



ROCKY MOUNTAIN DIVISION
Professional Ski Instructors of America
American Association of Snowboard Instructors

Telemark Level 1 Assessment Overview

Updated Sept/2024

Assessment Description

This overview for Level 1 Telemark candidates in the PSIA-AASI Rocky Mountain region references necessary documents for this assessment. It describes the national modules and Rocky Mountain's integrated process to aid in a successful assessment.

Prerequisites & Materials Needed

- PSIA-AASI membership
- PSIA-RM Telemark Level 1 Assessment Workbook ¹
- Alpine Level 1 E-Learning Course ²
- Level 1 assessment form for reference³
- Optional
 - PSIA-AASI Guide for New Instructors ⁴
 - PSIA-RM Telemark Level 1 Assessment Activities Checklist, pencil, and paper⁶
 - L1 Telemark Teaching, Presentation, and Progression examples ⁷
- Optional but highly recommended
 - Telemark Clinic
 - Modern telemark equipment

Definitions

- **Fundamentals:** the essential actions to demonstrate outcome based People, Teaching, and Discipline Specific Technical skills, these actions are heart of Learning Outcomes ⁵
- **Learning Outcome (LO):** Learning outcomes represent what is to be achieved upon completion of each level of certification.⁵
- **Assessment Activities (AA):** Are the activities a candidate performs to demonstrate that learning has occurred⁵
- **Assessment Criteria (AC):** Outline performance details that specify to what level the learning outcomes have been met.⁵

The Assessment Process

The assessment process will verify your Professionalism / People, Teaching, and Technical skills; Technical skills include Movement Analysis, Technical Understanding, and Skiing Performance. You are evaluated according to the LO's, AC's, AA's and Fundamentals of the PSIA Telemark Certification Standards⁵. From the assessment form, Professionalism i.e. Instructor Decisions & Behavior are "continual assessed", other People Skills are assessed *primarily* when teaching. Each AC is scored on a scale of 1-6 found on the PSIA Certified Level I Telemark ASSESSMENT FORM.³. The Performance Guides enhance details of the AC's in People⁹, Teaching¹⁰, and Discipline Specific Technical Skills¹¹ including Movement Analysis and Skiing Performance.

The Rocky Mountain Telemark event is integrated so AC's may be evaluated at any time during the assessment, with possible opportunities to enhance scores on any day. To be honest, we have all had times when our skiing was best during a "free" run or teaching / coaching event.

Expectations

- Your assessor(s) are here to help you succeed and learn
- Be an active learner and support the group
- Assessment evaluations are sent via E-mail from the PSIA-RM office
- Please take the time to fill out the Assessment evaluation. Help us to help you – we value your feedback!

Agenda

- 8:45am meet on snow. Check-in and turn in workbooks.
- Introduction, overview of assessment process and modules, personal goals, answer questions.
- Work through people, teaching and technical skills modules. The structure of the 2 days is determined by the needs of the participants and needs of the assessment process.
- Efforts are made to organize activities to maintain engagement, interest, and energy levels to create a positive learning and assessment environment.
- 4:30pm planned finish time each day

Assessment Modules

At the start of day one of the assessment process, the assessor(s) will provide an overview of the assessment process and modules. The modules assessed are "Teaching skills", "People skills", "Technical skills i.e. Skiing, Movement analysis, and Technical understanding"; and "Instructor Decisions and Behavior i.e. professionalism". The process is integrated. The modules are not assessed in a particular order and multiple modules may be assessed simultaneously. Candidates may be asked to vary and/or repeat some of the assessment experiences so the assessor may effectively evaluate the candidate. Variations may include time, terrain, tasks, topics, etc. During the assessment, each candidate has opportunities to interact with the group, from

formal settings such as presentation, technical discussions and skiing, to less formal settings such as chair rides, lunch discussions, and bio-breaks.

We encourage candidates to get to know each other and gather information about their peers' skiing, technical understanding, motivations, and personal goals, relative to your teaching experience, including movement analysis, skiing demonstrations, etc.. The information gained is intended to be informative of the other participants needs/wants, not necessarily corrective in nature.

Instructor Decisions and Behavior

LO – Professionalism ^{3, 5, 9}

- Professionalism and Self-Management: Maintains a professional environment by demonstrating self-awareness and self-management.

Assessment Process

- Is an ongoing assessment on the instructor's decisions and actions during both days of the assessment process. It is not separate from other assessment activities
- Is strongly related to the instructor's ability to be professional in a professional environment. How each candidate conducts herself or himself at any time during the assessment defines their professionalism

How each candidate conducts herself or himself at any time during the assessment demonstrates professionalism. This may be in front of the group, as part of the group, and interacting with individuals or the group as a whole. Includes actions such as being on time, moving with the group, awareness of details such as where and when to meet, and workbook completion before the assessment. Assessments can be stressful, it is expected that each candidate conducts himself or herself professionally to not hinder or diminish the performance of the other candidates, contributing to the overall success of the assessment.

People and Teaching Skills

LO's – People Skills ^{3, 9}

- Communication: Engages in meaningful verbal and non-verbal communication with the group as a whole.
- Relationships with Others: Identifies likely motivations and emotions of individuals and understands group dynamics

LO's – Teaching Skills ^{3, 5, 10}

- Assess and Plan: Plans learning outcomes and organizes progressive learning experiences relevant to beginner/novice students.
- Implement: Facilitates learning experiences that guide students toward the agreed-upon outcome and engages them in the process.
- Reflect / Review: Communicates performance changes that target the learning outcome to help students identify that change has occurred.

