

**American Association of Snowboard Instructors
Eastern Region**



**AASI
Level II & III Assessment
Guide**

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A partner of the Professional Ski Instructors of America – Eastern Region

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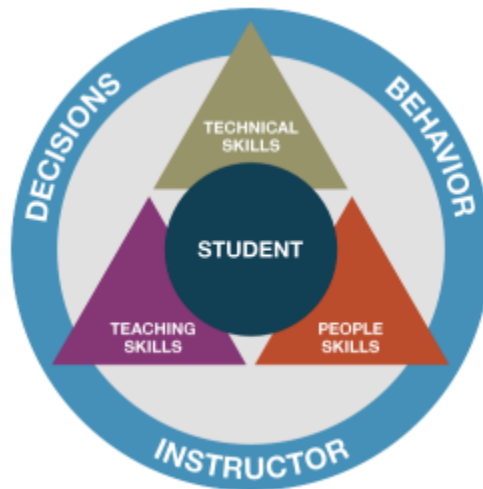
Reviewed and endorsed by the AASI Steering Committee, PSIA-AASI Eastern Region

Purpose of This Study Guide

This study & preparation guide is intended to provide you with ideas for the process, a preview of the assessment event, and steps to consider along the way. Use this guide to get started with the assessment process. We have put this together to inspire thought and inform you of what the assessment experience will be like. Throughout this document, and in your training process, you'll hear "teaching" and "clinic" quite a lot. These terms are synonymous for the most part. Often though we look at "teaching" lessons as experiences we have with students out of lineup, and "clinic" as experiences we have training and learning with our peers. Your experience with both will be valuable in the assessment experience.

PSIA-AASI Learning Connection Model and Discipline-Specific Fundamentals

Revised – August 2023



<https://thesnowpros.org/certification/national-certification-standards/>

SNOWBOARDING TECHNICAL FUNDAMENTALS

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

PSIA-AASI Snowboard National Standards

<https://thesnowpros.org/certification/national-certification-standards/>

PSIA-AASI Performance Guides

PEOPLE SKILLS:

https://thesnowpros.org/download/People.pg_Performance.Guide_Oct2022.pdf

TEACHING SKILLS:

<https://thesnowpros.org/download/Teaching-PG-oct2022.pdf>

SNOWBOARD TECHNICAL SKILLS:

https://thesnowpros.org/download/SB_snowboard_performance_PG-nov2022.pdf

Course Format

The Level 2 and Level 3 Certification Assessments are each a three-day course. Each course follows the same format, consisting of on-hill activities to provide all candidates the opportunity to demonstrate their knowledge and abilities. When you arrive at the course, you will be assigned to a group. Your group will be your team for all three days and will work with different members of the Education Staff each day. If you are attending a Level 2 assessment for the first time, the format of the assessment and behaviors of the Examiner are different from the Level 1 assessment and ongoing education courses. As a means to provide the most fair and objective assessment process, expect to see less interaction with, and less *daily* feedback from the Examiner over the three days. Ample feedback and interaction will be provided at the end of the assessment after the awards ceremony. This format is intended to provide each candidate with the same opportunities throughout the assessment. Individual feedback is limited in order to avoid any situations where one candidate receives an unfair advantage where they receive feedback that allows them to adjust their performance, while other candidates do not receive similar feedback opportunities to make important changes. The goal of the Education Staff is to provide all candidates with equal opportunities to demonstrate their skills and proficiencies.

Schedule of Events during Level 2 and 3 Assessments

Approximate Course Schedule

Due to the nature of our sport, it may be raining, the lifts could shut down, or the snow could all melt off the hill. In situations where there are conditions beyond our control, we make accommodations, but generally we try to keep to the following schedule. Examiners will work to explain the outline for the day each day with your group.

Registration happens virtually ahead of the AASI Event. Plan to meet your group on snow 15-20 minutes prior to the start of the day. Keep an eye on your email for specific instructions regarding meeting location and time on Day 1. *Be On Time.*

Day 1	8:30 AM	Introduction of Ed Staff and Announcements
	8:45 - 9:00 AM	Meet in groups with Ed-Staff
	9:00 - 4:30 PM	On-Hill Group Assessment

- Group will plan for a 30-45 minute lunch on Day 1

Day 2	8:45 - 9:00 AM	Meet in groups with Ed-Staff
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9:00 - 4:30 PM On-Hill Group Assessment

- Group will plan for a 30-45 minute lunch on Day 2

Day 3 8:45 - 9:00 AM Meet in groups with Ed-Staff

9:00 - 3:30 PM On-Hill Group Assessment

- Group will plan for a shorter snack break on Day 3 and might not stop for a full Lunch break.

At the end of Day 3, Ed Staff will leave to complete evaluations and any necessary paperwork. Candidates are free to ride and do what they choose.

At approximately 5:30 PM Awards Ceremony, Presentation of Outcomes. Candidates will pick up Assessment Forms with feedback, and will have an opportunity to ask for clarification from the Education Staff directly following the award ceremony. Candidates will fill out and return event evaluations.

Each day during the Certification Assessment, candidates will be assessed on the following (refer to National Standards for Assessment Criteria being assessed.) The chart below explains when those components are being assessed. Each of these items will be assessed every day. You will receive a score for each day individually.

	Assessed Continuously	Assessed During Teaching Activities
Instructor Decisions and Behavior	x	
People Skills		x
Teaching Skills		x
Riding Skills	x	
Movement Analysis and Tech Understanding Skills	x	

During the Certification Assessment, candidates will be assessed in each of these categories. and will receive a score for each day individually.

1. Instructor Decisions and Behavior - Being scored continuously during Day 1, Day 2, and Day 3. You will receive a score for each day individually.
2. People Skills - Being scored during Teaching Segments during Day 1, Day 2, and Day 3. You will receive a score for each day individually.
3. Teaching Skills - Being scored during Teaching Activities during Day 1, Day 2, and Day 3. You will receive a score for each day individually.
4. Riding Skills - Being scored continuously during Day 1, Day 2, and Day 3. You will receive a score for each day individually.

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5. Movement Analysis and Technical Understanding Skills - Being scored during Movement Analysis and Teaching Activities during Day 1, Day 2, and Day 3. You will receive a score for each day individually .

The Level 2 and 3 assessments consist of an online component, the Professional Knowledge Exam.

- To sign up for the Professional Knowledge Exam, go to <https://lms.thesnowpros.org> and log in. Choose **Exams**, find the appropriate exam, put it in your cart and check out.
- Passing the test is a prerequisite to attending the on-snow exam. Reading the manuals prior to taking the test is the best strategy for passing the test. To be prepared for the online exam read your discipline-specific Technical manual, Teaching Snowsports Manual, and relevant Performance Guides for the Level you are attempting. Reading the Teaching Children’s Snowsports and Freestyle Technical Manual is also recommended as there are questions from those resources as well.
- To pass the test you must score 83% on each subcategory (5 out of 6 questions correct).
- You will need to successfully complete your Professional Knowledge Exam before you can register for the on-hill assessment.

