

# PSIA AASI NORTHWEST

## Snowboard Certification Guide

2022-23 SEASON

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# PSIA-NW 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 2022-23

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# The Purpose of this Guide

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

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

Please take responsibility to familiarize yourself with the policies, procedures, 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](mailto:info@psia-nw.org)
- [CEO](#)
- [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 the eight organizations spread out throughout the U.S. (see below).

The Northwest is one of the eight organizations and represents instructors at schools in Washington, Oregon, Northern Idaho, Western Montana, and Alaska.

## Regional Organizations

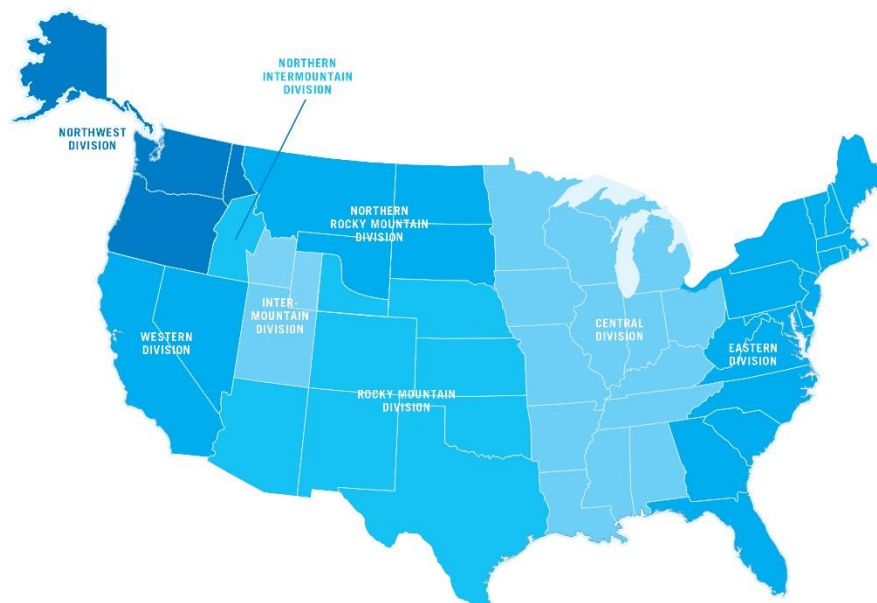
▪ PSIA-C	Central	<a href="http://www.psia-c.org">www.psia-c.org</a>
▪ PSIA-E	Eastern	<a href="http://www.psia-e.org">www.psia-e.org</a>
▪ PSIA-I	Intermountain	<a href="http://www.psia-i.org">www.psia-i.org</a>
▪ PSIA-NI	Northern Intermountain	<a href="http://www.psia-ni.org">www.psia-ni.org</a>
▪ PSIA-NRM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

## 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](mailto:info@psia-nw.org), web: [www.psia-nw.org](http://www.psia-nw.org)



# Certified Level I

# Outline

- I. Registering for the Level I
- II. On Snow Level I Expectations
- III. Level I Exam Format
- IV. Assessment Criteria & Successful Outcomes
- V. Level I Riding Activities
- VI. Level I Teaching Activities

## Registering for the Level I Exam

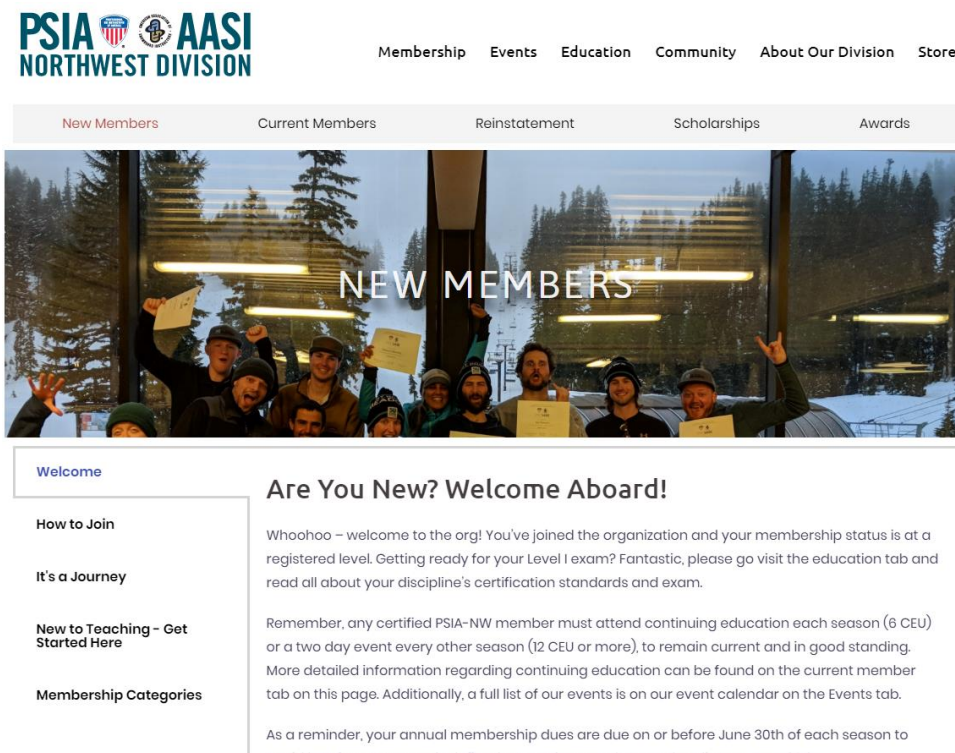
### Prerequisites

To sign-up for any or both on-snow exam modules, candidates must:

- Be a current PSIA-AASI member
- Complete the Snowboard Level 1 e-learning course
- Pass the online Snowboard Level I written exam

### Join the Organization

If you have not yet joined the organization, you will need to do so by scanning the **QR Code**, clicking the image below or by going to <https://www.psia-nw.org/membership/> and choose New Member.



The screenshot shows the PSIA-AASI Northwest Division website. The header includes the organization's logo and navigation links: Membership, Events, Education, Community, About Our Division, and Store. Below the header is a navigation bar with tabs: New Members (active), Current Members, Reinstatement, Scholarships, and Awards. The main content area features a large banner image of a group of people holding certificates, with the text "NEW MEMBERS" overlaid. To the right of the banner is a QR code. Below the banner, the "Welcome" section is titled "Are You New? Welcome Aboard!". The text in this section reads: "Whoohoo – welcome to the org! You've joined the organization and your membership status is at a registered level. Getting ready for your Level I exam? Fantastic, please go visit the education tab and read all about your discipline's certification standards and exam." It also states: "Remember, any certified PSIA-NW member must attend continuing education each season (6 CEU) or a two day event every other season (12 CEU or more), to remain current and in good standing. More detailed information regarding continuing education can be found on the current member tab on this page. Additionally, a full list of our events is on our event calendar on the Events tab." A reminder at the bottom says: "As a reminder, your annual membership dues are due on or before June 30th of each season to avoid late fees. A season is defined as starting on July 1st and ending on June 30th."

## 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 prerequisites to register for the on-snow exam.



### Snowboard Level I E-Learning Course

FREE

**FREE TO MEMBERS.** This is the PSIA-AASI Snowboard Level I Certification Prerequisite E-Learning course. The following course is designed to be completed prior to attending the on-snow portion of the Level I Exam.

Add this item to your cart and checkout. The system will enroll you in the course and send you a link with details on how to take the course.



Scan the **QR Code** or go to [lms.thesnowpros.org](https://lms.thesnowpros.org) 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 of the Level I E-Learning completion.

## Sign up for the online Snowboard Level I Professional Knowledge Exam



The Level I candidate needs to successfully complete the online Professional Knowledge Exam at least 30 days prior to taking any portion of the on-snow exam. The written exam requires a 90% passing rate, but allows multiple attempts in order for the candidate to seek the correct answers from PSIA-AASI resources.



Scan the QR code or go to <https://lms.thesnowpros.org/>.

Exam content is sourced from PSIA-AASI Education resources listed below. It is highly recommended to study prior to signing up.

- Snowboard Technical Manual
- Teaching Snowsports Manual



## Process for Registering for the On-Snow Level I Exam

The Level I candidate will need to register using the Northwest Regional Event Calendar or through their snowsports school.



Scan the QR code or go to [psia-nw.org/events](https://psia-nw.org/events).

Exams are limited to **6 people per group** and once signups are full, a waitlist may be created. It is recommended to register.

Many Level I exams are given in-house and proctored by accredited trainers at that resort.

Day 1 Assessment:

Prior to registering, it is highly recommended to discuss with your resort trainer about the expectations

- Riding Performance
- Movement Analysis
- Technical Understanding
- Professionalism
- People Skills
- Teaching Skills

of the exam. Your trainer will be able to consistently assess your skills over time and help determine your exam readiness.

In addition, consider attending a PSIA-AASI Snowboard Educational Event with a regional staff member. AASI-NW often offers exam prep clinics to ride with an assessor who can help determine if you're ready. In other educational clinics, you may ask clinic leaders to watch and assess your riding to determine areas of development.

## On Snow Level I Expectations

### Snowboard Certified Level I – National Standards

A Level I Certified Snowboard Instructor is expected to be proficient using the Learning Connection Model, the American Teaching System, and be able to competently ride on beginner and some intermediate terrain, and some small natural or freestyle features as described in the National Standards.

PSIA-AASI National Standards are updated with support from PSIA-AASI Performance Guides to describe the Learning Outcomes (LOs), Learning Experiences (LEs), Assessment Criteria (ACs), and Assessment Activities (AAs) to determine a candidate's level of understanding.

