



SNOWBOARD

Divisional Trainer Standards

2018 Edition

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Introduction & Course Description

The PSIA-AASI West Divisional Trainer Accreditation is a training and evaluation process that introduces a competent Level III instructor to the theories and practice of becoming a successful trainer of instructors in the Western Division. Becoming a trainer is not simply a case of sitting one more exam after passing the level III certification. While training has many components of teaching, and relies on strong teaching abilities, there are significant differences between teaching students and training instructors that this course strives to highlight. Candidates working through this program must have a strong teaching background and experience in teaching at all levels. Candidates must also have the opportunity to present clinics to other instructors at their home resorts in order to practice the skills necessary to develop into a successful trainer and to pass the certification exam.

This course is for any fully-certified instructor with extensive experience training and wants to be recognized as a competent trainer in the Western Division. This course will help guide participants in understanding and applying the difference skill sets between teaching a lesson as an instructor versus leading a clinic as a trainer. This course can also act as a stepping stone for people that want to grow their clinician and presentation skills for their career development pathway. The four-day course consists of a one-day Training event, a one-day Assessment event and a two-day Evaluation. Participants must attend all days and meet all aspects of the Divisional Trainer Standards to successfully complete the course. Successful course completion acknowledges that member as a Western Divisional Trainer. No matter the results of the evaluation, participants are considered to be active and integral parts of the organization's Trainers network.

Divisional Trainer (4-Day Course) - Course Outline

- Meet all required prerequisites
- Training (two-day)
- Evaluation (two-day).
- Completion or Continued Development

See complete trainer's pathway for more info on Training Pathways.

Prerequisites:

- PSIA/AASI Level 3 Certification in good standing
- Currently Employed by a PSIA/AASI Member School,
- Attended the Western Division Resort Trainer Course, within the past two seasons
- Thorough understanding of teaching methodology

- Experience training instructors and running clinics
- Willingness and ability to meet the demands of sports trainer and presenter
- Sign Up for the course event days at least two weeks prior to the start date

Upon completion of a Level III Certification, along with the other course prerequisites, a candidate becomes eligible to enroll in the Divisional Trainer program. However, it is highly recommended that an instructor have several seasons experience as a level III instructor as well as real life experience working as a trainer in order to gain the knowledge and maturity to successfully transition to become a competent trainer and attain the Divisional Trainer qualification.

Training Day (1-Day Event) or Resort Trainer (two-day)

Day One of the Training event introduces training theory and concepts relative to becoming an effective trainer. The event will help to compare and contrast teaching versus training; the differences from teaching a lesson versus leading a training clinic. Participants will be exposed to some of the basic tools for developing and presenting clinics, and have the opportunity to participate in preparing a basic clinic during the event. It is expected that candidates will be involved in training programs at their home resorts and that they will have ample opportunity to put these concepts into practice through developing and presenting clinics. This will help candidates to develop their own style of training, and help to make them proficient at communicating more complex theories to their trainees following the event.

Day Two of the Training event is an assessment day. This gives an opportunity for the candidates each to present a clinic to the rest of the group. The clinic should be no more than a 45 minutes in duration, and appropriate to the level of the group of peers who are participating. At the conclusion of each presentation, the candidate will be given direct feedback, in front of the group, with regard to the strengths and weaknesses of their presentation. Each candidate will receive feedback both in the assessment of their training abilities and the ability to give constructive feedback. The candidate will then be given specific things to focus on to further their development and prepare them for the evaluation event. Candidates are encouraged to prepare this clinic ahead of time, and have delivered the clinic previously. However, weather and snow conditions are unpredictable so candidates must be flexible in their delivery. This assessment will be a good test of training abilities for the real world experience as a Divisional Trainer.

Evaluation (2-Day Event)

The two-day event evaluates the candidates ability to apply functional and safe training techniques in a variety of settings as explained in the Western Divisional Trainer Standards. To become a Western Divisional Trainer, a candidate must show their ability to create a safe and fun learning environment that applies effective use of Training Theory and Concepts. This must

be done while showing proper movement techniques and an in-depth knowledge of the presented materials.

Candidates will present a clinic to their peers each day. The first clinic on day one will be a clinic, that they have prepared before hand, on any topic they choose in their area of expertise that is appropriate to the group. The clinic on day two will be an impromptu clinic on a topic that is provided by the evaluators on the spot, similar to what would be required in a real training situation for Level 1 and Level 2 Instructors. Movement Analysis will also be examined through the use of pre-recorded video segments at some point during the event.