The Level 2 and 3 assessment involves 3 days of on hill activities

- Teaching skills, People Skills, and Technical Skills are assessed on all three days.
- Expect to teach to your peers for 20-40 minutes each day of the Assessment. This could be a stand-alone teaching segment or a combination of shorter “quick tips,” MA activities, and other teaching activities.
- Candidates will be assigned the topics they will be teaching in a variety of methods. Examiners will explain each day the way in which you will be assigned your topic(s).
- Riding of all candidates is evaluated during teaching segments, as well as in formal riding activities.
- You will have opportunities to learn about your group (hobbies, interests, goals and perform movement analysis) to help you develop a teaching segment
- The exam operates in all weather conditions, in case of lift shut downs teaching could be done indoors
- Teaching should be technically appropriate to the level of Assessment attending. See National website for assessment activities and assessment criteria.

Assessment Form Information

You will receive nine AASI assessment forms as results of the Certification Course, three for each day of the course. The form lists important elements of snowboard instruction. These elements are present at all levels of instruction; therefore, we use the same form at both level two and three in AASI certification assessment events. Please remember that the assessment form only reflects what is observed during that one day of assessment. We use these forms for the sole purpose of providing information about the content you demonstrated to the Examiner that day. Review each form and consult Ed-Staff members with any questions you may have. Please Note: You will receive all nine assessment forms after the completion of the event.

The nine forms (three for each day you were assessed) may look very similar or very different. The exact scores indicated on the assessment form represent your performance on that specific day. Refer to the assessment form in this guide (downloadable at www.thesnowpros.org) and use it regularly in your training. Fill one out as a self-assessment. Your trainers should use this form as you practice and prepare; this will provide insight as to the image that you present to others.

6-Point Assessment Scale

The assessment form uses a Universal 6-Point Assessment Scale to represent observed performance. You will be assessed to the Assessment Criteria outlined in the AASI Snowboard Certification Standards. Each Assessment Criteria is scored with a number to reflect the frequency to which that element was observed throughout the day and the consistency with which it was demonstrated. A candidate must receive a score of 4 or better for each Assessment Criteria in order to be successful at a certification assessment event.

- 1: Essential elements were not observed or not present.
- 2: Essential elements are beginning to appear.
- 3: Essential elements appear, but not with consistency.
- 4: Essential elements appear regularly at a satisfactory level.
- 5: Essential elements appear frequently, above required level.
- 6: Essential elements appear continuously, at a superior level.

ASSESSMENT ACTIVITIES AND ASSESSMENT CRITERIA

Evaluating a certification candidate's skills requires well-defined, measurable assessment criteria – as presented in PSIA-AASI's Performance Guides. When selecting riding assessment activities, the timing, intensity, and duration of movements (TID) will vary, based on the conditions and skillsets being assessed. Assessment activities are performed at the speeds and degree of accuracy outlined in the assessment criteria.

Assessing people skills and teaching skills requires an evaluation environment that simulates a snowboard lesson.

Teaching situations and scenarios are relevant to guest rider zones, with assessment based on the level of certification sought. They need to allow enough time and/or frequency for demonstration of all assessment criteria. Those that take place on snow should be on terrain that's suitable for the related rider zone – beginner/novice, intermediate, or advanced. People skills may be assessed throughout the entire certification process by assessing the instructor's ability to build and maintain the trust that fosters continued learning at the required level.

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The AASI Snowboard Certification Standards describe how the fundamentals of people, teaching, and technical skills are assessed at each level of certification. Effective use of the national standards, combined with a wide range of educational resources, creates an efficient environment for consistent evaluation.

THE LANGUAGE OF LEARNING OUTCOMES AND ASSESSMENT

The AASI Snowboard Certification Standards rely upon the following Learning Outcome Framework to create a consistent language for assessment. The learning outcomes clearly state what the instructor can demonstrate upon successful completion of the certification assessment.

Learning Outcomes:	Learning outcomes represent what is to be achieved upon completion of each level of certification. Learning outcomes do not vary between examiners or divisions.
Learning Experiences:	These are the training experiences – or tasks – that lead to achievement of the learning outcome. NOTE: The learning experiences listed in this document are <i>recommendations</i> of what an instructor may do in order to gain the knowledge and understanding relative to the given subject area. These are <i>not</i> requirements; they are suggested approaches to aid individuals in their development as professional snowsports educators. For more details, refer to the associated <i>Performance Guide</i> .
Assessment Activities:	Representing <i>how</i> 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 <i>recommendations</i> of what an examiner may use to assess the knowledge and understanding relative to the given subject area. The examiner is free to use variations and alternatives. Those listed provide an idea of how an assessment can be conducted. For more details, refer to the associated <i>Performance Guide</i> or divisional exam guides.
Assessment Criteria:	Representing the “level of standard,” assessment criteria outline performance details that specify to what level the learning outcomes have been met. This does not vary between examiners or divisions.
Assessment 6-point Scale:	Throughout the PSIA-AASI professional development and certification system, all assessment criteria are measured by means of the following 6-point assessment scale. <ol style="list-style-type: none">1. Essential elements are not observed or not present.2. Essential elements are beginning to appear.3. Essential elements appear, but not with consistency.4. Essential elements appear regularly at a satisfactory level.5. Essential elements appear frequently, above the required level.6. Essential elements appear continuously, at a superior level.

(excerpt from the AASI Snowboard National Standards -
https://www.thesnowpros.org/download/aasi_snowboard_standards_9_30_21_final.pdf)

Possible Assessment Outcomes

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The Assessment Forms you receive at the completion of your assessment event will communicate the outcome achieved. The possible overall outcome for the 3-Day Assessment will be either: Meets Standards, Does Not Meet Standards, Riding Retake.

Meets Standards – To attain the next level of certification, you must pass each section of the online Professional Knowledge Exam with a score of 83% or higher. You must also receive a “Meets Standards” on two of the three days of the course in each scored category on the universal assessment forms. Two Meets Standards in each: Instructor Decisions & Behavior, Riding Skills, Movement Analysis/Technical Understanding, and Teaching Skills will attain the next level of certification.

Does Not Meet Standards – You receive a Does Not Meet Standards level score if you received two “Does Not Meet Standards” scores in any category (Instructor Decisions & Behavior, Riding Skills, Movement Analysis/Technical Understanding, or Teaching Skills). A Does Not Meets Standards outcome means that you maintain your current level of AASI certification.