To learn more about the Fundamentals within the Learning Connection Model assessed in the PSIA-AASI Level I exam [CLICK HERE](#).

# Exam Layout

**Confirmation Email:** Successful registration will result in confirmation email from the PSIA-AASI NW office. Within that email should be a location, meeting time, and a confirmation of the dates selected. Should questions arise or the email is not received, contact the NW regional office immediately.

A survey link is also included for a post-exam follow-up. Please help the region continue to improve its offerings by reflecting upon this experience afterwards.

**Pre-Exam Day:** It is recommended to visit the resort in the days before, if not familiar, to get familiarized with the layout, snow conditions, and traffic patterns. Look for suitable teaching areas. Mentally prepare and get comfortable with your location. This will help you prepare for a successful exam day(s).

**Exam Day:** Show up early to anticipate traffic, parking, locating the group, etc. Meet in the specified location ready to depart with gear on and ready. Readiness and preparedness count towards professionalism of the exam criteria.

The Level I exam is a single day module and led by one assessor. The assessor will be responsible for determining if the skills shown throughout the day meet the Level I National Standards.

During the morning introduction, the assessor will establish the tone of the day, review expectations, discuss activities, and answer any questions regarding the exam process. Questions may be answered so long as it does not give unfair advantage to others. Ask clarifying questions if confusion about expectations occurs.

At the completion of the day, assessors will summarize the day with the group. Assessments will be delivered either the night of, or the following day, after the exam is completed. The group may or may not receive exam results on the day of the exam.

**Post Exam:** After receiving results, candidates can follow up via email. Assessors will do their best to provide the most clear and detailed feedback to each candidate.

Don't forget to submit the post-exam survey!

## Level I Day Format - Technical Skills Portion

- Each Level I assessor may format the exam slightly differently. Prepare to be flexible about the process. You may begin teaching, doing movement analysis, or performing riding assessment activities first thing in the morning after a warm-up.
- Depending on the number of candidates, expect the exam to last all day. Be prepared by bringing snacks, water, layers, and anything else needed for comfort throughout the day.
- Candidates will have an opportunity to warm up before being assessed in the morning and usually after lunch. This is an opportunity to warm up muscles, flex joints, feel snow conditions, shake off jitters, have fun, etc.
- Assessors will discuss parameters of each activity and a short discussion may ensue. Assessors may ask candidates to change or isolate specific variables to determine candidates' abilities to adjust or highlight specific fundamentals at any time.

- Technical Knowledge and Movement Analysis will be routinely assessed between riding activities (see the Assessment Criteria & Successful Outcomes segment below).
- Candidates should always ride safely, follow the Responsibility Code, and give others plenty of room throughout the day.

## Level I Day Format - Teaching and People Skills

Candidates will be prepared to work with the exam group within the Beginner Zone. This is not a “clinic” and candidates should not discuss things in theory with the group. Candidates should view peers as real and work through the teaching progression with them, providing feedback and clarity throughout the teaching time. The individuals participating should be engaged and participate in the lesson.

### Candidates:

- Will have one opportunity to teach during the exam day
  - Topic for each candidate will be assigned in the morning before heading out for the day
  - Candidates will have 15 minutes to present the assigned teaching topic to the group
  - Activities will be selected from Level I Teaching Assessment Activities below
  - It is recommended to work through the allotted time given
- Are expected to actively engage in their peers’ segments (professionalism score)

### Assessors:

- Exists separately from the teaching group and may be writing notes
  - Note-taking provides feedback for the assessment form
  - Is not indicative of negative or positive interactions
- May interject if group safety is compromised or objectives are not clear
- Will monitor the teaching time and provide time updates, if requested
- May, or may not, be able to answer questions prior to each segment
- Will ask a series of questions following the segment
  - Candidates will be separated for privacy on snow or on the chairlift
  - Questions are meant for clarity and to explore depth of knowledge

# Assessment Criteria & Successful Outcome

## Assessment Criteria for the Level I Assessment Day:

A SCORE OF 4 AND ABOVE EQUALS A PASSING SCORE	
<input type="checkbox"/> 6	Essential elements appear continuously at a superior level.
<input type="checkbox"/> 5	Essential elements appear frequently above required level
<input type="checkbox"/> 4	Essential elements appear regularly at satisfactory level.
<hr/>	
<input type="checkbox"/> 3	Essential elements appear but not with consistency.
<input type="checkbox"/> 2	Essential elements are beginning to appear.
<input type="checkbox"/> 1	Essential elements were not observed or not present.

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

The following section is designed to help determine what is expected for each Learning Outcome for the Level I. This should give specific ideas of what assessors might look for in each Assessment Criteria while activities are performed. This is not a comprehensive guide, and it is up to the candidate to seek out more training to better develop skills.

Within this section, items underlined are the Assessment Criteria found in each Skills Fundamental (People, Teaching, Riding, etc.). Words **found in bold** are specific to the Level I experience when compared to the criteria for the Level II or Level III.

Many of these words are specific action verbs directly from Bloom's Taxonomy and denote increasing complexity in higher certifications. While knowledge of Blooms is not assessed, it's helpful to understand primary differences in each AC for personal reference. For a more detailed explanation of that, click [HERE](#).

Items under each underlined Assessment Criteria are specific to how the Level I candidate can be successful in each row of the Unified Assessment Form. Understanding and developing skills to excel at these items will all but guarantee a successful exam scenario.

## I. Level I Professionalism

Professionalism is assessed continuously throughout the entire on-snow exam. It is possible to fail an exam for unprofessional behavior that detracts from the overall experience of the group. Throughout the entire Level I on-snow exam, each candidate will be assessed on the ability to **maintain** a professional environment by **demonstrating self-awareness and self-management**.

**Based on the Level I National Standards, a successful candidate will:**

Address group and individual **safety and physiological needs**:

- Ensure that personal emotional and physical needs are met
- Develop rapport with other candidates and gauge their ongoing well-being
- Prioritize safety by managing personal riding skills and giving space to others
- Allow others to share ideas freely to the group and to give feedback to each other
- Adjust personal behaviors to promote a positive group dynamic

**Exhibits Positive Behavior in Response to Feedback**

- Interact with the assessor and the group in a positive manner
- Positively respond to feedback from the assessor and remain open to ideas
- Contribute to group cohesion and facilitation through benevolent behavior

## II. Level I People Skills

People skills are the personal qualities an instructor displays to make connections and develop trust with their students. They do this by using effective communication methods by engaging with the group as a whole, by **identifying likely motivations and emotions** of others.

During the Teaching Module of the on-snow exam, a Level I candidate will be assessed on their people skills within the 15-minute teaching segment. Follow-up questions may be asked following the lesson.

**Based on the Level I National Standards, a successful candidate will:**

#### **Use verbal and non-verbal communication in a professional manner**

- Use different ways to communicate with the assessor and group
- Maintain professional delivery of content during the teaching segment
- Speak clearly and loudly, checking for the group's ability to hear and understand
- Determine whether the group is listening by asking follow-up questions

#### **Ask questions to learn about others**

- Ask questions that are personalized, engaging, and create a response
- Give equal time to ask multiple people questions or facilitate group discussion
- Use information learned about others to help personalize the teaching experience

#### **Deliver actionable feedback**

- Give feedback that is well-timed and solicited to support the group dynamic
- Focus on neutral or positive cues rather than focusing on what candidates did wrong
- Give detailed information that relates to movements or activities just performed
  - Use anatomic specific actions, turn shape/size, or board performances

#### **Initiate group interaction to build group dynamics**

- Ask questions to create group dialogue and ask follow-up questions
- Pair up riders for activities or for conversation pieces

#### **Identify the motivations and emotions of students**

- Ask creative and clarifying questions to help identify motivations
- Determine emotional states of students by watching reactions, interactions with each other, and lack of action

### **III. Level I Teaching Skills**

Level I instructors will demonstrate skills and experience gained while teaching students in real beginner lessons. Instructors should prepare their teaching segments ahead of time. They should understand the reason behind a structured progression that considers the motivations, interests, learning types, and abilities of all students. For the Level I exam, utilizing the task and command teaching style will be most appropriate. Practice time should always be provided.

Candidates should practice teaching with a possibility of needing to alter a progression based on a change to the fundamentals. Assessors will ask relevant questions following the presentation.

#### **Based on the Level I National Standards, a successful candidate will:**

##### **Identify student motivations, performance, and understanding**

- Use the teaching cycle to assess group goals, motivations, and abilities
- Check for understanding using verbal and nonverbal affirmations during lesson
- Adjust the teaching focus or pace to match students' needs, interests, and abilities

##### **Select basic progression with clear direction and focus**

- Provide basic teaching progression with logical steps that help students reach goals
- Use information from the group to determine areas of focus based on individuals

**Plan lessons** that involve productive use of movement, practice time, and terrain

- Balance verbal explanation of activity with ample time to practice and move
- Allocate run to also show class handling skills and spatial awareness with group
- Use beginner terrain appropriately according to given activity

**Organize** the learning environment to align with the **initial assessment of the group**

- Create environment to align with initial assessment of motivations and ability level
- Demonstrate all steps to ensure that each person can participate effectively and safely

**Give the group relevant information** that encourages learning

- Limit the amount of time talking at the group and is concise with directions
- Finish talking and/or checking for understanding before riding away to demo
- Explain a concept using specific body movements and the resulting desired outcome
- Specify individualized feedback to each student when possible or applicable
- Give general group feedback when trends occur, or original directions weren't clear

**Manage** physical and emotional risk to **maintain engagement** in the learning environment

- Follow Responsibility Code and is aware of crowds and group gathering
- Remind group periodically of safety concerns, especially when re-entering run
- Gauge whether students feel safe based on conditions, terrain, crowds, etc.
- Ensure that students are not singled out or made to feel lesser than in group

**Pace** to allow students appropriate time to explore and/or play toward desired outcomes

- Allow practice time within each step for students to explore activity objective
- Allow time to ask questions, promote group collaboration, and provide feedback
- Use whole/most of run when possible, to ensure group is allowed to move and practice
- Eliminate usage of chairlifts, "free-runs", or other inefficient usages of teaching time

**Communicates changes in performance by describing change**

- Connect cause and effect through discussion and asking questions from students
- Ask questions after each activity to determine if a change was experienced
- Change should be specific to a singular movement or performance or fundamental

**Relate changes in performance to lesson outcome**

- Correlate the practice to the overall objective of lesson
- Determine through student interaction if they understand the overall objective

## **IV. Level I Technical Understanding**

Assessors will sample technical information regarding tool-snow interactions of physics & turn mechanics, snow conditions & weather, and biomechanics & kinesiology. Industry-specific questions might delve into resort operations, specifics of the Northwest region, or the PSIA-AASI organization. Equipment and technology questions may refer to real vs ideal performances of snowboard materials, shapes, or other gear related concepts. Concepts regarding the CAP Model, Maslow's Hierarchy, the Teaching Cycle, and others also may be discussed.

