Professional Ski Instructors of America

Alpine Certification Standards

Level I, Level II, Level III

Updated: September 2022

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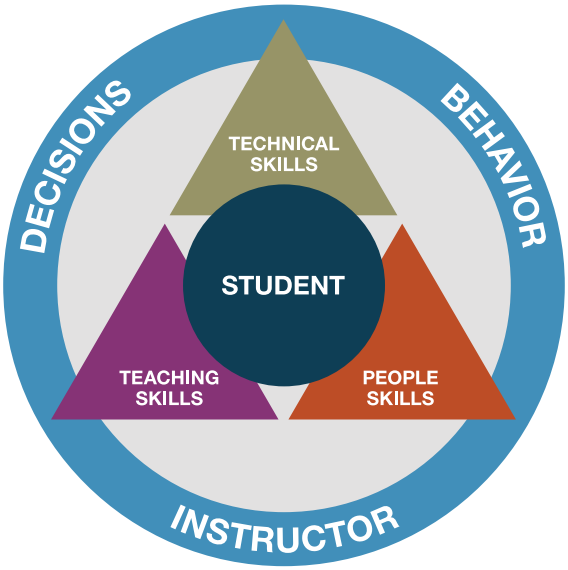
Introduction

PSIA Alpine Certification Standards

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



To this end, the Learning Connection℠ Model provides the framework for a balance of crucial people skills, teaching skills, and technical skills; highlighting fundamentals that apply to a variety of technical and tactical decisions based on student ability, motivation, personality, and more. Instructor decisions and behaviors, referenced in the outer blue ring, relate to overall professionalism and self-management.

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

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

Level I certification is meant to affirm that the instructor is qualified to teach beginner/novice guests, primarily on beginner/novice terrain (typically identified as "green"). Level II certification generally means that the instructor is qualified to teach through the intermediate zone, in which students are primarily on intermediate (blue) and some green terrain. Level III certification generally means that the instructor is qualified to teach ALL students and on expert (black) terrain.

These *PSIA Alpine Certification Standards* provide the assessment criteria for professionalism and self-management, and the people skills, teaching skills, and technical skiing skills necessary for an instructor to successfully complete a specific certification. For example, Level I instructors are assessed on their development of these skillsets, and as they progress in their professional development they enhance and expand skillsets to teach a wider range of students – in more variable conditions and terrain. This sets the stage to seek higher levels of certification. PSIA-AASI offers many resources to aid instructors' professional development with regard to fundamentals of people, teaching, and technical skills. At a minimum, this *PSIA Alpine Certification Standards* document complements and should be consulted in combination with the following publications:

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

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

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

Assessment Activities and Assessment Criteria

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

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

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

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

The Language of Learning Outcomes and Assessment

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

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

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

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

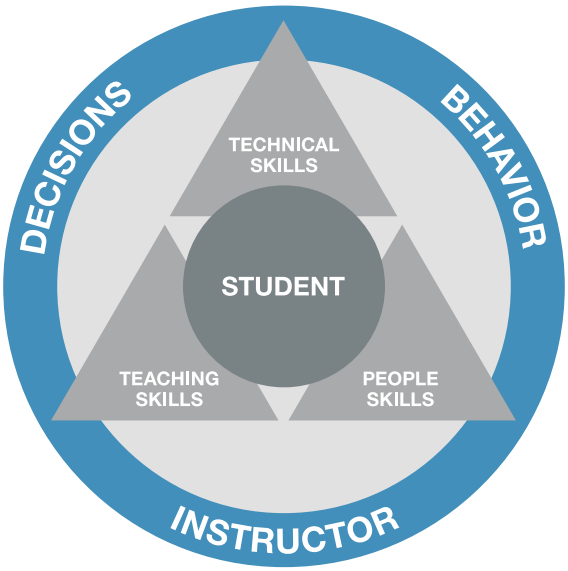
Assessment Criteria: Representing the "level of standard," assessment criteria outline performance details that specify to what level the learning outcomes have been met. This does not vary between examiners or divisions.

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

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

Professionalism and Self-Management

Professionalism and self-management are key instructor attributes that apply to every facet of the Learning Connection's people skills, teaching skills, and technical skills. The decisions and behavior that guide the individual's professional conduct are the result of self-management. PSIA-AASI evaluates self-management in all assessments to ensure that the foundation of professionalism is promoted and verified.



