

**The Professional Ski Instructors of America
Eastern Division**



**Telemark
Level II / III Assessment Guide**

PSIA-E Telemark Level II / III Assessment Guide

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Introduction

This manuscript contains information about the Telemark 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 Telemark 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 Telemark 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.

Preparing for Level II / III

Level II / III Certification is a two-day process. Obtaining your Level I Certification in Telemark and/or transferring from another discipline in Level I-III is needed first. A prerequisite course must be taken after Level I and before your Level II exam. The prerequisite is good for three seasons.

The prerequisites for the Level II / III Assessment can be your choice of any of the upgrades/specialty events. There are diverse topics and areas for you to gain the necessary requirements to round out your training needs. Each season we do offer an Exam Prep Clinic. This will review situations and activities that will be used in the skiing, teaching, professional knowledge and written sections. It is a great place to ask questions about the standards and what will be expected of you. This clinic will give you a flavor of what the exam is like. You have the freedom to choose other clinics that may help you in movement analysis, teaching, personal skiing improvement and off-piste skiing. It is suggested to crossovers from other disciplines that the exam clinic would be the best for you if you have not participated in any Telemark event prior to this one. The Assessment Prep Clinic is not a cram course before the exam. You should be prepared with questions and specific needs that will help you meet the standards. At the beginning of this event each individual is surveyed for their own needs and then the clinic outline for the two days is dictated by that. A broad overview of the exam is also included.

The two days of the assessment will be on groomed and ungroomed snow and in the woods so be prepared to ski and teach there for a portion of the assessment. This is an area we find candidates not as comfortable. The other disciplines do not currently use the off-piste as much as we do at level II. It is up to you to get in there and learn to ski it. If your home area does not allow it, please make the time to go somewhere else or hike in your area (never alone) to prepare yourself. Ski many types of conditions and terrain from easy black to green, from trees to steeps. Practice skiing demos in the Level I and II standards section. These are like the compulsories in ice-skating. They allow the examiners to see the base of your technical skills, which will transfer to your situational skiing. Practice and video yourself climbing, skating and classical Nordic skiing. Remember Telemark encompasses Nordic skiing skills so be prepared to teach and show diagonal stride, herringbone, double poling, V1 and free skate.

Teach as many people as you can from first time to intermediate telemarketers 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 *Telemark Technical Manual* as a template for teaching and skiing. Use it to better understand movement analysis. Make a list of the types of telemark movements you see on the hill (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 telemarking as possible. Learn from your successes and failures.

Certification Path

Telemark 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 new member: Take a Telemark event that allows you to obtain Level I Certification and pay Level I dues to the Association.

Transferring from another discipline: If you are transferring from another discipline, we suggest you take a Telemark event suited for beginners/novices **FIRST** (see Course Description section below and event description for details/restrictions). If you are trained and have a background in telemark skiing you may pick any of the upgrade events.

Level II Assessment Prerequisite: May be taken in the FIRST year of membership or transferring. Please see the Level II assessment prerequisite explanation elsewhere in this guide for complete information on courses that qualify as assessment prerequisites.

Level II Assessment: May be taken in the first year of becoming a new member. You first need to pass Level I (or be a Level I cross over from another discipline) 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 after fulfilling the prerequisite. If you are Level III Alpine you are allowed to challenge the Level III Assessment. First, you need to take a prerequisite prior to the assessment that season. Further details are in the Level III Assessment Guide.

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 a Certified Telemark Level I member of PSIA-E to go for Level II
- Be a Certified Telemark Level II member of PSIA-E to go for Level III.
- Register for your exam online at <https://www.psia-e.org/ev/>
- Attend a PSIA-E Level II or III Assessment Prerequisite.
- 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 and by paying dues to the Association on an annual basis. They may hold committee seats and are entitled to full voting rights.

The Level II / III Assessment Process

Online Professional Knowledge Exam

This Professional knowledge exam must be completed prior to registering for the on snow exam. The online exam is available anytime on the National website - <https://lms.thesnowpros.org/>. Once you purchase the online exam, it must be started within 30 days. You will be evaluated in six categories:

- Science of Skiing
- Tactics and Techniques
- Teaching and Learning Theory
- Specific Populations
- Movement Analysis
- Industry, Service and Safety

Each category consists of 10 multiple choice questions, and each category is individually timed and scored. A minimum of 70% must be attained in each category. You must pass your online assessment prior to registering for any on-snow module. You will have two attempts at each category. If you fail any one category twice, you will have to purchase the assessment again and retake all six categories. Once you complete a category, you will be directed to the next category in the overall assessment. Should a member require special arrangements for the administering of the assessment, or if the member does not have access to take the assessment online, arrangements can be made through the PSIA-E Office by contacting the Education and Programs Department at (518) 452-6095.

Registration for the on-snow exam begins promptly at 8:30, groups will be on the hill no later than 9:00am 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 at a designated area that will be sent to you after registration. Normally the central base area.**

Results will be announced on 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.

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 bumps and ungroomed or off-piste conditions 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.

On-hill scoring of candidates will be assessed by a different Telemark Examiner each day. 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.

Scoring Criteria

Scoring and evaluation is done by one examiner. The examiner will give a score between 1 (lowest) and 6 (highest) for the Assessment Criteria listed in the National Standards. Scoring will be recorded on the National Unified Assessment Form. To be successful, candidates must show that essential elements appear regularly, at a satisfactory level (4) in all Assessment Criteria areas

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.

