

The Professional Ski Instructors of America Eastern Division



Cross Country Level II / III Assessment Guide

PSIA-E Cross Country II / III Assessment Guide

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Introduction

This manuscript contains information about the Cross Country Certification Program of the Professional Ski Instructors of America - Eastern Division. It outlines exam procedures, content, and standards. This manual also includes essential study material excerpted from the *PSIA Cross Country Technical Manual 2015*, *Teaching Snowsports Manual 2018*, *Teaching Children Snowsports Manual 2021*, *National Website*, and the *Eastern Nordic Website*.

The basic purpose of the PSIA-E Cross Country Certification Program is to evaluate a candidate's knowledge and skills relative to established standards of professional ski teaching and other related information. PSIA-E, like other divisions, certifies ski teachers in the American Teaching System (ATS), our national model. Candidates are expected to demonstrate a comprehensive, working knowledge of ATS throughout the examination process. Certification is awarded to those who demonstrate the required level of proficiency in skiing, teaching, and professional knowledge during the examination and have met the prerequisite requirements. Training and continuing education in these three areas are acquired through PSIA-E educational programs, ski school clinics, personal study, and experience.

The PSIA-E certification pin identifies highly qualified instructors to the ski industry and the skiing public. It is an assurance that a specific level of knowledge and competency are present in such areas as skiing, teaching technology and methodology, guest service, and safety/risk awareness.

As a desirable credential, certification becomes an expressed goal for many ski teachers, thus raising the overall standards of professional ski teaching in the United States. Ongoing educational requirements for retaining certification assist in assuring that a high standard of performance is maintained. Most professionals view certification as a foundation, rather than an end in itself, and continue to grow and develop far beyond the minimum standards.

PSIA offers certification events as a member benefit. Certification is encouraged but not required. Most of the organization's events are primarily educational in content. It is acceptable for members to attend only the required educational events. However, if you are interested in certification, be assured that PSIA-E strives to deliver fair, consistent, and relevant certification processes. It is our goal to examine for success in as relaxed an atmosphere as possible within a structured and meaningful evaluation environment.

You may find the performance guides useful to prepare for an exam. These can be found at

https://thesnowpros.org/download/Cross_Country_PG_10_21.pdf

Preparing for Level II / III

Level II / III Certification is a two-day process. Obtaining your Level I Certification in Cross Country is needed first. A prerequisite course must be taken after Level I and before your Level II exam. There are two scenarios here. If you obtain level I you may take your Level II in the same season. If you intend to take a Level II or III exam after the year that you obtained your Level I then you need to take any education cross country event in your intended exam year to help prepare you for your exam.

The prerequisites for the Level II / III Assessment can be your choice of any of the upgrades/specialty events. This will review situations and activities that will be used in the skiing, teaching and professional knowledge of your exam. It is a great place to ask questions about the standards and what will be expected of you. This prerequisite clinic will give you a flavor of what the exam is like. You should be prepared with questions and specific needs that will help you meet the standards. Due to the mixed skill level of people in Cross Country events it is helpful for you to talk with the instructor early so you can have practice teaching time during your preparation event. Each season the Nordic Coordinator has a detailed course listing and description of the events in the *Snow Pro* and on the PSIA-E website. Browse these two resources and identify which events meet your schedule as there are a limited number of events each year.

The two days of the assessment will be primarily on groomed snow so be prepared to ski and teach there in both skate and track conditions. Practice skiing demos in the Level I and II or III standards section depending on your intended level of certification. These are like the compulsories in ice-skating. They allow the examiners to see the base of your technical skills such as diagonal stride, double pole, downhills, V-2 etc. Practice and video yourself climbing, skating and classical Nordic skiing.

Teach as many people as you can from first time to intermediate nordic skiers on blue and easy black terrain. Create activities and avenues for your students to progress. Practice the Teaching Model in many ways so you can be comfortable with many types of people.

Use the *Teaching Snowsports Manual* and *Cross Country Technical Manual* as a template for teaching and skiing. Use it to better understand movement analysis. Make a list of the types of nordic movements you see on the trails (good/bad) and be able to create some basic lesson plans for them. Utilize the National and PSIA-E websites, the reference materials listed below, and the questions in this guide to help you prepare. The best preparation is to teach and get as many people Nordic skiing as possible. Learn from your successes and failures.

Certification Path

Cross Country Certification is a linear path.

Becoming a new registered member: Registered is the entry level of membership. Registered members receive all divisional and national publications, a membership card and registered lapel pin. Prerequisites for becoming Registered are the same as listed below for Level I, with the exception that it is not required that one attend and pass a Level I event. Your ski school director can provide more details, or call the PSIA-AASI Eastern Divisional office at (518) 452-6095 for more information on how to join.

Becoming a Level I member: Take a Cross Country event that allows you to obtain Level I Certification and pay Level I dues to the Association. Due to the nature of Nordic, you may not have a Ski School Director or a training program. If not, you still can participate in a Level I Event (review the Standards and come prepared) and place your name in the Ski School Directors' section. If you are part of a school, please have your Director sign your card.

Level II Assessment Prerequisite: This could be the event where you obtained your Level I certification if you intend to do Level II in the same year or it could be any cross country event in the same year that you intend to test for your Level II exam in subsequent years.

Level II Assessment: May be taken in the first year of becoming a new member. You first need to pass Level I and then take a prerequisite event. See PSIA-E website for event schedule.

Level III Assessment Prerequisite: May be taken your second year. See PSIA-E website for event schedule.

Level III Assessment: May be taken the second year after fulfilling the prerequisite by taking any cross country event in the year you intend to test.

Certified Level II / III Prerequisite

The Certified Level II / III member is one who has demonstrated commitment and dedication to the ski teaching profession and to his/her own personal development. Level II members have proven their competency by passing a Level II assessment, and are considered qualified to provide valuable instruction to a majority of ski school patrons. The Level II member is required to meet the following prerequisites:

- Be 18 years of age or older at time of application.
- Be a Certified Cross Country Level I member of PSIA-E to go for Level II
- Be a Certified Cross Country Level II member of PSIA-E to go for Level III.
- Fill out an event registration form (available online for download; go to www.PSIA-E.org, then click on Events).

Note: If you do not have a ski school director or major organizer due to the uniqueness of your group, you may sign your name in the ski school director's section. It is strongly suggested that the candidate has been teaching in the beginner to advanced zone and has had some training relative to Cross Country. Also include a check (PSIA-E), credit card or money order for the proper amount by the deadline on the event schedule. The event schedule can also be obtained by calling the division office at 518-452-6095.

- Attend a PSIA-E Level II or III Assessment Prerequisite. This can be any Cross Country event on the Eastern schedule.
- Pass the PSIA-E Certified Level II or III assessment criteria as stated in the National Standards, and evaluated by the Association.

Certified Level II / III members must maintain their membership by attending an educational credit event at least once every two seasons (unsuccessful exam attempts do not count as educational re-ups) and by paying dues to the Association on an annual basis. They may hold committee seats, and after two years as Level II members, may hold a seat on the Board of Directors. They are entitled to full voting rights.

Level II/III Workbooks

Once a participant is registered for an exam you should click on this link to access the appropriate workbook and complete it before coming to your event. You will need to log in to access the workbook but it is free.

