

## Telemark Certification Skiing Standards 2011

**● Level I –Beginner Zone**

*The candidate is able to...*

**■ Level II –Intermediate Zone**

*and the candidate is able to...*

**◆ Level III –Advanced Zone**

*and the candidate is able to...*

<b>Balance &amp; Stance</b>	<ul style="list-style-type: none"> <li>● Maintain lateral and fore-aft balance with hips between feet <b>throughout the entire turn</b></li> <li>● Weight the whole front foot and ball of the back foot (Tele) and over both feet (alpine)</li> <li>● Round the lower back slightly, keep elbows in front of the spine and look ahead</li> </ul>	<ul style="list-style-type: none"> <li>■ Maintain lateral and fore-aft balance with hips between the feet <b>throughout the turn and turn transitions</b></li> <li>■ Regain balance in <b>minor situations in which balance is compromised</b></li> <li>■ <b>Adjust visual focus further ahead with increasing speed</b></li> </ul>	<ul style="list-style-type: none"> <li>◆ Maintain lateral and fore-aft balance with hips between the feet <b>throughout turn transitions in all terrain and snow conditions</b></li> <li>◆ <b>Utilize fine motor adjustments</b> to anticipate ski reaction and create balance adjustments, <b>minimizing the interruption of rhythm and flow</b></li> <li>◆ <b>Employ any skill with either leg at any point during the turn</b></li> </ul>
<b>Lead Change</b>	<ul style="list-style-type: none"> <li>● Blend lead change movements with <b>edge release movements</b></li> <li>● <b>Perform a lead change that allows the skier to edge, turn and pressure both feet effectively</b></li> </ul>	<ul style="list-style-type: none"> <li>■ Perform a lead change with <b>edge change at the same time</b></li> <li>■ Perform a <b>lead change with continuous motion from one telemark stance to another</b></li> </ul>	<ul style="list-style-type: none"> <li>◆ Blend simultaneous lead change and edge change with <b>rotary and pressuring movements</b></li> <li>◆ <b>Vary lead change and timing to adapt to changing terrain and conditions</b></li> </ul>
<b>Edging Movements</b>	<ul style="list-style-type: none"> <li>● Show tipping of the skis starting from the feet to match edge angles <b>in the finish phase of the turn</b></li> <li>● <b>Demonstrate the use of ski design</b></li> </ul>	<ul style="list-style-type: none"> <li>■ Continue tipping of the skis starting from the feet while engaging the new edges <b>simultaneously, with matching edge angles during the shaping phase</b></li> <li>■ <b>Utilize the ski design</b> as a component of turn shape and speed control</li> <li>■ <b>Move the center of mass inside the turn in the shaping phase</b></li> </ul>	<ul style="list-style-type: none"> <li>◆ Demonstrate progressive tipping of the skis from the feet up while simultaneously engaging both edges in the initiation phase</li> <li>◆ <b>Utilize ski design as the major component</b> controlling turn shape in most conditions in most situations</li> <li>◆ <b>Move the center of mass inside the turn in the initiation phase</b></li> </ul>
<b>Rotary</b>	<ul style="list-style-type: none"> <li>● Turn both feet <b>to assist in turn initiation and shaping</b></li> <li>● Maintain a parallel relationship with the skis <b>in the finish phase of the turn</b></li> </ul>	<ul style="list-style-type: none"> <li>■ Make rotational movements of the lower body complement edging and pressuring relationships <b>to assist edge engagement and direction change</b></li> <li>■ Maintain a parallel relationship with the skis <b>throughout the shaping and finish phases of the turn</b></li> </ul>	<ul style="list-style-type: none"> <li>◆ Use rotational movements of the lower body <b>in conjunction with edging and pressure control movements through the turn unless required by terrain or task</b></li> <li>◆ Maintain a parallel relationship with the skis <b>and consistent width track throughout the turn and turn transitions</b></li> </ul>
<b>Pressure Control</b>	<ul style="list-style-type: none"> <li>● Demonstrate flexion and extension movements <b>during the finishing phase of the turn</b></li> <li>● Maintain pressure on both feet <b>through the shaping phase</b></li> </ul>	<ul style="list-style-type: none"> <li>■ Manage pressure via flexion and extension to enhance turn <b>shaping</b> through minor terrain variations <b>with minimal interruption</b></li> <li>■ Pressure both feet <b>throughout the turn in order to maintain ski-snow contact with both skis in intermediate terrain</b></li> </ul>	<ul style="list-style-type: none"> <li>◆ Actively manage pressure and turn forces <b>throughout the turn and through turn transitions while maintaining turn shape and accuracy</b></li> <li>◆ Regulate pressure distribution between both feet <b>throughout the turn in all conditions</b></li> <li>◆ Maintain ski-snow contact <b>unless tactics/conditions demand otherwise</b></li> </ul>

Refer to the *Nordic Technical Manual* (2005) under *Visual Cues for Effective Telemark Skiing* for further detail on technique

## Telemark Certification Teaching Standards 2011

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### *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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<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 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>

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### *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 describe translate most skiing without jargon</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> </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> </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> </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</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 (<i>wedge to telemark stepping stones</i>)</li> <li>● Develop beginner/novice zone skiers along a track to telemark skiing that is not based on the foundation of a wedge (<i>parallel to telemark or direct to telemark stepping stones</i>)</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 affects 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>◆ Understand appropriate application of the skills concept (as a tool to communicate, organize and assist the teaching of movements )</li> <li>◆ Understand 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 telemark, parallel and wedge turn 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 acting on a skier in a turn; relate how a skier uses muscular effort and movements to manage these forces</li> <li>■ Understand the <i>visual cues of effective telemark 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 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>◆ Understand the <i>visual cues of effective telemark skiing</i> relative to Advanced zone skiing applications</li> <li>◆ Understand 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 aspect 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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