements of skiing movements (duration, intensity, rate, and timing) relative to skill blending • Apply skill blending to tactical choices in a variety of conditions

Movement Analysis	The candidate will be able to: • Incorporate all aspects of student-teacher communication as a part of movement analysis, utilizing personality traits such as motivation and emotion in addition to actual skiing performance • Understand cause-and-effect relationships and resultant ski performance in Advanced zone skiing situations • Utilize informal movement analysis (in addition to formal situations) to constantly monitor all aspect of movement and movement patterns as an ongoing process throughout a lesson • Evaluate the effectiveness and performance of practice activities, and continuously adjust lesson plans accordingly
Personal Mastery	The candidate will be able to: • Seek outside education options to promote a broad understanding of the sport • Seek involvement in helping less experienced teachers

Training Recommendations:

Equipment:

Skis, boots, and poles are the tools we use as snowsport instructors. Level III Candidates should take an interest and demonstrate knowledge of their own equipment and the tuning/maintenance. Professional boot fitters and ski tuners can help you with equipment selection, boot fit/alignment, and ski tuning. PSIA-W clinicians are also available to answer questions and help you get the most out of your equipment.

Fitness:

A fitness program throughout the season should be used to help you prepare for the multiple day module events. Nutrition (including a proper diet and rest) should also be considered as an essential component of your overall training program.

PSIA EDUCATIONAL RESOURCES:

The level III Candidate should use a variety of educational resources from PSIA and other sources. The following list is only a sample of what can be found in the PSIA Accessories Catalog at www.thesnowpros.org

- PSIA Alpine Technical Manual
- PSIA Core Concepts
- PSIA Alpine Level III Study Guide (available online at psia-w.org)
- PSIA Alpine Handbook
- PSIA Children's Handbook
- PSIA Children's instructional manual
- PSIA (national) Internet Learning Center

SAMPLE FEEDBACK SHEET FOR THE TEACHING MODULE

1. Introduce & Develop Trust	Was it welcoming / group rapport Names exchanged Included a lesson overview Fun / Open / Supportive
2. Assess Students	Goals & needs Ability / Apprehension / Fears Learning styles Previous Experiences
Movement Analysis	Skier & Turn Description Identified skills & Turn Mech. Group/Individual Analysis Use of Skills Concept Equipment & Use
3. Determine Goals and Plan Experiences	Select appropriate goals Formulate logical progression Choose appropriate terrain Partner w/ students to design an action and learning plan
4. Present & Share Info	Appropriate language What (content/progression) How (organization/logic) Why Terrain used Use of visual audio kinaesthetic Appropriate demos Visible to Group Class Handling Safety Adjusted Pacing if needed
5. Guided Practice	Visible Appropriate for ability Specific timely feedback Catch students 'doing it right' Creativity Fun/Flow Movement of group
6. Check Understanding	Reassess student needs Verify physical movements Verify cognitive understanding
Feedback & Correction	Positive/Simple Accurate What How Why
7. Debrief the Experience	Overall Summary Discuss understanding & insights Rv Goals & Accomplishments Share indiv. Prac. guidelines Invitation to return OVERALL IMPRESSION ACTUAL RESULT OF LESSON

SAMPLE

LEVEL 3 TEACHING MODULE EVALUATION FORM

CANDIDATE:_____**EXAMINER:** _____

LOCATION:_____**DATE:** _____

MOVEMENT ANALYSIS	**COMMENTS:**
Student Assessment:	**DAY 1:**
Skier Profile & Turn Description	
Synopsis of Skills Concept	**DAY 2:**
Equipment Use	
Goals (what, how, why)	**DAY 3:**
Lesson Plan (corrective / progressive)	
Turn Mechanics (including cause/effect)	

TEACH: MOVEMENT ANALYSIS BASED
Organization / Logic (what, how, why)
Progression (exercises, drills)
Appropriate / Valid
Use of Teaching Cycle
Demos
Teaching Alternatives
Children / Adults
Safety / Class Handling
Terrain Use

TEACH: ASSIGNED LESSON
Organization / Logic (what, how, why)
Progression (exercises, drills)
Appropriate / Valid
Use of Teaching Cycle
Demos
Teaching Alternatives
Children / Adults
Safety / Class Handling
Terrain Use

TEACH: PREPARED LESSON
Organization / Logic (what, how, why)
Progression (exercises, drills)
Appropriate / Valid
Use of Teaching Cycle
Demos
Teaching Alternatives
Children / Adults
Safety / Class Handling
Terrain Use