On Hill 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

Telemark Skiing Fundamentals

- Control the size, intensity, and timing of the lead change
- Control the fore/aft relationship of the center of mass to the base of support to manage pressure along the length of the skis
- Control the lateral relationship of the center of mass to the base of support to manage pressure from ski to ski
- Control edge angles through a combination of inclination and angulation
- Control the turning of the skis with rotation of the feet and legs in conjunction with discipline in the upper body
- Regulate the amount of pressure created through ski/snow interaction

Professional Knowledge Fundamentals

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

Level II / III Skiing Activities List

Level II	Descriptions	Level III	Descriptions
Garlands	Downhill/ski release to simulate turn initiation. Look for ski tips to seek fall lie. No lead change or uphill/outside ski as the lead ski.	Pain in the "S" Tele Turns	Short radius turns inside of a bigger radius turn. Focus should be on even edge release.
Open Parallel Tele Turns	Balanced open tele turns with appropriate blending of skills/fundamentals. Some skewing ok, 30% or less	Open Parallel Tele Turns	Balanced open tele turns with accurate blending of skills/fundamentals. Little to no skewing allowed.
Diagonal Nordic Skate	Balance and glide on one foot with a flexed stance. On flat terrain	V2 Skate	Balance and glide on one foot with emphasis on moving center of mass onto each new ski. Land on new inside edge of ski that is placed under body. On flat terrain.
Monomark Turns	A skidded turn without a lead change. Complete task with left and right foot as the lead foot.	Monomark Turns	Carved parallel turns without a lead change. Complete task with left and right foot as the lead foot.
Tele Cross-over	Skidded turn with center of mass crossing over skis at transition.	Tele Cross-under	A dynamic turn where the skis are steered through transition and into the new turn as the center of mass continues down the hill.
Tele Falling Leaf	Falling leaf exercises in tele stance	Tele Pivot Slips	Balanced open tele turns with little to no forward travel. Skier should be able to pivot from turn to turn while remaining in a corridor.
Tele "J" Turns	"J" turn with step out to fall line to complete rotation	Tele "J" Turns to Whirlybirds	Complete a "J" turn with a 360 degrees pivot with lead change half way though
Tele Shuffle Turns	Rhythmic shuffle of feet through turn	1,000 Step Turns	Step turns from alpine stance, initiate with downhill leg.
Tele Leapers	At the transition of turn, leap off the	Tele Leapers	In the tele transition jump from uphill

	snow and execute lead change.		edges, execute lead change, and land on downhill edges.
Converging Step Turns	Step to new edge.	Converging Jump Turns	Jump to new edges
One Legged Skiing	In parallel stance, turn with pressure on the outside leg. The inside ski can skim on the snow.	One Legged Skiing	In parallel stance, turn with pressure on the outside leg. The inside ski off the snow.
Tele Switch	Ski backwards in open parallel tele turns	Tele Switch	Ski backwards in carved parallel tele turns
Side-slip with shuffle	Side-slip while shuffling, maintaining a constant descent down the fall line.	Traverse Shuffle without Skidding	Traverse the fall line while shuffling, show skis carving line in the snow
Skating	Moving from outside foot to outside foot while moving forward. On flat terrain	Skating	Skate to little toe edge. Shape turns by blending steering and edging of inside ski. Skate with outside foot. Switch foot for opposite turn. Show movement in direction of travel.
Tele Railroad Track Turns	Carve tele turns 80% or more	Tele Railroad Track Turns	Carve tele turns 95% or more. Additional emphasis will be placed on turn transition or beginning of new turn

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. Other assessment activities can be used and are listed below.

Additional Level II / III Technical Assessment Activities (Skiing)

Balanced stance 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.

- Skiddy Telemark Turns with Delayed Lead Change
- Wedge Telemark Turns with Steering
- Telemark Turns with Front, Centered and Rear Leg Dominant
- Telemark Turns with Crossover Movements
- Telemark Turns Where the Tail Follows the Tip
- Step/Stem Telemark Turns Converging/Diverging/Lateral
- Telemark Turns Hopping/Jumping at the Beginning/Middle/End
- Hourglass
- Open Telemark Turns in the Bumps
- Parallel Turns Skidded/No Convergence/Hop/Step/Stem
- Telemark/Parallel Turns-short/medium/long radius.
- Delayed Lead Change-Fall Line Telemark Turn
- Slow Telemark Turn with no Convergence
- Tap/Shuffle Outside Leg Through a Telemark Turn
- Tap/Shuffle Inside Leg Through a Telemark Turn
- Monomarks Linked and Skiddy
- Monomarks Linked and Arced
- Sequential Telemark Turns
- One Legged Turns with an outrigger
- Telemark Turns with different Lead Changes
- Diagonal Stride
- Diagonal Skate
- Climbing/Herringbone, Diagonal Stepping, Bounding, with Skins
- Half Wedge Turns and Telemark Half Wedges
- Wedge Turns
- Wedge Christie Turns

Versatility activities

- Race Courses
- Trees
- Chutes
- Bumps
- Park/Pipe

All the above on blue or easy black terrain.

National Standards 2021

Contributors and Developers

- PSIA-AASI Telemark 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 Telemark 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, big mountain and freestyle. The objective of the *PSIA Telemark 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.

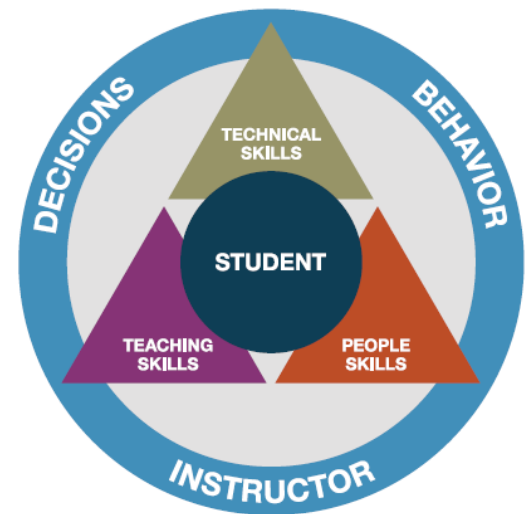
To this end, the Learning Connection Model provides the framework for a balance of crucial people skills, teaching skills, and technical skills; highlighting fundamentals that apply to a variety of technical and tactical decisions based on student ability, motivation, personality, and more.

As outlined in PSIA's *Telemark Technical Manual*, the American Teaching System™ specifies three skier zones: Beginner/Novice, Intermediate, and Advanced. The *PSIA Telemark 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 Telemark 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 Telemark Certification Standards* document complements and should be consulted in combination with the following publications.

- The *Telemark and Alpine Technical Manuals* - 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 Telemark Certification Standards*. Not all assessment activities need to take place on snow.

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

Learning Outcomes:

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

Learning Experiences:

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

Assessment Activities:

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

Assessment Criteria:

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

Assessment 6-point Scale: Throughout the PSIA-AASI professional development and certification system, all assessment criteria are measured by means of the following 6-point assessment scale.

1. Essential elements are not observed or not present.
2. Essential elements are beginning to appear.
3. Essential elements appear, but not with consistency.
4. Essential elements appear regularly at a satisfactory level.
5. Essential elements appear frequently, above the required level.
6. Essential elements appear continuously, at a superior level.

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 develop 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 telemark lesson. They will range from a first timer (beginner zone) to skiing improvement (intermediate zone). You should be prepared to teach beginning bumps and ungroomed snow off the trails.

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 Telemark 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 to <i>enhance</i> engagement in the learning environment. 	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.

Telemark Skiing Fundamentals

- Control the size, intensity, and timing of the lead change
- Control the fore/aft relationship of the center of mass to the base of support to manage pressure along the length of the skis
- Control the lateral relationship of the center of mass to the base of support to manage pressure from ski to ski
- Control edge angles through a combination of inclination and angulation
- Control the turning of the skis with rotation of the feet and legs in conjunction with discipline in the upper body
- Regulate the amount of pressure created through ski/snow interaction

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 6 Telemark Skiing 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 of the 6 Telemark Skiing 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	Regularly adjusts the blend of fundamentals and tactics to demonstrate specific outcomes in the intermediate and advanced zones.	Uses current PSIA resources to describe ideal performances, using two or more telemark fundamentals while considering tactics and equipment choices.	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.

	Skiing Performance	Technical Understanding	Movement Analysis
Learning Experiences	<ul style="list-style-type: none"> Practices the telemark fundamentals in isolation and combination – in a variety of snow conditions in beginner and intermediate terrain. Varies terrain, speed, turn shape, turn size, and line to help develop the skiing skills required at this level. participates in off-snow activities, such as watching video, reading manuals and associated education materials, and cross training to enhance agility, strength, and kinesthetic awareness. Seeks coaching and feedback from a qualified trainer, in both on and off snow activities. 	<p>Benefits from learning experiences that can include:</p> <ul style="list-style-type: none"> Group activities, with instructors performing various tasks and discussing the similarities and differences of each. Analyzing inspirational, highly accurate skiing to better understand more ideal applications of the telemark fundamentals. Studying recent PSIA-AASI educational materials in various formats. Attending local, regional and national education events. Exploring how to apply and adjust DIRT (duration, intensity, rate and timing) to fundamentals, based on task and tactics. Use and explore different types, sizes, adjustments and purposes of gear in multiple types of terrain and snow conditions. Coaching from instructor trainers and experienced instructors 	
Assessment Activities	<p>Performs assessment activities that can include:</p> <ul style="list-style-type: none"> Demonstrating the telemark fundamentals in isolation and in combination – in a variety of situations and snow conditions in terrain up to the intermediate zone. Exploring different applications and tactics as well as various terrain, speed, turn shape, turn size, and line to discover if there are better options for any desired outcome. Level 1 and 2 tasks from the PSIA National Telemark Task Bank. 	<p>Performs assessment activities that can include:</p> <ul style="list-style-type: none"> Using the applicable Telemark fundamental(s) to describe recent personal performance and ideal performances of skiing outcomes. Describing characteristics of personal equipment and equipment through the intermediate zone Referencing biomechanics and physics principles relevant to skiing outcomes. Taking e-learning courses and written tests that reference PSIA technical material. 	<p>While watching skiers (student or peer) via video or live action:</p> <ul style="list-style-type: none"> Observes and describes the ski and body performance of multiple Telemark fundamentals through all phases of the turn. Identifies and describes the cause-and-effect relationship between body and ski performance. Provides a prescription for a more effective application of the telemark fundamentals to achieve the objective or skier's goal. Observes and describes the effects of tactical choices and equipment selection.

