



# Snowboard Certification Guide

REVISED 2017-18

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# PSIA-NW Mission Statement

Provide high quality educational resources and well-defined standards to aid our members in improving their teaching skills to better satisfy the needs and expectations of their customers in the enjoyment of downhill and nordic winter sports.

**SNOWBOARD CERTIFICATION GUIDE, REVISED DECEMBER 2013**

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# The Purpose of this Guide

The purpose of this guide is to provide exam candidates, trainers, divisional clinic leaders and examiners with an established outline to reference while preparing for, participating in and administering the Northwest Snowboard Certification Level I, II and III exams.

This guide provides a framework to work from as candidates develop their skills, trainers and divisional clinic leaders assist in their development and examiners validate the results. The guide is intended to provide an outline for the interested parties and is by no means a complete educational training document. It is the responsibility of all interested parties to supplement their development with additional materials and resources, for example AASI manuals and DVDs. No one person, document or resource can prepare an individual for their certification process. Rather a combination of individuals, information and resources will provide the best blend of expertise for a well-rounded training pathway.

Please take responsibility to familiarize yourself with the policies, procedures, formats and testing criteria before embarking on your certification pathway. If at any time in your training program or testing process you need clarification, it is your responsibility to ask qualified individuals for clarity. If you choose not to question and research the information, you will probably end up with a less than accurate perspective on the certification process. This perspective is bound to influence the outcome. Be accountable for your success!

## Individuals who can help answer questions and receive comments:

- PSIA-NW – (206) 244-8541 – [info@psia-nw.org](mailto:info@psia-nw.org)
- CEO
- Divisional Clinic Leaders
- Examiners
- School Trainers
- Ski and Snowboard School Directors

# Industry Information

The national organization representing snow sports instruction in the United States is the American Snowsports Education Association (ASEA), doing business as the Professional Ski Instructors of America (PSIA) and the American Association of Snowboard Instructors (AASI). The organization of PSIA and AASI is a member-oriented organization that represents more than 30,000 instructors in the United States. The organization is affiliated with the eight Divisions (see below).

The Northwest Division is one of the nine regional Divisions representing instructors at schools in Washington, Oregon, Northern Idaho, Western Montana and Alaska.

## Divisions by Region

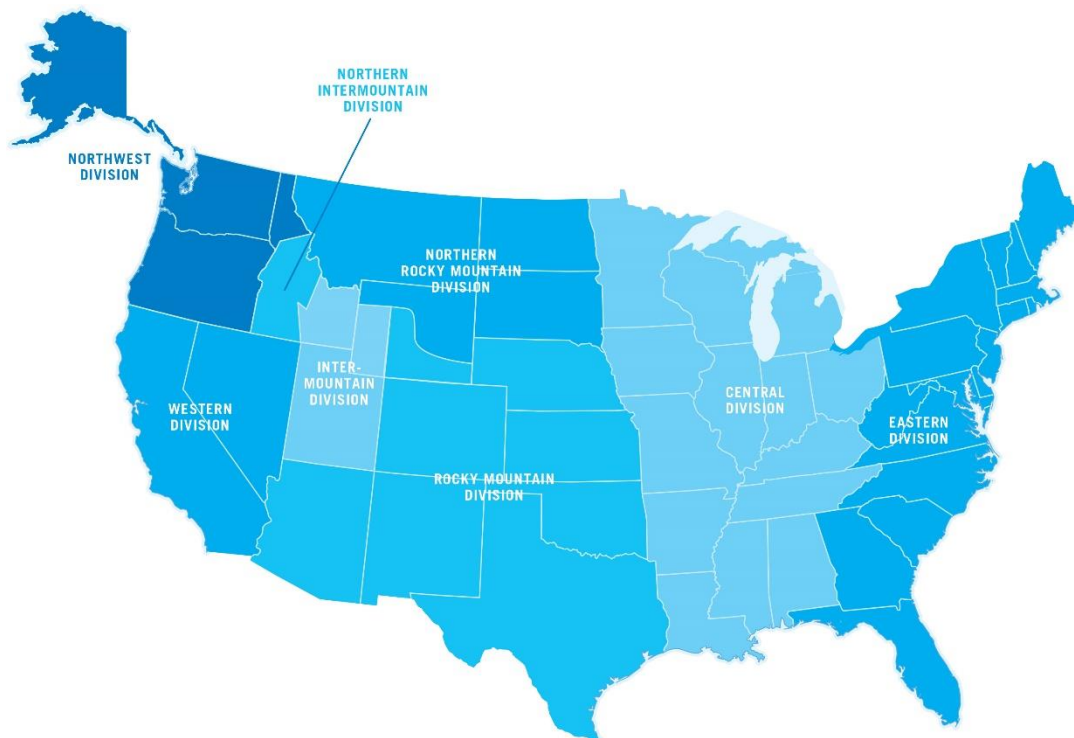
▪ PSIA-C	Central Division	<a href="http://www.psia-c.org">www.psia-c.org</a>
▪ PSIA-E	Eastern Division	<a href="http://www.psia-e.org">www.psia-e.org</a>
▪ PSIA-I	Intermountain Division	<a href="http://www.psia-i.org">www.psia-i.org</a>
▪ PSIA-NI	Northern Intermountain Division	<a href="http://www.psia-ni.org">www.psia-ni.org</a>
▪ PSIA-NRM	Northern Rocky Mountain Division	<a href="http://www.psia-nrm.org">www.psia-nrm.org</a>
▪ PSIA-NW	Northwest Division	<a href="http://www.psia-nw.org">www.psia-nw.org</a>
▪ PSIA-RM	Rocky Mountain Division	<a href="http://www.psia-rm.org">www.psia-rm.org</a>
▪ PSIA-W	Western Division	<a href="http://www.psia-w.org">www.psia-w.org</a>

## Who We Are:

### Professional Snowsports Instructors of America – Northwest (PSIA-NW)

PSIA-NW headquarters is physically located at 338 N. Wenatchee Avenue, Wenatchee, WA 98801.

Phone: (206) 244-8541, Fax (206) 241-2885 E-mail: [info@psia-nw.org](mailto:info@psia-nw.org) website: [www.psia-nw.org](http://www.psia-nw.org)



# Related Organizations

## National Ski Areas Association (NSAA)

The National Ski Areas Association is the trade association for ski area owners and operators. It represents 329 alpine resorts that account for more than 90 percent of the skier/snowboarder visits nationwide. The association's primary objective is to meet the needs of ski area owners and operators nationwide and to foster, stimulate and promote growth in the industry. [www.nsaa.org](http://www.nsaa.org)



## Pacific Northwest Ski Areas Association (PNSAA)

The Pacific Northwest Ski Areas Association is a non-profit trade association, which represents the interests of alpine and nordic ski areas located in Alaska, Idaho, Montana, Oregon, and Washington. [www.pnsaa.org](http://www.pnsaa.org)



## Snowsports Industries America (SIA)



SIA is a partner of the snow sports industry. SIA focuses on fueling ski and snowboard business with efficiency, growth and success. [www.snowsports.org](http://www.snowsports.org)

## The National Ski and Snowboard Retailers Association (NSSRA)

The NSSRA is the retail voice for the ski and snowboard industries and provides information and services needed to operate more successfully. They work closely with manufacturers and instructors on programs such as the professional equipment discount program that is available to qualified members of AASI and PSIA. [www.nssra.com](http://www.nssra.com)

## The National Ski Patrol (NSP)

The National Ski Patrol is the world's largest winter rescue organization. Since 1938 NSP has worked to care for the injured or those having difficulty in the mountain environment, but their primary work is in preventing the problems that can confront those involved in outdoor winter activities through rider and skier education. They work closely with PSIA | AASI and NSAA to promote safety. [www.nsp.org](http://www.nsp.org)



## The Special Olympics

Special Olympics is an international organization dedicated to empowering individuals with intellectual disabilities to become physically fit, productive and respected members of society through sports training and competition. [www.specialolympics.org](http://www.specialolympics.org)



## The U.S. Ski and Snowboard (USSS)

The U.S. Ski and Snowboard is the national governing body of Olympic skiing and snowboarding. It is the parent organization of the U.S. Ski Team, U.S. Snowboarding and U.S. Freeskiing. U.S. Ski & Snowboard provides leadership and direction for tens of thousands of young skiers and snowboarders, encouraging and supporting them in achieving excellence.

By empowering national teams, clubs, coaches, parents, officials, volunteers and fans, U.S. Ski & Snowboard is committed to the progression of its sports and athlete success. Established in 1905, U.S. Ski & Snowboard receives no direct government support, operating solely through private donations from individuals, corporations and foundations to fund athletic programs to assist athletes in reaching their dreams.



## Pacific Northwest Ski Association (PNSA)

PNSA is the Northwest's local division of USSA. [www.pnsa.org](http://www.pnsa.org)



## The United States Snowboard Team

The United States Ski Team, operated under the auspices of the United States Ski and Snowboard Association (USSA), develops and supports men's and women's athletes in the sports of alpine skiing, adaptive alpine, freestyle skiing, cross country, adaptive cross country, ski jumping, and nordic combined. The team and association have been headquartered in Park City, Utah since 1974. [www.ussnowboarding.com](http://www.ussnowboarding.com)



## The United States of America Snowboard Association (USASA)



United States of America Snowboard Association is dedicated to supporting recreational and competitive snowboarding and freestyle skiing within 33 regional series throughout the United States of America. Since 1988, USASA has fostered the competitive spirit of snowboard athletes and developed a solid grassroots organization that allows men and women, and boys and girls of all ages and abilities to participate in over 500 organized snowboard events that qualify for national and international competition. [www.usasa.org](http://www.usasa.org)

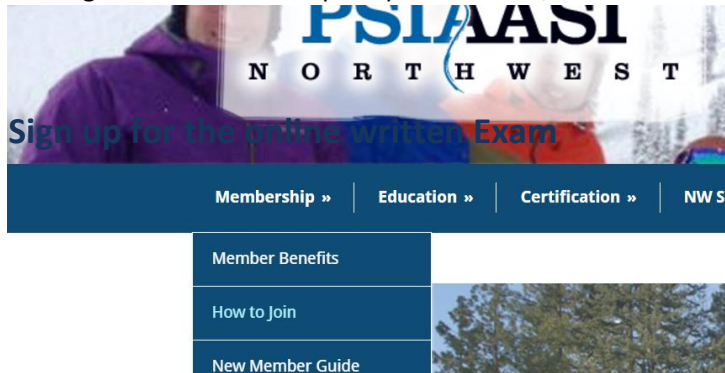


# Preparing for the Level I

# Process for Registering for the Exam

## Join the Organization

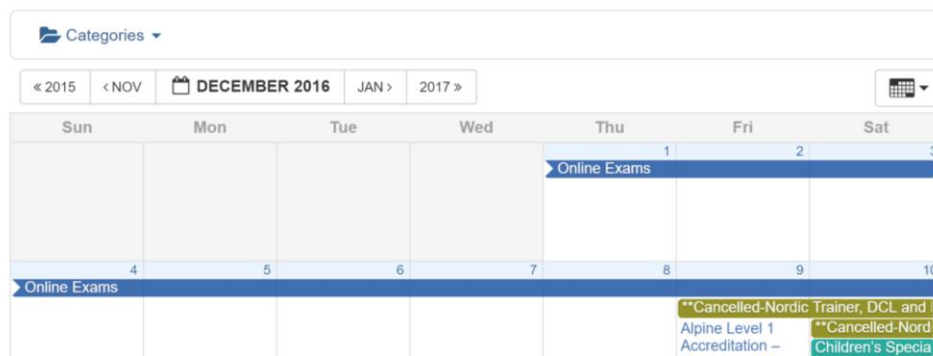
If you have not yet joined the organization you will need to do so by going to [psia-nw.org](http://psia-nw.org) and clicking on the membership dropdown menu, choose How to Join – as shown below.



