

2023.24 ALPINE LEVEL 1 CERTIFICATION GUIDE



WESTERN

Requirements - Candidates must:

- Be a Registered Member of PSIA-AASI W.
- Be at least 16 years old.
- Have trained and taught at a member school or have completed the 2-day Intro to Snowsports PSIA-AASI West Clinic.
- Be capable of linking parallel turns on blue intermediate terrain.
- Pass the prerequisite e-Learning modules prior to registering for the exam.
- Register for the event 2 weeks before the event.

**PSIA-AASI Western
Level 1 Alpine Certification Guide**

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Certification Standards and Resources:

The **Certification Standards** provide the assessment criteria for creating the skiing, teaching, and professional knowledge outcomes necessary for an instructor to successfully complete a certification. The exam Assessment Form is based off these certification standards.

Certification Standards:

https://www.thesnowpros.org/download/PSIA_Alpine_Standards0921v4_3.pdf

The **Performance Guide** provides the details for successful and unsuccessful performance contributors, as they relate to the assessment criteria of the certification standards.

Performance Guide:

https://thesnowpros.org/download/Alpine_PG_10_21.pdf

The **Assessment Forms** are used to assess your performance. Competence is determined by how well an instructor accomplishes the Learning Outcomes as described by the Assessment Criteria (ACs).

Assessment Form:

<https://www.thesnowpros.org/download/PSIA-Certified-Level-I-Alpine-Assessment-Form.pdf>

The **Fundamentals** are the bases of the Learning Outcomes for the Standards. There are fundamentals for People Skills, Teaching Skills, and discipline specific Technical Skills.

Fundamentals:

https://www.thesnowpros.org/download/LearningConnection_Fundamentals_2021.pdf

Please refer to the **Recommended Certification Resources** on “thesnowpros.org” website for a complete list of resources to help you succeed.

<https://www.thesnowpros.org/education/education-products-downloads/>

Note about the Level 1 Process:

The Level 1 assessment is a 2-day event. Throughout both days everybody will be expected to be engaged in conversations, discussions, and the activities. As you go through each day the examiner will be guiding the activities, discussions and providing feedback. The expectation is that you are actively participating in the process.

The Level 1 assessment is designed to be interactive and help you, the candidate, leave with a greater understanding of the industry and personal performance. However, during the exam you will not be taught how to do any of the items on which you are being assessed. Come to the exam having practiced and received feedback on all areas of the assessment. If you are looking for additional training opportunities, please attend a Prep Course, the Intro to Snowsports Course, or other clinics that will provide the coaching and information you would like.

You must complete the Level 1 E-learning course before registering for an exam.

<https://lms.thesnowpros.org/product/alpine-level-i-e-learning-course/>

Field Code Changed

Daily Outline:

Candidates will meet at the designated location at 8:30am. This location will be specified in the confirmation email sent to each candidate. Please come to the meeting location ready to ski and with the necessary tools to stay warm and engaged.

Day 1:

9:00 to 3:30

Content to be covered during day one include:

- Instructor Decisions and Behavior
- Technical Understanding
- Movement Analysis
- Skiing Assessment
- Group Team Teaching
- Professional Decisions and Behaviors

The order in which the topics are covered may vary based on conditions and the needs of the group. There will be time for a half hour lunch.

Day 2:

Meet the group, at the designated location and time.

9:00 to 2:30

Content to be covered during day two include:

- Possible review of any information from day 1
- Teaching presentations: Each candidate will present a 20-minute teach
- Professional Decisions and Behaviors

At the end of the day the examiner will meet with each candidate and review their performance as it relates to the [Certification Standards](#). The passing of the Level 1 Certification is based on scoring of the assessment criteria that is used to determine the overall assessment of a pass or fail.

Assessment Specific Information

Instructors Decisions and Behavior

Learning outcome

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

Assessment Activities

Candidates will be assessed on their professionalism from the beginning to the end of the assessment. This will include addressing group and individual safety and physiological needs and professionalism in response to receiving feedback.

Refer to the Level 1 Standards for Professional behavior assessment criteria.

Skiing Performance

Learning Outcome

- Skiing Performance: Adjusts and adapts the Alpine Skiing Fundamentals to demonstrate specific outcomes in beginner and intermediate terrain.

Assessment Criteria

To achieve the learning outcome the candidate will need to be able to:

- Integrate two or more of the Technical Fundamentals through all turn phases to achieve prescribed ski performance.
- Use individual Technical Fundamentals as prescribed.
- Demonstrate versatility by varying turn shape, turn size, and line through intermediate zone terrain.

Assessment Activities:

Candidates are evaluated on skiing through a series of activities that showcase candidates' ability to blend the fundamentals. Activities may be set in all types of beginner and some intermediate terrain and conditions, including groomed terrain, bumps, crud, trees, and powder. Variations in movements and mechanics may be requested at the discretion of the examiner.

Refer the Level 1 Standards for assessment criteria for Ski Performance to be met.

Movement Analysis

Learning Outcomes

- Movement Analysis (MA): Articulates an accurate cause-and-effect relationship between body and ski performance within any single skiing fundamental in a specific phase of the turn to offer a relevant prescription for change for skiers in the beginner/novice zone.