Professional Knowledge Exam –You will be evaluated in the following categories:

Teaching Skills (18 questions total = 6 in each subcategory)

- Models
- Learning Theory
- Teaching

Technical Skills (18 questions total = 6 in each subcategory)

- Physics and Biomechanics
- Industry, Equipment, and Technology
- Skills and Fundamentals

People Skills (18 questions total = 6 in each subcategory)

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

Each subcategory is timed and you’ll have 10 minutes to complete the questions within that subcategory. At the end of each subcategory, you will receive a report about the question(s) you missed along with the Manual or Resource and the section in which the answer can be found. Please write

down this information and look up the correct answer so you can learn the information before you attempt the subcategory again.

- To pass the test you must score 83% on each subcategory (5 out of 6 questions correct).
- The total test is 54 questions in length.
- Retakes are free and there is no limit to how many attempts you can make.

Riding Retake – If you receive at least two “Meets Standards” scores in Instructor Decisions & Behavior, Movement Analysis/Technical Understanding, and Teaching Skills **but not in Riding Skills**, you are eligible for a Riding Retake Assessment. You complete the riding portion of the course by attending a Level 2 or Level 3 Riding Retake event. This is a one-day riding assessment. If you successfully pass the Riding Skills Assessment Criteria during a Riding Retake Assessment, you will earn the next level of AASI certification.

A member has the current season (in which they took the assessment) and the two seasons following to retake and pass the riding portion of the assessment. If the member has not passed the riding retake after two attempts or within the two season timeframe, the member must participate in a two-day education event prior to attempting the retake again. Our suggestion is that the member take an event focused on riding improvement as further preparation for the next attempt. A member can continue to retake the riding portion of the assessment as often as necessary to complete the certification level they are attempting.

While attempting the riding retake, the candidate must remain as a member in good standing and must fulfill the educational credit requirements of membership. If the candidate’s membership lapses at any time prior to passing all required portions of any certification level, the member must begin the certification process from its beginning, including fulfilling prerequisites.

Results

Posting of results happens on the afternoon of Day 3, as soon as possible after the last group is off the hill. Generally, results are available around 5:30 PM. The awards ceremony immediately follows the posting of the results. The Ed-Staff will be available after the awards ceremony to answer questions and discuss performance. After the awards ceremony is a good time to discuss your time on the hill with your Examiners and ask questions.



**AASI Certified Level II
Snowboard Teaching
ASSESSMENT FORM**

- Meets Standards**
 Does Not Meet Standards

Candidate:
Assessment:
Region:
Assessor(s):

Assessment Scale for Certified Level II	
1	Essential elements were not observed or not present.
2	Essential elements are beginning to appear.
3	Essential elements appear, but not with consistency.
4	Essential elements appear regularly at a satisfactory level.
5	Essential elements appear frequently, above required level.
6	Essential elements appear continuously, at a superior level.

ASSESSMENT CRITERIA

Instructor Decisions & Behavior	Teaching Skills	
Professionalism and Self Management: Contributes to a professional environment by managing their behaviors and emotions in response to others. (Continual Assessment)	Assess & Plan: Plans learning outcomes and progressive learning experiences and adapts to the changing needs of intermediate students.	
Needs/Safety Address group and individual needs for belonging.	Assess Periodically reassess student motivations, current performance, and understanding.	
Behavior Management Manage behavioral responses.	Collaborate Collaborate with students to establish and adapt a lesson plan with clear direction and focus.	
Section Average: Must be 4 or above to meet Learning Outcome	Plan Lesson Plan playful and/or exploratory lessons with productive use of movement, practice time, and terrain.	
Comments	Section Average: Must be 4 or above to meet Learning Outcome	
	Implement: Facilitates learning experiences and adapts them as necessary to guide students toward agreed-upon outcomes and engage them in the process.	
	Adapt Adapt the learning environment to align with the needs of the group.	
	Descriptions, Demonstrations, Feedback Provide clear and relevant information (descriptions, demonstrations, and feedback) that encourages learning.	
	Manage Risk Manage physical and emotional risk to promote engagement in the learning environment.	
	Section Average: Must be 4 or above to meet Learning Outcome	
	Reflect/Review: Helps students recognize, reflect upon, and assess experiences to apply understanding and performance changes to desired outcomes.	
	Explore, Experiment, Play Pace learning activities to allow students reflection time as they explore, experiment, and/or play toward desired outcomes.	
	Describe Change Help students recognize and understand change in performance relative to outcomes.	
	Relate Change Help students apply gained skills to riding/skiing situations.	
Section Average: Must be 4 or above to meet Learning Outcome	Comments	
Communication: Engages in and adapts verbal and non-verbal, two-way communication with individuals and subsets of the group. (Assessed when Teaching)		
Section Average: Must be 4 or above to meet Learning Outcome		
Communication Adapt verbal and non-verbal communication based on observations of individuals and the group.	Comments	
Active Listening Use varied, active-listening tactics to learn about others.		
Feedback Delivery Deliver feedback that adjusts for the emotions of subsets within the group.		
Section Average: Must be 4 or above to meet Learning Outcome		
Relationships with Others: Identifies likely motivations and emotions of individuals and understands group dynamics. (Assessed when Teaching)		
Interaction Foster interpersonal relationships to support positive group dynamics.		
Motivations/Emotions Adapt to the motivations and emotions of individuals and subsets of the group.		
Section Average: Must be 4 or above to meet Learning Outcome		
Comments		Comments



**AASI Certified Level II
Snowboard Riding
ASSESSMENT FORM**

- Meets Standards**
 Does Not Meet Standards

Candidate:
Assessment:
Region:
Assessor(s):

Assessment Scale for Certified Level II	
1	Essential elements were not observed or not present.
2	Essential elements are beginning to appear.
3	Essential elements appear, but not with consistency.
4	Essential elements appear regularly at a satisfactory level.
5	Essential elements appear frequently, above required level.
6	Essential elements appear continuously, at a superior level.

ASSESSMENT CRITERIA

Instructor Decisions & Behavior	Riding Performance
Professionalism and Self Management: Contributes to a professional environment by managing their behaviors and emotions in response to others. (Continual Assessment)	Adapts the snowboarding fundamentals to demonstrate specific outcomes.
Needs/Safety Address group and individual needs for belonging.	Integrate Fundamentals Integrate at least four of the snowboarding fundamentals to achieve desired outcomes.
Behavior Management Manage behavioral responses.	Individual Fundamentals Highlight body movements and board performances of individual snowboarding fundamentals.
Section Average: Must be 4 or above to meet Learning Outcome	Versatility Be versatile, by varying one element of TID (timing, intensity, and duration) to affect desired outcomes.
Comments	Speed & Tactics Adjust speed by altering tactical choices.
	Section Average: Must be 4 or above to meet Learning Outcome
	Assessment Activities Performed
	Highlighted Fundamentals
	Comments



**AASI Certified Level II
Snowboard Movement Analysis &
Technical Understanding
ASSESSMENT FORM**

- Meets Standards
 Does Not Meet Standards

Candidate:
Assessment:
Region:
Assessor(s):