## Sign up for the online written Exam

On the [psia-nw.org](http://psia-nw.org) events calendar, and on any day click on online written, an example of what it looks like is below.

### Education & Certification Events



Once you have clicked on that scroll down and choose register now online. From there you will login and pay for the Level I written exam, \$10. [REGISTER ON-LINE NOW](#)

After registering for the Level I written exam, you will receive an email with directions on how to take your online written exam. Two weeks prior to taking the on snow portion of the exam, the written test must be successfully completed (75% or higher) and results will be sent to you immediately following completion. If participating in the Level I exam at your school, you will need to forward completion of your online exam results to your trainer, **two weeks** before the on snow exam. If the online exam isn't successfully passed with results sent to your trainer, you will not be able to participate in the on snow portion of the exam.

## **Sign up for the On Snow Level I Exam**

Your trainer will contact PSIA-NW to schedule the Level I exam and let you know when it is placed on the calendar and ready for you to go and sign up for, the cost is \$20. You will again go to [psia-nw.org](http://psia-nw.org) and look for the exam on the date your trainer has told you – also make sure you look for your school's specific exam, there may be more than one exam scheduled on the same day. Confirmation of this registration also needs to be forwarded to your trainer to be able to participate in the on snow portion of the exam.

## **Day of the On Snow Level I Exam**

You will have already forwarded successful completion of your online written exam and your registration for the on snow portion of the exam.

Additionally, remember to complete your synopsis from the season and bring with you on the day of the exam to give to your trainer. The synopsis can be found on the following pages or another sample can be found at [http://www.psia-nw.org/wp-content/uploads/New-Instructor-Guide-2012\\_FINAL.pdf](http://www.psia-nw.org/wp-content/uploads/New-Instructor-Guide-2012_FINAL.pdf), on page 18. If the synopsis is not completed and brought with you the day of the exam, again you will not be able to participate in the on snow portion of the exam.

## **Exam Day Process**

The Level I exam is a one-day exam. The day will include skiing, teaching, professional knowledge and movement analysis. You can anticipate a group size generally of 6-8 candidates.

There will be a morning meeting for you (the candidates) to meet, discuss the format for the day, ask any questions they might have prior to the assessment, complete any necessary paperwork and be issued a lift ticket (this may, or may not, be complimentary). The examiner will arrange for the on-snow meeting time and location.

## **Grading**

Grading is on a simple pass/fail system.

# SYNOPSIS

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In order to ensure accountability and documentation of each candidate's journey, a synopsis of their season's training and teaching will be required. To assist in completing the synopsis, a detailed logbook is strongly recommended.

The log book is the responsibility of the candidate to maintain and the responsibility of the trainer to review it at least the day of the Level I exam. It is encouraged to be periodically reviewed over the course of the season with each candidate regarding successes and struggles. This proactive and reflective process will assist in helping the candidate identify their own strengths and weaknesses as well as assist the trainer in individualizing feedback and resources.

The log book is intended to be:

- A resource and tool for the professional instructor as they learn and grow.
- An environment for learning: the act of keeping logs and checklists helps to process learning experience(s).

Documentation and reflection are valuable skills that create a road map for the educational journey a new instructor is embarking upon.

To be utilized most successfully, the log should contain the following at a minimum:

- Categorizations to allow processing of **WHAT** the teaching or clinic goal was, **WHY** the goal was established and **HOW** the goal was reached.
- A reflection as to why the goal was or was not met, how adjustments were made and the struggles or successes involved with lesson adjustments.

# Level I Synopsis

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PLEASE PLACE A CHECK BY ANY OF THE BELOW YOU HAVE TAUGHT:

Adults\_\_\_\_ Age 20-49\_\_\_\_ Age 50+\_\_\_\_ Children\_\_\_\_ Age 5-\_\_\_\_  
Age 6-12\_\_\_\_ Teens 13-19\_\_\_\_ Groups\_\_\_\_ Multi-week\_\_\_\_ Privates\_\_\_\_

PRACTICAL TEACHING:

1. WHAT WORKED WELL?

2. WHAT WERE YOUR CHALLENGES?

3. WHAT AREA(S) DO YOU FEEL NEED IMPROVEMENT TO BE MORE EFFECTIVE IN YOUR TEACHING?

## TRAINING CLINICS:

1. TYPE OF CLINICS?

2. WHAT WORKED WELL?

3. WHAT AREA(S) DO YOU FEEL YOU NEED MORE TRAINING IN TO BE MORE EFFECTIVE IN YOUR TEACHING OR SKIING?

Participant Signature \_\_\_\_\_

My Trainer's Signature \_\_\_\_\_

# **Preparing and Planning for the Level II and Level III**

# Preparing and Planning for the Exam

## Process for Registering for the Exam

An exam application is available by going online at [psia-nw.org](http://psia-nw.org) or phoning 206.244.8541 to request a copy to be emailed, mailed or faxed to you. Additional forms may be obtained from your school Director or trainer.

**The application and fees for the exam must be received by the office at least 14 days before the exam date.** If the application is received AFTER the two-week deadline, applications will be accepted on a space available basis with the current per day late fee applied. It is suggested to apply early in order to take the exam at the location of choice. In the event the first exam choice is full, applicant will be contacted to specify a second choice. If a candidate cannot be placed in an exam within the current season, then the examination fee will be refunded in full. All candidates must fulfill the following prerequisites prior to taking the exam:

Be a current member, in good standing, of PSIA. Successful completion of the exam one lower than what is being signed up for, such as to take the Level II alpine exam, the candidate must already have the Level I alpine certification. More regarding timelines, such as a season between the Level II and Level III exam are in the specific exam sections.

Candidates must pass the written exam with results to the office a minimum of **one month** before any on hill modules.

Exam forms must have a school trainer's signature on each application to be valid. (This "signature" may also be in the form of an email or phone call to the office)

Each module may be taken an unlimited number of times during the exam season following the above guidelines.



## Written Exam Module

The written test will be administered on line or, if requested, a paper exam can be proctored. A score of 75% or higher is needed in order to pass the test and must be passed one month before taking either of the on snow modules.

## Exam Day Process

The Level II and III certification exams are a one-day per module exam. The modules are:

Skiing – normally scheduled for Saturday

Teaching and Professional Knowledge – normally scheduled for Sunday

Each candidate is assigned to a group for the day. The group size is generally 6-8 candidates. The groups will be assessed by two examiners. A trainer and an examiner in training may, or may not, accompany the group.

The morning meeting is for the candidates to meet, be introduced to the examiners, discuss the format for the day, ask any questions they might have prior to the assessment, complete any necessary paperwork and be issued a lift ticket (this may, or may not, be complimentary). At this time the examiners arrange for the on-snow meeting time and location.

Generally, the day is as follows:

Morning meeting with examiners at 8:30am

On snow morning session runs from 9:00-11:30am

Lunch is from 11:30-12:30pm

On snow afternoon session begins at 12:30pm and ends at 3:30pm

Results will be handed out by 4:30pm or earlier. Be in the location where results will be given no later than 4:15pm.

Candidates taking both modules on the same weekend will receive results for both modules at the completion of the second day. Candidates are invited to stay and discuss results with examiners (usually 5 minutes per candidate) or may request to have results mailed to them.

## Grading

Grading is on a simple pass/fail system.

## Refund Policy

No refunds will be given to candidates unless due to an injury prior to the exam. If a candidate is injured prior to the exam, a written request for a refund, accompanied by a medical doctor's statement must be submitted to the PSIA-NW. An administrative service charge of \$25.00 will be made on all refunds.

## Education Credit

Instructors taking the Level II or Level III exam will be given one season of continuing education credit (CEU) for each module taken. This will satisfy the PSIA-NW educational requirement for maintaining a certified status, regardless of the exam outcome (result). Those taking the Level I exam, continuing education will be taken care of in the season joined. The following season, at least one continuing education clinic for credit needs to be participated in. There is no continuing education requirement for Registered members.

## Out of Division Instructors

PSIA-NW maintains the right to refuse instructors who are not members of the Northwest Division the opportunity to take the PSIA-NW certification exams. However, the general guidelines for these instructors are listed below. Preference is given for Northwest members first.

Instructors who are not members of the Northwest Division must pre-arrange with the PSIA-NW office to take, and successfully pass, the written exam a minimum of ***one month prior***, and before being allowed, to take either on-snow modules.

PSIA members from other Divisions may take the PSIA-NW exam providing Northwest receives written permission from their home Division. The "Home Division" is defined as the one in which the instructor is currently a member. Instructors do not have to join the Northwest Division to participate in the exam. The results will be sent to the Home Division which will issue the new certification if the candidate passes.

## Foreign Instructors

Alpine instructors who hold the highest available level of certification in another country and are current, in good standing members of said country's professional association, may become members of the Northwest Division, provided they first attend and pass the Registered entry level event/exam and pay current dues. They may then bypass any time restrictions and interim prerequisite levels and are immediately eligible to attempt the Level III process. There is no automatic reciprocity or recognition of levels, nor consideration for those holding lower levels of certification.

## PSIA-NW Reinstatement Policy

Former or current PSIA-NW members in good standing requesting reinstatement of their prior certification level will need to apply for and successfully complete the following requirements:

**DUES:** PSIA-NW and ASEA dues for the current year and a reinstatement fee must be paid as a condition to beginning the process.

**TIMELINE:** Prior certified members in good standing who have let their membership status lapse for a period longer than five (5) years must take and pass a certification examination at the Level they wish to be reinstated to or choose to bypass the exam process and be automatically reinstated as a Certified Level I.

Prior certified members in good standing who have let their membership lapse for a period of five (5) years or less will follow the process described below. If a prior certified member does not feel he/she is at the certified level previously held he/she may choose to request and be granted Level I status.

**MEMBER SCHOOL RECOMMENDATION:** A prior certified member who believes he/she is qualified to be reinstated at Level II or III must be currently teaching for a PSIA or AASI school. In addition, the trainer, Supervisor or School Director of the school must submit a written recommendation for the individual's reinstatement stating that the member's skiing/riding and teaching skills meet the current national standards for the discipline for which reinstatement is sought. If the prior certified member seeks certification reinstatement in more than one (1) discipline, the recommendation must include each discipline for which reinstatement is sought.

**WRITTEN EXAM:** A written exam for the Level and discipline(s) applied for must be taken and passed prior to the on snow assessment.

**ON SNOW ASSESSMENT:** The reinstatement assessment will be conducted by a current Examiner to determine whether the candidate meets the established national exam standards. It shall be conducted during a two (2) day educational event which will count towards current educational requirements. Reinstatement at the completion of the event will be at the individual's current assessed level, Certified Level II or III, regardless of the Level applied for. A separate on snow assessment shall be required for each discipline for which reinstatement is sought.

Until the entire reinstatement process is complete the membership card will show national and divisional Level I status.

# Certified Level I

# Level I Requirements

## Snowboard Certified Level I – National Standards

The premise of the certification standards is based upon the concepts of “levels of understanding” which define stages of learning in degrees of understanding. 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.

