PSIA AASI
NORTHWEST DIVISION

Snowboard Certification Guide

REVISED OCTOBER 2021

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Revisions

Date Changed	Change Made	Level	Sub-Section

Mission Statement

To foster a community and provide resources for personal and professional growth of our members as Northwest snowsports instructors.

SNOWBOARD CERTIFICATION GUIDE
Version 2021

Prepared by
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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 PSIA-NW 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. 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:

- PSIA-NW – (206) 244-8541 – info@psia-nw.org
- Divisional Clinic Leaders
- Examiners
- School Trainers
- 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 eight regional Divisions (see below).

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

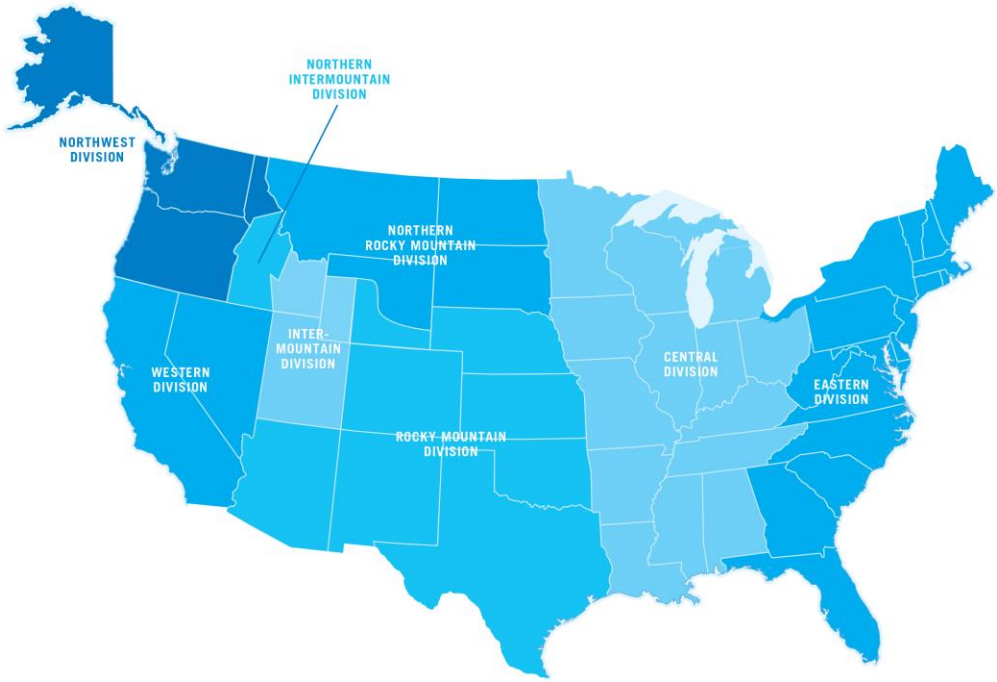
Divisions by Region

▪ PSIA-C	Central Division	www.psia-c.org
▪ PSIA-E	Eastern Division	www.psia-e.org
▪ PSIA-I	Intermountain Division	www.psia-i.org
▪ PSIA-NI	Northern Intermountain Division	www.psia-ni.org
▪ PSIA-NRM	Northern Rocky Mountain Division	www.psia-nrm.org
▪ PSIA-NW	Northwest Division	www.psia-nw.org
▪ PSIA-RM	Rocky Mountain Division	www.psia-rm.org
▪ PSIA-W	Western Division	www.psia-w.org

Who We Are:

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

We are headquartered in Wenatchee, Washington.
Phone/Text: (206) 244-8541, Fax: (206) 241-2885, Email: info@psia-nw.org, web: 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. 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 resorts located in Alaska, Idaho, Montana, Oregon, and Washington. pnsaa.org

Snowsports Industries America (SIA)

Member-owned and industry inspired, SIA has been focused on the drive and success of snow sports for over 60 years. Established in 1954, SIA annually produces the SIA Snow Show and On-Snow Demo, the largest snow sports industry trade show and networking environment globally, while delivering invaluable data/research, support, marketing products, government affairs representation, services and programs. SIA supports the entire industry through government affairs and a wide array of consumer initiatives. And is always working to increase interest and participation in all snow sports. 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. 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. 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. 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, corporation and foundation to fund athletic programs to assist athletes in reaching their dreams. usskiandsnowboard.org

Pacific Northwest Ski Association (PNSA)

PNSA is the Northwest's local division of USSS. pnsa.org

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 usasa.org

Certified Level I

Level I Requirements

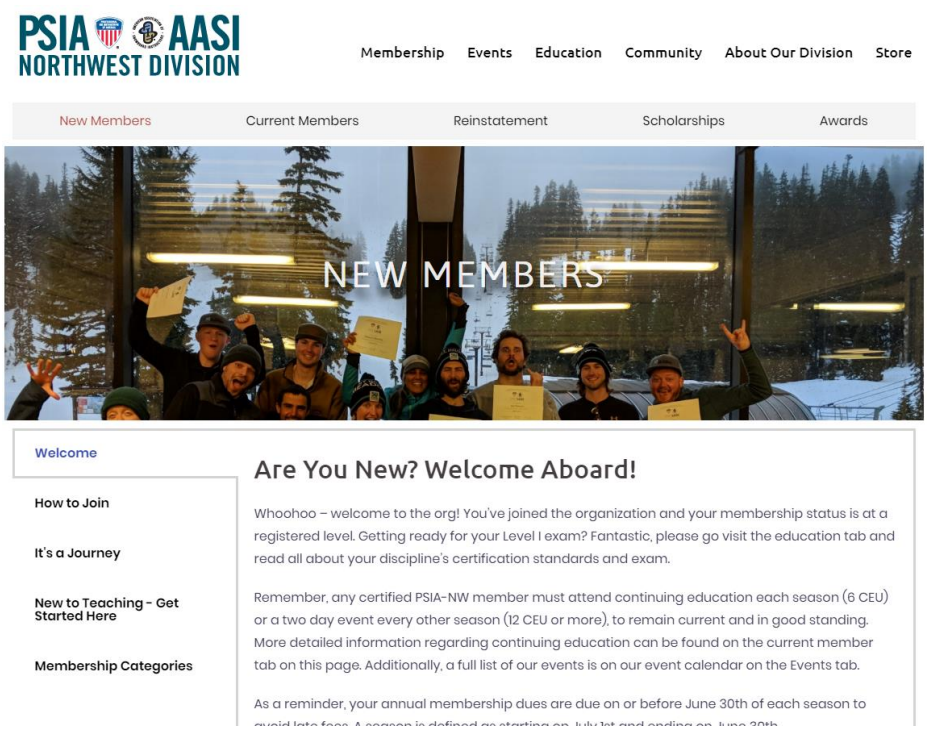
Snowboard Certified Level I

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, Level I Learning Outcomes, and the usage of the Learning Connection Model. 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 Assessment Activities listed specifically for assessment at a Level I event.

Level I Exam Registration Process

Join the Organization

If you have not yet joined the organization, you can scan the QR code, go to psia-nw.org/membership/new-member/, or you can click on the image below to go to the page.



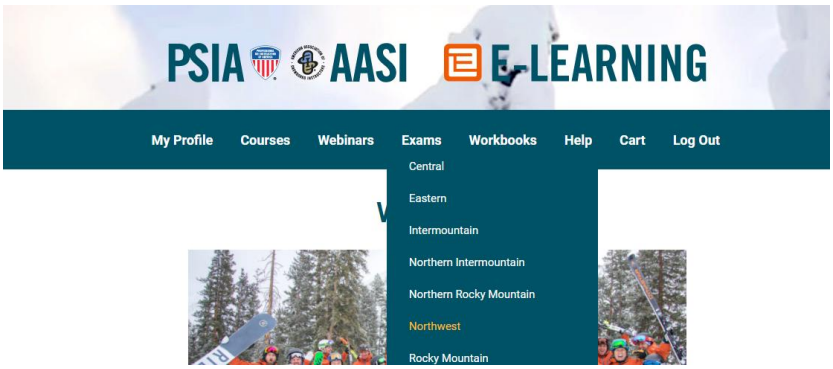
Complete Prerequisites

Sign up for the Snowboard Level I E-Learning Course

This course needs to be completed two weeks prior to your on-snow exam, it is one of the pre-requisites to register for the on-snow exam. Scan the QR code, or go to LMS.thesnowpros.org (or click of the image below to take you to the website) and select the Level I E-Learning Course and proceed from there to complete the course. You will receive a certificate of completion showing proof of successful completion.

Sign up for the online Snowboard Level I Professional Knowledge Exam

This exam needs to be completed two weeks prior to your on-snow exam, it is one of the pre-requisites to register for the on-snow exam.
Scan the QR code, or go to , lms.thesnowpros.org/written-exams/northwest-professional-knowledge-exams/or click the image below, from the green bar near the top, choose exams, then Northwest, and you will then be able to select the Snowboard Level I Professional Knowledge exam. Similar to the e-Learning course, a certificate will be emailed to you upon completion.



Register for Your On-Snow Exam

Sign up for the On-Snow Level I Exam

Scan the QR code, or go to psia-nw.org and look for the exam you're interested in taking. For some look for 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. Upon successful completion of the registration, you will receive a confirmation email letting you know where and when to meet and reminding you to have reviewed the certification guide (process information) and national standards (what you are assessed to).

Exam Day Process

The Level I exam is a one-day exam. The day will include technical, teaching and people skills knowledge. Group size ranges from 4-8 candidates.
Meeting time and place will be communicated to you ahead of time. During this time, you, and the other candidates, will discuss the format for the day, ask any questions you might have prior to the assessment, complete any necessary paperwork and be issued a lift ticket (this may, or may not, be complimentary).

