



KEY CERTIFICATION UPDATES | 2016-2017



WHY THE UPDATE?

1. COMPLY WITH NEW NATIONAL STANDARDS

- Teaching and Professional Knowledge

2. VALIDATE CANDIDATE'S UNDERSTANDING

- Snowboarding Fundamentals and Categories
- Teaching Fundamentals and Categories
- Professional Knowledge Fundamentals and Categories

3. CANDIDATES ARE BETTER PREPARED FOR NEXT LEVEL OF CERTIFICATION

4. ONLINE REGISTRATION/ONLINE WRITTEN TEST

POLICY & PROCEDURE UPDATES



POLICY AND PROCEDURES:

- 20 hours of combined practical teaching hours and clinic, training hours.
- 10 hours minimum each for teaching and clinic time
- On snow combined riding and teaching assessments
- Up to 15 minutes for candidate to present teaching topic
- 6 hours on snow assessment, 1 hour indoor assessment
- Group size of 6 people, 8 maximum
- Required Synopsis – reviewed and signed by candidate and their trainer
- Online Membership Join
- Online Written Test
- Online Registration for on snow test

Level I Synopsis

NAME _____ DATE _____ SCHOOL _____

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

Adults__ Age 20-49__ Age 50+__ Children__ Age 5-__ Age 6-12__

Teens 13-19__ Groups__ Multi-week__ Privates__

PRACTICAL TEACHING:

A minimum of ten practical teaching hours are required to participate in a Level I exam. Please provide a brief review of your experiences.

1. WHAT WORKED WELL?

2. WHAT WERE YOUR CHALLENGES?

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

TRAINING CLINICS:

A minimum of ten clinic/training hours are required to participate in a Level I exam. Please provide a brief review of your experiences.

1. TYPE OF CLINICS?

2. WHAT WORKED WELL?

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

Participant Signature _____

Trainer Signature _____

PRACTICAL TEACHING

1. What worked well?

- Positive attitude
- Keeping it Fun
- Less talking, more activities
- Clear visuals
- Gaining Trust

2. What were your challenges?

- Patience
- Weather
- Movement analysis
- Parents
- Group Handling, i.e. large group sizes, keeping on task, staying together, different skill levels within the group



TRAINING CLINICS

1. What worked well?

- The more clinics the better
- Bringing riding back to the basics
- Instructors who were approachable for guidance, questions and leadership
- Rider improvement

2. What area(s) do you feel you need more training in to be more effective in your teaching or snowboarding?

- Personal riding, all conditions, all terrain, better demos
- Movement Analysis
- Clear communication, Verbiage / Concise
- Class handling, how to deal with splits, Bag-O-Tricks
- Higher class levels

SNOWBOARDING UPDATES AND REQUIREMENTS



SNOWBOARDING REQUIREMENTS

SOLID FUNDAMENTALS THROUGH BLUE TERRAIN:

- Skating
- Fade Turns
- Falling Leaf
- Garlands
- Basic Skidded Turn
- Basic Switch Skidded Turn