Certified Level I members demonstrate a solid foundation of information and experience necessary to be an effective snowboard teacher. The Certified Level I instructor possesses an understanding of *basic* snowboarding skills, teaching skills, and professional knowledge. It is not expected that Level I candidates will have *in-depth* knowledge and experience in each of the areas of competence listed in these Standards. It is expected, however, that candidates will be able to show *basic* competence and knowledge in all of these areas. In addition, it is expected that candidates will be able to demonstrate a *significant* level of competency with the riding and teaching tasks listed specifically for assessment at a Level I event.

### Category A: Snowboarding

Level I certified teachers must be able to ride all green and groomed blue terrain demonstrating consistent balance and control of speed through turn shape. Demonstrations must display an “understandable picture” of the technical elements of Levels 1-4 (Intermediate) riding. The turn dynamics are limited by the speeds and terrain appropriate for the riding and tasks.

At a minimum, the candidate will be able to demonstrate up-unweighting, terrain unweighting and 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.

The instructor is also able to...

1. General Characteristics
  - a. Consistently link turns with sustained rhythm
  - b. Maintain consistent speed by controlling the shape of a turn
  - c. Maintain a balanced, neutral stance throughout a series of turns
  - d. Demonstrate an appropriate blend of the fundamental movements (with consideration for the snow conditions, equipment, terrain, etc.)
  - e. Ride a variety of turn sizes within a series of turns while maintaining speed control
2. Balance
  - a. Maintain balance through turn transitions
  - b. Move feet under the body or move the body over the feet to shift pressure and balance from left to right (nose to tail) to create the desired effect on performance
  - c. Move feet under the body or move the body over the feet to shift pressure and balance from toe and heel to create the desired effect on performance
  - d. Demonstrate the ability to regain balance in minor situations in which balance is compromised
  - e. Demonstrate an ability to consistently maintain a balanced, neutral stance between the hips and feet throughout the stages of the turn on green and blue terrain

3. Rotary Movements
  - a. Use an appropriate amount of rotational guiding as a component of desired turn shape and/or speed control
  - b. Create whole body rotations, isolated rotations and countering movements to create or absorb rotary for the desired effect on performance
  - c. Demonstrate consistent use of both feet throughout the phases of the turn, creating consistent turn shape and size
  - d. Demonstrate *efficient snowboarding* relative to rotary movements in demonstrations and tasks common to Intermediate riders
4. Flexion-Extension Movements
  - a. Begin tipping the snowboard from the uphill edge to the downhill edge before turning across the fall line on blue groomed terrain
  - b. The Rider is able to flex or extend his/her muscles and joints to create pressure or absorb pressure as needed
  - c. Demonstrate progressive increase and decrease of edge angle throughout the phases of the turn on a variety of groomed and ungroomed blue terrain
  - d. Utilize the sidecut of the snowboard as a component of turn shape and speed control
  - e. Demonstrate an ability to adjust to minor terrain variations with minimal interruption.
  - f. Demonstrate *efficient snowboarding* relative to flexion-extension movements in demonstrations and tasks common to intermediate zone riders.

## Category B: Teaching

Level I Certified teachers demonstrate a solid foundation of information, and experience necessary, to be an effective teacher beginner riders. A basic understanding of how to manage the learning environment for different age and gender situations is required.

The instructor is able to...

1. Awareness, Understanding and Knowledge
  - a. Understand the coach/student relationship and how to develop trust between them
  - b. Recall the components of the learning environment and discuss how to incorporate them into lessons that will create memorable experiences
  - c. Identify the components of good teaching
  - d. Categorize teaching, riding, and guest service principles of the STS, relative to beginner students
  - e. Understand student needs of specific groups (i.e., adults, children, women, seniors, beginners, etc.)
  - f. List considerations for managing the learning environment for children at different stages of development
2. Application
  - a. Teach the public up to Level 3
  - b. Demonstrate an ability to develop a relationship of trust between teacher and students
  - c. Identify learning styles and preferences and cite examples of how to use them in a lesson
  - d. Recognize the *tiny bubbles* concept and identify a pathway to learning based on the needs of students specific to the instructors home area
  - e. Handle a class based on group energy level, conditions, safety and lesson content
  - f. Predict and meet the needs of specific groups (i.e., children, seniors, men)

## Category C: Professional Knowledge

Professional knowledge requirements for Level I Certified teachers reflect a practical awareness of general terms and concepts, and an ability to use these concepts in basic lesson situations for Beginner/Novice zone students. Decision-making and lesson content will most likely follow preplanned options, with consideration for emphasis on various movement pattern developments.

The instructor is able to...

1. Terminology
  - a. Define and explain basic riding terminology as described in the *AASI Snowboard Instructor's Guide* and the *AASI Movement Analysis Handbook*
  - b. Define and explain basic terminology as described in the *Core Concepts Manual*
2. Equipment
  - a. Identify equipment needs for beginner riders
  - b. Categorize the basic options and benefits of snowboard designs
  - c. Identify common equipment safety issues
3. Movement Concepts
  - a. Discuss the role of balance relative to the fundamental movements
  - b. Identify effective movements and development
4. Movement Analysis
  - a. Recognize general movement patterns relative to the movement concepts with beginner riders
  - b. Identify desired movement outcomes in various beginning types of riding including beginner skidded and basic carved turn progressions
  - c. List exercises and tasks, which address a student's needs, the equipment being used, terrain options, etc.
5. Personal Mastery
  - a. Identify and develop a vision for personal growth as a snowsports teacher
  - b. Understand the pathways for personal and professional growth by identifying the resources available both inside and outside of PSIA | AASI

# Level I Riding

## *Solid fundamentals through blue terrain*

During the exam process candidates will be asked to perform the following tasks. These tasks provide a consistent platform to evaluate a candidate's skill blend. Practicing these tasks with your Training Director will help to develop the necessary skills and skill blends to successfully pass the on-snow portion of the Level I Exam.

This list serves as a sampling of tasks for this level. Based on available terrain, conditions and features, the examiners may change the tasks to fit the situation at their discretion.

### **SKATING** – *Beginner Area or Similar*

Show the ability to push from both sides of the board with neutral alignment, maintain balance on the lead foot, while the board tracks and/or glides in a straight path.

#### CRITERIA

- Push off with back foot with one smooth movement from both sides of the board.
- Flex ankles, knees, hips and spine to stay balanced over the front foot.
- Direct the upper body and arm movements to flow with the board.

### **FADE TURN** – *Beginner Area or Similar*

Show the ability to adjust balance on both toes/heels to engage the board's side-cut to create a gentle, carved turn. Allow the board's side-cut to create the turn, rather than the rider's rotation.

#### CRITERIA

- Engage the board's edges with one smooth diagonal movement of the feet, knees and hips.
- Direct your balance over the turning edge.
- Allow the board's side-cut to create the turn.

### **GARLANDS** – *Green terrain*

Guide the board through a series of partial turns (no edge change) along a traverse. Twist the board with feet/legs (torsional steering) to control shape.

#### CRITERIA

- Show a fluid motion as a result of continuous, coordinated movements.
- Twist the board with both feet and legs (torsional steering) to control turn shape.

### **BASIC SKIDDED TURNS** – *Green terrain*

Show the ability to shape linked, medium-radius, skidded turns by guiding the board while maintaining an appropriate edge angle to facilitate skidding. Speed control is maintained by controlling a skid throughout the turn shape. The body is stacked over the board while steering is created from the feet first.

#### CRITERIA

- Flex ankles, knees, hips and spine to stay balanced over a skidding board.
- Maintain fore/aft balance between the front and back foot while controlling a skid through each turn.



### **SWITCH BASIC TURNS – *Green terrain***

Show the ability to shape linked medium-radius, skidded turns by guiding the board while maintaining an appropriate edge angle to facilitate skidding. Speed control is maintained by controlling a skid throughout the turn shape. The body is stacked over the board while steering is created from the feet first.

#### **CRITERIA**

- Flex ankles, knees, hips and spine to stay balanced over a skidding board.
- Maintain fore/aft balance between the front and back foot while controlling a skid through each turn.

### **DYNAMIC SKIDDED TURNS – *Blue groomed terrain***

Show the ability to use both legs to guide the board through symmetrically skidded medium radius turns. Speed control is maintained through turn shape.

#### **CRITERIA**

- Maintain a stable and quiet upper body that flows continuously with the board.
- Movements originate from the feet and legs and turn more than the upper body.
- Maintain an appropriate edge angle to facilitate a controlled skid throughout each turn.
- Actively flex and extend ankles, knees, hips and spine to control pressure and maintain balance over a skidding board.
- Flexion/extension of the legs, hips, and spine are more lateral, creating offset and differing paths of the center of mass and board.

### **BASIC CARVED TURNS – *Green terrain***

Show the ability to link a series of round, carved, large-radius turns, leaving a clean track. Show balance over the turning edge using angulation. Edge change occurs before the fall line.

#### **CRITERIA**

- Edge is released and engaged with one smooth movement.
- The snowboard bends from the middle while the rider balances over the turning edge.
- Both legs are equally flexed.

### **OLLIE AIRS – *Green or easy blue terrain***

Show the ability to spring off the tail of the board and flex legs up toward the body for a compact, stable image.

#### **CRITERIA**

- Exhibit fluid motion, as a result of continuous and coordinated movement, at the joints.
- Use fore/aft movements to leverage the tail of the board to ollie and then level the board to land evenly on both feet.
- Flex ankles, knees, hips and spine to stay balanced over the feet and absorb pressure.

**FLAT SPIN 3'S** – *Green or easy blue terrain*

Use torsional steering to create, control, and stop smooth spins in both directions.

**CRITERIA**

1. Coordinated flexion and extension of the ankles, knees and hips to maintain dynamic balance as the board pivots around a point centered between the feet. No hesitation between spins.
2. Stable and quiet upper body, which complements the lower working half.
3. Corridor no wider than a packer width.

**STRAIGHT AIR OVER A FEATURE** – *Small, natural or man-made*

Show the ability to air over a small terrain feature. Show all ATML (Approach, Take off, Maneuver, Landing) images in balance and control. Ollie at take-off leads to a seamless retraction of the legs toward the body for a compact, stable image in the air.

**CRITERIA**

- Flexion and extension of the ankles, knees, hips, and spine to spring off terrain feature and absorb landing.
- Ability to flex the joints to create a compact, stable, image in the air.

**TRANSITIONAL FREESTYLE ELEMENT** – *Halfpipe, quarterpipe, steeper spine, hip jump, or similar natural terrain*

Show the ability to make an edge change with the turn apex at the top of the transition zone. Pressure is to be managed, allowing the rider to maintain momentum on the up slope and generate momentum on the down slope. Edge change will occur at the apex (i.e., the highest point reached on the “wall”) before the rider comes down.

**CRITERIA**

- Flexion and extension of the ankles, knees, hips and spine to manage pressure through the transition.
- Flexion of the ankles, knees, hips and spine at the apex to release pressure and change edges.
- Fore/aft movements are used to maintain a perpendicular alignment to the snow surface throughout the transition zone and flat bottom of the feature.

# Level I Teaching

Candidates should be prepared to formulate and present a lesson plan that is relative to common goals for Beginner Zone outcomes and board performance.

There will be one teaching session for each candidate. The time allotted will be no longer than 15 minutes. Although it is not necessary to fill the time allowed, it is recommended to continue to work with the group for the allotted time. The administrator will monitor the time for you, as it's his/her responsibility to keep to a specific time schedule.