Grading

You will be graded on your **People Skills** *(identifying motivations and developing trust),* ***Teaching Skills*** *(from the list of provided topics and movement analysis and technical knowledge),* ***Technical Skills*** *(using the snowboard activities)* knowledge during the Level I exam. Specifically, you will be graded on each assessment criteria, within the learning outcome, and the average needs to be a 4 or above to attain the Level I – click here to see a sample of the Level I candidate assessment form. Candidates must demonstrate proficiency relating to the National Standards. For further information visit thesnowpros.org.

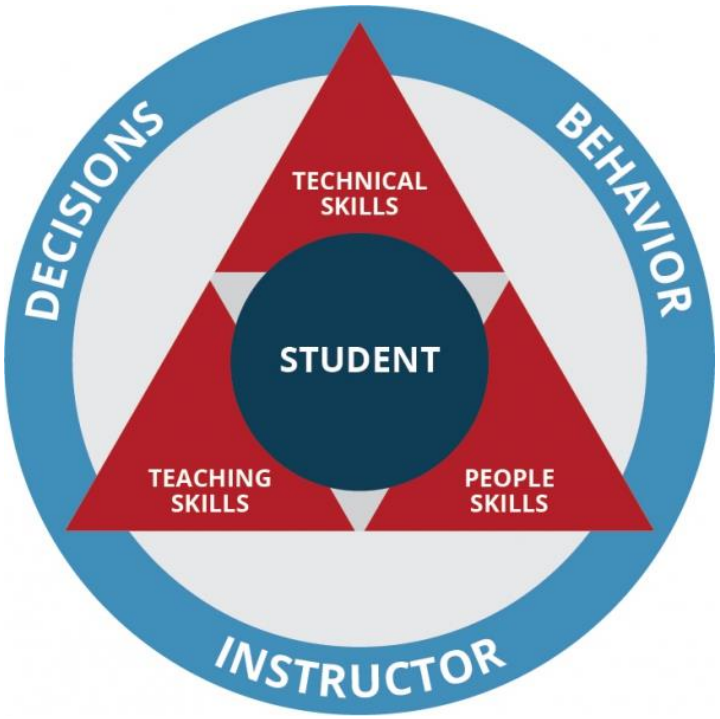
AASI CERTIFIED LEVEL I SNOWBOARD ASSESSMENT FORM		Candidate:		*Sample Form*	Assessment Scale for Certified Level I: 1. Essential elements were not observed or not present. 2. Essential elements are beginning to appear. 3. Essential elements appear, but not with consistency. 4. Essential elements appear regularly at a satisfactory level. 5. Essential elements appear frequently, above required level. 6. Essential elements appear continuously, at a superior level.				
		Date:							
		Region:		Location:					
		Assessors:							
Instructor Decisions & Behavior		Attained	Did not Attain	**Score**	**Teaching Skills**		Attained Level	Did not Attain	**Score**
Professionalism and Self Management: Maintains a professional environment by demonstrating self-awareness and self management. (Continual Assessment)					**Assess & Plan: Plans learning outcomes and organizes progressive learning experiences relevant to beginner/novice students.**				
Needs/Safety Address group and individual safety and physiological needs.					**Assess** Identify student motivations, performance, and understanding.				
Feedback Exhibits positive behavior in response to feedback.					**Collaborate** Select basic progression with clear direction and focus				
Section Average: Must be 4 or above to meet Learning Outcome					**Plan Lesson** Plan lessons that involve productive use of movement, practice time, and terrain				
					Section Average: Must be 4 or above to meet Learning Outcome				
Comments (This box is exandable)					**Implement: Facilitates learning experiences that guide students toward the agreed-upon outcome and engages them in the process**				
People Skills		Attained Level	Did not Attain	**Score**	**Pacing** Pace a clear progression to allow students appropriate time to explore and/or play toward desired outcomes.				

Level I Requirements

Snowboard Certified Level I – National Standards

The Level I certified rider is expected to have proficiency with the Learning Connection Model, as well as the American Teaching System for the beginner to intermediate zone guests, as outline in the AASI Snowboard Technical Manual. Scan the QR code for the National Standards, or you can go to thesnowpros.org.

Assessment Criteria



Level I People Skills

Level I instructors exhibit a basic understanding of the People Skill Fundamentals, using them to develop trust within the learning environment. They show awareness of the likely needs and emotions of people new to snowsports and communicate clearly to the group, showing respect, patience, and professionalism while providing objective feedback. Level I instructors demonstrate self-awareness by reflecting on their own emotional tendencies and adapting to feedback from others.

For more details, continue to refer to the National Standards, and the Snowboard Performance Guides.

Learning Outcomes:

- Engages in meaningful verbal and non-verbal communication with the group as a whole.
- Explains basic concepts of self-awareness and self-management.
- Identifies likely motivations and emotions of individuals in the group.
- Understands group dynamics.

Level I Technical Skills

Level I instructors snowboard competently in beginner and intermediate zone terrain and on extra-small and small freestyle features. They adjust and adapt their riding in this terrain in order to demonstrate technique and tactics to their students. Level I instructors use PSIA-AASI resources to develop an understanding of the **cause-and-effect relationships** between body movements and board performance concepts and explain interactions between body movements and board performances in the **beginner to intermediate zone** to help students achieve a more effective performance.

For more details, continue to refer to the National Standards, and the Snowboard Performance Guides.

Learning Outcomes

- Utilizes the Snowboard Fundamentals to demonstrate specific outcomes.
- Uses current PSIA-AASI resources to identify and describe elements of a personal or observed performance, applying the Snowboard Fundamentals and considering tactics and equipment choices.
- Articulates an accurate cause-and-effect relationship between body and board performance within any single Snowboard Fundamental in a specific phase of a turn/ATML – taking equipment choices and stance setup into consideration – to offer a relevant prescription for change.

For more details, continue to refer to the National Standards, and the Snowboard Performance Guides.

Level I Riding

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 a clear image of the technical elements of beginner to intermediate riding. The turn dynamics are limited by the speeds and terrain appropriate for the riding and activity. 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 able to integrate the **Snowboard Fundamentals** at a Level I proficiency as stated in the National Standards.

- (F1) Control the relationship of the center of mass to the base of support to direct **pressure** along the length of the board.
- (F2) Control the relationship of the center of mass to the base of support to direct **pressure** across the width of the board.
- (F3) Control the magnitude of **pressure** created through the board/surface interaction.
- (F4) Control the board's **tilt** through a combination of inclination and angulation.
- (F5) Control the board's **pivot** through flexion/extension and rotation of the body.
- (F6) Control the **twist** (torsional flex) of the board through flexion/extension and rotation of the body.

Level I Movement Analysis & Riding Activities

During the exam process candidates will be asked to demonstrate the following performance outcomes listed below.

Assessment Criteria for Level I Movement Analysis:

During assessment activities, each candidate will be asked to demonstrate to the assessor their knowledge of Level I Movement Analysis. That candidate will have an opportunity to exercise Movement Analysis on the group as the candidates perform the assessment activities. The candidate will articulate the cause and effect relationship of the body and board within any **single** Snowboard Fundamental, in a **specific** phase of a turn/ATML. The candidate will be asked to compare/contrast different candidates as well as provide an effective prescription relevant to **one** Snowboard Fundamental for rider improvement. Assessors may use alternative/supplementary movement analysis scenarios at their discretion.

Assessment Criteria for Level I Riding:

During the exam process candidates will be asked to perform the following Assessment Activities. These activities represent how a person is assessed. These are the activities a candidate performs to demonstrate that learning has occurred. (These have historically been described as tasks or maneuvers.) NOTE: The assessment activities listed in this document are *recommendations* of what an **assessor** may use to assess the knowledge and understanding relative to the given subject area. The assessor is free to use variations and alternatives. Those listed provide an idea of how and where an assessment can be conducted.

For more details, refer to the National Standard and Performance Guides.

Assessment Activities

Integrated Assessment Activities:

Integrated Assessment Activities blend multiple fundamentals within each task.

GARLANDS – *Green or easy blue terrain*

From a carved traverse, release the nose of the snowboard towards the fall line while the tail of the snowboard stays engaged. Twist the board using ankles, knees & hips. Use **torsional steering** to control shape.

CRITERIA

- Show a fluid motion as a result of continuous, coordinated movements.
- Twist the board using flexion of the **lead** ankle and knee.
- Flexion or extension of **lead** hip is determined by the engaged edge.
- At no time should the downhill edge engage.

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. Take-off leads to a seamless retraction of the legs towards the body for a compact, stable image in the air. Either an ollie or two-footed pop may be used as dictated by the feature and/or the assessor.

CRITERIA

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

SKATING – *Beginner Area or Similar*

Show the ability to push from toe and heel sides of the board while maintaining balance on the lead foot, while the board tracks in a straight path. *This activity may be used by the assessor if time allows, but will not count towards pass/fail of assessment.*

CRITERIA

- Push off with the rear foot with one smooth movement.
- Flex/extend ankles, knees, hips and spine to stay balanced over the front foot.
- Upper body complements lower body movements.

TRANSITIONAL FREESTYLE ELEMENT – *Halfpipe, quarterpipe or similar natural terrain*
Show the ability to make an edge change with the turn apex at or above 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) before the rider comes down. *This activity may be used by the assessor if time allows, but will not count towards pass/fail of assessment.*

CRITERIA

- Flexion and extension of the ankles, knees and hips to manage pressure through the transition.
- Active retraction of the ankles, knees and hips at the apex to release pressure and change edges.
- Flexion/extension movements are used to maintain a perpendicular alignment with the board and the snow surface throughout the flat bottom and transition zone of the feature.
- Appropriate use of upper/lower body separation to facilitate correct board trajectory during retraction at apex.

Highlighted Assessment Activities:

*Highlighted Assessment Activities are used to **demonstrate** a specific skill or fundamental within the activity.*

SIDECUT TURN – *Beginner Area or Similar*
Show the ability to adjust balance on toe/heel edge to engage the board's side-cut and create a gentle, **carved turn to a stop**. Allow the board's side-cut to create the turn, rather than the rider's rotation. Activity may be performed with one, or both feet, strapped in at assessor's discretion.
CRITERIA

- Using one progressive movement, engage the board's sidecut by appropriately moving the center of mass above heel or toe edge.
- Allow the board's side-cut to create the turn.