PROFESSIONAL KNOWLEDGE

[ ] Passed Level 3 Teaching Module [ ] Did Not Pass Level 3 Teaching Module

SAMPLE-Skiing Feedback Sheet – Level 3

Name: _____Date: _____ Clinician:_____

1. Basic Parallel	**Feedback/ Comments**
• Center of mass moves to direction of travel • Turn legs under stable upper body and pelvis • Angulation/inclination manages edge angle • Skis tip/turn at constant time/rate • Flexion/extension movements are present throughout the entire turn • Pole use enhances turn	
2. Dynamic Short Radius Turns	
• Center of mass moves to direction of travel • Turn legs under stable upper body and pelvis • Angulation/inclination manages edge angle • Skis tip/turn at constant time/rate • Flexion/extension movements are present throughout the entire turn • Manage pressure applied to skis/snow • Skis bend most at shaping phase of turn • Pole use enhances turn • Speed control is managed through rounded turn shape	
3. Dynamic Medium Radius Turns	
• Center of mass moves to direction of travel • Turn legs under stable upper body and pelvis • Angulation/inclination manages edge angle • Skis tip/turn at constant time/rate • Flexion/extension movements are present throughout the entire turn • Manage pressure applied to skis/snow • Skis bend most at shaping phase of turn • Pole use enhances turn • Speed control is managed through rounded turn shape	
4. Bumps	
• Center of mass moves to direction of travel • Turn legs under stable upper body and pelvis • Skis tip/turn at constant time/rate • Flexion/extension/absorption movements throughout the entire turn • Manage pressure applied to skis/snow • Pole use enhances turn • Speed control is managed through rounded turn shape	
5. Steeps & Off Piste	
• Center of mass moves to direction of travel • Turn legs under stable upper body and pelvis • Angulation/inclination manages edge angle • Skis tip/turn at constant time/rate • Flexion/extension/absorption movements are present throughout the entire turn • Manage pressure applied to skis/snow • Pole use enhances turn	
6. Hop Turns	
• Turn legs under stable upper body and pelvis • Legs turn at same rate/time • Angulation/inclination manages edge angle • Pole use enhances turn • Extension movements are rapid and bring skis off snow • Manage pressure applied to skis/snow	
7. Extension / Retraction Turns	
• Balanced over base of support • Turn legs under stable upper body and pelvis • Angulation/inclination manages edge angle • Skis tip/turn at constant time/rate • Tails follow tips • Extension/retraction movements are present throughout the entire turn • Align center of mass to outside ski and manage pressure foot to foot • Manage pressure applied to skis/snow • Skis bend most at shaping phase of turn • Pole use enhances turn	
8. Pivot Slips in a Corridor	
• Turn legs under stable upper body and pelvis • Legs turn at same rate/time • Center of mass moves to direction of travel • Skis tip/turn at same time/rate • Skis maintain parallel relation	**SITUATIONAL SKIING:** PARK/PIPE,RACE,STEEPS
9. One Ski	
• Center of mass moves to direction of travel • Turn legs under stable upper body and pelvis • Angulation/inclination manages edge angle • Tails follow tips • Flexion/extension movements are present throughout the entire turn • Pole use enhances turn	

SAMPLE -LEVEL 3 SKIING MODULE EVALUATION FORM

	NI	MS	ES	FEEDBACK / COMMENTS
1. Basic Parallel				
• Center of mass moves to direction of travel				
• Turn legs under stable upper body and pelvis				
• Angulation/inclination manages edge angle				
• Skis tip/turn at constant time/rate				
• Flexion/extension movements are present and observable throughout the entire turn				
• Pole use enhances turn				
2. Dynamic Short Radius Turns				
• Center of mass moves to direction of travel				
• Turn legs under stable upper body and pelvis				
• Angulation/inclination manages edge angle				
• Skis tip/turn at constant time/rate				
• Flexion/extension movements are present and observable throughout the entire turn				
• Manage pressure applied to skis/snow				
• Skis bend most at shaping phase of turn				
• Pole use enhances turn				
• Speed control is managed through rounded turn shape				
3. Dynamic Medium Radius Turns				
• Center of mass moves to direction of travel				
• Turn legs under stable upper body and pelvis				
• Angulation/inclination manages edge angle				
• Skis tip/turn at constant time/rate				
• Flexion/extension movements are present and observable throughout the entire turn				
• Manage pressure applied to skis/snow				
• Skis bend most at shaping phase of turn				
• Pole use enhances turn				
• Speed control is managed through rounded turn shape				
4. Bumps				
• Center of mass moves to direction of travel				
• Turn legs under stable upper body and pelvis				
• Skis tip/turn at constant time/rate				
• Flexion/extension/absorption movements are present throughout the entire turn				
• Manage pressure applied to skis/snow				
• Pole use enhances turn				
• Speed control is managed through rounded turn shape				
5. Steeps and Off Piste				
• Center of mass moves to direction of travel				
• Turn legs under stable upper body and pelvis				
• Angulation/inclination manages edge angle				
• Skis tip/turn at constant time/rate				
• Flexion/extension/absorption movements are present throughout the entire turn				
• Manage pressure applied to skis/snow				
• Pole use enhances turn				
6. Hop Turns				
• Turn legs under stable upper body and pelvis				
• Legs turn at same rate/time				
• Angulation/inclination manages edge angle				
• Pole use enhances turn				
• Extension movements are rapid and bring skis off snow				
• Manage pressure applied to skis/snow				
7. Extension/Retraction Turns				
• Balanced over base of support				
• Turn legs under stable upper body and pelvis				
• Angulation/inclination manages edge angle				
• Skis tip/turn at constant time/rate				
• Tails follow tips				
• Extension/retraction movements are present and observable throughout the entire turn				
• Align center of mass to outside ski and manage pressure foot to foot				
• Manage pressure applied to skis/snow				
• Skis bend most at shaping phase of turn				
• Pole use enhances turn				
8. Pivot Slips in a Corridor				
• Turn legs under stable upper body and pelvis				
• Legs turn at same rate/time				
• Center of mass moves to direction of travel				
• Skis tip/turn at same time/rate				
• Skis maintain parallel relation				
9. One Ski				
• Center of mass moves to direction of travel				
• Turn legs under stable upper body and pelvis				
• Angulation/inclination manages edge angle				
• Tails follow tips				
• Flexion/extension movements are present and observable throughout the entire turn				
• Pole use enhances turn				
11. Situational Skiing				
• **Park/Pipe**				
• **Race Course**				
• **Steeps**				