	Skiing Performance	Technical Understanding	Movement Analysis
Assessment Criteria	<p>Adjusts a blend of fundamentals with the ability to vary 3 or more through all phases of the turn to:</p> <ul style="list-style-type: none"> • Demonstrate specific ski performances with high accuracy • Demonstrate a variety of turn sizes, shapes, and speeds as directed and in response to changes in environment • Perform a functional telemark movement that complements the desired ski performance and turn outcome 	<p>Consistently demonstrates the ability to:</p> <ul style="list-style-type: none"> • Accurately identify and describe ideal performances, using two or more telemark fundamentals through the intermediate zone. • Accurately reference relevant biomechanics and physics principles to describe the skiing outcomes. • Accurately discuss how equipment choices and issues affect performance through the intermediate zone. • Accurately use current PSIA resources to describe and evaluate personal performance and desired outcomes 	<p>Consistently demonstrates their ability to:</p> <ul style="list-style-type: none"> • Observe and describe ski and body performance, relative to two or more telemark fundamentals in all turn phases and from turn to turn. • Identify and describe the cause-and-effect relationships between body performance and ski performance for at least two telemark fundamentals in all turn phases and from turn to turn • Compare the described performance to the ideal and prescribe a specific change to the observed fundamentals to create a more ideal performance. • Relate how equipment 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 written feedback from each examiner, along with their overall results on a scoring sheet at the end of the exam. 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 on the lift or out of sight to allow you the least stressful environment for you to perform.

Please review the scorecard below for more detail.

Level II Assessment Form



**PSIA Certified Level II
Telemark Skiing Performance
ASSESSMENT FORM**

- Meets Standards**
 Does Not Meet Standards

Candidate:
Assessment:
Region:
Assessor(s):

Assessment Scale for Certified Level II	
1	Essential elements were 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 required level.
6	Essential elements appear continuously, at a superior level.

ASSESSMENT CRITERIA

Instructor Decisions & Behavior	Skiing Performance
Professionalism and Self Management: Contributes to a professional environment by managing their behaviors and emotions in response to others. (Continual Assessment)	Adjusts the blend of Telemark Skiing Fundamentals and tactics to demonstrate specific outcomes in intermediate and advanced terrain. Adjusts a blend of fundamentals with the ability to vary 3 or more through all phases of the turn to:
Needs/Safety Address group and individual needs for belonging.	Demonstrate specific ski performances with high accuracy.
Behavior Management Manage behavioral responses.	Demonstrate a variety of turn sizes, shapes, and speeds as directed and in response to changes in environment.
Section Average: Must be 4 or above to meet Learning Outcome	Perform a functional telemark movement that complements the desired ski performance and turn outcome.
<p style="text-align: center;">Comments</p>	Section Average: Must be 4 or above to meet Learning Outcome
	Applied Assessment Activities Performed
	Blended Assessment Activities Performed
	Highlighted Assessment Activities Performed
	<p style="text-align: center;">Comments</p>



**PSIA Certified Level III
Telemark Teaching
ASSESSMENT FORM**

- Meets Standards**
 Does Not Meet Standards

Candidate:
Assessment:
Region:
Assessor(s):

Assessment Scale for Certified Level III	
1	Essential elements were 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 required level.
6	Essential elements appear continuously, at a superior level.

ASSESSMENT CRITERIA

Instructor Decisions & Behavior	Teaching Skills
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.
Behavior Management 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.
Section Average: 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.
Comments	Section Average: Must be 4 or above to meet Learning Outcome
	Implement: Individualizes learning experiences to guide students toward agreed-upon outcomes and optimizes student engagement in the process.
	Pacing Customize and pace learning activities to allow students to explore and/or play toward desired outcomes.
	Organize Tailor the learning environment to align with the needs of individuals.
	Descriptions, Demonstrations, Feedback Provide clear and relevant information (descriptions, demonstrations, and feedback) that encourages individualized learning.
	Physical Risk Proactively manage physical risk to promote engagement in the learning environment.
	Emotional Risk Manage levels of emotional risk to optimize individual engagement in the learning environment.
	Section Average: Must be 4 or above to meet Learning Outcome
	Reflect/Review: Fosters the ability to recognize, reflect upon, and assess experiences to enhance understanding and apply what was learned.
	Describe Change Encourage the students to communicate change in performance and/or understanding.
Relationships with Others: Manages the unique motivations and emotions of each individual and to the interpersonal dynamics of a group, to develop trust. (Assessed when Teaching)	Relate Change Collaborate with students to apply gained skills to skiing/riding 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.	Comments
Section Average: Must be 4 or above to meet Learning Outcome	
Comments	



**PSIA Certified Level II
Telemark Movement Analysis &
Technical Understanding
ASSESSMENT FORM**

- Meets Standards**
 Does Not Meet Standards

Candidate:
Assessment:
Region:
Assessor(s):

Assessment Scale for Certified Level II	
1	Essential elements were 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 required level.
6	Essential elements appear continuously, at a superior level.

