

**DRAFT Cross Country Track  
Skiing Standards**

● **Level I**

**Beginner Zone**

*The candidate is able to...*

■ **Level II**

**Intermediate Zone**

*The candidate is able to...*

◆ **Level III**

**Advanced Zone**

*The candidate is able to...*

<b>Body Position</b>	Ski with the core over the base of support seen by shin angle <b>appropriate to torso</b>	Ski with the core over the base of support seen by shin angle matching torso	Ski with the core <b>in front of</b> the base of support seen by shin angle matching torso
	Balance and glide on one ski	<b>Vary the duration of</b> balance and glide on one ski	<b>Actively</b> balance and glide on one ski <b>for any duration</b>
	Ski with a naturally rounded back in an athletic stance	Ski with naturally rounded back <b>and tail tucked under most of the time</b>	Ski with naturally rounded back and tail <b>consistently</b> tucked under
	Ski with a stable 'panel' (torso) oriented in the direction of travel in one of the three: twisting, tilting, hinging at the waist	Ski with a stable panel in <b>two</b> of the three: twisting, tilting, hinging at the waist	Ski with a stable panel <b>controlling twisting, tilting, and hinging at the waist</b>
<b>Timing</b>	Demonstrate <b>3</b> techniques to get around and <b>recognize all of the techniques</b>	Demonstrate <b>all</b> of the techniques and <b>switch techniques and tempo with terrain changes</b>	Demonstrate all of the techniques and switch techniques and tempo <b>seamlessly</b> with terrain changes
	Time core, poling and leg movements <b>for the terrain and technique</b>	Time core, poling and leg movements <b>to enhance forward motion</b>	Time core, poling and leg movements <b>precisely</b> to enhance forward motion <b>appropriate to technique and terrain</b>
	<b>CL</b> Transfer weight <b>completely</b> <b>SK</b> Transfer weight <b>completely</b> (laterally)	<b>CL</b> Transfer weight <b>as the feet pass</b> <b>SK</b> Transfer weight <b>actively from whole foot to whole foot</b>	<b>CL</b> Transfer weight <b>after the feet pass</b> <b>SK</b> Transfer weight <b>precisely and powerfully from whole foot to whole foot with full extension</b>
<b>Propulsion</b>	<b>CL</b> Compress the ski with <b>body weight</b> to create grip <b>SK</b> <b>Engage</b> the ski edge with <b>body movement</b> to create purchase	<b>CL</b> Compress the ski with <b>flexion and extension</b> to create grip <b>SK</b> <b>Push off</b> of the ski edge with <b>extension</b> to create purchase	<b>CL</b> Compress the ski with flexion and extension to create grip <b>and enhance power</b> <b>SK</b> <b>Push off</b> of the ski edge with extension to create purchase <b>and increase glide</b>
	<b>CL</b> Pendulum the leg forward	<b>CL</b> <b>Actively</b> pendulum the leg <b>to enhance forward motion</b>	<b>CL</b> <b>Powerfully</b> pendulum the leg to enhance forward motion <b>and compression</b>
	Demonstrate flexion/extension	Demonstrate flexion and extension <b>dictated by terrain</b>	<b>Use full range of</b> flexion and extension movements as dictated by terrain <b>to generate power</b>
	Engage poles then core muscles	<b>Engage core muscles as poles engage</b>	<b>Engage core muscles as poles engage</b>
	Demonstrate propulsion from poling with pole release and arm extension	Demonstrate propulsion from poling with pole release, arm extension <b>and retrieval appropriate to terrain and technique</b>	Increase propulsion <b>by pole push</b> and pole retrieval