[Level II Work Book- Click here.](#)

[Level III Work Book- Click here](#)

The Level II / III Assessment Process

Registration begins at 8:30 so that you are ready to be on snow no later than 9:00 on Day 1 of the event. *Please be on time.* If you are late, go to the ski school desk or information area. The time frame for the two days will be from 8:30-4:00, with an hour break for lunch. Approximately 75% of the time will be outside. **For the next few seasons, we will be meeting outside by 9:00 outside the Nordic ski school building.**

Results will be announced at the end of Day 2. An awards ceremony will be held at the conclusion of the event, at which course conductors will hand out Level II or III pins and scoring sheets to successful participants. Please remember we are here to coach, show, explain, and create the best atmosphere for your learning. The learning and assessment environment will be fun, interactive, and activity based with lots of sharing of information. The goal is to have everyone learn, question, practice, and meet the standard. Formal assessments will be emailed within a day or two after the conclusion of the event.

The Level II / III assessment are two-day processes. The terrain to be used will fit the tasks at hand. The candidate should be prepared to ski, teach, and demo on green, blue, and easy black terrain. This would include tracks or groomed snow but some conditions may vary due to the vagaries of grooming and weather for your beginning teaching/skiing tasks. Review the PSIA-E and National websites information on Levels I / II. The candidate is responsible for their equipment being properly prepared for any of these conditions. The assessment is an all-mountain event, so keep that in mind when choosing and preparing equipment. You may use waxable or waxless or skin skis for the classic portion of the event but it should be of a quality that you can demonstrate appropriate intermediate or advanced skiing skis. You will need skate equipment for the skating portion of the event for both level II and III.

On-trail scoring of candidates will be assessed by a single examiner if numbers in a clinic are low. If a clinic has enough participants for 2 examiners then you will work with both. In order to become a Certified Level II / III member, you must meet the defined criteria and assessment activities below in the PSIA-AASI National Standards.

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.

Scoring Categories Explained:

Refer to The National Standards.

People Skills

Learning Outcomes

- Communication
- Self-Awareness (Professionalism on assessment form) and Self-Management
- Relationship with others

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.

Teaching Skills

Learning Outcomes

- Assessing the Plan
- Implementation
- Reflect/Review

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.

Technical Skills

Learning Outcomes

- Skiing Performance
- Technical Understanding
- Movement Analysis

Cross Country Skiing Fundamentals (XC Fundamentals)

- Control the relationship of the center of mass to the base of support to direct pressure along the length of the ski(s).
- Control the timing of body movements while regulating power application through the skis and poles to optimize propulsion (Push-Off).
- Control the relationship of the center of mass to the base of support from ski to ski (Weight Transfer)
- Utilize body movements to manage momentum (Glide).

Professional Knowledge Fundamentals

- Convey and apply accurate technical information.
- Observe, evaluate, prescribe.

Level II / III Skiing Activities List

Level II	Descriptions	Level III	Descriptions
Diagonal Stride	Complete transfer, sharp compression to create kick	Diagonal Stride	Fluid movements through terrain changes, body position with noticeable flex in the ankle and knee
Double Pole	Hips move forward of the ankle for weight transfer onto the poles	Double Pole	Flex in all body joints is used to generate power
Kick Double Pole	Well coordinated timing of poling and kick	Kick Double Pole	Both poling and kicking are used to generate power
Diagonal Skate	Correct timing of polling and skating foot	V-1 Skate	Can V-1 on both sides with smooth transitions, continuous movement of skating feet even when going uphill, uses upper body to generate power as well as feet
V-1 Skate	Correct timing of polling and foot movement on both sides	V-2 Skate	Can use a variety of tempos to match terrain including uphill, uses both foot and upper body to generate power
V-2 Skate	Correct timing of poles and feet push	V-2 Alternate Skate	Uses correct timing of poles and feet to generate power, uses both feet and poles to generate power, can do on both sides
Free Skate	smooth rhythm	Free Skate	Can be used with smooth transitions to other skating techniques
Gliding Wedge	Uses flat skis	Braking Wedge	Can transition from gliding to braking wedge
Linked Wedge turns	Uses flat skis with active inside ski steering.	Parallel Turns	Keeps both skis on the snow with active steering of both feet.
Step Turns	On flat or gentle terrain done by starting with the inside foot, not stemming.	Step Turns	Done on intermediate terrain
Telemark Positions	Can do a balanced telemark position on a straight run.	Telemark Turns	Can do linked telemark turns on gentle terrain.

Skiing activities will be executed on snow and terrain appropriate for each assessment level. Level II can anticipate tasks on green and blue terrain. Level III can anticipate tasks on blue and black terrain. Examiners will describe and/or demonstrate the appropriate execution of the skiing activities. The activities in the above table are ones which have been agreed upon by all regions for continuity of assessment.

Additional Level II / III Technical Assessment Activities (Skiing)

Balanced body position appropriate for terrain and conditions with consistent speed control in all skiing tasks. Skiing tasks may be chosen from the list below and skied on terrain appropriate to the task. Versatility of these tasks in varied snow conditions and terrain will be explored.

- Herringbone
- V-1 Side changes
- Transitions from diagonal stride to double pole to kick double pole
- Transitions from one skating technique to another
- Uphill diagonal stride
- Uphill double pole
- Uphill V-2
- Skate turns
- Hockey stops

All the above on blue or easy black terrain.

National Standards 2021

Contributors and Developers

- PSIA-AASI Cross Country Task Force
- PSIA-AASI Alpine Task Force
- PSIA-AASI People Skills Task Force
- PSIA-AASI Teaching Skills Task Force
- PSIA-AASI National Team
- The Pennsylvania State University – College of Health & Human Development; Department of Recreation, Park, and Tourism Management

Introduction: PSIA Cross Country Certification Standards August 22, 2020

American ski instruction demands versatility. The PSIA-AASI membership is expected to teach guests in a wide variety of skiing environments, facilitating learning outcomes that range from hard snow to powder, and genres including recreation, race, and backcountry. The objective of the *PSIA Cross Country Certification Standards* document is to identify fundamentals to great skiing, teaching and connecting with the learner. The Learning Connection Model provides the framework to balance people skills, teaching skills and technical skills and highlights fundamentals that apply to a variety of technical and tactical situations through the three assessment zones of beginner, intermediate and advanced students.

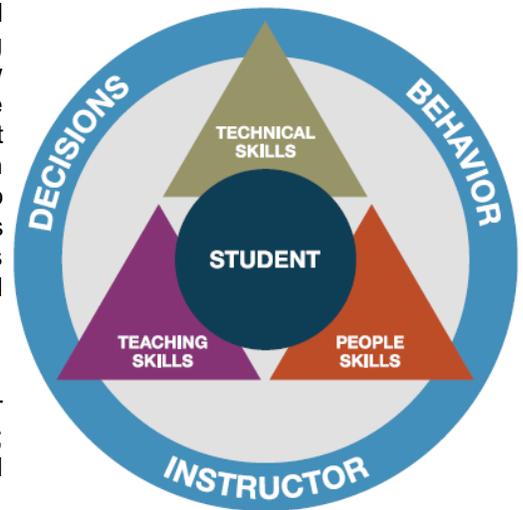
To this end, the Learning Connection Model provides the framework for a balance of crucial people skills, teaching skills, and technical skills; highlighting fundamentals that apply to a variety of technical and tactical decisions based on student ability, motivation, personality, and more.

As outlined in PSIA's *Cross Country Technical Manual*, the American Teaching System™ specifies three skier zones: Beginner/Novice, Intermediate, and Advanced. The *PSIA Cross Country 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 Cross Country 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 skill sets, and as they progress in their professional development they enhance and expand skill sets 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 Cross Country Certification Standards* document complements and should be consulted in combination with the following publications.