Level I – Professionalism and Self-Management

Overview of Professionalism and Self-Management at Level I Proficiency

Level I instructors conduct themselves in a professional manner by being aware of how their decisions and behaviors affect the overall learning environment. Throughout the assessment process, they are respectful of the people around them and participate positively in the group.

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

	Professionalism and Self-Management
Learning Outcomes	Maintains a professional environment by demonstrating self-awareness and self-management.
Learning Experiences	Uses self-awareness, self-management, and reflection to interact professionally with other group members, resort employees, and resort guests. Information on self-awareness, self-management, and reflection processes can be gathered through manuals, e-learning courses, videos, seminars, presentations, and on-snow training. Every day at the resort is an opportunity to practice the skills of professionalism and self-management.
Assessment Activities	Performs assessment activities – which can vary depending on conditions and group experiences – that may include actively participating in the assessment from the beginning of the day at check-in to the end of the day when results are announced. Interactions with examiners, other candidates, resort employees, and resort guests are all taken into consideration, as are follow-up questions or interviews with examiners after observed interactions with others.
Assessment Criteria	Consistently demonstrates their ability to: • Address group and individual safety and physiological needs. • Exhibit positive behavior in response to feedback.

Level II – Professionalism and Self-Management

Overview of Professionalism and Self-Management at Level II Proficiency

Level II instructors actively contribute to a professional environment by being aware of how their decisions and behaviors affect individuals and the group as a whole. Throughout the assessment process, they manage how their responses to others benefit group interaction.

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

	Professionalism and Self-Management
Learning Outcomes	Contributes to a professional environment by managing their behaviors and emotions in response to others.
Learning Experiences	Uses self-awareness, self-management, and reflection to interact professionally with other group members, resort employees, and resort guests. Information on self-awareness, self-management, and reflection processes can be gathered through manuals, e-learning courses, videos, seminars, presentations, and on-snow training. Every day at the resort is an opportunity to practice the skills of professionalism and self-management.
Assessment Activities	Performs assessment activities – which can vary depending on conditions and group experiences – that may include actively participating in the assessment from the beginning of the day at check-in to the end of the day when results are announced. Interactions with examiners, other candidates, resort employees, and resort guests are all taken into consideration, as are follow-up questions or interviews with examiners after observed interactions with others.
Assessment Criteria	Consistently demonstrates their ability to: • Address group and individual needs for belonging. • Manage behavioral responses.

Level III – Professionalism and Self-Management

Overview of Professionalism and Self-Management at Level III Proficiency

Level III instructors actively promote a professional environment by being aware of and adapting how their decisions and behaviors affect individuals and the group as a whole. Throughout the assessment process, they demonstrate self-awareness by modifying their behaviors to benefit group dynamics.

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

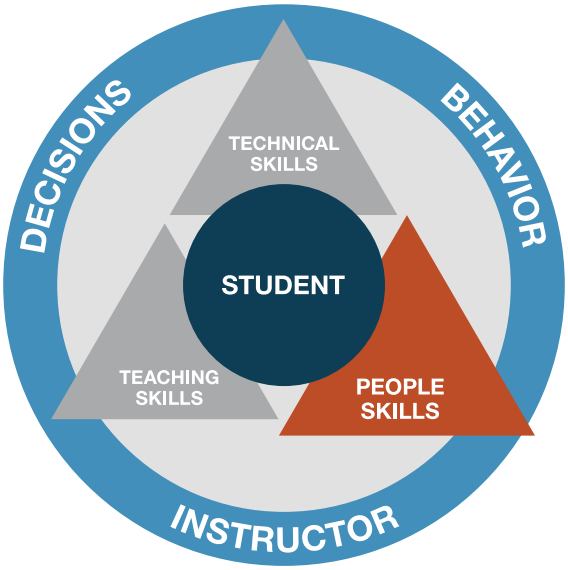
	Professionalism and Self-Management
Learning Outcomes	Promotes a professional environment by adapting behaviors to positively affect others.
Learning Experiences	Uses self-awareness, self-management, and reflection to interact professionally with other group members, resort employees, and resort guests. Information on self-awareness, self-management, and reflection processes can be gathered through manuals, e-learning courses, videos, seminars, presentations, and on-snow training. Every day at the resort is an opportunity to practice the skills of professionalism and self-management.
Assessment Activities	Performs assessment activities – which can vary depending on conditions and group experiences – that may include actively participating in the assessment from the beginning of the day at check-in to the end of the day when results are announced. Interactions with examiners, other candidates, resort employees, and resort guests are all taken into consideration, as are follow-up questions or interviews with examiners after observed interactions with others.
Assessment Criteria	Consistently demonstrates their ability to: • Address group and individual needs for esteem. • Adapt behaviors for positive group and individual interactions.

