



American Association of Snowboard Instructors

Snowboard Certification Standards

Level I, Level II, Level III

Updated: September 2020

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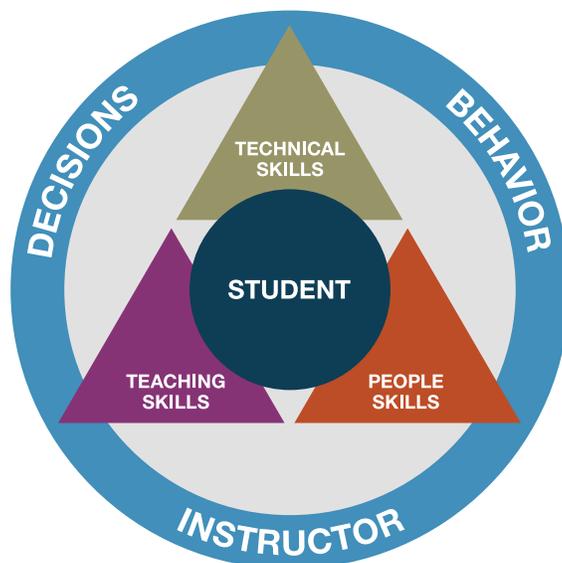
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Introduction

AASI Snowboard Certification Standards

American snowboard instruction demands versatility. PSIA-AASI members teach guests in a wide variety of riding environments – from groomed trails to off-piste terrain and from hard snow to powder to manmade terrain park features. The types of lessons offered can be similarly diverse, including recreational riding, freeride, big-mountain, and freestyle, to name a few. The objective of these *AASI Snowboard Certification Standards* is to identify the fundamentals of great riding, effective teaching, and connecting with students – and to define the assessment criteria within PSIA-AASI's certification process.



To this end, the Learning Connection Model provides the framework for a balance of crucial people skills, teaching skills, and technical skills; highlighting fundamentals that apply to a variety of technical and tactical decisions based on student ability, motivation, personality, and more. Instructor decisions and behaviors, referenced in the outer blue ring, relate to overall professionalism and self-management.

As outlined in AASI's *Snowboard Technical Manual*, the American Teaching System™ specifies three rider zones – Beginner/Novice, Intermediate, and Advanced. The *AASI Snowboard Certification Standards* align the rider zones with assessment parameters for three levels of instructor certification.

- Beginner/Novice-Zone Guests – PSIA-Certified Level I Instructor
- Beginner- to Intermediate-Zone Guests – PSIA-Certified Level II Instructor
- Beginner- to Advanced-Zone Guests – PSIA-Certified Level III Instructor

Level I certification is meant to affirm that the instructor is qualified to teach guests in the beginner/novice zone and ride everything from beginner through intermediate terrain, and extra-small to small freestyle features. Level II certification is meant to affirm that the instructor is qualified to teach guests through the intermediate zone and ride everything from intermediate through advanced terrain, and small freestyle features. Level III certification is meant to affirm that the instructor is qualified to teach ALL students and ride in all but the most extreme terrain, and ride small and medium freestyle features.

These *AASI Snowboard Certification Standards* provide the assessment criteria for professionalism and self-management, and the people skills, teaching skills, and technical skiing skills necessary for an instructor to successfully complete a specific certification. For example, Level I instructors are assessed on their development of certain skillsets, and as they progress in their professional development they enhance and expand the skillsets needed to teach a wider range of students – in more variable conditions and terrain. This sets the stage to seek higher levels of certification. PSIA-AASI offers many resources to aid instructors' professional development, especially with regard to fundamentals of people, teaching, and technical skills. At a minimum, these *AASI Snowboard Certification Standards* complement and should be consulted in combination with the following publications:

- *Snowboard Technical Manual:*
Explores content related to performing and evaluating the technical skills of snowboarding.
- *Teaching Snowsports Manual:*
Explores content related to people skills and teaching skills.
- *PSIA-AASI Performance Guides:*
Presents the performance indicators for assessing all skill categories within the Learning Connection Model – providing the detail instructors need to perform the learning outcomes.



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 zone, 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.

Throughout the assessment process, divisions will use a variety of assessment activities – based on terrain and prevailing conditions – to evaluate instructor competency as outlined in these *AASI Snowboard Certification Standards*. Not all assessment activities need to take place on snow.

The *AASI Snowboard Certification Standards* describe what 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.

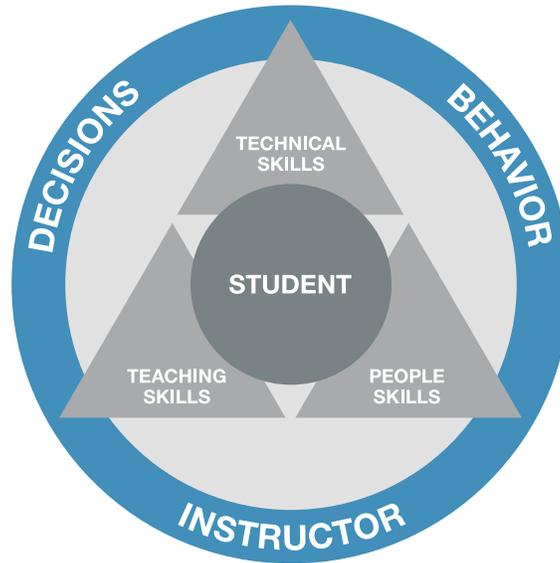
The Language of Learning Outcomes and Assessment

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 *recommendations* of what an **instructor** may do in order to gain the knowledge and understanding relative to the given subject area. These are *not* requirements; they are suggested approaches to aid individuals in their development as professional snowsports educators. For more details, refer to the associated *Performance Guide*.
- Assessment Activities:** Representing *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 **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 *Performance Guide* 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.
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.