- Cross Country Technical Manual- Explores content related to performing and evaluating the technical skills of skiing.
- The *Teaching Snowsports Manual* - Content evaluated in People Skills and Teaching Skills.
- Skier Level Descriptions - Specific performance characteristics that create context for the skiing and learning outcomes in each skier zone.
- *PSIA-AASI National Performance Guides* – Telemark Technical Skills, People Skills, and Teaching Skills

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 skill sets 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 the guest's 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 Cross Country Certification Standards*. Not all assessment activities need to take place on snow.

These *PSIA Cross Country 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 Cross Country 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.

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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.

Level II Assessment

People Skills • Level II Assessment

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.

Overview of People Skills at the Level II proficiency

A Level II (L2) instructor exhibits an intermediate understanding of the people 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. A Level II instructor demonstrates awareness of their own tendencies and develops strategies to address them.

Upon successful completion of the assessment, a Level 2 instructor...

	Communication	Self-Awareness (Professionalism on assessment form) and Self-Management	Relationships with others
Learning Outcomes	<i>Engages in and adapts</i> verbal and non-verbal, two-way communication with <i>individuals and subsets of the group.</i>	Identifies their strengths and weaknesses and manages their behaviors and emotions.	<i>Adapts</i> to the emotional needs and motivations of individuals, and to the interpersonal dynamics <i>within the group</i> to promote trust.
Learning Experiences	Benefits from learning experiences for instructor development to this level include E-learning modules, individual teaching sessions, guided debriefs of teaching sessions, small group teaching sessions and in-person training focused on: <ul style="list-style-type: none"> Using effective verbal and non-verbal communication to promote group dynamics, provide behavior-based feedback, and active listening. Observing and managing how the roles instructor self-awareness and self-management play in the Snowsports learning environment <i>in general and specifically for the learner</i> through personal reflection of emotions, and behavioral responses to emotions. <i>Recognizing individualized</i> motivations and emotional needs, interpersonal challenges, and the role of social awareness in <i>interpersonal</i> and group dynamics <i>among the group members.</i> 		
Assessment Activities	Assessment activities for these learning outcomes may vary between divisions and also between examiners depending on conditions and group experiences but may include activities such as an online exam, individual or group interview with examiner(s), analyze video footage, simulated or real lesson environments, presentations and discussion of self-reflection to examiners, trainers and peers.		
Assessment Criteria	Consistently demonstrates their ability to: <ul style="list-style-type: none"> 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 adjusts for the emotional needs of subsets within the group. 	Consistently demonstrates their ability to: <ul style="list-style-type: none"> Identify and manage behavioral responses to emotional triggers and common situations. Accurately identify personal strengths and weaknesses. 	Consistently demonstrates their ability to: <ul style="list-style-type: none"> Foster interpersonal relationships to support positive group dynamics. <i>Anticipate and address group and individual needs</i> for belonging. Adapt to the emotional needs and motivations of individuals and subsets of the group.

Teaching

The Level II / III Assessment will focus on the candidate being able to exhibit teaching behavior that shows a sound knowledge and usage of the major parts of the ATS Model. The teaching activities listed above in the Assessment Process will focus on diverse groups of people who might come for a Cross Country lesson. They will range from a first timer (beginner terrain) to skiing improvement (intermediate terrain). You should be prepared to teach both classic, skate and downhill nordic techniques.

Skiers today come from many different backgrounds, sports and areas of the country, being able to capitalize on their previous experiences will be advantageous for them to learn another sport better or for the first time. Be prepared to show ways you have utilized a student's background. The exam will be activity based and not just individual in nature. Small groups, pairs, tag team teaching and other groupings will be utilized to allow each person an atmosphere of success and comfortableness to communicate their thoughts. Level II candidates are expected to lead the group for only a short time to reflect the teaching in a group lesson format. Level III candidates will be leading the group for a longer time to complete your plan.

It is expected that the Cross Country Technical Manual and the Teaching Snowsports Manual will be the basis of your teaching activities.

The teaching segments may be interwoven with skiing activities and people skills or they may all be separated out or in combinations thereof.

Our goal is to make this fun and create the environment that is easy for you to show us what you know in order to meet the standard for Level II. Being able to answer the what's is essential and to show a working (beginning) knowledge of the How's and Why's of the lesson are essential. Level III it is imperative that the candidate shows ownership of the How's and Why's with specific detailed feedback.

Teaching Skills • Level II Assessment

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 II

Overview of Teaching at the Level II proficiency

A Level II (L2) instructor demonstrates proficiency in the Teaching Fundamentals. They facilitate learning by planning and adapting the lesson experience based on student needs, desires, and abilities. They rely on experience gained while teaching and training. A Level II instructor helps students recognize and assess their changes in performance.

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

	Assess and Plan	Implement	Reflect/Review
Learning Outcomes	Plans learning outcomes and <i>progressive</i> learning experiences, and <i>adapts to the changing needs</i> of <i>intermediate</i> students.	<i>Facilitates</i> learning experiences and <i>adapts them as necessary</i> to guide students toward agreed upon outcomes and <i>engage</i> them in the process.	<i>Helps</i> students recognize, reflect upon, and assess experiences to <i>apply</i> understanding and performance changes to <i>desired outcomes</i> .
Learning Experiences	Learning experiences for instructor development to this level include videos, E-learning modules, The Matrix, reading, work books, home area training programs, individual teaching sessions, guided debriefs of <i>intermediate zone</i> teaching sessions, small group teaching sessions and In-person training focused on: <ul style="list-style-type: none"> • <i>Planning intermediate zone</i> lessons and progression organization. • <i>Implementing and adapting the intermediate zone</i> learning environment. • <i>Identifying and communicating performance changes for students in the intermediate zone.</i> 		
Assessment Activities	Assessment activities for these learning outcomes vary between divisions and also between examiners depending on conditions and group experiences but may include Online Exam, individual or group interview with examiner(s), analyze video footage, presentation and discussion of self-reflection to examiners and peers or a simulated or real <i>intermediate zone</i> lesson environment demonstrating ability to: <ul style="list-style-type: none"> • <i>Help students recognize, reflect upon and assess their own performance changes.</i> • <i>Organize creative, playful, and flowing</i> learning experiences that work towards desired learning outcomes in the <i>intermediate zone</i>. • <i>Implement and adapt</i> the learning environment in the <i>intermediate zone</i>. 		
Assessment Criteria	Consistently demonstrates their ability to: <ul style="list-style-type: none"> • <i>Periodically</i> assess student motivations, current performance, and understanding. • Collaborate with students to establish and adapt a lesson plan with <i>clear direction and focus</i>. • Plan playful and/or exploratory lessons with productive use of movement, practice time, and terrain. 	Consistently demonstrates their ability to: <ul style="list-style-type: none"> • Pace learning activities to allow students to explore and/or play toward desired outcomes. • <i>Adapt</i> the learning environment to align with the needs of the <i>group</i>. • Provide clear and relevant information (descriptions, demonstrations, and feedback) that encourages learning. • Manage physical risk to promote engagement in the learning environment. • Manage levels of emotional risk 	Consistently demonstrates their ability to: <ul style="list-style-type: none"> • <i>Help</i> students to <i>recognize and understand</i> change in performance <i>relative to outcomes</i>. • <i>Help</i> students apply gained skills to skiing/snowboarding situations.

Technical Skills • Level II Assessment

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 represent 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, prescribe.

Cross Country Skiing Fundamentals

- Control the relationship of the center of mass to the base of support to direct pressure along the length of the ski(s). (balance)
- Control the timing of body movements while regulating power application through the skis and poles to optimize propulsion (Push-Off).
- Control the relationship of the center of mass to the base of support from ski to ski (Weight Transfer)
- Utilize body movements to manage momentum (Glide).