People Skills

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

Fundamentals

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



Level I – People Skills

Overview of People Skills at Level I Proficiency

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

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

	Communication	Relationships with Others
Learning Outcomes	Engages in meaningful verbal and non-verbal communication with the group as a whole.	Identifies likely motivations and emotions of individuals and understands group dynamics.
Learning Experiences	Benefits from learning experiences that can include e-learning, videos, seminars, presentations, individual teaching sessions, small-group teaching sessions, guided debriefs of teaching sessions, and in-person training focused on: • Recognizing verbal and non-verbal communication with trainers, peers, and mentors. • Understanding professionalism, behavioral responses to emotions, and the roles of instructor self-awareness and self-management in the snowsports learning environment. • Identifying active listening strategies, motivation tactics, emotional needs of the group, and the role of social awareness in group dynamics.	
Assessment Activities	Performs assessment activities – which can vary depending on conditions and group experiences – that may include teaching another group member or members of the group, and an individual or group interview with examiner(s) that includes follow-up questions and feedback.	
Assessment Criteria	Consistently demonstrates their ability to: • Use verbal and non-verbal communication in a professional manner. • Ask questions to learn about others. • Deliver feedback that acknowledges the emotions of the group.	Consistently demonstrates their ability to: • Initiate group interaction to build group dynamics. • Identify the motivations and emotions of students.

Level II – People Skills

Overview of People Skills at Level II Proficiency

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

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

	Communication	Relationships with Others
Learning Outcomes	Engages in and adapts verbal and non-verbal, two-way communication with individuals and subsets of the group.	Adapts to the motivations and emotions of individuals – and to the interpersonal dynamics within the group – to promote trust.
Learning Experiences	Benefits from learning experiences that can include e-learning, videos, seminars, presentations, individual teaching sessions, small-group teaching sessions, guided debriefs of teaching sessions, and in-person training focused on: • Using effective verbal and non-verbal communication to promote group dynamics, provide behavior-based feedback, and demonstrate active listening. • Observing and managing instructor self-awareness and self-management in the snowsports learning environment in general and, specifically, for the learner through personal reflection of emotions and behavioral responses to emotions. • Recognizing individual motivations and emotions, interpersonal challenges, and the role of social awareness in interpersonal and group dynamics among the group members.	
Assessment Activities	Performs assessment activities – which can vary depending on conditions and group experiences – that may include teaching another group member or members of the group, and an individual or group interview with examiner(s) that includes follow-up questions and feedback.	
Assessment Criteria	Consistently demonstrates their ability to: • Adapt verbal and non-verbal communication based on observations of individuals and the group. • Use varied, active-listening tactics to learn about others. • Deliver feedback that adjusts for the emotions of subsets within the group.	Consistently demonstrates their ability to: • Foster interpersonal relationships to support positive group dynamics. • Adapt to the motivations and emotions of individuals and subsets of the group.