## Nordic TRACK Certification Teaching Standards 2011

**● Level I - Beginner Zone**

*The candidate is able to...*

**■ Level II – Inter-mediate Zone**

*The candidate is able to...*

**◆ Level III - Advanced Zone**

*The candidate is able to...*

### *Awareness, Understanding and Knowledge*

<ul style="list-style-type: none"> <li>● Understand the coach/student relationship and how to develop trust between them</li>   <li>● Recall the components of the learning environment and discuss how to incorporate them into lessons that will create memorable experiences</li> <li>● Identify the components of good teaching</li> <li>● Categorize teaching, skiing, and guest service principles of ATS, relative to Beginner/Novice zone students</li> <li>● Understand student needs of specific groups (i.e., adults, children, women, seniors, beginners, etc.)</li> <li>● List considerations for managing the learning environment for children at different stages of development</li> </ul>	<ul style="list-style-type: none"> <li>■ Consider and address safety concerns as students move beyond the Beginner/Novice zone learning environment</li>   <li>■ Understand and identify the components of the learning process, and relate these concepts to individual learning styles and preferences</li>   <li>■ Understand the importance of options in lesson plans based upon the mental, emotional, and physical needs (development) of individual students</li>   <li>■ Illustrate the components of effective feedback in the learning environment</li>     <li>■ Accurately distinguish “What is happening?” with regard to movement analysis</li>     <li>■ Formulate lesson plan options for a variety of student needs</li> </ul>	<ul style="list-style-type: none"> <li>◆ Consider safety concerns as students move beyond the Intermediate zone learning environment</li>   <li>◆ Make specific lesson plan decisions based upon accurate interpretation of student behavior and performance</li>   <li>◆ Adjust the depth and pacing of information and feedback to address the needs, motivation, and interest level of the students</li>   <li>◆ Address a variety of learning styles and utilize various feedback systems to facilitate an experiential learning environment</li>   <li>◆ Identify the elements of multiple intelligence theory and relate these concepts to sensory preferences in communication and information exchange</li>   <li>◆ Describe, in depth, the skier services and activities available at one’s home area as well as within the ski industry</li>   <li>◆ Display a strong ability to answer the “How do I get there?” question regarding movement analysis</li>   <li>◆ Display an in-depth understanding of cause-and-effect relationships relative to skill references and specific movement issues</li>   <li>◆ Create unique lesson plans through a strong understanding of people and ski technique</li> </ul>
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<p><b>● Level I - Beginner Zone</b> The candidate is able to...</p>	<p><b>■ Level II - Inter-mediate Zone</b> The candidate is able to...</p>	<p><b>◆ Level III - Advanced Zone</b> The candidate is able to...</p>
<b><i>Application</i></b>		
<ul style="list-style-type: none"> <li>● Teach the public through the Beginner/Novice zone</li> <li>● Demonstrate an ability to develop a relationship of trust between teacher and students</li> <li>● Identify learning styles and preferences and cite examples of how to use them in a lesson</li> <li>● Recognize the <i>stepping stones</i> concept and other and identify a pathway to learning based on the needs of students specific to the instructors home area</li> <li>● Handle a class based on group energy level, conditions, safety, and lesson content</li> <li>● Predict and meet the needs of specific groups (i.e., children, seniors, men)</li> </ul>	<ul style="list-style-type: none"> <li>■ Teach the skiing public through the Intermediate zone</li> <li>■ Identify the personality traits and learning preferences of students, and make broad adjustments in lesson plans and delivery to accommodate those traits/preferences</li> <li>■ Work with ranges of student performance and personalities within a group; maintain group cohesiveness and a personal, emotional attachment with students and the learning environment</li> <li>■ Make technical lesson content decisions based upon both movement analysis observations and student desires and needs; applying the <i>stepping stones</i> concept beyond the Beginner/Novice zone</li> <li>■ Demonstrate an effective balance between the amount of information and the amount of practice time; display an effective use of teaching activities</li> <li>■ Develop accurate lesson plan options that tailor lesson situations to individual needs and goals</li> </ul>	<ul style="list-style-type: none"> <li>◆ Teach the skiing public through the Advanced zone</li> <li>◆ Account for the mental, emotional, social, and physical cues encountered with students in most lesson situations</li> <li>◆ Creatively utilize the conditions of the day to ensure safety and create unique experiences for students</li> <li>◆ Make technical lesson content decisions based upon specific movement analysis observations, as well as non-movement factors (mental, emotional, physical)</li> <li>◆ Demonstrate an ability to encourage students to become responsible for their own learning</li> <li>◆ Lessons are characterized by a continuously developing lesson plan based on observations and the development and adjustment of guest goals; rather than a preconceived lesson plan based upon initial perceptions</li> </ul>

# Nordic Track Certification Professional Knowledge Standards 2011

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**◆ Level III - Advanced Zone**

*The candidate is able to...*

### *Terminology*

<ul style="list-style-type: none"> <li>● Define and explain basic skiing terminology as described in the <i>Nordic Technical Manual</i></li> <li>● Define and explain basic terminology as described in the <i>Core Concepts Manual</i></li> </ul>	<ul style="list-style-type: none"> <li>■ Define and understand terminology as described in the <i>Nordic Technical Manual</i></li> <li>■ Relate skiing terminology to students in simple language; communicating <i>what, why, and how</i> the terms and concepts apply to individual students</li> </ul>	<ul style="list-style-type: none"> <li>◆ Demonstrate a strong understanding of industry wide terminology</li> <li>◆ Display an ability to compare and contrast various types of information regarding skiing and ski teaching from a variety of resources</li> <li>◆ Demonstrate the ability to translate most skiing terminology into layman’s terms</li> </ul>
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### *Equipment*