Questions may be posed in a group discussion to all candidates. Assessors might ask the group to work on a specific technical concept before doing activities, and then pull candidates aside to ask questions to determine the candidate's evaluation of cause and effect. Questions may be asked on the chairlift. Candidates may receive uniquely different questions based on their personal performance through the day. Technical understanding may be assessed after watching others' riding activities.

Candidates should be able to show knowledge gained from the two main PSIA-AASI reference materials: Snowboard Technical Manual and the Teaching Snowsports Manual, to show their ability to **apply** their knowledge to snowboarding as it applies to the Technical Fundamentals, tactics, and equipment choices.

**Based on the Level I National Standards, a successful candidate will:**

Describe the application of **one or more** Technical Fundamentals and respective biomechanics and physics within phases of the turn/ATML for a specific outcome.

- Understand body anatomy and how movement helps create turn shape and size
- Relate anatomical movements (flexion, rotation) to board performances (TTPP)
- Understand how CAP or gender profiles might affect movements or performance
- Know what the ideal performance objective is in beginner scenarios and why

Compare personal performance to a specific application of **one or more** Technical Fundamentals.

- Understand personal movements, good and bad, and outcomes in the beginner zone
- Be familiar with technical snowboarding concepts and how they affect a rider
- Explain how concepts relate to each other and how/why riders use their tools
- Describe why beginners might perform differently or why students develop bad habits

Describe the impacts of tactical decisions, equipment choices, physical development, terrain, and snow variation, to a snowboarding outcome.

- Understand how changes to performance will help a rider adapt in various scenarios
- Understand how inability to make changes in tactical choices will affect outcomes
- Show awareness of importance of stamina, mobility, agility, and flexibility
- Know and describe board shape, camber, length, stiffness, and condition; binding strap types, width, stance angles, and forward lean; boot stiffness and condition; clothing, etc.
- Specify changes in the above gear and how it would affect a rider's performance

## **V. Level I Movement Analysis**

In addition to performing riding assessment activities, candidates will routinely do movement analysis on fellow riders and/or the public. Movement analysis may be scattered through the day, intermittently between activities, as part of the practiced activity, or following a completed set of activities.

Assessors may pull a candidate aside to analyze riding and then rotate through the group. Each candidate will have at least one opportunity to give their analysis, depending on time. Candidates may be asked to observe both freestyle and non-freestyle activities. Observations and questions may be done together from the side of a run using call-down, line-rotation, or other group management tactics. Assessors will attempt to keep the set of questions, time spent discussing, and terrain practiced on, consistent between candidates.

Questions may range from using very specific fundamentals applied at a specific ATML or phase of turn: “What board performances are seen at the top of the turn and how does the rider create it?” or more broad: “Where and when does rotation occur while the rider spins their 180 and is it effective?”. Assessors may use follow-up or clarifying questions either on snow or on the chairlift.

While assessing Level I activities, Level I candidates will be expected to:

- Show basic understanding of turn descriptors and ATML
- Observe rider movements, board performance, and/or tool-snow interactions
- Understand simple correlations between the three observables above
- Evaluate how timing, intensity, duration can cause changes
- Describe how beginners might adapt to various snow conditions and terrain
- Prescribe basic level changes for various scenarios for beginners

**Based on the Level I National Standards, a successful candidate will:**

Observe and Describe the application of **one or more** Technical Fundamentals in **all phases** of the turn/ATML.

- Describe desired performance or movement at each phase based on the activity
- Understand some physical forces that occur at each phase
- Identify how one fundamental is applied at any phase of the turn and from turn to turn
- Indicate what movements cause that fundamental to occur

Evaluate and describe the **cause and effect** relationships of **one or more** Technical Fundamentals relative to the desired outcome.

- Understand and explain why certain movements might occur at each phase
- Understand and explain why a board performance might occur at any phase
- Describe common issues seen in beginner riders and why it requires improvement
- Describe how Timing, Intensity, and Duration (TID) might affect each fundamental

Prescribe a specific change, related to **one or more** Technical Fundamental, to achieve the desired outcome.

- Show some understanding of what movements are ideal through each phase of turn
- Understand “efficiency” and how some movements work better than others
- Determine effective or non-effective movements to manipulate tool performance
- Give accurate prescriptions to change a single fundamental or movement observed
- Understand how a change in one fundamental will affect the blending of others

## **VI. Level I Riding Performance**

Level I candidates show the ability to adapt the snowboarding fundamentals to demonstrate specific outcomes by adjusting tactics in beginner and some intermediate terrain. The candidate is expected to maintain balance and speed control in each activity. Consistent and symmetrical movement patterns using a correct application of timing, intensity, rate, and duration will determine turn size and shape that is appropriate for the prescribed terrain and snow conditions.

Assessors will ask candidates to do a variety of activities that show the candidate’s ability to isolate, blend, or show versatility with the snowboard fundamentals. Highlighted activities can be used to “build

a story” based upon the more blended activities. Candidates may see an activity several times throughout the day, or just once, depending on time. Candidates will often have the opportunity to ask for a second opportunity if there’s time.

While the Level I standard requires that each candidate have a sufficient mastery of 2 or more fundamentals in the Beginner zone, if the candidate is severely deficient in the other 4, it will affect the first 2. Train as if working to gain mastery in all 6 fundamentals.

Candidates should perform the activity as if demonstrating the activity to a student, using clearly defined, and often exaggerated movements to emphasize the desired action. Level I candidates often struggle to slow down their riding and often accelerate through activities. Remember that a student would need to see a strong, slowed down demo to understand the movements they need to perform themselves.

Assessors will be looking for the rider’s ability to maintain speed by utilizing turn shape and size in activities while on more gentle terrain. Freestyle activities should utilize the concepts of “outside-in” to introduce ATML.

Remember, this is not a professional snowboarder exam, but rather an exam for professional snowboard coaches who teach beginner activities in green, some blue terrain, and extra small parks.

**Based on the Level I National Standards, a successful candidate will:**

Integrate **two or more** of the Technical Fundamentals to achieve prescribed outcomes.

- Blend rotational and flexion-extension movements by varying TID applications
- Create progressive, not sequential, movements to create smooth, balanced riding
- Use blending of board performances to create desired snow-tool interaction

Highlight individual Technical Fundamentals as prescribed.

- Show specific ranges of movements or fundamentals when prompted
- Affect suggested fundamentals by playing with amplitude and ranges of motion
- Use deliberate board performances to create desired snow-tool interaction

Demonstrate versatility by varying turn shape, turn size, and line with Timing, Intensity, and Duration (TID).

- Use TID to adjust various elements of movements, board performance, etc.
- Show symmetry and consistent movement patterns unless otherwise directed
- Adjust riding skills to navigate variable terrain to make tactical line choices

## Level I Riding Assessment Activities

### 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.

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

### 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.**

#### **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 assessors discretion.

##### CRITERIA

- Using 1 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.

#### **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.

#### **BASIC CARVED TURNS** – *Green or easy blue terrain*

Show the ability to link a series of round, carved, medium to large radius turns, leaving a clean track in the snow. Show balance over the applied edge using angulation and inclination. Edge change occurs before the fall line.

##### CRITERIA

- Edge is released and engaged with one smooth movement.
- Allow the board's side-cut to create the turn.
- Both ankles and knee joints are equally flexed. Hip joints will be flexed or extended depending on the applied edge.

### **SWITCH TURNS – *Green or easy blue terrain***

Show the ability to shape linked medium-radius turns while maintaining balance. Speed control is managed through turn shape.

#### **CRITERIA**

- Flex ankles, knees, hips and spine to stay balanced over the board.
- Turns may be carved or skidded as directed by the assessor.

### **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 recentered 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.

### **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.

## **EDUCATIONAL OPPORTUNITIES**

*The following activities may be used by the assessor if time allows, but will not count towards pass/fail of assessment.*

### **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.

#### **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 compliments lower body movements.

### **DYNAMIC SKIDDED TURNS – *Blue or easy 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 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.