Level III – People Skills

Overview of People Skills at Level III Proficiency

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

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

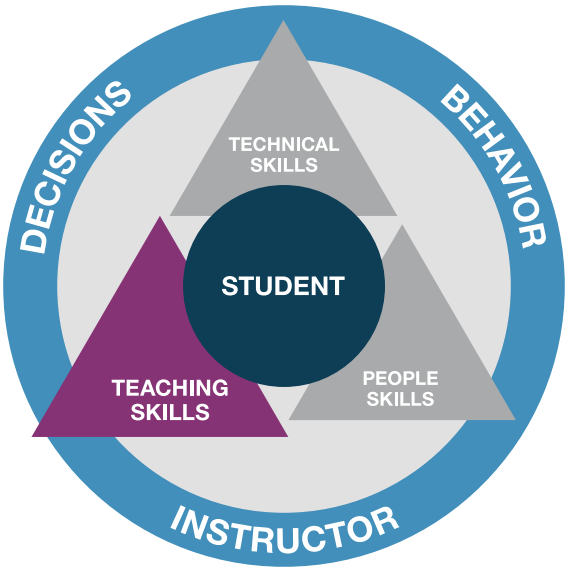
	Communication	Relationships with Others
Learning Outcomes	Engages in and adapts verbal and non-verbal, two-way communication with all individuals.	Manages the unique motivations and emotions of each individual and the interpersonal dynamics of a group to develop trust.
Learning Experiences	Benefits from learning experiences that can include e-learning, videos, seminars, presentations, individual teaching sessions, small-group teaching sessions, guided debriefs of teaching sessions, and in-person training focused on: • Promoting active listening, seeking and providing feedback, and adapting verbal and non-verbal communication accordingly. • Predicting emotional triggers and reactions, adapting behavioral responses, and having insight into the roles of instructor self-awareness and self-management in the snowsports learning environment for the learner in general, and, specifically, for themselves. • Anticipating and proactively intervening in challenges, demonstrating adaptation through situational awareness, managing motivations of all, and promoting group cohesion. • Leveraging social awareness to enhance interpersonal dynamics, esteem, and positive group dynamics.	
Assessment Activities	Performs assessment activities – which can vary depending on conditions and group experiences – that may include teaching another group member or members of the group, and an individual or group interview with examiner(s) that includes follow-up questions and feedback.	
Assessment Criteria	Consistently demonstrates their ability to: • Customize verbal and non-verbal communication to match or influence individuals. • Use varied, active-listening tactics to personalize the experience. • Deliver feedback that supports the emotions of the individuals in the group.	Consistently demonstrates their ability to: • Manage the group dynamic to positively influence individual experiences. • Support and manage the motivations and emotions of all.

Teaching Skills

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

Fundamentals

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



Level I – Teaching Skills

Overview of Teaching Skills at Level I Proficiency

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

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

<table>
<tr><th></th><th>Assess and Plan</th><th>Implement</th><th>Reflect/Review</th></tr>
<tr><td>Learning Outcomes</td><td>Plans learning outcomes and organizes progressive learning experiences relevant to beginner/novice students.</td><td>Facilitates learning experiences that guide students toward the agreed-upon outcome and engages them in the process.</td><td>Communicates performance changes that target the learning outcome to help students identify that a change has been made.</td></tr>
<tr><td>Learning Experiences</td><td colspan="3">Benefits from learning experiences that can include e-learning, videos, seminars, presentations, The Matrix (i.e., PSIA-AASI video library and e-learning tools), reading, workbooks, home-area training programs, individual teaching sessions, guided debriefs of teaching sessions, small-group teaching sessions, and in-person training focused on:
• Planning learning outcomes in the beginner/novice zone.
• Implementing learning experiences in the beginner/novice zone lesson environment.
• Identifying and communicating performance changes.</td></tr>
<tr><td>Assessment Activities</td><td colspan="3">Performs assessment activities – which vary between divisions and also between examiners, depending on conditions and group experiences – that may include an online exam, an individual or group interview with examiner(s), video analysis, and presentations (with discussion) on self-reflection to examiners, trainers, and peers. In a simulated or real lesson environment, assessment may entail the demonstrated ability to:
• Plan effective learning experiences for students in the beginner/novice zone that work toward desired learning outcomes.
• Teach effectively in the beginner/novice-zone lesson environment.
• Identify and communicate performance changes.</td></tr>
<tr><td>Assessment Criteria</td><td>Consistently demonstrates their ability to:
• Assess students to identify student motivations, performance, and understanding.
• Collaborate with students to select a basic progression with clear direction and focus.
• Plan lessons that involve productive use of movement, practice time, and terrain.</td><td>Consistently demonstrates their ability to:
• Organize the learning environment to align with the initial assessment of the group.
• Give the group relevant information (basic descriptions, demonstrations, and feedback) that encourages learning.
• Manage physical and emotional risk to maintain engagement in the learning environment.</td><td>Consistently demonstrates their ability to:
• Pace a clear progression to allow students reflection time as they explore, experiment, and/or play toward desired outcomes.
• Communicate changes in performance.
• Relate changes in performance to lesson outcomes.</td></tr>
</table>