OLLIE AIRS – *Green or easy blue terrain*
Show ability to load and spring off the tail of the board through a fore/aft move. Once in the air, a retraction of the ankles, knees and hips move the board up to the body. Body and board are re-centered for an even 2 footed landing.
CRITERIA

- Exhibit a fluid motion, as a result of continuous and coordinated movements with the ankles, knees and hip joints.
- Activity may use a body over board movement, board under body movement or a combination of both.

Versatility Assessment Activities:

Versatility Assessment Activities may vary depending on terrain as well as timing, intensity and duration of the movements within the activity. Used to assess rider's ability to adjust the parameters within the activity.

BASIC TURNS, Switch and Regular – *Green to blue terrain*

Show the ability to link a series of round, carved or skidded, medium to large radius turns, forward and switch. Show balance over the applied edge using angulation and inclination.

CRITERIA

- Edge is released and engaged with one smooth movement.
- Both ankle and knee joints are equally flexed. Hip joints will be flexed or extended depending on the applied edge.
- Carved turn – edge change will occur before fall line.
- Skidded turn – edge change will occur at fall line.

DYNAMIC TURNS, Switch and Regular – *Blue or easy black terrain*

Show the ability to appropriately use both legs to guide the board through symmetrically small to medium-radius, round turns on blue/black terrain, forward and switch. Ankles, knees and hips will create dynamic flexion/extension, fore/aft and rotary movements. Speed control is maintained through turn shape. *This activity may be used by the assessor if time allows, but will not count towards pass/fail of assessment.*

CRITERIA

- Maintain a stable and quiet upper body.
- Amount of upper/lower body separation is dictated by turn size.
- Movements originate from the ankles, knees and hips which turn more than the upper body (upper/lower body separation).
- Maintain an appropriate edge angle to facilitate a controlled skid or carve throughout each turn.
- Appropriately flex and extend ankles, knees and hips to control pressure and maintain balance over the board.
- Appropriate flexion/extension of the ankles, knees and hips are more lateral. Creating offset which allows for differing paths of the center of mass and board.
- Center of mass moves diagonally across the board through the transition zone.
- Ankles, knees and hips are flexing through the finish of turn.
- Ankles, knees and hips are most flexed at edge initiation, allowing extension from initiation throughout the control phase of the new turn.

Level I Teaching and People Skills

Candidates should be prepared to formulate and present a lesson plan that is relative to common goals for the **Beginner to Intermediate** zone. Demonstrate and understand the Learning Connection Model and the Snowboard Fundamentals.

The candidate will be responsible for observing and describing to the assessor, the Snowboard Fundamentals as performed during the assessment activity. The teaching presentation will address a beginner teaching scenario. Directions need to be clearly stated as they relate to the general beginner zone outcomes. “Command” and “Task” teaching styles are recommended and need to be well organized/utilized to define content and practice time.

Teaching Session Format:

- The candidate group size [average 6 candidates] is designed to allow for the candidates, assessor and observer(s) to remain together throughout the day.
- The teaching session is designed for you to work with your beginner to intermediate zone guests on a riding level or goal you have selected from the list of topics or a topic that you and the assessor agree upon – typically you will work with the whole group.
- The teaching group will work together throughout the afternoon. The assessor will manage the time.
- Questions based upon your teaching are asked immediately after your teaching session. The Assessor 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.

Each candidate will have ***one*** opportunity to teach. Each segment will run 15 minutes (unless otherwise stated by the assessor). While not necessary to fill the time allotted, it is recommended that you continue to work with the group until the total time expires. The assessor or observer(s) will monitor the time for you. They are challenged with, and will keep to, a fairly tight time schedule.

Assessor Role:

The assessor will be responsible for the grading based upon Level I National Standards. Another trainer may shadow the exam to gain a better understanding of the exam process.

During the morning meeting, the assessor will establish the tone for the day, review expectations, and answer any questions regarding the exam process. As well, during your teaching segment the assessor is available to answer questions. **The assessor may not be able to answer all questions, as this is an exam.** They are able to 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. The assessor typically does 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.

Level I Teaching Assessment Activities

- Sidecut Turn
- Garlands
- Basic Skidded Turns
- Basic Carved Turns
- Ollie Airs
- Straight Air Over a Feature
- Skating
- Dynamic Skidded Turns
- Transitional Freestyle Element

Certified Level II

Prerequisites

Candidates must be a current PSIA-AASI member. Candidates must have successfully completed the exam one lower than what is being registered for, such as to take the Level II Snowboard exam, the candidate must already have the Level I Snowboard Certification.

Process for Registering for the Level 2 Exam

Sign up for the On-Snow Level II Exam

The Level II candidate will need to register for a certification using the Northwest Divisional Event Calendar.

Scan the QR code or go to psia-nw.org.

The 2-day exam is broken down into a Riding/Movement Analysis day and a Teaching/People Skills day. You may register for both days together or one at a time. Registration needs to occur by the deadline posted in the exam information. It is suggested to register early in order to take the exam at the location of choice.

To be able to register for the on snow exam module(s), candidates must fulfill the following prerequisites prior to taking the exam:

- Candidates must pass the online Professional Knowledge Exam a minimum of **30 DAYS** before any on-snow modules.
- It is requested you have a conversation with your trainer about expectations of the exam prior to registering for one.

Online Snowboard Level II Professional Knowledge Exam

The Level II candidate needs to successfully complete an online Northwest Professional Knowledge Exam prior a minimum of 30 days prior to taking any portion of the on snow exam.

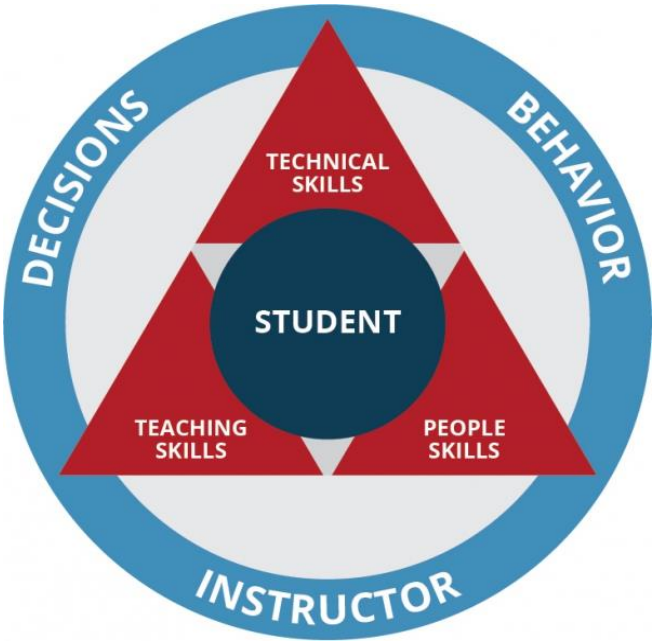
Scan the QR code or go to lms.thesnowpros.org/written-exams/northwest-professional-knowledge-exams/.

Level II Requirements

Snowboard Certified Level II – National Standards

A Level II Certified Snowboard Instructor is expected to have proficiency with the Learning Connection Model, as well as the American Teaching System for the **competently ride in beginner, intermediate, and some advanced zone terrain, and on small freestyle features**, as outlined in the AASI Snowboard Technical Manual. Scan the **QR code** for the **National Standards.**

Assessment Criteria



Level II People Skills

Level II instructors exhibit an intermediate understanding
of the People Skill Fundamentals, using them to develop trust with all individuals. They demonstrate awareness of the goals, motivations, and emotional needs of each student in the group and use active listening and verbal and non-verbal communication strategies to build connections. Level II instructors demonstrate awareness of their own tendencies and develop strategies to address them.

For more details, continue to refer to the National Standards, and the Snowboard Performance Guides.

Learning Outcomes

- Engages and adapts verbal and non-verbal two-way communication with individuals and subsets of the group.
- Identifies their own strengths and weaknesses and manages their own behaviors and emotions
- Adapts to the motivations and emotions of individuals – and the interpersonal dynamics within the group – to promote trust.

Level II Teaching Skills

Level II instructors demonstrate proficiency in the Teaching Skill Fundamentals, relying on experience gained while teaching and training. They facilitate learning by planning and adapting the lesson experience based on student needs, desires, and abilities in the intermediate zone. Level II instructors help students recognize and assess their changes in performance.

Learning Outcomes:

- Plans learning outcomes and progressive learning experiences and adapts to the changing needs of intermediate students.
- Facilitates learning experiences and adapts them as necessary to guide students toward agreed-upon outcomes and engage them in the process.
- Helps students recognize, reflect upon, and assess experiences to apply understanding and performance changes to desired outcomes.

Level II Technical Skills

Level II instructors snowboard competently in beginner through some advanced-zone terrain, and on small freestyle features. They competently adjust and adapt their snowboarding in beginner, intermediate and some advanced terrain to demonstrate technique and tactics to their students. Level II instructors relate the Snowboard Fundamentals to snowboard performance – through observation, evaluation, and prescription. They identify basic interrelationships of the Snowboard Fundamentals up to some advanced-zone terrain to help students achieve desired performance objectives. They understand how phases of a turn/ATML phase can be isolated or combined.

Learning Outcomes:

- Adapts the Snowboard Fundamentals to demonstrate specific outcomes.
- Uses current PSIA-AASI resources to identify, describe, and evaluate personal performance using the Snowboard Fundamentals and considering tactics and equipment choices.
- Articulates accurate cause-and-effect relationships of two or more Snowboard Fundamentals, through at least two phases of a turn/ATML – taking equipment choices and stance setup into consideration – to offer an effective prescription for change.