Professionalism and Self-Management

Professionalism and self-management are key instructor attributes that apply to every facet of the Learning Connection’s people skills, teaching skills, and technical skills. The decisions and behavior that guide the individual’s professional conduct are the result of self-management. PSIA-AASI evaluates self-management in all assessments to ensure that the foundation of professionalism is promoted and verified.



Level I – Professionalism and Self-Management

Overview of Professionalism and Self-Management at Level I Proficiency

Level I instructors conduct themselves in a professional manner by being aware of how their decisions and behaviors affect the overall learning environment. Throughout the assessment process, they are respectful of the people around them and participate positively in the group.

Upon successful completion of the assessment, a Level I instructor...

Professionalism and Self-Management	
Learning Outcomes	Maintains a professional environment by demonstrating self-awareness and self-management.
Learning Experiences	Uses self-awareness, self-management, and reflection to interact professionally with other group members, resort employees, and resort guests. Information on self-awareness, self-management, and reflection processes can be gathered through manuals, e-learning courses, videos, seminars, presentations, and on-snow training. Every day at the resort is an opportunity to practice the skills of professionalism and self-management.
Assessment Activities	Performs assessment activities – which can vary depending on conditions and group experiences – that may include actively participating in the assessment from the beginning of the day at check-in to the end of the day when results are announced. Interactions with examiners, other candidates, resort employees, and resort guests are all taken into consideration, as are follow-up questions or interviews with examiners after observed interactions with others.
Assessment Criteria	Consistently demonstrates their ability to: <ul style="list-style-type: none"> • Address group and individual safety and physiological needs. • Exhibit positive behavior in response to feedback.

Level II – Professionalism and Self-Management

Overview of Professionalism and Self-Management at Level II Proficiency

Level II instructors actively contribute to a professional environment by being aware of how their decisions and behaviors affect individuals and the group as a whole. Throughout the assessment process, they manage how their responses to others benefit group interaction.

Upon successful completion of the assessment, a Level II instructor...

Professionalism and Self-Management	
Learning Outcomes	Contributes to a professional environment by managing their behaviors and emotions in response to others.
Learning Experiences	Uses self-awareness, self-management, and reflection to interact professionally with other group members, resort employees, and resort guests. Information on self-awareness, self-management, and reflection processes can be gathered through manuals, e-learning courses, videos, seminars, presentations, and on-snow training. Every day at the resort is an opportunity to practice the skills of professionalism and self-management.
Assessment Activities	Performs assessment activities – which can vary depending on conditions and group experiences – that may include actively participating in the assessment from the beginning of the day at check-in to the end of the day when results are announced. Interactions with examiners, other candidates, resort employees, and resort guests are all taken into consideration, as are follow-up questions or interviews with examiners after observed interactions with others.
Assessment Criteria	Consistently demonstrates their ability to: <ul style="list-style-type: none"> • Address group and individual needs for belonging. • Manage behavioral responses.

Level III – Professionalism and Self-Management

Overview of Professionalism and Self-Management at Level III Proficiency

Level III instructors actively promote a professional environment by being aware of and adapting how their decisions and behaviors affect individuals and the group as a whole. Throughout the assessment process, they demonstrate self-awareness by modifying their behaviors to benefit group dynamics.

Upon successful completion of the assessment, a Level III instructor...

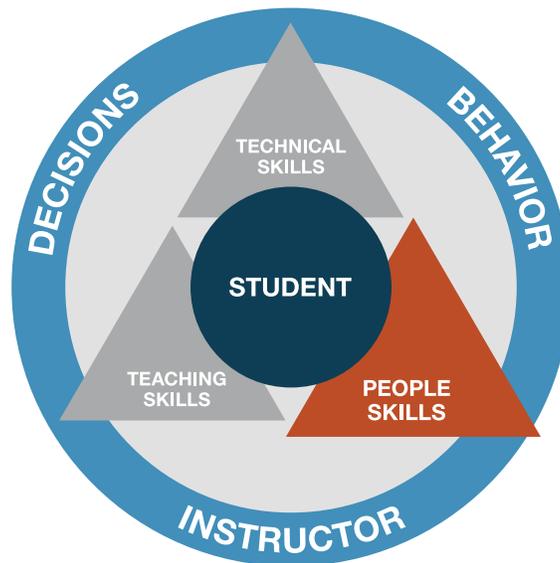
Professionalism and Self-Management	
Learning Outcomes	Promotes a professional environment by adapting behaviors to positively affect others.
Learning Experiences	Uses self-awareness, self-management, and reflection to interact professionally with other group members, resort employees, and resort guests. Information on self-awareness, self-management, and reflection processes can be gathered through manuals, e-learning courses, videos, seminars, presentations, and on-snow training. Every day at the resort is an opportunity to practice the skills of professionalism and self-management.
Assessment Activities	Performs assessment activities – which can vary depending on conditions and group experiences – that may include actively participating in the assessment from the beginning of the day at check-in to the end of the day when results are announced. Interactions with examiners, other candidates, resort employees, and resort guests are all taken into consideration, as are follow-up questions or interviews with examiners after observed interactions with others.
Assessment Criteria	Consistently demonstrates their ability to: <ul style="list-style-type: none"> • Address group and individual needs for esteem. • Adapt behaviors for positive group and individual interactions.

