

SNOWBOARD EXAMINER COMMON OBSERVATIONS

Level 2 Riding - Success Candidates

Ability to use appropriate range and timing of movements to effectively accomplish most riding tasks. Presents efficient "real" riding image in most terrain and has the ability to present an exaggerated "demo" image for students.

(On the snowboard side, we tend to do more M/A on the teaching day)

1. The ability to appropriately blend movements to the desired outcome in the terrain environment.
2. The ability to show the access and utilization of an appropriate amount of range of motion for the given task.
3. The ability to show the understanding of flexing through the finish of the turn phase to reduce pressure and to show the new turn start with an extension move. IE... flexed at edge change, down unweighting, etc...(the opposite to this is most common)
4. The ability to show a for movement to initiate a turn, AND an aft movement to finish a turn.
5. The ability to show that the lower body can turn more than the upper body to show a countered relationship and upper/lower body separation in both heel and toe turns.
6. The ability to show clean carving where the tail of the board passes through the same point as the nose producing a clean and quiet "pencil" line with LITTLE TO NO rotary input.

- 1-ability to initiate turns with movements from lower body vs upper body
- 2-ability to separate upper/lower body
- 3-ability to be most flexed during edge change
- 4-ability to blend upper/lower body sep., maintain edge pressure on transition and into vert, retract at apex, and apply correct edge back into the halfpipe.

Being able to manage pressure through flexion and extension in black terrain.

SNOWBOARD EXAMINER COMMON OBSERVATIONS

Level 2 Riding - Unsuccessful Candidates

Lack of range and/or improper timing of movements.

(On the snowboard side, we tend to do more M/A on the teaching day)

1. The inability to appropriately blend movements to the desired outcome in the terrain environment.
2. The inability to show the access and utilization of an appropriate amount of range of motion for the given task.
3. The inability to show the understanding of flexing through the finish of the turn phase to reduce pressure and to show the new turn start with an extension move. IE... flexed at edge change, down unweighting, etc...
4. The inability to show a for movement to initiate a turn, AND an aft movement to finish a turn.
5. The inability to show that the lower body can turn more than the upper body to show a countered relationship and upper/lower body separation in both heel and toe turns.
6. The inability to show clean carving where the tail of the board passes through the same point as the nose producing a clean and quiet "pencil" line with LITTLE TO NO rotary input.

- 1- Inability to separate upper/lower body during dynamic turns
- 2-up and over movement of CM during edge change vs lateral flexion/extension of hips and center of mass during edge change.
- 3- over flexing at the hips
- 4-Inability to initiate turns with front ankle movements
- 4- lack of proper fore/aft movements
- 5-Inability to blend upper/lower body sep., maintain edge pressure on transition and into vert, as well as tend to extend vs retract at apex causing rider to push off the pipe wall

Unable to flex at edge change in bumps but also shows up in all aspects of their riding.

SNOWBOARD EXAMINER COMMON OBSERVATIONS

Level 3 Riding - Success Candidates

Ability to use appropriate range and timing of movements to effectively accomplish all riding tasks. Presents efficient "real" riding image in all terrain and has the ability to present an exaggerated "demo" image for students.

(On the snowboard side, we tend to do more M/A on the teaching day)

1. The ability to show everything a Level 2 rider needs to be successful on the Level 2 riding day plus:
2. Showing the ability to laterally extend the board away from the center of mass and retract the board towards the center of mass while the center of mass stays stable and disciplined.
3. The ability to blend all the ranges of motions together to manage any and all terrain available (accept the most extreme of coarse, which is subjective and different for everyone).
4. To ride at a level of intensity that allows the skill blending to be visible at an appropriate level to the task and the terrain.
5. Specifically, (a) the ability to show an aft movement at the finish of heel-side turns, (b) flexion through the finish of the turns to reduce chatter and allow the new turn to and start with extension, (c) flexing ankles and knees and not JUST hips to move from the heel-side to the toe-side (the birdfeeder), (d) adequate and symmetrical upper/lower body separation in both turns, (e) appropriate hip extension in toe-side turns.