ASSESSMENT CRITERIA

Instructor Decisions & Behavior	Technical Understanding
Professionalism and Self-Management: Contributes to a professional environment by managing their behaviors and emotions in response to others. (Continual Assessment)	Uses current PSIA resources to describe ideal performances, using two or more telemark fundamentals while considering tactics and equipment choices.
Needs/Safety Address group and individual needs for belonging.	Understanding of Ideal Accurately identify and describe ideal performances, using two or more telemark fundamentals through the intermediate zone.
Behavior Management Manage behavioral responses.	Understanding of Biomechanics/Physics Accurately reference relevant biomechanics and physics principles to describe the skiing outcomes.
Section Average: Must be 4 or above to meet Learning Outcome	Equipment Accurately discuss how equipment choices and issues affect performance through the intermediate zone.
Comments	Utilizes Resources Use information from multiple PSIA-AASI resources in relation to desired outcome.
	Section Average: Must be 4 or above to meet Learning Outcome
	Comments
Movement Analysis	
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.	
Describe Performance Observe and describe ski and body performance, relative to two or more telemark fundamentals in all turn phases and from turn to turn.	
Cause-and-Effect Identify and describe the cause and effect relationships between body performance and ski performance for at least two telemark fundamentals in all turn phases and from turn to turn.	
Evaluate and Prescribe Compare the described performance to the ideal and prescribe a specific change to the observed fundamentals to create a more ideal performance.	
Equipment Relate how equipment choice affects skiing outcomes.	
Section Average: Must be 4 or above to meet Learning Outcome	
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> .	<i>Leverages</i> 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 to challenges, adaptation through empathy, motivations of all, and group cohesion</i>. • <i>Leveraging social awareness to enhance interpersonal dynamics, esteem, and 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.

Telemark Skiing Fundamentals

- Control the size, intensity, and timing of the lead change
- Control the fore/aft relationship of the center of mass to the base of support to manage pressure along the length of the skis
- Control the lateral relationship of the center of mass to the base of support to manage pressure from ski to ski
- Control edge angles through a combination of inclination and angulation
- Control the turning of the skis with rotation of the feet and legs in conjunction with discipline in the upper body
- Regulate the amount of pressure created through ski/snow interaction

Overview of Technical Skills at the Level III Proficiency

A Level 3 instructor regularly adapts the blend of the 6 Telemark Skiing Fundamentals and tactics to generate specific outcomes through the advanced and expert zones. Using the 6 Telemark 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 6 Telemark 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 phases and from turn to turn, 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	Regularly adapts a blend of the 6 Telemark Skiing Fundamentals and tactics to generate specific outcomes in the advanced and expert zones.	References current and historic PSIA resources and information to evaluate ideal performances, using the telemark fundamentals while considering tactics and equipment choices.	Describes Telemark skiing performances citing cause and effect relationships of multiple telemark fundamentals in all turn phases resulting in an effective prescription for change.

	Skiing Performance	Technical Understanding	Movement Analysis
Learning Experiences	<ul style="list-style-type: none"> Practices the telemark fundamentals in isolation and combination – in a variety of snow conditions in beginner and intermediate terrain. Varies terrain, speed, turn shape, turn size, and line to help develop the skiing skills required at this level. participates in off-snow activities, such as watching video, reading manuals and associated education materials, and cross training to enhance agility, strength, and kinesthetic awareness. Seeks coaching and feedback from a qualified trainer, in both on and off snow activities. 	<p>Benefits from learning experiences that can include:</p> <ul style="list-style-type: none"> Coaching and feedback from a qualified trainer, in both on and off snow activities. Group activities, with instructors performing various tasks and discussing the similarities and differences of each. Analyzing inspirational, highly accurate skiing to better understand more ideal applications of the telemark fundamentals. Exploring and practicing how to apply and adjust DIRT (duration, intensity, rate and timing) to telemark fundamentals, based on task and tactics. Studying recent PSIA-AASI educational materials in various formats. Attending local, regional, and national education events. Using and exploring different types, sizes, adjustments, and purposes of gear in multiple types of terrain and snow conditions. 	
Assessment Activities	<p>Performs assessment activities that can include:</p> <ul style="list-style-type: none"> Demonstrating the telemark fundamentals in isolation and in combination – in a variety of situations and snow conditions in terrain up to the intermediate zone. Exploring different applications and tactics as well as various terrain, speed, turn shape, turn size, and line to discover if there are better options for any desired outcome. Level 1, 2, and 3 tasks from the PSIA National Telemark Task Bank. 	<p>Performs assessment activities that can include:</p> <ul style="list-style-type: none"> Analyzing personal and ideal performances using the telemark fundamentals, tactical elements, and equipment choices. Using biomechanics and physics principles to explain cause-and-effect relationships between body performance and ski performance, cause and effect relationships between the fundamentals, and cause and effect relationships between the fundamentals and tactical and/or equipment choices. Taking e-learning courses and written tests. 	<p>While watching skiers (student or peer) via video or live action:</p> <ul style="list-style-type: none"> Describes the ski and body performance of multiple telemark fundamentals through all turn phases. Identifies and describes the cause-and-effect relationship between body and ski performance, and the cause-and-effect relationship between multiple fundamentals. Identifies and describes the effects of tactical and equipment choices on performance Provides a prescription for a more effective blend of telemark fundamentals and/or tactics to achieve the objective or skier's goal.

	Skiing Performance	Technical Understanding	Movement Analysis
Assessment Criteria	<p>Adapts a blend of all the telemark fundamentals with the ability to vary all 6 through all phases of the turn to:</p> <ul style="list-style-type: none"> • Generate specific ski performances with peak accuracy • Generate a variety of turn sizes, shapes, and speeds, at will and on demand, adapting to environmental factors as needed • Perform a dynamic telemark movement that assists in creating the desired ski performance and turn outcome 	<p>Consistently demonstrates their ability to:</p> <ul style="list-style-type: none"> • Accurately identify and describe ideal performances, using telemark fundamentals in blended relationships through the advanced zone. • Accurately discuss telemark fundamentals, tactical choices and equipment options using relevant biomechanics and physics principles • Accurately compare how equipment choices and issues affect performance through the advanced zone. • Accurately compare information from multiple resources (PSIA telemark and other relevant content) relative to personal performance or the desired outcome. 	<p>Consistently demonstrates their ability to:</p> <ul style="list-style-type: none"> • Accurately observe and describe ski and body performance relative to multiple telemark fundamentals in all turn phases, and from turn to turn. • Accurately observe and connect body performance to ski performance in multiple telemark fundamentals in all turn phases, and from turn to turn. • Accurately observe and describe the cause-and-effect relationships between multiple telemark fundamentals in all turn phases, and from turn to turn. • 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. • Consider the relationship of tactical choices and equipment selection to a more ideal/ desired outcome.

Level III Assessment Form



**PSIA Certified Level III
Telemark Skiing Performance
ASSESSMENT FORM**

- Meets Standards**
 Does Not Meet Standards

Candidate:
Assessment:
Region:
Assessor(s):

Assessment Scale for Certified Level III	
1	Essential elements were 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 required level.
6	Essential elements appear continuously, at a superior level.

ASSESSMENT CRITERIA

Instructor Decisions & Behavior	Skiing Performance
Professionalism and Self Management: Promotes a professional environment by adapting behaviors to positively affect others. (Continual Assessment)	Adapts a blend of the Telemark Skiing Fundamentals and tactics to generate specific outcomes in the advanced and expert zones. Adapts a blend of all the telemark fundamentals with the ability to vary all 6 through all phases of the turn to:
Needs/Safety Address group and individual needs for esteem.	Generate specific ski performances with peak accuracy.
Behavior Management Adapts behaviors for positive group and individual interaction.	Generate a variety of turn sizes, shapes, and speeds - at will and on demand - while adapting to environmental factors as needed.
Section Average: Must be 4 or above to meet Learning Outcome	Perform a dynamic telemark movement that helps create the desired ski performance and turn outcome.
Comments	Section Average: Must be 4 or above to meet Learning Outcome
	Applied Assessment Activities Performed
	Blended Assessment Activities Performed
	Highlighted Assessment Activities Performed
	Comments



**PSIA Certified Level III
Telemark Teaching
ASSESSMENT FORM**

- Meets Standards**
 Does Not Meet Standards

Candidate:
Assessment:
Region:
Assessor(s):

Assessment Scale for Certified Level III	
1	Essential elements were 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 required level.
6	Essential elements appear continuously, at a superior level.

ASSESSMENT CRITERIA

Instructor Decisions & Behavior	Teaching Skills
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.
Behavior Management 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.
Section Average: 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.
Comments	Section Average: Must be 4 or above to meet Learning Outcome
	Implement: Individualizes learning experiences to guide students toward agreed-upon outcomes and optimizes student engagement in the process.
	Pacing Customize and pace learning activities to allow students to explore and/or play toward desired outcomes.
	Organize Tailor the learning environment to align with the needs of individuals.
	Descriptions, Demonstrations, Feedback Provide clear and relevant information (descriptions, demonstrations, and feedback) that encourages individualized learning.
	Physical Risk Proactively manage physical risk to promote engagement in the learning environment.
	Emotional Risk Manage levels of emotional risk to optimize individual engagement in the learning environment.
	Section Average: Must be 4 or above to meet Learning Outcome
	Reflect/Review: Fosters the ability to recognize, reflect upon, and assess experiences to enhance understanding and apply what was learned.
	Describe Change Encourage the students to communicate change in performance and/or understanding.
Relationships with Others: Manages the unique motivations and emotions of each individual and to the interpersonal dynamics of a group, to develop trust. (Assessed when Teaching)	Relate Change Collaborate with students to apply gained skills to skiing/riding 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.	Comments
Section Average: Must be 4 or above to meet Learning Outcome	
Comments	



**PSIA Certified Level III
Telemark Movement Analysis &
Technical Understanding
ASSESSMENT FORM**

- Meets Standards**
 Does Not Meet Standards

Candidate:
Assessment:
Region:
Assessor(s):

Assessment Scale for Certified Level III	
1	Essential elements were 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 required level.
6	Essential elements appear continuously, at a superior level.

