Professional Ski Instructors of America

Alpine Certification Standards
Level I, Level II, Level III

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Introduction

PSIA Alpine Certification Standards

American ski instruction demands versatility. PSIA-AASI members teach guests in a wide variety of skiing environments – from groomed trails to off-piste terrain and from hard snow to powder to manmade terrain park features. The types of lessons offered can be similarly diverse, including recreational frontside skiing, racing, big-mountain skiing, and freestyle, to name a few. The objective of these PSIA Alpine Certification Standards is to identify the fundamentals of great skiing, effective teaching, and connecting with students – and to define the assessment criteria within PSIA-AASI’s certification process.

To this end, the Learning Connection Model provides the framework for a balance of crucial people skills, teaching skills, and technical skills; highlighting fundamentals that apply to a variety of technical and tactical decisions based on student ability, motivation, personality, and more.

As outlined in PSIA’s Alpine Technical Manual, the American Teaching System™ specifies three skier zones: Beginner/Novice, Intermediate, and Advanced. The PSIA Alpine Certification Standards align the skier zones with assessment parameters for three levels of instructor certification.

- Beginner/Novice-Zone Guests – PSIA-Certified Level I Instructor
- Beginner- to Intermediate-Zone Guests – PSIA-Certified Level II Instructor
- Beginner- to Advanced-Zone Guests – PSIA-Certified Level III Instructor

Level I certification is meant to affirm that the instructor is qualified to teach beginner/novice guests, primarily on beginner/novice terrain (typically identified as “green”). Level II certification generally means that the instructor is qualified to teach through the intermediate zone, in which students are primarily on intermediate (blue) and some green terrain. Level III certification generally means that the instructor is qualified to teach ALL students and on expert (black) terrain.
These PSIA Alpine Certification Standards provide the assessment criteria for the people skills, teaching skills, and technical skiing skills necessary for an instructor to successfully complete a specific certification. For example, Level I instructors are assessed on their development of these skillsets, and as they progress in their professional development they enhance and expand skillsets to teach a wider range of students – in more variable conditions and terrain. This sets the stage to seek higher levels of certification. PSIA-AASI offers many resources to aid instructors’ professional development with regard to fundamentals of people, teaching, and technical skills. At a minimum, this PSIA Alpine Certification Standards document complements and should be consulted in combination with the following publications:

- **Alpine Technical Manual:**
  - Explores content related to performing and evaluating the technical skills of skiing.

- **Teaching Snowsports Manual:**
  - Explores content related to people skills and teaching skills.

- **PSIA-AASI Performance Guides:**
  - Presents the performance indicators for assessing all skill categories within the Learning Connection Model – providing the detail instructors need to perform the assessment activities.

**Assessment Activities and Assessment Criteria**

Evaluating a certification candidate’s skills requires well-defined, measurable assessment criteria – as presented in PSIA-AASI’s Performance Guides. When performing skiing assessment activities, the duration, intensity, rate, and timing of movements (DIRT) will vary, based on the conditions and skillsets being assessed. Assessment activities are performed at the speeds and degree of accuracy outlined in the assessment criteria.

Assessing people skills and teaching skills requires an evaluation environment that simulates a ski lesson. Teaching situations and scenarios are relevant to guest skier zone, with assessment based on the level of certification sought. They need to allow enough time and/or frequency for demonstration of all assessment criteria. Those that take place on snow should be on terrain that’s suitable for the related skier zone – beginner/novice, intermediate, or advanced. People skills may be assessed throughout the entire certification process by assessing the instructor’s ability to build and maintain the trust that fosters continued learning at the required level.

Throughout the assessment process, divisions will use a variety of assessment activities – based on terrain and prevailing conditions – to evaluate instructor competency as outlined in these PSIA Alpine Certification Standards. Not all assessment activities need to take place on snow.

These PSIA Alpine Certification Standards describe how the fundamentals of people skills, teaching skills, and technical skills are assessed at each level of certification. Effective use of the national standards, combined with a wide range of educational resources, creates an efficient environment for consistent evaluation.
The Language of Learning Outcomes and Assessment

The PSIA Alpine Certification Standards rely upon the following Learning Outcome Framework to create a consistent language for assessment. The learning outcomes clearly state what the instructor can demonstrate upon successful completion of the certification assessment.

**Learning Outcomes:**
Learning outcomes represent what is to be achieved upon completion of each level of certification. Learning outcomes do not vary between examiners or divisions.

**Learning Experiences:**
These are the training experiences – or tasks – that lead to achievement of the learning outcome. NOTE: The learning experiences listed in this document are recommendations of what an instructor may do in order to gain the knowledge and understanding relative to the given subject area. These are not requirements; they are suggested approaches to aid individuals in their development as professional snowsports educators. For more details, refer to the associated Performance Guide.

**Assessment Activities:**
Representing how a person is assessed, these are the activities a candidate performs to demonstrate that learning has occurred. (These have historically been described as tasks or maneuvers.) NOTE: The assessment activities listed in this document are recommendations of what an examiner may use to assess the knowledge and understanding relative to the given subject area. The examiner is free to use variations and alternatives. Those listed provide an idea of how an assessment can be conducted. For more details, refer to the associated Performance Guide or divisional exam guides.

**Assessment Criteria:**
Representing the “level of standard,” assessment criteria outline performance details that specify to what level the learning outcomes have been met. This does not vary between examiners or divisions.

**Assessment 6-point Scale:**
Throughout the PSIA-AASI professional development and certification system, all assessment criteria are measured by means of the following 6-point assessment scale.
1. Essential elements are not observed or not present.
2. Essential elements are beginning to appear.
3. Essential elements appear, but not with consistency.
4. Essential elements appear regularly at a satisfactory level.
5. Essential elements appear frequently, above the required level.
6. Essential elements appear continuously, at a superior level.
People Skills

People skills are about communicating in effective ways to develop trust and achieve favorable relationships. Building rapport with students depends on instructors' self-awareness and their abilities to identify and adapt to the guests' needs, motivations, and emotions. For students to feel confident taking risks and being open to new learning, instructors must first establish trust among the group.

Fundamentals
- Develop relationships based on trust.
- Engage in meaningful two-way communication.
- Identify, understand, and manage your emotions and actions.
- Recognize and influence the behaviors, motivations, and emotions of others.
## Level I – People Skills

### Overview of People Skills at Level I Proficiency

Level I instructors exhibit a basic understanding of the people-skill fundamentals, using them to develop trust within the learning environment. They show awareness of the likely needs and emotions of people new to snowsports and communicate clearly to the group, showing respect, patience, and professionalism while providing objective feedback. Level I instructors demonstrate self-awareness by reflecting on their own emotional tendencies and adapting to feedback from others.

### Upon successful completion of the assessment, a Level I instructor...

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Communication</th>
<th>Self-Awareness and Self-Management</th>
<th>Relationships with Others</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engages in meaningful verbal and non-verbal communication with the group as a whole.</td>
<td>Explains and demonstrates the basic concepts of self-awareness and self-management.</td>
<td>Identifies likely motivations and emotions of individuals and understands group dynamics.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Learning Experiences</th>
<th>Benefits from learning experiences that can include e-learning, videos, seminars, presentations, individual teaching sessions, small-group teaching sessions, guided debriefs of teaching sessions, and in-person training focused on:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recognizing verbal and non-verbal communication with trainers, peers, and mentors.</td>
<td></td>
</tr>
<tr>
<td>Understanding professionalism, behavioral responses to emotions, and the roles of instructor self-awareness and self-management in the snowsports learning environment.</td>
<td></td>
</tr>
<tr>
<td>Identifying active listening strategies, motivation tactics, emotional needs of the group, and the role of social awareness in group dynamics.</td>
<td></td>
</tr>
</tbody>
</table>

| Assessment Activities | Performs assessment activities – which vary between divisions and also between examiners, depending on conditions and group experiences – that may include an online exam, an individual or group interview with examiner(s), video analysis, simulated or real lessons, and presentations (with discussion) on self-reflection to examiners, trainers, and peers. |

<table>
<thead>
<tr>
<th>Assessment Criteria</th>
<th>Consistently demonstrates their ability to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use verbal and non-verbal communication in a professional manner.</td>
<td></td>
</tr>
<tr>
<td>Ask questions to learn about others.</td>
<td></td>
</tr>
<tr>
<td>Deliver objective feedback.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Communication</th>
<th>Self-Awareness and Self-Management</th>
<th>Relationships with Others</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consistently demonstrates their ability to:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Explain the concepts of self-awareness and self-management and identify basic tactics to manage behavioral responses to emotions.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exhibit positive behavior in response to feedback.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Consistently demonstrates their ability to:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Initiate group interaction to build group dynamics.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Anticipate and address group and individual safety and physiological needs.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identify the motivations and emotions of students.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Level II – People Skills

### Overview of People Skills at Level II Proficiency

Level II instructors exhibit a more refined understanding of the people-skill fundamentals, using them to develop trust with all individuals. They demonstrate awareness of the goals, motivations, and emotional needs of each student in the group and use active listening and verbal and non-verbal communication strategies to build connections. Level II instructors demonstrate awareness of their own tendencies and develops strategies to address them.

### Upon successful completion of the assessment, a Level II instructor...

<table>
<thead>
<tr>
<th>Communication</th>
<th>Self-Awareness and Self-Management</th>
<th>Relationships with Others</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engages in and adapts verbal and non-verbal, two-way communication with individuals and subsets of the group.</td>
<td>Identifies their strengths and weaknesses and manages their behaviors and emotions.</td>
<td>Adapts to the motivations and emotions of individuals – and the interpersonal dynamics within the group – to promote trust.</td>
</tr>
</tbody>
</table>

#### Learning Outcomes

- Benefits from learning experiences that can include e-learning, videos, seminars, presentations, individual teaching sessions, small-group teaching sessions, guided debriefs of teaching sessions, and in-person training focused on:
  - Using effective verbal and non-verbal communication to promote group dynamics, provide behavior-based feedback, and demonstrate active listening.
  - Observing and managing instructor self-awareness and self-management in the snowsports learning environment in general and, specifically, for the learner through personal reflection of emotions and behavioral responses to emotions.
  - Recognizing individual motivations and emotions, interpersonal challenges, and the role of social awareness in interpersonal and group dynamics among the group members.

#### Learning Experiences

- Performs assessment activities – which vary between divisions and also between examiners, depending on conditions and group experiences – that may include an online exam, an individual or group interview with examiner(s), video analysis, simulated or real lessons, and presentations (with discussion) on self-reflection to examiners, trainers, and peers.