The content of the candidate's lesson should have basic information that reflects the riding fundamentals, skills concept and is appropriate to beginner zone progressions. The candidate will be responsible to observe and describe the riding fundamentals as performed during the tasks. The teaching presentation will address a target group, not necessarily individuals within the exam group. Directions need to be clearly stated as they relate to the general beginner zone outcomes. "Command" and "Task" teaching styles need to be well organized and utilized to define content and practice time.

The feedback provided by the candidate should be related to the fundamental focus of the target group, while providing wording that is simple (non-technical), practical and positive.

Questions based on your teaching presentation are asked immediately following your session, during chairlift rides, or both. The administrator may also set up scenarios wherein you and your peers discuss a teaching, technical or professional knowledge situation and deliver a response in a group setting.

# Level I Written Exam Study Guide

Completion of the study guide is strongly recommended as preparation for the written test. The answers to many of these questions can be found in the AASI Snowboard Instructor's Guide, the PSIA/AASI Core Concepts manual and the AASI Movement Analysis Handbook. However, the answers to some of these questions and terms must be found in other sources such as, the PSIA/AASI Park & Pipe Instructor's Guide, *Captain Zembo's Ski and Snowboard Teaching Guide for Kids*, and *the Children's Instruction Handbook*.

The written test is composed of multiple choice and true/false questions. These study questions are in an essay format to give depth to your study.

- 1) What is AASI?
- 2) What is the STS and what are its main components?
- 3) What is the difference, and relationship, between movements and performance?
- 4) What is the "Y" model? Draw a diagram of the "Y" model and label its branches.
- 5) What body parts contribute to movement?
- 6) List, define and provide examples of the fundamental movements.
- 7) The snowboard/snow interface is described with what four concepts? Define these concepts.
- 8) What kinds of things affect the way in which students learn?
- 9) What can an instructor do to give students the best chance for success?
- 10) In what three main ways do we receive information from the senses? Give examples.
- 11) What are the three core values of snowboard instruction?
- 12) What five ingredients are essential for learning?
- 13) What are the three main parts of a lesson? What happens in each of these parts?
- 14) What is movement analysis?
- 15) What is the "pattern of teaching"?
- 16) Why is "practice" time important in a lesson?
- 17) Feedback works best in what forms?
- 18) Beginner lessons generally cover what things? List the kinds of tasks and the appropriate terrain for them, at this level. What influences what you teach?
- 19) Why are service concepts important? List and describe some basic service concepts.
- 20) The lesson conclusion is important-why? What happens at this time?
- 21) How should a snowboard boot fit?
- 22) What are the parts of a snowboard called? How do they influence its performance?
- 23) What are the seven points of the responsibility code?
- 24) How is teaching success determined and what factors are used?
- 25) What is the CAP model and how is it used?
- 26) How do children learn?
- 27) Describe the difference in the center of mass for a child, a man, and a woman.
- 28) Describe effective movement patterns for children and adults.
- 29) Describe the different ways people receive information as they learn.
- 30) Describe the multiple intelligences.
- 31) What is and how do you use a "TID bit".
- 32) Describe in detail the children's teaching cycle and how it is used.
- 33) What are the different styles of conflict resolution?

# Certified Level II

# Level II Requirements

## Snowboard Certified Level II

The premise of the certification standards is based upon the concepts of “levels of understanding” which define stages of learning in degrees of understanding. 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.

The Level II certified member is one who has demonstrated commitment and dedication to the snowboard teaching profession and to his/her own personal development. Level II members are considered qualified to provide valuable instruction to a majority of snowboard school guests. A Level II certified instructor demonstrates the ability to relate movements and skill areas to movement outcomes and to apply that knowledge to teaching situations common to intermediate riders. Level II certified instructors have a global understanding of the ski and snowboard industry and are able to classify their responsibilities as a part of the resort team.

## Category A: Snowboarding

Level II certified instructors have efficient and effective movement patterns to make short, medium, and long radius turns, on blue and groomed black terrain, maintaining consistent speed and turn shape. The board edge engages before the fall line to turn completion. Fundamental movements, snowboard performance and their application and accuracy may vary with terrain and snow conditions. Demonstrations should illustrate accurate movement patterns and reflect turn dynamics relative to the speeds and forces common to intermediate riders.

At a minimum, the candidate will be able to demonstrate up-unweighting, down-unweighting, terrain unweighting, and 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. At this level the candidate will also demonstrate the ability to perform purposeful flexion of the legs to bring the board under the center of mass through the completion of the turn and into the initiation of the turn (resulting in edge change and edge engagement), and an 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).

The instructor is also able to:

1. General Characteristics
  - a. Use snowboard design and blending of the fundamental movements to shape round, skidded or carved, turns
  - b. Use the movement concepts to produce the desired performance of the board
  - c. Link turns of consistent rhythm and size, such as a series of small or large-radius turns
  - d. Control speed through turn shape
  - e. Maintain a balanced stance throughout a series of turns
  - f. Demonstrate a variety of turns
  - g. Apply appropriate tactics and vary skill applications in a variety of conditions, including ungroomed snow or powder

- h. Able to describe the timing, intensity and duration of movements (TID bits)
- 2. Balance
  - a. Maintain balance through turn transitions
  - b. Move feet under the body or move the body over the feet to shift pressure and balance from left to right (nose to tail) to create the desired effect on performance
  - c. Move feet under the body or move the body over the feet to shift pressure and balance from toe and heel to create the desired effect on performance
  - d. Demonstrate the ability to regain balance in minor situations in which balance is compromised
  - e. Demonstrate an ability to consistently maintain a balanced, neutral stance between the hips and feet throughout the stages of the turn on blue and groomed black terrain
- 3. Rotary Movements
  - a. Use an appropriate amount of rotational guiding as a component of desired turn shape and/or speed control
  - b. Create whole body rotations, isolated rotations and counter rotations to create or absorb rotary for the desired effect on performance
  - c. Demonstrate consistent use of both feet throughout all phases of the turn, creating a consistent turn shape and size
  - d. Demonstrate *efficient snowboarding* relative to rotational movements in demonstrations and tasks
- 4. Flexion-Extension Movements
  - a. Begin tipping the snowboard from the uphill edge to the downhill edge before turning across the fall line on blue groomed terrain
  - b. Use an appropriate amount of flexion and extension as a component of turn shape and speed control relative to conditions and task
  - c. Demonstrate progressive increase and decrease of edge angle throughout the phases of the turn on a variety of groomed and ungroomed blue terrain
  - d. Utilize the sidecut of the snowboard as a component of turn shape and speed control
  - e. Demonstrate an ability to adjust to minor terrain variations with minimal interruption
  - f. Demonstrate *efficient snowboarding* relative to flexion-extension movements in demonstrations and tasks

## Category B: Teaching

Level II certified instructors demonstrate an understanding of basic learning theory, communication, people skills and human development. Practical knowledge of these concepts is necessary when working with students and teaching situations through a Level 4 lesson. Level II certified teachers demonstrate the ability to adapt the lesson environment to meet a variety of options for specific audiences (i.e., age, gender).

The instructor is able to...

- 1. Awareness, Understanding and Knowledge
  - a. Consider and address safety concerns as students ability increases and terrain changes
  - b. Understand and identify the components of the learning process, and relate these concepts to individual learning styles and preferences
  - c. Understand the importance of options in lesson plans based upon the mental, emotional, and physical needs (development) of individual students
  - d. Illustrate the components of effective feedback (CAGE) in the learning environment

- e. Accurately distinguish “What is happening?” with regard to movement analysis
  - f. Formulate lesson plan options for a variety of student needs
2. Application
- a. Teach the snowboarding public through Level 4 and begin in Level 5
  - b. Identify the personality traits and learning preferences of students, and make broad adjustments in lesson plans and delivery to accommodate those traits/preferences
  - c. 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
  - d. Make technical lesson content decisions based upon both movement analysis observations and student desires and needs; applying the *tiny bubbles* concept
  - e. Demonstrate an effective balance between the amount of information and the amount of practice time; display an effective use of teaching activities
  - f. Develop accurate lesson plan options that tailor lesson situations to individual needs and goals

### Category C: Professional Knowledge

Professional Knowledge for Level II certified teachers reflects a basic understanding of general terms and concepts. Application of teaching concepts in actual lesson situations should reveal an ability to correctly interpret student behavior and performance, and to deliver technical content through relevant activities and simple language.

The instructor is able to...

- 1. Terminology
  - a. Define and understand terminology as described in the *AASI Snowboard Instructor’s Guide* and the *AASI Movement Analysis Handbook*.
  - b. Relate snowboard terminology to students in simple language; communicating *what*, *why*, and *how* the terms and concepts apply to individual students
- 2. Equipment
  - a. Describe changing equipment needs as students ability level grows
  - b. Understand the options, solutions, and benefits modern designs provide; provide general equipment selection guidance
  - c. Understand the intended benefits of equipment design
- 3. Movement Concepts
  - a. Understand the connections between movement concepts and snowboard performance concepts, and how changes in movements effects the snowboard
  - b. Understand how various snowboard movement blends are applied to specific snowboarding situations relative to terrain, conditions, and desired student outcome
  - c. Utilize specific activities to target specific movement development
- 4. Movement Analysis
  - a. Describe the forces acting on a rider in a turn; relate how a rider uses muscular effort and movements to manage these forces
  - b. Understand *effective and efficient riding* through Level 4
  - c. Understand cause-and-effect relationships between movements and resultant snowboard performance through Level 4
  - d. Consider non-performance factors such as age, past experience, conditioning etc., when analyzing the ability of students



- e. Communicate movement analysis information to students in simple, positive language
- 5. Personal Mastery
  - a. Include resort-wide interests in all lesson situations, addressing student needs beyond learning to snowboard
  - b. Demonstrate an ability to handle internal and external conflict resolution
  - c. Demonstrate an ability to interact in resort areas outside of the lesson environment

# Fundamental Movements & Tasks - Level II

These tasks and drills are designed to help the instructor develop their skills to meet the riding outcomes for Level II.

**RIDING:** A Level II Instructor should have efficient and effective movement patterns to make small, medium, and large-radius turns on blue and easy black terrain. The snowboard edge should engage before the fall line through the completion of the turn.

**TEACHING:** The Level II instructor should be able to take control of, and direct the focus of, the group. The Level II instructor should show behavior that exhibits the joy of snowboarding and fosters interpersonal relationships in support of our clients and their learning. They should guide their students toward an outcome or goal.

**PROFESSIONAL KNOWLEDGE:** The Level II instructor should be able to recognize movements and movement pattern differences in the riding public through carved turns and be able to prescribe and develop a logical teaching progression that enables their students to move toward an appropriate outcome or goal.

## Task Script Level II

The Level II snowboarding tasks use definitive visual cues and measuring criteria for assessing performance. Each task has a description and listed criteria to aid in training. With each task performed make note of the following:

1. Control speed through turn shape
2. Body and board maintain a neutral stance
3. Examiner will designate the number of turns, edge engagement and the starting and the stopping point of the task(s)
4. Movements to remain/regain balance are vital for success in the riding tasks
5. Perform the task as described and/or demonstrated

There is latitude for accuracy in the parameters of the tasks. The candidates must “routinely” (80% of the time) demonstrate the skills necessary to do the task, vs. “occasionally” (less than 80% of the time).

The key for the successful exam candidate will be to focus primarily on SPECIFIC MOVEMENTS and their blending in addition to how the board interacts with the snow as a result of those movements.

- **NOTE:** Although candidates will be given every reasonable chance to succeed during the exam it is expected that the candidate will come to the exam well prepared to ride and teach regardless of snow conditions and all other environmental factors.

