

LEVEL I SNOWBOARD CERTIFICATION PROCESS

2016

The Snowboard National Standards provide the assessment criteria for creating the riding, teaching and professional knowledge outcomes necessary for an instructor to successfully complete a certification.

In order to complete the Level I Certification exam in a one day format and cover all of the teaching, professional knowledge and riding requirements, we have developed the following model or template for you to follow.

RIDING REQUIREMENTS

RIDING TASKS:

- Skating – beginner area or similar
- Fade Turn – beginner area or similar
- Garlands – green terrain
- Basic Skidded Turns – green terrain
- Switch Basic Turns – green terrain
- Dynamic Skidded Turns – blue groomed terrain
- Basic Carved Turns – green terrain
- Ollie Airs – green or easy blue terrain
- Flat Spin 3's – green or easy blue terrain
- Straight Air Over a Feature – small, natural or man-made
- Transitional Freestyle Elements – halfpipe, quarterpipe, steeper spine, hip jump

For task descriptions, please visit the snowboard certification guide at psia-nw.org.

Riding Assessment

Each individual is assessed during their teaching presentations and as a participant in other candidate's presentations. In addition to everyone's riding being assessed during teaching presentations, the examiner will also set up general riding tasks when needed.

Specific Applications of Riding Fundamental Requirements

1. Environment – Terrain and conditions
 - A. Green terrain including mild ungroomed conditions, moderate blue terrain, and small freestyle features
2. Accuracy
 - A. Consistency – Fundamentals and mature movements are apparent in all tasks, and all phases of a turn (regular and switch), with infrequent inconsistencies from one phase to another
 - B. Adaptability – Ability to vary rate or timing of each board performance individually, demonstrated in common beginner zone tasks and turns, and in a blended fashion, demonstrated in tasks and turns common to the intermediate zone.
3. Speed
 - A. Demonstrate at speeds appropriate for the task and the skill level of the rider commonly learning the task/skill. Ride in control using a "rounded" turn shape at intermediate zone speeds.

TEACHING REQUIREMENTS

Teaching and Professional Knowledge Assessment

Recognizing that the six snowboarding fundamentals are present and consistent through all levels of certification, a Level 1 Instructor should be able to communicate What is the lesson goal, Why he/she is teaching this task and explain and show How to accomplish it;

1. Select a Level I task. **(What)**
2. Able to identify ALL fundamentals and board performances as performed in the beginner zone present in the task.
3. Select ONE fundamental or board performance as a main focus. Present a sample lesson of the chosen task. **(Why)**
4. Discuss common goal outcome. Identify the different phases of the turn/task and how the skills are applied in each phase. Be specific in describing what the body needs to do and what the board performance needs to be for you to be successful for the chosen task. **(How)**
5. Demonstrate what you are discussing. Observe peers and describe snowboarding fundamentals and board performance. Feedback is related to the fundamental or board performance focus and how to achieve the desired action of the snowboard.

Specific Teaching Requirements

1. Safety – Your responsibility code, Park Smart and all safety concerns
2. Communication – Directions are clearly stated, vocabulary uses simple (non-technical) language
3. Movement Analysis – Observe and describe snowboarding fundamental(s) and board performance as shown in the beginner zone tasks and situations
4. Demonstration – Demonstrate the fundamentals and board performance relative to the desired action of the board common for beginner zone riding and turns
5. Teaching Application
 - A. Goals – Formulate lesson plan relative to common goals for beginner zone outcomes and board performance
 - B. Content – Basic information reflects the fundamentals, board performance and is appropriate to beginner zone progression
 - C. Adaptation – Teaching presentation should address a target group, not necessarily individuals within the group
 - D. Practice and Feedback – General guided practice. Feedback is related to the fundamental or board performance focus of the group. Wording is simple, practical and positive
 - E. Teaching Styles – Command and Task styles are well organized and utilized to define content and practice time

Specific Professional Knowledge Requirements

1. Board Performance Concepts – Identify the concepts and know how they help in identifying skills that need developing in the beginner zone
2. Biomechanics – Understand how stance and basic body movements relate to the fundamentals and board performance riding in the beginner zone
3. Turn Mechanics – Identify the different phases of a turn and how skills are applied in each phase of the turn in beginner zone applications

Please Note:

The remaining Professional Knowledge requirements of industry knowledge, equipment, terminology, teaching concepts and physics of riding can be covered in chair ride conversations, indoor discussions and written test.

SYNOPSIS

In order to ensure accountability and documentation of each candidate's journey, a synopsis of their season's training and teaching will be required. To assist in completing the synopsis, a detailed logbook is strongly recommended. Documentation to be included in the log would be dates, times and topics identifying the accumulated 20 hours of teaching and training requirements. As noted earlier, the 20 hour minimum needs to include a minimum 10 hours of practical teaching hours and an additional 10 hours accumulated via clinics, training, teaching or shadowing.

The log book is the responsibility of the candidate to maintain and the responsibility of the trainer to review it at least the day of the Level I exam. It is encouraged to be periodically reviewed over the course of the season with each candidate regarding successes and struggles.

This proactive and reflective process will assist in helping the candidate identify their own strengths and weaknesses as well as assist the trainer in individualizing feedback and resources. The log book is intended to be:

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

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

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

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

Sample teaching logs are available in the PSIA-AASI New Instructor Guide

https://www.thesnowpros.org/Portals/0/pdf/New_Instructor_Guide-2012.pdf or you may create your own.

The one page synopsis sheet follows and will also be available on the website, under certification. Candidates need to bring the completed synopsis of their season with them to the Level I exam and it is to be signed by the Level 1 Accredited Trainer, verifying the minimum 20 hours and be included in the returned Level 1 packet, at the completion of the exam.

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 RIDING?

Participant Signature _____

Trainer Signature _____