#### Assessment Activities

- Consistently demonstrates their ability to:
  - Adapt verbal and non-verbal communication based on observations of individuals and the group.
  - Use varied, active-listening tactics to learn about others.
  - Deliver objective feedback that accounts for the emotions of subsets within the group.

- Consistently demonstrates their ability to:
  - Identify and manage behavioral responses to common situations and emotions.
  - Identify personal strengths and weaknesses.

- Consistently demonstrates their ability to:
  - Foster interpersonal relationships to support positive group dynamics.
  - Anticipate and address group and individual needs for belonging.
  - Adapt to the motivations and emotions of individuals and subsets of the group.
Level III – People Skills

Overview of People Skills at Level III Proficiency

Level III instructors exhibit a refined understanding of the people-skill fundamentals, using them to develop trust with and between all students through the entire lesson. They actively support the emotional needs of individuals while managing and influencing group dynamics to maintain and promote trust. Instructors at this level anticipate challenges and adapt their own style of interaction to achieve favorable outcomes and tailor experiences to individuals. Level III instructors demonstrate growth in self-awareness and can identify their own emotional intelligence and behavioral management.

Upon successful completion of the assessment, a Level III instructor...

<table>
<thead>
<tr>
<th>Communication</th>
<th>Self-Awareness and Self-Management</th>
<th>Relationships with Others</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engages in and adapts verbal and non-verbal, two-way communication with all individuals.</td>
<td>Leverages strengths, anticipates challenges, and adapts behaviors to positively affect others.</td>
<td>Manages the unique motivations and emotions of each individual and the interpersonal dynamics of a group to develop trust.</td>
</tr>
</tbody>
</table>

Learning Outcomes

Benefits from learning experiences that can include e-learning, videos, seminars, presentations, individual teaching sessions, small-group teaching sessions, guided debriefs of teaching sessions, and in-person training focused on:
- Promoting active listening, seeking and providing feedback, and adapting verbal and non-verbal communication accordingly.
- Predicting emotional triggers and reactions, adapting behavioral responses, and having insight into the roles of instructor self-awareness and self-management in the snowsports learning environment for the learner in general, and, specifically, for themselves.
- Anticipating and proactively intervening in challenges, demonstrating adaptation through situational awareness, managing motivations of all, and promoting group cohesion.
- Leveraging social awareness to enhance interpersonal dynamics, esteem, and positive group dynamics.

Learning Experiences

Assessment Activities

Assessment activities for these learning outcomes vary – Performs assessment activities – which vary between divisions and also between examiners, depending on conditions and group experiences – that may include an online exam, an individual or group interview with examiners, video analysis, simulated or real lessons, and presentations (with discussion) on self-reflection to examiners, trainers, and peers.

Assessment Criteria

Consistently demonstrates their ability to:
- Customize verbal and non-verbal communication to match or influence individuals.
- Use varied, active-listening tactics to personalize the experience.
- Deliver objective feedback that supports the emotions of the individuals in the group.

Consistently demonstrates their ability to:
- Proactively identify emotional responses and adapt behaviors for positive group and individual interactions.
- Capitalize on strengths and manage weaknesses to deliver excellent experiences.

Consistently demonstrates their ability to:
- Manage the group dynamic to positively influence individual experiences.
- Anticipate and address group and individual needs for esteem.
- Support and manage the motivations and emotions of all.
Teaching Skills

With trust established using people skills, teaching skills *strengthen* the connection between the instructor and student. Teaching skills create an engaging environment in which to foster student learning. To maximize learning, instructors plan, implement, and adapt the learning experience, and give students an opportunity to reflect on their experiences.

**Fundamentals**
- Collaborate on long-term goals and short-term objectives.
- Manage information, activities, terrain selection, and pacing.
- Promote play, experimentation, and exploration.
- Facilitate the learner's ability to reflect upon experiences and sensations.
- Adapt to the changing needs of the learner.
- Manage emotional and physical risk.
Level I – Teaching Skills

Overview of Teaching Skills at Level I Proficiency

Level I instructors apply the teaching-skill fundamentals, allowing them to plan and organize an engaging learning experience. They present a basic progression in the beginner/novice zone, using study, training, and teaching experiences. A Level I instructor makes minor adjustments to learning experiences based on students’ needs, desires, and abilities. They facilitate learning by communicating changes in student performance relative to outcomes.

Upon successful completion of the assessment, a Level I instructor...