Assessment Process

- After several runs skiing different activities/tasks, and at least one lift ride, candidates will often break into smaller working groups
- Assessor(s) may ask for a volunteer to “teach the group” or may assign candidates as needed
- The candidate will present up to a 30-minute authentic lesson experience to meet the needs of at least one participant at the beginner level relative to their skiing, understanding, and motivations
- Candidates should present information and activities consistent with a level 1 certified instructor
- The candidate will have a conversation with the Assessor(s) about the delivered lesson experience

From above, it is recommended candidates gather information about their peers’ skiing, technical understanding, motivations, and personal goals. This will help greatly in your success to identify motivations and goals of your students during your teaching session.

We recognize individuals in the group may have skill levels that exceed a level 1 assessment. The lesson experience delivered should create a positive learning experience for students as presented in the ‘real world.’ Other shorter teaches will follow a similar format.

The candidate should be prepared to discuss motivations, information presented, activities chosen, and/or methodology. Discussion should be relative to the skill level of a ‘real world’ audience and/or the peers who participated in the lesson experience.

Movement Analysis and Technical Understanding

LO’s – Movement Analysis ^{3, 5, 11}

- Articulates an accurate cause-and-effect relationship between body and ski performance within any single telemark fundamental in a specific turn phase to offer a relevant prescription for change.

LO – Technical Understanding ^{3, 5, 11}

- Uses current PSIA telemark resources to describe elements of ideal performances, addressing the telemark fundamentals separately

Assessment Process

In a quiet location on snow, the assessor(s) will choose a peer skier to observe.

- The skier will be in the beginner or early phases of the intermediate zones
- The candidate will have the opportunity to watch 10-20 turns during one or more activities. Candidates may take notes if needed before giving her / his analysis
- While on snow, during or immediately after observing the skier, the candidate will provide their movement analysis to the assessor(s)
- The candidate’s MA is the lead-in for their technical understanding

- If video is used it will follow a similar process and be indoors

The candidate should:

- Focus on describing **the same** skill / movement pool at a point during the skiing performance, i.e. beginning, middle, or end of the turn. The skill / movement pool chosen can be determined prior to, during, or following the performance; and is of the candidate's choosing
- Draw connections between ski performance and how body movements affect ski performance in the chosen skill / movement pool, i.e. determine cause and effect relationships
- Include a "more ideal" movement / skill description of what the candidate would like to see, i.e. Prescribe Change

The entire MA and Technical process will take about 15 minutes, 5-8 minutes for MA and 5-8 minutes for the Technical understanding discussion. Both the MA and Technical Understanding assessment may be supported or augmented during the teaching assessment, or through other conversations during the assessment event. The assessor(s) may ask questions geared towards clarifying the information the candidate offers and / or towards coaching the candidate through the process.

Skiing Performance

Skiing Performance ^{3, 5, 8, 11}

- LO Applies a blend of the Telemark Skiing Fundamentals to demonstrate specific outcomes in beginner and easy intermediate terrain.

Skiing is assessed:

- Through a variety of skiing AA's using Highlighted, Blended and Applied tasks
- The tasks will not be in any order though efforts are often made to consider the environment, timing, sequencing, and preparedness of the group, etc.
- Tasks may be modified to allow highlighting of the Telemark Skiing Fundamentals
- Variations may include time, terrain, tasks, topics, etc.
- All skiing during the assessment may be considered including skiing:
 - Performed when asked to demonstrate a particular task
 - Demonstrations delivered during a teaching presentation
 - While participating as a 'student' in a teaching presentation
 - General free skiing during the assessment i.e. "commuting", etc.

Assessment Process

Each day of the assessment begins with skiing a more basic/blended level, on green to easy blue terrain. The assessor(s) often create some structure or parameters around the skiing such as: medium radius basic Telemark, line rotation, paired skiing, etc. As the day progresses, the assessor(s) will integrate skiing tasks between the assessment of Teaching / People Skills and MA / Technical Understanding. The assessor(s) often take advantage of the terrain at hand as well as the current situation. For example: Guided Arcs may be done while commuting on a road, Hockey Slides early in the day while the snow is well groomed, basic Telemark Short Turns following a teaching presentation that leads to these activities, etc.

During teaching presentations or while commuting / free skiing, the assessor(s) often focus on the task, but may note an individual's skiing performances while the group has a different focus. Sometimes your best free skiing run takes place during another candidate's teaching presentation.

The assessor(s) may vary or combine skiing tasks to highlight various blends of Telemark Skiing Fundamentals. The assessor(s) may also visit tasks multiple times. Efforts are made through all skiing opportunities to develop a complete assessment of each candidate's skiing skills and ownership of the Telemark Skiing Fundamentals.

Reference material:

1. [PSIA-RM Telemark Level 1 Workbook](#)
2. [PSIA Alpine Level 1 E-Learning Course](#)
3. [PSIA Certified Level I Telemark ASSESSMENT FORM](#)
4. [PSIA-AASI Guide for New Instructors](#)
5. [PSIA-AASI Telemark Certification Standards](#)
6. [PSIA-RM Assessment Activities Checklist](#). Possible Assessment activities.
Note: The assessor(s) are free to use variations and alternatives.
7. [L1 Telemark Teaching, Presentation, and Progression examples](#)
8. [PSIA-AASI The Learning Connection & Discipline-Specific Fundamentals](#)
9. [PSIA-AASI People Skills Performance Guide](#)
10. [PSIA-AASI Teaching Skills Performance Guide](#)
11. [PSIA-AASI Telemark Skiing Technical Skills Performance Guide](#) (including some assessment activities)
12. [PSIA-AASI Teaching Snowsports manual, core education resources](#)