**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.

**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.

## Level I Teaching Assessment Activities

- Skating (toeside and heelside)
- J-turns
- Sidecut turns
- Falling leaf (heel or toe)
- Garlands
- Traverse (heel and toe)
- Ollie
- Straight air
- Heel to toeside C turn
- Toeside to heel C turn

# Certified Level II

# Outline

- I. Registering for the Level II
- II. On Snow Level II Expectations
- III. Level II Riding Day Format
- IV. Level II Teaching Day Format
- V. Assessment Criteria & Successful Outcomes
- VI. Level II Riding Activities
- VII. Level II Teaching Activities

## Registering for the Level II Exam

### Prerequisites

To sign-up for one or both on-snow exam modules, candidates must:

- Be a current PSIA-AASI member
- Successfully completed the Level I exam
- Pass the online Snowboard Level II Professional Knowledge Exam

### Online Professional Knowledge Exam



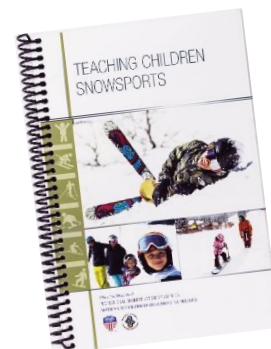
The Level II candidate needs to successfully complete the online Professional Knowledge Exam at least 30 days prior to taking any portion of the on-snow exam. The written exam requires a 90% passing rate but allows multiple attempts for the candidate to seek the correct answers from PSIA-AASI resources. Scan the QR code or go to <https://lms.thesnowpros.org>.



Exam content is sourced from PSIA-AASI Education resources:

- Snowboard Technical Manual
- Teaching Snowsports Manual

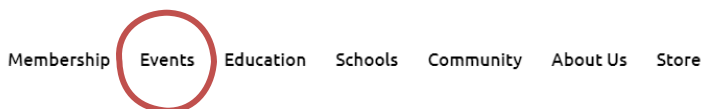
Other resources may apply to Teaching Children Snowsports and the Freestyle Technical Manual. It is highly recommended to study prior to signing up but having it for the exam concurrently is allowed.



## Process for Registering for the On-Snow Level 2 Exam



The Level II candidate will need to register for a Certification Exam using the Northwest Regional Event Calendar. **Scan the QR Code** or go to <https://www.psia-nw.org/events/>.



The on-snow exam is broken into 2-days or modules. You may register for both days together or one at a time. There is no requirement to pass one module before the other. Exams are limited to 6-8 people per group and once signups are full, a waitlist may be used. It is recommended to register early to take the exam at the location of choice due to staff availability. Exams may be limited to once a year.

Day 1 Assessment:	Day 2 Assessment:
<ul style="list-style-type: none"><li>• Riding Performance</li><li>• Movement Analysis</li><li>• Technical Understanding</li><li>• Professionalism</li></ul>	<ul style="list-style-type: none"><li>• People Skills</li><li>• Teaching Skills</li><li>• Professionalism</li></ul>

Prior to registering, it is highly recommended to discuss with resort trainers about the expectations of the exam. Trainers will be able to consistently assess personal skills over time and help determine exam readiness.

In addition to resort trainers, consider attending a PSIA-AASI Snowboard Educational Event with a regional staff member. AASI-NW often offers exam prep clinics to ride with an examiner who can help determine readiness. In other educational clinics, clinic leaders may be able to watch and assess riding to determine areas of development.

## On Snow Level II Expectations

### Snowboard Certified Level II - National Standards



A Level II Certified Snowboard Instructor is expected to be proficient using the Learning Connection Model, the American Teaching System, and be able to competently ride in beginner, intermediate, and some advanced zone terrain, in addition to some small freestyle features as described in the National Standards.

PSIA-AASI National Standards are updated with support from PSIA-AASI Performance Guides to describe the Learning Outcomes (LOs), Learning Experiences (LEs), Assessment Criteria (ACs), and Assessment Activities (AAs) to determine a candidate's level of understanding.

To learn more about the Fundamentals within the Learning Connection Model assessed in the PSIA-AASI Level II exam [CLICK HERE](#).

## Exam Layout

**Confirmation Email:** Candidates will receive a confirmation email of a successful registration from the PSIA-AASI NW office. Within that email, location, meeting time, and a confirmation of the dates selected will be specified. If questions arise or an email is not received, the NW office should be contacted immediately.

A survey link is also included to give feedback about the exam experience so the region can continue to improve its offerings.

**Pre-Exam Day:** It is recommended to visit the resort in the days before, if not familiar, to get familiarized with the layout, snow conditions, and traffic patterns. Look for suitable teaching areas. Mentally prepare and get comfortable with the location. This will help prepare for the exam day(s).

**Exam Day:** Show up early to anticipate traffic, parking, locating the group, etc. Meet the group in the specified location and ready to depart with gear on and ready. Readiness and preparedness count towards professionalism of the exam criteria.

Both exam modules are led by 2 examiners and possibly an examiner-in-training (EIT). Examiners will be responsible for assessing based on the Level II National Standards. EITs will be there to watch the process and may occasionally participate or lead the group with examiner discretion.

During the morning introduction, examiners will establish the tone of the day, review expectations, discuss activities, and answer any questions regarding the exam process. Examiners are available to answer questions so long as it does not give unfair advantage to others. If there is confusion about what is being asked, it is highly recommended to speak up.

At the completion of the day, examiners will summarize the day with the group. Results will be sent via email to candidates, if taking the other module the next day, results will be sent after that day. For those only taking one module, results will be sent the following day.

**Post Exam:** After receiving results, candidates can email the examiners with any questions on the feedback. Examiners do their best to provide the most clear and detailed feedback to each candidate, your trainer is also a great resource to review the feedback.

Don't forget to submit the post-exam survey!

## Level II Riding Day Format

- Candidates have the opportunity to warm up before being assessed in the morning and usually after lunch. This is an opportunity to warm up muscles, flex joints, feel snow conditions, shake off jitters, have fun, etc.

- Upon assessment, examiners will discuss each activity and short discussions may ensue. Examiners may ask candidates to change or isolate specific variables to determine candidates' abilities to adjust or highlight specific fundamentals at any time.
- One examiner will demonstrate each activity prior to assessing. If questions remain about what is expected based on the image provided, the second examiner can answer the group's question before riding down. The examiner demo will only be seen once.
- Examiners will generally use the call-down method from a safe stopping location. Candidates should perform their best demos at all times past the examiners - about the same distance - before stopping (unless otherwise noted) in a safe location. Examiners will meet up with the group once everyone has had a chance to perform.
- Technical Knowledge and Movement Analysis will be routinely assessed between riding activities (see the AC & Successful Outcomes segment below).
- Candidates should always ride safely, follow the Responsibility Code, and give others plenty of room when demonstrating activities.

## Level II Teaching Day Format

Candidates will be prepared to work with the exam group within the Intermediate Zone. This is not a "clinic" and candidates should not discuss things in theory with the group. Candidates should view peers as real and work through the teaching progression with them, providing feedback and clarity throughout the teaching time. The individuals participating should be engaged and participate in the lesson.

### Candidates:

- Each have a minimum of 1 teaching segment depending on time & group size
  - Topic will be assigned in the morning before departing for the day
  - Candidates will have 20-30 minutes to present
  - An activity will be selected by the examiner from the Level II Teaching Assessment Activities below
  - It is recommended to work through the allotted time given
- Should be able to present the teaching topic, even if not on the perfect terrain.
- Are expected to engage in their peers' teaching segments as parts of the Teaching Cycle include collaboration, assessment, and giving feedback. Working with others in the group is part of the professionalism aspect that is assessed through the entire exam.

### Examiners:

- Exist separately from the teaching group and will be writing notes
  - Note-taking provides feedback for the assessment form
  - Notes are not indicative of negative or positive reactions
  - May separate from the group at times to compare notes
- Will monitor the time and provide updates if requested
- Will do their best to answer questions prior to your segment
- Will ask a series of questions following the segment
  - Candidates will be separated for privacy on snow or on the chairlift
  - Questions are meant to clarify choices or determine depth of knowledge

# Assessment Criteria & Successful Outcomes

## Assessment Criteria for the Level II Assessment Day(s):

A SCORE OF 4 AND ABOVE EQUALS A PASSING SCORE	
<input type="checkbox"/>	6 = Essential elements appear continuously at a superior level.
<input type="checkbox"/>	5 = Essential elements appear frequently above required level
<input type="checkbox"/>	4 = Essential elements appear regularly at satisfactory level.
-----	
<input type="checkbox"/>	3 = Essential elements appear but not with consistency.
<input type="checkbox"/>	2 = Essential elements are beginning to appear.
<input type="checkbox"/>	1 = Essential elements were not observed or not present.

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

The following section is designed to help determine what is expected for each Learning Outcome for the Level II. This should give specific ideas of what examiners might be looking for in each Assessment Criteria being assessed. This is not a comprehensive guide, and it will be up to the candidate to seek out more training to better develop skills.

Within this section, items underlined are the Assessment Criteria found in each Skills Fundamental. Words **found in bold** are specific to the Level I experience when compared to the criteria for the Level II or Level III exams. Many of these words are specific action verbs directly from Bloom's Taxonomy and denote increasing complexity in the higher certifications. While knowledge of Blooms is not assessed, it's helpful to understand primary differences in each AC. For a more detailed explanation of that, click [HERE](#).

Items under each underlined Assessment Criteria are specific to how the Level II candidate can be successful for each row of the Unified Assessment Form. Understanding and developing skills to excel at these items will all but guarantee a successful exam scenario.

### I. Level II Professionalism

Professionalism is assessed continuously on **BOTH** days of the on-snow exam. It is possible to fail an exam for unprofessional behavior that detracts from the overall experience of the group. Throughout the entire Level II on-snow exam, each candidate will be assessed on the ability to **contribute** to a professional environment by managing their behaviors and emotions **in response to others**.