<table>
<thead>
<tr>
<th>Assess and Plan</th>
<th>Implement</th>
<th>Reflect/Review</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Learning Outcomes</strong></td>
<td>Plans learning outcomes and organizes progressive learning experiences relevant to beginner/novice students.</td>
<td>Facilitates learning experiences that guide students toward the agreed-upon outcome and engages them in the process.</td>
</tr>
<tr>
<td><strong>Learning Experiences</strong></td>
<td>Benefits from learning experiences that can include e-learning, videos, seminars, presentations, The Matrix (i.e., PSIA-AASI video library and e-learning tools), reading, workbooks, home-area training programs, individual teaching sessions, guided debriefs of teaching sessions, small-group teaching sessions, and in-person training focused on:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Planning learning outcomes in the beginner/novice zone.</td>
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<tr>
<td></td>
<td>• Implementing learning experiences in the beginner/novice zone lesson environment.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Identifying and communicating performance changes.</td>
<td></td>
</tr>
<tr>
<td><strong>Assessment Activities</strong></td>
<td>Performs assessment activities – which vary between divisions and also between examiners, depending on conditions and group experiences – that may include an online exam, an individual or group interview with examiner(s), video analysis, and presentations (with discussion) on self-reflection to examiners, trainers, and peers. In a simulated or real lesson environment, assessment may entail the demonstrated ability to:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Plan effective learning experiences for students in the beginner/novice zone that work toward desired learning outcomes.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Teach effectively in the beginner/novice-zone lesson environment.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Identify and communicate performance changes.</td>
<td></td>
</tr>
<tr>
<td><strong>Assessment Criteria</strong></td>
<td>Consistently demonstrates their ability to:</td>
<td>Consistently demonstrates their ability to:</td>
</tr>
<tr>
<td></td>
<td>• Assess students to identify student motivations, performance, and understanding.</td>
<td>• Pace a clear progression to allow students appropriate time to explore and/or play toward desired outcomes.</td>
</tr>
<tr>
<td></td>
<td>• Collaborate with students to select a basic progression with clear direction and focus.</td>
<td>• Organize the learning environment to align with the initial assessment of the group.</td>
</tr>
<tr>
<td></td>
<td>• Plan lessons that involve productive use of movement, practice time, and terrain.</td>
<td>• Give the group relevant information (basic descriptions, demonstrations, and feedback) that encourages learning.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Limit physical risk.</td>
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<tr>
<td></td>
<td></td>
<td>• Manage levels of emotional risk to maintain engagement in the learning environment.</td>
</tr>
</tbody>
</table>
Level II – Teaching Skills

Overview of Teaching Skills at Level II Proficiency

Level II instructors demonstrate proficiency in the teaching-skill fundamentals, relying on experience gained while teaching and training. They facilitate learning by planning and adapting the lesson experience based on student needs, desires, and abilities in the intermediate zone. Level II instructors help students recognize and assess their changes in performance.

Upon successful completion of the assessment, a Level II instructor...

<table>
<thead>
<tr>
<th>Assess and Plan</th>
<th>Implement</th>
<th>Reflect/Review</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Learning Outcomes</strong></td>
<td>Plans learning outcomes and progressive learning experiences and adapts to the changing needs of intermediate students.</td>
<td>Facilitates learning experiences and adapts them as necessary to guide students toward agreed-upon outcomes and engage them in the process.</td>
</tr>
<tr>
<td><strong>Learning Experiences</strong></td>
<td>Benefits from learning experiences that can include e-learning, videos, seminars, presentations, The Matrix (i.e., PSIA-AASI video library and e-learning tools), reading, workbooks, home-area training programs, individual teaching sessions, small-group teaching sessions, guided debriefs of intermediate-zone teaching sessions, and in-person training focused on:</td>
<td>:</td>
</tr>
<tr>
<td></td>
<td>• Planning intermediate-zone lessons, activities, and progressions.</td>
<td>:</td>
</tr>
<tr>
<td></td>
<td>• Implementing and adapting learning experiences in the intermediate-zone lesson environment.</td>
<td>:</td>
</tr>
<tr>
<td></td>
<td>• Helping students identify and understand performance changes in the intermediate zone.</td>
<td>:</td>
</tr>
<tr>
<td><strong>Assessment Activities</strong></td>
<td>Performs assessment activities – which vary between divisions and also between examiners, depending on conditions and group experiences – that may include an online exam, an individual or group interview with examiner(s), video analysis, presentations (with discussion) on self-reflection to examiners and peers. In a simulated or real lesson environment, assessment may entail the demonstrated ability to:</td>
<td>:</td>
</tr>
<tr>
<td></td>
<td>• Help students recognize, reflect upon, and assess their performance changes.</td>
<td>:</td>
</tr>
<tr>
<td></td>
<td>• Organize creative, playful, and flowing learning experiences that work toward desired learning outcomes in the intermediate zone.</td>
<td>:</td>
</tr>
<tr>
<td></td>
<td>• Implement and adapt learning experiences in the intermediate-zone lesson environment.</td>
<td>:</td>
</tr>
<tr>
<td><strong>Assessment Criteria</strong></td>
<td>Consistently demonstrates their ability to:</td>
<td>Consistently demonstrates their ability to:</td>
</tr>
<tr>
<td></td>
<td>• Periodically reassess student motivations, current performance, and understanding.</td>
<td>• Pace learning activities to allow students to explore and/or play toward desired outcomes.</td>
</tr>
<tr>
<td></td>
<td>• Collaborate with students to establish and adapt a lesson plan with clear direction and focus.</td>
<td>• Adapt the learning environment to align with the needs of the group.</td>
</tr>
<tr>
<td></td>
<td>• Plan playful and/or exploratory lessons with productive use of movement, practice time, and terrain.</td>
<td>• Provide clear and relevant information (descriptions, demonstrations, and feedback) that encourages learning.</td>
</tr>
<tr>
<td></td>
<td>:</td>
<td>• Manage physical risk to promote engagement in the learning environment.</td>
</tr>
<tr>
<td></td>
<td>:</td>
<td>• Manage levels of emotional risk to enhance engagement in the learning environment.</td>
</tr>
</tbody>
</table>
## Level III – Teaching Skills

### Overview of Teaching Skills at Level III Proficiency

Level III instructors demonstrate mastery of the teaching fundamentals, based on experience gained while teaching and training. They plan, implement, and customize an engaging learning experience in the **advanced zone**. Level III instructors make proactive adjustments to learning experiences based on group and individual student needs, desires, and abilities. They foster learning by helping students interpret their changes in performance, develop new understanding, and apply what they've learned.

