



EXPERIENCE OF A LIFETIME™#

## 2014-2015 Level 3 Certification Program

### **Phase 1: Foundation** 12/1 – 1/31

- Assess initial skills and technical understanding
- Explore and apply foundational concepts, models and processes.
- Build cognitive understanding
- Explore and expand motor skills based on developing technical understanding

### **Indoor: MA/Technical/Teaching (EVERY Wed & Sat 4:30 – 6:00)**

Use indoor setting to give clear image and understanding of body-ski performance in a single skill using highlighted and basic blended tasks prior to on-snow skills camp. Gather footage of trainees during camps to use for 'real' analysis and to clarify personal performance.

### **The Patterns and Principles of Great Skiing/ Part 1 .. What is Great Skiing?** **(2 nights) 12/3 -12/6**

#### Objective:

Participants will observe and describe skiing based on 'Bigger Picture' Patterns using Principles of Great Skiing (POGS) to organize and understand what characteristic, used in what application define great skiing at all levels.

### **CANCELLED**

### **The Physics and Biomechanics of Skiing: 12/10 & 12/11 GPC 4:30 – 7pm**

A two part clinic covering the basic sciences of skiing...

***All L3 Participants are required to attend either these two clinics, or PSIA Technical Foundations to participate in VSSS Certification training this season.***

**Objective:** Participants will explore how understanding basic physics and biomechanics of skiing will add to technical understanding of skiing and support motor-skill development.

### **The Patterns and Principles of Great Skiing /Part 2... What changes from low to high end, from groomed to terrain? -12/13**

#### Objective:

Participants will observe and describe skiing how the characteristics of Great Skiing are applied relative to the task/ intent/ situation of great skiers in low end, high end groomed and terrain skiing.

### **Technical Language: The language of Movement Analysis COMBINED with L2 Candidates !! 12/17**

**Objective:** L2 and L3 Candidates will create their own lists of fundamental based and body part specific, simple and accurate language to more clearly communicate with their guest and each other their descriptions of skiing!

## Effective Teaching/ Part 1 : GCT Identifying & Verifying Needs/Goal Statements

12/20

### Objective :

1. Demonstrate understanding of Guest Centered Model (and skill sets for not only identifying, but VERIFYING needs) by differentiating types of needs (MUM) and differences between Identifying and Verifying Needs.
2. Give examples of:
  - a. Questions used to further *verify* Motivational, Understanding and Movement needs
  - b. Structured experiences (tasks, etc) for further observations to verify identified Motivational, Understanding and Movement needs.
3. Demonstrate understanding of creating an effective Goal statement using needs identified in Objective 1
4. Developing examples of Goal Statements based on needs of peers within the 4 skiing scenarios in the L3 Exam process

## Effective Teaching/ Part 2 : Fitts & Posner and Developing Progressions 1/3

### Objective:

Participants will observe video of Peer's skiing from any of the on-snow sessions and explore how to use GCT Model (Verifying needs), Goal Setting/Statements, Progression Building (from 12/18), Learning Preferences, Teaching Styles, Experiential Learning models and Fitts & Posner models will contribute to shaping an effective teaching scenario for presentation on-snow (1/28)

## Directing Pressure Control Fore/Aft – IDEAL 1/7 & 1/10

Objective Track and compare ( Skis-Body relationships) how skiers Direct Pressure along skis and from ski to ski, using fore/aft and lateral movements **through all phases...** observing footage of "Ideal" skiing in Highlighted and Basic Blended Applications.

## Directing Pressure Control Fore/Aft– Real 1/14

Objective: Track and compare Skis-Body of how L3 Candidates Direct Pressure along skis and from ski to ski using fore/aft and lateral movements **through all phases** observing footage of Peer skiing (REAL) from footage of on-snow skiing in Highlighted and BB Applications shot **1/13** in on-snow training.

## Rotary Control – Ideal 1/17

Objective: Track and compare Skis-Body of Rotational Control **through all phases** observing footage of "Ideal" skiing in Highlighted and Basic Blended Applications.