Level II

Overview of Technical Skills at the Level II Proficiency

A Level 2 instructor regularly adjusts the blend of fundamentals and tactics to demonstrate specific outcomes in the intermediate and advanced zones. Using the Performance Model and the four Fundamentals and an analysis of applicable physics and biomechanics, a Level 2 instructor will relate cause and effect while analyzing and explaining ideal and personal body movements, ski performance outcomes, equipment choices, and tactical options in the beginner through advanced zones. A Level 2 instructor will observe and describe a skier’s application Performance Model and the Fundamentals as well as tactics and equipment used in the beginner through intermediate zones. The instructor will articulate accurate cause and effect relationships based on individual fundamentals through multiple phases of a turn, resulting in an effective prescription for change.

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

	Skiing Performance	Technical Understanding	Movement Analysis
Learning Outcomes	Adjusts and adapts the XC Fundamentals to demonstrate specific outcomes for both classic and skate technique at the beginner skill level in beginner and some intermediate terrain.	Uses current PSIA cross country resources to identify and describe a skier’s performance at the beginner skier level.	Accurately describes cause-and-effect relationships between body and ski performance and provides a relevant prescription for change for beginner skiers

	Skiing Performance	Technical Understanding	Movement Analysis
Learning Experiences	<p>Benefits from learning experiences that can include:</p> <ul style="list-style-type: none"> • Practicing cross country fundamentals in isolation and blends; incorporating various tempos, speeds, and power in beginner and intermediate terrain and varied snow conditions. • Receiving and incorporating feedback at a preparation clinic or from a coach/mentor. • Off-snow activities, such as watching video, taking e-learning courses, and reading manuals and associated education materials. • Increasing overall fitness and athleticism (endurance, strength, agility, kinesthetic awareness), and gaining an understanding of pacing while skiing. This can entail skiing continuously for at least 15 minutes (solo or by participating in citizen ski events and/or races) and cross training. 	<p>Benefits from learning experiences that can include:</p> <ul style="list-style-type: none"> • Group activities, with instructors referencing the XC Fundamentals and XC Technical Model while performing and describing various tasks. • Analyzing inspirational, highly accurate skiing to better understand ideal applications of the cross country fundamentals. • Taking e-learning courses and studying recent PSIA-AASI educational materials in various formats. • Attending local, regional, and national education events. 	<ul style="list-style-type: none"> • Exploring how to apply and adjust DIRT (duration, intensity, rate, and timing) to fundamentals, based on task and tactics. • Describing how a skier's performance is affected by different types, adjustments, and sizes of equipment – and wax choices – in various of terrain and snow conditions.
Assessment Activities	<p>Performs assessment activities that can include</p> <ul style="list-style-type: none"> • Tasks from the Level I section of the <i>Performance Guide</i> that isolate and blend skills in the beginner skill level in varied terrain. • Adjusting speed and the power applied to achieve a desired outcome. • Free-skiing in beginner terrain for up to 15 minutes 	<p>Performs assessment activities that can include:</p> <ul style="list-style-type: none"> • Taking e-learning courses and a written test that reference PSIA technical material. • Describing recent performance(s), referencing XC Fundamentals and the XC Technical Model and identifying the ideal performance of skiing outcomes. • Describing differentiating characteristics of classic and skate ski equipment. 	<p>While watching a beginner skier via video or live action:</p> <ul style="list-style-type: none"> • Describes the cause-and-effect relationships of the skier's body position and body movements relative to ski performance in one skill of the XC Technical Model. • Provides a prescription for change, focusing on body position and body movements for one skill of the XC Technical Model. • Observes and describes the skier's equipment choice and compares it to the ideal choice the student could make with regard to equipment.

	Skiing Performance	Technical Understanding	Movement Analysis
Assessment Criteria	<p>Demonstrates the cross country fundamentals at beginner classic and skate skill levels by adjusting tactical choices, speed, and ski performance to:</p> <ul style="list-style-type: none"> • Manage ski and pole push to create forward movement. • Control the center of mass (CM) over the base of support (fore/aft and side to side). • Glide on one ski. • Control speed and change direction on downhills. • Show versatility in beginner terrain. • Continuously ski in beginner and some intermediate terrain for up to 15 minutes. 	<p>Consistently demonstrates their ability to:</p> <ul style="list-style-type: none"> • Accurately identify and describe personal and/or an observed skier performance, using body position and body movements of one XC skiing skill. • Accurately describe ideal skier performance using body position and body movements of one XC skiing skill. • Convey understanding by changing personal skiing performance based on feedback at the beginner level. • Identify and reference information from current PSIA resources relative to skier performance and desired outcome. 	<p>Consistently demonstrates their ability to:</p> <ul style="list-style-type: none"> • Describe a skier's performance, focusing on body position and body movements for one XC skill. • Describe the cause-and-effect relationship between a skier's body position and body movements with regard to the skis' performance for one XC skill. • Provide a relevant prescription for change in a skier's body position and body movements for one XC skill to create a desired outcome at the beginner level. • Observe and describe how equipment choices affect performance and safety for beginner skiers. choice affects skiing outcomes.

At times, you will notice examiners using worksheets to record their scores and comments. All candidates will receive their marks and feedback from each examiner, along with their overall results on an assessment form sheet in a day or two after the exam although you will be told verbally the overall result of your exam on the conclusion of the event. . It is our goal to try not to be seen when using the cards on the hill and most of the time we do it at lunch or later in the day or out of sight to allow you the least stressful environment for you to perform.

needs the nordic one

Level II Assessment Form

Draft copy of Level II Assessment Form (final version will be inserted when finished)