Assessment Activities

Candidates will observe skiers on the hill and present an organized and detailed description of what the skis and body are doing in relationship to the skills concept and fundamentals. If there are not enough guests on the hill to do an MA on, the examiner may elect to mimic a beginner skier or have a candidate demonstrate something they frequently see in beginner skiers.

Everybody will have an opportunity to cover the following criteria:

- Turn type and shape
- Observe and describe the application of one or more Technical Fundamental in all turn phases.
- Evaluate and describe the cause-and-effect relationships of one or more Technical Fundamental relative to the desired outcome.
- Prescribe a specific change, related to one Technical Fundamental, to achieve the desired outcome.

Refer to the Level 1 Standards for assessment criteria for Movement Analysis to be met.

Technical Understanding

These skills relate to the instructor's understanding of fundamental skiing mechanics and applying that understanding in lessons. Technical skills represent the ability to perform, understand, and explain the sport.

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In sharing technical skills, the instructor communicates certain discipline-specific aspects of movement and gives accurate demonstrations.

Learning Outcome

- Describes specific performances using Technical Fundamentals and considering tactics and equipment choices using current PSIA-AASI resources.

Assessment Activities

Technical Understanding assessment criteria may be demonstrated and assessed in various on-snow and/or off-snow assessment activities such as chair lift rides and group discussions. Questions may cover biomechanics of a fundamental as it relates to an outcome, reflecting on your own skiing as it relates to the ideal, and your understanding of tactics, use of equipment, physical development, or use of terrain.

Refer to the Level 1 Standards for assessment criteria to be met for Technical Understanding.

Teaching Performance

Group Teach: At the end of day one, the candidates will have an opportunity to do a group teach where they will plan, implement, and reflect and review a lesson outcome either for an adult, child, or both. All candidates will have an opportunity to participate.

Learning Outcomes

Teaching Skills

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

People Skills

- **Communication:** Engages in meaningful verbal and non-verbal communication with the group.
- **Relationships with Others:** Identifies likely motivations and emotions of individuals and understands group dynamics.

Assessment Activities

On day two, Candidates will be delivering a 20-minute teaching presentation. The teaching information the candidate will be given is:

- Specific age or age range to teach
- Skill level to teach
- An outcome to teach

You will be given 5 minutes to organize your thoughts. Other candidates in the group will act as students and may be given a basic group profile, lesson level, interests/hobbies, and what they learned in their last lesson. This is meant to mimic a real teaching situation.

People skills will be assessed during the teaching segment.

The examiner will debrief the presentation with the candidate and ask follow-up questions regarding teaching and people skills.

Refer to the Level 1 Standards for Teaching and People skills assessment criteria to be met while teaching.

Make sure to utilize The Performance Guide to compliment the standards. It provides successful and non-successful contributors for meeting the assessment criteria for all the exam sections mentioned above. It also suggests activities that may be used to assess that the assessment criteria are being met. Comparing what you know and what is expected of you is a useful way to know if you are ready to take the assessment.

Specific Resources for Study

Turn Mechanics and likely activities used in assessing ski performance.

All pages and photo references are from the Alpine Technical Manual 2014 edition.

Parallel Turns [Basic Parallel], Medium Radius:

pages 117; photo: 7.22

Terrain: Green groomed or un-groomed and Moderate Blue groomed

Linked, round turns on blue terrain, which use a skill blend that leaves brushed tracks in the snow while the skis remain in a parallel relationship. Speed is controlled through turn shape.

Wedge Christie [Basic] Turns:

page 114; photo: 7.19

Terrain: Green and Blue

At a slightly faster speed than the wedge turn, it begins with both skis steered into a wedge and is finished in a Christie where the inside ski is matched to the outside ski through rotary and edging movements and speed.

Linked Wedge Turns:

page 111 & 112; photo: 7.15

Terrain: Green

Linked wedge turns with consistent turn shape, rhythm and flow and wedge size.

Sideslip:

Page 113; photo: 7.17

Terrain: Green and Blue

Side slipping demonstrates edging and pressure-control skills.

Traverse on Downhill Ski:

Page 112; photo: 7.16

Terrain: Green or Easy Blue

Maintaining a slight separation between the upper and lower body helps direct balance and pressure to the downhill ski.

The Matrix

Contains videos showing the ideal blending of the fundamentals for a variety of activities.

<https://thesnowpros.org/education/the-matrix-videos/>

Biomechanics and Skills Concept

References are from the Alpine Technical Manual 2014 edition, pages 59-70 and pages 15-35.

The Learning Partnership

Referenced from the PSIA-AASI Teaching Snowsports Manual, 2018, pages 72-82.

The Teaching/Learning Cycle

Referenced from the PSIA-AASI Teaching Snowsports Manual, 2018, pages 83-86

PDAS, The Teaching Cycle for Children

Referenced from the PSIA-AASI Teaching Children Snowsports, 2021, page 114

CAP Model

Learn more about the CAP model in the PSIA-AASI Teaching Children Snowsports Manual, 2021, pages 11-12