Level II Riding

Level II certified instructors must be able to make small, medium and large radius turns on blue and groomed black terrain while demonstrating consistent balance and control of speed through turn shape. The board edge engages before the fall line. Snowboard Fundamentals and their application may vary with terrain and snow conditions. The turn dynamics are limited by the speeds and terrain appropriate for the riding and activity. 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 demonstrate up-unweighting, down-unweighting, terrain unweighting and the purposeful movement of the center of mass across the board by flexing the ankles, knees and hips through transition and extending the knees and hips through 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 and appropriate **flexion** of the ankles, knees and hips to bring the board under the center of mass through the completion of the turn and into the initiation phase of the turn (resulting in edge change and edge engagement), and an extension of the knees and hips to direct the board out from under the center of mass. This results 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 integrate the **Snowboard Fundamentals** at a Level II proficiency as stated in the National Standards.

- (F1) Control the relationship of the center of mass to the base of support to direct **pressure** along the length of the board.
- (F2) Control the relationship of the center of mass to the base of support to direct **pressure** across the width of the board.
- (F3) Control the magnitude of **pressure** created through the board/surface interaction.
- (F4) Control the board's **tilt** through a combination of inclination and angulation.
- (F5) Control the board's **pivot** through flexion/extension and rotation of the body.
- F6) Control the **twist** (torsional flex) of the board through flexion/extension and rotation of the body.

Level II Movement Analysis & Riding Activities

Assessment Criteria for Level II Movement Analysis:

During assessment activities, each candidate will be asked to demonstrate to the examiners their knowledge of Level II Movement Analysis. The candidate will have an opportunity to exercise Movement Analysis on the group as the candidates perform the assessment activities. The candidate will articulate the cause and effect relationship of **2 or more** Snowboard Fundamentals, through at least **2** phases of a turn/ATML. The candidate will be asked to compare/contrast different candidates as well as provide an effective prescription for rider improvement. Examiners may use alternative/supplementary movement analysis scenarios at their discretion.

Assessment Criteria for Level II Riding:

During the exam, candidates will be asked to perform several assessment activities. These are activities a candidate performs to demonstrate that desired learning outcomes have occurred. (These have historically been described as tasks or maneuvers.)

The assessment activities listed are *recommendations* of what examiners may use to assess the knowledge and understanding relative to the given subject area. The examiners are free to use variations and alternatives, including any Level I activities. The assessment activities are broken down into Riding, Demonstration & Versatility Activities. Those listed provide an idea of how and where an assessment can be conducted.

Assessment Activities:

Integrated Assessment Activities:

Integrated Assessment Activities blend multiple fundamentals within each task.

Bumps – *Blue to black bumps*

Show the ability to make continuous round shaped, small to medium skidded turns in bumps on blue to black terrain. Speed control is maintained through turn shape.

CRITERIA

- Maintain a stable and quiet upper body.
- Amount of upper/lower body separation is dictated by turn size.
- Movements originate from the ankles, knees and hips which turn more than the upper body (upper/lower body separation).
- Maintain an appropriate edge angle to facilitate a controlled skid throughout each turn.
- Appropriately flex and extend ankles, knees and hips to control pressure and maintain balance over a skidding board.
- Appropriate flexion/extension of the ankles, knees and hips are more lateral. Creating offset which allows for differing paths of the center of mass and board.
- Center of mass moves diagonally across the board through the transition zone.
- Ankles, knees and hips are flexing through the finish of turn.
- Ankles, knees and hips are most flexed at edge initiation, allowing extension from initiation throughout the control phase of the new turn.
- Independent flexion/extension of the ankles, knees and hips are used to manage pressure between the board and snow surface.
- Rider is moving continually down the fall line with minimal traversing.

Air 180's – *Green to blue groomed terrain*

Show the ability to spin both clockwise and counterclockwise 180° rotations in the air. Upper body leads spin. Rider will set the edge and flex/extend evenly to create a two-foot pop. During maneuver, legs will be retracted to create a stable image. Rotation of the board occurs in the air. Rider will land in a stable position with both feet.

CRITERIA

- Show fluid motion as a result of continuous, coordinated movements.
- Upper body compliments lower body movements
- Show the ability to spin from both a forward and a switch direction of travel.

50/50 on to a small box or rail (Gapped or Ride on Feature)
Show all ATML (Approach, Take Off, Maneuver, Landing) images in balance and control.
CRITERIA

- Use the appropriate Approach and Take off for the selected feature
- Flexion/extension of the ankles, knees and hips is used to manage pressure as the board transitions from the snow surface to the box or rail and back onto the snow.
- Speed in the Approach and trajectory at Take Off allows the rider to maintain a straight, controlled path down the full length of the feature.
- Rider shows fluid motion as a result of continuous, coordinated movements.

Nose Rolls/Switch Nose Rolls – *Green to blue terrain*
Show the ability to spin **180°** rotations while pivoting over the nose, or switch nose, of the snowboard. Terrain dictates line choice across the fall line.
CRITERIA

- The fore move which creates the pivot originates through a flexion of the lead leg.
- Upper body rotation compliments lower body rotational movement.
- Pivot around a point between the nose and front foot.
- Allow the tail of the board to rotate around the pivot point to completion of the 180°.
- Trajectory across or down the fall line is consistent from beginning to the end of maneuver.

Straight Air w/Grab (between the feet) using terrain feature – *Small, man-made or natural feature*
Show all ATML (Approach, Take Off, Maneuver, Landing) images in balance and control. Amount of ollie or 2 footed pop at take-off appropriate to the chosen terrain feature. *This activity may be used if time allows. Any activities used go towards the exam scoring.*

CRITERIA

- Appropriate flexion/extension of the ankles, knees, hips to ride off terrain feature.
- Ability to flex the ankles, knees and hips to retract the board up under the body to perform the maneuver (grab between the feet).
- Level the board during maneuver to land on a flat based board and absorb the landing.

Transitional Freestyle Element - *Halfpipe, quarterpipe, or similar natural terrain*
Show the ability to make an edge change with the turn apex at the vertical 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) before the rider comes down. *This activity may be used if time allows. Any activities used go towards the exam scoring.*

CRITERIA

- Flexion and extension of the ankles, knees and hips to manage pressure through the transition and into the vertical zone.
- Active retraction of the ankles, knees and hips at the apex to release pressure and change edges.
- Flexion/extension movements are used to maintain a perpendicular alignment with the board and the snow surface throughout the flat bottom, transition zone, and vertical zone of the feature.
- Appropriate use of upper/lower body separation to facilitate correct board trajectory during retraction at apex.

Highlighted Assessment Activities:

*Highlighted Assessment Activities are used to **demonstrate** a specific skill or fundamental within the activity.*

Leapers – *Green to blue terrain*
Show the ability to pop off an engaged edge and land on the new edge with little, to no, rotation in the air. Edge transition occurs in the air throughout a series of linked, carved turns. Center of mass of the rider and the board taking the same path. Terrain dictates line choice across the fall line.
CRITERIA

- Both ankles, knees and hips are equally flexed and extended at the same time to pop off the snow and to absorb the landing (NO OLLIE).
- Remain in balance over either edge throughout each turn.
- Body remains in an aligned relationship with the board.
- Center of mass moves down the fall line through transition to assist landing on the downhill edge.

Linked Forward and Linked Switch Pivot Slips– *Blue to black groomed terrain*
Show the ability to rotate the lower body counter to the upper body on both frontside (heel) and backside (toe) directions. *This activity may be used if time allows. Any activities used go towards the exam scoring.*

CRITERIA

- Pivot point is at the center of the board.
- Upper body is quiet and stable.
- Rider is moving down the fall line in a small corridor.
- Speed control is consistent throughout the maneuver.

Carved Edge Change Drill – *Cat track or similar flat terrain*
Move the center of mass from edge to edge. Allowing the sidecut of the board to engage while the snowboard continues in a relatively straight path with minimal direction change. *This activity may be used if time allows. Any activities used go towards the exam scoring.*
CRITERIA

- Carve from toe edge to heel edge with minimal direction change.
- Quickly move the center of mass from the toeside to the heelside of the snowboard using flexion/extension of the hip joints.
- Ankle and knee joints remain flexed allowing the center of mass to move from edge to edge.
- Pressure is directed from toe edge to heel edge in one smooth simultaneous movement.

Versatility Assessment Activities:

Versatility Assessment Activities may vary depending on terrain as well as timing, intensity and duration of the movements within the activity. Used to assess rider's ability to adjust the parameters within the activity.

Dynamic Skidded Turns, Switch and Regular – *Blue and black terrain*
Show the ability to appropriately use both legs to guide the board through symmetrically skidded, small to medium-radius, round turns on blue/black terrain. Ankles, knees and hips will create dynamic flexion/extension, for/aft and rotary movements. Speed control is maintained through turn shape.
CRITERIA

- Maintain a stable and quiet upper body.
- Amount of upper/lower body separation is dictated by turn size.
- Movements originate from the ankles, knees and hips which turn more than the upper body (upper/lower body separation).
- Maintain an appropriate edge angle to facilitate a controlled skid throughout each turn.
- Appropriately flex and extend ankles, knees and hips to control pressure and maintain balance over a skidded board.
- Appropriate flexion/extension of the ankles, knees and hips are more lateral. Creating offset which allows for differing paths of the center of mass and board.
- Center of mass moves diagonally across the board through the transition zone.
- Ankles, knees and hips are flexing through the finish of turn.
- Ankles, knees and hips are most flexed at edge initiation, allowing extension from initiation throughout the control phase of the new turn.

Dynamic Carved Turns – *Blue terrain*

Show the ability to appropriately use both legs to guide the board through symmetrically carved, medium-radius, round turns on blue terrain. Ankles, knees and hips will create dynamic flexion/extension, for/aft and rotary movements. Technical Fundamentals are blended within activity to create a stable fluid image. Speed control is maintained through turn shape.

CRITERIA

- Maintain a stable and quiet upper body.
- Amount of upper/lower body separation is dictated by turn size.
- Movements originate from the ankles, knees and hips which turn more than the upper body (upper/lower body separation).
- Maintain an appropriate edge angle to facilitate a controlled carve throughout each turn.
- Appropriately flex and extend ankles, knees and hips to control pressure and maintain balance over a carved board.
- Appropriate flexion/extension of the ankles, knees and hips are more lateral. Creating offset which allows for differing paths of the center of mass and board.
- Center of mass moves diagonally across the board through the transition zone.
- Ankles, knees and hips are flexing through the finish of turn.
- Ankles, knees and hips are most flexed at edge initiation, allowing extension from initiation throughout the control phase of the new turn.