Level II – Teaching Skills

Overview of Teaching Skills at Level II Proficiency

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

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

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

Level III – Teaching Skills

Overview of Teaching Skills at Level III Proficiency

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

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

	Assess and Plan	Implement	Reflect/Review
Learning Outcomes	Plans learning outcomes and creates individualized experiences around a common theme for advanced students.	Individualizes learning experiences to guide students toward agreed-upon outcomes and optimizes student engagement in the process.	Fosters the ability to recognize, reflect upon, and assess experiences to enhance understanding and apply what was learned.
Learning Experiences	Benefits from learning experiences that can include e-learning, videos, seminars, presentations, The Matrix (i.e., PSIA-AASI video library and e-learning tools), reading, workbooks, home-area training programs, individual teaching sessions, small-group teaching sessions, guided debriefs of teaching sessions, and in-person training focused on: • Planning advanced group lessons in the training environment. • Implementing and adapting learning experiences in the advanced-zone lesson environment for individuals within a group. • Identifying and communicating performance changes to help the student develop new understanding and application of what they have learned.		
Assessment Activities	Performs assessment activities – which vary between divisions and also between examiners, depending on conditions and group experiences – that may include activities such as an online exam, individual or group interview with examiner(s), video analysis, presentation (with discussion) on self-reflection to examiners and peers. In a simulated or real lesson environment, assessment may entail the demonstrated ability to: • Plan individualized, creative, playful, and flowing advanced-zone lesson experiences that work toward desired learning outcomes. • Implement and adapt learning experiences in the advanced-zone lesson environment for individuals within a group. • Help students recognize, reflect upon, and assess their performance changes to develop new understanding and application of what they have learned.		
Assessment Criteria	Consistently demonstrates their ability to: • Continually assess student motivations, performance, and understanding. • Collaborate with students to establish and adapt a lesson plan with a common theme, a clear direction, and individualized focus throughout the lesson. • Plan creative, playful, and exploratory learning experiences in which movement, practice time, and terrain are optimized for individuals.	Consistently demonstrates their ability to: • Tailor the learning environment to align with the needs of individuals. • Provide clear and relevant information (descriptions, demonstrations, and feedback) that encourages individualized learning. • Proactively manage physical and emotional risk to optimize engagement in the learning environment for individuals.	Consistently demonstrates their ability to: • Customize and pace learning activities to allow students reflection time as they explore, experiment, and play toward desired outcomes. • Encourage the students to communicate change in performance and/or understanding. • Collaborate with students to apply gained skills to skiing situations.

Technical Skills

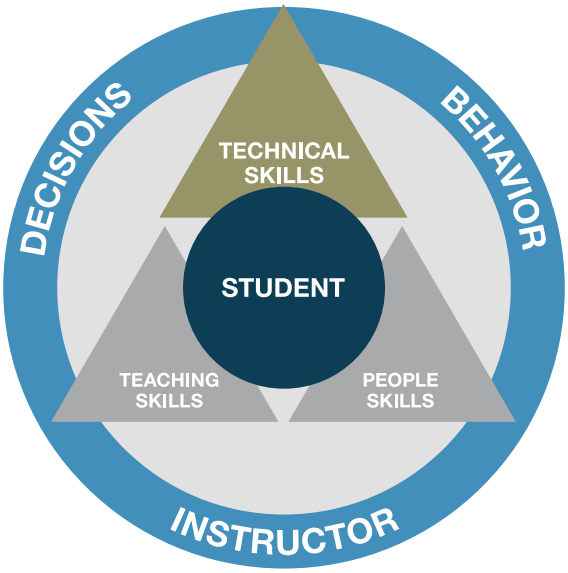
Technical skills bring teaching concepts to life with practical applications adapted to the student's ability level or desired outcome. These skills relate to the instructor's understanding of fundamental skiing mechanics and applying that understanding in lessons. Technical skills represent the ability 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, and prescribe (through movement analysis).

Alpine Skiing Fundamentals

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



Level I – Technical Skills

Overview of Technical Skills at Level I Proficiency

Level I instructors are competent in beginner and intermediate terrain, apply the Technical Fundamentals to demonstrate techniques and tactics to their students. Level I instructors are able to relate their understanding of PSIA-AASI resources, including Technical Fundamentals, cause and effect relationships and phases of a turn to help students achieve a more effective performance.