Clear and specific feedback will be given in a one-on-one environment at the conclusion of the first day, in order to give candidates points to change, or improve on for day two. Successful candidates will have demonstrated a clear understanding of the similarities and differences between teaching and training, the ability to clearly communicate theories and information in a clinic environment, and the ability to gain and keep the attention of their peers while doing so. They will have demonstrated riding/skiing abilities and movement analysis skills at a level appropriate to that of an instructor trainer for Level 1 and Level 2 Certified Instructors. Trainers must be able to apply and synthesize the concepts behind teaching how to teach in a real life setting to successfully complete the course. Additionally, participants are held to the knowledge and performance standards set in the current National Certification Standards for a Level 3 Instructor in their discipline.

Completion/Continued Development (On-going)

Participants that do not meet all the Divisional Standards in the evaluation are urged to focus on their areas of weakness highlighted in their feedback from the event as well as follow these suggestions: continue developing skills as a trainer at home resort, find a mentor to understudy in training competencies, attend Resort Trainer Events, attend Divisional Trainer Training Day and Assessment days, attend the Divisional Trainer Evaluation when prepared.

Once a Trainer has completed the Divisional Trainer they can then choose to enroll in the continued education component of the course, the Mentor Program. This programs gives trainer more real life experience in the Divisional event process in preparation for further preparation for a career as ski and snowboard trainer.

Training Standards

A successful Divisional Trainer candidate must be able to present in a professional manner a concise and effective clinic, to a group of their peers, that demonstrates the evaluation and synthesis of the Training Theories and Concepts outlined below. Candidates must understand the distinction between a theory based clinic, and a movement based lesson, and demonstrate their ability to deliver the theory based clinic rather than simply a high level lesson.

Training Theory and Concepts

The successful candidate will demonstrate the ability to train to a spectrum of instructors from instructor apprentices through Level 2 Instructors. The trainer should be able to participate in discussions regarding understanding the methodology of the teaching cycle and the application of training techniques. The trainer should show an ability to utilize differing teaching styles and identify differing learning styles and suggest plans that would result in a successful clinic. The Trainer's behavior should engage the audience while developing a skill needed to develop as a sports educator while incorporating the importance of safety awareness.

The Training Theories and Concepts are broken down into these fundamental categories: Clinic Application, Safety, Presentation Skills, Professional Knowledge, Movement Analysis, Demonstration, Training Curriculums.

Clinic Application Requirements

- Apply the use of Pedagogy; teaching how to teach
- Uses a logical sequence of activities to engage the group and meet stated goals.
- Effectively communicate instruction theory and techniques in a clinic environment
- Lead a clinic while minimizing the risks of the learning environment.
- Present a clinic designated by the evaluator, similar to what would be required in a real training situation for Level 1 and Level 2 Instructors
- Time Management - Present the required information in the allocated time
- Apply PSIA-AASI teaching concepts to create a positive learning partnership between peers (trainees and trainer)
- Keep the clinic group engaged and moving by adapting to the groups needs
- Tailors the learning experience to be appropriate to audiences and situation.
- Demonstrations accurately support the training outcome.
- Observe, describe and analysis the trainees body movements and/or ski/board performance as related to the desired outcomes.

- Lead clinic members through a learning experience, rather than simply giving out information through the use of a variety of training techniques.
- Deliver Feedback that is detailed and accurate
- Do all of the above for an assigned topic, with little to no time to prepare.

Safety

A Divisional Trainer must understand and apply the use of safe practices to train instructors how to minimize risks related to all learning environments and skier/rider zones. The fundamentals of safety are focused on but not limited to: Your Responsibility Code, Park S.M.A.R.T (Smart Style) Safety Initiative, effective class handling techniques and proper etiquette relevant to specialty terrain. This component of professionalism is of the utmost importance to be considered a successful and valuable trainer in the snow sports industry.

Presentation Skills

The Divisional Trainer needs to have the ability to present information in a range of environments; i.e. indoors, on the snow, good and bad weather. The candidate should show the ability to develop a structured presentation, setting goals and summarizing key points, that is interactive and targeted to the audience. The effective use of speech and body language should be used to create an engaging and interactive experience. Presentation skills will be evaluated during on snow clinics and off snow presentations.

