Instructor Name
Assessment scale (essential elements): 1. were not observed or present 2. are beginning to appear 3. appear, but not consistently 4. appear regularly at a satisfactory level 5. appear frequently, above required level 6. appear continuously, at a superior level
Instructor Decisions and Behaviors
Professionalism and Self Managment: Maintains a professional environment by demonstrating self-awareness and self-management (continual assessment)
Needs/Safety - addresses group and individual safety and physiological needs.
Feedback - Exhibits positive behavior in response to feedback
People Skills
COMMUNICATION: Engages in meaningful verbal and non-verbal communication with the group as a whole (assessed when teaching)
Communication - Use verbal and non-verbal communication in a professional manner
Active Listening - Ask questions to learn about others
Actionable Feedback - Deliver Actionable Feedback
Relationship with others: Identifies likely motivations and emotions of individuals and understands group dynamics (assessed when teaching)
Interactions - Initiate group interaction to build group dynamics
Motivations/Emotions: Identify the motivations and emotions of students
Teaching Skills
Plans learning outcomes and organizes progressive learning experiences relevant to beginner/novice students
Assess students to Identify student motivations, performance, and understanding
Collaborate with students to Select a basic progression with clear direction and focus
Plan Lesson- Plan lesson that involve productive use of movement, practice time, and terrain
Implement: Facilitate learning experiences that guide students toward the agreed upon outcome and engages them in the process
Pacing- Pace a clear progression to allow students appropriate time to explore and/or play toward desired outcomes
Organize- Organize the learning experience environment to align with the initial assessment of the group
Descriptions, Demonstrations, feedback- Give the group relevant information that encourages learning
Physical Risk- Limit physical risk
Emotional Risk- Manage levels to maintain engagement in the learning environment
Reflect/Review: Communicates performance changes that target the learning outcome to help students identify that change has been made
Describe Change- Communicate changes in performance

Relate Change- Relate changes in performance to lesson outcomes
Skiing Performance
Adjusts and Adapts - the XC Fundamentals to demonstrate specific outcomes for both classic and skate Techniques at the beginner skill level in beginner and some intermediate terrain
Push off - Manage ski and pole push off to create forward motion
Flexes and extends the ankles, knees, hips to create forward Movement from the lower body
Flexes and extends in the core, shoulders, and elbows to create forward movement from the upper body
Coordinates arm swing with leg swing to create rhythm and continuous forward motion
Generates forward movement from both upper and lower body push off
Classic – Initiates deliberate flexion and extension downward to engage Kick Pocket and create a platform to push off.
Skate – Flexes and extends downward and laterally to create a platform (edge of Ski) to push off
Weight Transfer - Control the Center of Mass over the Base of Support (Fore/Aft and side to side
Moves CM to new ski (BOS): extends the push off leg as it briefly leaves the snow
Lands on the new ski with flexed ankle, knee and hip
Coordinates flexion and extension in the arms and lower body
Maintains an athletic body position: Neutral back, relaxed shoulders, flexed ankles, knees, hips, CM over feet
Skis with a consistent slow to moderate tempo and intensity
Classic – Transfer weight to new ski just before the moment feet pass or later
Glide - Glide on one ski
Balances and glides on each ski with ankle flexion and CM moving over the BOS
Increases follow through of arms and pole release as glide increases
Coordinates arms and leg recovery movements in a rhythmic fashion resulting in forward motion
Downhill - Controls speed and change of direction on downhills
Controls momentum, changes direction, and comes to complete stop using rotation, edging and pressure control
Upper body rotation is less than lower body rotation when changing direction
Versatility - Show Versatility in beginner terrain
Applies Duration, Intensity, Rate, Timing **(DIRT)** to XC fundamentals to maintain forward movement
Continuous Ski - 15 min in beginner and some intermediate terrain Classic and Skate