Telemark Level Two Assessment

Instructor Decisions & Behavior				Attained	Did not Attain	Score	Teaching Skills				Attained Level	Did not Attain	Score	
Professionalism and Self Management: Contributes to a professional environment by managing their behaviors and emotions in response to others. (Continual Assessment)							Assess & Plan: Plans learning outcomes and progressive learning experiences and adapts to the changing needs of intermediate students.							
Needs/Safety Address group and individual needs for belonging.							Assess Periodically reassess student motivations, current performance, and understanding.							
Feedback Manage behavioral responses.							Collaborate Collaborate w/students to establish & adapt lesson plan w/clear direction & focus.							
Overall Professionalism: Must be 4 or above to meet Learning Outcome							Plan Lesson Plan playful/exploratory lesson w/productive use of movement, practice time, & terrain.							
Comments							Implement: Facilitates learning experiences and adapts them as necessary to guide students toward agreed-upon outcomes and engage them in the process.							
							Pacing Pace learning activities to allow students to explore and/or play toward desired outcomes.							
People Skills (Assessed when teaching)				Attained Level	Did not Attain	Score	Organize Adapt the learning environment to align with the needs of the group.				Descriptions, Demonstrations, Feedback Provide clear and relevant information (descriptions, demonstrations, and feedback) that encourages learning.			
Communication: Engages in and adapts verbal and non-verbal, two-way communication with individuals and subsets of the group.							Physical Risk Manage physical risk to promote engagement in the learning environment.							
Communication Adapt verbal and non-verbal communication based on observations of individuals and the							Emotional Risk Manage levels of emotional risk to enhance engagement in the learning environment.							
Active Listening Use varied, active-listening tactics to learn about others							Section Average: Must be 4 or above to meet Learning Outcome							
Actionable Feedback Deliver actionable feedback that adjusts for the emotions of subsets v							Reflect/Review: Helps students recognize, reflect upon, and assess experiences to apply understanding							
Section Average: Must be 4 or above to meet Learning Outcome							Describe Change Help students recognize and understand change in performance relative to outcomes.							
Relationships with Others: Adapts to the motivations and emotions of individuals and to the interpersonal dynamics within the group, to promote trust.							Relate Change Help students apply gained skills to skiing situations.							
Interaction Foster interpersonal relationships to support positive group dynamics.							Section Average: Must be 4 or above to meet Learning Outcome							
Motivations/Emotions Adapt to the motivations and emotions of individuals and subsets of the group.							Overall Teaching Skills							
Section Average: Must be 4 or above to meet Learning Outcome							Overall People Skills							
Overall People Skills							Comments							
Comments							Comments							
Movement Analysis				Attained Level	Did not Attain	Score	Skiing Performance				Attained Level	Did not Attain	Score	
Articulates accurate cause-and-effect relationships of at least two Telemark fundamentals through all phases of the turn, resulting in an effective prescription for change.							Regularly adjusts the blend of fundamentals and tactics to demonstrate specific outcomes in the intermediate and advanced zones.							
Consistently demonstrates their ability to:							Adjusts a blend of fundamentals with the ability to vary 3 or more through all phases of the turn to:							
Describe Performance							Integrate Fundamentals							
Cause and Effect							Versatility							
Evaluate and Prescribe							Telemark Movement							
Equipment							Overall Skiing Performance: Must be 4 or above to meet Learning Outcome							
Overall Movement Analysis: Must be 4 or above to meet Learning Outcome							Assessment Activities Utilized							
Comments							Blended							
							Highlighted							
							Applied							
Technical Understanding				Attained Level	Did not Attain	Score	[Tele Task Force discussed including the following in this 'Comments:' box, for reference/shorthand/notes/fe							
Uses current PSIA resources to describe ideal performances, using two or more telemark														
Consistently demonstrates their ability to:														
Understanding of Ideal Accurately identify and describe ideal performances, using two or more telemark fundamentals through the intermediate zone														
Understanding of Biomechanics/Physics Accurately reference relevant biomechanics and physics principles to describe the skiing outcomes.														
Equipment Accurately discuss how equipment choices and issues affect performance through the intermediate zone														
Utilize Resources Accurately use current PSIA resources to describe and evaluate personal performance and desired outcomes														
Overall Technical Understanding: Must be 4 or above to meet Learning Outcome							Overall Comments							
Comments							Overall Comments							

Level III Assessment

People Skills • Level III Assessment

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.

Overview of People Skills at the Level III proficiency

A Level III (L3) instructor exhibits a refined understanding of the people 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 in order to achieve favorable outcomes and tailor experiences to individuals. A Level III instructor demonstrates growth in self-awareness and can speak to their own emotional intelligence and behavioral management.

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

	Communication	Self-Awareness (Professionalism on assessment form) and Self-Management	Relationships with others
Learning Outcomes	<i>Engages in and adapts</i> verbal and non-verbal, two-way communication with <i>all individuals</i> .	Leverages strengths, <i>anticipates</i> challenges and <i>adapts</i> behaviors to positively affect others.	<i>Manages</i> the unique emotions and motivations of each individual and the interpersonal dynamics of a group to develop trust.
Learning Experiences	Learning experiences for instructor development to this level include E-learning modules, individual teaching sessions, guided debriefs of teaching sessions, small group teaching sessions and in-person training focused on: <ul style="list-style-type: none"> • Promoting active listening, applying <i>feedback mechanisms</i>, and <i>adapting</i> verbal and non-verbal communication. • <i>Predicting</i> emotional triggers and reactions, <i>adapting</i> behavioral responses, and <i>being insightful</i> to the roles instructor self-awareness and self-management play in the Snowsports learning environment in general, for the learner, and specifically <i>for themselves</i>. • <i>Anticipating and proactively intervening</i> to challenges, <i>adaptation through empathy</i>, motivations of <i>all</i>, and <i>group cohesion</i>. • <i>Leveraging social awareness</i> to enhance <i>interpersonal dynamics</i>, esteem, and <i>positive group dynamics</i>. 		
Assessment Activities	Assessment activities for these learning outcomes may vary between divisions and also between examiners depending on conditions and group experiences but may include activities such as an online exam, individual or group interview with examiner(s), analyze video footage, simulated or real lesson environments, presentations and discussion of self-reflection to examiners, trainers and peers.		

	Communication	Self-Awareness (Professionalism on assessment form) and Self-Management	Relationships with others
Assessment Criteria	<p>Consistently demonstrates their ability to:</p> <ul style="list-style-type: none"> • 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 emotional needs of the individuals in the group. 	<p>Consistently demonstrates their ability to:</p> <ul style="list-style-type: none"> • Proactively identify emotional triggers and adapt behavioral responses for positive group and individual interactions. • Capitalize on strengths and manage weaknesses to deliver excellent experiences. 	<p>Consistently demonstrates their ability to:</p> <ul style="list-style-type: none"> • Manage the group dynamic to positively influence individual experiences. • <i>Anticipate and address group and individual needs for esteem.</i> • Support and manage the emotional needs and motivations of all.

Teaching Skills • Level III Assessment

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.

Overview of Teaching Skills at the Level III proficiency

A Level III (L3) instructor demonstrates 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. A Level III instructor makes 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...

	Assess and Plan	Implement	Reflect/Review
Learning Outcomes	Plans learning outcomes and <i>creates individualized</i> experiences around a <i>common theme</i> for <i>advanced</i> students.	Individualizes learning experiences to guide students toward agreed upon outcomes and <i>optimizes student engagement</i> in the process.	Fosters <i>the ability</i> to recognize, reflect upon, and assess experiences to <i>enhance</i> understanding and apply <i>what was learned</i> .
Learning Experiences	Learning experiences for instructor development to this level include videos, E-learning modules, The Matrix, reading, work books, home area training programs, individual teaching sessions, guided debriefs of <i>advanced zone</i> teaching sessions, small group teaching sessions and In-person training focused on: <ul style="list-style-type: none"> • <i>Planning advanced</i> group lessons in the training environment. • <i>Implementing and adapting</i> the advanced zone learning environment <i>for individuals within a group</i>. • Identifying and communicating performance changes to <i>help the student develop new understanding and application of what they have learned</i>. 		
Assessment Activities	Assessment activities for these learning outcomes vary between divisions and also between examiners depending on conditions and group experiences but may include activities such as Online Exam, Individual or group interview with examiner(s), analyze video footage, presentation and discussion of self-reflection to examiners and peers or a Simulated or real lesson <i>advanced zone</i> environment demonstrating ability to: <ul style="list-style-type: none"> • <i>Plan individualized</i>, creative, playful, and flowing <i>advanced</i> learning experiences that work towards desired learning outcomes. • Implement <i>and adapt</i> the learning environment <i>for individuals within a group</i>. • Help students recognize, reflect upon and assess their own performance changes to <i>develop new understanding and application of what they have learned</i>. 		
Assessment Criteria	Consistently demonstrates their ability to: <ul style="list-style-type: none"> • <i>Continually</i> assess student motivations, performance, and understanding. • Collaborate with students to establish and adapt a lesson plan with a <i>common theme</i> and a clear direction, and <i>individualize focus throughout the lesson</i>. • Plan <i>creative</i>, playful, and exploratory <i>learning experiences</i> in which movement, practice time, and terrain are <i>optimized for individuals</i>. 	Consistently demonstrates their ability to: <ul style="list-style-type: none"> • <i>Customize</i> and pace learning activities to allow students to explore and/or play toward desired outcomes. • <i>Tailor</i> the learning environment to align with the needs of <i>individuals</i>. • Provide clear and relevant information (descriptions, demonstrations, and feedback) that encourages learning. • <i>Proactively</i> manage physical risk to promote engagement in the learning environment. • Manage levels of emotional risk to <i>optimize individual</i> engagement in the learning environment. 	Consistently demonstrates their ability to: <ul style="list-style-type: none"> • <i>Encourage</i> the students to <i>communicate</i> change in performance and/or understanding. • <i>Collaborate</i> with students to apply gained skills to skiing/snowboarding situations.