**Based on the Level II National Standards, a successful candidate will:**

Address group and individual needs for **belonging**

- Help make people feel included in the group, especially if others are anxious
- Allow others to give input and ideas when prompted by others
- Participate in and promote a positive group dynamic

Manage behavioral responses

- Consistently interacts within the group in a positive manner
- Positively respond to feedback from others

- Positively contributes to group cohesion and facilitation

## II. Level II People Skills

People skills are the personal qualities an instructor displays to make connections and develop trust with their students. They do this by using effective communication methods and creating relationships with **individuals and subsets** of the group by **identifying likely motivations and emotions**.

During the Teaching Module of the on-snow exam, a Level II candidate will be assessed on their people skills within the 30-minute teach segment. Follow-up questions may be asked following the lesson.

**Based on the Level II National Standards, a successful candidate will:**

**Adapt verbal and non-verbal communication based on observations of individuals and the group**

- Use several different ways to communicate with the group
- Modify the communication based on the learning environment (move away from a loud chairlift or facing into the wind and speak loud enough)
- Speak loud and clearly, routinely checking for the group's ability to hear and understand
- Determine whether they're listening, engaged, and not distracted, adapt if necessary

**Use varied, active-listening tactics to learn about others**

- Ask open-ended questions that are personalized, engaging, and creates a response
- Follow up their answers with follow-up questions that are specific to that answer
- Ensure that questions are evenly spread out, and not focused on one person
- Use information learned about others to create a lesson plan theme

**Deliver feedback that adjusts for the emotions of subsets within the group**

- Give feedback that is well-timed and solicited to support the group's energy
- Adapt individualized feedback for some individuals into a more group-focus
- Focus on neutral or positive cues rather than focusing on what they did wrong

**Foster interpersonal relationships to support positive group dynamics**

- Pair up students in different parts of the progression to help them work together
- Use ways to create discussion or participation between peers throughout the lesson

**Adapt to the motivations and emotions of individuals and subsets of the group**

- Recognize if students seem overwhelmed by the complexity or are losing interest
- Adjust the content or the pacing to better suit the identified needs of individuals

## III. Level II Teaching Skills

Level II instructors should demonstrate skills and experience gained while teaching students in real beginner to intermediate lessons. They should show a deliberate development and mastering of their own teaching skills by practicing new ideas with their peers in real-time. This may involve using different forms of teaching styles, writing out and practicing different progressions based on certain changes in a student profile, adjusting progressions based on Maslow's needs or learning types, and so on.

Differing from the prior Level I standards, examiners are looking for the adaptability of Level II candidates within their teaching segment. “Canned” progressions are discouraged as they do not show adjustments based on real-time needs of the group.

Candidates should practice teaching with the possibility of needing to alter a progression based on a number of variables. Examiners will ask relevant questions following the presentation.

**Based on the Level II National Standards, a successful candidate will:**

**Periodically reassess student motivations, current performance, and understanding**

- Check in with student for understanding through verbal and nonverbal affirmations
- Adjusts the teaching focus or pace to match students’ needs, interests, and abilities

**Collaborate with students to establish and adapt lesson plan with clear direction and focus**

- Gives a well-drawn progression with logical steps that make sense for the end goal
- Creates engaging 2-way discussion to determine direction of lesson

**Plan playful and/or exploratory lessons with productive use of movement, practice time, and terrain**

- Gives group opportunity to ample time to practice and move at EACH step
- Play - students can be paired up or competitive, something that makes each step fun
- Explore - allows students to learn through their own movements, creates discussion to build upon for next step

**Adapt the learning environment to align with the needs of the group**

- May adjust progression based on physical and mental results from activities practiced
- Adjustment might be through terrain or snow conditions, crowds, or group capabilities
- Explain to the group why adaptations may have occurred to help

**Provide clear and relevant information (descriptions, demonstrations, and feedback) that encourages learning**

- Limits the amount of time talking at the group and is concise with directions
- Explains a concept using specific body movements and the resulting desired outcome
- Gives individualized feedback to each student at least once, if not multiple times
- Gives general group feedback when trends occur, or changes need to be applied

**Manage physical and emotional risk to enhance engagement in the learning environment**

- Follows Responsibility Code tightly and is aware of crowds and class management
- Reminds group periodically of safety concerns, especially when re-entering run
- Constantly gauges whether students feel safe based on conditions, terrain, crowds, etc.
- Ensures that students are not singled out or made to feel inferior from group

**Pace learning activities to allow students to explore and/or play toward desired outcomes**

- Keeps track of time by practicing steps of the progression prior to the exam
- Allows time for asking questions, giving answers, group collaboration, and feedback
- Uses whole/most of run when possible, to ensure group is allowed to move and practice
- Eliminates usage of chairlifts or other inefficient usages of time

**Help students recognize and understand change in performance relative to outcomes**

- Connects cause and effect through discussion and asking questions from students
- Continuous follow-up with whether students experienced results or changes

**Help students apply gained skills to skiing/riding situations**

- Continuously correlates the practice in a progression to the overall objective of lesson
- Checks in with students to determine if they understand what they're working towards

## **IV. Level II Technical Understanding**

Level II candidates will be assessed on their professional knowledge throughout the day. Discussions and questions will build upon content from the written exam to determine each candidate's depth of knowledge. On snow technical discussions may also be derived from personal or observed riding.

Examiners will sample technical information regarding tool-snow interactions of physics & turn mechanics, snow conditions & weather, and biomechanics & kinesiology. Industry-specific questions may delve into resort operations, specifics of the Northwest region, or the PSIA-AASI organization. Equipment and technology questions may refer to real vs ideal performances of snowboard materials, shapes, or other gear related concepts. Concepts regarding the CAP Model, Maslow's Hierarchy, the Teaching Cycle, and others also may be discussed.

Questions may be posed in group discussion to all candidates. Examiners might ask the group to work on a specific technical concept before doing activities, and then pull candidates aside to ask questions to determine the candidate's evaluation of cause and effect. Questions may be asked on the chairlift.

Candidates may receive uniquely different questions based on their personal performance through the day. Technical understanding may be assessed after watching others' riding activities.

Candidates should be able to show knowledge gained from multiple PSIA-AASI reference materials, including those from the Children's and Freestyle manual, to show their ability to **apply** their knowledge to snowboarding as it applies to the Technical Fundamentals, tactics, and equipment choices.

**Based on the Level II National Standards, a successful candidate will:**

**Describe the application of **two or more** Technical Fundamentals and respective biomechanics and physics within phases of the turn/ATML for a specific outcome.**

- Understand body anatomy and how it compensates for physical forces through the turn
- Relate anatomy to board performances as they apply to various physical forces
- Understand how CAP or gender profiles might affect performance
- Know what the ideal objective is in various scenarios and why

**Compare personal performance to a specific application of **two or more** Technical Fundamentals.**

- Understand ideal vs real movements and outcomes
- Be familiar with technical snowboarding concepts and how they affect a rider
- Explain how concepts relate to each other and how riders use their tools
- Describe why riders might perform differently or why students develop bad habits
- Awareness of personal riding habits and personal improvement patterns

**Describe the impacts of tactical decisions, equipment choices, physical development, terrain, and snow variation, to a snowboarding outcome.**

- Understand how changes to performance will help a rider adapt in various scenarios
- Understand how inability to make changes in tactical choices will affect outcomes
- Be familiar with levels of fitness including stamina, mobility, agility, and flexibility
- Be familiar with board shape, camber, length, stiffness, and condition; binding strap types, width, stance angles, and forward lean; boot stiffness and condition; clothing, etc.
- Specify changes in the above gear and how it would affect a rider's performance

## V. Level II Movement Analysis

In addition to performing riding assessment activities, candidates will routinely do movement analysis on fellow riders and/or the public. Movement analysis may be scattered through the day, intermittently between activities, as part of the practiced activity, or following a completed set of activities.

Examiners may pull a candidate aside to analyze riding and then rotate through the group. Each candidate will have at least one opportunity to give their analysis, depending on time. Candidates may be asked to observe both freestyle and non-freestyle activities. Observations and questions may be done together from the side of a run using call-down, line-rotation, or other group management tactics. Examiners will attempt to keep the set of questions, time spent discussing, and terrain practiced on, consistent between candidates.

Questions may range from using very specific fundamentals applied at a specific ATML or phase of turn: "What board performances are seen at the top of the turn and how does the rider create it?" or more broad: "Where and when does rotation occur while the rider spins their 180 and is it effective?". Examiners may use follow-up or clarifying questions either on snow or on the chairlift.

While assessing Level I & II activities, Level II candidates will be expected to:

- Show mature understanding of turn shape and size, as well as ATML
- Observe rider movements, board performance, and tool-snow interactions
- Create correlations between the three observables above and understand why
- Evaluate how timing, intensity, duration cause changes within performance
- Deduce how riders adapt to various snow conditions, terrain, and line choice
- Prescribe body-specific changes for various scenarios to create performance changes
- Compare and contrast riders through any of the three phases of movement analysis (observe, evaluate, prescribe)

**Based on the Level II National Standards, a successful candidate will:**

Observe and describe the application of **two or more** Technical Fundamentals in **all phases** of the turn/ATML.

- Describe desired performance or movement at each phase based on the activity
- Understand and describe physical forces that occur at each phase
- Identify several fundamentals in one phase and the extent to which they are seen
- Indicate what movements cause specific board performance at which part of the turn

Evaluate and describe the **cause and effect** relationships of **two or more** Technical Fundamentals relative to the desired outcome.