# Movements in Riding

Smooth movements make smooth riders and smooth riders make smooth movements.

1. The rider will flex and extend ankles, knees, hips and spine to stay balanced over his/her feet.
  - a. Both legs are able to be equally flexed or extended
  - b. Body flows with the board using flexion and extension movements
  - c. Board is able to flow over the terrain
  - d. Rider shows fluid motion as a result of continuous, coordinated movements
2. Engage and release board edges with diagonal movements of the feet, ankles, knees and hips.
  - a. Board edge engages early in the turn
  - b. The edge is released and engaged with smooth, continuous movements using flexion and extension
  - c. Board is twisted by movements of the feet and legs
3. Turning movements originate in the feet and legs to guide the board through turns.
  - a. Active and continual flexing and extending of the ankles and knees
  - b. Smooth movements of the feet and legs to maintain contact with the snow (when desired)
  - c. Legs lengthen and shorten throughout the phases of the turn
4. Maintain balance over the engaged edge.
  - a. Center of mass is constantly adjusting to keep aligned over the engaged edge
  - b. Hips are centered between the feet and knees remain over the feet
  - c. Center of mass is constantly adjusting to maintain centered stance tip-to-tail
5. Direct upper body and arm movements to flow with the board.
  - a. Shoulders are parallel to ankles, knees and hips, which are relatively perpendicular to the front foot
  - b. Arms and hands remain quiet unless needed to regain balance or to help prepare for a maneuver
  - c. Maintain a stable and quiet upper body to allow the feet and legs to make efficient movements

# Riding Tasks and Skill Blending

## *Solid intermediate & exploring advanced*

This list is meant to serve as a sampling of tasks for this level. Based on available terrain, conditions and features, the examiners may change the tasks to fit the situation at their discretion. Remember it's not about just passing a task; the tasks are used as the vehicle to evaluate your skills and movements and the blending of them.

### **Skidded Turns** – *Blue terrain*

Show the ability to shape basic and linked, medium-radius, skidded turns by guiding the board while maintaining a low edge angle. Speed control is maintained by controlling a skid throughout the turn shape. The body is stacked over the board while steering is created from the feet first.

#### CRITERIA

- 1) Flex ankles, knees, hips and spine to stay balanced over a low edge angle.
- 2) Maintain fore/aft balance between the front and back foot while controlling a skid throughout each turn.
- 3) Body stays perpendicular to the snow.

### **Dynamic Skidded Turns** – *Blue and Black terrain*

Show the ability to use both legs to guide the board through symmetrically skidded, medium-radius, round turns on Black terrain, and small-radius turns on Blue terrain. Legs and feet will create dynamic flexion/extension and rotary movements.

#### CRITERIA

- 1) Maintain a stable and quiet upper body that flows continuously with the board.
- 2) Movements originate from the feet and legs and turn more than the upper body.
- 3) Flex and extend ankles, knees, hips and spine to control pressure and maintain balance over a skidding board.
- 4) Flexion/extension movements of the legs, hips, and spine are more lateral, creating offset and differing paths of the center of mass and board.

### **Switch Dynamic Skidded Turns** – *Blue terrain*

Show the ability to use both legs to guide a flat board through symmetrically skidded, medium-radius, round turns while riding switch. Legs and feet will create dynamic flexion/extension and rotary movements.

#### CRITERIA

- 1) Maintain a stable and quiet upper body that flows continuously with the board.
- 2) Movements originate from the feet and legs and turn more than the upper body.
- 3) Flex and extend ankles, knees, hips and spine to control pressure and maintain balance over a skidding board.
- 4) Flexion/extension movements of the legs, hips, and spine are more lateral, creating offset and differing paths of the center of mass and board.

### **Dynamic Carved Turns – *Blue terrain***

Show the ability to carve medium-radius turns on blue terrain. Maintain speed using board design and turn shape. Edge change should occur well before the fall line.

#### **CRITERIA**

- 1) Edges are released and engaged with one smooth movement.
- 2) Flexion and extension movements allow the board to flow smoothly over the terrain.
- 3) Balance over the turning edge throughout each turn.
- 4) The tail of the board follows roughly the same path through the snow as the tip, with little or no skid.

### **Leapers – *Green to blue terrain***

Show the ability to pop off an engaged edge and land on the new turning edge with little to no rotation in the air. Edge change occurs in the air throughout a series of linked, carved turns. Rider will maintain balance on edge of board with flexed natural stance.

#### **CRITERIA**

- 1) Both legs are equally flexed and extended at the same time to pop off the snow and to absorb the landing.
- 2) Remain in balance over either edge throughout each turn.
- 3) Body stays perpendicular to the slope.

### **Bumps – *Blue bumps or moderate bumps on easy black terrain***

Show the ability to make continuous round shaped, skidded turns in bumps on blue terrain and moderate bumps on easy black terrain. Small to medium-radius.

#### **CRITERIA**

- 1) Upper body will remain stable and quiet.
- 2) Feet and legs turn more than the upper body.
- 3) Speed control is maintained by the shape of the turn and is consistent.
- 4) The feet are used to initiate turns and are the primary turning force.
- 5) Independent leg movements (flexion/extension) adjust for balance and pressure control.
- 6) Flex and extend ankles, knees, hips and spine to control pressure and maintain balance over a skidding board.

### **Halfpipe – *Halfpipe, quarterpipe, steeper spine, hip jump, or similar natural terrain***

Show the ability to ride on a clean edge into the transition zone. The rider will make an edge change with the turn apex, landing on the new edge to set his/her line across the pipe. The edge release will incorporate a retraction of the legs to lighten the board and an upper body rotation towards the new wall, allowing the rider to maintain a desired trajectory from landing to the approach of each wall. 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.

#### **CRITERIA**

- 1) Fore/aft balance must be maintained or regained at any point throughout the feature.
- 2) Body stays perpendicular with the snow/wall.
- 3) Show the ability to flex/extend ankles, knees, hips and spine to manage pressure throughout the transition zone, to draw the board up towards the body while in the air and control pressure when landing.

### **Air 180's – Blue to green terrain**

Show the ability to spin 180° rotations in the air, both clockwise and counter-clockwise. Upper body leads spin. Rider will spring off a clean edge, retract legs and rotate board landing evenly on both feet, on a clean edge.

#### **CRITERIA**

- 1) Show fluid motion as a result of continuous, coordinated movements.
- 2) Use whole body rotation for smooth spins.
- 3) Show the ability to rotate both clockwise and counter-clockwise spins.
- 4) Show the ability to spin from both a forward and a switch direction of travel.

### **Nose Rolls and Switch Nose Rolls – Green to easy blue terrain**

Show the ability to spin 180° rotations while leveraging to balance on the leading end of the board. Use whole body rotation for a smooth spin.

#### **CRITERIA**

- 1) Use leveraging to press and balance outside of the foot on the leading end of the board.
- 2) Pivot around a point outside of the foot while leveraging the board to bring the trailing end of the board off the snow.

### **Straight Air w/Grab (between the feet) using terrain feature – Small, man-made or natural feature**

Show all ATML (Approach, Take Off, Manuever, Landing) images in balance and control. Ollie at Take Off leads to a seamless retraction of the legs toward the body for a compact, stable image in the air.

#### **CRITERIA**

- 1) Exhibit fluid motion as a result of continuous and coordinated movements in the joints.
- 2) Use fore/aft movements to leverage the tail of the board to ollie and then level the board to land.
- 3) Flexion and extension of the ankles, knees, hips and spine to spring off terrain feature and absorb landing.
- 4) Ability to flex the joints to bring the board up under the body to perform the maneuver (grab between the feet).

### **50/50 over small box or rail**

Show all ATML (Approach, Take Off, Manuever, Landing) images in balance and control.

#### **CRITERIA**

- 1) Show the ability to actively spring off the snow, absorb the landing onto the feature and then spring off the feature, absorbing the landing back onto the snow.
- 2) Flexion and extension of the ankles, knees, hips and spine is used to manage pressure as the board transitions from the snow surface to the box or rail and back onto the snow.
- 3) Speed in the Approach and trajectory at Take Off allow the rider to maintain a straight, controlled path down the full length of the feature.

\*All other Level I Maneuvers

# Teaching Application - Level II

The practical application of teaching concepts takes years to master. However, focusing on tactics commonly used by good teachers speeds the acquisition of teaching skills and promotes valuable learning experiences for students. The STS Model and Teaching Cycle were developed with these ideas in mind. When conducting a snowboard lesson - whether at work or in an assessment - remember these key ideas:

## **STUDENT CENTERED**

The student is the focus; teach to the student. Instructors often continue on a game plan that is unrelated to the student's needs. Is the student performing the exercise correctly? Is the student ready to move on through the teaching progression? Does the student understand the objective? Is the lesson helping the student meet personal goals?

## **OUTCOME BASED**

Your lesson should be objective oriented. What are you trying to accomplish? What will your student understand or be capable of doing after the lesson that they were not capable of doing before the lesson?

## **EXPERIENTIAL**

Help people learn by doing; riding is a motor skill. Although it is necessary to give clear explanations, people need time to practice and experiment with movements and instructors need time to observe student performance to accurately evaluate the success of a lesson.

These concepts, focusing on student needs, work toward identifiable outcomes and providing opportunities for practice and performance evaluation and are the elements most commonly missing from assessment and real-life teaching situations.

## **As You Work to Develop Your Teaching Skills, Practice the Following:**

- Write a basic progression for each of the topics from the Level II Teaching Topics
- Working with a group of your peers, teach each of the progressions you have designed
- Include age and gender specific information in your teaching progressions
- Have your school trainer observe you teaching an actual class; have the trainer give you feedback on your teaching based on your use of the Teaching Cycle

## **PRACTICE**

- Determining lesson goals and objectives in actual teaching situations and in practice teaching situations with peers. Complete this sentence for each teaching situation: "By the end of this lesson, my student will be capable of ..."
- Setting up teaching situations with your peers using command, task and reciprocal teaching styles. Make sure you are using each teaching style correctly, not just setting up situations based on how you think each style operates.
- Giving feedback to a group of your peers performing the Level II riding tasks. Include:
  - What do you see (desirable and undesirable movements)?
  - What do you want to change?
  - Why do you want to change what you see?
  - How will you help the rider change?

## DESCRIBE

- Necessary steps to determine appropriate long term goals and planning lesson objectives
- The value of introducing a learning segment and what might be included in the introduction
- Several ways to assess student needs and expectations
- Several ways to present and share information during a lesson
- When and why an instructor uses practice in a lesson and describe the different ways an instructor can incorporate practice
- Several ways an instructor can check for understanding during a lesson
- The purpose of a lesson summary and several topics that should be covered during the summary

## COMPARE

- The steps of your most recent lesson to the steps of the Teaching Cycle
- Did your lesson fulfill all the elements of the Teaching Cycle? If not, what parts were missing and why?
- Lesson content, instructor behavior, and student behavior from a lesson that went really well to the same elements of a lesson which was not as successful. Were there differences? Why?