### Upon successful completion of the assessment, a Level III instructor...

<table>
<thead>
<tr>
<th>Assess and Plan</th>
<th>Implement</th>
<th>Reflect/Review</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plans learning outcomes and creates individualized experiences around a common theme for advanced students.</td>
<td>Individualizes learning experiences to guide students toward agreed-upon outcomes and optimizes student engagement in the process.</td>
<td>Fosters the ability to recognize, reflect upon, and assess experiences to enhance understanding and apply what was learned.</td>
</tr>
</tbody>
</table>

### Learning Outcomes

- Benefits from learning experiences that can include e-learning, videos, seminars, presentations, The Matrix (i.e., PSIA-AASI video library and e-learning tools), reading, workbooks, home-area training programs, individual teaching sessions, small-group teaching sessions, guided debriefs of teaching sessions, and in-person training focused on:
  - Planning advanced group lessons in the training environment.
  - Implementing and adapting learning experiences in the advanced-zone lesson environment for individuals within a group.
  - Identifying and communicating performance changes to help the student develop new understanding and application of what they have learned.

### Learning Experiences

- Performs assessment activities – which vary between divisions and also between examiners, depending on conditions and group experiences – that may include activities such as an online exam, individual or group interview with examiner(s), video analysis, presentation (with discussion) on self-reflection to examiners and peers. In a simulated or real lesson environment, assessment may entail the demonstrated ability to:
  - Plan individualized, creative, playful, and flowing advanced-zone lesson experiences that work toward desired learning outcomes.
  - Implement and adapt learning experiences in the advanced-zone lesson environment for individuals within a group.
  - Help students recognize, reflect upon, and assess their performance changes to develop new understanding and application of what they have learned.

### Assessment Activities

- Consistently demonstrates their ability to:
  - Continually assess student motivations, performance, and understanding.
  - Collaborate with students to establish and adapt a lesson plan with a common theme, a clear direction, and individualized focus throughout the lesson.
  - Plan creative, playful, and exploratory learning experiences in which movement, practice time, and terrain are optimized for individuals.

- Consistently demonstrates their ability to:
  - Customize and pace learning activities to allow students to explore and/or play toward desired outcomes.
  - Tailor the learning environment to align with the needs of individuals.
  - Provide clear and relevant information (descriptions, demonstrations, and feedback) that encourages individualized learning.
  - Proactively manage physical risk to promote engagement in the learning environment.
  - Manage levels of emotional risk to optimize individual engagement in the learning environment.

- Consistently demonstrates their ability to:
  - Encourage the students to communicate change in performance and/or understanding.
  - Collaborate with students to apply gained skills to skiing situations.
Technical Skills

Technical skills bring teaching concepts to life with practical applications adapted to the student’s ability level or desired outcome. These skills relate to the instructor's understanding of fundamental skiing mechanics and applying that understanding in lessons. Technical skills represents the ability to perform, understand, and explain the sport. In sharing technical skills, the instructor communicates certain discipline-specific aspects of movement and gives accurate demonstrations.

Professional-Knowledge Fundamentals
- Convey and apply accurate technical information.
- Observe, evaluate, and prescribe (through movement analysis).

Alpine Skiing Fundamentals
- Control the relationship of the center of mass to the base of support to direct pressure along the length of the skis.
- Control pressure from ski to ski and direct pressure toward the outside ski.
- Control edge angles through a combination of inclination and angulation.
- Control the skis’ rotation with leg rotation, separate from the upper body.
- Regulate the magnitude of pressure created through ski/snow interaction.
Level I – Technical Skills

Overview of Technical Skills at Level I Proficiency

Level I instructors ski competently in terrain suitable for skiers in the beginner/novice and intermediate zones. They adjust and adapt their skiing in beginner and easier groomed intermediate terrain in order to demonstrate technique and tactics to their students. Level I instructors use PSIA alpine resources to develop an understanding of the cause-and-effect relationships between body movements and ski performance. They explain interactions between body movements and ski performance in the beginner/novice zone to help students achieve a more effective performance.

Upon successful completion of the assessment, a Level I instructor...

