American Association of Snowboard Instructors

Snowboard Certification Standards 2010

National Standards: Level One, Level Two, Level Three

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Introduction

The following are the current (2010–11) AASI Education/Certification Standards. Referenced to *Core Concepts* and *Snowboard Manual*, terminology consistent with these manuals is used throughout this document. These standards provide a training focus, and represent a minimum competency for each level of certification.

The premise of the certification standards is based upon the concepts of "levels of understanding" that define stages of learning in degrees of understanding. Just as certification is a measure of understanding, levels of certification represent stages of understanding. Candidates will be held to the knowledge and performance standards of the level at which they are testing as well as the criteria for all preceding levels.

Prior to applying to certify for Levels I, II, and III, candidates can choose to register for a "registered" instructorship that represents AASI entry-level membership and is designed to provide an educational introduction to ski teaching. Each Registered-level event is conducted according to divisional criteria, and is not a level of certification recognized nationally by PSIA/AASI. Therefore, the criteria for Registered level instructors within the National Standards serves only as a guideline for establishing divisional education criteria which prepares Registered level instructors to meet future levels of certification according to the nationally recognized standards for Levels I, II, and III (see Appendix A).

Movement Analysis and Technical Knowledge

Certification Level	
Level I	The successful Level I candidate will demonstrate the *knowledge and comprehension*[1] of the AASI technical terms, concepts, and models listed below. The successful candidate will also demonstrate the ability to recognize movement patterns in riders that are learning and riding all green terrain, groomed blue terrain, and small freestyle features.
Level II	The successful candidate will demonstrate the *application and analysis*[2] of the AASI technical terms, concepts, and models listed below. The successful candidate will also demonstrate the ability to recognize movement patterns in riders who are learning and riding all terrain, up to and including groomed black terrain and small freestyle features.
Level III	The successful candidate will demonstrate the ability to *synthesize and evaluate*[3] the AASI technical terms, concepts, and models listed below. The successful candidate will also demonstrate the ability to recognize movement patterns in riders who are learning and riding all available terrain and snow conditions, up to and including competitive freestyle riders.

Candidates will be evaluated based on the following criteria, terms, concepts, and models:

- AASI STS concepts
  - Teaching concepts
  - Learning concepts
  - Riding concepts
  - Service concepts
- Children's material
  - C.A.P. model
  - Piaget's Stages of Development
  - Maslow's Hierarchy of Needs
  - The Teaching Cycle
- Reference alignments
- Movement analysis process
- Cause-and-effect relationships
- Biomechanics related to snowboarding
- Stance issues related to a rider's ability to flex, extend, and rotate
- Equipment
- Turn type, turn shape, turn size, turn phases
- Feedback: objective versus subjective response
- A.T.M.L.™ Model
- Smart Style

[1] Knowledge and Comprehension—Defined as the ability to recall data or information. Understands the meaning and interpretation of instructions and problems. States a problem in one's own words.*

[2] Application and Analysis—Defined as the ability to apply what was learned in the classroom into novel situations in the work place. Separates material or concepts into component parts so that its organizational structure may be understood.*

[3] Synthesize and Evaluate—Defined as the ability to put parts together to form a whole, with emphasis on creating a new meaning or structure. Make judgments about the value of ideas or materials.*

*Definitions from Bloom B. S. (1956). *Taxonomy of Educational Objectives, Handbook I: The Cognitive Domain.* New York: David McKay Co, Inc.