Professional Knowledge

A Divisional Trainer must have a depth of knowledge that allows to be engaged in discussions and debates regarding all relevant subjects specific to the ski and snowboard industry. This knowledge base is gained both from the manuals and educational materials made available through PSIA-AASI but also the wealth of real life experience that is gained through the years of working as a professional instructor and trainer. This foundation of knowledge coupled with quality training and presentation techniques is required to effectively interact and develop from the Divisional Trainer course. It is recommended that all members at this level help contribute to the association in an educational capacity.

See detailed Professional Knowledge Standards below.

Movement Analysis

Along with the an in depth understanding of all the mechanical, physical and cognitive methodologies a Divisional Trainer must be able to Observe and Evaluate complex relationships from body mechanics to ski/board performance through all phases of a turn or maneuver. The candidate must accurately identify skill inter-relationships and prioritize cause and effect relationships. This should then be used to prescribe a skill and/or movement focus which targets the desired change in ski/board performance or body movement.

See detailed Movement Analysis Standards below.

Demonstration

A Divisional Trainer should be able to provide an accurate visual representation of the description used when training a specific skill, movement or action to observe; Illustrate the skiing/riding fundamentals as applied to any defined outcome. The candidate should use focused skiing/riding drills, and exercises to create situations for learning which target specific and well defined elements of ski/board performance and body movement.

See Skiing/Riding Standards below.

Training Curriculums

A Divisional Trainer needs to understand the basic components of creating a training curriculum in their respective discipline. Training curriculum planning needs to be relevant to the needs of a snow sports school or program and have specific and achievable goals throughout the length of a season. The components of the curriculum should be able to be isolated into a simple, concise and deliverable standalone clinic.

Professional Knowledge Standards

Candidates must have a comprehensive understanding of current training theory and ideology to be able to articulate their own ideas and theories with well thought out arguments to support their thinking while using appropriate terminology. Successful candidates must be able to communicate the most complex theories of skiing and snowboarding instruction, in the simplest of terms. The trainer is held accountable for all information covered in the PSIA & AASI Certification process, Level 1 through Level 3.

A Divisional Trainer must be able to understand and utilize the science of pedagogy. Demonstrating how skill acquisition is applied to the trainees' specific background knowledge and experience as well as the current environment and setting. They must demonstrate both their knowledge, and the ability to communicate this information to others, both in a clinic situation, and in an informal discussion.

Physics and Turn Mechanics

A Divisional Trainer must be able to synthesize and evaluate the relationships between physics and ski/board snow interaction and turn performance. The trainer should identify how the physics of skiing/snowboarding and specific body movements combine to affect a person's ability to shape turns, manage speed, and remain in balance on various types of terrain and in a variety of conditions. Utilize the evaluation of the actions of the skis/board in relationship to skills concepts/movement concepts and balancing. Accurately describe how tactics and body performance affect the skills and resulting ski/board performance in each phase of the turn and from turn to turn.

Biomechanics & Kinesiology

A Divisional Trainer must have a depth of knowledge and understanding in the field of biomechanics and kinesiology to effectively understand and communicate how the body moves while under the effects of the laws of physics. The ability to effectively simplify the complex components of the human anatomy and biomechanics as it relates to skiing and snowboarding requires a knowledge foundation in these areas; muscle, bone and joint structure, ranges of movement, cardinal planes, anatomical references, neuromuscular pathways and sensor modalities. Specifically the Trainer must show the ability to discuss complex planes of motion and how body movements improve or hinder ski/board performance relative to the mechanics of skiing/snowboarding. A Trainer should understand how the body moves simultaneously in all three planes to develop specific performance outcomes and how the body is used to manage the forces related to skiing and snowboarding.

Industry & Equipment

Candidates must be current with their knowledge of equipment, industry trends, and instructional tools and practices as they are likely to be required to present clinics on these topics. One should understand the characteristics of a variety of equipment styles and how they influence the performance of skis/board, boots, and bindings and their effects on skier/rider performance and safety. The trainer should have in depth knowledge of winter recreation industry pertaining to your Region and the current state of the snowsports industry. They should be able to describe how their work in the snow sport industry impacts skier/rider participation and retention as well as supports their resorts operations.