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Technical Understanding</th>
<th>Movement Analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skiiing Performance</td>
<td>Adjusts and adapts the Alpine Skiing Fundamentals to demonstrate specific outcomes in beginner and easier intermediate terrain.</td>
<td>Uses current PSIA alpine resources to describe elements of ideal performances, using at least one of the alpine fundamentals.</td>
</tr>
<tr>
<td>Benefit from learning experiences that can include:</td>
<td>Benefits from learning experiences that can include:</td>
<td>Benefits from learning experiences that can include:</td>
</tr>
<tr>
<td>• Practicing the alpine fundamentals in isolation and combination – in a variety of snow conditions in beginner and intermediate terrain.</td>
<td>• Analyzing inspirational, highly accurate skiing to better understand ideal applications of the alpine fundamentals. Exploring and practicing how to apply and adjust DIRT (duration, intensity, rate, and timing) to alpine fundamentals, based on task and tactics.</td>
<td>• Exploring and practicing how to apply and adjust DIRT (duration, intensity, rate, and timing) to alpine fundamentals, based on task and tactics.</td>
</tr>
<tr>
<td>• Varying terrain, speed, turn shape, turn size, and line to help develop the skiing skills required at this level.</td>
<td>• Off-snow activities, such as watching video, reading manuals and associated education materials, and cross training to enhance agility, strength, and kinesthetic awareness.</td>
<td>• Using different types, sizes, adjustments, and purposes of gear in multiple types of terrain and snow conditions.</td>
</tr>
<tr>
<td>• Off-snow activities, such as watching video, reading manuals and associated education materials, and cross training to enhance agility, strength, and kinesthetic awareness.</td>
<td>Benefits from learning experiences that can include:</td>
<td>Benefits from learning experiences that can include:</td>
</tr>
<tr>
<td>Assessment Activities</td>
<td>Performs assessment activities that can include:</td>
<td>Performs assessment activities that can include:</td>
</tr>
<tr>
<td>• Demonstrating the alpine fundamentals in isolation and in combination – in a variety of situations and snow conditions in terrain up to the intermediate zone.</td>
<td>• Using the applicable alpine fundamental(s) to describe recent personal performance and ideal performances of skiing outcomes.</td>
<td>While watching a skier (student or peer) via video or live action:</td>
</tr>
<tr>
<td>• Exploring different applications and tactics as well as various terrain, speed, turn shape, turn size, and line to discover if there are better options for any desired outcome.</td>
<td>• Describing characteristics of personal equipment.</td>
<td>• Describes the ski and body performance of the applicable alpine skiing fundamental through one phase of the turn and identifies and describes the cause-and-effect relationship between body and ski performance relating to the fundamental.</td>
</tr>
<tr>
<td>• Basic Applied Fundamentals, Advanced Applied Fundamentals, and Highlighted Fundamentals outlined in the Level I section of the Performance Guide.</td>
<td>• Taking e-learning courses and written tests that reference PSIA technical material.</td>
<td>• Provides a prescription for a more effective ski and body performance to achieve the objective or task.</td>
</tr>
<tr>
<td>• Basic Applied Fundamentals, Advanced Applied Fundamentals, and Highlighted Fundamentals outlined in the Level I section of the Performance Guide.</td>
<td></td>
<td>• Observes and describes different equipment choices in the beginner zone and compare them to ideal choices for beginner/novice skiers.</td>
</tr>
<tr>
<td>Assessment Criteria</td>
<td>Adjusts speed, tactical choices, and ski performance to:</td>
<td>Consistently demonstrates their ability to:</td>
</tr>
<tr>
<td>• Demonstrate versatility by varying turn shape, turn size, and line.</td>
<td>• Describe ideal performances, referencing at least one of the alpine fundamentals through all turn phases in the beginner/novice zone.</td>
<td>• Describe ski and body performance in one fundamental through one phase of the turn.</td>
</tr>
<tr>
<td>• Integrate two or more of the skiing fundamentals through all turn phases to achieve prescribed ski performance.</td>
<td>• Identify biomechanics and physics principles relevant to skiing outcomes.</td>
<td>• Link ski and body performance to describe cause-and-effect relationships in one fundamental in one phase of the turn.</td>
</tr>
<tr>
<td>• Use individual alpine fundamentals as prescribed.</td>
<td>• Use Level I specific information from current PSIA resources relative to the desired outcome.</td>
<td>• Evaluate described performance and compare it to more ideal performance.</td>
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<td></td>
<td></td>
<td>• Prescribe a specific change in one fundamental.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Observe and describe how equipment choices and issues affect performance and safety in the beginner/novice skier zone.</td>
</tr>
</tbody>
</table>
Level II – Technical Skills

Overview of Technical Skills at Level II Proficiency

Level II instructors ski competently in terrain suitable for skiers in the beginner/novice and intermediate zones, and some low-end advanced terrain. They competently adjust and adapt their skiing in beginner, intermediate and some advanced-zone terrain to demonstrate to their students. Level II instructors relate the Alpine Skiing Fundamentals (also known as alpine fundamentals) to ski performance through observation, evaluation, and prescription. They identify basic interrelationships of the alpine fundamentals up to some advanced-zone terrain to help students achieve desired performance objectives.

Upon successful completion of the assessment, a Level II instructor...

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Sking Performance</th>
<th>Technical Understanding</th>
<th>Movement Analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adjusts and adapts the Alpine Skiing Fundamentals to demonstrate specific outcomes in beginner, intermediate, and some advanced terrain.</td>
<td>Uses current PSIA alpine resources to describe ideal performances, using two or more alpine fundamentals and considering tactics and equipment choices.</td>
<td>Articulates accurate cause-and-effect relationships of at least two skiing fundamentals through all phases of the turn, resulting in an effective prescription for change for skiers through the intermediate zone.</td>
<td></td>
</tr>
<tr>
<td>Benefits from learning experiences that can include: • Practicing the alpine fundamentals in isolation and combination – in a variety of snow conditions in terrain up to and including the advanced zone. • Varying terrain, speed, turn shape, turn size, and line to develop the skiing skills required at this level. • Off-snow activities, such as watching video, reading manuals and associated education materials, and cross training to enhance agility, strength, and kinesthetic awareness.</td>
<td>Benefits from learning experiences that can include: • Group activities, with instructors performing various tasks and discussing the similarities and differences of each. • Analyzing inspirational, highly accurate skiing to better understand more ideal applications of the alpine fundamentals. • Exploring how to apply and adjust DIRT (duration, intensity, rate and timing) to fundamentals, based on task and tactics. • Studying recent PSIA-AASI educational materials in various formats. • Attending local, regional and national education events.</td>
<td>Benefits from learning experiences that can include: • Group activities, with instructors performing various tasks and discussing the similarities and differences of each. • Analyzing inspirational, highly accurate skiing to better understand more ideal applications of the alpine fundamentals. • Exploring how to apply and adjust DIRT (duration, intensity, rate and timing) to fundamentals, based on task and tactics. • Use and explore different types, sizes, adjustments and purposes of gear in multiple types of terrain and snow conditions.</td>
<td></td>
</tr>
<tr>
<td>Performs assessment activities that can include: • Tasks from the Level II section of the Performance Guide that isolate and combine individual fundamentals through intermediate and advanced skier zones while varying ski terrain, ski performance, speed, turn shape, turn size, and line. • Basic Applied Fundamentals, Advanced Applied Fundamentals, and Highlighted Fundamentals outlined in the Level II section of the Performance Guide.</td>
<td>Performs assessment activities that can include: • Using the applicable alpine fundamental(s) to describe recent personal performance and ideal performances of skiing outcomes. • Describing characteristics of personal equipment. • Taking e-learning courses and written tests that reference PSIA technical material.</td>
<td>While watching a skier (student or peer) via video or live action: • Describes the ski and body performance of multiple alpine fundamentals through the phases of the turn. • Can identify and describe the cause-and-effect relationship between body and ski performance relating to the fundamentals and/or tactics. • Provides a prescription for a more effective blend of skiing fundamentals and/or tactics to achieve the objective or skier’s goal. • Observes, analyzes, and evaluates performances of skiers through the intermediate zone, based on equipment selection.</td>
<td></td>
</tr>
<tr>
<td>Manages speed, tactical choices, and ski performance to: • Manage turn shape, turn size, and line as needed in beginner through easiest advanced zones. • Integrate three or more fundamentals through all turn phases to achieve prescribed ski performance. • Manage each of the fundamentals as prescribed.</td>
<td>Consistently demonstrates the ability to: • Accurately identify and describe ideal performances, using two or more alpine fundamentals through the intermediate zone. • Accurately reference relevant biomechanics and physics principles to describe the skiing outcomes. • Evaluate personal performance, based on the described ideal.</td>
<td>Consistently demonstrates their ability to: • Describe ski and body performance, relative to two or more alpine fundamentals in all turn phases, and from turn to turn. • Link ski and body performance when describing cause-and-effect relationships in at least two alpine fundamentals in all phases of the turn, and from turn to turn. • Evaluate the described performances and compare to more ideal performance. • Prescribe a specific change in one alpine fundamental using DIRT (duration, intensity, rate, and timing) to create a change in desired outcome. • Relate how equipment choice affects skiing outcomes through the intermediate zone.</td>
<td></td>
</tr>
</tbody>
</table>
Level III – Technical Skills

Overview of Technical Skills at Level III Proficiency

Level III instructors apply all of the Alpine Skiing Fundamentals (also known as alpine fundamentals), with accuracy, to achieve the desired outcome through all terrain suitable for advanced-zone skiers. They adapt ski performance and the application of the fundamentals to illustrate the technical content being delivered in beginner/novice-, intermediate-, and advanced-zone lessons. They have a working knowledge of current and historic PSIA resources and information. Level III instructors use the alpine fundamentals through observation, evaluation, and prescription to enhance the desired ski performance. They evaluate complex relationships of body and ski performance.

Upon successful completion of the assessment, a Level III instructor...

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Technical Understanding</th>
<th>Movement Analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adjusts and adapts the Alpine Skiing Fundamentals to demonstrate any specific skiing or ski performance outcome through the advanced zone.</td>
<td>References current and historic PSIA alpine resources and information to evaluate ideal performances, using the alpine fundamentals and considering tactics and equipment choices.</td>
<td>Describes cause-and-effect relationships of all the alpine fundamentals through all turn phases, resulting in an effective prescription for change for skiers through the advanced zone.</td>
</tr>
</tbody>
</table>
| Benefits from learning experiences that can include:  
  • Practicing the alpine fundamentals in isolation and combination in all zones.  
  • Varying terrain, speed, turn shape, turn size, and line to develop the skiing skills required at this level.  
  • Off-snow activities, such as watching video, reading manuals and associated education materials, and cross training to enhance agility, strength, and kinesthetic awareness. | Benefits from learning experiences that can include:  
  • Group activities, with instructors performing various tasks and discussing the similarities and differences of each.  
  • Analyzing inspirational, highly accurate skiing to better understand more ideal applications of the alpine fundamentals.  
  • Exploring and practicing how to apply and adjust DIRT (duration, intensity, rate and timing) to alpine fundamentals, based on task and tactics.  
  • Studying recent PSIA-AASI educational materials in various formats.  
  • Attending local, regional, and national education events. | Benefits from learning experiences that can include:  
  • Group activities, with instructors performing various tasks and discussing the similarities and differences of each.  
  • Analyzing inspirational, highly accurate skiing to better understand more ideal applications of the alpine fundamentals.  
  • Exploring and practicing how to adjust and apply DIRT (duration, intensity, rate and timing) to the alpine fundamentals, based on task and tactics.  
  • Using and exploring different types, sizes, adjustments, and purposes of gear in multiple types of terrain and snow conditions. |