Selects a pace that can be maintained 15 minutes
Technical Understanding - Uses current PSIA cross country resources to identify and describe a skier's performance at the beginner skier level
Accurately identify and describe – personal and/or observed skier performance, using body position and body Movements of one XC Skill
Identifies one observable XC Skill
Describes observed body position referencing applicable joints and movements
Identifies and accurately describes at least one body movement using terms such as flexion/extension and rotation
Distinguishes between causes and symptoms
Prioritizes the most important movement(s)
Use specific and technically accurate language. *Example: "*the right ankle is flexed more than the left ankle"
Accurately describe - ideal skier performance using body position and body movements of one XC skiing skill
Describes using accurate body position and movement terms to achieve selected XC Skill. *Example "ankle, knee, hip and shoulder are in alignment while standing on one ski*
Identifies a single skiing skill
Uses specific and technically accurate language to describe skier performance
Convey understanding - by changing personal skiing performance based on feedback.
Demonstrates changes in personal body position and movements during at least one XC Skiing Skill based in internal and/or external feedback.
Identify and reference information from current PSIA resources relative to skier performance and desired outcomes
Uses current terms from PSIA educational material to describe XC Ski Skills, anatomical body position, and kinematic movements
References at least one relevant resource in verbal or written descriptions of personal and/or observed skiing
Explains the essential differences between classic and skate skiing equipment
Movement Analysis, accurately describes cause and effect relationships between body and ski performance and provides a relevant prescription for change for beginner skiers
Describe a Skiers Performance in body position and body movements in one XC Skill
Identifies and isolates the skill being described
Describes the body position
Identifies at least one body movement and prioritizes most important movement
Uses specific and value neutral (nonjudgmental) language *Example "CM over feet (BOS)" as opposed to "good Balance"*
Describe the cause-and-effect relationship in a skier's body position and body movements with the ski's performance in one XC Skill

Maintains the ability to stay within a single skill
Describes the direct connection of how the body position and body movements are causing the ski to perform referencing the described skill
Distinguishes between causes and symptoms
Uses Specific Language *Example "*CM is behind the ball of feet causing the ski to have insufficient weight and force for a kick...Ski Slips"
Provide a relevant prescription for change in skiers body position and body movements in one XC Skill to create change in desired outcome at the beginner level
Describes a more effective body and ski performance noting body position and body movement in one skill
Prescribes a least one activity to support (develop) the more effective performance
Chooses the most important movement pattern and prescribes one change that will benefit the student most.
Incorporates a new movement pattern rather than "fixing" something that is wrong
Observes and describe how equipment choices affect performance and safety for beginner skiers
Understands equipment application and how to use it appropriately
Understands Pole length and can articulate how a too short or too long pole causes a specific problem
Understands normal ski maintenance and how lack thereof can cause a specific problem. Including icing on no-wax skis and sticky glide on skate skis
Understands rudimentary ski flex. Can articulate how too stiff or too soft causes a specific problem.
Understands how boot sizing can affect performance
Can relate equipment choices to safety and performance for beginner skiers. *Example Icing on no wax skies, bindings not closed properly could release and send a skier face first downhill, letting children use poles can lead to stabbing each other in the eye, or leaving pole straps with thumbs in while leaving groom for powder could lead to a thumb dislocation in deep powder when skiing downhill.*
Additional Requirements to complete (In order)
Register PSIA-NW Registration (must be completed before official training starts)
Cross Country Technical Manual (digital/paper)
Teaching Snowsports (digital or paper)
Cross Country Certification Standards
Cross Country Performance Guide
Course for New Instructors (PSIA e-learning)
Beginners Lesson Cross Country (PSIA e-learning)
Level 1 Workbook

PSIA Level 1 E-Learning Course
Level 1 Written Exam
Signed up for Exam
Ski Technique Requirements to complete
Classic Skiing -
Diagonal Stride
Uphill Diagonal Stride
Double poling
Double Pole Kick
Skate Skiing -
Diagonal Skate
V1 (Level 1 E-Learning Course)
V2 (Level 1 E-Learning Course)
V2 Alternate (Level 1 E-Learning Course)
V0 (Level 1 E-Learning Course)
Marathon Skate No Poles (Level 1 E-Learning Course)
Marathon Skate w/ Poles (Level 1 E-Learning Course)
Downhill Skiing and Speed Control -
Wedge (Level 1 E-Learning Course)
Half-Wedge (Level 1 E-Learning Course)
Wedge Turns (Level 1 E-Learning Course)
Wedge Christie
Parallel Turns
Telemark
Step Turn and Skate Turn
Hockey Stop
Staying In the tracks downhill

Uphill Skiing -
Herringbone (Level 1 E-Learning Course)
Side Step
Checklist Completed