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

	Skiing Performance	Technical Understanding	Movement Analysis
Learning Outcomes	Applies the Technical Fundamentals to demonstrate specific outcomes in beginner and easier intermediate terrain.	Describes specific performances using Technical Fundamentals and considering tactics and equipment choices using current PSIA-AASI resources.	Articulates accurate cause-and-effect relationships between body and ski performance within any single skiing Technical Fundamental in a specific phase of the turn to offer a relevant prescription for change for skiers in the beginner/novice zone.
Learning Experiences	Benefits from learning experiences that can include: • Practicing the alpine fundamentals in isolation and combination – in a variety of snow conditions in beginner and intermediate terrain. • Varying terrain, speed, turn shape, turn size, and line to help develop the skiing skills required at this level. • Off-snow activities, such as watching video, reading manuals and associated education materials, and cross training to enhance agility, strength, and kinesthetic awareness.	Benefits from learning experiences that can include: • Group activities, with instructors performing various tasks and discussing the similarities and differences of each. • Analyzing inspirational, highly accurate skiing to better understand ideal applications of the alpine fundamentals. Exploring and practicing how to apply and adjust DIRT (duration, intensity, rate, and timing) to alpine fundamentals, based on task and tactics. • Taking e-learning courses and studying recent PSIA-AASI educational materials in various formats. • Attending local, regional, and national education events.	Benefits from learning experiences that can include: • Group activities, with instructors performing various tasks and discussing the similarities and differences of each. • Analyzing inspirational, highly accurate skiing to better understand ideal applications of the alpine fundamentals. • Exploring and practicing how to apply and adjust DIRT (duration, intensity, rate and timing) to alpine fundamentals, based on task and tactics. • Using different types, sizes, adjustments, and purposes of gear in multiple types of terrain and snow conditions.
Assessment Activities	Performs assessment activities that can include: • Demonstrating the alpine fundamentals in isolation and 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. • Basic Applied Fundamentals, Advanced Applied Fundamentals, and Highlighted Fundamentals outlined in the Level I section of the *Performance Guide*.	Performs assessment activities that can include: • Using the applicable alpine fundamental(s) to describe recent personal performance and ideal performances of skiing outcomes. • Describing characteristics of personal equipment. • Taking e-learning courses and written tests that reference PSIA technical material.	While watching a skier (student or peer) via video or live action: • Describes the ski and body performance of the applicable alpine skiing fundamental(s) through one phase of the turn and identifies and describes the cause-and-effect relationship between body and ski performance relating to the fundamental. • Provides a prescription for a more effective ski and body performance to achieve the objective or task. • Observes and describes different equipment choices in the beginner zone and compares them to ideal choices for beginner/novice skiers.
Assessment Criteria	Apply tactics and ski performance to: • Integrate two or more of the Technical Fundamentals through all turn phases to achieve prescribed ski performance. • Use individual Technical Fundamentals as prescribed. • Demonstrate versatility by varying turn shape, turn size, and line through intermediate zone terrain.	Relates information from current PSIA-AASI resources to: • Describe the application of one or more Technical Fundamentals and respective biomechanics and physics within the turn phases of a specific outcome. • Compare the application of one or more Technical Fundamental(s) to personal performance. • Describe the impacts of tactical decisions, equipment choices, physical development, terrain, and snow variation, to a skiing outcome.	Consistently demonstrates their ability to: • Observe and describe the application of one or more Technical Fundamental in all turn phases. • Evaluate and describe the cause and effect relationships of one or more Technical Fundamental relative to the desired outcome. • Prescribe a specific change, related to one Technical Fundamental, to achieve the desired outcome.

Level II – Technical Skills

Overview of Technical Skills at Level II Proficiency

Level II instructors are competent in beginner, intermediate and some advanced terrain. They adapt the Technical Fundamentals to demonstrate techniques and tactics to their students. Level II instructors are able to apply their understanding of PSIA-AASI resources, including Technical Fundamentals, cause and effect relationships, phases of a turn, and ATML to help students achieve a more effective performance. Level II instructors identify basic relationships between Technical Fundamentals and understand how phases of a turn can be isolated or combined.