- Understand and explain why specific body movements occur at any phase
- Understand and explain why specific board performances would occur at any phase

- Describe and relate common issues using fundamentals seen in Intermediate riders
- Relate Timing, Intensity, and Duration (TID) to the blending of two fundamentals
- Prescribe a specific change, related to **two or more** Technical Fundamentals, to achieve the desired outcome.
- Show strong understanding of what movements are ideal through each phase of turn
- Describe “efficiency” and why certain blends of movements perform better
- Indicate whether the movements are effective or not effective to create tool performance
- Give concise and accurate prescriptions based on a single fundamental observed
- Understand how a change in one fundamental will affect the blending of others

## VI. Level II Riding Performance

Level II candidates show the ability to adapt the snowboarding fundamentals to demonstrate specific outcomes by adjusting tactics in beginner, intermediate, and some advanced terrain. The candidate is expected to maintain balance and speed control in each activity. Consistent and symmetrical movement patterns using a correct application of timing, intensity, rate, and duration will determine turn size and shape that is appropriate for the prescribed terrain and snow conditions.

Examiners will ask candidates to do a variety of activities that show the candidate’s ability to isolate, blend, or show versatility with the snowboard fundamentals. Highlighted activities “build a story” about each candidate based on what the examiners see in the more blended activities. Candidates may see an activity several times throughout the day, or just once, depending on time. Candidates will often have the opportunity to ask for a second opportunity if there’s time.

While the Level II standard suggests that the candidate shows sufficient mastery of 4 or more fundamentals in the Intermediate zone, if the candidate is severely deficient in the other 2, it will affect the first 4. Train as if working to master all 6 fundamentals.

Candidates should perform the activity as if demonstrating the activity to a student, using clearly defined, and often exaggerated movements to emphasize the desired action. During Level II exams, candidates often struggle to slow down their riding and often accelerate through activities. Remember that a student would need to see a strong, slowed down demo to understand the movements they need to perform themselves.

Examiners will be looking for the rider’s ability to maintain speed by **adapting** a variety of tactical choices.

Remember, this is not a professional snowboarder exam, but rather an exam for professional snowboard coaches who teach intermediate activities in green, blue, and some black level terrain.

**Based on the Level II National Standards, a successful candidate will:**

Integrate **four or more** of the Technical Fundamentals to achieve prescribed outcomes.

- Blend rotational and flexion-extension movements by balancing TID applications
- Regularly use progressive, not sequential, movements to create smooth, balanced riding
- Accurately adapt board performances to create desired snow-tool interaction

Highlight individual Technical Fundamentals as prescribed.

- Accentuate specific ranges of movements or fundamentals when prompted
- Affect suggested fundamentals by playing with amplitude and ranges of motion
- Create deliberate board performances to create desired snow-tool interaction

Demonstrate versatility by varying turn shape, turn size, and line with Timing, Intensity, and Duration (TID).

- Use TID to adjust various elements of movements, board performance, etc.
- Show symmetry and consistent movement patterns unless otherwise directed
- Adjust riding skills to navigate variable terrain to make tactical line choices

## Level II Riding Assessment Activities

### Riding Activities:

#### **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.

#### **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 over 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.

### **Demonstration Activities (drills as used with students):**

#### **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.

#### **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.

### **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.

### **Versatility Activities:**

*The following activities may be used by the assessor if time allows. If used, these activities will count towards pass/fail of assessment.*

### **Linked/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.

#### **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.

#### **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.

**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.

**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.

**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.

\*All other Level I Maneuvers

## Level II Teaching Assessment Activities

- Introduction to Steeps
- Introduction to Tree Riding
- Introduction to Riding Bumps
- Introduction to Air 180s
- Improve Switch Riding
- Improve Carved Turns
- Improve Straight Airs
- Improve Off-Piste Riding

# Certified Level III

# Outline

- I. Registering for the Level III
- II. On Snow Level III Expectations
- III. Level III Riding Day Format
- IV. Level III Teaching Day Format
- V. Assessment Criteria & Successful Outcomes
- VI. Level III Riding Activities
- VII. Level III Teaching Activities

## Registering for the Level III Exam

### Prerequisites

To sign-up for any or both on-snow exam modules, candidates must:

- Be a current PSIA-AASI member
- Successfully completed the Level II exam
- Pass the online Snowboard Level III written exam

### Online Professional Knowledge Exam

The Level III candidate needs to successfully complete the online Professional Knowledge Exam at least 30 days prior to taking any portion of the on-snow exam. The written exam requires a 90% passing rate, but allows multiple attempts in order for the candidate to seek the correct answers from PSIA-AASI resources.



Scan the QR code or go to <https://lms.thesnowpros.org>

Exam content is sourced from PSIA-AASI Education resources:

- Snowboard Technical Manual
- Teaching Snowsports Manual





Other resources may apply to Teaching Children Snowsports and the Freestyle Technical Manual. For the Level III, candidates should also be familiar with historical references such as the Core Concepts Manual, Children’s Instruction Manual, Park and Pipe Manual, and older Snowboard Manuals. It is highly recommended to study prior to signing up but having it for the exam concurrently is allowed.

## Process for Registering for the On-Snow Level 3 Exam



**The Level III candidate will need to register using the Northwest regional Event Calendar.** Scan the QR code or go to [psia-nw.org/events](https://psia-nw.org/events)

The on-snow exam is broken into 2 days or modules. You may register for both days together or one at a time. There is no requirement to pass one module before the other. Exams are limited to 6-8 people per group, and once signups are full, a waitlist may be used. It is recommended to register early to take the exam at the location of choice due to staff availability. Exams may be limited to once a year.

Day 1 Assessment:	Day 2 Assessment:
<ul style="list-style-type: none"> <li>• Riding Performance</li> <li>• Movement Analysis</li> <li>• Technical Understanding</li> <li>• Professionalism</li> </ul>	<ul style="list-style-type: none"> <li>• People Skills</li> <li>• Teaching Skills</li> <li>• Professionalism</li> </ul>

Prior to registering, it is highly recommended to discuss with resort trainers about the expectations of the exam. Trainers will be able to consistently assess personal skills over time and help determine exam readiness.

In addition to resort trainers, consider attending a PSIA-AASI Snowboard Educational Event with a regional staff member. AASI-NW often offers exam prep clinics to ride with an examiner who can help determine readiness. In other educational clinics, clinic leaders may be able to watch and assess riding to determine areas of development.

## On Snow Level III Expectations

### Snowboard Certified Level III – National Standards

A Level III Certified Snowboard Instructor is expected to be proficient using the Learning Connection Model, the American Teaching System, and be able to competently ride in beginner, intermediate, some advanced zone terrain, and some small freestyle features as described in the National Standards.

PSIA-AASI National Standards are updated with support from PSIA-AASI Performance Guides to describe the Learning Outcomes (LOs), Learning Experiences (LEs), Assessment Criteria (ACs), and Assessment Activities (AAs) to determine a candidate's level of understanding.

To learn more about the Fundamentals within the Learning Connection Model assessed in the PSIA-AASI Level II exam [CLICK HERE](#).

## Exam Layout

**Confirmation Email:** Candidates will receive a confirmation email of a successful registration from the PSIA-AASI NW office. Within that email, location, meeting time, and a confirmation of the dates selected will be specified. If questions arise or an email is not received, the NW office should be contacted immediately. A survey link regarding the exam experience is also included so the region can continue to improve.

**Pre-Exam Day:** It is recommended to visit the resort in the days before, if not familiar, to get familiarized with the layout, snow conditions, and traffic patterns. Look for suitable teaching areas. Mentally prepare and get comfortable with the location. This will help prepare for the exam day(s).

**Exam Day:** It is imperative to show up early to anticipate traffic, parking, locating the group, etc. Meet the group in the specified location and ready to depart with gear on and ready. Participants will be provided a lift ticket for the resort if needed.

Both exam modules are led by 2 examiners and possibly an examiner-in-training (EIT). Examiners will be responsible for assessing based on the Level III National Standards. EITs are there to watch the process and may occasionally participate or lead the group with examiner discretion.

During the morning introduction, examiners will establish the tone of the day, review expectations, discuss activities, and answer any questions regarding the exam process. Examiners are available to answer questions so long as it does not give unfair advantage to others. If there is confusion about what is being asked, it is highly recommended to speak up.

At the completion of the day, examiners will summarize the day with the group. Results will be sent via email to candidates, if taking the other module the next day, results will be sent after that day. For those only taking one module, results will be sent the following day.

**Post Exam:** After receiving results, candidates can email the examiners with any questions on the feedback. Examiners do their best to provide the most clear and detailed feedback to each candidate, your trainer is also a great resource to review the feedback.

Don't forget to submit the post-exam survey!

## Level III Riding Day Format

- Candidates have the opportunity to warm up before being assessed in the morning and usually after lunch. This is an opportunity to warm up muscles, flex joints, feel snow conditions, shake off jitters, have fun, etc.
- Upon assessment, examiners will discuss each activity and short discussions may ensue. Examiners may ask candidates to change or isolate specific variables to determine candidates' abilities to adjust or highlight specific fundamentals at any time.
- One examiner will demonstrate each activity prior to assessing. If questions remain about what is expected based on the image provided, the second examiner can answer the group's question before riding down. The examiner demo will only be seen once.
- Examiners will generally use the call-down method from a safe stopping location. Candidates should perform their best demos at all times past the examiners - about the same distance - before stopping (unless otherwise noted) in a safe location. Examiners will meet up with the group once everyone has had a chance to perform.
- Technical Knowledge and Movement Analysis will be routinely assessed between riding activities (see the AC & Successful Outcomes segment below).
- Candidates should always ride safely, follow the Responsibility Code, and give others plenty of room when demonstrating activities.

## Level III Teaching Day Format

Candidates will be prepared to improve the group's riding. Candidates should view their peers as real students for their teaching segment. Examiners will be assessing the candidate's ability to teach a lesson in the Advanced Zone, not lead a clinic.

