

BELLEAYRE MOUNTAIN SNOWSPORTS SCHOOL

CERTIFICATION PLAN FOR PSIA LEVEL III PART 1

INSTRUCTOR: _____

EXAM DATE: _____

<i>SKIING TASKS</i>	SUG. TERRAIN	INST. CK.	TRAINER CK.
SHORT RADIUS TURNS IN FALL LINE – VARYING SPEED	TOP WANATUSKA	□ □ □ □	
LANE CHANGES: FIVE TURNS, LANE CHANGE (M. RADIUS), FIVE TURNS	TOP WANATUSKA	□ □ □ □	
ONE SKI LANE CHANGES: SHORT-MEDIUM-SHORT (4 – 1 – 4)	MID DOT NEBEL	□ □ □ □	
TRAVERSE ON DOWNHILL SKI – SWITCH TO UPHILL SKI (SAME LINE)	ANY TOP TRAIL	□ □ □ □	
PAIN IN THE “S” TURNS – IF POSSIBLE AROUND STUBY GATES	ANY MID	□ □ □ □	
RACE COURSE: 1) GIANT SLALOM	YAHOO NASTAR	□ □ □ □	
2) SLALOM COURSE WITH LANE CHANGES	YAHOO	□ □ □ □	
FREE RUNS: ABILITY TO VARY TURN SHAPE , SPEED AND USE TATICAL SKILLS AS NECESSARY FOR THE CONDITIONS.	TOP TO BOTTOM ON ALGONQUIN	□ □ □ □	
<i>REFERENCE MANEUVERS</i>	LOCATION	INST. CK.	TRAINER CK.
WEDGE TURNS (WITH VARYING SPEEDS)	ANY MID	□ □ □ □	
SPONTANEOUS CHRISTIES (WITH VARYING SPEEDS)	ANY MID	□ □ □ □	
OPEN TRACK PARALLEL	ANY TRAIL	□ □ □ □	
DYNAMIC PARALLEL	ANY TRAIL	□ □ □ □	
VIDEO ANALYSIS OF MANEUVERS	DATES: _____		
BUMPS: 1) ANY BUMPS ON THE MOUNTAIN – TACTICAL MOVEMENTS 2) GS TURNS THROUGH A BUMP FIELD	YAHOO TOP MID ONTEORA	□ □ □ □ □ □ □ □	
<i>VERSATILITY</i>	LOCATION	INST. CK.	TRAINER CK.
FALLING LEAF ON STEEP GROOMED AND INTERMEDIATE BUMPS	WANATUSKA/ONT.	□ □ □ □	
MEDIUM TO SHORT RADIUS TURN LEAPERS	ANY MID	□ □ □ □	
SKATE DOWN FALL LINE INTO SHORT RADIUS TURNS	ROARING BROOK	□ □ □ □	
STEM AND STEP CHRISTIES	TOP MOHAWK	□ □ □ □	
PARALLEL TURNS WITH NO POLES	DOT NEBEL	□ □ □ □	
SHORT RADIUS TURNS WITH AND WITHOUT SKIDDING	TOP PEEKAMOOSSE	□ □ □ □	
SYNCHRONIZED SKIING WITH TWO OR MORE	ANY TRAIL	□ □ □ □	

CERTIFICATION PLAN For PSIA *Level III Part 2*

Instructor: _____

Exam Date: _____

1) LEAD A **GENERAL CLINIC**: INSTRUCTOR WILL BE ASKED TO RUN A CLINIC FOR ONE OR TWO RUNS. CLINIC CATEGORIES MAY BE GROUP IMPROVEMENT OR TEACHING SOMETHING NEW OR DIFFERENT TO THE GROUP. THE IDEA IS TO GET SOME EXPERIENCE IN FRONT OF YOUR PEERS THROUGH SOME FUN ACTIVITIES THAT MAY HELP US ALL.

TWO CLINICS NEEDED: DATE #1: _____ DATE #2: _____

2) LEAD SEVERAL **SKILL SPECIFIC CLINICS**: INSTRUCTOR WILL HAVE TO MAKE SPECIFIC OBSERVATIONS AND PRESCRIPTIONS FOR CHANGE IN GROUP PERFORMANCE OR IN THE OBSERVATIONS OF THE SKIING PUBLIC. SKIING MODULES WILL BE USED TO ASSESS INSTRUCTOR'S PERFORMANCE.

<u>MOVEMENT ASSESSMENT MODULE</u>	<u>TRAINER CK</u>	<u>COMMENTS</u>
A) OBSERVATIONS AND DESCRIPTIONS	□ □ □ □	(ADDITIONAL COMMENTS ON BACK)
B) POTENTIAL SOLUTIONS/PRESCRIPTIONS	□ □ □ □	
C) CAUSE AND EFFECT RELATIONSHIP	□ □ □ □	
D) EFFECTIVE FEEDBACK	□ □ □ □	
<u>CREATIVE TEACHING MODULE</u>		
A) POWER OF TRANSFER – TEACHING STYLES LEARNING MODES (VAK)	□ □ □ □	
B) TEACHING VALIDITY OF THE TEACHING CONCEPT.	□ □ □ □	
C) GROUP HANDLING SKILLS	□ □ □ □	
D) COMMUNICATION SKILLS – GROUP INVOLVEMENT	□ □ □ □	
<u>TEACHING MOVEMENTS AND SKILLS MODULE</u>		
A) ATS UNDERSTANDING	□ □ □ □	
B) COMMUNICATION SKILLS	□ □ □ □	
C) USE OF TEACHING STYLES AND LEARNING MODES	□ □ □ □	
D) DOES THE LEADER AND THE GROUP SEE IT, DO IT, AND UNDERSTAND IT?	□ □ □ □	
<u>CHILDREN AND YOUTH MODULE</u>		
A) CLASS MANAGEMENT	□ □ □ □	
B) UNDERSTANDING OF AGES AND STAGES	□ □ □ □	
C) USE OF ACTIVITIES AND GAMES	□ □ □ □	
D) STUDENT/PARENT/INST. PARTNERSHIP	□ □ □ □	