Technical Skills • Level III Assessment

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 represent 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, prescribe.

Cross Country Skiing Fundamentals

- Control the relationship of the center of mass to the base of support to direct pressure along the length of the ski(s). (balance)
- Control the timing of body movements while regulating power application through the skis and poles to optimize propulsion (Push-Off).
- Control the relationship of the center of mass to the base of support from ski to ski (Weight Transfer)
- Utilize body movements to manage momentum (Glide).

Overview of Technical Skills at the Level III Proficiency

A Level 3 instructor regularly adapts the blend of the Nordic Skiing Fundamentals and tactics to generate specific outcomes through the advanced and expert zones. Using the Nordic Skiing Fundamentals and a comprehensive evaluation of applicable physics and biomechanics, a Level 3 instructor will produce, critique, and revise ideal and personal body movements, ski performance outcomes, and tactical combinations and they will evaluate the interrelationships between those movements, outcomes, and combinations with respect to varying DIRT, different equipment choices, and various blends of fundamentals in the beginner through expert zones. A Level 3 instructor will observe & describe a skier's application of each of the Nordic Skiing Fundamentals with consideration for tactical and equipment choices in the beginner through advanced zones. The instructor will be able to articulate accurate cause and effect relationships between fundamentals, tactics and equipment in all nordic techniques resulting in an effective and defensible prescription for change.

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

	Skiing Performance	Technical Understanding	Movement Analysis
Learning Outcomes	Demonstrates mastery of the XC Fundamentals in both classic and skate technique to demonstrate specific outcomes through the advanced skill level in a wide variety of terrain.	Utilizes current PSIA-AASI resources to evaluate a skier's performance, considering terrain, tactics, equipment, and wax choices at all skill levels.	Accurately describes cause-and-effect relationships and provides relevant prescription for change for skiers at all skill levels.

	Skiing Performance	Technical Understanding	Movement Analysis
Learning Experiences	<p>Benefits from learning experiences that can include:</p> <ul style="list-style-type: none"> • Practicing the XC Fundamentals in isolation blends; incorporating various tactics, tempos, speeds, and power application in a wide variety of terrain and most snow conditions in all zones. • Receiving and incorporating feedback at a preparation clinic or from a coach/mentor. • Increasing overall fitness and athleticism (endurance, strength, ability, kinesthetic awareness), and gaining an understanding of pacing while skiing. This can entail skiing continuously for at least 30 minutes (either solo or by participating in citizen ski events and/or races) and cross training. • Off-snow activities, such as watching video, taking e-learning courses, and reading manuals and associated education material. 	<p>Benefits from learning experiences that can include:</p> <ul style="list-style-type: none"> • Group activities, with instructors referencing the XC Fundamentals and XC Technical Model while performing and describing various tasks. • Analyzing inspirational, highly accurate skiing to better understand ideal applications of the XC Fundamentals. • Exploring how different choices related to DIRT (duration, intensity, rate, and timing), equipment, and wax affect the cross country fundamentals, based on task and tactics. • Taking e-learning classes and studying recent PSIA-AASI educational materials in various formats. • Attending local, regional, and national education events. 	<ul style="list-style-type: none"> • Using and exploring different types, adjustments, and sizes of equipment and wax in multiple types of terrain and snow conditions.
Assessment Activities	<p>Performs assessment activities that can include:</p> <ul style="list-style-type: none"> • Tasks from the Level III section of the <i>Performance Guide</i> that isolate and blend skills through the advanced skill level in varied terrain. • Adjusting speed and power to optimize performance. • Free-skiing in a wide variety of terrain for up to 30 minutes. 	<p>Performs assessment activities that can include:</p> <ul style="list-style-type: none"> • Taking e-learning courses and a written test that reference PSIA technical material. • Analyzing personal performance based on blended cause-and-effect relationships using the XC Fundamentals and/or the XC Technical Model, including tactical elements. • Comparing personal performance to ideal performance. • Analyzing personal performance based on equipment and wax choices. 	<p>While watching a skier (student or peer) via video or live action:</p> <ul style="list-style-type: none"> • Describes the ski and body performance, referencing the XC Technical Model. • Identifies and describes the cause-and-effect relationship between body and ski performance relating to the XC Technical Model. • Provides a prescription for change using all aspects of the XC Technical Model to achieve the objective or skier's goal. • Observe and describe how equipment and wax choices affect performance and safety for advanced/expert skiers.

	Skiing Performance	Technical Understanding	Movement Analysis
<p>Assessment Criteria</p>	<p>Demonstrates the cross country fundamentals through advanced classic and skate skill levels by adjusting tactical choices, power, speed, and ski performance to:</p> <ul style="list-style-type: none"> • Control the power of the ski and pole push to optimize speed. • Optimize the center of mass (CM) in relation to the base of support (fore/aft and side to side). • Control optimal duration of glide. • Optimize speed and change of direction on downhills. • Demonstrate versatility in a wide variety of terrain. • Continuously ski in a wide variety of terrain for up to 30 minutes. 	<p>Consistently demonstrates their ability to:</p> <ul style="list-style-type: none"> • Accurately describe personal and an observed skier performance using the XC Technical Model, accounting for terrain and tactical considerations. • Compare and analyze personal performance with desired skier performance, describing tactics and the XC Technical Model. • Convey understanding by changing personal skiing performance based on comparison to desired performance and feedback in the advanced level. • Accurately recognize, utilize, and compare information from PSIA and related resources relative to personal performance or desired performance. 	<p>Consistently demonstrates their ability to:</p> <ul style="list-style-type: none"> • Objectively describe a skier’s performance, referencing any skill and all aspects of the XC Technical Model. • Describe cause-and-effect relationship between the skier’s performance and ski performance, referencing any and all aspects of the XC Technical Model. • Provide relevant prescription for change, referencing the XC Technical Model 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 levels.