People Skills

People skills are about communicating in effective ways to develop trust and achieve favorable relationships. Building rapport with students depends on instructors' self-awareness and their abilities to identify and adapt to the guests' needs, motivations, and emotions. For students to feel confident taking risks and being open to new learning, instructors must first establish trust among the group.

Fundamentals

- Develop relationships based on trust.
- Engage in meaningful two-way communication.
- Identify, understand, and manage your emotions and actions.
- Recognize and influence the behaviors, motivations, and emotions of others.



Level I – People Skills

Overview of People Skills at Level I Proficiency

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

Upon successful completion of the assessment, a Level I instructor...

	Communication	Self-Awareness and Self-Management	Relationships with Others
Learning Outcomes	Engages in meaningful verbal and non-verbal communication with the group as a whole.	Explains and demonstrates the basic concepts of self-awareness and self-management.	Identifies likely motivations and emotions of individuals and understands group dynamics.
Learning Experiences	Benefits from learning experiences that can include e-learning, videos, seminars, presentations, individual teaching sessions, small-group teaching sessions, guided debriefs of teaching sessions, and in-person training focused on: <ul style="list-style-type: none"> • Recognizing verbal and non-verbal communication with trainers, peers, and mentors. • Understanding professionalism, behavioral responses to emotions, and the roles of instructor self-awareness and self-management in the snowsports learning environment. • Identifying active listening strategies, motivation tactics, emotional needs of the group, and the role of social awareness in group dynamics. 		
Assessment Activities	Performs assessment activities – which vary between divisions and also between examiners, depending on conditions and group experiences – that may include an online exam, an individual or group interview with examiner(s), video analysis, simulated or real lessons, and presentations (with discussion) on self-reflection to examiners, trainers, and peers.		
Assessment Criteria	Consistently demonstrates their ability to: <ul style="list-style-type: none"> • Use verbal and non-verbal communication in a professional manner. • Ask questions to learn about others. • Deliver objective feedback. 	Consistently demonstrates their ability to: <ul style="list-style-type: none"> • Explain the concepts of self-awareness and self-management and identify basic tactics to manage behavioral responses to emotions. • Exhibit positive behavior in response to feedback. 	Consistently demonstrates their ability to: <ul style="list-style-type: none"> • Initiate group interaction to build group dynamics. • Anticipate and address group and individual safety and physiological needs. • Identify the motivations and emotions of students.

Level II – People Skills

Overview of People Skills at Level II Proficiency

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

Upon successful completion of the assessment, a Level II instructor...

	Communication	Self-Awareness and Self-Management	Relationships with Others
Learning Outcomes	Engages in and adapts verbal and non-verbal, two-way communication with individuals and subsets of the group.	Identifies their strengths and weaknesses and manages their behaviors and emotions.	Adapts to the motivations and emotions of individuals – and the interpersonal dynamics within the group – to promote trust.
Learning Experiences	Benefits from learning experiences that can include e-learning, videos, seminars, presentations, individual teaching sessions, small-group teaching sessions, guided debriefs of teaching sessions, and in-person training focused on: <ul style="list-style-type: none"> Using effective verbal and non-verbal communication to promote group dynamics, provide behavior-based feedback, and demonstrate active listening. Observing and managing instructor self-awareness and self-management in the snowsports learning environment in general and, specifically, for the learner through personal reflection of emotions and behavioral responses to emotions. Recognizing individual motivations and emotions, interpersonal challenges, and the role of social awareness in interpersonal and group dynamics among the group members. 		
Assessment Activities	Performs assessment activities – which vary between divisions and also between examiners, depending on conditions and group experiences – that may include an online exam, an individual or group interview with examiner(s), video analysis, simulated or real lessons, and presentations (with discussion) on self-reflection to examiners, trainers, and peers.		
Assessment Criteria	Consistently demonstrates their ability to: <ul style="list-style-type: none"> Adapt verbal and non-verbal communication based on observations of individuals and the group. Use varied, active-listening tactics to learn about others. Deliver objective feedback that accounts for the emotional needs of subsets within the group. 	Consistently demonstrates their ability to: <ul style="list-style-type: none"> Identify and manage behavioral responses to common situations and emotions. Identify personal strengths and weaknesses. 	Consistently demonstrates their ability to: <ul style="list-style-type: none"> Foster interpersonal relationships to support positive group dynamics. Anticipate and address group and individual needs for belonging. Adapt to the motivations and emotions of individuals and subsets of the group.

Level III – People Skills

Overview of People Skills at Level III Proficiency

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

Upon successful completion of the assessment, a Level III instructor...