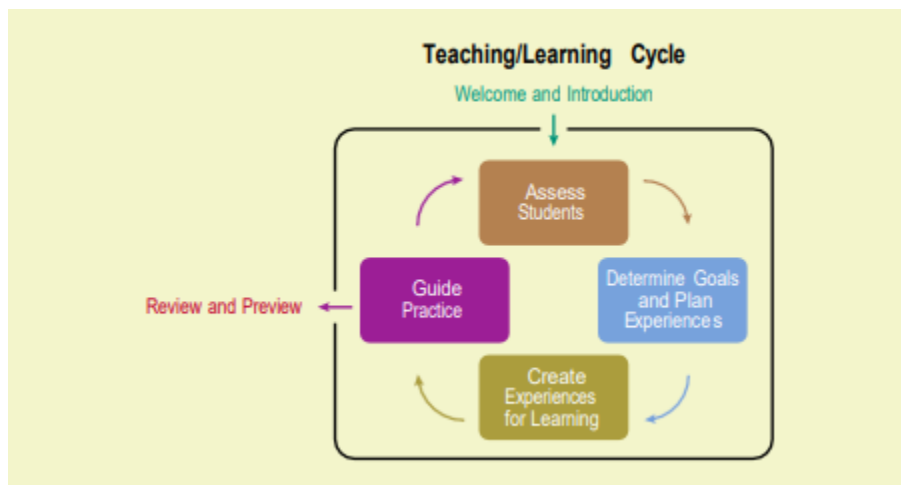
Assessment Scale for Certified Level II	
1	Essential elements were not observed or not present.
2	Essential elements are beginning to appear.
3	Essential elements appear, but not with consistency.
4	Essential elements appear regularly at a satisfactory level.
5	Essential elements appear frequently, above required level.
6	Essential elements appear continuously, at a superior level.

ASSESSMENT CRITERIA

Instructor Decisions & Behavior	Technical Understanding
Professionalism and Self Management: Contributes to a professional environment by managing their behaviors and emotions in response to others. (Continual Assessment)	Uses current PSIA-AASI resources to identify, describe, and evaluate personal performance using the snowboarding fundamentals and considering tactics and equipment choices.
Needs/Safety Address group and individual needs for belonging.	Describe Performance Evaluate and describe personal performance, using multiple snowboarding fundamentals through multiple phases of a turn/ATML.
Behavior Management Manage behavioral responses.	Understanding of Ideal Compare personal performance against a desired outcome and acknowledge tactical considerations using multiple snowboarding fundamentals.
Section Average: Must be 4 or above to meet Learning Outcome	Change Performance Convey understanding by changing personal performance based on comparison and feedback of multiple snowboarding fundamentals at a time.
Comments	Utilizes Resources Apply and analyze information from current PSIA-AASI resources relative to personal performance or desired outcome.
	Section Average: Must be 4 or above to meet Learning Outcome
Comments	Comments
	Movement Analysis
	Articulates accurate cause-and-effect relationships of two or more snowboarding fundamentals, through at least two phases of a turn/ATML - taking equipment choices and stance setup into consideration - to offer an effective prescription for change.
	Describe Performance Accurately describe board performance and body movements through two or more phases of a turn/ATML and from turn to turn relative to two or more snowboarding fundamentals.
	Equipment Observe and describe how equipment choices and issues affect performance and safety.
	Cause and Effect Accurately describe a cause-and-effect relationship through two or more phases of a turn/ATML relative to two or more snowboarding fundamentals.
	Evaluate Evaluate described performance and compare to more efficient performance.
	Prescription Prescribe a specific change in one or more relevant snowboarding fundamental(s) using TID to create a change in the desired outcome.
	Section Average: Must be 4 or above to meet Learning Outcome
	Comments

Contributors to successful teaching segments can include:

1. You followed the teaching cycle.
2. You appropriately used the student profile.
3. You selected appropriate terrain.
4. You kept the group moving, giving them sufficient time to experience and apply the progression steps.
5. You checked for understanding through the accuracy of their demonstrations you're asking them to do.
6. You managed the group dynamics by providing both individual and group feedback. You worked with individuals within the group by providing clear, specific direction of what you wanted them to do and used body specific language of why this is important and feedback on how to do so.
7. You provided a logical summary with goals.





Assessment Form Information

- ❖ **Integrate Fundamentals** - Refers to a rider’s ability to blend the Snowboard Technical Fundamentals during specified riding activities and free riding.
- ❖ **Individual Fundamentals** - Refers to the rider’s ability to isolate and highlight specific Snowboard Technical Fundamentals as prescribed by the Examiner during riding activities. Example Exercise: Can you specifically emphasize the movement of your Center of Mass (CM) vertically down towards the snowboard by equally flexing your ankles and knees with the same intensity and timing? Are you able to clearly show this movement pattern and the resulting performance outcome on command during a demo? This will highlight your ownership of this skill and your ability to demonstrate this specific Technical Fundamental for a student.
- ❖ **Versatility** - Refers to the rider’s ability to vary turn shape, turn size, and line with Timing, Intensity, and Duration (TID).

How do I prepare?

1. Practice a variety of riding tasks appropriate to your certification goals that require specific pressure distribution outcomes.

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2. Practice a variety of riding tasks appropriate to your certification goals that require precision of snowboard torsional flex.
3. Practice a variety of riding tasks appropriate to your certification goals that require precision of snowboard pivot.
4. Practice a variety of riding tasks appropriate to your certification goals that require precision of snowboard edge angle.
5. Practice a variety of flexing/extending movements of various joints for a wide range of specific outcomes.
6. Practice a variety of unweighting movements for a wide range of specific outcomes.
7. Practice a variety of rotational movements in various joints for a wide range of specific outcomes.
8. Ride in all conditions, ride a variety of styles, spin all four directions, ride switch, enter local race leagues, do it all.
9. Practice integrating (blending) multiple Technical Fundamentals simultaneously in your riding.
10. Practice highlighting (isolating and emphasizing) Technical Fundamentals in your riding.
11. Ride both forward directions and switch.
12. Practice changing up the TID of your movement patterns to explore alternative riding outcomes.

Teaching Skills

Snowboard Level 2 Teaching:

Overview

A Level 2 Assessment candidate should come to the Level 2 Assessment planning to demonstrate how their personal experience and knowledge help them to teach students in the beginner, intermediate, some advanced zones of the mountain and on small freestyle features . Each candidate should expect to spend 25 - 35 minutes demonstrating their ability to teach lessons in the intermediate and early advanced zones of the mountain. Teaching Topics can include (but are not limited to) coaching peers to improve their riding skills with riding steep terrain, carving, bumps/moguls/off-piste, trees, powder, riding boxes, jumps with grabs, 180s, and riding transitional features. Candidates should come practiced and proficient at teaching any/all of those topics regularly at a satisfactory or better level. During the Teaching Assessment, Level 2 candidates will be assessed on their Teaching Skills, People Skills, and Instructor Decisions and Behaviors. Candidates should expect to spend time in front of the group creating learning experiences for other group members, participating in both group and 1-on-1 conversations with the Examiner(s), and engaging with all other group members in a positive manner.

Learning Outcomes

Teaching Skills

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

People Skills

- Communication: Engages in meaningful verbal and non-verbal communication with the group as a whole.
- Relationships with Others: Identifies likely motivations and emotions of individuals and understands group dynamics.

Instructor Decisions & Behavior

- Professionalism and Self-Management: Maintains a professional environment by demonstrating self-awareness and self-management.

Snowboard Level 3 Teaching:

Overview

A Level 3 Assessment candidate should come to the Level 3 Assessment planning to demonstrate how their personal experience and knowledge help them to teach students in the all advanced zones of the mountain and on medium freestyle features . Each candidate should expect to spend 35 - 45 minutes demonstrating their ability to teach lessons in the advanced zones of the mountain. Teaching Topics can include (but are not limited to) coaching peers to improve their riding skills with riding steep terrain, carving, bumps/moguls/off-piste, trees, powder, riding boxes, jumps with grabs, 360s, and riding transitional features. Candidates should come practiced and proficient at teaching any/all of those topics regularly at a satisfactory or better level. During the Teaching Assessment, Level 3 candidates will be assessed on their Teaching Skills, People Skills, and Instructor Decisions and Behaviors. Candidates should expect to spend time in front of the group creating learning experiences for other group members, participating in both group and 1-on-1 conversations with the Examiner(s), and engaging with all other group members in a positive manner.

Learning Outcomes

Teaching Skills

- Assess & Plan: Plans learning outcomes and creates individualized experiences around a common theme for advanced students.
- Implement: Individualizes learning experiences to guide students toward agreed-upon outcomes and optimizes student engagement in the process.
- Reflect/Review: Fosters the ability to recognize, reflect upon, and assess experiences to enhance understanding and apply what was learned.

People Skills

- Communication: Engages in meaningful verbal and non-verbal communication with the group as a whole.

- Relationships with Others: Identifies likely motivations and emotions of individuals and understands group dynamics.

Instructor Decisions & Behavior

- Professionalism and Self-Management: Maintains a professional environment by demonstrating self-awareness and self-management.

- ❖ **Assess** - Refers to the candidate's ability to periodically reassess student motivations, current performance, and understanding.
- ❖ **Collaborate** - Refers to the candidate's ability to collaborate with students to establish and adapt a lesson plan with clear direction and focus.
- ❖ **Plan Lesson** - Refers to the candidate's ability to plan playful and/or exploratory lessons with productive use of movement, practice time, and terrain.
- ❖ **Pacing** - Refers to the candidate's ability to pace learning activities to allow students to explore and/or play toward desired outcomes.
- ❖ **Organize** - Refers to the candidate's ability to adapt the learning environment to align with the needs of the group.
- ❖ **Descriptions, Demonstrations, and Feedback** - Refers to the candidate's ability to provide clear and relevant information (descriptions, demonstrations, and feedback) that encourages learning.
- ❖ **Manage Risk** - Refers to the candidate's ability to manage physical and emotional risk to promote and enhance engagement in the learning environment.
- ❖ **Describe Change** - Refers to the candidate's ability to help students recognize and understand change in performance relative to outcomes.
- ❖ **Relate Change** - Refers to the candidate's ability to help students apply gained skills to riding situations.

Keys to Teaching :

1. Snowsports Schools expect that certified instructors need to be on the cutting edge of teaching and learning theory.
2. Snowsports Schools expect that certified instructors will make smart decisions regarding risk. For the safety of you and your guests, it is essential that you take great care in your decision making.
3. Students and staff members do not perform at their best when they feel personally attacked or are in a threatening environment.
4. The ability to communicate your information is crucial to student understanding in the learning environment.
5. Students learn best when information is provided in an organized fashion.

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6. Level II & III certified instructors will be able to be creative in their approaches to group learning.
7. Feedback is where the money's at. "Good job" on its own is not enough. Providing effective feedback in the assessment environment trickles into a wide variety of assessment criteria. It demonstrates your ability to perform effective movement analysis, keep individuals on track, create a positive learning environment, maintain a safe learning environment, and so much more.

How do I prepare:

1. Try a variety of approaches when teaching. Talk a lot? Try teaching without speaking. Read up on and use guided discovery, problem solving, reciprocal learning, and experiential learning. Try to break up your groups of 4 or more people into 4+ individualized lessons.
2. Know when to pull back on your progress for the day. Ride at a safe distance from others. Be familiar with Your Responsibility Code and Park SMART. Be aware of your situation. Make sure landing areas and run-outs are clear. Monitor your students for fatigue and know how to safely engage student activity in risky situations. Avoid uncomfortable or unsafe areas such as directly under or near chairlifts, snow guns, or high traffic areas. If these areas are unavoidable, try a different group management approach such as not stopping on the trail, and providing feedback on the chairlift or indoors.
3. Practice identifying where your student's comfort zone is and work within it. When providing feedback, try doing so in a private and/or positive manner. Address each student as an individual. Learn about your student's individual goals. Celebrate the little victories, and allow your students to be satisfied in their accomplishments.
4. Typically, communication happens verbally. In this regard, practice giving explanations once. Be sure your students can hear you and that you are addressing everyone who is listening. Non-verbally, provide cues for your students to pay attention to while practicing. Listening for a specific sound, or a certain sensation will get your ideas and concepts across.
5. Practice writing out a handful of sample teaching plans. Doing so helps to organize our thoughts. Have a peer read your work for logical order. When in front of a group, avoid going off on tangents by sticking with your students' goals.
6. Keep the group on the task at hand. Try taking a variety of opinions and focusing them back on your message. When breaking a larger group into teams of smaller groups, make sure there is a clear objective. Check in with each group to keep them on track with the objective. When teaching the same concept to a variety of skill levels, practice providing tips that are appropriate to the individual. Doing so will avoid one end of the skill spectrum from being bored or over challenged.

7. Provide feedback to all of your lesson participants every day. Provide feedback in large group settings, individual settings, and while the group is moving. Expand your variety of feedback by providing cues to your students so they will be aware of the effect of something they hear, feel, or see. In small group settings, practice giving the group the tools to provide each other reciprocal feedback. Practice providing positive feedback in large group settings, and constructive feedback privately or in a positive manner in the large group setting.
8. Pay attention to your group. If you notice boredom, get moving. If you notice fatigue, find a good spot to take a break. If some of the students in your group are movers and some are talkers, try to get the movers going while concisely wrapping up the conversation with the talkers by stating “let’s follow up with this on the chairlift”.

Technical Understanding and Movement Analysis

- ❖ **MOVEMENT ANALYSIS: Observe and describe** - Refer to the candidate’s ability to describe the application of Technical Fundamentals in all phases of a turn/ATML (Approach, Takeoff, Maneuver, Landing)
- ❖ **MOVEMENT ANALYSIS: Evaluate and describe** - Refers to the candidate’s ability to describe the cause-and-effect relationships of Technical Fundamentals relative to the desired outcome.
- ❖ **MOVEMENT ANALYSIS: Prescribe** - Refers to the candidate’s ability to prescribe a specific change, related to Technical Fundamentals, to achieve a desired outcome.
- ❖ **TECHNICAL UNDERSTANDING: Describe the Application** - Refers to the candidate’s ability to describe the application of Technical Fundamentals and respective biomechanics and physics within the phases of the turn/ATML for a specific outcome.
- ❖ **TECHNICAL UNDERSTANDING: Compare Personal Performance** - Refers to the candidate’s ability to compare personal performance to a specific application of Technical Fundamentals.
- ❖ **TECHNICAL UNDERSTANDING: Describe Impacts** - Refers to the candidate’s ability to describe the impacts of tactical decisions, equipment choices, physical development, terrain, and snow variation, to a snowboarding outcome.

How do I prepare?

1. Explore and experiment with all the ways we create flexion, extension, and rotational movements that relate to snowboarding.
2. Explore and experiment with all the ways we manipulate torsional flex, pressure distribution, tilt and pivot that relate to snowboarding.

3. Experiment with a variety of Timing, Intensity, and Duration blends of the same movement patterns to develop a deeper understanding of how that affects board performance outcomes. Do this over a wide variety of movement patterns.
4. Look at specific aspects of a rider's movement as it relates to performance. Isolate phases such as (but not limited to) turn initiation, shaping, or finish. Become accustomed to turn shape sizes and styles. Likewise, in the freestyle realm isolate phases such as approach, takeoff, maneuver, or landing. Avoid looking at all of this at once as that may become overwhelming.
5. Practice your ownership of the Observe, Evaluate, Prescribe Movement Analysis model. Practice verbalizing what you are thinking during the Observe and Evaluate phases.
6. What you teach goes hand in hand with how you teach. Your understanding of movement analysis, movement & performance concepts, and cause & effect relationships will drive your ability to apply appropriate lesson content for a given teaching situation.
7. At a minimum, know your stance width, board's camber profile, and stance angles. Better than that, know when someone is in an ineffective stance based on their goals. Ride a variety of board camber profiles. Beyond boards, make sure you have a similar depth of knowledge on soft goods.

Training Questions

The following questions may help assist in your training as a snowboard instructor, or to help you prepare for an assessment. The questions in this portion are meant for you to find information about snowboarding and snowboard teaching, as well as for you to find your own answers and not only learn the information, but integrate it into the work you already do.

Our History

1. Collect information on early forms of snurfers and snowboards. List 5 similarities and 10 differences between current and past snowboarding equipment and technique.
2. Who created the AASI; when and why was it created?
3. What is the mission statement of the AASI?
4. What are the core values of PSIA-AASI?

Technical Fundamentals

1. What are the 6 Snowboard Technical Fundamentals?
2. What are the 4 People Skills Fundamentals?
3. What are the 6 Teaching Skills Fundamentals?

Riding Concepts

1. Explain the difference between the 6 Snowboarding Technical Fundamentals .
2. What does the Y Model represent? Relate its purpose and value to students.
3. Find seven synonyms for the word “rotate.”
4. What are three ways we can move parts of our body?
5. What are 4 Performance Concepts that we can manipulate our snowboard to do?
6. Explain the concept of torsional flex. Apply the concept to a turn.
7. Understand the cause-and-effect relationships outlined in the 6 Snowboarding Fundamentals.
8. What is timing? How does timing apply to movement and performance? Give examples.
9. What is intensity? How does intensity apply to movement and performance? Give examples.
10. What is duration? How does duration apply to movement and performance? Give examples.
11. Using both nouns and verbs, list five synonyms for the word “edge angle.”
12. What is pressure distribution and how is it managed?
13. What causes movement in the body?
14. What is flexion/extension? What role does it play in snowboarding? What technical fundamentals does flexion /extension affect?
15. What does TID stand for? What are the key measurables in each of the 3 parts?
16. What does ATML stand for? What are the key pieces in each of the 4 parts?

Learning Concepts

1. Collect information and describe different factors influencing how the brain works.
2. Summarize how physical and social factors influence learning.
3. What is a learning preference?
4. Describe three situations in which your ability to learn would be enhanced.
5. Describe three situations in which your ability to learn would be reduced.
6. How does the amount of structure affect the learning environment?
7. What does connection have to do with learning?
8. Apply similarities and differences between students who receive information best via visual, auditory and kinesthetic avenues to learning situations.
9. Illustrate how matchers and mismatchers respond to new information.
10. Differentiate between an internal and external reference point.
11. Describe the differences between someone who is reflective vs. impulsive.
12. What is the significance of the “multiple intelligences?” What are some examples of multiple intelligences?
13. Distinguish between memory, learning and intelligence.

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14. Define different types of “intelligence” and give examples of each.
15. Describe teaching tactics for appealing to each type of “intelligence.”
16. At what age do we stop the development of intelligence?
17. How do we offer our clients “variety” when learning?
18. How do we offer our clients “choice” when learning?
19. What is a fixed mindset?
20. What are the 4 stages associated with Kolb’s Experiential Learning Cycle? What are the unique characteristics of each step?
21. What are the three parts that comprise The Learning Connection model?
22. What are the stages in Maslow’s Hierarchy of Needs? What are the unique characteristics of each stage?
23. What are the 3 components to Sensory Preferences? What are the unique characteristics of each?

People Skills

1. What are some examples of non-verbal communication?
2. What are some examples of indicators for active listening?
3. What are the different types of feedback? Which method(s) of feedback do you respond best to? Which method(s) of feedback do you typically deliver to students?
4. What are some ways to recognize, impact, and support the emotions of others?
5. How can you adapt your behaviors to affect others that you are around? What are some examples of behaviors that you have found success with when working with students to get them to trust you?
6. What are some methods for developing rapport?
7. What is Empathy?
8. What is active listening?

Instructor Decisions and Behaviors

1. What are some ways that an instructor can address group and individual needs for belonging in their students?
2. What are some methods that an instructor can use to manage the behavioral responses of their students?

Teaching Concepts

1. Expand on the three core values of snowboard instruction. What do they mean for you and teaching snowboarding?
2. What are the three major parts of a lesson? Determine the significance of each part.
3. Describe the four elements of an introduction. Give five situations requiring introductions of different lengths.
4. In your own words, describe the importance and development of rapport.
5. What is movement analysis?