Specific to the Level III exam, candidates will decide what they want to teach. In the Level I and II exams, topics were given to candidates by the examiner. The Level III candidate should be able to utilize their skills in movement analysis to determine if there are deficiencies in the group that need to be improved. If no deficiencies appear the candidate should be able to find terrain choices or activities in the park that can be taught that add tricks or skills to their peers' bags. The teaching segment should still encompass all parts of the Teaching Cycle, be logical in its layout, encompass safety and awareness of others, and showcase the candidate's skills as a leader in front of students.

### **Candidates:**

- Will have a warm-up run prior to teaching. This is an opportunity to watch other riders and determine if movement patterns occur in peer riders and determine ways to improve the group.
- Each have a minimum of 1 teaching segment depending on time & group size
  - Topic will be determined by the candidate based on observations in the group

- Candidates will have 20-30 minutes to present
- It is recommended to work through the allotted time given
- Should be able to use the terrain available to work with the group.
- Are expected to actively engage in their peers' teaching segments as parts of the Teaching Cycle include collaboration, assessment, and giving feedback. Working with others in the group is part of the professionalism aspect that is assessed through the entire exam.

**Examiners:**

- Exist separately from the teaching group and will be writing notes
  - Note-taking provides feedback for the assessment form
  - Notes are not indicative of negative or positive reactions
  - May separate from the group at times to compare notes
- Will monitor the time and provide updates if requested
- Will work to answer questions prior to your segment
- Will ask a series of questions following the segment
  - Candidates will be separated for privacy on snow or on the chairlift
  - Questions are meant to clarify choices or determine depth of knowledge

## Understanding the Unified Assessment Form

Each section of the Unified Assessment Form (UAF) can be found color-coded within the Learning Connection Model. Headers under each category are the Learning Outcomes for that specific skill. For example, the tan colored Technical Skills has 3 Learning Outcomes including Movement Analysis, Technical Knowledge, and Riding Performance, and these outcomes are what each candidate is showing they've mastered.

The Assessment Criteria under the main headers define the parameters in how learning has been achieved at each level of certification. On a scale of 1-6, a passing score is a '4' or above, but candidates need to average 4s across all criteria to pass that specific Learning Outcome. This means a candidate could get a 3 in one but get a 5 in another to pass that Learning Outcome. All Learning Outcomes must be passed to pass that module. For the Ride Module, all 4 Learning Outcomes (including Professionalism) need to be passed.

Understanding PSIA-AASI's usage of Fitts and Posner's Stages of Learning to create this scoring assessment will help candidates understand where the passing bar is at each level of certification. A candidate's success at a '4' versus an unsuccessful '3' might feel abstract and/or subjective without a closer understanding of what that scoring means.

Both scores are within the Associative stage of cognitive development, meaning that some elements of focus are still consciously controlled, or need to be thought about. At a '3', much more thinking is involved and while accuracy is occurring, the candidate is still relying on memory-recall. At a '4', in the later stage of the Associative stage, the candidate is showing more automatic and refined performance. During the exam, candidates will perform specific activities, either riding, teaching, or giving movement analysis, to show whether the required elements in each Assessment Criteria appear consistently and accurately.

While training, candidates should aspire to reach the “Autonomous” stage, giving little thought to the task at hand. As a result, riding movements, a teaching progression, and discussions can become more fluid, adaptable, and automatic. This allows the candidate to focus more attention on detailed parts of their activities, like proactively managing challenging terrain, acknowledging and adapting to the emotional needs of each student, or prescribing a series of activities to improve skill blending for a specific activity.

For more information on Fitts and Posner, watch a video [HERE](#).

## Assessment Criteria & Successful Outcomes

### Assessment Criteria for the Level III Assessment Day(s):

A SCORE OF 4 AND ABOVE EQUALS A PASSING SCORE	
<input type="checkbox"/>	6 = Essential elements appear continuously at a superior level.
<input type="checkbox"/>	5 = Essential elements appear frequently above required level
<input type="checkbox"/>	4 = Essential elements appear regularly at satisfactory level.
<hr/>	
<input type="checkbox"/>	3 = Essential elements appear but not with consistency.
<input type="checkbox"/>	2 = Essential elements are beginning to appear.
<input type="checkbox"/>	1 = Essential elements were not observed or not present.

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

The following section is designed to help determine what is expected for each Learning Outcome for the Level III. This should give specific ideas of what examiners might be looking for in each Assessment Criteria that is being assessed. This is not a comprehensive guide, and it will be up to the candidate to seek out more training to better develop skills.

Within this section, items underlined are the Assessment Criteria found in each Skills Fundamental. Words **found in bold** are specific to the Level III experience when compared to the criteria for the Level I or Level II. Many of these words are specific action verbs directly from Bloom's Taxonomy and denote increasing complexity in the higher certifications. While knowledge of Blooms is not assessed, it's helpful to understand primary differences in each AC. For a more detailed explanation of that, click [HERE](#).

Items under each underlined Assessment Criteria are specific to how the Level III candidate can be successful for each row of the Unified Assessment Form. Understanding and developing skills to excel at these items will all but guarantee a successful exam scenario.

### I. Level III Professionalism

Professionalism is assessed continuously on **BOTH** days of the on-snow exam. It is possible to fail an exam for unprofessional behavior that detracts from the overall experience of the group. Throughout the entire Level III on-snow exam, each candidate will be assessed on the ability to **promote** a professional environment by **adapting** their behaviors to **positively affect others**.

**Based on the Level III National Standards, a successful candidate will:**

Address group and individual needs for **esteem**

- Asks questions about others people so they feel valued and heard in the group
- Ensures that all individuals feel like their opinions and ideas matter
- Encourages others to give input and ideas when prompted by others
- Participates in and promotes a positive group dynamic

#### **Adapts behaviors for positive group and individual interaction**

- Actively engages with all individuals in a positive manner
- Listens to comments and feedback from others, follows up to check for understanding
- Promotes contribution from each individual to create cohesion and facilitation

## **II. Level III People Skills**

Level III candidates are expected to show a strong understanding of how to create relationships with their students, and between students. Relationships require trust and an ability to actively communicate. These are learned skills, and not inherent personality attributes. An excellent instructor trains to this by developing methods over time that promote inclusivity and adaptability for **all individuals** of the group regardless of their **unique motivations and emotions**.

During the Teaching Module of the on-snow exam, a Level III candidate will be assessed on their people skills within the 30 minute teach segment. Follow-up questions may be asked following the lesson.

**Based on the Level III National Standards, a successful candidate will:**

#### **Customize verbal and non-verbal communication to match or influence individuals**

- Use a variety of ways to communicate effectively with each individual
- Enhance the learning environment to reflect communication needs
- Deploy non-verbal tactics to reinforce verbal directions and reflect on the efficacy
- Ensure each individual is listening and engaged with subtle communicative tools

#### **Use varied, active-listening tactics to personalize the experience**

- Use open-ended questions to encourage exploration of each student's own learning
- Using reciprocal activities, encourage others to engage with each other
- Determine readiness for next task by individually checking in with each student

#### **Deliver feedback that supports the emotions of the individuals in the group**

- Ensure that feedback to students is well-timed and solicited to support individual needs
- Deliver individual encouragements in place of specific improvements if needed
- Give individual feedback privately to those who might need "quieter" delivery
- Promote upward improvement "try this" rather than saying negative "you didn't do this"
- Use quick non-verbal cues to give touch-and-go for those who don't want the focus

#### **Manage the group dynamic to positively influence individual experiences**

- Create opportunities for discussion between individuals to reflect on their learning
- Give methods in which they can engage each other within the whole group

#### **Support and manage the motivations and emotions of all**

- Quickly adjust progression inputs or teaching style to reflect individual emotional needs

- Control content, pacing, interpersonal relationships to enhance the learning experience based on intrinsic and extrinsic motivations

### III. Level III Teaching Skills

Level III instructors demonstrate refined teaching skills and well-rounded experiences gained in real lessons. They also show deliberate development and mastering of their own teaching skills across all terrain and snow conditions by practicing new ideas with their peers. This involves using different forms of teaching styles, practicing different progressions on the fly based on changes in each student, quickly adjusting specific parts of progression based on assessments in each individual's Maslow's needs or learning preferences, and so on.

Differing from the prior Level II standards, examiners are looking for the active engagement of individuals within the learning environment. Canned progressions do not show adaptability based on individualized real-time student abilities. Level III teaching segments should be engaging, dynamic, and often inspiring to both those participating and assessing.

Candidates should practice teaching with the likelihood of needing to alter a progression based on each person in their group. Create practice scenarios in which any progression can be adapted for individual needs or issues.

Examiners will ask relevant questions following the presentation, including ways to determine the level of adaptability and what was seen in each individual that caused the progression to change, if it did.