*All other Level I Maneuvers

Level II Teaching and People Skills Activities/Format

A SCORE OF 4 AND ABOVE EQUALS A PASSING SCORE

- ☐ 6 = Essential elements appear continuously at a superior level.
- ☐ 5 = Essential elements appear frequently above required level
- ☐ 4 = Essential elements appear regularly at satisfactory level.

- ☐ 3 = Essential elements appear but not with consistency.
- ☐ 2 = Essential elements are beginning to appear.
- ☐ 1 = Essential elements were not observed or not present.

You will be graded on a 1-6 scale. A score of 4 or more denotes a successful candidate. A score of 3 or less denotes an unsuccessful candidate.

Teaching and People Skills Day:

Candidates should be prepared to teach the group as if it were a real **Intermediate zone** lesson.

- Each candidate will have a minimum of **1** teaching segment.
    - Candidates will have **20-30** minutes - and will teach one of the activities selected by the Examiners from the Level II Teaching Assessment Activities below. You will be assigned an age/gender specific student profile (CAP).
    - It is recommended that you work through the allotted time.
- You may work with your peer group regarding terrain selection and teaching order.
- Examiners will monitor the time for you and provide warnings if requested.
- Examiners may or may not be able to answer your questions.
- Each group will have an average of 6 candidates.
- After your teach segment, examiners will ask you a series of questions regarding your teach segment. These questions will be used to assess your level of technical knowledge and movement analysis during the segment. Questions may occur on a chairlift or on snow.

Examiner role:

Your exam day will consist of two examiners, possibly an examiner in training [EIT] and possibly 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 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 on a chair ride.

Level II Teaching Assessment Activities

Introduction to:

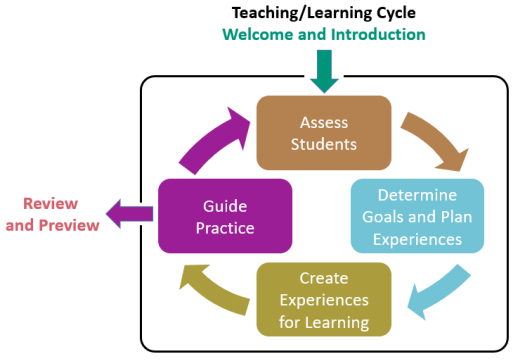
- Dynamic turns
- Bumps
- Switch riding
- Surface 360s
- Jumping
- Off-piste riding
- Halfpipe

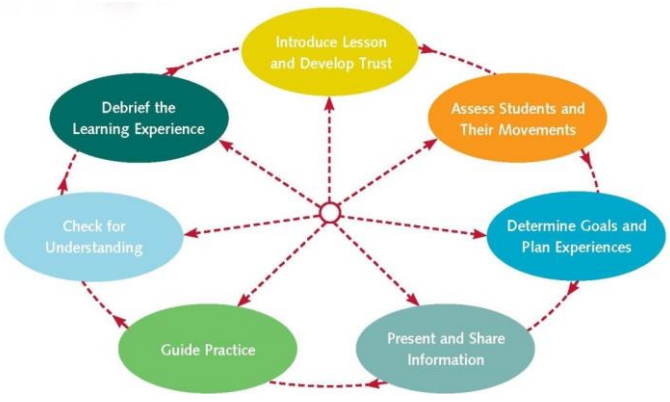
Improve:

- Heel-side to toe side turn transitions
- Toe-side to heel-side turn transitions
- 180° airs
- Nose rolls
- Steep riding

Why Your Teaching Session Would Be Successful:

1. You followed the teaching cycle.
2. You appropriately used the student profile.
3. You selected appropriate terrain.
4. You kept the group moving, giving them sufficient time to experience and apply the progression steps.
5. You checked for understanding through the accuracy of their demonstrations you're asking them to do.
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.





Certified Level III

Prerequisites

Candidates must be a current PSIA-AASI member. Candidates must have successfully completed the exam one lower than what is being registered for, such as to take the Level III Snowboard exam, the candidate must have attained the Level II Snowboard Certification.

Process for Registering for the Exam

Register for the on-Snow Level III Exam

The Level III candidate will need to register for a Certification Exam using the Northwest Divisional Event Calendar. Scan the **QR Code** or go to psia-nw.org.

The exam is broken down into a Riding & Movement Analysis **day** and a Teaching & People Skills **day**. You may register for both days back-to-back or one at a time. The Level III candidate needs to successfully complete an online Northwest Professional Knowledge Exam 30 days prior either on snow exam date.

Registration needs to occur by the deadline posted in the exam information. It is suggested to register early in order to take the exam at the location of choice. To be able to register for the on snow exam module(s), candidates must fulfill the following prerequisites prior to taking the exam:

- Be a current member. Successful completion of the exam one lower than what is being registered for, such as to take the Level III Snowboard exam, the candidate must already have the Level II Snowboard 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 online Professional Knowledge exam a minimum of **30 DAYS** before any on snow modules.
- It is requested you have a conversation with your trainer about expectations of the exam prior to registering for one.

Online Professional Knowledge Exam

This exam needs to be completed 30 days prior to any portion of the on-snow exam, it is one of the prerequisites to register for the on-snow exam.
Scan the **QR Code** or go to lms.thesnowpros.org/written-exams/northwest-professional-knowledge-exams/

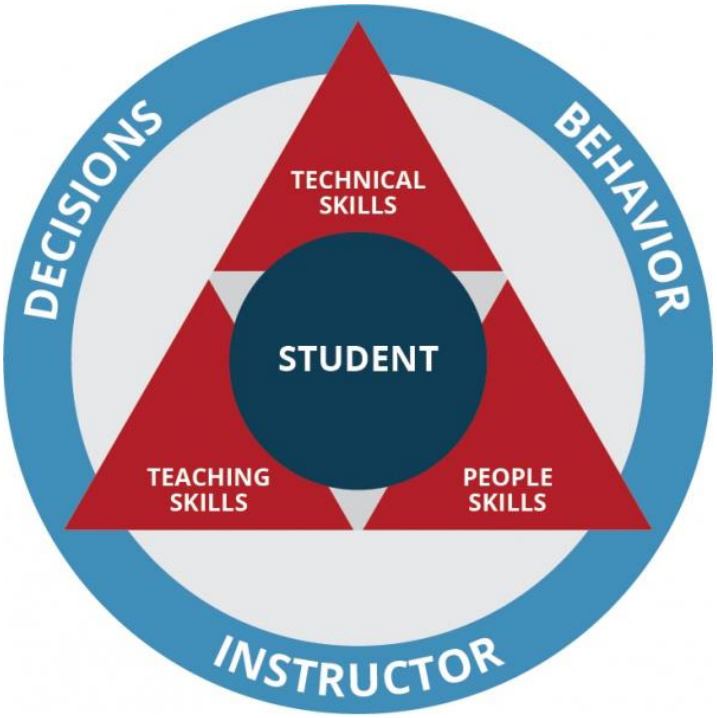
Level III Requirements

Snowboard Level III – National Standards

A Level III Certified Snowboard Instructor is expected to have proficiency with the Learning Connection Model, as well as the American Teaching System for the **beginner through advanced zone guests**, as outlined in the AASI Snowboard Technical Manual. Scan the **QR code** for the **National Standards**

The Certified Level III member has the skills and knowledge to allow 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.

Assessment Criteria



Level III People Skills

Level III instructors exhibit a refined understanding of the People Skill Fundamentals, using them to develop trust with and between all students through the entire lesson. They actively support the emotional needs of individual's while managing and influencing group dynamics to maintain and promote trust. Instructors at this level anticipate challenges and adapt their own style of interaction to achieve favorable outcomes and tailor experiences to individuals. Level III instructors demonstrate growth in self-awareness and can identify their own emotional intelligence and behavioral management.

For more details, continue to refer to the National Standards, and the Snowboard Performance Guides.

Learning Outcomes

- Engages in and adapts verbal and non-verbal, two-way communication with all individuals.
- Leverages strengths, anticipates challenges, and adapts behaviors to positively affect others.
- Manages the unique motivations and emotions of each individual and the interpersonal dynamics of a group to develop trust.

Level III Teaching Skills

Level III instructors demonstrate mastery of the Teaching Fundamentals, based on experience gained while teaching and training. They plan, implement and customize an engaging learning experience in the advanced zone. Level III instructors make proactive adjustments to learning experiences based on group and individual student needs, desires, and abilities. They foster learning by helping students interpret their changes in performance, develop new understanding and apply what they've learned.

The Level III instructor should be able to clinic the group at their level and use a variety of teaching styles and customize to each individual. The instructor is working to build upon each individual's efficiencies, strengths and/or working to change inefficiencies.

Learning Outcomes

- Plans learning outcomes and organizes progressive learning experiences relevant to all levels of students.
- Facilitates learning experiences that guide students toward the agreed-upon outcome and engages them in the process.
- Communicates performance changes that target the learning outcome to help students identify that a change has been made.

Level III Technical Skills

Level III instructors apply all of the Snowboard Fundamentals, with accuracy, to achieve the desired outcome through all terrain zones and on small through medium freestyle features. They adapt board performances and the application of the Snowboard Fundamentals to illustrate the technical content being delivered in beginner, intermediate, and advanced zone lessons. They have working knowledge of current and historic PSIA-AASI resources and information. Level III instructors use the Snowboard Fundamentals through observation, evaluation and prescription to enhance the desired snowboard outcome. They also evaluate complex relationships of body movements and board performances. They understand how the phases of a turn/ATML can be isolated or combined.