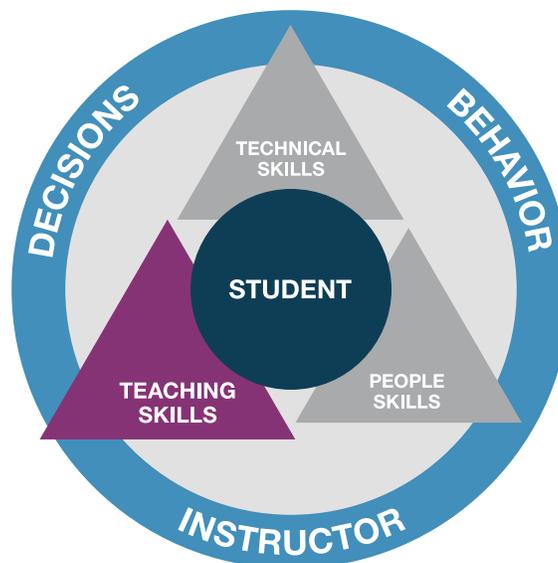
	Communication	Self-Awareness and Self-Management	Relationships with Others
Learning Outcomes	Engages in and adapts verbal and non-verbal, two-way communication with all individuals.	Leverages strengths, anticipates challenges, and adapts behaviors to positively affect others.	Manages the unique motivations and emotions of each individual and the interpersonal dynamics of a group to develop trust.
Learning Experiences	Benefits from learning experiences that can include e-learning, videos, seminars, presentations, individual teaching sessions, small-group teaching sessions, guided debriefs of teaching sessions, and in-person training focused on: <ul style="list-style-type: none"> • Promoting active listening, seeking and providing feedback, and adapting verbal and non-verbal communication accordingly. • Predicting emotional triggers and reactions, adapting behavioral responses, and having insight into the roles of instructor self-awareness and self-management in the snowsports learning environment for the learner in general, and, specifically, for themselves. • Anticipating and proactively intervening in challenges, demonstrating adaptation through situational awareness, managing motivations of all, and promoting group cohesion. • Leveraging social awareness to enhance interpersonal dynamics, esteem, and positive group dynamics. 		
Assessment Activities	Assessment activities for these learning outcomes vary – Performs assessment activities – which vary between divisions and also between examiners, depending on conditions and group experiences – that may include an online exam, an individual or group interview with examiners, video analysis, simulated or real lessons, and presentations (with discussion) on self-reflection to examiners, trainers, and peers.		
Assessment Criteria	Consistently demonstrates their ability to: <ul style="list-style-type: none"> • Customize verbal and non-verbal communication to match or influence individuals. • Use varied, active-listening tactics to personalize the experience. • Deliver objective feedback that supports the emotional needs of the individuals in the group. 	Consistently demonstrates their ability to: <ul style="list-style-type: none"> • Proactively identify emotional responses and adapt behaviors for positive group and individual interactions. • Capitalize on strengths and manage weaknesses to deliver excellent experiences. 	Consistently demonstrates their ability to: <ul style="list-style-type: none"> • Manage the group dynamic to positively influence individual experiences. • Anticipate and address group and individual needs for esteem. • Support and manage the motivations and emotions of all.

Teaching Skills

With trust established using people skills, teaching skills *strengthen* the connection between the instructor and student. Teaching skills create an engaging environment in which to foster student learning. To maximize learning, instructors plan, implement, and adapt the learning experience, and give students an opportunity to reflect on their experiences.

Fundamentals

- Collaborate on long-term goals and short-term objectives.
- Manage information, activities, terrain selection, and pacing.
- Promote play, experimentation, and exploration.
- Facilitate the learner's ability to reflect upon experiences and sensations.
- Adapt to the changing needs of the learner.
- Manage emotional and physical risk.



Level I – Teaching Skills

Overview of Teaching Skills at Level I Proficiency

Level I instructors apply the teaching-skill fundamentals, allowing them to plan and organize an engaging learning experience. They present a basic progression in the *beginner/novice zone*, using study, training, and teaching experiences. A Level I instructor makes minor adjustments to learning experiences based on students' needs, desires, and abilities. They facilitate learning by communicating changes in student performance relative to outcomes.

Upon successful completion of the assessment, a Level I instructor...

	Assess and Plan	Implement	Reflect/Review
Learning Outcomes	Plans learning outcomes and organizes progressive learning experiences relevant to beginner/novice students.	Facilitates learning experiences that guide students toward the agreed-upon outcome and engages them in the process.	Communicates performance changes that target the learning outcome to help students identify that a change has been made.
Learning Experiences	Benefits from learning experiences that can include e-learning, videos, seminars, presentations, The Matrix (i.e., PSIA-AASI video library and e-learning tools), reading, workbooks, home-area training programs, individual teaching sessions, guided debriefs of teaching sessions, small-group teaching sessions, and in-person training focused on: <ul style="list-style-type: none"> • Planning learning outcomes in the beginner/novice zone. • Implementing learning experiences in the beginner/novice zone lesson environment. • Identifying and communicating performance changes. 		
Assessment Activities	Performs assessment activities – which vary between divisions and also between examiners, depending on conditions and group experiences – that may include an online exam, an individual or group interview with examiner(s), video analysis, and presentations (with discussion) on self-reflection to examiners, trainers, and peers. In a simulated or real lesson environment, assessment may entail the demonstrated ability to: <ul style="list-style-type: none"> • Plan effective learning experiences for students in the beginner/novice zone that work toward desired learning outcomes. • Teach effectively in the beginner/novice-zone lesson environment. • Identify and communicate performance changes. 		
Assessment Criteria	Consistently demonstrates their ability to: <ul style="list-style-type: none"> • Assess students to identify student motivations, performance, and understanding. • Collaborate with students to select a basic progression with clear direction and focus. • Plan lessons that involve productive use of movement, practice time, and terrain. 	Consistently demonstrates their ability to: <ul style="list-style-type: none"> • Pace a clear progression to allow students appropriate time to explore and/or play toward desired outcomes. • Organize the learning environment to align with the initial assessment of the group. • Give the group relevant information (basic descriptions, demonstrations, and feedback) that encourages learning. • Limit physical risk. • Manage levels of emotional risk to maintain engagement in the learning environment. 	Consistently demonstrates their ability to: <ul style="list-style-type: none"> • Communicate changes in performance. • Relate changes in performance to lesson outcomes.

Level II – Teaching Skills

Overview of Teaching Skills at Level II Proficiency

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

Upon successful completion of the assessment, a Level II instructor...

	Assess and Plan	Implement	Reflect/Review
Learning Outcomes	Plans learning outcomes and progressive learning experiences and adapts to the changing needs of intermediate students.	Facilitates learning experiences and adapts them as necessary to guide students toward agreed-upon outcomes and engage them in the process.	Helps students recognize, reflect upon, and assess experiences to apply understanding and performance changes to desired outcomes.
Learning Experiences	Benefits from learning experiences that can include e-learning, videos, seminars, presentations, The Matrix (i.e., PSIA-AASI video library and e-learning tools), reading, workbooks, home-area training programs, individual teaching sessions, small-group teaching sessions, guided debriefs of intermediate-zone teaching sessions, and in-person training focused on: <ul style="list-style-type: none"> • Planning intermediate-zone lessons, activities, and progressions. • Implementing and adapting learning experiences in the intermediate-zone lesson environment. • Helping students identify and understand performance changes in the intermediate zone. 		
Assessment Activities	Performs assessment activities – which vary between divisions and also between examiners, depending on conditions and group experiences – that may include an online exam, an individual or group interview with examiner(s), video analysis, presentations (with discussion) on self-reflection to examiners and peers. In a simulated or real lesson environment, assessment may entail the demonstrated ability to: <ul style="list-style-type: none"> • Help students recognize, reflect upon, and assess their performance changes. • Organize creative, playful, and flowing learning experiences that work toward desired learning outcomes in the intermediate zone. • Implement and adapt learning experiences in the intermediate-zone lesson environment. 		
Assessment Criteria	Consistently demonstrates their ability to: <ul style="list-style-type: none"> • Periodically reassess student motivations, current performance, and understanding. • Collaborate with students to establish and adapt a lesson plan with clear direction and focus. • Plan playful and/or exploratory lessons with productive use of movement, practice time, and terrain. 	Consistently demonstrates their ability to: <ul style="list-style-type: none"> • Pace learning activities to allow students to explore and/or play toward desired outcomes. • Adapt the learning environment to align with the needs of the group. • Provide clear and relevant information (descriptions, demonstrations, and feedback) that encourages learning. • Manage physical risk to promote engagement in the learning environment. • Manage levels of emotional risk to enhance engagement in the learning environment. 	Consistently demonstrates their ability to: <ul style="list-style-type: none"> • Help students recognize and understand change in performance relative to outcomes. • Help students apply gained skills to riding situations.

Level III – Teaching Skills

Overview of Teaching Skills at Level III Proficiency

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

Upon successful completion of the assessment, a Level III instructor...

	Assess and Plan	Implement	Reflect/Review
Learning Outcomes	Plans learning outcomes and creates individualized experiences around a common theme for advanced students.	Individualizes learning experiences to guide students toward agreed-upon outcomes and optimizes student engagement in the process.	Fosters the ability to recognize, reflect upon, and assess experiences to enhance understanding and apply what was learned.
Learning Experiences	Benefits from learning experiences that can include e-learning, videos, seminars, presentations, The Matrix (i.e., PSIA-AASI video library and e-learning tools), reading, workbooks, home-area training programs, individual teaching sessions, small-group teaching sessions, guided debriefs of teaching sessions, and in-person training focused on: <ul style="list-style-type: none"> • Planning advanced group lessons in the training environment. • Implementing and adapting learning experiences in the advanced-zone lesson environment for individuals within a group. • Identifying and communicating performance changes to help the student develop new understanding and application of what they have learned. 		
Assessment Activities	Performs assessment activities – which vary between divisions and also between examiners, depending on conditions and group experiences – that may include activities such as an online exam, individual or group interview with examiner(s), video analysis, presentation (with discussion) on self-reflection to examiners and peers. In a simulated or real lesson environment, assessment may entail the demonstrated ability to: <ul style="list-style-type: none"> • Plan individualized, creative, playful, and flowing advanced-zone lesson experiences that work toward desired learning outcomes. • Implement and adapt learning experiences in the advanced-zone lesson environment for individuals within a group. • Help students recognize, reflect upon, and assess their performance changes to develop new understanding and application of what they have learned. 		
Assessment Criteria	Consistently demonstrates their ability to: <ul style="list-style-type: none"> • Continually assess student motivations, performance, and understanding. • Collaborate with students to establish and adapt a lesson plan with a common theme, a clear direction, and individualized focus throughout the lesson. • Plan creative, playful, and exploratory learning experiences in which movement, practice time, and terrain are optimized for individuals. 	Consistently demonstrates their ability to: <ul style="list-style-type: none"> • Customize and pace learning activities to allow students to explore and/or play toward desired outcomes. • Tailor the learning environment to align with the needs of individuals. • Provide clear and relevant information (descriptions, demonstrations, and feedback) that encourages individualized learning. • Proactively manage physical risk to promote engagement in the learning environment. • Manage levels of emotional risk to optimize individual engagement in the learning environment. 	Consistently demonstrates their ability to: <ul style="list-style-type: none"> • Encourage the students to communicate change in performance and/or understanding. • Collaborate with students to apply gained skills to riding situations.