**Based on the Level III National Standards, a successful candidate will:**

**Continually** assess student motivations, current performance, and understanding

- Actively ask questions that are thoughtful and probe for the depths of understanding
- Use wide variety of ways to determine student understanding including non-verbal
- Proactively adapts the teaching focus or pace to match students' needs

**Collaborate with students to establish and adapt lesson plan with a common theme, clear direction and individualized focus throughout the lesson**

- Develops a complete progression with logical steps and can be tailored for individuals
- Promotes 2-way discussion by actively listening to others to determine lesson direction
- Uses themes to build a progression for which individualized focus can be built into

**Plan creative, playful and exploratory learning experiences in which movement, practice time, and terrain are optimized for individuals**

- Provides ample practice time using movement and play for every individual
- Creates valuable learning experiences using guided discovery and problem solving
- Pair up or create a competitive environment to create fun and unique reciprocal activity
- Promotes learning through experience to create reflective moments for students

**Tailor the learning environment to align with the needs of individuals**

- May adjust progression based on physical and mental results from activities practiced
- Adjustment might be through terrain or snow conditions, crowds, or group capabilities
- Explain to the group why adaptations may have occurred to help

Provide clear and relevant information (descriptions, demonstrations, and feedback) that **encourages individualized learning**

- Limits the amount of time talking at the group and is concise with directions
- Explains a concept using specific body movements and the resulting desired outcome
- Gives individualized feedback to each student at least once, if not multiple times
- Gives general group feedback when trends occur, or changes need to be applied

**Proactively manage** physical and emotional risk to **optimize engagement** in the learning environment for individuals

- Follows Responsibility Code tightly and is aware of crowds and class management
- Reminds group periodically of safety concerns, especially when re-entering run
- Constantly gauges whether students feel safe based on conditions, terrain, crowds, etc.
- Ensures that students are not singled out or made to feel inferior from group

**Customize and pace** learning activities to allow students to explore and/or play toward desired outcomes

- Keeps track of time by practicing steps of the progression prior to the exam
- Allows time for asking questions, giving answers, group collaboration, and feedback
- Uses whole/most of run when possible, to ensure group is allowed to move and practice
- Eliminates usage of chairlifts or other inefficient usages of time

**Encourage** the students to communicate change in performance and/or understanding

- Connects cause and effect through discussion and asking questions from students
- Continuous follow-up with whether students experienced results or changes

**Collaborate with** students to apply gained skills to skiing/riding situations

- Continuously correlates the practice in a progression to the overall objective of lesson
- Checks in with students to determine if they understand what they're working towards

## **IV. Level III Technical Understanding**

Level III candidates will be assessed on their professional knowledge throughout the day. Discussions and questions will build upon content seen in the written exam to determine depth of knowledge, and how technical concepts are applied in personal or observed riding.

Examiners will probe the depth of the Level III candidate's knowledge of technical concepts regarding physics & turn mechanics, snow & weather, or biomechanics & kinesiology. Industry-specific questions might delve into resort operations, specifics of the Northwest region, or the PSIA-AASI organization. Equipment questions may refer to real vs ideal performances of snowboard materials, shapes, or other gear related concepts. Concepts regarding the CAP Model, Maslow's Hierarchy, the Teaching Cycle, and others also may be discussed.

Questions may be posed to the group format for general discussion. Examiners might ask the group to work on a specific technical concept before doing activities, and then pull candidates aside to ask questions to determine the candidate's evaluation of cause and effect. Questions may be asked on the chairlift. Candidates may receive uniquely different questions based on their personal performance through the day. Technical understanding may be assessed after watching others' riding activities.

Candidates should be able to describe specific performances while referencing various resources, not exclusive to written PSIA-AASI manuals, to show they can **synthesize** technical information about equipment, tactical choices, and the Technical Fundamentals. Level III candidates have a refined understanding of technical knowledge from use in lessons and through examination of their own riding.

**Based on the Level III National Standards, a successful candidate will:**

Describe the application of **three or more** Technical Fundamentals and respective biomechanics and physics within phases of the turn/ATML for a specific outcome.

- Evaluate how anatomy compensates for physical forces through the turn
- Interpret individual anatomy to performances as they apply to in various tactical choices
- Pinpoint specific technology features that affect a rider in specific scenarios
- Relate how CAP or gender profiles might affect individual performance
- Resolve ideal objective vs real outcomes in various scenarios and why

Compare personal performance to a specific application of **two or more** Technical Fundamentals.

- Critique ideal vs real movements and outcomes based on personal performance
- Prioritize the use of tactics and Technical Fundamentals in certain situations
- Justify how various concepts relate to each other based on the Fundamentals
- Predict why riders in the group might perform differently on the same terrain
- Refined awareness of personal riding habits and personal improvement patterns

Describe the impacts of tactical decisions, equipment choices, physical development, terrain, and snow variation, to a snowboarding outcome.

- Devise recommendations to performance changes that could help a rider mitigate terrain
- Determine changes in tactics based on terrain as it changes from steeper to less steep
- Encourage specific equipment changes in the Advanced zone to maximize efficiency
- Assess physical development and adapt a theoretical lesson based on desired outcome
- Propose changes that could enhance performance in variable snow conditions

## **V. Level III Movement Analysis**

In addition to performing riding assessment activities, candidates will routinely do movement analysis on fellow riders and/or the public. Movement analysis may be scattered through the day, intermittently between activities, as part of the practiced activity, or following a completed set of activities. Candidates may even be asked to assess other riders before performing in front of others the same activity, and then discussing earlier observations in a sequence with the examiner.

Examiners will pull a candidate aside to analyze riding and then rotate through the group. Each candidate will have at least one opportunity to give their analysis, depending on time. Candidates may be asked to observe both freestyle and non-freestyle activities. Observations and questions may be done together from the side of a run using call-down, line-rotation, or other group management tactics. Examiners will attempt to keep the set of questions, time spent discussing, and terrain practiced on, consistent between candidates.

Questions may range from using very specific fundamentals applied at a specific ATML or phase of turn: “What board performances are seen at the top of the turn and how does the rider create it?” or more broad: “Where and when does rotation occur while the rider spins their 180 and is it effective?”. Examiners may use follow-up or clarifying questions either on snow or on the chairlift.

While assessing Level I, II & III activities, Level III candidates will be expected to:

- Show refined understanding of turn shape and size, especially from turn to turn
- Show refined understanding of ATML as it applies to a variety of park features
- Quickly observe rider movements, board performance, and tool-snow interactions
- Prioritize correlations between the three observables above and understand why
- Evaluate how timing, intensity, duration cause changes within performance
- Predict how riders adapt to various snow conditions, terrain, and line choice
- Prescribe body-specific changes in a variety of scenarios, to create changes in tool performance, and justify why that is the best choice
- Prepare specific ways for multiple riders to modify individual movement patterns through any of the three phases of movement analysis (observe, evaluate, prescribe)

**Based on the Level III National Standards, a successful candidate will:**

Observe and describe the application of **three or more** Technical Fundamentals in **all phases** of the turn/ATML.

- Describe the board fundamentals at every phase of the turn, and from turn to turn
- Describe physical forces that occur at each phase and the rider’s response to it
- Establish which fundamentals are observed in each phase and the TID affecting them
- Interpret if sequential or progressive movements are present in each part of the turn
- Determine whether specific movements seen are blended or sequential

Evaluate and describe the **cause and effect** relationships of **between multiple** Technical Fundamentals relative to the desired outcome.

- Determine what specific body movements affect multiple fundamentals at any phase
- Establish if observed movements plus TID is appropriate for fundamental blending
- Understand performance issues in the Advanced zone to quickly prioritize detection of inefficient movements that affect multiple Fundamentals and why
- Validate how Timing, Intensity, and Duration (TID) affect tool-snow interactions

Prescribe a specific change, related to **multiple** Technical Fundamental, to achieve the desired outcome.

- Provide specific movements to create a desired change through each phase of turn
- Understand what efficiency is and why certain blends of movements perform better
- Relate efficiency and efficacy and why certain blends of movements perform better
- Give simplified, concise, and accurate prescriptions that will affect multiple fundamentals
- Predict how a change in one fundamental will affect the blending of others

## **VI. Level III Riding Performance**

Level III candidates show a refined ability to manipulate snowboarding fundamentals with subtle changes to demonstrate smooth and fluid outcomes by adjusting tactics in **all** terrain. The candidate is expected to not only maintain balance and speed control, but also show the ability to recover if

necessary. Consistent and symmetrical movement patterns using a correct application of timing, intensity, rate, and duration will determine turn size and shape that is appropriate for the prescribed terrain and snow conditions.

Examiners will ask candidates to do a variety of activities that show the candidate's ability to isolate, blend, or show versatility with the snowboard fundamentals. Highlighted activities at the Level III will be used to determine the candidate's ownership of each fundamental or combination of fundamentals based on what examiners see in prior activities. Candidates may see an activity several times throughout the day, or just once, depending on time. Candidates will often have the opportunity to ask for a second opportunity if there's time.

The Level III standard indicates that candidates show personal mastery of **continuous blending of ALL** fundamentals in the Advanced zone. Progressive movements mean fluidity and flow through any and all terrain and onto medium park features. The rider's ability to use fundamentals are reliable and efficient even in variable terrain.

Candidates should perform the activity as if demonstrating the activity to a student, using clearly defined, and often exaggerated movements. Examiners will be looking for the ability to maintain speed by **dominating** a variety of tactical choices.

Remember, this is not a professional snowboarder exam, but rather an exam for professional snowboard coaches who teach advanced lessons in all kinds of terrain.

### **Based on the Level III National Standards, a successful candidate will:**

#### Integrate **all** of the Technical Fundamentals to achieve prescribed outcomes

- Precisely blend rotational and flex-extension movements using varied TID applications
- Always use progressive, not sequential, movements to create smooth riding
- Accurately manipulate board performances to create desired snow-tool interaction

#### Highlight individual Technical Fundamentals as prescribed

- Accentuate specific movements or fundamentals with high levels of accuracy
- Utilize suggested fundamentals by playing with amplitude and ranges of motion (ROM)

#### Demonstrate versatility by varying turn shape, turn size, and line with Timing, Intensity, and Duration (TID).

- Implement TID on the fly to adjust any and all tactics in any terrain
- Habitually show symmetry and consistent movement patterns unless otherwise directed
- Utilize relationships between TID variables and ROM to create performative changes through all terrain and snow conditions

# Level III Riding Assessment Activities

## **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.

## **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.

## **Demonstration Activities (drills as used with students):**

### **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.

#### **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.

#### **Versatility Activities:**

*The following activities may be used by the assessor if time allows. If used, these activities **will** count towards pass/fail of assessment.*

#### **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 90° 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).

\*All other Level I & II Maneuvers