<ul style="list-style-type: none"> <li>● Identify equipment needs for skiers through the Beginner/Novice zone</li> <li>● Categorize the basic options and benefits of modern ski designs</li> <li>● Identify common equipment safety issues</li> <li>● Understand the basic principles of waxing</li> </ul>	<ul style="list-style-type: none"> <li>■ Describe changing equipment needs as students move through the Beginner/Novice zone and Intermediate ability zones</li> <li>■ Understand the options, solutions, and benefits modern designs provide; provide general equipment selection guidance</li> <li>■ Understand and convey the intended benefits of equipment design</li> <li>■ Wax for effective grip or glide</li> </ul>	<ul style="list-style-type: none"> <li>◆ Describe changing equipment needs as skiers move through the Intermediate and Advanced ability zones</li> <li>◆ Tailor lesson plans to fit student equipment capabilities,</li> <li>◆ Serve as an industry ambassador, shop liaison, and general authority for equipment questions and advice</li> <li>◆ Wax effectively for all conditions</li> </ul>
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### *Skills Concept*

<ul style="list-style-type: none"> <li>● Discuss the role of balance relative to the other skill categories and movements especially body position.</li> <li>● Identify effective movements and skill development through the Beginner/Novice zone</li> <li>● Understand the concept of skill blending, and identify how different skill blends create different outcomes regarding ski performance for a Beginner/Novice zone skier</li> <li>● Teach a traditional skill blend for Beginner/Novice zone skiers</li> <li>● Create an activity list for each skill category</li> </ul>	<ul style="list-style-type: none"> <li>■ Understand the connections between movements and skills, and how changes in movements affect the blending of skills</li> <li>■ Understand the application of the <i>skills concept</i> to ski performance and of movement patterns to ski-snow interaction</li> <li>■ Understand how various skill blends are applied to specific Intermediate zone skiing situations relative to terrain, conditions, and desired student outcome</li> <li>■ Utilize specific activities to target specific skill development</li> </ul>	<ul style="list-style-type: none"> <li>◆ Incorporate appropriate application of the skills concept as a tool to communicate, organize and assist the teaching of movements</li> <li>◆ Incorporate and utilize the controlling elements of skiing movements (duration, intensity, rate, and timing) relative to skill blending</li> <li>◆ Apply skill blending to tactical choices in a variety of conditions</li> </ul>
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### *Movement Analysis*

<ul style="list-style-type: none"> <li>● Recognize general movement patterns relative to skill categories in Beginner/Novice zone skiers</li> <li>● Identify desired skill and movement outcomes in various types of Beginner/Novice zone skiing including beginner classic, skate and cross country downhill progressions</li> <li>● List exercises and tasks that address a student’s needs, the equipment being used, terrain options, etc.</li> </ul>	<ul style="list-style-type: none"> <li>■ Describe the forces skiers use for propulsion; relate how a skier uses muscular effort and movements to generate these forces</li> <li>■ Understand the <i>visual cues of effective classic and skate skiing</i> relative to Intermediate zone applications</li> <li>■ Understand cause-and-effect relationships between movements and resultant ski performance in Intermediate zone skiing situations</li> <li>■ Consider non-performance factors such as age, past experience, conditioning etc., when analyzing the ability of students</li> <li>■ Communicate movement analysis information and prescriptions for change to students in simple, positive language</li> </ul>	<ul style="list-style-type: none"> <li>◆ Incorporate all aspects of student-teacher communication as a part of movement analysis, utilizing personality traits such as motivation and emotion in addition to actual skiing performance</li> <li>◆ Incorporate the <i>visual cues of effective classic and skate skiing</i> relative to Advanced zone skiing applications</li> <li>◆ Incorporate and cause-and-effect relationships and resultant ski performance in Advanced zone skiing situations</li> <li>◆ Utilize informal movement analysis (in addition to formal situations) to constantly monitor all aspects of movement and movement patterns as an ongoing process throughout a lesson</li> <li>◆ Evaluate the effectiveness and performance of practice activities, and continuously adjust lesson plans accordingly</li> </ul>
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### *Personal Mastery*

<ul style="list-style-type: none"> <li>● Identify and develop a vision for personal growth as a snowsports teacher</li> <li>● Understand the pathways for personal and professional growth by identifying the resources available both inside and outside of PSIA-AASI</li> <li>● Plan short- and long-range schedules for training and certification goals</li> </ul>	<ul style="list-style-type: none"> <li>■ Include resort-wide interests in all lesson situations, addressing student needs beyond learning to ski</li> <li>■ Demonstrate an ability to handle internal and external conflict resolution</li> <li>■ Demonstrate an ability to interact in resort areas outside of the lesson environment</li> </ul>	<ul style="list-style-type: none"> <li>◆ Seek outside education options to promote a broad understanding of the sport</li> <li>◆ Seek involvement in helping less experienced teachers</li> </ul>
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