Level III Assessment Form needs nordic

Draft copy of Level III Assessment Form (final version will be inserted when finished)

Telemark Level Three Assessment

Instructor Decisions & Behavior	Attained	Did not Attain	Score	Teaching Skills	Attained Level	Did not Attain	Score
Professionalism and Self Management: Promotes a professional environment by adapting behaviors to positively affect others. (Continual Assessment)				Assess & Plan: Plans learning outcomes and creates individualized experiences around a common theme for advanced students.			
Needs/Safety: Address group and individual needs for esteem.				Assess Continually assess student motivations, performance, and understanding.			
Feedback: Adapts behaviors for positive group and individual interaction.				Collaborate Collaborate with students to establish and adapt a lesson plan with a common theme, a clear direction, and individualized focus throughout the lesson.			
Overall Professionalism: Must be 4 or above to meet Learning Outcome				Plan Lesson Plan creative, playful, and exploratory learning experiences in which movement, practice time, and terrain are optimized for individuals.			
				Implement: Individualizes learning experiences to guide students toward agreed-upon outcomes and			
Comments				Pacing Customize and pace learning activities to allow students to explore and/or play toward desired outcomes.			
People Skills (Assessed when teaching)				Organize Tailor the learning environment to align with the needs of individuals.			
Communication: Engages in and adapts verbal and non-verbal, two-way communication with all individuals.				Descriptions, Demonstrations, Feedback Provide clear and relevant information (descriptions, demonstrations, and feedback) that encourages individualized learning.			
Communication Customize verbal and non-verbal communication to match or influence individuals.				Physical Risk Proactively manage physical risk to promote engagement in the learning environment.			
Active Listening Use varied, active-listening tactics to personalize the experience.				Emotional Risk Manage levels of emotional risk to optimize individual engagement in the learning environment.			
Actionable Feedback Deliver actionable feedback that supports the emotions of the individuals in the group.				Section Average: Must be 4 or above to meet Learning Outcome			
Section Average: Must be 4 or above to meet Learning Outcome							
Relationships with Others: Manages the unique motivations and emotions of each individual and to the interpersonal dynamics of a group, to develop trust.				Reflect/Review: Fosters the ability to recognize, reflect upon, and assess experiences to enhance understanding and apply what was learned.			
Interaction Foster interpersonal relationships to support positive group dynamics.				Describe Change Encourage the students to communicate change in performance and/or understanding.			
Motivations/Emotions Adapt to the motivations and emotions of individuals and subsets of the group.				Relate Change Collaborate with students to apply gained skills to skiing situations.			
Section Average: Must be 4 or above to meet Learning Outcome				Section Average: Must be 4 or above to meet Learning Outcome			
Overall People Skills				Overall Teaching Skills			
Comments				Comments			
Movement Analysis				Skilling Performance			
Describes Telemark skiing performances citing cause and effect relationships of multiple telemark fundamentals in all turn phases resulting in an effective prescription for change.				Regularly adapts a blend of the 6 Telemark Skiing Fundamentals and tactics to generate specific outcomes in the advanced and expert zones.			
Consistently demonstrates their ability to:				Adapts a blend of all the telemark fundamentals with the ability to vary all 6 through all phases of the turn to:			
Describe Performance Accurately observe and describe ski and body performance relative to multiple telemark fundamentals in all turn phases, and from turn to turn.				Integrate Fundamentals Generate specific ski performances with peak accuracy performance in all skier zones.			
Connect Performance Accurately observe and connect body performance to ski performance in multiple telemark fundamentals in all turn phases, and from turn to turn.				Versatility Generate a variety of turn sizes, shapes, and speeds, at will and on demand, adapting to environmental factors as needed			
Cause and Effect Accurately observe and describe the cause and effect relationships between multiple telemark fundamentals in all turn phases, and from turn to turn.				Telemark Movement Perform a dynamic telemark movement that assists in creating the desired ski performance and turn outcome			
Evaluate and Prescribe Compare the observed performance to the ideal and prescribe specific changes and/or blending of the Telemark fundamentals, using DIRT (duration, intensity, rate, and timing) to create a more ideal outcome				Overall Skilling Performance: Must be 4 or above to meet Learning Outcome			
Equipment Consider the relationship of tactical choices and equipment selection to a more ideal/desired outcome							
Overall Movement Analysis: Must be 4 or above to meet Learning Outcome				Assessment Activities Utilized			
Comments				Blended			
				Highlighted			
Technical Understanding				Applied			
References current and historic PSIA resources and information to evaluate ideal performances, using the				[Tele Task Force discussed including the following in this 'Comments' box, for reference/shorthand/notes]			
Consistently demonstrates their ability to:							
Understanding of Ideal Accurately identify and describe ideal performances, using telemark fundamentals in blended relationships through the advanced zone							
Understanding of Biomechanics/Physics Accurately discuss telemark fundamentals, tactical choices and equipment options using relevant biomechanics and physics principles							
Equipment Accurately compare how equipment choices and issues affect performance through the advanced zone							
Utilize Resources Accurately compare information from multiple resources (PSIA telemark and other relevant content) relative to personal performance or the desired outcome.							
Overall Technical Understanding: Must be 4 or above to meet Learning Outcome							
Comments				Overall Comments			

Americans with Disabilities Act (A.D.A.)

Considerations for PSIA-E Certification Assessment

The A.D.A. requires testing entities such as PSIA-E to make “*reasonable modifications*” in testing procedures for candidates with disabilities who need such modifications in order to take the test. Only certain types of modifications are “*reasonable*.” **Under the A.D.A., PSIA-E is not required to make any change to testing procedures that would “*fundamentally alter*” the test; that is, to change what is being tested.**

It is imperative that members with disabilities, who are considering applying for a certification assessment, contact PSIA-E office to discuss their situations.

What is being tested is clearly presented in this guide. The standards are national in scope and their maintenance is necessary in the interests of public safety, effectiveness, value for the consumer, and guest/employer expectations.

As examples, PSIA-E certification tests a candidate’s ability to “Nordic ski consistently with appropriate blending of the components through a variety of techniques and terrain in a variety depending on speed, terrain or intention.

These test requirements cannot be modified without changing what is being tested. All candidates will, therefore, be tested on their ability to perform these and other stated standards. PSIA-E recognizes that these specific standards, and others similar to them, require candidates to ski upright, on two skis, and that this is not possible for some skiers with disabilities. While PSIA-E cannot fundamentally alter what is being tested by removing or modifying these standards, it does offer two alternatives to candidates who are unable to meet these standards due to disability.

First, candidates may consider PSIA-E/Education Foundation Adaptive certification. While there are still physical standards to meet, and the required level of professional knowledge is high, the Adaptive process and the Adaptive examining staff are geared to accommodate most disabilities.

Second, candidates unable to meet the skiing skill requirements of the assessment due to disability, may take the non-skiing skill portions of the PSIA-E certification assessments along with other candidates, and be tested on their teaching ability and professional knowledge. If successful in these two categories, they will receive a Certificate of Accreditation.

The Teaching and Professional Knowledge portions of PSIA-E certification assessments test candidates on their ability to observe students skiing and advise them accordingly. PSIA-E recognizes that such observation may not be possible for visually impaired candidates. PSIA-E is not required to change what is being tested by removing or modifying this requirement.

Candidates who are deaf, or otherwise hearing or speaking impaired, such that they are not able to hear and/or speak independently to students, are not necessarily precluded from taking an exam, and may meet the communication requirements through the use of an interpreter. Of course, all candidates, including those with hearing or speaking disabilities will be held to the same standard of substantive knowledge, and their ability to “get the point across” with maximum accuracy and clarity.

See the “PSIA-E Adaptive Education Workbook & Assessment Guide” for further information about Adaptive Certification standards and format.

Study Questions for Level II or III

Below there are categories of sample questions that will be asked while at the exam. The questions below and suggested activities will help prepare you for the exam. Try not to wait until the last minute but prepare early and thoroughly. But don't worry, you will not fail if you do not know the answer to a specific question. The intention is to assess your general knowledge appropriate to the level of certification you are being tested at.

Sample Questions

TEACHING

1. What is Motor learning?
2. What is lateral learning?
3. What is teaching for transfer?
4. Describe the learning process?
5. List four types of learners.
6. List Howard Gardner's 7 intelligences.
7. What are the two learning styles?
8. Which learning style Do each of these learners fit under
 - a. Big picture
 - b. Parts learners
 - c. Reflective observers
 - d. Active experimenters
9. List three essential skills to help instructors interpret behaviors of their students.
10. List three categories for observation for movement assessment.
11. List 4 key considerations when assessing the movements of children.
12. Feedback should be Judgmental or Objective?
13. What is PSIA motto?
14. The onset of frostbite is frost nip. What are those indicators?
15. What is hypothermia?