- 1-Riders demonstrate a smooth and consistent turn shape regardless of pitch or terrain.
- 2-Riders demonstrate a smooth blending of all the performance concepts both forward and switch.
- 3-Riders show the ability to spin clean 360's on medium sized jumps
- 4-ability to blend upper/lower body sep., maintain edge pressure on transition and throughout vert, both tip and tail of snowboard exits the pipe wall, retract at apex, and apply correct edge back into the halfpipe.

Being able to create a strong fore movement at initiation of turn both directions to help round the top half of the turn and manage pressure evenly through the turn.

SNOWBOARD EXAMINER COMMON OBSERVATIONS

Level 3 Riding - Unsuccessful Candidates

Lack of range and/or improper timing of movements.

(On the snowboard side, we tend to do more M/A on the teaching day)

1. The inability to show everything a Level 2 rider needs to be successful on the Level 2 riding day plus:
2. Not showing the ability to laterally extend the board away from the center of mass and retract the board towards the center of mass while the center of mass stays stable and disciplined.
3. The inability to blend all the ranges of motions together to manage any and all terrain available (accept the most extreme of coarse, which is subjective and different for everyone).
4. To not ride at a level of intensity that allows the skill blending to be visible at an appropriate level to the task and the terrain.
5. Specifically, (a) the inability to show an aft movement at the finish of heel-side turns, (b) not flexing through the finish of turns to reduce chatter and allow the new turn to and start with extension, (c) not flexing ankles and knees and JUST flexing the hips to move from the heel-side to the toe-side (the birdfeeder), (d) inadequate and/or asymmetrical upper/lower body separation in both turns, (e) lack of appropriate hip extension in toe-side turns.

1- inability to initiate heel to toe transitions with lower body movements. This is indicated by an asymmetry between toe and heelside turns. Riders tend to move from heel to toe using a an upper body movement or lead. The root cause stems from the tendency for riders to bring the upper body back in line with lower body on the heelside instead of keeping upper and lower body separation during both toe and heelside turns

2 - Riders show the inability to keep a stable and constant speed on terrain with pitch. Riders fail to use turn shape to control their speed.

3- Riders tend to NOT demonstrate retraction of lower body at (or well before) edge change.

They usually show a turn shape that is not very rounded. In most cases this comes from the lack of fore movements blended with a lateral movement. Resulting in the top half of the turn not maintaining even pressure on the snow.

SNOWBOARD EXAMINER COMMON OBSERVATIONS

Level 2 Teaching - Success Candidates

A Solid understanding of cause/effect relationships in snowboarding. Ability to create logical progressions which lead to a goal.

1. Good time management. Completing a progression in the available time.
2. Good terrain utilization. Choosing appropriate terrain and using all or most of the run available.
3. Following a linear and logical progression and a format for a progression like static, simple, complex, free-ride.
4. Speaking clearly and concisely and not repeating information which allows more time to deliver the entire progression and give feedback.
5. The ability to see cause and effect relationships from movements to the interaction with the board on the snow.
6. Talking to the group in a manner in which everyone can hear and understand.
7. Strong technical knowledge from reading available manuals and other reference materials.
8. Reading the national standards and certification guide.
9. Having access to a skilled trainer who can deliver relevant and accurate feedback regarding the instructors development. Participating in enough training

- 1-Able to demonstrate a logical progression using Static, Simple, Complex, Freeride components.
- 2-Able to recognize basic MA on fellow candidates and describe the movements to examiners
- 3- Able to demonstrate class handling techniques.
- 4- Able to move the group in a safe fashion.
- 5- Able to select the appropriate terrain for the task at hand

They have an excellent understanding of MA and understanding of the skill that applies the most to their teaching topic. If they understand what they are looking at they can usually teach it.