SNOWBOARDING REQUIREMENTS

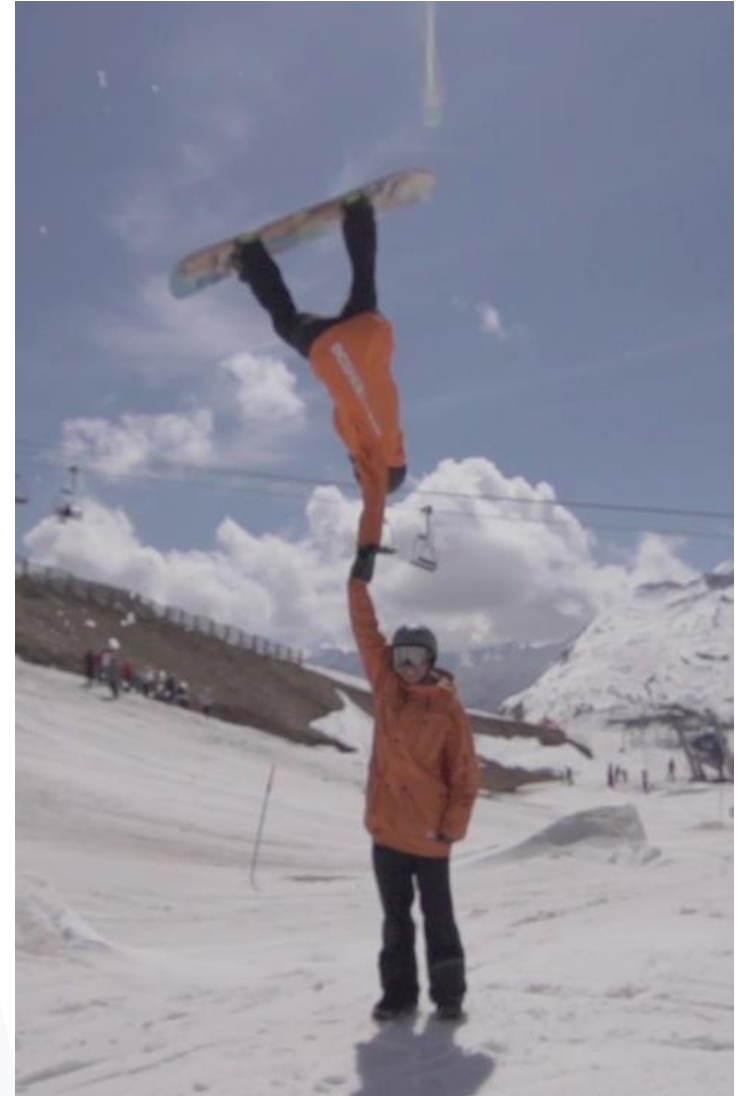
SOLID FUNDAMENTALS THROUGH BLUE TERRAIN:

- Dynamic Skidded
- Basic Carved Turns
- Ollie Airs
- Flat Spin 3's
- Straight Air Over a Feature
- Transitional Freestyle Element



SNOWBOARDING ASSESSMENT

- Teaching presentation demonstrations
- Participant demonstrations
- Examiner set-up's for beginner zone activities



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TEACHING & SNOWBOARDING ON-SNOW ASSESSMENT



TEACHING CATEGORIES:

1. SAFETY
2. COMMUNICATION
3. MOVEMENT ANALYSIS
4. DEMONSTRATION
5. TEACHING APPLICATION
6. TEACHING STYLES



PROFESSIONAL KNOWLEDGE CATEGORIES:

1. TERMINOLOGY
2. TEACHING CONCEPTS
3. RIDING CONCEPTS
4. EQUIPMENT
5. PHYSICS OF SNOWBOARDING
6. BIOMECHANICS
7. TURN MECHANICS
8. INDUSTRY KNOWLEDGE