Learning Outcomes:

- Modifies the Snowboard Fundamentals to demonstrate specific outcomes through all tasks.
- Uses current and historic PSIA-AASI resources to evaluate personal performance and synthesize new outcomes using the Snowboard Fundamentals and considering tactics and equipment choices.
- Articulates accurate blended cause-and-effect relationships between **all** Snowboard Fundamentals through all phases of a turn/ATML and from turn to turn – taking equipment choices and stance setup into consideration – to offer an effective prescription for change.

Riding

Level III certified instructors must be able to make small, medium and large-radius turns, forward and switch, on any and all terrain in most conditions while demonstrating consistent balance and control of speed through turn shape. The board edge engages before the fall line. Snowboarding Fundamentals and their application may vary with terrain and snow conditions. Turn dynamics should represent the terrain, speed, and snow conditions common to advanced riding. Demonstrations should illustrate accurate movement patterns and reflect turn dynamics relative to the speeds and forces common to **all** riders.

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 flexing the ankles, knees and hips through transition and extending the knees and hips through 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 and appropriate **retraction** of the ankles, knees and hips to bring the board under the center of mass through the completion of the turn and into the initiation phase of the turn (resulting in edge change and edge engagement), and an extension of the knees and hips to direct the board out from under the center of mass. This results 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 integrate the **Snowboard Fundamentals** at a Level III proficiency as stated in the National Standards.

- (F1) Control the relationship of the center of mass to the base of support to direct **pressure** along the length of the board.
- (F2) Control the relationship of the center of mass to the base of support to direct **pressure** across the width of the board.
- (F3) Control the magnitude of **pressure** created through the board/surface interaction.
- (F4) Control the board's **tilt** through a combination of inclination and angulation.
- (F5) Control the board's **pivot** through flexion/extension and rotation of the body.
- (F6) Control the **twist** (torsional flex) of the board through flexion/extension and rotation of the body.

Level III Movement Analysis & Riding Activities

A SCORE OF 4 AND ABOVE EQUALS A PASSING SCORE

- ☐ 6 = Essential elements appear continuously at a superior level.
- ☐ 5 = Essential elements appear frequently above required level
- ☐ 4 = Essential elements appear regularly at satisfactory level.

- ☐ 3 = Essential elements appear but not with consistency.
- ☐ 2 = Essential elements are beginning to appear.
- ☐ 1 = Essential elements were not observed or not present.

You will be graded on a 1-6 scale. A score of 4 or more denotes a successful candidate. A score of 3 or less denotes an unsuccessful candidate.

Assessment Criteria for Level III Movement Analysis:

During assessment activities, each candidate will be asked to demonstrate to the examiners their knowledge of Level III Movement Analysis. That candidate will have an opportunity to exercise Movement Analysis on the group as they perform the assessment activities. The candidate will articulate the cause and effect relationship of **all** Snowboard Fundamentals through **all** phases of a turn/ATML and from turn to turn. The candidate will be asked to compare/contrast different candidates as well as provide an effective prescription for rider improvement across multiple Snowboard Fundamentals. Examiners may use alternative/supplementary movement analysis scenarios at their discretion.

Assessment Criteria for Level III Riding:

During the exam, candidates will be asked to perform several assessment activities. These are activities a candidate performs to demonstrate that desired learning outcomes have occurred. (These have historically been described as tasks or maneuvers.)

The assessment activities listed are *recommendations* of what examiners may use to assess the knowledge and understanding relative to the given subject area. The examiners are free to use variations and alternatives, including any Level I and II activities. Those listed provide an idea of how and where an assessment can be conducted.

Riding Activities:

Integrated Assessment Activities:

Integrated Assessment Activities blend multiple fundamentals within each task.

Bumps – *Any and all terrain*

Show the ability to make continuous round shaped, small to medium skidded turns in bumps on all terrain. Speed control is maintained through turn shape.

CRITERIA

- Maintain a stable and quiet upper body.
- Amount of upper/lower body separation is dictated by turn size.
- Movements originate from the ankles, knees and hips which turn more than the upper body (upper/lower body separation).
- Maintain an appropriate edge angle to facilitate a controlled skid throughout each turn.
- Appropriately flex and extend ankles, knees and hips to control pressure and maintain balance over a skidding board.
- Appropriate flexion/extension of the ankles, knees and hips are more lateral. Creating offset which allows for differing paths of the center of mass and board.
- Center of mass moves diagonally across the board through the transition zone.
- Ankles, knees and hips are flexing through the finish of turn.
- Ankles, knees and hips are most flexed at edge initiation, allowing extension from initiation throughout the control phase of the new turn.
- Independent flexion/extension of the ankles, knees and hips are used to manage pressure between the board and snow surface.
- Rider is moving continually down the fall line with minimal traversing.

Linked toe to toe 180˚ turns – *Blue terrain*

Link carved turns with a frontside 180° air transition. Pop off of an engaged edge with both feet (linked toeside) and spin board to land on the same edge with the new leading foot. Flex/extend for balance on edge.

CRITERIA

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

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 or above the vertical 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) before the rider comes down.

CRITERIA

- Flexion and extension of the ankles, knees and hips to manage pressure through the transition and through the vertical zone.

- Active retraction of the ankles, knees and hips at the apex to release pressure and change edges.
- Flexion/extension movements are used to maintain a perpendicular alignment with the board and the snow surface throughout the flat bottom, transition zone, and vertical zone of the feature.
- Appropriate use of upper/lower body separation to facilitate correct board trajectory during retraction at apex.

50/50 Over a Rail (Gapped Feature)

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

- Use the appropriate Approach and Take off for the selected feature.
- Flexion/extension of the ankles, knees and hips is used to manage pressure at takeoff, while landing on the feature, exiting the feature and during landing onto snow.
- Speed in the Approach and trajectory at Take Off allows the rider to maintain a straight, controlled path down the full length of the feature.

Boardslide Over a Box (Gapped or Ride on Feature)

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

- Show the ability to actively spring off the snow and rotate to boardslide (board at or near 90º to the box), absorbing the landing onto the feature.
- Board rotates back into alignment with the feature/fall line as the rider exits the feature.
- Flexion/extension of the ankles, knees and hips is used to manage pressure at takeoff, while landing on the feature, exiting the feature and during landing onto snow.
- Speed in the Approach and trajectory at Take Off allows the rider to maintain a straight, controlled path down the full length of the feature.
- Rider shows fluid motion as a result of continuous, coordinated movements.

Linked heel to heel 180˚ turns – *Blue terrain*

Link carved turns with a 180° air transition. Pop off of an engaged edge with both 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

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

Highlighted Assessment Activities:

*Highlighted Assessment Activities are used to **demonstrate** a specific skill or fundamental within the activity.*

180° Air w/Grab, or 360° Air – *small to medium feature*

Show all Approach-Take Off-Maneuver-Landing (ATML) images in balance and control. Show the ability to spin **either** a 360° rotation (frontside or backside), **or** 180° rotation (frontside or backside) with grab. Upper body leads spin. Rider will set the edge and flex/extend evenly to create pop. During maneuver, legs will be retracted to create a stable image. Rotation of the board occurs in the air. Rider will land in a stable position evenly on both feet.

CRITERIA

- Show fluid motion as a result of continuous, coordinated movements.
- Upper body compliments lower body movements.
- Rotation is complete, without under or over rotation, and without continued rotation immediately after landing.

Versatility Assessment Activities:

Versatility Assessment Activities may vary depending on terrain as well as timing, intensity and duration of the movements within the activity. Used to assess rider's ability to adjust the parameters within the activity.

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

Show the ability to appropriately use both legs to guide the board through symmetrically carved, medium-radius, round turns on blue to black terrain. Ankles, knees and hips will create dynamic flexion/extension, for/aft and rotary movements. Technical Fundamentals are blended within activity to create a stable fluid image. Speed control is maintained through turn shape.

CRITERIA

- Maintain a stable and quiet upper body.
- Amount of upper/lower body separation is dictated by turn size.
- Movements originate from the ankles, knees and hips which turn more than the upper body (upper/lower body separation).
- Maintain an appropriate edge angle to facilitate a controlled carve throughout each turn.
- Appropriately flex and extend ankles, knees and hips to control pressure and maintain balance over a carved board.
- Appropriate flexion/extension of the ankles, knees and hips are more lateral. Creating offset which allows for differing paths of the center of mass and board.
- Center of mass moves diagonally across the board through the transition zone.
- Ankles, knees and hips are flexing through the finish of turn.
- Ankles, knees and hips are most flexed at edge initiation, allowing extension from initiation throughout the control phase of the new turn.

*All other Level I Maneuvers

Teaching and People Skills Day Format:

Candidates should be prepared to clinic the group as if it were a real **clinic**.

- Each candidate will have **2** teaching segments.
    - A longer **15 - 20**-minute segment of the candidates choosing based upon Movement Analysis observations within the group.
    - A shorter **5**-minute **quick tip** segment - chosen by the examiners based upon the morning's performance.
    - It is recommended that you work through the allotted time.
- Your goal is to improve the overall riding level of the group as well as each member within the group.
    - The time element doesn't necessarily allow for ownership of a new movement pattern, etc. The individuals in the group should be able to take away the concepts that they will need to pursue.
- You may work with your peer group regarding terrain selection and teaching order.
- Examiners will monitor the time for you and provide warnings if requested.
- Examiners may or may not be able to answer your questions.
- Each group will have an average of 6 candidates.

After your teach segment, examiners will ask you a series of questions regarding your teach segment. These questions will be used to assess your level of technical knowledge and movement analysis during the segment. Questions may occur on a chairlift or on snow.

Examiner role:

Your exam day will consist of two examiners, possibly an examiner in training [EIT] and possibly 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 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 on a chair ride.

Level III Teaching Assessment Activities

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 that 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, 15-20 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, consider their overall abilities, conditions of the day and then determine a goal and a game plan to achieve that goal.