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6. What do we need to do when watching a student move?
7. Define the Observe, Evaluate, and Prescription phases of Movement Analysis.
8. What are reference alignments? How do we use reference alignments in movement analysis?
9. Define range of motion. How does range of motion impact movement analysis?
10. What is the goal of the body of a lesson?
11. In order for goals to be effective, they must be... Explain each component of an effective goal.
12. What is an “action plan?”
13. Draw the pattern of teaching. Describe each step.
14. Why is the pattern of teaching not a linear progression? Which step comes first?
15. What is the purpose of an explanation?
16. Illustrate the advantages and disadvantages of the different ways of structuring practice.
17. What is feedback? Why is it important?
18. What are the purposes of open and closed questions? List four situations when you would use each.
19. What is the purpose of a conclusion?
20. What is direct instruction, who uses it, and what details need to be considered?
21. Illustrate examples of teaching using guided discovery. What makes this different from direct instruction?
22. Compare and contrast the two types of guided discovery. List advantages for each type.
23. What are metaphors? Provide examples as used in snowboard teaching.
24. What is the difference between a habitual and perceptual skill? How is each learned?
25. Describe ways to obtain student input used to form goals for the lesson.
26. What are the advantages of working with one or two clear, concise goals rather than a larger number?
27. What are the elements that produce good demonstrations?
28. Cite several things an instructor can do to help students see demonstrations clearly.
29. Describe the effects snow conditions can have on an action plan.
30. Mental rehearsal, imagery, visualization; how can these concepts help performance?
31. Why is individual feedback during the learning process so important?
32. Specify the advantages of using the following organizational approaches with a group of students: follow me, class leads, call down, and student pairs.
33. Give several ways to pleasantly end a discussion with a talkative student so you can keep the class moving.
34. What are the advantages and disadvantages of competition within the context of a snowboard class?
35. What are the advantages of holistic and part/whole teaching? What situations dictate the use of one over or before the other?
36. When using the part/whole approach, why is teaching the end phase of a maneuver advantageous?
37. Describe two tasks or exercises that improve riding in bumps.
38. Describe two tasks or exercises that improve riding in deep snow.

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39. Describe two tasks or exercises that improve riding on ice.
40. In order of importance, arrange four factors you consider in terrain selection.
41. Describe several potential disasters resulting from improper terrain selection.
42. Give some examples of how terrain can aid an exercise or maneuver.
43. What symptoms may become apparent when a student is pushed too fast?
44. How may waiting time (lift lines, before total class gathers, waiting for students) be used as learning time?
45. What is David Rock's SCARF model? What does it help us to understand?
46. What are different types of motivation?
47. What are the different types of FUN?
48. What are some different teaching styles? What are the unique characteristics of each?
49. What is Teaching for Transfer?
50. What is Lateral Learning?
51. What are examples of multiple intelligences? What are the unique characteristics of each?
52. What is the Learning Partnership?
53. What is the difference between Guided Discovery and Problem Solving?
54. What are the levels of cognition identified in Bloom's Taxonomy of the Cognitive Domain?
55. Define the correct order of the Teaching and Learning cycle.
56. What are the 4 sources of motivation?
57. What are some examples of different teaching styles? What are the unique characteristics of each?
58. What is Experiential Learning?
59. What is collaboration?
60. What are the characteristics of student-centered teaching?
61. Where is the best place to introduce new movements to your students? Why?
62. What are the 4 Learning Styles? What are the unique characteristics of each?
63. What makes up a student profile?

Service Concepts

1. Identify and define seven synonyms for the word service.
2. What is closure? Why is there no single best way to provide closure for a student?
3. Describe successful tactics for building memories of a snowboard lesson.
4. What are the benefits of students being relaxed?
5. Why is it important to "go the extra mile" for a student?
6. How can you be a good listener?
7. Illustrate signals of being a good listener. How will being a good listener help you and your students?
8. What is nonverbal communication? How can we send the right non-verbal signals to our students?

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9. Describe bad forms of nonverbal communication.
10. Describe good forms of nonverbal communication.
11. Cite six distractions that can surround a lesson and interfere with listening.
12. Describe some of the “rules of the road” for calming upset customers.
13. Why is it important to remain neutral when dealing with an upset customer?
14. Speculate on expectations a student may have about a lesson and an instructor.
15. Describe the snowboard instructor’s role as an ambassador of the sport.
16. Discuss five trends that affect the resort industry.

Equipment

1. What is a snowboard? List and explain the visible parts and characteristics of a snowboard.
2. What is the purpose of a snowboard boot? List important characteristics and features of snowboard boots.
3. What is the purpose of toe and heel lifts?
4. What is the function of orthotics?
5. Differentiate between lifts and cants.
6. What are the advantages and disadvantages of soft and firm flexing boots?
7. Differentiate between the different types of snowboard bindings. List features in order of importance.
8. What is the purpose of a highback? In what ways are highbacks adjustable?
9. What is the function of camber, reverse camber and sidecut.
10. How does the longitudinal and torsional flexibility of the snowboard influence snowboard performance at different speeds and in different snow conditions? Relate to beginners, intermediates and experts.
11. Relate snowboard length to rider weight, ability, riding style and conditions.
12. Describe the differences in shape as well as construction of a twin tip and directional snowboard.
13. Describe different snowboard constructions.
14. What factors determine where the edges of a snowboard are sharpened or dulled?
15. Distinguish the effects of a flat or slightly convex running surface on a snowboard. Relate to purpose.
16. Classify two types of edge bevel and describe the purpose for each.
17. Relate stance angles to body positioning on the snowboard.
18. Differentiate between the terms stance and stance setup.
19. Arrange important factors in determining stance angles, based on their order of importance for you.
20. Measure your split. Interpret the significance of that number.
21. Cite the important characteristics of your equipment. Justify your choices.
22. Identify techniques to prevent equipment theft.
23. Explain benefits of snowboard safety equipment.
24. Identify important characteristics of snowboard clothing and accessories.

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25. Summarize the benefits of various materials used in thermal and outside layers of snowboard clothing.
26. Why are mittens warmer than gloves?
27. Explain the importance and characteristics of snowboard eyewear.
28. Classify important characteristics as well as any potential drawbacks of wearing a helmet.
29. Make equipment and clothing recommendations for riders of different ability and budget.