TEACHING AND SNOWBOARDING ON-SNOW ASSESSMENT

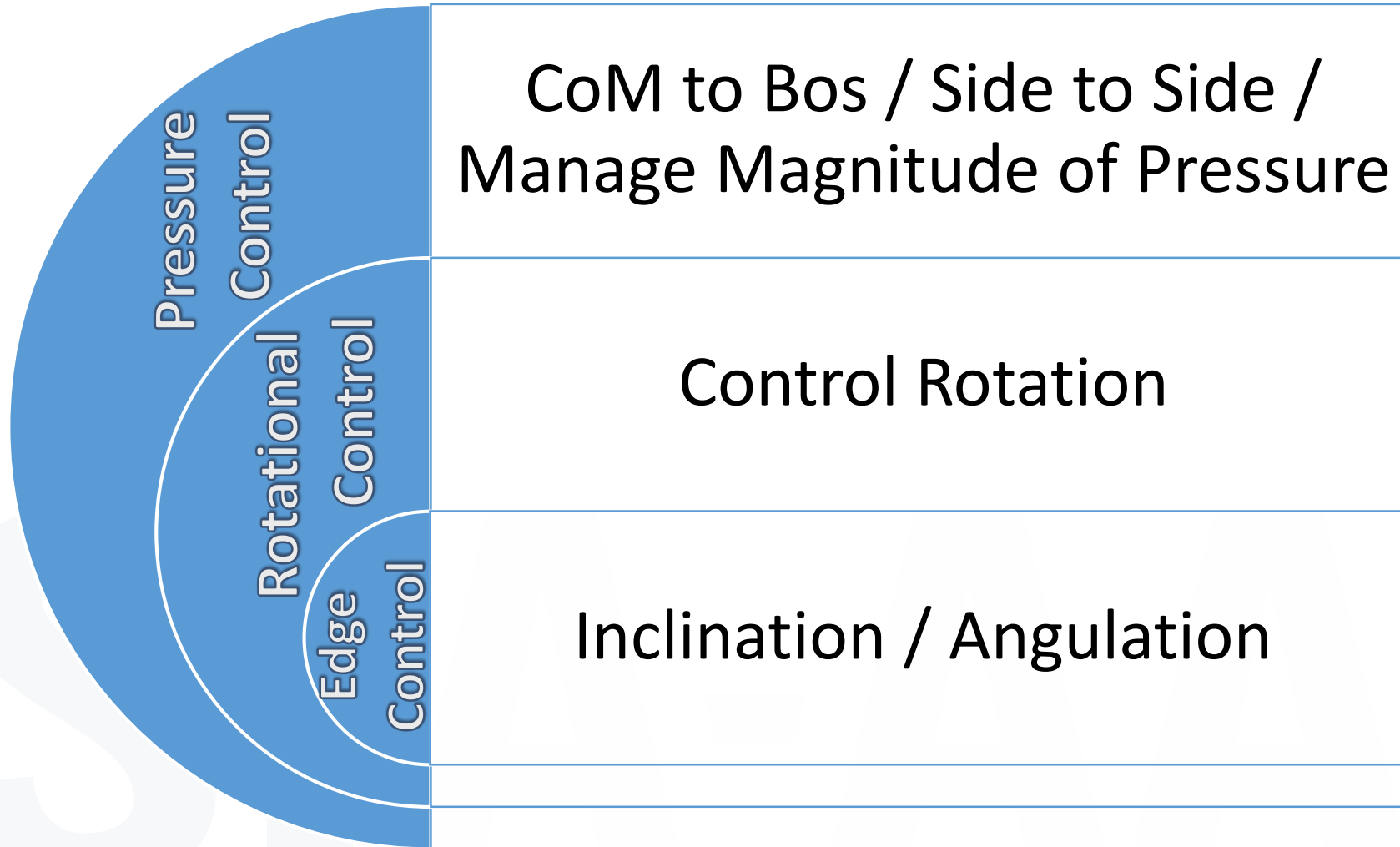
WHAT:

- Receive assigned LEVEL 1 Solid Fundamentals Through Blue Terrain activity
- Select ONE Snowboarding Fundamental as a main focus



FUNDAMENTAL MECHANICS – BODY

Fundamentals (Mechanics) Relate to Skills



TEACHING AND SNOWBOARDING ON SNOW ASSESSMENT

WHY:

Discuss Common Goal Outcome

- Board Performance specific – Skills
- Body Movements specific – Fundamentals

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TEACHING AND SNOWBOARDING ON SNOW ASSESSMENT

HOW:

- Identify the different phases of a turn and HOW the skills are applied in each phase of the turn
- Demonstrate riding task relative to the desired action of the snowboard
- Observe peers and describe chosen snowboarding fundamental
- Feedback is related to the snowboarding fundamental focus and HOW to achieve the desired action of the snowboard

LEVEL 1 ASSESSMENT WRITE UPS



Sentence Starter Statement Ideas:

Intro

- “based on your performance today”
- “related to the national standards”
- “you were successful/not successful”
- “evaluating your skill blend”

Body

- “what we saw” (not good/bad)
- “your strengths are” “refinement needed in these skills”
- “you consistently/occasionally/infrequently
- “and it affected”
- “as evidenced/demonstrated by”

Conclusion

- “continue”
- “focus”
- “develop”
- “if your intent is, you are ready for”
- “we encourage you to”
- “your equipment”
- “work on these exercises to develop”

Taboo Words (platitudes)

- “good job”
- “nice/hard work”
- :) – smiley face
- “you have talent”
- “you were really trying hard”
- “nice try, but”
- “you were really close”
- “you are almost there”

- Leverage the positive
- Be authentic
- Acknowledge the effort
- Personalized
- Also considers TD as audience so feedback/goals make sense to them

- Observations
- Be specific
- Ski performance and movements
- What -> why

- Goals
- Prescription
- Why -> how
- Trajectory/pathway
- Recognition
- References to equipment or exercises must relate to observed performance – why
- Use bullets on back of sheet as goals

- Instead of saying you were close use descriptors that indicate levels of achievement (example from RM)

- Essential elements were not observed or present
- Essential elements are beginning to appear
- Essential elements appear but not with consistency
- Essential elements appear regularly at a satisfactory level
- Essential elements appear frequently, above required level
- Essential elements appear continuously, at a superior level