# Teaching Day Format:

Candidates should be prepared to **clinic\*** their peer group twice during the day. There will be 2 teaching sessions for each candidate – a longer 20 minute session and a shorter 5 minute session. The longer teaching is usually selected out of the sample teaching topics, agreed to with the examining staff or selected from the “other” category. The shorter version is normally based upon observing a rider on the hill or doing movement analysis on your peers and creating a series of goals through a logical progression. Although it is not necessary to fill the time allowed, it is recommended that you continue to work with the group for the allotted time – the examiners will monitor the time for you. The examiners are responsible for and will keep to a fairly tight time schedule. /

- The examinee group size [average 6 candidates] is designed to allow for the examinees, examiners and observers to remain together throughout the day.
- Candidates will **clinic\*** and coach peers on a topic you have been assigned from the list of topics or a topic that you and the examiners agree upon – you may have all or part of the exam group to clinic, depending on group size. These segments average about 20 minutes.
- With the examiners, you will observe another rider on the hill or one of your peers. You'll be asked to describe for the examiners what you see in the rider and give an applicable goal for the rider with what you would do to improve his/her performance, which may include developing a lesson plan.
- The teaching groups will work together throughout the whole day. The two examiners will manage the time and scheduling of shorter or longer teaching segments as the day progresses.
- Questions based upon your teaching are asked immediately following your session, during chairlift rides or both. Examiners may also set up scenarios wherein you and your peers discuss a teaching, technical or professional knowledge situation and deliver a response in a group setting.

**Note: Clinic\*:** *Displaying an understanding and working knowledge of skill development from the beginner through the intermediate zones (Levels 1-4) and Level II riding tasks. As with any snowboard clinic, a transfer of knowledge and improvement of the student is the goal. Your grade is contingent on whether or not you applied the Level II Teaching Outcomes, Level II Northwest testing criteria and delivered an effective lesson. In doing so, your exam peers should be able to demonstrate newly acquired knowledge and skills.*

## Examiner role:

The examining committee consists of two examiners, possibly an examiner in training [EIT] and a school trainer. Although the EIT may take charge of the group during or throughout the day, the two examiners will be responsible for the grading based upon the Level II National Standards. The trainer shadows the exam to gain a better understanding of the exam process. During the morning introduction, the examiners will establish the tone for the day, review expectations, discuss and assign the long session teaching topics and answer any questions regarding the exam process. As well, during your teaching segments the examiners are available to answer questions, aid in locating correct terrain and help you with time management. There may be

questions asked of you and/or the group immediately after each teaching session, either on the hill or perhaps on a chair ride. Examiners typically do not model a teaching example for the candidates but may establish a positive lead-in to the day with a brief teaching cycle introduction during the first run.

## **Sample Teaching Topics**

### **Beginner through Intermediate Zone (Levels 1-4)**

The following topics are typical teaching scenarios encountered daily. Be prepared to clinic your peers on any of these topics and have the ability to modify these topics to include age and gender information. Remember to use timing, intensity duration (TID bits), compliment, analyze, goal, exercise (CAGE) during the teaching segments.

- Basic turns to linked turns
- Improve transition from heel-side to toe-side turns and toe-side to heel-side
- Dynamic skidded turns to basic carved turns
- Linked skidded turns to dynamic skidded turns
- Basic bump riding
- Introduction to switch riding
- Surface 360's
- Skidded turns
- Skidded turns to children
- Session through the park
- Introduction to the halfpipe

### **Key points to keep in mind when assessing your teaching. Why would it pass?**

1. You followed the teaching cycle.
2. You selected appropriate terrain.
3. You kept the group moving, giving them sufficient time to experience and apply the progression steps.
4. You checked for understanding.
5. You related skill development to the STS.
6. You managed the group dynamics by providing both individual and group feedback. You worked with individuals within the group by providing clear, specific direction of what you wanted them to do and used body specific language of why this is important and feedback on how to do so.
7. You provided a logical summary with goals.

# Professional Knowledge:

This grade is determined by what the candidate says about snowboard performance concepts and the development of snowboarding movement concepts. Examiners will gather information concerning the candidate's professional knowledge by creating a movement analysis situation on snow and/or indoor video. The examiner will ask specific movement analysis questions.

Certification candidates should know their snowboard school progression and be knowledgeable of all STS concepts, particularly the relationship between the movement concepts (rotation, flexion and extension) and the snowboard performance concepts (tilt, twist, pivot and pressure). Candidates should be able to accurately describe cause and effect as it relates to different riders in varying terrain and conditions. Other categories from where professional knowledge may be discussed are: snowboarding mechanics, dynamics and equipment knowledge.

# Level II Written Exam Study Questions

Completion of these questions is strongly recommended as preparation for the written test and even your on snow exam. The answers to many of these questions can be found in the Snowboard Technical Manual and the AASI Movement Analysis Handbook. However, the answers to some of these questions and terms will be found in other sources such as, PSIA's Core Concepts Manual, *Captain Zembo's Ski and Snowboard Teaching Guide for Kids and Children's Instruction Manual*. The written test is composed of multiple choice, true/false, and matching questions. These study questions are in an essay format to give depth to your study.

- 1) What is AASI?
- 2) What is the STS and what are its main components?
- 3) What are the fundamental movements? Give some examples of these by relating the movements to the joints that are involved.
- 4) How are actions and reactions defined by AASI? How are movements and performance defined by AASI? How do these relate to each other?
- 5) Define these terms:

Rotation	Edge angle (tilt)	Pressure distribution
Flexion	Torsional flex (twist)	
Extension	Rotation (pivot)	
- 6) What are the three laws described by Sir Isaac Newton?
- 7) What is the "Y" model? Draw a diagram of the "Y" model and label its branches.
- 8) What kinds of terrain are preferred for the three categories of riding? Which competitions rate the skills specific to each category?
- 9) What relationship does offset have to edge angle?
- 10) Describe each and list the differences between carved and skidded turns?
- 11) Describe each and list the differences between skidded turns and dynamic skidded turns.
- 12) What does the concept of "offset" refer to? How does offset relate to each of the four performance concepts?
- 13) What kinds of lessons work best for kids? How can you present information best for them? Would you teach a child and adult the same way? How might these lessons differ? What is the CAP model and how do you use it?
- 14) List the factors that influence how the brain works (and consequently learns)?
- 15) The AASI manual makes some general statements about learning preference theories and models. Briefly, how would you summarize these?
- 16) What is meant by "multiple intelligence's"? List them. How many, and how much of these does each individual have?
- 17) What are the three primary avenues for receiving sensory information? Students learn best by receiving information in what way for each of these?
- 18) A lesson introduction should contain what elements? Why are these elements necessary? What happens in each of them?
- 19) A lesson conclusion is very important. Why? What are the components of a complete lesson conclusion?
- 20) What is the purpose of "movement analysis"? List and explain each of the observation tools relative to how it is used in movement analysis.
- 21) What is a "tid-bit"? What does TID stand for?
- 22) What are the steps in the "pattern of teaching"? What happens in each of these steps?

- 23) Large classes can be organized into smaller groups for practice. What are three possibilities here?
- 24) Why might it be important for instructors to be able to ride using different styles regardless of their equipment?
- 25) Intermediate lessons generally cover what things? List the kinds of tasks and the appropriate terrain for them, at this level. What influences what you teach?
- 26) What are the benefits of skidding? What are the drawbacks? Can teaching skidding be beneficial to students? How?
- 27) What are some ways flexion/extension can change the board's performance? List some situations where flexion/extension movements are used while snowboarding.
- 28) Define these terms as they relate to snowboarding and give examples of each:
 

Absorption	Up-unweight	Pivot
Rebound	Retraction	Neutral
Deflection	Steering	Carving
Leverage	Counter-rotation	Fall line
Pressure	Effective edge	Garlands
Angulation	Camber	Slipping
Inclination	Sidecut	Sliding
Banking	Torsional flex	Skidding
Transition	Longitudinal flex	
Down-unweight	Anticipation	
- 29) What types of snowboard decks are there? What are the differences between them? What are the advantages and disadvantages of these designs?
- 30) List and define eight snowboard deck characteristics. Give examples of how these characteristics influence the performance of the deck.
- 31) Define stance setup, stance angle, stance width and split. What are your stance angle, stance width and split? Why are you set up that way?
- 32) What is the function of a high back? What is the effect if the high back angle is too little or too much?
- 33) Why are service concepts important? List and describe some basic service concepts.
- 34) The lesson conclusion is important-why? What happens at this time?
- 35) What do cartilage, ligaments, tendons and bones do?
- 36) What are the different kinds of joints? Provide examples of each and the kind(s) of movement it allows.
- 37) What role does gravity play in snowboarding? What is momentum?
- 38) What is a "center of mass"? Is it generally different for adults and children? How?
- 39) In a lesson, when should an instructor talk about safety and the responsibility code?
- 40) What safety considerations are important when determining what terrain is appropriate for a group of snowboarders in a lesson? Why? Pacing of a lesson should be determined by the strongest? Weakest? Discuss your answers.
- 41) What are the seven points of the responsibility code?
- 42) How is balance improved?

# Certified Level III

# Level III Requirements

## Snowboard Certified Level III

The premise of the certification standards is based upon the concepts of “levels of understanding” which define stages of learning in degrees of understanding. 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.

The Certified Level III member is one whose high levels of skill and knowledge allow him or her to make an uncompromised contribution to the customer, the Association, and the snowboard industry. A Level III Certified member has the ability to assess all variables with regard to student personality traits, goals, abilities, needs, the learning environment, conditions of the day, available terrain, equipment, etc. and to synthesize these parts into a viable lesson plan. A Level III instructor can make adjustments to lesson goals and is able to appropriately adjust or modify lesson content as required by any situation.

### Category A: Riding

Level III certified teachers should have the ability to make small, medium, and large-radius turns on any and all terrain maintaining consistent speed and turn shape. The board engages well before the fall line, leaving a defined track in the snow, to the completion of the turn. Terrain and snow conditions should have a minimal effect on the application of fundamental movements, the accuracy of completing the movements, snowboard performance and turn outcome. Turn dynamics should represent the terrain, speed, and snow conditions common to advanced riding, through Level 6. A Level III certified teacher has the ability to maintain dynamics and movement accuracy through most conditions, on any terrain, on most mountains.

At a minimum, the candidate will demonstrate up-unweighting, down-unweighting, terrain unweighting, and the purposeful movement of the center of mass across the board by extending, flexing, or retracting 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 the ability to perform purposeful flexion of the legs to bring the board under the center of mass through the completion of the turn and into the initiation of the turn (resulting in edge change and edge engagement), and an 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).

The instructor is able to...

1. General Characteristics
  - a. Ride maintaining a parallel attitude with board, ankles, knees hips and shoulders throughout turns, on any terrain, on most mountains
  - b. Reduce, generate, or maintain speed without interrupting overall flow or rhythm
  - c. Ride a variety of turn sizes and shapes and apply them to different mountain situations
  - d. Demonstrate different types of movement patterns in exercises, tasks, and turns upon request, and as applied in different mountain situations
  - e. Maintain control over turn shape and speed while riding most conditions on any terrain on most mountains
2. Balance
  - a. Maintain lateral and fore-aft balance through turn transitions, as balance shifts between the feet through terrain and conditional variations

- b. Move feet under the body or move the body over the feet to shift pressure and balance from left to right (nose to tail) to create the desired effect on performance
  - c. Move feet under the body or move the body over the feet to shift pressure and balance from toe and heel to create the desired effect on performance
  - d. Demonstrate an ability to consistently maintain the balanced, neutral alignment of the feet, knees, hips, spine and shoulders through all phases of the turn
  - e. Utilize proactive movements which anticipate snowboard reaction and create balance adjustments, minimizing the interruption of rhythm and flow in most situations common to all mountain riding
  - f. Demonstrate *efficient riding* relative to balance in riding and tasks
3. Rotary Movements
- a. Use an appropriate amount of rotational guiding as a component of desired turn shape and/or speed control
  - b. Create whole body rotations, isolated rotations and counter rotation to create or absorb rotary for the desired effect on performance
  - c. Demonstrate consistent guiding of both feet into and out of the fall line (minimal tail displacement)
  - d. Demonstrate efficient riding relative to rotary movements on demonstrations and tasks
  - e. Adapt to terrain variables with minimal interference with snowboard performance
4. Flexion and Extension Movements
- a. Begin tipping the snowboard from uphill edge to the downhill edge before turning the board toward the fall line (minimal pivoting to edge) in most conditions on any terrain on most mountains
  - b. Demonstrate progressive and dynamic, increase and decrease, of edge angle throughout the phases of the turn
  - c. Utilize sidecut/snowboard design as the primary component controlling turn shape in most conditions in most situations
  - d. Demonstrate effective/efficient riding relative to flexion-extension movements on demonstrations and tasks
  - e. Adjust movements to maintain, increase, or decrease pressure and turn forces as conditions, tasks, or demonstrations require, while maintaining turn shape and accuracy

## Category B: Teaching

Level III certified teachers must demonstrate an in-depth understanding of basic learning theory, communication and people skills and human development issues. Display a mastery of human development issues for all riding populations (i.e. age, gender). Application of these concepts must produce a clear and concise delivery of information and an uncomplicated learning environment.