Teaching

Certification Level	
Level I	The successful Level I candidate will demonstrate the ability to present a teaching segment in a safe, effective manner that demonstrates the knowledge and comprehension of the AASI technical terms, concepts, and models listed below. The successful candidate will demonstrate the ability to teach a spectrum of riders, children to adults, from first-time riders to those who are learning and riding all green terrain, groomed blue terrain, and small freestyle features.
Level II	The successful Level II candidate will demonstrate the ability to choose appropriate exercises and tasks and teach a safe, effective skill progression that demonstrates the application and analysis of the AASI technical terms, concepts, and models listed below. The successful candidate will demonstrate the ability to teach a spectrum of riders, children to adults, from first-time riders to those who are learning and riding more varied terrain, up to and including groomed black terrain and small freestyle features.
Level III	The successful Level III candidate will demonstrate the ability to teach all ages and skill levels to the general public. Additionally, the successful Level III candidate will be able to create a learning segment for his or her peers that demonstrates the evaluation and synthesis of the AASI technical terms, concepts, and models listed below. The successful candidate will demonstrate the ability to teach, and coach, his or her peers on all available terrain and up to and including medium freestyle features with effective changes evident in his or her peers.

Candidates will be evaluated on their knowledge and application of the following:

- Safety, Your Responsibility Code
- Use of AASI Snowboard Teaching System (STS) concepts: Teaching, Learning, Riding, and Service concepts
- Presentation of logical progressions, from simple to complex, that are appropriate for the skill level of each student and relevant to task and desired outcome
- Accurate demonstrations appropriate to the task and skill level of students
- Professionalism at all times
- Use of feedback models that is timely, appropriate, and accurate
- Communication skills
- Group handling appropriate for terrain, task, and skill level of students
- Recognition and appropriate adaptation to ages and stages of development
- Use of appropriate terrain for task and skill level of student
- Pacing of lesson appropriate for student skill level and profile (i.e., kids, adults, beginner, advanced)
- Creativity in handling different types of students in different situations (i.e., class, private, multi-day, multi-week)

Riding

Evaluation	
Candidate riding will be evaluated on the following variables:	• Turn size • Turn shape • Timing, intensity, duration of movements
Candidates will be evaluated on the following movements and coordination:	• Isolated movements or combinations of movements • Versatility in movements based on terrain or tactics • Extends to initiate a new turn • Extends to release the edge • Flexes to initiate a new turn (creates a movement of the center of mass into the new turn) • Flexes to release the edge • Both legs are active • Applies equal flexion/extension movements from both legs • Uses a variety of ways to un-weight the board • Applies independent flexion/extension movements from both legs • Maintains reference alignments as appropriate to terrain and task • Applies an active Athletic Stance • Utilizes an appropriate range of motion

Riding: Applied Movements

Movements and coordination will be assessed based on the definitions of "initial," "elementary," and "mature," as defined in Core Concepts (PSIA/AASI, 2001), pg. 20.

The "initial" movement stage occurs when a rider is unfamiliar with a movement and relies on sensory input and coaching to learn. At this stage the rider's movements are often very sequential and each part of the movement is performed individually. The rider may periodically, but not consistently, show signs of a movement pattern.

The "elementary" stage denotes riders who can perform movements without looking at a particular body part involved in the movement, yet still need to think it through and concentrate on each of the move's components. While movements are sequential, the rider will link them together in a more fluid manner. The rider in the elementary stage will be able to consistently demonstrate a movement pattern but may not be able to apply it in all situations.

The "mature" stage is characterized by smooth, fluid, and automatic movements without showing obvious, conscious thought reflected in the rider's actions. The rider can also repeat and apply movements across a wide spectrum of situations. A rider possessing the ability to perform mature movements and the coordination of those movements can smoothly blend them for a specific outcome and be able to readily change or adapt movements to different terrain situations and snow conditions.

LEVEL I	
Successful Level I candidates will demonstrate the ability to comfortably ride the following terrain:	• All green terrain • Blue terrain, including off-piste conditions and small bumps • Groomed black trails • Small freestyle features
At a minimum, the successful Level I Rider will be able to perform:	• One-footed maneuvers including skating, straight glide, toe-side turns, and heel-side turns in the beginner area. • Garlands • Falling leaf exercises • Basic, medium-radius turns on green trails. • Switch, Basic medium-radius turns on green trails. • Dynamic skidded, medium-radius, turns on blue trails. • Carved, large-radius turns on green trails. • Basic freestyle elements, including straight airs over small natural or man-made features, ollies, and flatland 180s and 360s. • On transitional freestyle elements including halfpipes, quarterpipes, steeper spine / hip jumps or similar natural terrain, demonstrate the ability to make an edge change with the turn apex at the top of the transition zone.