<table>
<thead>
<tr>
<th>Learning Experiences</th>
<th>Performance Guide</th>
</tr>
</thead>
</table>
| Benefits from learning experiences that can include:  
  • Basic Applied Fundamentals, Advanced Applied Fundamentals, and Highlighted Fundamentals outlined in the Level III section of the Performance Guide. | Performs assessment activities that can include:  
  • Tasks from the Level III section of the Performance Guide that isolate and combine individual alpine fundamentals through all skier zones while varying terrain, speed, turn shape, turn size, and line.  
  • Basic Applied Fundamentals, Advanced Applied Fundamentals, and Highlighted Fundamentals outlined in the Level III section of the Performance Guide. |

<table>
<thead>
<tr>
<th>Assessment Activities</th>
<th>Assessment Criteria</th>
</tr>
</thead>
</table>
| Performs assessment activities that can include:  
  • Using the alpine fundamentals, including tactical elements, to analyze personal performance based on blended cause-and-effect relationships.  
  • Comparing personal performance to a more ideal performance.  
  • Analyzing personal performance based on equipment choices.  
  • Taking e-learning courses and written tests, and relating personal performance to PSIA technical material. | Consistently demonstrates their ability to:  
  • Accurately describe and describe ideal performances, using alpine fundamentals in blended relationships.  
  • Accurately use and describe relevant biomechanics and physics principles to describe skiing outcomes.  
  • Evaluate personal performance, based on the described ideal.  
  • Accurately compare information from multiple resources (PSIA alpine and other relevant content) relative to the desired outcome. |
| While watching a skier (student or peer) via video or live action:  
  • Describes the ski and body performance of multiple alpine fundamentals through the phases of the turn.  
  • Identifies and describes the cause-and-effect relationship between body and ski performance relating to the fundamentals and/or tactics.  
  • Provides a prescription for a more effective blend of alpine fundamentals and/or tactics to achieve the objective or skier’s goal.  
  • Observes, analyzes, and evaluates performances of skiers through the advanced/expert zone, based on equipment selection. | Consistently demonstrates their ability to:  
  • Accurately describe detailed ski and body performance relative to the alpine fundamentals in blended relationships in multiple turn phases, and from turn to turn.  
  • Link ski and body performance to describe blended cause-and-effect relationships.  
  • Evaluate the described performances and compare to more ideal.  
  • Prescribe specific changes to effect blending of fundamentals, using DIRT (duration, intensity, rate, and timing) to create a change in desired outcome.  
  • Evaluate equipment-based cause-and-effect relationships relative to the student and their objectives in all skier ability zones. |

<table>
<thead>
<tr>
<th>Skiing Performance</th>
<th>Technical Understanding</th>
<th>Movement Analysis</th>
</tr>
</thead>
</table>
| Consistently demonstrates their ability to:  
  • Accurately identify and describe ideal performances, using alpine fundamentals in blended relationships.  
  • Accurately use and describe relevant biomechanics and physics principles to describe skiing outcomes.  
  • Evaluate personal performance, based on the described ideal.  
  • Accurately compare information from multiple resources (PSIA alpine and other relevant content) relative to the desired outcome. | Consistently demonstrates their ability to:  
  • Accurately describe detailed ski and body performance relative to the alpine fundamentals in blended relationships in multiple turn phases, and from turn to turn.  
  • Link ski and body performance to describe blended cause-and-effect relationships.  
  • Evaluate the described performances and compare to more ideal.  
  • Prescribe specific changes to effect blending of fundamentals, using DIRT (duration, intensity, rate, and timing) to create a change in desired outcome.  
  • Evaluate equipment-based cause-and-effect relationships relative to the student and their objectives in all skier ability zones. | Describes cause-and-effect relationships of all the alpine fundamentals through all turn phases, resulting in an effective prescription for change for skiers through the advanced zone. |

<table>
<thead>
<tr>
<th>Assessment Criteria</th>
<th>Assumption of Technical Skills</th>
</tr>
</thead>
</table>
| Adapts and blends speed, tactical choices and ski performance at will:  
  • Show refined integration of the alpine fundamentals to achieve prescribed ski performance in all skier zones.  
  • Integrate the fundamentals through all turn phases to achieve prescribed ski performance.  
  • Adapt and blend each of the fundamentals as prescribed. | Consistently demonstrates their ability to:  
  • Accurately identify and describe ideal performances, using alpine fundamentals in blended relationships.  
  • Accurately use and describe relevant biomechanics and physics principles to describe skiing outcomes.  
  • Evaluate personal performance, based on the described ideal.  
  • Accurately compare information from multiple resources (PSIA alpine and other relevant content) relative to the desired outcome. |
| Consistently demonstrates their ability to:  
  • Accurately describe detailed ski and body performance relative to the alpine fundamentals in blended relationships in multiple turn phases, and from turn to turn.  
  • Link ski and body performance to describe blended cause-and-effect relationships.  
  • Evaluate the described performances and compare to more ideal.  
  • Prescribe specific changes to effect blending of fundamentals, using DIRT (duration, intensity, rate, and timing) to create a change in desired outcome.  
  • Evaluate equipment-based cause-and-effect relationships relative to the student and their objectives in all skier ability zones. |