The instructor is able to...

1. Awareness, Understanding, and Knowledge
  - a. Consider safety concerns as students continue to progress
  - b. Make specific lesson plan decisions based upon accurate interpretation of student behavior and performance
  - c. Adjust the depth and pacing of information and feedback to address the needs, motivation and interest level of the students
  - d. Address a variety of learning styles and utilize various feedback systems to facilitate an experiential learning environment



- e. Identify the elements of multiple intelligence theory and relate these concepts to sensory preferences in communication and information exchange
  - f. Describe, in depth, the services and activities available at one's home area as well as within the industry
  - g. Display a strong ability to answer the "How do I get there?" question regarding movement analysis
  - h. Display an in-depth understanding of cause-and-effect relationships relative to movement concepts and specific movement issues
  - i. Create unique lesson plans through a strong understanding of people and snowboard fundamentals
2. Application
- a. Teach the snowboarding public through Level 5
  - b. Account for the mental, emotional, social, and physical cues encountered with students in most lesson situations
  - c. Creatively utilize the conditions of the day to ensure safety and create unique experiences for students
  - d. Make technical lesson content decisions based upon specific movement analysis observations, as well as non-movement factors (mental, emotional, physical)
  - e. Demonstrate an ability to encourage students to become responsible for their own learning
  - f. 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

### **Category C: Professional Knowledge**

Professional Knowledge for Level III certified teachers reflects a strong accurate understanding of snowboarding terminology and concepts including, but not limited to AASI snowboard teaching manuals, related industry sources, snowboard coaching, and familiarity with various peripheral resources. These resources help promote well-rounded teaching with the capacity to create exceptional experiences for most students, in most conditions, on any terrain, at most mountains.

The teacher is able to...

- 1. Terminology
  - a. Demonstrate a strong understanding industry wide terminology
  - b. Display an ability to compare and contrast various types of information regarding snowboarding and snowboard teaching from a variety of resources
  - c. Demonstrate the ability to translate most snowboard terminology into layman's terms
- 2. Equipment
  - a. Describe changing equipment needs as riders progress through their skill level
  - b. Tailor lesson plans to fit student equipment capabilities,
  - c. Serve as an industry ambassador, shop liaison and general authority for equipment questions and advice

3. Movement Concepts
  - a. Understand appropriate application of the fundamental movements (as a tool to communicate, organize and assist the teaching of movements)
  - b. Understand and utilize the controlling elements of snowboard performance concepts (tilt, twist, pivot and pressure) relative to the movement concepts (flexion-extension and rotation)
  - c. Apply fundamental movements to tactical choices in a variety of conditions
4. Movement Analysis
  - a. 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 snowboard performance
  - b. Understand efficient and inefficient snowboarding
  - c. Understand cause-and-effect relationships and resultant snowboard performance
  - d. 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
  - e. Evaluate the effectiveness and performance of practice activities, and continuously adjust lesson plans accordingly
5. Personal Mastery
  - a. Seek outside education options to promote a broad understanding of the sport
  - b. Seek involvement in helping less experienced instructors

# Fundamental Movements & Tasks - Level III

These tasks and drills are designed to help the instructor develop his/her movements to meet the snowboarding outcomes for Level III.

**RIDING:** The instructor is able to make small, medium and large radius turns on any and all terrain maintaining consistent speed and turn shape, with smooth rhythm on most mountain terrain and most conditions. The board edge engages well before the fall line, leaving a defined arc in the snow, to the completion of the turn.

**TEACHING:** The Level III instructor should be able to clinic the group at their level. The Level III instructor should show behavior that exhibits the joy of snowboarding and fosters interpersonal relationships in support of their students and their learning. The instructor is working to build upon each individual's efficiencies/strengths and/or working to change inefficiencies.

**PROFESSIONAL KNOWLEDGE:** The Level III instructor should be able to recognize movement patterns present in their peers and be able to prescribe and develop logical teaching progressions that enable their peers to move toward an outcome or goal.

These tasks and drills are designed to help the instructor develop their skills and movements to meet the riding outcomes for Level III.

# Task Script - Level III

The Level III snowboarding tasks use definitive visual cues and measuring criteria for assessing performance. Each task has a description and listed criteria to aid in training. With each task performed make note of the following:

1. Control speed through turn shape
2. Body and board maintain a neutral stance
3. Examiner will designate the number of turns, edge engagement and the starting and the stopping point of the tasks
4. Movements to remain/regain in balance are vital for success in the riding tasks
5. Perform the task as described and/or demonstrated

There is latitude for accuracy in the parameters of the tasks. The candidates must “routinely” (90% of the time) demonstrate the skills necessary to do the task, versus “occasionally” (less than 90% of the time). The key for the successful exam candidate will be to focus primarily on SPECIFIC MOVEMENTS and their blending, in addition to how the board interacts with the snow as a result of those movements.

**NOTE: Although candidates will be given every reasonable chance to succeed during the exam it is expected that the candidate will come to the Exam well prepared to ride and teach regardless of snow conditions and all other environmental factors.**

# Movements in Riding

Smooth movements make smooth riders and smooth riders make smooth movements.

5. The rider will flex and extend ankles, knees, hips and spine to stay balanced over his/her feet.
6. Both legs are able to be equally flexed or extended
7. Body flows with the board using flexion and extension movements
8. Board is able to flow over the terrain
9. Rider shows fluid motion as a result of continuous, coordinated movements
  
10. Engage and release board edges with diagonal movements of the feet, ankles, knees and hips.
11. Board edge engages early in the turn
12. The edge is released and engaged with smooth, continuous movements using flexion and extension
13. Board is twisted by movements of the feet and legs
  
14. Turning movements originate in the feet and legs to guide the board through turns.
15. Active and continual flexing and extending of the ankles and knees
16. Smooth movements of the feet and legs to maintain contact with the snow (when desired)
17. Legs lengthen and shorten throughout the phases of the turn
  
18. Maintain balance over the engaged edge.
19. Center of mass is constantly adjusting to keep aligned over the engaged edge
20. Hips are centered between the feet and knees remain over the feet
21. Center of mass is constantly adjusting to maintain centered stance tip-to-tail
  
22. Direct upper body and arm movements to flow with the board.
23. Shoulders are parallel to ankles, knees and hips, which are relatively perpendicular to the front foot
24. Arms and hands remain quiet unless needed to regain balance or to help prepare for a maneuver
25. Maintain a stable and quiet upper body to allow the feet and legs to make efficient movements

# Riding Skills & Technical Understanding

The following snowboard tasks have been selected to best represent levels of ability and to test the overall skill and movement blend.

During the day, the examiners and examinees will discuss the technical riding elements to ensure understanding. This does not influence the overall grade but provides an opportunity to rehearse the understanding of each or the selected tasks enabling performance as well as goal setting.

Level III examinees are accountable for all riding up to their level. This includes all general and task riding performed at all three previous levels plus some of the exercises previously noted. The Level III snowboarding tasks use definitive visual cues and measuring criteria for assessing performance. Each task has a description and listed criteria to aid in training. With each task performed make note of the following:

- Control speed through turn shape
- Body and board maintain a neutral stance
- Examiner will designate the number of turns, edge engagement and the starting and the stopping point of the tasks
- Movements to remain/regain in balance are vital for success in the riding tasks
- Perform the task as described and/or demonstrated

The key for the successful exam candidate will be to focus primarily on SPECIFIC MOVEMENTS and their blending in addition to how the board interacts with the snow as a result of those movements.

## General Riding:

All conditions, all terrain

This list is meant to serve as a sampling of tasks for this level. Based on available terrain, conditions, and features, the examiners may change the tasks to fit the situation, at their discretion.

### Dynamic Skidded Turns forward and switch – *Black terrain*

Show the ability to guide the board through symmetrically skidded, small and medium-radius, round turns, forward and switch, by guiding the board with foot steering and maintaining a quiet yet active upper body. Speed control is maintained through turn shape while using a controlled skid throughout the turn. Legs and feet will create torsional flex, dynamic flexion/extension and rotary movements as needed for the conditions.

#### CRITERIA

- 1) Edges are released and engaged with one smooth movement.
- 2) Maintain a stable and quiet upper body that flows continuously with the board.
- 3) Movements originate from the feet and legs and turn more than the upper body.
- 4) Flex and extend ankles, knees, hips and spine to control pressure and maintain balance over a skidding board.
- 5) The board moves laterally with the centered mass taking a more centered pass down the fall line.
- 6) Fore/aft movements are created as needed to maintain a dynamic balance over the board as the board flexes from the middle.

### **Dynamic Carved Turns, forward and switch – Blue or black terrain**

Show the ability to utilize snowboard design to shape a turn and control speed, in medium or large-radius, carved turns. Turn shape is dictated by the amount of dynamic movements; timing, intensity and duration.

#### **CRITERIA**

- 1) Board is tipped and guided to an edge through foot steering and is carving immediately.
- 2) Create a dynamic, balanced stance over the entire board so it bends from the middle.
- 3) Edges are released and engaged with one smooth movement of the center of mass into the new turn and an active sequential foot movement, incorporating fore/aft leverage as needed.
- 4) Flexion and extension movements of the ankles, knees, hips and spine help to maintain contact with the snow, and manage pressure throughout the turn.

### **Bumps – Any and all terrain**

Show the ability to make continuous round shaped turns in any bumps, on any terrain.

#### **CRITERIA**

- 1) Upper body will remain stable and quiet.
- 2) Feet and legs will turn more than the upper body while turning, to maintain speed control.
- 3) Independent leg movements (flexion/extension) adjust for balance and pressure control.
- 4) The feet are used to initiate turns and are the primary turning force.
- 5) Speed control is maintained by the shape of the turn, and both are consistent.
- 6) Edges are released and engaged with one smooth movement of the center of mass into the new turn and an active sequential foot movement, incorporating fore/aft leverage as needed.

### **180° Air w/Grab between feet, or 360° Air, using terrain – Small to medium feature**

Show all Approach-Take Off-Maneuver-Landing (ATML) images in balance and control. Ollie at take off leads to a seamless retraction of legs toward body for a compact, stable image in the air.

#### **CRITERIA**

- 1) Flexion and extension of the ankles, knees, hips and spine to spring off terrain feature and absorb landing.
- 2) Ability to flex the joints to bring the board up under the body to perform the maneuver (360° rotation or 180° rotation with grab).
- 3) Rotation is started from a clean edge.
- 4) Rotation is complete, without under or over rotation, and without continued rotation immediately after landing.