LEVEL I: Applied Movements

Movements to be applied at Level I include flexion, extension, and rotation, and these will affect the performance outcomes of twist, tilt, pivot, and pressure control. The candidate will be asked to demonstrate flexion, extension, and rotational movements separately and in a blended fashion when performing the outcomes listed previously.

At a minimum, the candidate must demonstrate up-unweighting, terrain unweighting, and "cross-over" movements at a mature level. Cross-over is defined as the purposeful movement of the center of mass across the board by extending or flexing the legs at the initiation of the new turn, resulting in edge change and facilitating edge engagement.

In addition, at the request of the examiner the rider will demonstrate: 1) equal and/or independent extension and flexion of both legs, 2) appropriate timing, intensity, and duration of movements relative to the desired outcome, and 3) an ability to maintain reference alignments in all conditions and terrain listed previously (with the exception of freestyle outcomes). While riding, the candidate must demonstrate safety awareness through line choice, behavior, and the negotiation of traffic patterns on the hill.

LEVEL II	
Successful Level II candidates will demonstrate the ability to comfortably ride the following terrain:	• All green terrain • All blue terrain, including variable off-piste conditions and bumps • Groomed and smooth off-piste black terrain • Small-to-medium freestyle features
At a minimum, the rider will be able to perform:	• Basic, medium-radius turns on green trails • Dynamic skidded, short- and medium-radius turns on black terrain • Switch dynamic skidded short- and medium-radius turns on blue terrain • Skidded, short-radius turns in blue bumps • Skidded, medium-radius skidded turns on off-piste black terrain • Carved, large-radius turns on green trails • Dynamic carved, medium-radius turns on blue trails • Switch, carved long-radius turns on green trails • Freestyle elements, including straight airs with a grab over small, man-made features, 180 airs, 50/50 over small boxes and rails, flatland 180s and 360s, and nose and tail rolls • On transitional freestyle elements including halfpipes, quarterpipes, steeper spine/hip jumps or similar natural terrain, demonstrate ability to ride above the transition zone into the more vertical zone of the feature consistently, both toe-side and heel-side, making an edge change with the turn apex at the more vertical zone

LEVEL II: Applied Movements

Movements to be applied at Level II include flexion, extension, and rotation in order to affect the performance outcomes of twist, tilt, pivot, and pressure control. The candidate will be asked to demonstrate flexion, extension, and rotational movements individually and in a blended fashion when performing the outcomes listed previously.

At a minimum, the candidate must demonstrate up-unweighting, down-unweighting, terrain unweighting, and "cross-over" movements at a mature level. Cross-over is defined as the purposeful movement of the center of mass across the board by extending the legs at the initiation of the new turn, resulting in edge change and facilitating edge engagement.
At this level the candidate will also demonstrate basic understanding and ability at the elementary level to perform "cross-under" movements. Cross-under is defined as the purposeful flexion of the legs to bring the board under the center of mass through the completion and into the initiation of the turn (resulting in edge change and edge engagement) and extension of the legs to direct the board out from under the center of mass (resulting in increased edge angle, or tilt, and an intentional increase in pressure during the control/shaping phase of the turn).

At the request of the examiner, the rider will also demonstrate: 1) equal and/or independent extension and flexion of both legs, 2) appropriate timing, intensity, and duration of movements relative to the desired outcome, and 3) and an ability to maintain reference alignments in all conditions and terrain listed previously (with the exception of freestyle outcomes). While riding, the candidate must demonstrate safety awareness—through line choice, behavior, and ways of negotiation of traffic patterns on the hill.