## Rotary Control – Real 1/21

Objective: Track and compare Skis-Body of Rotary Control **through all phases** observing footage of Peer skiing (**REAL**) from footage of on-snow skiing in Highlighted and BB Applications.

## Edge Control – Ideal 1/24

Objective: Track and compare Skis-Body of Edging Control **through all phases** observing footage of "Ideal" skiing in Highlighted and Basic Blended Applications.

## Edge Control – Real 1/28

Objective: Track and compare Skis-Body of Edging Control **through all phases** observing footage of Peer skiing (REAL) from footage of on-snow skiing in Highlighted and BB Applications.

### **Integration: Revisiting the Big Picture : Principles of Great Skiing 1/31**

Objective: Demonstrate understanding of 'The Big Picture' and Prioritizing by Integrating the fundamentals explored over the last month while observing both 'Ideal' and 'Real' footage of Basic Blended skiing

### **On-Snow Training (Tuesdays) : January 6, 13, 20, 27**

**Certification Camp: Assessment (Tech/Teach/Skiing) 12/9, 12/10, 12/11**

#### Objectives:

1. Participants will **bring PSIA-RM L3 PROFICIENCY LOGS** to all three days to track feedback and as a guide for development! Trainers may use SCORE CARDS as well for feedback.
2. **Ski Day:** Participants will receive quantified feedback relative to the L3 Standard in 3 Highlighted, 3 Blended and Groomed Application Tasks.
3. **Technical Day:** Participants will receive quantified feedback relative to their Technical understanding and Movement Analysis Process by participating in a series of on-snow, peer analysis of Basic Blended tasks with trainer observing. They will use the PSIA-RM Proficiency Log to track feedback and development plan for season
4. **Teaching Day:** Participants will receive quantified feedback relative to their use of a goal statement, simple to complex skill-based progression, class handling and delivery of one of the L3 teaching scenarios (in short segments – working in pairs or small groups) . They will use the PSIA-RM Proficiency Log to track feedback and development plan for season

### **Teaching Applications: Short presentations and progression development 1/6**

#### Objectives :

1. Candidates will use Goal Statements making any of the 4 Certification situations RELEVANT to their peers.
2. Using positive transfer, devise a 4 step progression that is a FUN, SKILL BASED progression (employs static, simple, complex and culminating in whole skiing)
3. Get comfortable being in front of your peers....
4. Give each other feedback based on behaviors experienced relative to Teaching Cycle and GCT Models.

### **Fundamental Development Camp : Directing Pressure Fore/Aft & Laterally 1/13**

#### Objectives:

1. Participants will show their understanding of the distribution of pressure for/aft and ski/ski along with corresponding body performance by demonstrating a variety of pressure distribution in isolation and blended in whole skiing.
2. Participants **will be video taped** during day (**recording a minimum of 1 highlighted, 1 BB and 1 application maneuver/skiing**) and have an opportunity to identify their 'Real' movement patterns in the Technical evening sessions

### **Fundamental Development Camp : Rotational Control 1/20**

1. Participants will demonstrate their understanding (through descriptions and demonstrations ) of Rotary body and corresponding ski performance, the DIRT and

variety of application... in Highlighted, Basic Blended Tasks (and as many variations as possible ) ... by describing and skiing tasks. (Cognitive)

2. Participants will acknowledge effectiveness of their personal performance cue (internal feedback) as each task is modified or in subsequent isolated task choices (affective)
3. Participants will use identified Rotational Control Movements and corresponding ski performance in at least 6 isolated tasks, basic blended and performance applications (or variations) ...(psycho-motor)
4. Participants **will be video taped** during day (**recording a minimum of 1 highlighted, 1 BB and 1 application maneuver/skiing**) and have an opportunity to identify their 'Real' movement patterns in the Technical evening sessions.