ASSESSMENT CRITERIA

Instructor Decisions & Behavior	Technical Understanding
Professionalism and Self Management: Promotes a professional environment by adapting behaviors to positively affect others. (Continual Assessment)	References current and historic PSIA resources and information to evaluate ideal performances, using the telemark fundamentals while considering tactics and equipment choices.
Needs/Safety Address group and individual needs for esteem.	Understanding of Ideal Accurately identify and describe ideal performances, using telemark fundamentals in blended relationships through the advanced zone.
Behavior Management Adapts behaviors for positive group and individual interaction.	Understanding of Biomechanics/Physics Accurately discuss telemark fundamentals, tactical choices and equipment options using relevant biomechanics and physics principles.
Section Average: Must be 4 or above to meet Learning Outcome	Equipment Accurately compare how equipment choices and issues affect performance through the advanced zone.
Comments	Utilizes Resources Accurately compare information from multiple resources (PSIA telemark and other relevant content) relative to personal performance or the desired outcome.
	Section Average: Must be 4 or above to meet Learning Outcome
	Comments
Movement Analysis	
Describes Telemark skiing performances citing, cause and effect relationships of multiple telemark fundamentals in all turn phases, resulting in an effective prescription for change.	
Describe Performance Accurately observe and describe ski and body performance relative to multiple telemark fundamentals in all turn phases, and from turn to turn.	
Connect Performance Accurately observe and connect body performance to ski performance in multiple telemark fundamentals in all turn phases, and from turn to turn.	
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.	
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.	
Equipment Consider the relationship of a student's tactical choices and equipment selection to a more ideal/desired outcome.	
Section Average: Must be 4 or above to meet Learning Outcome	
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 “Telemark consistently with appropriate blending of the components through a series of turns” and “demonstrate matching of the skis in a variety of places in the turn, depending on speed, terrain or intention. Matching should be accomplished by steering the inside ski.”

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 Assessment Preparation

Below there are categories of sample questions that will be asked on the exam. The questions below and suggested activities will help prepare you for the exam. Try not to wait to the last minute but prepare early and thoroughly. The exam is composed of objective questions and you circle the right answer.

Sample Questions

TEACHING

1. What is Motor learning?
 - a. Movements learned by practice or experience that lead to permanent gain in performance.
 - b. Repetitive information memorized.
 - c. Reading and writing of material needed to understand.
 - d. Doing something once and remembering for life.
2. What is lateral learning?
 - a. Where students focus on a broad range of activities within an ability level where they gain experience before progressing to the next level.
 - b. Moving off the slope and learning on the side away from the main slope.
 - c. Trying to grasp as much info as one can in the shortest period of time.
 - d. Focusing on one topic until you can perform it and understand it, before learning anything else.
3. What is teaching for transfer?
 - a. Drawing on a student's previous learning to help with present learning. This is usually done by pointing out similarities between familiar movements and new movements.
 - b. Switching text books because you cannot learn from just one.
 - c. Taking what you learned in the morning and using it in the afternoon.
 - d. Focusing on the sports movement and no other so as not to confuse the learner.
4. Describe the learning process
 - a. Readiness, Reception, Processing, Reaction
 - b. Listen, Question, Conflict, Compromise
 - c. Storming, Norming, Performing
 - d. Watch, Do, Ask
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. A young child's CM is lower than that of an adult.

True or False

10. What are the 4 major joints of importance related to telemark skiing and Snowsports in general?

11. What is the Q angle?

12. List three essential skills to help instructors interpret behaviors of their students.

13. List three categories for observation for movement assessment.

14. List 4 key considerations when assessing the movements of children.

15. Feedback should be Judgmental or Objective?

16. What is PSIA motto?

17. The onset of frostbite is frost nip. What are those indicators?

18. What is hypothermia?

19. What is meant by "Stepping Stones" to success?

20. What is Maslow's hierarchy

21. Examine the differences between several teaching styles. How do the roles of instructor and student change in each style?

22. How do you relax your students? Why is this important?

23. 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?

24. Describe your teaching style and its relationship to different learning styles. Discuss the conditions under which you alter your teaching style.

25. Choose a skill or maneuver and describe different visual, auditory, and kinesthetic methods to help the student develop it.

26. Practice teaching a particular move without speaking. 28. How do snow conditions alter your lesson plan?

27. 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.

28. How do you convey your excitement about Nordic skiing?

29. What is the philosophy of the PSIA Teaching Model? What are the main components of the model?

30. What does "teaching to all senses" imply?

31. What are some ways to increase the student's observation of demonstrations? 34. How can a teacher effectively check for understanding?

32. List several different types of feedback. Explain each and give situations where each would be most effective. What about kids?

33. What is pacing?

34. What does it mean to use strategies/tactics while skiing?

35. Explain the concept of reinforcement. Why is it important? Give examples.
36. What are metaphors? How can they be used in ski teaching?
37. What are the advantages of working with one or two clear, concise goals or objectives rather than a large number of goals?
38. List the important ingredients of a good lesson plan.
39. In order of importance, list 4 factors you consider in terrain selection.
40. Give some examples of how terrain can aid an exercise or maneuver.
41. Mental rehearsal/imagery/visualization. How might these concepts help one's performance?
42. Outline the steps you follow in analyzing another skier's performance.
43. How can you determine the correct starting point for beginning a lesson?
44. Why is it advisable to stop an activity at the highest point of excitement or success?
45. What are the advantages and disadvantages of competition within the context of a ski class? With kids?
46. What is the purpose of warm-up exercises and stretching?
47. What symptoms may become apparent when a student is pushed too fast?
48. List the points of the Skier's Responsibility Code.
49. Describe the shape and color of the signs that comprise the International Trail Marking System. Briefly describe how one should interpret the signs.
50. List several factors that might contribute to fatigue.
51. List some potentially dangerous stopping places, which should be avoided.
52. Describe successful methods used for motivating children to effect learning.
53. What are laterality (left and right) and directionality, and how can they be confusing to a child in a class situation?
54. What are important communication techniques when teaching children?
55. Give an example of an activity or game, what skills it develops, and for what age it is appropriate.
56. What is animism?
57. What are the Telemark Components?
58. How can you use the Telemark Components in your lessons?