LEVEL III	
The successful Level III candidate will demonstrate the ability to comfortably ride all terrain, up to and including:	• All but the most extreme terrain available • Small-to-medium freestyle features
At a minimum, the rider will be able to perform:	• Dynamic skidded, short- and medium-radius turns on black terrain • Switch dynamic skidded short- and medium-radius turns on black terrain • Skidded, short-radius turns in black bumps • Carved, large-radius turns on green trails • Dynamic carved, medium-radius turns on blue trails • Toe-to-toe side-carved, medium-radius turns on blue trails • Carved, medium and long-radius carved turns in bumps and black terrain • Freestyle elements, including jumps with a grab or spin over small, man-made features, 180 airs, 360 airs, 50/50s on a rail with a "gap" entry, and board-slides on a box. • On transitional freestyle elements, including halfpipes, quarterpipes, steeper spine/hip jumps or similar natural terrain, demonstrate air at or above the lip, on both the toeside and heelside.

LEVEL III: Applied Movements

Movements to be applied at Level III include flexion, extension, and rotation to affect the performance outcomes of twist, tilt, pivot, and pressure control in all riding tactics described in previous levels. The candidate will be asked to demonstrate flexion, extension, and rotational movements individually and in a blended fashion when performing the outcomes listed previously.

At a minimum, the rider will demonstrate up-unweighting, down-unweighting terrain unweighting, and cross-over movements at a mature level. Cross-over is defined as the purposeful movement of the center of mass across the board by extending the legs at the initiation of the new turn, resulting in edge change and facilitating edge management. At this level the candidate will also demonstrate cross-under movements at a mature level. Cross-under is defined as the purposeful flexion of the legs to bring the board under the center of mass through the completion and into the initiation of the turn (resulting in edge change and edge engagement) and extension of the legs to direct the board out from under the center of mass (resulting in increased edge angle, or tilt, and an intentional increase in pressure during the control/shaping phase of the turn).

At the request of the examiner, the rider will demonstrate: 1) the appropriate movement pattern for a specific outcome or movement pattern requested by the examiner, 2) the appropriate timing, intensity, and duration of movements relative to the desired outcome, and 3) an ability to maintain reference alignments in all conditions and terrain listed previously (with the exception of freestyle outcomes). While riding, the candidate must demonstrate safety awareness through line choice, behavior, and the negotiating of traffic patterns on the hill. In addition, the rider will apply "cross-over" and "cross-under" movements at a mature level as determined by the examiner.

Halfpipe

Halfpipe: Applied Movements
The movements necessary to ride a halfpipe include the ability to manage pressure and terrain changes in a manner such that the rider can change edges and direction at will, regardless of whether he or she is moving up or down the snow's surface. The un-weighting of the board can be accomplished with a retraction movement in which the feet are pulled up (i.e., away from the snow surface), or with a terrain un-weighting movement (e.g., riding off of the wall) into the air. Additionally, the rider will manage pressure using an extension on the down-slope to increase pressure and generate momentum. On the up-slope the rider can maintain momentum with a slight extension of the legs to avoid absorbing momentum and pressure. The edge change occurs in the air coinciding with a purposeful direction change (i.e., a 90-degree change in the direction of travel).

Certification Level	
Level I	The rider will demonstrate the appropriate timing, pressure, alignment, timing and tilt through reasonable transition zones that go to vertical encountered in the general ski area environment, including but not limited to side hills, up-hill areas along cat tracks, natural terrain features, halfpipes and quarterpipes (if available). Pressure will be managed, allowing the rider to maintain momentum on the up slope and generate momentum on the down slope. The edge change will occur at the apex (i.e., the highest point) reached on the "wall" before the rider comes down.
Level II	The rider will demonstrate the ability to manage timing, pressure, alignment, and tilt relative to the snow's surface through most transition zones encountered in the general snowsports area, including but not limited to side hills, the interior sections of cat tracks, natural terrain features, halfpipes, and quarterpipes (if available). The rider will manage pressure in order to maintain momentum on the up slope to the "vertical" section of the wall without leaving the snow, and will generate momentum on the down slope. The edge change will occur at the apex (i.e., the highest point) reached on the wall before the rider comes down.
Level III	The rider will demonstrate the ability to manage pressure, alignment and tilt relative through reasonable transition zones that go to vertical encountered in the general ski area environment including but not limited to side hills, up-hill areas along cat tracks, natural terrain features, halfpipes and quarterpipes (if available). Pressure will be managed allowing the rider to maintain momentum on the up slope to the highest point, or "lip" of the wall, and generate momentum on the down slope. The edge change will occur at the apex (i.e., the highest point) reached on the "imaginary wall" (or above the lip) before the rider comes down.