### **Skill Development Camp: Edge Control 1/27**

1. Participants will demonstrate their understanding (through descriptions and demonstrations ) of Edge Control body and corresponding ski performance, exploring both angulation AND inclination , the DIRT of application in Highlighted and Basic Blended Tasks (.. and variations) by describing and skiing tasks. (Cognitive)
2. Participants will acknowledge effectiveness of their personal performance cue (internal feedback) as each task is modified or in subsequent isolated task choices (affective)
3. Participants will use identified edge skills and ski performance in at least 6 isolated tasks, basic blended and performance applications (psycho-motor)
4. Participants **will be video taped** during day (**recording a minimum of 1 highlighted, 1 BB and 1 application maneuver/skiing**) and have an opportunity to identify their 'Real' movement patterns in the Technical evening sessions.

## **Phase 2: Application 2/3/14 – 3/7/14**

Apply cognitive understanding and refine internal feedback to create awareness of performance. Vary applications to gain further ownership of content and application to real world.

### **Cause and Effect Relationships: "The 3 Why's "2/4**

Objective: Using candidate footage from BB (skills camps),OR footage provided by Candidates of their students.... Participants will find multiple, possible causes for effects by asking "Why" a minimum of 3 times for every effect observed and in doing so revealing a skill to skill, ski-body and motivational or understanding cause.

### **Skill-to-Skill Relationships in Performance Applications: Ideal 2/7**

Objective: Set focus by revisiting the Patterns of Fundamentals as tracked in Principles of Great skiing (big picture reminder of WHAT we're looking for, and in WHAT highly effective PATTERNS ? ) observing footage of "Ideal" skiing in (Bumps, Powder, Crud, Steeps, Short Radius, Medium Carved). Candidates will refine presentation by describing the relationship of body-ski of TWO SKILLS from phase to phase.

### **Skill-to-Skill Relationships in Performance Applications: Real 2/11**

Objective: Set focus by revisiting the Patterns of Fundamentals as tracked in Principles of Great skiing (big picture reminder of WHAT we're looking for, and in WHAT highly effective PATTERNS ? ) ... Track and compare Skis-Body of **2 skills through all phases** observing footage of Peer skiing (REAL) in Bumps, Powder, Crud, Steeps, Short Radius, Medium Carved. At what point does each candidates' skiing become LESS effective???

### **Skill-to-Skill Relationships in Blended Applications: IDEAL 2/14**

Objective: Set focus by revisiting the Patterns of Fundamentals as tracked in Principles of Great skiing (big picture reminder of WHAT we're looking for, and in WHAT highly effective PATTERNS ? ) observing footage of "Ideal" skiing in Basic Blended Tasks. Candidates will refine presentation by describing the relationship of body-ski of TWO SKILLS from phase to phase.

### **Skill-to-Skill Relationships in Blended Applications: Real 2/18**

Objective: Set focus by revisiting the Patterns of Fundamentals as tracked in Principles of Great skiing (big picture reminder of WHAT we're looking for, and in WHAT highly effective PATTERNS ? ) ... Track and compare Skis-Body of **2 skills through all phases** observing footage of Peer skiing (REAL) in Basic Blended Tasks... At what point does each candidates' skiing become LESS effective???

### **Prescribing Change: Comparing Real to Ideal 2/21**

Objective:

1. Compare REAL ski-body from phase to phase, compare to IDEAL of same skill/phases and suggest a change for both skis and body performance that will create a performance that is closer to ideal. Choose another skill in same phases, prescribe a change .
2. Suggest how the more ideal performance in one skill will correlate with a more ideal performance in another skill.

### **Alignment and Canting: Hoffman? 2/25 – IF we can coordinate with the SBF Gang...**

Objective : Recognize and describe cause and effect relationships (ski-body, skill to skill) that may lie in mis-alignment or equipment issues and how addressing issues through alignment will shift ski-body and skill-skill relationships.

**Will cover 'Finding Your Process 2/28 IF this doesn't happen.**

### **Internal process vs External presentation – Finding YOUR process! 2/28**

Objective: Participants will gain insight into how to best organize their internal processing and coordinate with external presentation of technical information so it is both logical and easy to track. Participants will use concepts such as Big Picture to Details, Principles and Characteristics, ATS Fundamentals, and PSIA-RM Matrix to organize and present information .