Term, Concepts & Models

Candidates will demonstrate the ability to synthesize and evaluate the following technical terms, concepts, and models:

- Safety and Risk Management
- Your Responsibility Code
- Park S.M.A.R.T. (Smart Style)
- Challenges, Understanding Anxiety and Fear
- Teaching Concepts
- Learning Concepts
- Service concepts
- The Learning Partnership
- Group Handling: Appropriate for terrain, task, and skill level
- Time Management & Pacing
- Teaching Cycles: PDAS
- CAP Model: Adaptation to ages and stages of development
- Maslow's Hierarchy of Needs
- Piaget's Stages of Development
- Learning Styles
- Gardner's Multiple Intelligence's
- Motor Control, Coordination, and Sensory Development
- D.I.R.T - Duration, Intensity, Rate, Timing
- Skiing/Riding Concepts
- Turn Mechanics - Turn type, turn shape, turn size, turn phases
- Freestyle Maneuver A.S.T.M.L. - maneuver phases
- Reference Alignments
- Cause-and-Effect Relationships
- Progression Building
- T.O.D.A Model
- Effective Communication skills
- Feedback models that is timely, appropriate, and accurate
- Objective Feedback versus Subjective Response
- G.A.G.E. Model

Movement Analysis Standards

The foundation of a quality trainer comes from the ability to use the eyes to observe, retain and analyze movements. The Divisional Trainer course uses the movement analysis skills as the fundamentals to build quality training experiences.

Successful participant will demonstrate the ability to synthesize and evaluate movement patterns in peers who are learning and moving through advanced skills and environments. Successful candidates should be able to perform a functional movement analysis on any skier/rider in any situation. During the evaluation, candidates will be required to perform movement analysis on their peers during their clinics as well as in an contrived scenario either indoors on video or on the hill with a range of subjects.

The movement Analysis will be delivered verbally to the examiners, and does not need to conform to any specific "MA model." By this stage in their teaching career, an instructor should have developed their own style and preference for Movement Analysis. As such, they are free to rely on whatever system they are used to in order to effectively evaluate the subjects performance.

Candidates need to exhibit an in depth grasp of cause and effect relationships, and be able to immediately recommend a prescription to address the issues identified. Candidates will also be evaluated on their evaluation of their peers during their clinic presentation, and their subsequent feedback to those peers. The Trainer should apply accurate Movement Analysis to effect change and create specific outcomes. The Trainer must understand how to build a range of progressions targeted at a variety learning styles. The candidate should speak precisely about the corrective and developmental outcomes and how to achieve them in each phase of the turn, maneuver or task. The Divisional Trainer should be able to create and adapt clinic activities based on identified movements and skills. The application of movement analysis prescriptions should be in relation to specific use of terrain slopes, snow conditions and features.

Skiing/Riding Standards - Reference Level 3 Standards

Ability to Demonstrate

A Divisional Trainer is expected to show the ability to ski/ride at mature level in all areas as outlined in the current National Level 3 Certification Standards for their respective discipline. Skiing/riding will be evaluated during the presentation of clinics and participation in clinics throughout the Divisional Trainers course.

- *Refer to the current National Standards posted on thesnowpros.org*

Stage of Motor Development

The “mature” stage is characterized by smooth, fluid, and automatic movements without showing obvious, conscious thought reflected in the skier/rider’s actions. The skier/rider can also repeat and apply movements across a wide spectrum of situations. A skier/rider possessing the ability to perform mature movements and the coordination of those movements can smoothly blend them for a specific outcome and be able to readily change or adapt movements to different terrain situations and snow conditions.

Movements and coordination will be assessed based on the definitions of “initial,” “elementary,” and “mature,” as defined in Core Concepts (PSIA-AASI, 2001), pg. 20.

Resource Materials

Full Library of Manuals and Resources:

<http://www.thesnowpros.org/Publications,VideosResources/Resources.aspx>

PSIA AASI Teaching Manual

Core Concepts

Alpine Manual

Snowboard Manual

Children’s Manual

Adaptive Manual

National Certification Standards

Qualities of Participant Cognition

Blooms Taxonomy

Knowledge and Comprehension—Defined as the ability to recall data or information. Understands the meaning and interpretation of instructions and problems. States a problem in one's own words.*

Application and Analysis—Defined as the ability to apply what was learned in the classroom into novel situations in the work place. Separates material or concepts into component parts so that its organizational structure may be understood.*

Synthesize and Evaluate—Defined as the ability to put parts together to form a whole, with emphasis on creating a new meaning or structure. Make judgments about the value of ideas or materials.*

*Definitions from Bloom B. S. (1956). Taxonomy of Educational Objectives, Handbook I: The Cognitive Domain. New York: David McKay Co, Inc.