16. What is Maslow's hierarchy
17. Examine the differences between several teaching styles. How do the roles of instructor and student change in each style?
18. How do you relax your students? Why is this important?
19. How do you increase a student's safety awareness? A child's awareness? 24. What adjustments can you make for students who have poor physical conditioning?
20. Describe your teaching style and its relationship to different learning styles. Discuss the conditions under which you alter your teaching style.
21. Choose a skill or maneuver and describe different visual, auditory, and kinesthetic methods to help the student develop it.
22. Practice teaching a particular move without speaking.
23. How do snow conditions alter your lesson plan?
24. Describe your obligations to a client who pays for your instructional services. Choose your primary obligation and state why it is more important than other choices.
25. How do you convey your excitement about Nordic skiing?
26. What is the philosophy of the PSIA Teaching Model? What are the main components of the model?
27. What does "teaching to all senses" imply?
28. What are some ways to increase the student's observation of demonstrations? 34. How can a teacher effectively check for understanding?
29. List several different types of feedback. Explain each and give situations where each would be most effective. What about kids?
30. What is pacing?
31. What does it mean to use strategies/tactics while skiing?
32. Explain the concept of reinforcement. Why is it important? Give examples.
33. What are metaphors? How can they be used in ski teaching?
34. What are the advantages of working with one or two clear, concise goals or objectives rather than a large number of goals?
35. List the important ingredients of a good lesson plan.
36. In order of importance, list 4 factors you consider in terrain selection.
37. Give some examples of how terrain can aid an exercise or maneuver.
38. Mental rehearsal/imagery/visualization. How might these concepts help one's performance?
39. Outline the steps you follow in analyzing another skier's performance.
40. How can you determine the correct starting point for beginning a lesson?
41. Why is it advisable to stop an activity at the highest point of excitement or success?

42. What are the advantages and disadvantages of competition within the context of a ski class? With kids?
43. What is the purpose of warm-up exercises and stretching?
44. What symptoms may become apparent when a student is pushed too fast?
45. List the points of the Skier's Responsibility Code.
46. Describe the shape and color of the signs that comprise the International Trail Marking System. Briefly describe how one should interpret the signs.
47. List several factors that might contribute to fatigue.
48. List some potentially dangerous stopping places, which should be avoided.
49. Describe successful methods used for motivating children to effect learning.
50. What are laterality (left and right) and directionality, and how can they be confusing to a child in a class situation?
51. What are important communication techniques when teaching children?
52. Give an example of an activity or game, what skills it develops, and for what age it is appropriate.
53. What is animism?

TECHNICAL KNOWLEDGE

1. Describe the essential skills which are the foundation of diagonal stride.. In what order do you develop these skills? Which exercises might you use to develop each skill?
2. Explain how grip and glide waxes work.
3. Describe the difference between skating and classical skis or lift-serviced and backcountry telemark skis.
4. How do you size a skating pole? A classical pole? A downhill pole?
5. Explain and give an example of each of the following:
 - a. Skill progression
 - b. Terrain progression
 - c. Speed progression
 - d. Snow condition progression
 - e. Activity Based
6. What are common problems that confront the beginner learning to diagonal stride?
7. What are common problems that confront the beginner learning to skate?
8. A Cross Country skier that has both skis constantly on the snow needs to work on what?
9. What is the difference between a classic ski and a skate ski? Why?
10. What is the difference between a classic boot and a skate boot? Why?

11. What is the history of skate skiing?
12. In cross country downhill what skill is the most important in order to turn?
13. What is double camber?
14. What are skin skis?
15. What is klister used for and how do you apply it?
16. What are the differences in timing in V-1, V-2, and V-2 alternate?
17. How has body position in double poling changed in the last 20 years, especially for racing?
18. Why do no wax skis need to be glide waxed?
19. How do you adapt a lesson for older skiers? Children?
20. Show a basic body position for cross country skiing for gliding downhill.
21. When performing movement assessment of a skier from the side view
 - a. To see alignment of body for proper angulation at joints
 - b. To see stance & balance fore & aft
 - c. To see stance balance side by side
 - d. All of the above
22. When performing a movement assessment with a frontal view might best disclose
 - a. To see alignment of body for proper angulation at joints
 - b. To see stance & balance fore & aft
 - c. To see stance balance side by side
 - d. All of the above
23. What movement analysis model or plan do you like to use? Explain.

MOVEMENT ANALYSIS & LESSON PREPARATION

In the following scenarios, create activities or lesson plans on how you might approach this type of skier.

1. Skier has their body weight on both skis when doing diagonal stride.
2. Someone's pole timing is off in diagonal stride.
3. A skate skier is pushing back on their feet.
4. A skier when doing double pole has their weight always at or behind their heels.
5. How do you teach a kick double pole.
6. A skier is using only arms to generate power.
7. How do you teach transitions from sides in V-1 skating.
8. A skier has a stiff ankle in diagonal stride.
9. A skier is slipping going uphill in diagonal stride.
10. How do you help a skate skier go uphill easier.
11. How do you teach downhills to someone that is afraid of the hills.
12. How do you change a beginner skier from just walking on skis to skiing on them?

13. What are the most common plateaus that a beginner skier has?
14. What are games that can be used to help improve a skier's diagonal stride?
15. What games can be used for downhill skills?

Professional Development • Cross Country Recommended Reading List

Having the skills and knowledge to be a competent, well-rounded skier, and Snowsports teacher requires a well-rounded and diverse education. Use the reading and video resources listed below to help develop a substantial foundation of skiing related knowledge.

Recommended Reading

The following list of books, manuals, and magazines are directly related to ATS and are great resources for instructors to continue forward on their path toward professional development.

- Teaching Snowsports Manual (2018)
- Telemark Technical Manual (2015)
- Fitness for Skiing and Snowboarding
- Cross Country Technical Manual (2015)
- Teaching Children Snowsports (2021)
- Snow Pro Newsletter PSIA-E
- 32 Degrees Magazine by PSIA-AASI

Additional Reading

The following books are suggested as additional resources for ski instructors and exam candidates.

- PSIA-AASI Core Concepts for Snowsports Instructors Manual (2001)
- Alpine Technical Manual, Skiing and Teaching Skills. PSIA
- Nordic Manual 2003 New (released in spring of 2004)
- ATS: Nordic Skiing 1st ed. PSIA
- ATS: Nordic Handbook. Vail Associates: PSIA 1991
- PSIA-AASI Children's Instruction Handbook PSIA
- Children's Instruction Manual
- Allen & Mike's Really Cool Backcountry Tips, 1998, Falcon Press
- John Dunn, Winterwise, AMC, 1996

Websites

There are numerous websites that are useful for teaching cross country skiing. Some of these are:

- Nordic ski Lab- <https://nordicskilab.com/>
- XC Ski Academy, Dave Lawrence-<http://www.xcskiacademy.com/about>
- Faster Skier- <https://fasterskier.com/>
- Movement Matrix- PSIA- https://matrix.thesnowpros.org/wp-login.php?redirect_to=https%3A%2F%2Fmatrix.thesnowpros.org%2F

PROFESSIONAL SKI INSTRUCTORS OF AMERICA EASTERN DIVISION

5 Columbia Circle
Albany, NY 12203
(518) 452-6095
www.psia-e.org