Technical Skills

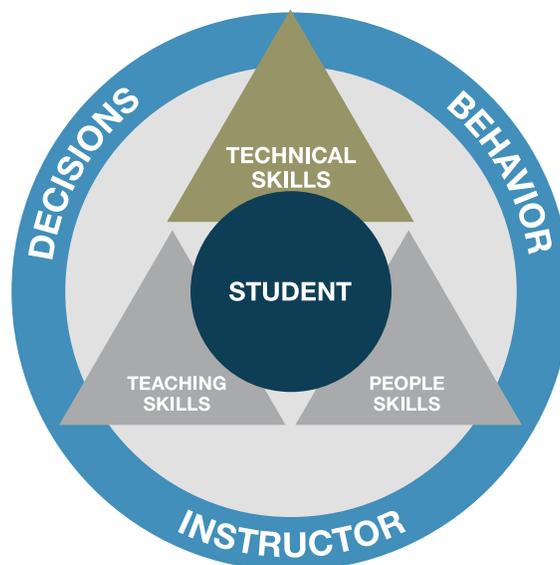
Technical skills bring teaching concepts to life with practical applications adapted to the student's ability level or desired outcome. These skills relate to the instructor's understanding of fundamental snowboarding mechanics and applying that understanding in lessons. Technical skills represents the ability to perform, understand, and explain the sport. In sharing technical skills, the instructor communicates certain discipline-specific aspects of movement and gives accurate demonstrations.

Professional-Knowledge Fundamentals

- Convey and apply accurate technical information.
- Observe, evaluate, and prescribe (through movement analysis).

Snowboarding 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.



Level I – Technical Skills

Overview of Technical Skills at Level I Proficiency

Level I instructors snowboard competently in beginner- and intermediate-zone terrain and on extra-small and small freestyle features. They adjust and adapt their riding in this terrain in order to demonstrate technique and tactics to their students. Level I instructors use PSIA-AASI resources to develop an understanding of the cause-and-effect relationships between body movements and board performance concepts and explain interactions between body movements and board performances in the beginner/novice zone to help students achieve a more effective performance. They understand how the phases of a turn or ATML (Approach, Takeoff, Maneuver, Landing) can be isolated or combined.

Upon successful completion of the assessment, a Level I instructor...

	Riding Performance	Technical Understanding	Movement Analysis
Learning Outcomes	Utilizes the snowboarding fundamentals to demonstrate specific outcomes.	Uses current PSIA-AASI resources to identify and describe elements of a personal or observed performance, applying the snowboarding fundamentals and considering tactics and equipment choices.	Articulates an accurate cause-and-effect relationship between body and board performance within any single snowboarding fundamental in a specific phase of a turn/ATML – taking equipment choices and stance setup into consideration – to offer a relevant prescription for change.
Learning Experiences	Benefits from learning experiences that can include: <ul style="list-style-type: none"> • Practicing the snowboarding fundamentals in isolation and combination – in a variety of snow conditions. • Varying tactics such as terrain, speed, turn shape, turn size, and line to develop the versatility required at this level. • Off-snow activities such as cross training to enhance agility, strength, and kinesthetic awareness. 	Benefits from learning experiences that can include: <ul style="list-style-type: none"> • Group activities, with instructors performing various tasks and discussing the similarities and differences of each. • Analyzing efficient snowboarding to better understand practical applications of the snowboarding fundamentals. • Exploring how to apply TID to snowboarding fundamentals, based on task and tactics. • Taking e-learning courses and studying recent PSIA-AASI educational materials in various formats. • Attending local, regional, and national education events. 	Benefits from learning experiences that can include: <ul style="list-style-type: none"> • Group activities, with instructors performing various tasks and discussing the similarities and differences of each. • Analyzing efficient snowboarding to better understand practical applications of the snowboarding fundamentals. • Exploring how to apply TID to snowboarding fundamentals, based on task and tactics. • Using different types, sizes, adjustments, and purposes of gear in multiple types of terrain and snow conditions.
Assessment Activities	Performs assessment activities that can include: <ul style="list-style-type: none"> • Demonstrating the snowboarding fundamentals in isolation and in combination – in a variety of situations and snow conditions. • Applying one alternative option for any desired outcome by varying tactics, speed, turn shape, turn size, and line. • Applied and highlighted tasks from the Level I section of the <i>Performance Guide</i>. 	Performs assessment activities that can include: <ul style="list-style-type: none"> • Using the snowboarding fundamentals to describe recent personal performances and efficient performances of snowboarding outcomes. • Describing characteristics of their own equipment and current beginner-specific equipment. • Taking e-learning courses and studying recent PSIA-AASI educational materials in various formats. • Attending local, regional, and national education events. 	Watches a snowboarder (via video or live action) and: <ul style="list-style-type: none"> • Describes the board performance and body movement of one applicable snowboarding fundamental through one phase of a turn/ATML and identifies and describes the cause-and-effect relationship between body movements and board performances relating to the fundamental. • Provides a prescription for a more effective body movement and/or board performance to achieve the objective or task. • Observes and describes how different equipment choices and stance setups affect performance outcomes – and how alternative equipment or stance setups can change the outcome.
Assessment Criteria	Consistently demonstrates their ability to: <ul style="list-style-type: none"> • Integrate at least two of the snowboarding fundamentals to achieve desired outcomes. • Highlight body movements and board performances of individual snowboarding fundamentals. • Be versatile, by varying one element of TID (timing, intensity, and duration) to affect desired outcomes. • Adjust speed by altering tactical choices. 	Consistently demonstrates their ability to: <ul style="list-style-type: none"> • Accurately identify and describe personal performance, referencing at least one snowboarding fundamental during one phase of a turn/ATML. • Describe desired performance, referencing at least one snowboarding fundamental. • Convey understanding by changing personal performance based on comparison and feedback of one snowboarding fundamental at a time. • Accurately recognize and comprehend information from current PSIA-AASI resources relative to personal performance or desired outcome. 	Consistently demonstrates their ability to: <ul style="list-style-type: none"> • Accurately describe board performances and body movements in at least one snowboarding fundamental during one phase of a turn/ATML. • Observe and describe how equipment choices and stance setup affect performance and safety. • Accurately describe a cause-and-effect relationship in one phase of a turn/ATML, relative to any snowboarding fundamental. • Evaluate the described performance and compare it to more efficient performance. • Prescribe a specific change in one relevant snowboarding fundamental to affect the desired outcome.