General – Technical / Mechanical / Kinesiology

1. Identify and explain the various movements that you can use to unweight your snowboard.
2. Specify the fundamental differences between skidding and carving.
3. What is the most important joint in the body for maintaining balance?
4. Describe the effects speed and intensity of rotational movements have on the radius of a turn.
5. Identify and explain different methods of starting a turn.
6. List factors that cause braking, maintaining speed and acceleration in turns.
7. Differentiate between stance and posture.
8. Describe methods to tighten the radius of the second half of a turn.
9. What are the advantages of a higher or lower stance relative to muscle involvement, up-down/lateral movements, quickness and adapting to terrain and snow conditions?
10. Define pressure. How does pressure on a snowboard relate to edge angle, pitch of the hill and speed?
11. Identify possible causes of losing pressure on the edge of the snowboard in the middle of a turn.
12. What causes the snowboard to chatter during a turn?
13. Describe specific combinations of movements you can make to vary the degree of edge angle in a turn.
14. Relate the placement of maximum edge angle, set in different parts of a turn, to acceleration of the rider.
15. As pitch, speed and/or rate of directional change increase in a turn, how does the body effectively adjust?
16. How does the line the body takes vary from the line of the snowboard in reference to basic and dynamic turns? Relate each type of turn to short, medium and long radius.
17. Discuss potential results of riding on ice using a high and low edge angle.
18. Discuss potential results of riding in powder using a high and low edge angle.
19. Illustrate the differences in the way you would explain the same movement to students on different types of equipment or riding vastly different stance angles.
20. Define kinesiology, biomechanics and physics.
21. What is the importance of a muscle-joint relationship?
22. Differentiate between different types of muscle contractions. Provide snowboarding examples.
23. Where is the center of mass of the average adult male, adult female and child?
24. Chart the major joints of the body by type (hinge, ball and socket, etc.) and movement possibilities for each.
25. What connects bones to other bones?
26. What connects muscle to bone?

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27. Describe the major functions of cartilage.
28. What is the function of lactic acid? How is it created and removed from the body?
29. Explain the difference between the ankle and subtalar joints.
30. What physical laws are relevant to snowboarding?
31. What significance does momentum have on snowboarding?
32. Why is there less fatigue in a taller position than a lowered body position?
33. What causes bone spurs?
34. Identify the groups of muscles of the lower leg.
35. What fuel do muscles use in anaerobic activity?
36. Relate stance angles to body position and alignment on a snowboard.
37. What forces act against gravity's pull in a straight run, a basic turn, and a dynamic turn?
38. Describe angular momentum and relate it to a turn on a snowboard.
39. Relate the significance of the term tangent.
40. What is Laterality?
41. What are the three main stages of Fitts and Posner's Motor Learning Model? What are the unique characteristics of each stage?

Kids Instruction

1. Explain the CAP Model. Why is it an important consideration in children's instruction?
2. In terms of the CAP Model, how would a six-year-old's lesson differ from a ten-year-old's lesson?
3. What are Piaget's four stages of cognitive development? Relate characteristics observed in students.
4. In terms of Piaget, how would a four-year-old's lesson differ from a nine-year-old's lesson?
5. Why is it important to know where a child is in their cognitive development?
6. How do the processes of reversibility and directionality affect a child's ability to follow directions?
7. Discuss the use of visualization when teaching children.
8. Explain why playing games is so important in a child's lesson.
9. Describe five games/activities you like to use with children and why.
10. Explain how a child's center of mass (cm) changes as they mature. Why is this an important consideration when teaching children of different ages?
11. Explain why a young snowboarder likes to bend at the waist so much.
12. How does the development of movement skills affect how a child will be taught?
13. What does laterality and upper-lower body separation have to do with teaching children snowboarding?
14. How can laterality and directionality be confusing to a child in a class situation?
15. Identify Gardner's seven intelligences. How can you identify intelligences in children?
16. Explain some ways that different dominant intelligences can be addressed within the same lesson.
17. Explain or draw Maslow's Hierarchy of Needs.

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18. Why is it important to address Maslow's Hierarchy in a child's lesson?
19. How would you go about addressing Maslow's hierarchy in a child's lesson?
20. How would you go about giving feedback to a child?
21. How would you go about debriefing a parent on a child's lesson?
22. Ask ten of your friends what a child thinks is the most important part of a child's lesson.
23. Ask ten of your friends what a parent thinks is the most important part of a child's lesson.
24. What is the difference between "I" statements and "you" statements? Why is this important to teaching children?
25. Explain why guided discovery is an important tool to use with children.
26. For which type of lesson or child would direct instruction work best?
27. Discuss special considerations that need to be addressed in terms of children's snowboard equipment.
28. How do the principles of Learning Theory and Behaviorism apply to teaching children?
29. Explore the impact of positive and negative reinforcement. What works and why?
30. Describe successful methods used for motivating children.
31. Give four examples of motor response development.
32. What are important communication techniques when teaching children?
33. How can you modify a presentation to children who may be having trouble?
34. What is a prepared environment?
35. What are teaching aids? List teaching aids commonly used in snowboard instruction.
36. Why are stationary exercises useful?
37. How can you help instill Your Responsibility Code in children?
38. What are components of successful kids' lesson organization?
39. How can slalom poles be used effectively? Give examples for several levels of snowboarders.
40. Give an example of an activity or game, what movement it promotes, and for what age it is appropriate
41. What is animism?
42. List your three favorite teaching exercises. Modify each to meet the needs of groups of different ages.
43. Describe your favorite teaching terrain for beginner children.
44. Explain safety considerations when bringing a class of advanced seven-year-olds to steep terrain for the first time.
45. What are the four major stages of Piaget's stages of cognitive development in children?

Class Handling / Risk Management

1. What is risk awareness? What is safety education?
2. What role do you, as a snowboard teacher, play in risk awareness and safety education?
3. "Safety, fun, and learning." Comment on this phrase.
4. List seven points of the "Your Responsibility Code."
5. Describe the shape, color and significance of the signs that comprise the International Trail Marking System.

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6. Identify several factors that might contribute to fatigue.
7. Describe safety considerations for teaching a group to ride trees.
8. Describe safety considerations for teaching a group in the terrain park.
9. Establish halfpipe etiquette.
10. Describe six safety considerations for teaching a group simple airs.
11. Illustrate several potential safety hazards that might be present on the average slope or trail.
12. Give five safety tips that might be **specifically** appropriate for a novice class.
13. Give five safety tips that might be **specifically** appropriate for a very advanced class.
14. What are the symptoms of fear in students? What are some causes of fear and anxiety?
15. What do you do to help a student overcome by fear on the slope?
16. If a student is injured in class, what procedures does your resort recommend you follow?
17. What are the symptoms of frostbite? Comment on prevention and treatment.
18. What are the symptoms of hypothermia? Comment on prevention and treatment.
19. Give potentially dangerous stopping places on the slopes to be avoided whenever possible.
20. List five ways to organize a class on the slope. Relate the level of the class to the type of class organization you would use.

AASI - PSIA – ASEA - Snowboard Industry

1. When was the PSIA formed?
2. When was the AASI formed?
3. What is ASEA?
4. What is the relationship between the ASEA and the AASI?
5. What is the mission of the AASI?
6. How many Regions form PSIA-AASI?
7. What opportunities do you have to interact with the snowboard industry at your resort?
8. List the shops at or closest to your resort where you send students to buy equipment or get their equipment tuned.
9. What equipment do you recommend most often?
10. How have snowboard technology and snowboard technique influenced one another over the years?

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