### **Linked toeside and heelside turns – Blue terrain**

Link carved turns with a 180° air transition. Pop off of an engaged edge with both toes (linked toeside), or heels (linked heelside), and spin board to land on same edge with new leading foot. Angulate for balance on edge and use flexion/extension to create necessary turn shape, pressure control, and air 180° transitions.

#### **CRITERIA**

- 1) Show fluid movements as a result of continuous, coordinated movements.
- 2) Spring off of a carved edge at the turn transition, before the fall line.
- 3) Rotate frontside spins from a toeside turn, landing on the toeside edge to initiate the new turn (linked toeside).
- 4) Rotate backside spins from a heelside turn landing on the heelside edge to initiate the new turn (linked heelside).

**Transitional Freestyle Element – Halfpipe, quarterpipe, steeper spine, hip jump, or similar natural terrain**

Show 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 downslope. The edge change will occur at the apex, at or above the lip, landing on the new edge to set a line across the pipe. The edge release will incorporate a retraction of the legs to lighten the board and an upper body rotation towards the new wall, allowing the rider to maintain a desired trajectory from landing. A consistent image will be shown on both walls and in various conditions.

**CRITERIA**

- 1) Fore/aft balance must be maintained, or regained, at any point throughout the feature.
- 2) Body maintains a perpendicular relationship with the wall/snow surface.
- 3) Show the ability to flex ankles, knees, hips and spine to draw the board up towards the body while in the air control and control pressure when landing.
- 4) A consistent image will be shown on both heel and toe edge.
- 5) Demonstrate air at or above the lip on both heel and toe edge.

**50/50 Over a Rail with a “Gap” Entry**

Show all ATML (Approach, Take Off, Manuever, Landing) images in balance and control.

**CRITERIA**

- 1) Show the ability to actively spring off the snow, absorb the landing onto the feature and then spring off the feature, absorbing the landing back onto the snow.
- 2) Flexion and extension of the ankles, knees, hips and spine is used to manage pressure as the board transitions from the snow surface to the rail and back onto the snow.
- 3) Speed in the Approach and trajectory at Take Off allow the rider to maintain a straight, controlled path down the full length of the feature.

**Boardslide Over a Box**

Show all ATML (Approach, Take Off, Manuever, Landing) images in balance and control.

**CRITERIA**

- 1) Show the ability to actively spring off the snow and rotate to boardside (board at or near 90° to the box), absorbing the landing onto the feature.
- 2) Board rotates back into alignment with the feature/fall line as the rider exits the feature.
- 3) Flexion and extension of the ankles, knees, hips and spine is used to manage pressure as the board transitions from the snow surface to the box and back onto the snow.
- 4) Speed in the Approach and trajectory at Take Off allow the rider to maintain a straight, controlled path down the full length of the feature.
- 5) Rider shows fluid motion as a result of continuous, coordinated movements.

\*All other Level I & II Maneuvers



# Teaching Application - Level III

The practical application of teaching concepts takes years to master. However, focusing on tactics commonly used by good teachers speeds the acquisition of teaching skills and promotes valuable learning experiences for students. The STS Teaching Model and Teaching Cycle were developed with these ideas in mind. In particular, the seven steps of the Teaching Cycle promote quality lessons. When conducting a lesson – whether at work or in an assessment – remember these key ideas.

## STUDENT CENTERED

The student is the focus, teach to the student. Instructors often continue on a game plan that is unrelated to their student's needs. Is the student performing the exercise correctly? Is the student ready to move on through the teaching progression? Does the student understand the objective? Is the lesson helping the student meet personal goals?

Outcome Based: your lesson should be objective oriented. What are you trying to accomplish? What will your student understand or be capable of doing after the lesson that they were not capable of doing before the lesson?

## EXPERIENTIAL

Help people learn by doing. Snowboarding is a motor skill. Although it is necessary to give clear explanations, people need time to practice and experiment with movements - and instructors need time to observe student performance to accurately evaluate the success of a lesson.

These concepts - focusing on student needs, working toward identifiable outcomes, and providing opportunities for practice and performance evaluation - are the elements most commonly missing from assessment and real-life teaching situations.

## As you work to develop your teaching skills, practice the following steps:

- Compare the steps of your most recent lesson to the steps of the Teaching Cycle. Did your lesson fulfill all the elements of the Teaching Cycle? If not, what parts were missing and why?
- Compare the steps of your most recent lesson to the steps of the Teaching Cycle. Did your lesson fulfill all the elements of the Teaching Cycle? If not, what parts were missing and why?
- Compare lesson content, instructor behavior, and student behavior from a lesson, which went really well to the same elements of a lesson, which was not successful. Were there differences? Why?
- Have a trainer observe you conducting a class lesson and evaluate the quality of the lesson based on how effectively it addresses the various steps in the Teaching Cycle.
- Practice determining lesson goals and objectives in actual teaching situations and in practice teaching situations with peers. Complete this sentence for each teaching situation: "By the end of this lesson, my student will be capable of..."
- Practice setting up teaching situations with your peers using command, task, guided discovery, problem solving, and reciprocal teaching styles. Make sure you are using each teaching style correctly; not just setting up situations based on how you think each style operates.
- If your last lesson did not cover all the stages of the Teaching Cycle, how could the lesson be modified to fill in the gaps?
- Compare lesson content, instructor behavior, and student behavior from a lesson which went really well to the same elements of a lesson which was not successful. Were there differences? Why?

- Observe a peer conducting a class lesson and evaluate the quality of the lesson based on how effectively it addresses the various steps in the Teaching Cycle.
- Have a peer or trainer observe you conducting a class lesson and evaluate the quality of the lesson based on how effectively it addresses the various steps in the Teaching Cycle.
- Practice giving feedback to a group of your peers performing the Center Line maneuvers.  
Include:
  - What do you see (desirable and undesirable movements)? What do you want to change?
  - Why do you want to change what you see?
  - How will you help the student change?
- Practice determining lesson goals and objectives in actual teaching situations and in practice teaching situations with peers. Complete this sentence for each teaching situation: “By the end of this lesson, my student will be capable of...”
- Practice setting up teaching situations with your peers using command, task, guided discovery, problem solving, and reciprocal teaching styles. Make sure you are using each teaching style correctly, not just setting up situations based on how you think each style operates.

# Teaching Day Format:

- The examinee group size [average 6 candidates] is designed to allow for the examinees, examiners and observers to remain together throughout the day.
- The long teaching session is designed for you to work with your peers on a riding level or goal you have selected from the list of topics or a topic that you and the examiners agree upon – typically you will work with the whole group.
- The teaching groups will work together throughout the whole day. The two examiners will manage the time and scheduling of shorter or longer teaching segments as the day progresses.
- Questions based upon your teaching are asked immediately after your teaching session, during chairlift rides or both. Examiners may also set up scenarios wherein you and your peers discuss a teaching, technical or professional knowledge situation and deliver a response in a group setting.

Candidates should be prepared to teach or coach their peer group twice during the day. One will be longer, typically 20 minutes, and the other shorter, 5 minutes or so. Your goal is to improve the level of riding for each member of the group and although the time element doesn't necessarily allow for ownership of a new movement pattern, change in stance, etc., the individuals in the group should be able to take away the concepts they will need to pursue going forward. Although it is not necessary to fill the time allowed, it is recommended that you continue to work with the group until the total time expires – let the examiners monitor the time for you. The examiners are challenged with, and will keep to, a fairly tight time schedule.

## Examiner role:

The examining committee consists of two examiners, possibly an examiner in training [EIT] and a school trainer. Although the EIT may take charge of the group during or throughout the day, the two examiners will be responsible for the grading based upon Level III National Standards. The trainer shadows the exam to gain a better understanding of the exam process. During the morning meeting, the examiners will establish the tone for the day, review expectations, discuss and assign the long session teaching topics and answer any questions regarding the exam process. As well, during your teaching segments the examiners are available to answer questions, aid in locating correct terrain and help you with time management. There may be questions asked of you and/or the group immediately after each teaching session, either on the hill or on a chair ride. Examiners typically do not model a teaching example for the candidates but may establish a positive lead-in to the day with a brief teaching cycle introduction during the first run.

## Teaching Situations: Level III:

The Level III teaching can be quite open-ended or very specific. You will be working with your peers to improve their riding and performance. Understand you have limited time with your peers and you will need to first assess each person's skills, determine an appropriate goal and then develop and implement a course of action; all of which needs to be accomplished within a short time frame. You will be working with your peers twice during the day with one session of longer duration, around 20 minutes. Your teaching grade is a determination based upon your interaction with your peers and communication with the examiners. As compared to the Level II Teaching segment that is more presentation and progression oriented, the Level III Teaching segment is a lesson program designed to improve the overall riding ability of the group and individuals within the group. Rather than preparing a predetermined list of topics, it better serves you to be ready to teach to your peer group in a variety of terrain and conditions

not unlike what you might do at your home area when riding with your fellow instructors or giving a private lesson.

To help you determine a lesson plan, do a quick needs assessment of the group, take into account their overall abilities, conditions of the day and then determine a goal and a game plan to achieve that goal.

The following tasks may be useful to first assess your peers and then as a framework in which to work with them to improve each individual's riding.

These topics represent possible teaching scenarios. The examiner is not limited to these topics and may simply state improve this group's snowboarding on various terrain and snow conditions. Remember timing, intensity and duration (TID) and compliment, analyze, goal and exercise (CAGE) when teaching.

Carving	Effective and efficient riding in chosen terrain and conditions
Cross under or cross over movements	Upper and lower body relationship
Nose and tail rolls	Bumps
Leapers	Halfpipe
Tactics for steeps	Medium radius turns in the bumps
Crud riding	Switch riding, dynamic carved bumps
Line in bumps	180 combo's
Variety of turns in steeps	Various grabs
Techniques for riding icy snow	Linked toeside and/or heelside turns
Session in terrain park	
Introduction to race course	

### **Key points to keep in mind when assessing your teaching. Why would it pass?**

1. You determined a specific objective and took logical steps to help each rider achieve the objective.
2. You determined skill-specific reasons why each rider was not achieving the objective and designed a progression to meet the rider's needs.
3. You provided constructive feedback and direction specific to each individual rider.
4. You provided accurate descriptions and demonstrations.
5. You moved the group giving each one an opportunity to ride through the exercises or tasks used to improve their riding.
6. You brought the focus of each task back to the real riding situation.
7. You checked for understand through observation and questioning.
8. You summarized the lesson concisely and accurately.
9. You improved the overall ability of the group and the individuals within the group in the terrain you were teaching on.

# Professional Knowledge:

This grade is determined by what the candidate says regarding the development of the snowboard movement concepts (fundamental movements) and the snowboard performance concepts. Examiners may gather information concerning the candidate's professional knowledge by observing his/her teaching at different levels, by emphasizing different skills, by listening to group discussions about the variety of topics brought up in the exam, and by the question and answer process. Candidates may be asked to evaluate the riding of other candidates, public riders, or do a self-evaluation.

Certification candidates should know their snowboard school progression, be knowledgeable of all STS concepts, particularly the relationship between the fundamental movements (movement concepts) of flexion-extension and rotary movements. Candidates should be able to accurately describe cause and effect as it relates to different riders (including fellow candidates) in varying terrain and conditions. Other categories from where technical understanding may be obtained are: snowboarding mechanics, snowboard performance and equipment knowledge.