Level II – Technical Skills

Overview of Technical Skills at Level II Proficiency

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

Upon successful completion of the assessment, a Level II instructor...

	Riding Performance	Technical Understanding	Movement Analysis
Learning Outcomes	Adapts the snowboarding fundamentals to demonstrate specific outcomes.	Uses current PSIA-AASI resources to identify, describe, and evaluate personal performance using the snowboarding fundamentals and considering tactics and equipment choices.	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.
Learning Experiences	Benefits from learning experiences that can include: <ul style="list-style-type: none"> • Practicing the snowboarding fundamentals in isolation and combination – in a variety of snow conditions. • Varying terrain, speed, turn shape, turn size, and line to develop the versatility required at this level. • Off-snow activities such as cross training to enhance agility, strength, and kinesthetic awareness. 	Benefits from learning experiences that can include: <ul style="list-style-type: none"> • Group activities, with instructors performing various tasks and discussing the similarities and differences of each. • Analyzing efficient snowboarding to better understand practical applications of the snowboarding fundamentals. • Exploring how to apply and adjust TID to the snowboarding fundamentals, based on task and tactics. • Taking e-learning classes and studying recent PSIA-AASI educational materials in various formats. • Attending local, regional, and national education events. 	Benefits from learning experiences that can include: <ul style="list-style-type: none"> • Group activities, with instructors performing various tasks and discussing the similarities and differences of each. • Analyzing efficient snowboarding to better understand practical applications of the snowboarding fundamentals. • Exploring how to apply and adjust TID to the snowboarding fundamentals, based on task and tactics. • Using different types, sizes, adjustments, and purposes of gear in multiple types of terrain and snow conditions.
Assessment Activities	Performs assessment activities that can include: <ul style="list-style-type: none"> • Demonstrating the ability to combine four or more snowboarding fundamentals – in a variety of situations and snow conditions. • Applying alternative options for desired outcomes by varying tactics, speed, turn shape, turn size, and line. • Applied and highlighted tasks from the Level II section of the <i>Performance Guide</i>. 	Performs assessment activities that can include: <ul style="list-style-type: none"> • Using the snowboarding fundamentals to describe recent personal performances as well as inefficient and efficient performances of snowboarding outcomes. • Describing characteristics of their own equipment and current equipment trends and the effects they may have on desired personal and student outcomes. • Participating in e-learning courses, verbal assessments, interviews, and written tests that reference AASI technical material. 	Watches a snowboarder (via video or live action) and: <ul style="list-style-type: none"> • Describes the board performances and body movements of two or more applicable snowboarding fundamentals through two or more phases of a turn/ATML. • Identifies and describes the cause-and-effect relationship between body movements and board performances relating to the snowboarding fundamentals and/or tactics. • Provides a prescription for a more effective blend of the snowboarding fundamentals and/or tactics to achieve the objective or snowboarder’s goals. • Observes, evaluates, and provides a prescription for more effective performances of snowboarders – while considering equipment selection.
Assessment Criteria	Consistently demonstrates their ability to: <ul style="list-style-type: none"> • Integrate at least four of the snowboarding fundamentals to achieve desired outcomes. • Highlight body movements and board performances of individual snowboarding fundamentals. • Be versatile, by varying two elements of TID (timing, intensity, and duration) to affect desired outcomes. • Adjust speed by altering tactical choices. 	Consistently demonstrates their ability to: <ul style="list-style-type: none"> • Evaluate and describe personal performance, using multiple snowboarding fundamentals through multiple phases of a turn/ATML. • Compare personal performance against a desired outcome and acknowledge tactical considerations using multiple snowboarding fundamentals. • Convey understanding by changing personal performance based on comparison and feedback of multiple snowboarding fundamentals at a time. • Apply and analyze information from current PSIA-AASI resources relative to personal performance or desired outcome. 	Consistently demonstrates their ability to: <ul style="list-style-type: none"> • 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. • Observe and describe how equipment choices and issues affect performance and safety. • Accurately describe a cause-and-effect relationship through two or more phases of a turn/ATML relative to two or more snowboarding fundamentals. • Evaluate described performance and compare to more efficient performance. • Prescribe a specific change in one or more relevant snowboarding fundamental(s) using TID to create a change in the desired outcome.

