

## Alpine Level 1 Pro Tips

These are intended as suggestions for examiners at the Alpine Level One assessment.

Overview: Create an environment that encourages candidates to:

- Observe Ed Staff demonstrations, coaching and teaching
- Observe other candidates and general public
- Participate in and reflect on learning experiences
- Adapt and respond to feedback
- Apply and share personal teaching, resort training and e-learning experiences

### MA Day:

1. Direct each candidate to share a specific portion of their understanding of MA during the warm up period.
  - a. BE SPECIFIC: pick an Alpine Skiing Fundamental (AF). Define candidate understanding of the body and ski performance within that AF in a specific phase of the turn. Use that AF and prescribe a relevant change for skiers in the beginner/novice zone. Encourage all participants to contribute to discussions through the warm up.
2. Establish the connection between MA/tech comprehension and building an effective lesson plan to candidates up for success on Day 3 and their home area.
3. Lead group through four step teach progressions to bring the fundamentals to life (including AF #5!) Allow them time to ski. Highlight real and desired skiing outcomes with demos and follow up with discussions on the connection between ski and body performance. Record as many scores as possible in this group setting. Ride the chair or meet with any individuals that didn't offer enough material to establish a score.
  - a. Be clear: candidates may copy these initial progressions to use on Day 3 or at home.
4. Lead group discussions to create understanding of any observed ski and body performance. The skiing of the examiner, fellow candidates, and general public are all options.

### Ski Day:

1. During the warm up period return to the candidates' understanding of the 5 fundamentals in relation to their own skiing established on Day One to focus and individualize coaching.



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2. Score candidate skiing as they ski through the 4 step progressions presented. Draw attention to the transitions from “part” to “whole” (wedge turns to parallel skiing on groomed and off groomed) in the progressions. a. Use lift rides, line rotations, breaks, etc. wisely. They’re all opportunities to record scores and notes. Use “call downs” judiciously.
3. Emphasize that candidates may use (copy) anything they’d like for their work at their home area and their teach presentation on Day 3. Spend time during the day and at the end to prepare candidates for the teach day (and for their guests at their home area!)
4. Use video as needed to help with feedback.

### **Teach Day:**

1. Discuss format during the warm up period rather than a long talk before loading the chair.
2. If the group would benefit from observing one more teach (they’ve seen as many as 8 teaches over last two days) demonstrate another with 2 ‘students. Focus the group’s attention on the questions asked, progression, feedback offered, the connection between activities and motivations, the wrap up, and how often/far to move the group.
3. Allow candidates to establish the presentation order.
4. Select 2 candidates to be ‘students’ (not the next candidate to teach) for each presentation. As the day goes along, encourage participants to step up as students.
5. Each candidate will select the age of their ‘students’ (it can be a range, for example: young teens, 5-7 year old’s)
6. Collaborate with the “students’ to create a collective profile with enough details to answer candidate questions. Encourage them to give their own answers regarding:
  - a. Where they are from, personal interests etc.
  - b. The last time the students skied or had a lesson
  - c. Current skill level, terrain preference(s) within the Level 2-3 zone
  - d. A specific skiing goal for this segment, and motivation for that goal
7. Format
  - a. Candidates choose their teach focus that matches student motivation(s). It may come from the first two days, or from any credible source,
  - b. They’ll have 10-15 minutes to teach level 2-3 ‘students’. IE slight direction changes on green terrain. Move through a progression that helps achieve motivations and takes group from ‘part’ to ‘whole’ skiing.
  - c. Expect them to move the group.
  - d. Urge them to expand feedback to elements beyond what candidates simply observe in their students’ skiing – similar to what they may offer a guest at their home school.
    - i. AC: “Give the group relevant information that encourages learning”

Revised Date: