

American Association of Snowboard Instructors
Eastern Division



AASI
Level II & III Exam Guide

AASI-E Level II & III Exam Guide

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Purpose of This Study Guide

This study & preparation guide is intended to provide you with ideas for the process, a picture of the exam event, and steps to consider along the way. Use this guide to get started with the exam process. We have put this together to help you with the planning process, and to inspire thought. 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 exam experience.

Congratulations on completing your Level 1 or Level 2!

Looking into Level 2?

Congratulations on the completion of your Level 1 certification and the **dedication** it takes to complete this step in your snowboard teaching career! This step in your professional growth has set you up for many more exciting opportunities within the snowboard industry. Whether you plan to continue as a professional snowboard instructor or you pursue other avenues, your membership & commitment to PSIA-AASI will always serve as a cornerstone in your career.

Looking into Level 3?

Congratulations on your on-going commitment to the snowboard industry and your Level 2 certification. Whether you end up deciding to go for the Level 3 certification, the training process is immensely valuable. This process will challenge you to think about snowboarding, and teaching methodology in a way that will only advance your depth of knowledge. The commitment to your personal growth with PSIA-AASI has incredible inspirational ripple effects with your colleagues.

One of the choices you could make in this career is to your education through advanced levels of certification or specialization. PSIA-AASI provides educational advancement in several venues including Level 2 and Level 3 certification, as well as specialization in freestyle park & halfpipe, children's education, and backcountry. This is an exciting time as all of these pathways are open to you! For more information on Freestyle Specialist, Children's Specialist, or Backcountry Accreditation, click the link or visit <http://www.psia-e.org/ed/accreditations/>.

By choosing educational advancement you are committing yourself to understanding, utilizing and integrating AASI concepts in your lessons and in your riding. This will require more focused attention to detail, as well as deeper understanding of the materials you will be presented for these opportunities. All the PSIA-AASI materials available to you, including books from the “Further Reading” suggestions, the AASI Technical Manual, 32 Degrees, The Community Forum, and the Snow Pro will help you gain the knowledge necessary to attain your educational advancement.

Choosing to attain Level 2 or 3 certification

Choosing to pursue the next level is always worth some personal reflection. What are your motivations? Are they for good reasons that lead to growth? Or are they bad reasons that lead to divisiveness? Consider the reasons below.

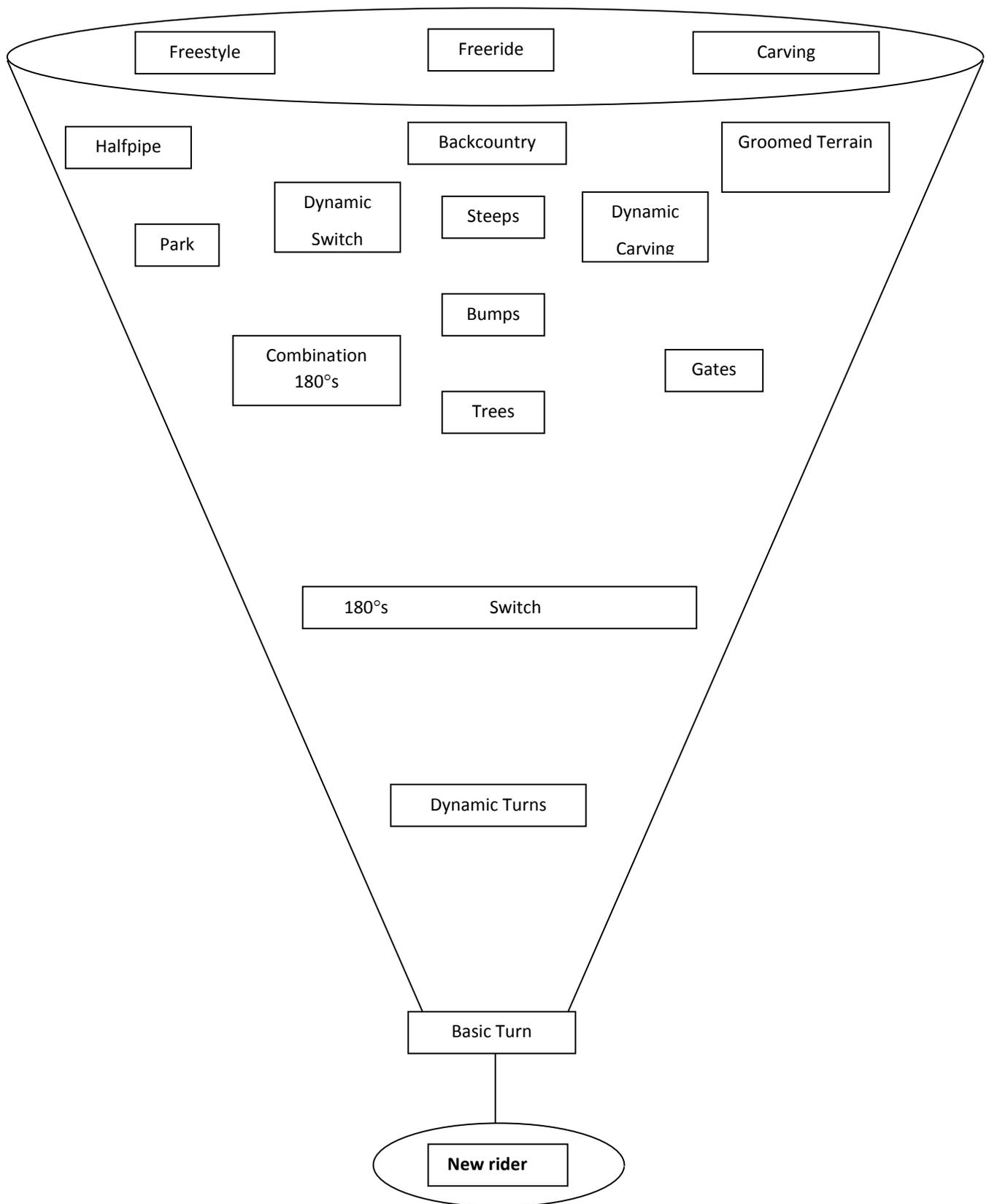
Good reasons	Bad reasons
<ul style="list-style-type: none"> • I want to advance my career • I want a challenge to grow towards • I want to be a leader at my area • I want to develop depth of knowledge 	<ul style="list-style-type: none"> • I’m better than the other person on staff did it • I <i>ONLY</i> want a pay raise • So I never have to teach beginners again

Level 2 and 3 certifications are a process that will require advancement and growth in all venues of your teaching and riding skill set. Preparing yourself for a certification exam will be necessary for this venture.

Nationally certified Level 2 & 3 exams test candidates in all styles of riding, a variety of educational theories and teaching styles, and for a dynamic understanding of professional knowledge.

The model on page four of this study guide is intended to illustrate the variety of knowledge we must prepare for. In addition, be sure to refer to the AASI National Standard for the depth of understanding in these areas required for Level 2 and Level 3. That document is located on the National Website here:

http://www.thesnowpros.org/Portals/0/Documents/National%20Standard/NationalStandards_AASI_Certification_National_Standards_Posted_5-29-15.pdf?ver=2016-09-06-112949-743



Starting your preparatory process by acquiring this guide is an excellent start. It has been designed to guide you through the processes necessary for training to acquire the professional knowledge, teaching skills and riding skills required to be a successful exam candidate. Other actions you may want to consider could include:

- Identifying a mentor or trainer at your school. It is best for this person to be of the same discipline, but not necessary.
- Making appointments with mentors and trainers to discuss what you will need to do to prepare for this exam.
- Train like an athlete: Take steps to get in better shape, make positive dietary choices, rest when necessary, and cross train.
- Attend clinics at your home mountain to gain some of the knowledge of your peers.
- Take on and teach a variety of lesson challenges.
- Teach clinics to your peers to own the information you have read and have learned about in clinics.
- Sign up for an exam prep specific course. These are symbolized by the letter “P” on the AASI event calendar key. An exam prep specific course is a required pre-requisite for both Level 2 and Level 3 certification.
- Sign up for other AASI clinics that you are just plain interested in. Consider a course that will strengthen your riding and/or one that is just a good time.
- Chose AASI clinics that will help you strengthen areas of your riding, teaching, or pro knowledge that you have determined need honing.
- Train to be beyond the level of your exam so that when you arrive, you are ready to crush it. Don’t allow yourself to be pressured by others into taking an exam you don’t feel you are prepared for.
- If you don’t have a person at your mountain with a higher level of certification than you do, look around to other resorts in your area and see who may be working at the next resort down. If there are no other people in your area, ask your director for help, or other trainers. Use what you have available to you. It may not be easy, but it will be worth it.

If you are training to work toward a higher level of certification, make sure you have a clear definition of what your goals are and how far you need to go to accomplish them. Likewise, consider your motivations: Do it to be better. Assessing your current abilities is the way to start. If this is your first step past your Level 1 exam, congratulations and have a great journey.

Beginning Your Certification Journey

Components of a great training plan

Exam preparation has several key components. First, teaching experience is the best means to prep. Second, is riding in all conditions. Yup, that means rain, ice, and busy days, in addition to the sunny, soft, uncrowded powder days. Beyond teaching and riding, you will want to read AASI literature including printed publications available for purchase, 32 Degrees, Snow Pro, and this study guide. Participating in discussions, clinics, teaching students, and video analysis are great tools as well. Prepare through attending clinics at your home mountain, and through the AASI training schedule. If you want more, call the PSIA/AASI main office to inquire about bringing an Education Staff member to your home mountain for an even more specific prep. You may also want to call around to areas nearby your own to see if they would like to team up with you in your preparation. Doing so will help develop a greater team atmosphere that will only help you in the process and spread the AASI stoke!

Find a mentor/trainer

Identifying a mentor / trainer and a crew to train with should be your priority. Working with a fellow instructor(s) who has experience with the process will be a big help and develop a team atmosphere. If someone or a group like this is not available at your mountain, remember to reach out to other areas, or inquire through the PSIA/AASI main office about bringing an Education staff member to your area. There is a great AASI community in the east! You will find that a bit of communication most likely yields a reasonably local group to train with if your area is lucky enough to have you on the snowboard staff, but no one else on the immediate staff to directly help you.

Be ready to teach!

The wider the variety of people you teach, the more diverse your background you will become. Be open to different learning situations and new challenges. Challenge yourself through the process by:

- Taking all different ages and experience types. If you enjoy teaching adults, take children.
- If you have freestyle lessons dialed in, take someone who wants to learn how to ride bumps.
- Take on the ability splits!
- Switching up the terrain you commonly find yourself teaching on.

Use a copy of the assessment form in this guide and record your performance on videotape (riding and teaching), and measure it against the standards described in the beginning of this manual. Then with your trainer, assess your performance and decipher what you need to work on next.

Learn from others

Also, ask others who have taken their Level 2 or 3 exam about their experiences. Some may have had banner experiences and they can inform you on how they trained. Others may be able to tell you how they did not prepare to the extent necessary and how they could have done better. These first hand accounts will help you understand both aspects of the process. It will also give you a more personal perspective on the process and will help you prepare mentally.

Make Training a Regular Part of your Riding Experiences

Set up a regular time to get out and ride with your training group. These sessions will allow you, your mentor, and training peers to watch each other, discuss concepts over lift conversations, inspire one another and provide movement analysis. The training process does not need to be one where the group spends a great deal of time “on the side of the trail” talking tech. These conversations go very well in locker rooms, après, and on chairlifts. Finally, plan in a “special training”, a backyard jib party, running gates, or traveling for a halfpipe session. These memorable sessions will bring you and your crew together making this process about more than just certification.

If your schedule is tight, replace quantity with quality. The quality of training is generally more important than the quantity. Just as our clients do not need us to ride with them constantly; we do not need to be constantly in a “training session.” Take regular input from experienced instructors in a quality session and work with the concepts as you ride and teach. Use what you learn in lessons and training clinics and explore the concept further in your own time as well. In this way you will get the most out of the training hours you have available.

Train like an athlete

Do a bit of research into long term athlete development (LTAD) through models USSA use in preparation of competition athletes. While **your exam process is by no means a competition**, nor will you be asked to perform at those standards, the approach has parallels. Cardio & strength training, knowing when and how hard to train, how many hours of sleep we need, and best dietary practices are just a few considerations to take. The exam training process is one that is most likely to be successful when approach over a year-long (or more) time frame. Preparation is key.

Use that smart phone

Video is a great tool for recording your development in the training process. Often it is very intimidating to see yourself on video. It is also very revealing, so embrace it. Record teaching programs and presentations, not just riding. Save your video so that when you go to an exam prep clinic, you can have it on hand should a situation come up where you can review it with an AASI Education staff member.

Finally.....

In the end, it is not your trainer's responsibility to train or study. The sole responsibility to train and prepare is yours. Set realistic goals and do not rush this process. A rushed training program can do more harm than good. Simply put, your motivation to train and improve is already valuable to your area's school. Remember that experience and understanding are all that count in the end so filling your head with a bunch of snowboarding terms is not useful, compared to understanding the meaning of a few of those terms. Ask your trainer to help set a target date for your exam. You may want to check the AASI Course Schedule for exams at an area and time you can attend. Lastly, and most importantly, experiment. Use what you learn in lessons and clinics and play with them. They may make all the difference in the world.

Sample Level 2 or 3 Training Plan

This sample-training plan is for an outline of actions you may want to take to prepare yourself for any exam, especially a Level 2 or 3. Use this as a guideline. Not all the steps at each stage will be possible, however the steps that are possible will set you up for success

Summer: Take a look at what is around you in the summer. Summer training could include:

- Coach or teach anything.
- Read & participate in the PSIA / AASI member forum.
- Read up on the tech manuals. <http://www.thesnowpros.org/educationmaterials>
- Learn a new activity such as skateboarding, paddle boarding, kayaking, or mountain biking.
- Travel to Mt Hood, South America, or New Zealand.
- This is the season to start a cardio training routine.

Pre-season (early to late fall):

- Set up a short meeting with trainer and/or supervisor, with the intention of discussing personal and professional development.
- Have an honest review of your own motivations to seek advanced certifications.
- Recall and review your teaching & riding accomplishments of last season, time commitment/restrictions, strengths, weaknesses, goals, etc.
- Create a work schedule with your staff supervisor that allows for training time on a regular basis.
- Look into and begin focused strength & balance training.

Mid December:

- Get together with your snowboard crew. Let them know what your motivations are. You might find that others are motivated as well. This is the time to ride together and get pumped up for the season.
- Get set up for meetings with your area trainer to check in to continue your progress. Additionally, start attending weekly clinics from a trainer to improve your teaching, technical, or personal riding for after the holiday period.
- Become familiar with a movement analysis process that you connect with. Check out the AASI technical manual and the AASI movement analysis guide for additional depth.
- In free time, or time between lessons, answer questions provided in this guide, old exam questions, or any other materials you can put your hands on. The more you know, the better off you will be.
- Let your inner snowboard dork shine! Get your crew together après for a review of other AASI/PSIA materials such as the Children's Manual and The Core Concepts Manual. Discuss the things you taught through the week as they relate to the manuals.

End of December through Early January:

- Enjoy the extra work you can get during this time, and use it as an opportunity to teach groups you are not used to teaching.
- Take advantage of the additional revenue during this period as well. Save a percentage of your wages and/or tips to help pay for expenses related to the exam process.
- Remember to drink water (Not just now, but season long!). This basic step will help keep your body limber.

End of January / Beginning of February: (Time to refocus)

- Have a short meeting with your mentor to discuss how you are doing. Take the time to discuss feedback you received from a variety of people and decide what your training should focus on now. Make sure you take into account all factors during this time with

your trainer. Since everything changes day to day, make sure you are still on the right track and you are working toward things you both think you should be focusing on.

- Sign up for and attend an AASI exam prep course. At this event, don't be afraid to teach a segment. This is where true exam experience is built. It's ok if it comes out good **or** bad. The feedback you receive from this practice will be really valuable.
- Begin **leading** clinics with your staff peers. Do these on a regular basis. Have your mentor/trainer participate as well to provide feedback. Ask the participants for general feedback such as: Was it fun? Did they take away a clear concept? Was there a good mix of teaching and riding? Did they receive specific feedback?
- Sleep: By this point, we're starting to put hours and mileage on our bodies. Before and after any long stretches of snowboarding, do your best to get 8 solid hours of sleep.

End of February:

- Do it again! Have that same meeting with your trainer, however, make sure in the interim you have take a load of movement analysis clinics.
- At this point the training process needs to be in full on flow.
- The days are getting longer too, so try to hit up or host a special backyard jib party training session!
- As the season wears on, maintain a consistent stretching program, and avoid overuse of your muscles. It's ok to give your body rest.

Before signing up for your exam:

- Get honest feedback from your trainer and/or mentor as well as the AASI Education Staff member running your exam prep course.
- Make sure you lead three clinics with other instructors, mentored by a trainer. Have the trainer provide you with feedback on how you did.
- Have a trainer or another instructor who has a higher certification level than you, mentor you in an actual lesson. Have the instructor provide you with feedback on how you did.

Packing for your exam (see exam do's & don'ts for specific packing tips):

- Lay out all of your gear, making sure you pack for sunshine, rain, blizzards, and below-zero weather. It is common to get three entirely different types of weather over the three day exam.
- If you tend to be hard on your gear, bring back ups in case your bindings break, board cracks, or any other emergency.
- Make all your travel plans and arrive at your location in time to get a good night sleep.
- Avoid bringing new equipment that needs to be broken in. Bring what you typically ride.

Exam Day:

- Relax and enjoy 3 days of sharing information with peers. Show them what you have learned and what your experience has taught you. Be prepared to teach, team-teach, ride on terrain that challenges your skills, and generally keep an open mind. Always remember that this is an assessment of all the different aspects of your instructing.

Training with AASI Educational Events

Carefully review the AASI schedule of events for the upcoming season and find courses that interest you. There are many types of courses offered each season through AASI. You may need to consult the AASI Course Descriptions to check the details of what a specific course offers.

AASI Exam Prerequisite Information

Please check the PSIA/AASI Eastern Division website at www.psia-e.org or the Early Fall or Fall Snow Pro Newsletter each season for the most up-to-date information.

Participation in an AASI exam prerequisite event will be applicable toward exam participation for the season in which it is taken and the following two seasons.

Exam Prerequisites

The purpose of the prerequisite is to guarantee that each candidate has access to educational materials and answers to any questions about the certification exam before arriving at the exam. Educational courses focus on riding and education, not the certification exam itself. It is recommended however that the AASI Exam Prep is taken so you can experience the environment of an exam without the pressures of the actual exam. It is your responsibility to seek answers to questions not specifically covered in this guide. Courses that are counted as a required pre-requisite are symbolized by the letter “P”.

Participation in an AASI Exam prerequisite event will be applicable toward exam participation for the season in which it is taken and the following two seasons.

Course Selection

Discuss different courses with your mentor, co-workers, other candidates, and trainers. Try to choose courses based on your weaknesses rather than strengths. In preparation for a certification exam, a candidate with little teaching experience who excels in the pipe/park arena would be better served by

taking a teaching course rather than a freestyle course. Allow time between educational courses and the certification exam.

The AASI schedule separates courses that are required exam pre-requisites from those that are simply for educational update. Courses that are counted as a required pre-requisite are symbolized by the letter "P". All educational courses are based around riding, therefore there is a heavy riding focus even in a course titled Teaching Concepts or Exam Prep.

The group's ability level, conditions, and specific group needs all determine activities such as group discussions, one-on-one question and answer, assigned teaching segments and other specific activities during a course. Think about what you want out of the course before you arrive and speak to the course conductor upon arrival.

Deadlines

The application deadline is three weeks prior to a scheduled event. Some courses have enrollment limits and may fill prior to the three-week deadline. Applications received after the event deadline are not guaranteed a spot on the course. Events with low sign-ups are subject to possible cancellation. It is therefore in your best interest to submit your application well in advance of the event deadline.

Application

Make copies of the application form found in this guide and use them to apply for AASI courses. You can also find the downloadable PDF file on line at www.psia-e.org. You can fax the application to the office if you use a credit card, or you can mail the application in by postal mail with payment by check, money order, or credit card. Should you choose to mail it, make sure you send it well in advance to allow for delivery days. Remember to fill out all the required information on the application.

Your director's signature is required for enrollment in the certification exam. The signature attests that you have received this guide, training, and are prepared to pass the certification exam. It is important that the person who signs your application is involved in your training and development in order to accurately reflect your preparedness for the exam. If your learning center director is not directly involved with your training, have your trainer/mentor discuss your preparedness with them.

List of Certification Exam Do's and Don'ts

AASI educational and certification courses use a group format. You will be placed in a group at each event that you attend. At both educational events and exam situations, there are some basic expectations of how you should behave: what is acceptable and what is not.

Do...

- ❖ Build a team out of the group you have been assigned, starting when you first meet.
- ❖ Show respect to all of those participating in the event and resort guests
- ❖ Practice safety at all times
- ❖ Keep an open mind
- ❖ Try new things
- ❖ Please, feel free to fall
- ❖ Help your teammates out
- ❖ Be yourself
- ❖ Support your group members
- ❖ Joke around
- ❖ Have a great time
- ❖ Soak up every drop of information you can
- ❖ If you are unclear about what you are supposed to do, ask
- ❖ Wear rain appropriate equipment
- ❖ Get your board tuned

Don't...

- ❖ Belittle anyone else's riding, teaching, or personality
- ❖ Make cynical, sarcastic, or sneering remarks
- ❖ Be competitive with others in your team, there is no need
- ❖ Interrupt others contributions or teaching segments
- ❖ Come to an event under the influence of any substance that may hinder your performance or participation
- ❖ Come to an event knowingly unprepared just to see if you may pass; chances are that you will not

Avoid....

- ❖ Showing up with brand new or unfamiliar equipment
- ❖ Teaching something you just watched online
- ❖ Using "tech" words that you never use while teaching at your home mountain

Equipment

During a certification course, it is best to ride familiar equipment that you have had a great deal of experience with. Make sure when you attend an exam that you pack extra pieces and parts, we all know equipment can break while riding. Consider getting a full tune, tighten all hardware, and inspect breakable parts. Due to time restraints, we do not always have time to repair boards & bindings during the exam day.

Attire

Make sure to wear appropriate clothing for being outside for long periods of time in all imaginable weather conditions. The exam days are all day events. If the weather is unfavorable, we are still going to be out in it all day. Make the conditions fun by being prepared! Please come in what makes you comfortable and will help you perform at your highest level. As we are a professional organization, it is best to portray that image when appearing at a certification exam.

Course Format

The Level 2 and Level 3 Certification Exams are each a three-day course. Each course follows the same format, consisting of on-hill and indoor sessions designed 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. Groups consist of up to seven candidates who work with different members of the education staff each day.

If you are attending a level 2 exam for the first time, the format of the exam and behaviors of the examiner are different from the level 1 exam and ongoing education courses. As a means to provide the most fair and un-biased exam process, expect to see less interaction with, and less *daily* feedback from the examiner staff over the three days. Ample feedback and interaction will be provided at the end of the exam after the awards ceremony.

Schedule of Events during Level 2 and 3 Exams

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.

Registration begins promptly at 8:00 AM on Day 1 of the event. *Please Be On Time.* Please feel free to show up fifteen minutes early to sign in.

Day 1	8:00 - 8:30 AM	Course Registration
	8:30 - 8:45 AM	Introductions of Ed Staff and Announcements
	8:45 - 9:00 AM	Meet in groups with Ed-Staff
	9:00 - 12:30 PM	On-Hill Morning Assessment
	12:30 - 1:30 PM	Lunch
	1:30 - 3:30 PM	On-Hill Afternoon Assessment
	3:30 - 4:00 PM	Close of the Day, Instructions for Day 2
Day 2	8:00 – 8:30 AM	Sign in for the second day
	8:30 - 9:00 AM	Meet in groups with Ed-Staff
	9:00 - 12:30 PM	On-Hill Morning Assessment
	12:30 - 1:30 PM	Lunch
	1:30 - 3:30 PM	On-Hill Afternoon Assessment
	3:30 - 4:00 PM	Close of the Day, Instructions for Day 3
Day 3	8:00 - 8:30 AM	Sign in for third day
	8:30 - 9:00 AM	Meet in groups with Ed-Staff
	9:00 - 12:30 PM	On-Hill Morning Assessment
	12:30 - 1:00 PM	Lunch (On day 3, this might be a quick snack break)
	1:00 - 3:00 PM	On-Hill Afternoon Assessment (Often wrapping up before 3:00)
	3:00 -4:00 PM	Assessment time complete, Ed Staff member will leave to complete evaluations and any necessary paperwork. Candidates are free to ride and do what they choose.
	After 4:00 PM	Awards Ceremony, Presentation of Outcomes. Candidates will pick up certificate and paperwork. Fill out and return event evaluation.

Components of the Exam

Online Written Exam

A passing grade on the online written exam will be required prior to obtaining certification. The purpose of this exam is to test for knowledge of technical information related to being a snowboard instructor and member of the snowboard industry. A link to the online exam will be sent via email after registration. The duration of the online written exam is 50 minutes. If the exam cannot be completed in the allotted time, it will be recorded as a failed attempt. Each candidate will be able to attempt the online exam two times before needing to re-register. Once the online test is passed, the candidate has unlimited time to pass the on-hill exam. However, in order for a candidate to receive

his or her pin at the exam, the online test must be completed at least two weeks prior to the on-hill exam. Questions are True/False and multiple choice. The minimum passing score is 70%.

Candidates will have two attempts per season. If the exam candidate does not achieve 70% or higher at either attempt, the exam candidate will not be eligible to attempt the exam until the following season. Your Snowsports School Director's signature is not required to register for the Professional Knowledge online exam (your Snowsports Director's Signature is required to process all other exam registrations). You will have access to the online exam 24/7 between August 15 and April 15 of each year. Once your application is processed, you will receive a separate email within 2 business days with a link to take the online exam. The 50 minute time limit begins after you accept the terms and conditions online. Should a member require special arrangements for taking the exam, or does not have online access, arrangements can be made through the PSIA-E Office by contacting the Education and Programs Department at 518-452-6095.

On-Hill Sessions

On-hill sessions are planned each day and comprise the bulk of the course. The purpose of on-hill sessions is to test for knowledge and abilities in riding, teaching methodology, and professional knowledge. We accomplish this using a variety of formats. The Education Staff member leading your group determines the format of the on-hill sessions. Expect each session to be different in the same way that you expect every client you teach to be different. On-hill sessions use a combination of teaching segments, one-on-one and group discussions, assigned tasks and problem solving as well as riding situations to determine all scores.

Teaching segments will vary in type and time length over the three days. Typically, level 3 candidates may expect long teaching segments anywhere in length from 15 minutes to 30 minutes. Typically level 2 candidates may expect long teaching segments anywhere in length from 8 minutes to 15 minutes. Additionally, ALL level 2 & 3 candidates may expect teaching segments set-up to include, but not limited to, quick-tips, roll-up teaching, assigned subjects, and pick-your-own subject

Weather, mechanical problems, terrain, snow conditions, trail density and many other situations beyond our control may determine or alter the format of the on-hill sessions. This may include converting on-hill session time into additional indoor sessions. Prepare yourself to be flexible in order to perform well, given any circumstances that may arise.

Scoring

You will be given three scores each day, *riding, teaching methodology, and professional knowledge*, based on your performance in the on-hill sessions. Unless told otherwise, scoring begins at 8 AM and ends at 4 PM each day. Your scores are a reflection of your performance for the entire day. Scores will be one of the following:

Maintain – Performance does not meet the standard for this level.

Attain – Performance meets or exceeds the standard for this level.

The **Riding Score** is determined based on observation of a variety of riding situations. Ride at your best at all times, especially during teaching segments made by other members of your group. Generally, how you ride during the teaching segments of your teammates is a much clearer image of how you ride at your home mountain than your performance during any specific assigned task. Remember: course conductors only score what they see. The way you were riding yesterday is not something your examiner can accurately assess. You may receive coaching during the course, for general riding improvement, versatility, or to test your ability to change movements. The ability to change small elements of riding is an indication of a versatile rider. Listen carefully to coaching and try to incorporate suggestions into your riding.

The **Professional Knowledge** score is determined largely through group and individual discussions. Discussions may lead to or introduce riding and teaching situations.

Level 2 professional knowledge involves application of the AASI concepts. Use your knowledge to solve problems, including applications to real life situations. Please expect to have your knowledge tested during the exam. This may involve answering a series of questions of increasing difficulty until you have no more answers. A good rule of thumb for answering questions is to go with what you know; don't guess unless asked to do so.

Level 3 professional knowledge involves the ability to synthesize and evaluate AASI concepts, or the ability to put parts together to form a whole with the emphasis on creating new meaning or structure or to separate issues into their component parts and reconstruct the parts into the same or different issues. Level III instructors speak as experts of snowboarding, drawing on their experience to debate or make conclusions. Please expect to have your entire depth of your knowledge tested during the course.

The **Teaching Methodology** score is determined through your teaching segment.

Commonly level 2 segments will be 10-15 minutes in length focused on lessons we teach through the intermediate zone. Your ability to safely and effectively teach the group an appropriate lesson based on your assigned or chosen topic. Expect to keep the group moving & engaged, provide meaningful feedback, and clearly provide a logical pathway to riding outcome.

Level 3 segments are clinics we run through all levels. In the exam environment, these segments are often 20-25 minutes in length, or maybe broken up into multiple shorter "quick tip" sessions. Among other things, expect to challenge the group safely at and above the riding level of the group, provide individualized feedback while keeping the group moving, and providing clear information.

Refer to the AASI-E Assessment for a more detailed breakdown of assessment criteria

AASI ASSESSMENT FORM



Candidate: _____ #: _____
Date: _____ **Day:** (circle) One Two Three
Location: _____
Assessment by: _____ **Signature:** _____

Exam Level: 1 2 3 RR

Overall Course Outcome: (circle below)		Written Score: _____
Maintain Level	R 1 2 3	(Circle if applicable)
Attain Level	1 2 3	Riding Retake
		Written Retake

This assessment form is for members and the education staff to assess performance against the written national standards. Use an X for elements that do not apply. Score proficiency in each element using the following scale.

- A:** This element appears continuously, at a superior level.
- B:** This element appears frequently, above required level.
- C:** This element appears regularly at a satisfactory level.
- D:** This element appears, but not with the necessary consistency.
- E:** This element is beginning to appear.
- F:** This element was not observed or is not present.
- X:** This element was not applicable

Pro Knowledge Score:	Maintain Level	Attain Level
Pro Knowledge Feedback		
Professionalism	X A B C D E F	F
Movement Concepts	X A B C D E F	F
Performance Concepts	X A B C D E F	F
Cause and effect relationships	X A B C D E F	F
Movement Analysis	X A B C D E F	F
CAP Model	X A B C D E F	F
Lesson content	X A B C D E F	F
Equipment Knowledge	X A B C D E F	F

Pro Knowledge Comments (optional): _____

Teaching Methodology Score:	Maintain Level	Attain Level
Teaching Methodology Feedback		
Teaching and Learning concepts	X A B C D E F	F
Group safety	X A B C D E F	F
Create positive learning environment	X A B C D E F	F
Communicates ideas and concepts	X A B C D E F	F
Presents ideas in a logical sequence	X A B C D E F	F
Organizes group: keeps group on task	X A B C D E F	F
Demonstrates Varied Feedback	X A B C D E F	F
Pace: talk vs. action	X A B C D E F	F

Teaching Comments (optional): _____

Riding Score:	Maintain Level	Attain Level
Riding Feedback		
Versatility	X A B C D E F	F
Stability (balance)	X A B C D E F	F
Movement: Rotation	X A B C D E F	F
Movement: Flexion/Extension	X A B C D E F	F
Performance: Tilt	X A B C D E F	F
Performance: Pivot	X A B C D E F	F
Performance: Twist	X A B C D E F	F
Performance: Pressure distribution	X A B C D E F	F

Riding Comments (optional): _____

Additional Comments (optional): _____

make conclusions. Please expect to have your entire depth of your knowledge tested during the course.

The **Teaching Methodology** score is determined through your teaching segment.

Commonly level 2 segments will be 10-15 minutes in length focused on lessons we teach through the intermediate zone. Your ability to safely and effectively teach the group an appropriate lesson based on your assigned or chosen topic. Expect to keep the group moving & engaged, provide meaningful feedback, and clearly provide a logical pathway to riding outcome.

Level 3 segments are clinics we run through all levels. In the exam environment, these segments are often 20-25 minutes in length, or maybe broken up into multiple shorter “quick tip” sessions. Among other things, expect to challenge the group safely at and above the riding level of the group, provide individualized feedback while keeping the group moving, and providing clear information.

Refer to the AASI-E Assessment for a more detailed breakdown of assessment criteria

Assessment Form – INSERT HERE

Assessment Form Information

You will receive three AASI assessment forms as results of the Certification Course, one 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 the AASI. Please remember that the assessment form only reflects what is observed during that one day of examination. We use this form for the sole purpose of providing information about the information you gave to the examiner that day. Review each form and consult Ed-Staff members with any questions you may have.

The three forms, one for each day you were examined, may look very similar or very different. The exact scores indicated on the assessment form represent your performance on that one day. Copy the assessment form in this guide and use it regularly in your training. Fill one out as a self-assessment. Your trainers should use this form; this will provide insight as to the image that you present to others. The more we understand about the qualities of good snowboard instruction, the better our association and we will become.

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Observed Performance Lettering Scale

The assessment form uses a lettering scale (A-F) to represent observed performance. There are eight elements in each of the three main categories of riding, teaching methodology, and professional knowledge. Each element is assigned a letter to reflect the level to which that element was observed throughout the day. The letters are not a score. "X" is used for elements that do not apply.

- A: This element appears continuously, at a superior level.
- B: This element appears frequently, above required level.
- C: This element appears regularly at a satisfactory level.
- D: This element appears, but not with the necessary consistency.
- E: This element is beginning to appear.
- F: This element was not observed or is not present.
- X: This element was not applicable.

Since the purpose of the AASI assessment form is to provide feedback, Ed-Staff members may circle "Attain" as the score for the category, yet still give a few low scores in the feedback area. If you see this on an assessment form, consider it a message that the standard was met during the day; although there are areas that need attention in order to remain at or above the standard.

Assessment Criteria

The eight elements for each scored category are listed here and briefly described. Use these descriptions as a training tool to assess your own performance and compare your thoughts with the observations of your trainers. There is no specific point in an exam day for the evaluation of each element. Your performance throughout the day determines the score for each element.

Assessment Form Information

Why are these important and how do I train for them?

Riding

Recommended event: Attend a Riding Concepts or Exam Prep clinic as part of your preparation

- ❖ **Versatility** – Adapt to changes in terrain, task, conditions and styles of riding.

Why: Certified instructors are the “go-to” professional among the school staff. It is important that certified instructors are well rounded.

How do I prepare: Ride in all conditions, ride a variety of styles, spin all four directions, ride switch, enter local race leagues, do it all.

- ❖ **Stability** – Timing and subtlety of adjustments to movements and performance necessary to stay in control.

Why: Certified instructors should get noticed from the chairlift for smoothness, not for train wrecks.

How do I prepare: Stay focused on riding at your level, and a bit above it. Hitting the 40 foot booter in the park or straight-lining the whole mountain is impressive, but will likely not be a significant part of the Level 2 or 3 exam.

- ❖ **Movement: Rotation** – Effectiveness of rotational movements of various joints.

Why: Certified Instructors need to demonstrate the ability to effectively make rotation movement in various joints affect board performance.

How do I prepare: Practice a variety of rotational movements in various joints for a wide range of specific outcomes.

- ❖ **Movement: Flexion/Extension** – Effectiveness of flexing/extending movements of various joints.

Why: Certified Instructors need to demonstrate the ability to effectively make flexing/extending movements of various joints affect board performance.

How do I prepare: Practice a variety of flexing/extending movements of various joints for a wide range of specific outcomes.

❖ **Performance: Tilt** – Refers to use and precision of snowboard edge angle.

Why: Certified Instructors need to demonstrate the ability to effectively manipulate the edge angle of their snowboard.

How do I prepare: Practice a variety of riding tasks appropriate to your certification goal that require precision of snowboard edge angle.

❖ **Performance: Pivot** – Refers to use and precision of snowboard rotation.

Why: Certified Instructors need to demonstrate the ability to effectively pivot their snowboard over a variety of axes.

How do I prepare: Practice a variety of riding tasks appropriate to your certification goal that require precision of snowboard pivot.

❖ **Performance: Twist** – Refers to use and precision of torsional flex.

Why: Certified Instructors need to demonstrate the ability to effectively twist their snowboard.

How do I prepare: Practice a variety of riding tasks appropriate to your certification goal that require precision of snowboard torsional flex.

❖ **Performance: Pressure distribution** – Refers to pressure distribution between the board and snow.

Why: Certified Instructors need to demonstrate the ability to apply pressure to their snowboards to ride effectively in a variety of situations.

How do I prepare: Practice a variety of riding tasks appropriate to your certification goal that require specific pressure distribution outcomes.

Teaching Methodology

Recommended event: Attend a Teaching Concepts or Exam Prep clinic as part of your preparation.

❖ **Teaching and Learning Concepts** – Refers to the knowledge of current educational theory.

Why: Snowsports Schools expect that certified instructors need to be on the cutting edge of teaching and learning theory.

How do I prepare: 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 4+ people into 4+ individualized lessons.

❖ **Group Safety** – Risk management as it applies to the candidate, group and other guests.

Why: Snowsports Schools expect that certified instructors will make smart decisions regarding risk. Whether it be the risk of the guest or of you, blatant carelessness in decision making is not acceptable.

How do I prepare: 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 nearby 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.

- ❖ **Creates positive learning environment** – Stress free, non-judgmental and respectful of others feelings.

Why: Students and staff members do not perform at their best when they feel personally attacked or are in a threatening environment.

How do I prepare: Practice identifying where your students 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.

- ❖ **Communicates ideas and concepts** – Includes both verbal and non-verbal communication.

Why: The ability to communicate your information is crucial to student understanding in the learning environment.

How do I prepare: 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.

- ❖ **Presents ideas in a logical sequence** – Applies to a logical order of lesson content for the intended audience.

Why: Students learn best when information is provided in an organized fashion.

How do I prepare: 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' goal.

- ❖ **Organizes group; keeps group on task** – Refers to ways of organizing the group to provide variety, clarity and choice when learning; focusing activities to the task.

Why: Peers expect that level 2 & 3 certified instructors will be able to be creative in their approaches to group learning.

How do I prepare: Keep the group on the task at hand. Try taking a variety of opinions and focusing them back to 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.

- ❖ **Demonstrates different forms of feedback** – Includes both verbal and non-verbal communication.

Why: Feedback is where the money's at. "Good job" on its own is not enough. Providing effective feedback in the exam environment trickles into a wide variety of assessment criteria.

It demonstrates your ability to perform effective movement analysis, keep individuals on track, creates a positive learning environment, maintains a safe learning environment, and so much more.

How do I prepare: 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 where if they hear, feel, or see something they will know what the outcome is. 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 in a positive manner in the large group setting.

- ❖ **Pace: talk vs. action** – Appropriate balance of talking and riding based on the makeup of the group or lesson; makes learning enjoyable.

Why: Snowsports schools expect Level 2 & 3 certified instructors to be exceptional group leaders. Groups with instructors who “sit on the side of the trail and talk” rarely have return customers. Likewise Instructors who never provide explanations will also rarely have return customers.

How do I prepare: Pay attention to your group. If you notice boredom, get moving. If you notice fatigue, find a good spot to take a break. If part of the group are movers and the other part 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”.

Pro Knowledge

Recommended: Reading relevant AASI materials will provide deeper context to Pro knowledge content.

- ❖ **Movement Concepts** – Relate body movements to snowboarding.

Why: Level 2 & 3 certified instructors are expected to have a solid understanding of the Movement Concept.

How do I prepare: Explore and experiment with all the ways we create flexion, extension, and rotational movements that relate to snowboarding.

- ❖ **Performance Concepts** – Relate snowboard performance to snowboarding.

Why: Level 2 & 3 certified instructors are expected to have a solid understanding of the Performance Concept.

How do I prepare: Explore and experiment with all the ways we manipulate torsional flex, pressure distribution, tilt and pivot that relate to snowboarding.

- ❖ **Cause and effect relationships** – Relate snowboard performance to movement. Relate movement to snowboard performance.

Why: Ownership of movement concept & performance concept manifests itself into understanding how a given movement pattern affects performance blend.

How do I prepare: 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 out-comes. Do this over a wide variety of movement patterns.

- ❖ **Movement Analysis** – This refers to the process of watching a rider, describing some of the observed movements and understanding the relevance and effects of those movements.

Why: To provide effective feedback and outcomes, Level 2 or 3 certified instructors must be able to analyze rider movement as it relates to performance.

How do I prepare: Look at specific aspects of a riders’ 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.

- ❖ **The CAP model** – Refers to the use of this educational model describing cognitive, affective and physical issues of human development to make lesson content more appropriate to different students. *Note: Refer to The ATS: Children’s Instruction Manual for information about the CAP Model.*

Why: Level 2 & 3 instructors are expected to be exceptional instructors for all age groups.

How do I prepare: Teach a wide variety of age groups and understand the differences in how the teaching approach changes. Use games and activities for a clear purpose whether or not that purpose needs to be explained to the student.

- ❖ **Lesson content** – Refers to the relevance, effectiveness and correctness of information used to teach snowboarding.

Why: Level 2 & 3 instructors are expected to be able to apply appropriate concepts for a given situation. Snow conditions, traffic, student profile, challenge level, and technical knowledge must blend together to create appropriate lesson content.

How do I prepare: What you teach goes hand in hand with how you teach. Your understanding of movement analysis, movement & performance concept, and cause & effect relationships will drive your ability to apply appropriate lesson content for a given teaching situation.

- ❖ **Equipment Knowledge** – Refers to knowledge of past and present snowboard equipment technology and its influence and application to teaching, learning and riding.

Why: It is important that Level 2 & 3 certified instructors are at a minimum knowledgeable, and at best experts with regards to equipment. Level 2 & 3 certified staff are typically the “go-to” people for opinions and advice on equipment among peers, and guests.

How do I prepare: 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.

- ❖ **Professionalism** – Look and behave like a professional.

Why: We expect that those who are certified will exude the best behaviors of a professional.

How do I prepare: Be a member of your school staff, not just of your discipline. Listen to others with respect and with the intent to understand. Do your best, even when you don't want to. Look the part, someone is about to pay 100\$/hour to ride with you. At first glance make sure they know that they made the right choice.

Possible Exam Outcomes

The top assessment form at the completion of your exam will indicate one of several possible outcomes for the Certification Course. The possible outcomes at the end of your exam period will be either: Attain Level, Maintain Level, Written Retake, or Riding Retake.

Attain Level (circled as Attain II or Attain III) – To attain the next level of certification, you must pass the written exam. You must also receive an “attain” on two of the three days of the course in each scored category on the assessment sheet. Two attains in each Riding, Pro Knowledge, and Teaching Methodology will attain the level.

Maintain Level (circled as Maintain I or Maintain II) – You receive a maintain level score if you earned less than 70% on the written exam, or received two “maintain” scores in any category you will maintain your current level of certification at the completion of the exam.

Written Retake (circled) – If you earned less than 70% on the written exam, though passed the on hill portions of the exam, you will be eligible to take the written retake. To take the written retake, you must have passed all the on hill portions of the exam. The retake will be a written exam similar to, but not the same as, the one taken prior to the Certification Exam.

Riding Retake (circled) – If you receive at least two “attain” scores in professional knowledge and teaching methodology but not in riding, you are eligible to retake the riding portion of the course. You complete the riding portion of the course by attending a Level 200 or Level 300 Riding Assessment (Level 200 for the Level II and Level 300 for the Level III). This is a one-day riding course offered to all members. Members not eligible for a riding retake may attend the Riding Assessment and be in your group. Each participant receives a written assessment at the end of the course day. Scores for members not eligible for a retake do not count towards a Certification Exam. Passing scores for members eligible for a riding retake will complete their Riding Retake requirement and allow them to attain their new level of Certification.

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 5:00 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. No scores will be changed after the posting of results. After the awards ceremony is a good time to discuss your time on the hill with your examiners and ask questions.

Pre-exam Checklist

Be sure to bring items on this list, as well as perform the task listed. This list will help you to remember things when you are preparing to take the all important trip to your exam location.

- ❑ At a minimum, make sure you read and understand concepts in the American Association of Snowboard Instructors Technical Manual. It contains valuable information for your teaching and what will be expected of you at the exam.
- ❑ Do your best to obtain the Further Reading materials listed and read them. They will provide further information to help you different aspects of instruction and riding. Use what you read in your lessons.
- ❑ Look over the Snow Pro, 32 Degrees Magazine, and AASI web pages and forums for the most current information.
- ❑ Practice your teaching & clinician skills by offering to teach clinics to other instructors at your resort or nearby resorts.
- ❑ Expand your teaching experience base by offering to take out lessons in different populations than you are used to. If you usually teach kids, take an adult lesson, and visa versa.
- ❑ Make certain to take a movement analysis clinic.
- ❑ Make certain to take clinics on teaching children.
- ❑ Make certain to take the time to integrate what you learn from further reading, training clinics, and study questions into what you do on the hill.
- ❑ Assess what you may need to work on to prepare for an exam by reviewing this guide and understanding all the information and expectations contained within.
- ❑ Determine what event you will be attending and sign up for it as early as possible.
- ❑ Be certain to let your school's director know of your intentions, so they have time to talk to your trainer and receive the Directors Signature.
- ❑ Answer the training questions provided in this guide and review them with trainers or peers.
- ❑ Choose which equipment you will be riding for the exam and stay on that equipment as much as possible.
- ❑ Continuously consult your trainer or mentor to guide your training and performance.

- ❑ Prior to the exam, ride the entire mountain, in all conditions, at different speeds, in all different weather conditions.
- ❑ Pack a writing implement and a small notebook.
- ❑ Pack your deck, your boots, extra binding parts, and extra gear.
- ❑ Make sure to make all travel arrangements, including transportation and hotel, as soon as you decide where you are taking your exam.
- ❑ Talk to your peers and see what their plans are for exam taking. Having moral support can be invaluable.
- ❑ Talk to your peers who have gone to the exam and listen to what they have to say about the experience.

AASI Retakes

Riding Retake – A member has the current season (in which they took the exam) and the two seasons following to retake and pass the riding portion of the exam. 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 exam as often as necessary to complete the certification level they are attempting.

If and when a member passes the one-day retake, they will be credited the required educational credits for membership.

While reattempting 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 anytime prior to passing all required portions of any certification level, the member must begin the certification process from its beginning, including fulfilling prerequisites.

Failed Exams or retakes do not count as educational credits. Membership requires that a member must complete two credits of clinic updates every two seasons.

Written Retake – A member can continue to retake the written portion of the exam as often as necessary to complete the certification level they are attempting. Candidates will have two attempts per season. If the exam candidate does not achieve 70% or higher at either attempt, the exam candidate will not be eligible to attempt the exam until the following season. Your Snowsports School Director's signature is not required to register for the Professional Knowledge online exam (your

Snowsports Director's Signature is required to process all other exam registrations). You will have access to the online exam 24/7 between August 15 and April 15 of each year. Once your application is processed, you will receive a separate email within 2 business days with a link to take the online exam. The 50 minute time limit begins after you accept the terms and conditions online. Should a member require special arrangements for taking the exam, or does not have online access, arrangements can be made through the PSIA-E Office by contacting the Education and Programs Department at 518-452-6095.

While reattempting the written exam, 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 anytime prior to passing all required portions of any certification level, the member must begin the certification process from its beginning, including fulfilling prerequisites.

Taking or passing a written retake does not count as a clinic update.

Training Questions

The following questions may help assist in your training as a snowboard instructor, or to help you prepare for an exam. 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 to integrate it into the work you already do. In your desire to find more information about snowboarding, feel free to use all the books listed as additional reading, and to post questions on our website at www.aasi.org (via the members forum).

The Past

- 1) Collect information on early forms of snurfers and snowboards. List 5 similarities and 10 differences between current and past snowboarding technique.
- 2) Where, when, why and by whom was the first snowboard school created?
- 3) Create a timeline for PSIA's involvement in snowboarding. Detail the significant events on the timeline.
- 4) Who conducted the first PSIA snowboard certification?
- 5) Who created the AASI, when and why was it created?
- 6) What is the mission statement of the AASI?

Riding Concepts

- 1) What is the goal of most first-day snowboarders?
- 2) Explain the difference between the performance concept and the movement concept.

- 3) What does the Y Model represent? Relate its purpose and value to students.
- 4) Find seven synonyms for the word “rotate.”
- 5) Collect and list information explaining the movement concept.
- 6) Collect and list information explaining the performance concept.
- 7) Explain the concept of torsional flex. Apply the concept to a turn.
- 8) Construct a chart relating movement to performance.
- 9) Relate the AASI riding levels to the levels used at your resort.
- 10) What is timing? How does timing apply to movement and performance? Give examples.
- 11) What is intensity? How does intensity apply to movement and performance? Give examples.
- 12) What is duration? How does duration apply to movement and performance? Give examples.
- 13) Using both nouns and verbs, list five synonyms for the word “edge angle.”
- 14) What is pressure distribution and how is it managed?
- 15) What causes movement in the body?
- 16) What is flexion/extension? What role does it play in snowboarding?
- 17) What is the governing rule of the performance concept?
- 18) Draw the Y Model. Depict the different features of the model on the diagram.
- 19) Relate the general categories of riding to the competitive side of the sport.

Learning Concepts

- 1) Collect information and describe different factors influencing how the brain works.
- 2) Summarize how physical and social factors influence learning.
- 3) How is information stored in the brain?
- 4) What is the result of strengthened connection between brain cells?
- 5) What is a learning preference?
- 6) Describe three situations in which your ability to learn would be enhanced.
- 7) Describe three situations in which your ability to learn would be reduced.
- 8) How does the amount of structure affect the learning environment?
- 9) What does connection have to do with learning?
- 10) Apply similarities and differences between students who receive information best via visual, auditory and kinesthetic avenues to learning situations.
- 11) Illustrate how matchers and mismatchers respond to new information.
- 12) Differentiate between an internal and external reference point.

- 13) Describe the differences between someone who is reflective vs. impulsive.
- 14) What is the significance of the “multiple intelligences?” How many are there?
- 15) Distinguish between memory, learning and intelligence.
- 16) Define each type of “intelligence” and give examples of each.
- 17) Describe teaching tactics for appealing to each type of “intelligence.”
- 18) At what age do we stop the development of intelligence?
- 19) How do we offer our clients “variety” when learning?
- 20) How do we offer our clients “choice” when learning?

Teaching Concepts

- 1) Expand on the three core values and fundamental assumptions of snowboard instruction.
- 2) What are the five ingredients essential for learning?
- 3) What are the three major parts of a lesson? Determine the significance of each part.
- 4) Describe the four elements of an introduction. Give five situations requiring introductions of different lengths.
- 5) In your own words, describe the importance and development of rapport.
- 6) What is movement analysis?
- 7) What are we challenged to do when watching a student move?
- 8) What are reference alignments? How do we use reference alignments in movement analysis?
- 9) What is range of motion? How does range of motion impact movement analysis?
- 10) Explain the concept of scale. Describe or draw your favorite scale.
- 11) What is the goal of the body of a lesson?
- 12) In order for goals to be effective, they must be... Explain each component of an effective goal.
- 13) What is an “action plan?”
- 14) Draw the pattern of teaching. Describe each step.
- 15) Why is the pattern of teaching not a linear progression? Which step comes first?
- 16) What is the purpose of an explanation?
- 17) Illustrate the advantages and disadvantages of the different ways of structuring practice.
- 18) What is feedback? Why is it important?
- 19) What are the purposes of open and closed questions? List four situations when you would use each.
- 20) What is the purpose of a conclusion?

- 21) What is direct instruction, who uses it, and what details need to be considered?
- 22) Illustrate examples of teaching using guided discovery. What makes this different from direct instruction?
- 23) Compare and contrast the two types of guided discovery. List advantages for each type.
- 24) What are metaphors? Provide examples as used in snowboard teaching.
- 25) What is the difference between a habitual and perceptual skill? How is each learned?
- 26) Describe ways to obtain student input used to form goals for the lesson.
- 27) What are the advantages of working with one or two clear, concise goals rather than a larger number?
- 28) What are the elements that produce good demonstrations?
- 29) Cite several things an instructor can do to help students see demonstrations clearly.
- 30) Describe the effects snow conditions can have on an action plan.
- 31) Mental rehearsal, imagery, visualization; how can these concepts help performance?
- 32) Why is individual feedback during the learning process so important?
- 33) Specify the advantages of using the following organizational approaches with a group of students: follow me, class leads, call down, and student pairs.
- 34) Give several ways to pleasantly end a discussion with a talkative student so you can keep the class moving.
- 35) What are the advantages and disadvantages of competition within the context of a snowboard class?
- 36) What are the advantages of holistic and part/whole teaching? What situations dictate the use of one over or before the other?
- 37) When using the part/whole approach, why is teaching the end phase of a maneuver advantageous?
- 38) Describe two tasks or exercises that improve riding in bumps.
- 39) Describe two tasks or exercises that improve riding in deep snow.
- 40) Describe two tasks or exercises that improve riding on ice.
- 41) In order of importance, arrange four factors you consider in terrain selection.
- 42) Describe several potential disasters resulting from improper terrain selection.
- 43) Give some examples of how terrain can aid an exercise or maneuver.
- 44) What symptoms may become apparent when a student is pushed too fast?
- 45) How may waiting time (lift lines, before total class gathers, waiting for students) be used as learning time?

- 1) What variables determine how, and in which order, concepts are presented to beginners?
- 2) Describe the different types of snowboard rental equipment available to beginners at your resort.
- 3) Explain some of the benefits and characteristics of effective posture.
- 4) Sequence the basic skills you teach to beginners. Relate the order of this sequence to terrain.
- 5) Explain important lift operating procedures at your resort.
- 6) Why is it important to ride up the lift after your group members have loaded ahead of you?
- 7) What special safety precautions do you take in regards to beginners?
- 8) What are the most important things beginners should walk away knowing?
- 9) What kind of terrain does your mountain have for beginners, and how do you use it to benefit their learning environment?

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?
- 9) Illustrate bad forms of nonverbal communication.
- 10) Illustrate 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) List your four favorite restaurants nearest to your home resort.
- 16) List six programs and activities that are available at your resort.
- 17) Record current lift ticket and program prices at your home resort. Do you offer day-care? How much does it cost?
- 18) Describe the snowboard instructor’s role as an ambassador of the sport.

19) 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.
- 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.

Kinesiology

- 1) Define kinesiology, biomechanics and physics.
- 2) What is the importance of a muscle-joint relationship?
- 3) Differentiate between different types of muscle contractions. Provide snowboarding examples.
- 4) Where is the center of mass of the average adult male, adult female and child?
- 5) Chart the major joints of the body by type (hinge, ball and socket, etc.) and movement possibilities for each.
- 6) What connects bones to other bones?
- 7) What connects muscle to bone?
- 8) Describe the major functions of cartilage.
- 9) What is the function of lactic acid? How is it created and removed from the body?
- 10) Explain the difference between the ankle and subtalar joints.
- 11) What physical laws are relevant to snowboarding?
- 12) What significance does momentum have on snowboarding?
- 13) Why is there less fatigue in a taller position than a lowered body position?
- 14) What causes bone spurs?
- 15) Identify the groups of muscles of the lower leg.
- 16) What fuel do muscles use in anaerobic activity?
- 17) Relate stance angles to body position and alignment on a snowboard.
- 18) What forces act against gravity's pull in a straight run, a basic turn, and a dynamic turn?
- 19) Describe angular momentum and relate it to a turn on a snowboard.
- 20) Relate the significance of the term tangent.

General – Technical / Mechanical

- 1) Identify and explain the various movements that you can use to unweight your snowboard.
- 2) Specify the fundamental differences between pivoting and carving.
- 3) Specify the fundamental differences between basic and dynamic turns.
- 4) What is the most important joint in the body for maintaining balance?

- 5) Describe the effects speed and intensity of rotational movements have on the radius of a turn.
- 6) Identify and explain different methods of starting a turn.
- 7) List factors that cause braking, maintaining speed and acceleration in turns.
- 8) Differentiate between stance and posture.
- 9) Describe methods to tighten the radius of the second half of a turn.
- 10) 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?
- 11) Define pressure. How does pressure on a snowboard relate to edge angle, pitch of the hill and speed?
- 12) Identify possible causes of losing pressure on the edge of the snowboard in the middle of a turn.
- 13) What causes the snowboard to chatter during a turn?
- 14) Describe specific combinations of movements you can make to vary the degree of edge angle in a turn.
- 15) Relate the placement of maximum edge angle, set in different parts of a turn, to acceleration of the rider.
- 16) As pitch, speed and/or rate of directional change increase in a turn, how does the body effectively adjust?
- 17) 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.
- 18) Discuss potential results of riding on ice using a high and low edge angle.
- 19) Discuss potential results of riding in powder using a high and low edge angle.
- 20) 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.

Kids Instruction (ATS-Children's Manual)

- 1) Explain the CAP Model. Why it is 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.
- 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) What is the policy at your resort concerning the following issues:
 - a) A sick child in your class.
 - b) Hypothermia.
 - c) An accident/injury.
 - d) Wet pants.
 - e) Lost child in a class.
 - f) End of class/ returning children to adults
- 26) Explain why guided discovery is an important tool to use with children.
- 27) For which type of lesson or child would direct instruction work best?
- 28) Discuss special considerations that need to be addressed in terms of children's snowboard equipment.
- 29) How do the principles of Learning Theory and Behaviorism apply to teaching children?
- 30) Explore the impact of positive and negative reinforcement. What works and why?
- 31) Describe successful methods used for motivating children.
- 32) Give four examples of motor response development.

- 33) What are important communication techniques when teaching children?
- 34) How can you modify a presentation to children who may be having trouble?
- 35) What is a prepared environment?
- 36) What are teaching aids? List teaching aids commonly used in snowboard instruction.
- 37) Why are stationary exercises useful?
- 38) How can you help instill Your Responsibility Code in children?
- 39) What are components of successful kid's class organization?
- 40) How can slalom poles be used effectively? Give examples for several levels of snowboarders.
- 41) Give an example of an activity or game, what movement it promotes, and for what age it is appropriate
- 42) What is animism?
- 43) List your three favorite teaching exercises. Modify each to meet the needs of groups of different ages.
- 44) Describe your favorite teaching terrain for beginner children.
- 45) Explain safety considerations when bringing a class of advanced seven-year-olds to steep terrain for the first time.

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.
- 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) When was it formed?
- 5) What is the relationship between the ASEA and the AASI?
- 6) What is the mission of the AASI?
- 7) How many Divisions form PSIA? What is the basis for the divisional structure?
- 8) How does the AASI interact with the PSIA Divisions?
- 9) How many Regions are there, if any, in your division?
- 10) Describe your responsibilities as a recipient of discounted equipment based on your status as a pro.
- 11) What opportunities do you have to interact with the snowboard industry at your resort?
- 12) List the shops at or closest to your resort where you send students to buy equipment.
- 13) What equipment do you recommend most often?
- 14) List the shops at or closest to your resort where you send students to get their equipment tuned.
- 15) When are manufacturers doing equipment demo days at your resort this season?
- 16) How have snowboard technology and snowboard technique influenced one another over the years?
- 17) What do the following acronyms stand for? What importance does each group have in the snowboard industry?
 - a) FIS
 - b) ISF
 - c) USSA
 - d) USASA

- e) NSAA
- f) SIA
- g) NSP
- h) ISIA
- i) BASI
- j) CASI
- k) IMSIA

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