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

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

Level III – Technical Skills

Overview of Technical Skills at Level III Proficiency

Level III instructors are competent in all terrain and continuously blend the Technical Fundamentals to demonstrate techniques and tactics to their students. Level III instructors are able to synthesize their understanding of PSIA-AASI resources, including Technical Fundamentals, cause and effect relationships and phases of a turn to help students achieve a more effective performance. Level III instructors identify complex cause and effect relationships between multiple Technical Fundamentals. They understand how the phases of a turn can be isolated or combined.

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

	Skiing Performance	Technical Understanding	Movement Analysis
Learning Outcomes	Continuously adjusts the Technical Fundamentals to demonstrate any specific skiing or ski performance outcome through the advanced zone.	Describe specific performances using Technical Fundamentals and considering tactics and equipment choices using current PSIA-AASI resources.	Describes cause-and-effect relationships of all the Technical Fundamentals through all turn phases, resulting in an effective prescription for change for skiers through the advanced zone.
Learning Experiences	Benefits from learning experiences that can include: • Practicing the alpine fundamentals in isolation and combination in all zones. • Varying terrain, speed, turn shape, turn size, and line to develop the skiing skills required at this level. • Off-snow activities, such as watching video, reading manuals and associated education materials, and cross training to enhance agility, strength, and kinesthetic awareness.	Benefits from learning experiences that can include: • Group activities, with instructors performing various tasks and discussing the similarities and differences of each. • Analyzing inspirational, highly accurate skiing to better understand more ideal applications of the alpine fundamentals. • Exploring and practicing how to apply and adjust DIRT (duration, intensity, rate and timing) to alpine fundamentals, based on task and tactics. • Studying recent PSIA-AASI educational materials in various formats. • Attending local, regional, and national education events.	Benefits from learning experiences that can include: • Group activities, with instructors performing various tasks and discussing the similarities and differences of each. • Analyzing inspirational, highly accurate skiing to better understand more ideal applications of the alpine fundamentals. • Exploring and practicing how to adjust and apply DIRT (duration, intensity, rate and timing) to the alpine fundamentals, based on task and tactics. • Using and exploring different types, sizes, adjustments, and purposes of gear in multiple types of terrain and snow conditions.
Assessment Activities	Performs assessment activities that can include: • Tasks from the Level III section of the *Performance Guide* that isolate and combine individual alpine fundamentals through all skier zones while varying terrain, speed, turn shape, turn size, and line. • Basic Applied Fundamentals, Advanced Applied Fundamentals, and Highlighted Fundamentals outlined in the Level III section of the *Performance Guide*.	Performs assessment activities that can include: • Using the alpine fundamentals, including tactical elements, to analyze personal performance based on blended cause-and-effect relationships. • Comparing personal performance to a more ideal performance. • Analyzing personal performance based on equipment choices. • Taking e-learning courses and written tests, and relating personal performance to PSIA technical material.	While watching a skier (student or peer) via video or live action: • Describes the ski and body performance of multiple alpine fundamentals through the phases of the turn. • Identifies and describes the cause-and-effect relationship between body and ski performance relating to the fundamentals and/or tactics. • Provides a prescription for a more effective blend of alpine fundamentals and/or tactics to achieve the objective or skier's goal. • Observes, analyzes, and evaluates performances of skiers through the advanced/expert zone, based on equipment selection.
Assessment Criteria	Continuously adjusts tactics and ski performance to: • Integrate the Technical Fundamentals through all turn phases to achieve prescribed ski performance. • Adapt and blend each of the Technical Fundamentals as prescribed. • Vary turn shape, turn size, and line as needed or prescribed in all skier zones.	Synthesizes information from multiple PSIA-AASI and snowsports industry resources to: • Describe the application of the Technical Fundamentals and respective biomechanics and physics within the turn phases of a specific outcome. • Compare the application of the Technical Fundamentals to personal performance. • Describe the impacts of tactical decisions, equipment choices, physical development, terrain, and snow variation, to skiing outcomes.	Consistently demonstrates their ability to: • Observe and describe the application of multiple Technical Fundamentals in all turn phases and from turn to turn. • Evaluate and describe the cause and effect relationships between multiple Technical Fundamentals relative to the desired outcome. • Prescribe a specific change, related to multiple Technical Fundamentals, to achieve the desired outcome.