Level III – Technical Skills

Overview of Technical Skills at Level III Proficiency

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

Upon successful completion of the assessment, a Level III instructor...

	Riding Performance	Technical Understanding	Movement Analysis
Learning Outcomes	Modifies the snowboarding fundamentals to demonstrate specific outcomes through all tasks.	Uses current and historic PSIA-AASI resources to evaluate personal performance and synthesize new outcomes using the snowboarding fundamentals and considering tactics and equipment choices.	Articulates accurate blended cause-and-effect relationships between all snowboarding fundamentals through all phases of a turn/ATML and from turn to turn – taking equipment choices and stance setup into consideration – to offer an effective prescription for change.
Learning Experiences	Benefits from learning experiences that can include: <ul style="list-style-type: none"> • Practicing the snowboarding fundamentals in isolation and combination. • Varying tactics such as speed, terrain, turn shape, turn size, and line to develop the versatility required at this level. • Off-snow activities such as cross training to enhance agility, strength, and kinesthetic awareness. 	Benefits from learning experiences that can include: <ul style="list-style-type: none"> • Group activities, with instructors performing various tasks and discussing the similarities and differences of each. • Analyzing inspirational snowboarding to better understand practical applications of the snowboarding fundamentals. • Exploring how to apply and adjust TID to the snowboarding fundamentals, based on task and tactics. • Taking e-learning courses and studying recent PSIA-AASI educational materials in various formats. • Attending local, regional, and national education events. 	Benefits from learning experiences that can include: <ul style="list-style-type: none"> • Group activities, with instructors performing various tasks and discussing the similarities and differences of each. • Analyzing inspirational snowboarding to better understand practical applications of the snowboarding fundamentals. • Exploring how to apply and adjust TID to the snowboarding fundamentals, based on task and tactics. • Using different types, sizes, adjustments, and purposes of gear in multiple types of terrain and snow conditions.
Assessment Activities	Performs assessment activities that can include: <ul style="list-style-type: none"> • Demonstrating the ability to combine all snowboarding fundamentals – in a variety of situations and snow conditions – at the autonomous level of motor skill development. • Apply multiple alternative options for any desired outcome by varying terrain, tactics, speed, turn shape, turn size, and line. • Applied and highlighted tasks from the Level III section of the <i>Performance Guide</i>. 	Performs assessment activities that can include: <ul style="list-style-type: none"> • Using the snowboarding fundamentals to describe recent personal performances as well as inefficient and efficient performances of snowboarding outcomes. • Describing characteristics of their own equipment and current equipment trends, and the effects they may have on desired personal and student outcomes. • Participating in e-learning courses, verbal assessments, interviews, and written tests that reference AASI technical material. 	Watches a snowboarder (via video or live action) and: <ul style="list-style-type: none"> • Describes the board performances and body movements of multiple applicable snowboarding fundamentals through all phases of a turn/ATML. • Identifies and describes the cause-and-effect relationship between body movements and board performances relating to the fundamentals and/or tactics. • Prescribes a more effective blend of snowboarding fundamentals and/or tactics to achieve the objective or snowboarder's goals. • Observes, evaluates, and prescribes for more effective performances of snowboarders – while considering equipment selection.
Assessment Criteria	Consistently demonstrates their ability to: <ul style="list-style-type: none"> • Show refined integration of all snowboarding fundamentals to achieve desired outcomes. • Highlight body movements and board performances of individual snowboarding fundamentals. • Be versatile, by varying all elements of TID (timing, intensity, and duration) to affect desired outcomes. • Adjust speed by altering tactical choices. 	Consistently demonstrates their ability to: <ul style="list-style-type: none"> • Accurately describe personal performance using the snowboarding fundamentals in blended relationships, accounting for tactical considerations, in all phases of a turn/ATML. • Compare and evaluate personal performance against desired outcomes and describe tactics and the snowboarding fundamentals in blended relationships. • Show versatility by consistently changing personal performance based on evaluation and feedback of all snowboarding fundamentals. • Compare and debate information from multiple resources (PSIA-AASI materials and snowboard industry-related) with regard to personal performance or their students' desired outcome. 	Consistently demonstrates their ability to: <ul style="list-style-type: none"> • Accurately describe detailed board performances and body movements through all phases of a turn/ATML and from turn to turn relative to all snowboarding fundamentals. • Observe and describe how equipment choices and stance setup affect performance and safety. • Accurately describe the cause-and-effect relationships relative to the snowboarding fundamentals through all phases of a turn/ATML, and from turn to turn. • Evaluate described performance and compare to more efficient performance. • Prioritize and prescribe specific changes relevant to multiple snowboarding fundamentals, using TID to create change in the desired outcome.