TECHNICAL KNOWLEDGE

1. Describe the essential skills which are the foundation of a wedge turn. In what order do you develop these skills? Which exercises might you use to develop each skill? How are wedges and half wedges helpful in teaching the telemark turn? How are they not helpful?
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 a telemark turn?
Identify Solutions for each problem.
8. What are common problems that confront the beginner learning to skate?
9. A beginner / novice tele skier exhibiting a defensive posture might exhibit
10. A low rider stance generally appears to have
11. A tele Skier that has arms constantly flailing about probably needs
 - a. To work on timing movements
 - b. To work on twisty turny movements
 - c. To work on a balanced flexed stance
 - d. All of the above
12. A tele skier that appears to ski mostly on the outside ski or lead ski and has little trouble skiing groomed slopes.
 - a. Might not do well in race gates
 - b. Might not do so well in the bumps
 - c. Might not ski off-piste conditions well
 - d. Might make great face plants in challenging conditions
13. Creating angles in one's body creates a greater ability to
 - a. Have a balanced stance in motion
 - b. Create necessary tipping tilting movements
 - c. Carve turns
 - d. All of the above
14. Which joint creates the greatest range of angulation
 - a. The ankles
 - b. The knees
 - c. The hips
 - d. The spine
15. A beginner/ novice tele skier that has joints flexed well but still has to use poles as out riggers from time to time might need to
 - a. Lengthen their stance fore & aft
 - b. Shorten their stance fore & aft
 - c. Narrow their stance Side by side
 - d. Widen their stance side by side

16. 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
17. 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
18. When performing a movement assessment snow spray that is low and off the tail of the ski indicates
 - a. Excessive skidding
 - b. Moderate skidding
 - c. Little skidding
 - d. No skidding
19. When performing a movement assessment and checking the tracks in the snow that show twin lines
 - a. Excessive skidding
 - b. Moderate skidding
 - c. Little skidding
 - d. No skidding
20. When performing a movement assessment of a skier that is skiing the bumps and appears their head is staring at their ski tips
 - a. They are always playing a game of catch up
 - b. They are struggling with timing issues
 - c. They see more snow snakes and mogul monsters than other skiers
 - d. All of the above
21. An open joint is best described as an angle created at a joint that is very close to 90 degrees or a right angle
True or False
22. A low rider type tele skier one that has a low to the ground and long for aft usually exhibits closed joints
True or False
23. A Beginner / Novice tele skier that has a very fast lead change is likely to
 - a. Exhibit a balanced stance that is mostly over the front leg
 - b. Exhibit a balanced stance that is mostly over the rear leg
 - c. Exhibit an unbalanced stance that is mostly over the front leg
 - d. Exhibit an unbalanced stance that is mostly over the rear leg
24. How does the Visual Cues of Effective and Ineffective Telemark skiing aid us in movement analysis? Explain the difference between each for each category.
25. What movement analysis model or plan do you like to use? Explain.
26. List the types of shaped skis and some of their dimensions and categories.

27. List the different types of boots and bindings and what they might be good for.
28. Explain waxing for telemark skiing.
29. List 15 major historical plateaus starting from the very earliest of time in telemarking.
30. What are the major concerns one should be aware of in the Backcountry?

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 all their weight and body mass forward on the lead ski, depicted by a J-shaped turn or lack of speed control.
2. The inside ski is consistently in a wedge or stemmed throughout the turn.
3. The front leg is pushed or slid forward drastically to initiate the turn.
4. The body seems to be aligned vertically over the skis and a lot of skidding occurs.
5. Skier lacks coordinated movements; no turn is the same as the last.
6. Skier refuses to get into telemark position and skis stay mostly parallel, plus they over flex their knees to feel as if they are doing it.
7. Cannot ski intermediate bumps.
8. Has a stiff outside leg through the turn.
9. Skier has an excessively low position all the time.
10. During transition, skier seems to bounce up and down as they proceed down the hill.

Professional Development • Telemark 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
- Telemark Skiing Video (2001)
- PSIA-AASI Children's Instruction Handbook PSIA
- Children's Instruction Manual
- Paul Parker Free Heel Skiing 2nd edition 1995 Mountaineer
- Allen O'Bannon & Mike Clelland Really Cool Telemark Tips, 1998 Falcon Press
- Allen & Mike's Really Cool Backcountry Tips, 1998, Falcon Press
- John Dunn, Winterwise, AMC, 1996
- Steve Barnett, Cross Country Downhill 3rd edition, 1987 Globe Pequot Press
- Skiing & the Art of Carving - E. Foster 2nd Ed
- Skiing & the Art of Carving - Video

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