Jumps

Jumps: Applied Movements
The movements necessary to perform a jump include the ability to manage pressure and terrain changes in order that the rider will approach, takeoff, conduct the maneuver, and land in a balanced manner. The feature will determine whether the rider "pops" off the jump or rides off of it. Additionally, the rider will manage pressure on the landing in such a way that he or she will ride away from the jump rather than allowing the hands or other parts of the body to touch the snow prior to riding away. Any spins or grabs are done intentionally and completed before landing.

Certification Level	
Level I	The successful rider will demonstrate an understanding of the Approach, Takeoff, Maneuver, Landing (A.T.M.L. ™) model, and will demonstrate the skill and confidence to use the A.T.M.L. ™ model on a small terrain park jump. **Approach:** Judge the necessary speed for the approach to a feature of particular size in order to land in the designated landing zone. Maintain a flat board during the in-run as well as on the ride into the takeoff zone. **Take off:** Balance and stability through a smooth takeoff. **Maneuver:** Balance and control of body while in flight. **Landing:** Keep the feet under the torso (i.e., for a simple straight air), align to the landing zone, ride a flat board away with confidence and control.
Level II	The successful rider will demonstrate an understanding of the A.T.M.L. ™ model, and will demonstrate the skill and confidence to use the A.T.M.L. ™ model on different small park features. The rider may perform jumps of different sizes and styles, including such jumps as spines, step-ups, and step-downs. The rider will demonstrate basic 180 spins in or out of the park. **Approach:** Judge the necessary speed for the approach to a feature of particular size in order to land in the designated landing zone. Maintain a flat board during the in-run as well as on the ride into the take-off zone. **Take off:** Balance and stability through a smooth takeoff using jump shape or a "pop" technique as the feature requires. **Maneuver:** Balance and control of body while in flight demonstrating a basic grab of the board, or 180 spin without a grab. **Landing:** Keep the feet under the torso (i.e., for a simple straight air), align to the landing zone, ride a flat board away with confidence and control, and without performing additional spins or reverts.
Level III	The successful rider will demonstrate an understanding of the A.T.M.L. ™ model and will demonstrate the skill and confidence to use the A.T.M.L. ™ model on different small park features. The rider may perform jumps of different sizes and styles, including such jumps as spines, step-ups, and step-downs. The rider will demonstrate basic 180 spins in or out of the park. The rider will also demonstrate a basic 360 spin, frontside or backside, off a small terrain park feature. **Approach:** Judge the necessary speed for the approach to a feature

	of particular size in order to land in the designated landing zone. Maintain a flat board during the in-run as well as on the ride into the take-off zone. **Take off:** Balance and stability through a smooth take-off using jump shape or a "pop" technique as the feature requires towards a desired outcome (i.e., a backside spin). **Maneuver:** Balance and control of body in flight demonstrating grabs with additional body move (e.g., a "poke" or "tweak"). Show balance and control by adding body movement in the air, successfully landing a 360 air on a small terrain park feature. (Grabs and straight air will be performed on small to medium features, but 360s will be limited to small terrain park features.) **Landing:** Keep the feet under the torso (i.e., for a simple straight air), align to the landing zone, ride a flat board away with confidence and control, without additional spinning or reverts, demonstrating control of rotation to either complete a rotation safely once the board touches down, or maintain direction on landing.

Resources: (manuals, books, sites)- To Be Developed and included

Suggested Teaching Tasks To Be Developed and included