### **Assessment 3/4, 3/7**

Objective: Participants will receive external feedback regarding their technical understanding and presentation of ski-body from one phase to another and skill –skill relationships. They will overlay this data with the SWOT analysis they created for themselves at the beginning of the season to check their development and readjust their training where necessary.

### **On-Snow Training (Tuesdays) : 3,10,24,3**

### **Tactical Applications: Bumps & Variable *with video* 2/3**

Objective: Candidates will apply fundamentals and patterns of skiing with versatility for challenging conditions and terrain through exploring a variety of ski performance, corresponding movement patterns and tactical applications ( as determined by the DIRT of skill application and ski performance.) in bumps, variable and all mountain terrain.

## **MA On-Snow Intensive 2/10 (...basically a PSIA-RM MA 301 On Snow)**

### Objectives:

Participants will observe peer skiing in Highlighted, Basic Blended and Application Settings... and :

1. Begin with big-picture relative to Principles of Great Skiing to prioritize skills, blend, tactics, etc.
2. Track and describe Prioritized skis to body performance of 2 skills from phase to phase in a variety of on-snow applications.
3. Participants will describe how skis to body performance of one skill relates to another in 1 Phase (Cognitive)
4. Participants will prescribe a change to Ski-Body Performance

## **Versatility and Variations in Highlighted and Basic Blended 2/24**

### Objective:

1. Using Task-Chains, Highlighted Tasks (and variations) as well as Basic Blended Tasks (and variations) participants will develop versatility in fundamental applications, blending and tactics, and display understanding of applying skills with wider variety for conditions and terrain

## **Teaching Applications: Preparing 4 scenarios and Presentation Skills 3/3**

Objective: Candidates will use goal statements and develop and present progressions to facilitated verified needs of peers in 4 teaching scenarios of performance short turns, carving, bumps and variable conditions with following considerations. (Cognitive)

1. building progressions using a goal statement that meets identified guest needs
2. using experiential components to successfully facilitate learning scenarios for guests
3. keep group moving and having fun!
4. Developing one skill (body-ski) focus through three phases with reference to a secondary skill in one phase.

## **Phase 3: Exam Practice 3/10/14 – 4/7/14**

Manage Performance – attention to tactics and environment.

Mastery of content and processes.

Evaluate and create technical accuracy.

Tailor Performance to individual needs and environment.

## **Indoor: MA/Technical/Teaching (Wed/Sat 4:30 – 6:00)**

**Performance Applications : IDEAL Skill to skill relationships , the whole process  
3/11, 3/14**

## **Movement Analysis Exam Practice w/ peer feedback 3/18, 3/25, 4/1, 4/4**

Objective: Candidates will use MA filter and process to prescribe closer to ideal performance for Peers skiing Basic Blended, and Public skiing bumps and variable, with feedback from peers ( and trainers) regarding both the process used and the accuracy of content.

## **Inspiring Images: 3/21, 3/28 (From World Cup to Big Mountain)**

Objective: Candidates will view a variety of athletic, skilled, exciting, 'Great Skiing' ... and describe what makes it great!!

## **On-Snow Training (Tuesdays) : 10, 31, 7**

### **Performance Tactics: Being LESS Perfect and more adaptable! 3/10**

1. Candidates will measure their stamina and versatility with tactics for 'taking it down the hill' without stopping or applying fundamentals with such narrow parameters.
2. Candidates will develop 'touch' and understand predictable ski-snow interface in a variety of challenging terrain and conditions.

### **Skiing Exam Practice & Teaching Exam Practice 3/31, 4/7**

#### MA Prep

- On-snow practice with Peers skiing blended tasks (coordinate w/L2 candidates?)

#### Teaching Prep

- Strategies for presenting each of 4 variables
- Timelines, hill use, technical focuses
- Managing anxiety

#### Skiing Skills Prep

- Variations in isolated tasks
- Blended tasks
- Lines/strategies/tactics for Milts/Prima/Pronto/Highline/Look Ma
- Performance Cues and managing arousal/energy