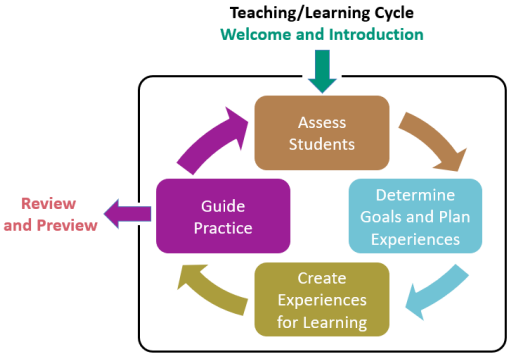
The following tasks may be useful to first assess your peers and then as a framework in which to work with them to improve each individual's riding. These topics represent **possible** teaching scenarios. The examiner is **not limited** to these topics and may simply state "improve this group's snowboarding on various terrain and snow conditions". Remember **t**iming, **i**ntensity and **d**uration (TID) when teaching.

Assessment Activities

- Carving
- Cross-under or cross-over movements
- Nose and tail rolls
- Leapers
- Tactics for steeps
- Crud Riding
- Line in bumps
- Variety of turns in steeps
- Techniques for riding icy snow
- Session in terrain park
- Effective & efficient riding in terrain & conditions
- Upper & lower body relationship
- Bumps
- Transitional Freestyle Element
- Medium radius turns in the bumps
- Switch riding in advanced terrain
- 180° combos
- Various grabs
- Linked toeside and/or heelside turns

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

- Compare the steps of your most recent lesson to the steps of the Teaching/Learning Cycle. Did your lesson fulfill the elements? If not, what parts were missing and why?
- If your last lesson did not cover all the stages of the Teaching/Learning 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/Learning 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/Learning Cycle.



- Practice giving feedback to a group of your peers. 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?
- 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 the various styles below. Make sure you are using each teaching style correctly, not just setting up situations on how you think each style operates:
  - Command
  - Task
  - Guided Discovery
  - Problem Solving
  - Reciprocal Teaching Styles

Teaching Example – Level III:

After discussion with your peers and observing their riding, you have decided to work with them on their bump riding.

- Set up: You have already observed your fellow candidates riding bumps. You note several in the group are accelerating during their turns. In addition, there are a couple of individuals who can make 3 or 4 turns but have to traverse out to start another series of 3 or 4 turns. The common situation within the group is the need for more flexion and extension through the ankles, knees, hips. **WHY?** In order to have a positive effect on their stance/balance.

- Establish goals and plan: You determine an objective **(WHAT)** and decide to work in short radius turn format with a consistent speed and flow without traverses.

- Present and share information: This is your **HOW**. You choose to first address stance and balance and then turn shape. You lead them through a quick exercise such as traversing in the bumps focusing on proper flexion/extension (absorption or retraction movements). After watching and giving clear, specific feedback you then determine how to use your guided practice time.

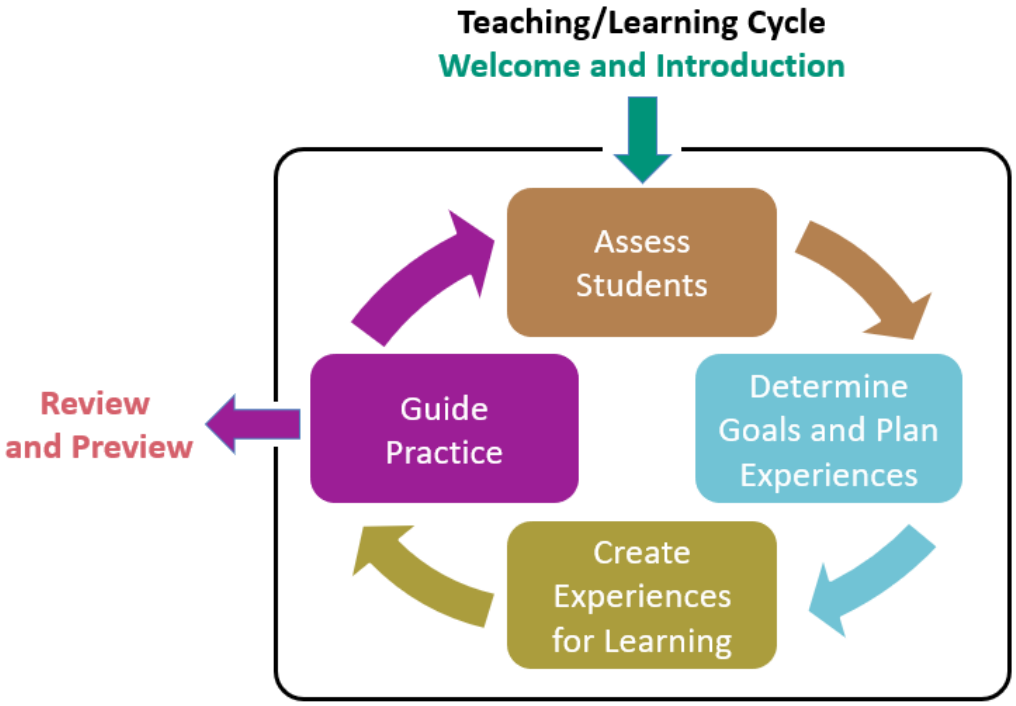
- Guided practice: You may choose to do an outside in approach asking for a series of linked pivot slips on easier terrain to create better leg steering. Slowly begin to develop turns from the pivot slips creating more turn shape. Then move into the appropriate terrain for the task at hand. Or you might choose to build upon the feedback you gave each candidate. Guided practice is just that; you are guiding your decision making based on what you see and the feedback you've given each candidate.

- Check for understanding: This is ongoing and happening throughout your teaching segment. An example of this would be asking a candidate to restate what you've asked them to do, where and how, so you know they clearly understand your expectations/goals.

- Summarize: Ask your peers to restate the objective and ask each rider to restate their specific feedback to accomplish that objective. Add your own input to their statements as needed for clarification.

Why would this pass?

1. You determined a specific objective and took logical steps to help each rider achieve the objective.
2. You determined skill or Fundamental specific reasons why each rider was not achieving the objective and designed a progression to meet their 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 perform through the exercises or drills used to improve their bump riding.
6. You brought the focus of each activity back to the real riding situations.
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 bumps.



Addendum

Updates to the 2021-2022 Cert Guides

Reflection of National Standard Changes

The National Education Teams completed significant upgrades to the national standards for all disciplines in 2021 to provide a comprehensive education delivery system. In a “one-team” approach to make consistent standards across the country and across each of the disciplines, you’ll notice similarities in structure and verbiage, especially in the terminology used throughout the next few pages.

Your Northwest Education Team’s goal is to take this huge umbrella of National information and apply it in a manner that is coherent and applicable for our Northwest riders and their instruction, leading to beneficial results in their learning pathway.

The NW Snowboard Certification Guide is **NOT** a standalone document. It is **STRONGLY RECOMMENDED** that you know and understand the current AASI Certification Standards and the Performance Guides for each of the 3 skills you will be assessed on: Technical, Teaching, and People.

Remember, your assessors/examiners are not passing or failing you based on how amazing you are as a rider. They are assessing your ability to train to the certification standards used to teach and demo movements to your students. You are entirely in charge of your own success on exam day.

Learning Outcomes (LO)

This describes what is expected to be achieved by the completion of each level of certification. These outcomes are set by the National Team and **do not vary** between divisions or assessors/examiners.

For example, under the Technical Skills for a Level I rider, there are three categories in which a rider will be assessed: *Riding Performance*, *Technical Understanding*, and *Movement Analysis*. All stuff that should sound familiar. For the Level II & III exams, these will be the items assessed on riding day.

Under Learning Outcomes for *Riding Performance*, a Level I rider should be able to "utilize the specific fundamentals to demonstrate specific outcomes''. Your assessor/examiner will ask you to do Assessment Activities (see below) so they can assess your technical application and understanding according to the Assessment Criteria. It is entirely up to you to apply the Learning Experiences to reach the desired Learning Outcome in your exam.

Learning Experiences (LE)

These are training experiences and activities riders are recommended to undergo to achieve the learning outcomes. These are not requirements. They are suggested approaches from your Northwest staff to help you develop as a professional snowboard educator.

These activities **may vary** somewhat between divisions, primarily in differences in event offerings and personal differences in trainers and clinician's styles.

Learn more about these for the Northwest below in the "Training for Your Exam" section.

Assessment Activities (AA)

These are the activities in which your assessor/examiner will assess your knowledge and understanding in a given subject area on exam day. This was formerly known as exam "tasks". The purpose of these activities is to assess your technical understanding and ownership of skills.

The assessment activities **may vary** between divisions and assessors/examiners. You should be prepared to perform any and all activities on exam day. See each specific certification level for more information below.

Assessment Criteria (AC)

This represents the level of standards in which the assessor/examiner is assessing you on your learning outcomes. Our goal with this cert guide is to deliver a clear description for those levels of achievement based on the activities you will perform in each exam. The Performance Guides will be especially helpful to understanding the differences between “successful” and “not successful”, or the pass and a fail.

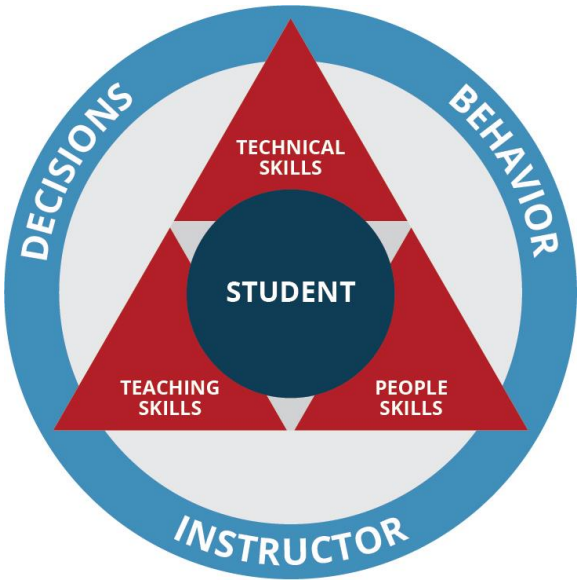
All assessors/examiners and divisions are using the exact same criteria. What may differ between divisions is the actual exam format. The skill assessment itself is the same regardless of where you travel.