SNOWBOARD EXAMINER COMMON OBSERVATIONS

Level 2 Teaching - Unsuccessful Candidates

Weak understanding of cause/effect relationships in snowboarding. Inability to create logical progressions which lead to a goal.

1. Poor time management. Running out of time to finish a progression.
2. Poor terrain utilization. Either choosing inappropriate terrain or using very little of the run available.
3. Not following a linear and logical progression or a format for a progression like static, simple, complex, free-ride.
4. Too much talking and repeating the same information reducing the time to deliver the whole progression.
5. The inability to see cause and effect relationships from movements to the interaction with the board on the snow.
6. Talking to the group while riding away from the group.
7. Lack of technical knowledge from not reading available manuals and other reference materials.
8. Not reading the national standards and certification guide.
9. Not having access to a skilled trainer or not participating in enough training
10. Demos that don't match the explanation or inappropriate demos or tasks for the desired outcomes.

- 1-Unable to move the group AT ALL!
- 2-Inability to recognize whether the group understands the concept(s) being delivered and changing or explaining it in a different way.
- 3-Unable to provide a logical progression from start to finish
- 4-Unable to provide a Static, Simple, Complex, Freeride portion to the topic being presented
- 5-Incorrect or inability to demonstrate task at hand

I see candidates that don't fully understand the topic they are teaching, they can't apply the fundamental for the topic, they can't do ma for the topic and they lack a valid simple progression.

SNOWBOARD EXAMINER COMMON OBSERVATIONS

Level 3 Teaching - Success Candidates

True ownership of cause/effect relationships in snowboarding. Ability to identify riding deficiencies in other level 3 participants and then improve them. Is starting to be more creative and has to ability to adapt teaching as necessary to achieve positive outcomes.

1. Everything listed above that Level 2 candidates need to do to be successful in a Level 2 teach plus:
2. Choosing a topic that will lead to showing improvement in the group. Teaching to the level of the group. Picking a topic an appropriate for the group and the conditions of the day.
3. Being able to accurately explain and demonstrate the movement patterns that the instructor desires from the group.
4. Being able to give relevant, real time feedback that allows the group to make appropriate changes in the moment.
5. Being able to adapt to changing snow conditions, or the changing needs of the group in the moment.

- 1-Able to demonstrate a NON CANNED progression which addresses deficiency in a group of peers
- 2- Able to demonstrate the ability to move the group using appropriate terrain from start to finish.
- 3- Ability to MOVE THE GROUP and not stay in one spot too long
- 4- Ability to perform individual feedback to each candidate in the peer group and provide a prescription or drill to help reach the individual's goal.

Being able to identify a specific movement and relate that to what is happening in the tool/snow interaction. This is not specific to a task but to every aspect of snowboarding.

SNOWBOARD EXAMINER COMMON OBSERVATIONS

Level 3 Teaching - Unsuccessful Candidates

Weak understanding of cause/effect relationships in snowboarding. Inability identify riding deficiencies in other level 3 participants and then improve them.

1. Everything listed above that Level 2 candidates often lack in a Level 2 teach plus:
2. Not choosing a topic that will lead to showing improvement in the group. Not teaching to the level of the group. Picking a topic that they enjoy that might not be appropriate for the group or the conditions of the day.
3. Not being able to accurately explain and/or demonstrate the movement patterns that the instructor desires from the group.
4. Not being able to give relevant, real time feedback that allows the group to make appropriate changes in the moment.
5. Not being able to adapt to changing snow conditions, or the changing needs of the group in the moment.

- 1-Inability to recognize when a peer is not understanding the concept(s) being presented
- 2-Inability to teach or challenge a peer group.
- 3-Inability to be flexible and change delivery methods to groups
- 4-Inability to describe a high level understanding of Movement Analysis to examiners.

They try to be way to creative with the topic and don't spend enough time on the MA. Improving your peers is not about showing them something they have never seen before. It's about seeing something in their riding, tell them about it and work on a task that helps create the movement pattern that you want to achieve.