Performance Guides

The National Performance Guides will objectively describe what skills are needed to demonstrate during your assessment activities. Three Performance Guides were created to help you understand the requirements at each level of certification in each skill area: Technical, Teaching, and People. The goal of these guides is to help maintain transparency in the certification process and assure consistency across divisions and examiners.

For example, think back to the six Snowboard Fundamentals. Those will come up often and the performance guide for the technical skills will show you the difference of what a Level I rider will look like compared to a Level II or III rider in terms of understanding and applying the fundamentals in each assessment activity.

The Learning Connection Model



People Skills

Why People Skills?

New to PSIA-AASI certification in 2021 are “People Skills”. Many riders inherently apply those skills in some form at each level of certification through either the Teaching Skills or the Technical Skills (mainly, movement analysis and verbal descriptions of your Technical Understanding). By applying People Skills to the dynamic, we now have a better way to describe and assess the successful ways to interact with students, parents, guests, and other participants on snow.

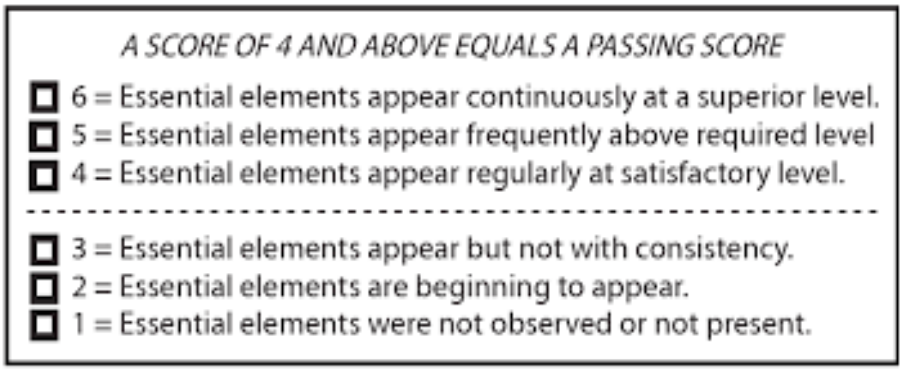
This is key to helping you succeed in building trust and meaningful relationships with your students, and hopefully, that means they return again and again for great experiences from their favorite instructor - YOU.

Three major categories of People Skills assessment:

- Professionalism & Self-Management
- Communication
- Relationships with Others

Assessment Forms

The 6-point assessment scale will be used for the exam, seen below.



The 1-6 scale will be applied to each of your assessment activities, rather than to the day as a whole. To attain the certification, you will need to receive a 4 or above in each Learning Outcome category.

Candidates should review the new assessment forms before attending on-snow exams to prepare and better understand the feedback after the exam.

Find your Assessment Forms: thesnowpros.org/certification/national-certification-standards/

Training Towards the Exam

Go Through the Assessment Activities

Familiarize yourself with the activities that you will likely encounter. Many of the activities can be found on the Matrix or YouTube. If you are unfamiliar with an activity, reach out to a higher certified instructor or trainer. Oftentimes, other instructors in other disciplines will be familiar with the Assessment Activities and the Learning Experiences needed to train successfully.

Understand the Fundamentals Required

Blended and progressive movements make activities more successful and that's what you'll be assessed on. If you fall down, get back up and keep going! You won't be assessed on whether you do the activity successfully every time, but you will be assessed on the specifics of the movements themselves that are necessary for each activity.

For example, nose-rolls in the Level 2 certification can be very challenging but also super fun. Your assessor/examiners won't be looking for perfection in every roll, but they will be looking for the movements required to get there, including the fore-aft movement required to release the nose from the ground. They will be looking for your ability to use your upper body to help with the rotation. They will be looking for your ability to tilt the board so you can create symmetrical turn shapes from one roll to the next. And so on.

Practice!!!

One of the most important things you can do to prepare for an exam is to practice not just the Assessment Activity itself, but more importantly, on the drills that isolate each of the Snowboard Fundamentals and/or movements required to successfully do each Assessment Activity.

For example, going out to work on medium radius carved turns is great, but you'll also need to look at each of the Assessment Criteria items for the task and find a way to break each movement down so that you can really emphasize the movements your assessor/examiners are looking for. They may even ask you to isolate or emphasize certain movements within each activity so you should be ready to do so.

Likewise, once you have the movements really dialed in, it's important to blend the movements so that your Assessment Activities look smooth and consistent. This is where movement isolation ends and the blending begins. But most of us need to isolate movements first to understand how to apply with the appropriate timing, intensity, and duration (TID).

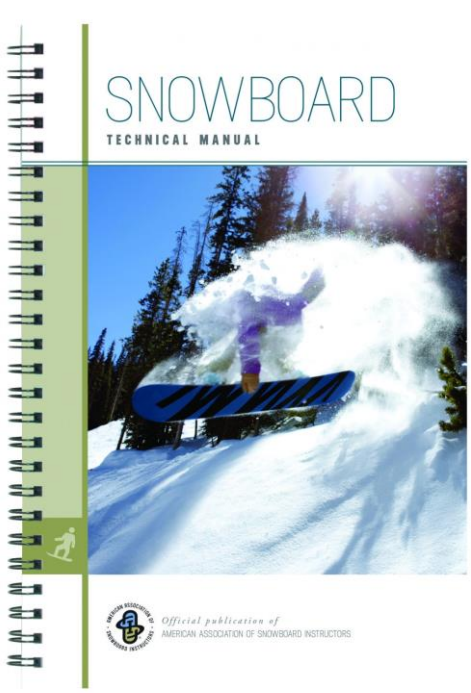
Get Video and Do Movement Analysis

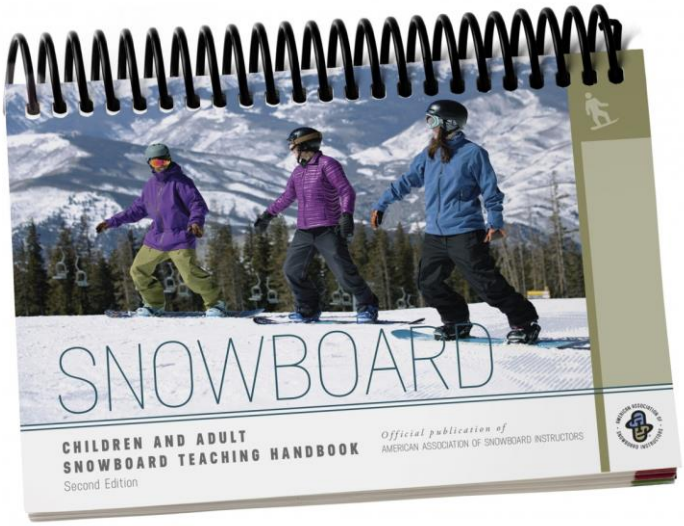
Have someone record you while performing activities and drills. Record your friends or training buddies. Take it home and break it down. Can you isolate movements? When and where in the turn? What is the cause and effect?

As you progress through the certification levels, the content will get more and more specific. Make sure you understand what is expected of your movement analysis skills at each level.

Know the Educational Materials

The manuals produced by PSIA-AASI are rich with useful and interesting information about snowboarding and instruction to help you in your education as a snowboard instructor and in preparation for your exam. Technical knowledge is assessed at every level of certification and much of that information can be gleaned from your educational materials. A few of the manuals are shown below – you can also find recommended manuals at psia-nw.org – education – snowboard.





Scan QR code or visit t[o find digital manuals:](https://thesnowpros.org/education/digital-manuals-for-every-discipline/)
https://thesnowpros.org/education/digital-manuals-for-every-discipline/

Find and Work with a Trainer

Depending on the mountain you work at, you may have many trainers to choose from, or you may have none. Some resorts utilize cross-discipline training and you can learn many of your required skills from alpine ski trainers.

Working with others in different disciplines has many advantages, and much of Teaching and People Skills will be similar. However, while there are also many technical similarities between disciplines (edging, rotary, pressure), there also are many differences. Some differences occur in exam formats as well.

It is important to self-assess your skills and understanding through your Learning Experiences, but it is also vital to find a snowboard trainer who is current on the new standards. If you're at a resort without a snowboard trainer, it will be imperative to make the effort to travel for a NW AASI event in your area.

Event Participation

One of the best things about your PSIA-AASI membership is access to education events across the division as well as the country. There are numerous options to train with examiners and divisional staff members throughout the winter season. This is an excellent opportunity to build skills and get feedback on your riding and teaching.

Another option is Divisional Academy which is an extensive three-day opportunity to ride with instructors from all over the division. Not only is it informative but it's also really fun!

Remember, scholarships are available to help pay for many of these events.

Remote Movement Analysis Class and other E-Learning Courses

The Northwest is especially proud to produce remote MA learning courses to help riders not only identify causes and effects in rider movements, but also how to speak about it. This course progresses over several weeks for a couple hours each. Groups are broken into breakout rooms so that you can practice identifying and communicating the information to your peers. It's also an opportunity to identify what makes effective movements at certain certification levels. You also have access to divisional staff members at this point and can ask questions.

Scholarship Information

NW Scholarship Fund

Educational scholarships are available through the Northwest office. They can be applied towards either new educational manuals or education events like clinics or Divisional Academy. New this year, they will not be applicable to exams. For assistance in paying for exams, look to gain a National scholarship. NW applications are due December 15. **Scan QR code or visit for more info**. https://www.psia-nw.org/membership/scholarships/

National Scholarship Fund

The National office provides several scholarships to its membership and anyone in good standing in any division can apply. National applications are due around November 15. **Scan QR code or visit for more info**.
https://thesnowpros.org/education/scholarships/

Scholarship categories:

- Certification or Specialist Education Track Scholarship
- Nancy Oakes Hall Women's Scholarship
- Small Snowsports School Scholarship
- Veteran Workforce and Education Track Scholarship
- Women of Winter Scholarship