

**American Association of Snowboard Instructors
Eastern Division**



**AASI
Level I Exam Guide**

AASI-E Level I Exam Guide

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a partner of the Professional Ski Instructors of America - Eastern Division
1-A Lincoln Ave., Albany, NY 12205-4900

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Revised – December 2010

The AASI Certification Process

The process to become a certified snowboard instructor is a journey through training at your home mountain, practicing what they have taught you in the clinics you have attended, becoming accustomed to providing for the needs for your guests, and teaching those guests who challenge what you know about snowboarding. There are a number of reasons one may decide to teach snowboarding: The love of the sport, relaxation on the weekends, creating a lifestyle that fulfills your goals. For all these reasons, and the ones that you make on your own, teaching snowboarding should be the best job you have ever had.

It may be short sighted to believe that teaching snowboarding is a way to make cash while you ride. Teaching snowboarding is much more than just teaching someone to do this thing, and then to do that thing. It is much more helping guests to develop the sport for themselves. Many of the longer-lived instructor careers began with the concept of teaching as sharing the sport with people who genuinely want to learn to ride.

As you begin to develop your career as a snowboard instructor, be mindful of this quality of great instructors who have been leaders in our industry: persistence. Their bond between teaching and riding is so tight that it becomes seamless. They never need to stop “riding” in order to begin “teaching” because the two are connected. They are always themselves learning, and training, and changing how they think about snowboarding.

As instructors, we have the responsibility of representing our mountain, school, and sport. One of the goals to strive for, as a snowboard instructor, is to personify excellence. Becoming affiliated with a school is the first step. Becoming an effective instructor is the next step that will take much training, stamina, commitment, and persistence. Teaching in any form is a constant learning experience and just like snowboarding, the answers are not in black and white.

“Nothing in the world can take the place of persistence. Talent will not: nothing is more common than unsuccessful men with talent. Genius will not: unrewarded genius is almost a proverb. Educations alone will not, the world is full of educated derelicts. Persistence and determination alone are omnipotent. The slogan “press on” has solved and always will solve the problems of the human race”-John Calvin Coolidge.

No one in AASI will tell you why you should or should not be a certified instructor, but rather, they will exemplify characteristics that are beneficial in the pursuit of the qualities to be an established instructor. There are no hard and fast rules to make you a good instructor. For example, if you attend four different clinics on teaching beginners, that does not make you a good beginner’s instructor. It is the actual practice and participation in the teaching of the sport where you will acquire the knowledge of the “what to dos” and “what not to dos.”

The premise of the certification standards is based upon the concepts of “levels of understanding” that define stages of learning in degrees of understanding. Just as certification is a measure of understanding, levels of certification represent stages of understanding. Candidates will be held to the knowledge and performance standards of the level at which they are testing as well as the criteria for all preceding levels.

Throughout your experiences in your first years of teaching, keep an open mind and understand that learning is a process, and those who are trying to share it with you each have something to share with you that you can learn from.

Enjoy the journey...

About This Guide

The snowboard trainers at your area will help you prepare for an AASI Level I Certification Course. Make sure you ask them to participate and continuously check for feedback from them on your progress. This Guide will enhance and supplement that training. This Level I Guide is an introduction to the certification process and should help you decipher the information you will be overwhelmed with about riding, teaching and our profession. The Level I Course is an assessment. This Study Guide is very important in helping you to prepare for this assessment. This certification exam is not to be taken lightly, and you are encouraged to train to the fullest extent possible. If you have never taught a snowboard lesson, this exam is not for you.

The assessment at the Level I Certification Course is based on your familiarity and understanding of the information outlined here and detailed in the AASI Manual. We will provide you with more information about these topics as part of the educational process during the Level I Course.

This guide describes what AASI expects of a Level I Exam candidate, as well as what you can expect from the Level I Certification Course. Be assured, before reading further, that this guide is not the source for information about teaching snowboarding. The AASI manual and, more importantly, experience training and/or teaching provide the information necessary to attain certification. This guide is an outline of what you should expect, what the standards are, and what you can do to prepare for them.

The Level I exam course will be your introduction to AASI and will be very informational and will provide a great forum to ask questions. The Level I experience should be looked at like a college class; you get out of it what you put in. If you choose to stay quiet and not participate, chances are you may not get what you want out of it, therefore, we encourage you to participate as much as possible and be yourself.

Should you have any questions about the certification process throughout your training, seek guidance from trainers at your mountain, or ask questions on the AASI Member forum at www.aasi.org. There should also be resources at your schools library, and from your peers at the mountain.

Should you choose to obtain a copy of the AASI Snowboard Manual or other reading materials, you can order a copy from the divisional office at: PSIA-E/AASI, 1-A Lincoln Ave., Albany, NY 12205-4900, Phone - (518) 452-6095. The AASI Manual contains the information you will need to prepare for your Level I Certification Course.

The Level I Experience

Training: Getting Started

Please use this guide to help you with Level I training. You, and you alone, are responsible for coordinating your training for this course. Ask your area trainers, supervisors and managers to assist you in preparing for your Level I Course. Follow this guide and participate in clinics at your area to gain an understanding of, and experience with, the AASI concepts. It is not your trainer's responsibility to hound you to train or to study. The sole responsibility for preparing yourself for an exam clinic is yours. Please understand: it is necessary to develop your understanding in all three categories you will be evaluated on, if you are a hot rider, but can't explain movements to a beginner, you have not prepared yourself for this exam. If you have read the AASI Manual, but have never taught a snowboard lesson, you have not prepared yourself for this exam.

Level I Certification requires candidates to demonstrate knowledge and application of the concepts found in the AASI manual. These concepts are simple, but require experience using them to develop understanding. This experience comes best from combining riding, teaching, and training. Training comes in many forms: reading the manual, participating in discussions, clinics, teaching students, video analysis. Training and training programs are often under utilized. Sometimes instructors believe they have gone through the training required at their hiring, and that that is enough. Although most times that is a good start, each time that instructor is presented with a difficulty on the hill- they are presented with an option: Either continue doing the same thing over and over which may work, or which many not, or continue their training so when they encounter the situation again, they will have the tools necessary to change what they are doing and try something that may work better for the guest.

Communication and Commitment are the keys to getting started with an effective training plan. Talk to a "mentor" instructor, supervisor, director or manager about starting a training program. Use the sample-training plan in this manual as a guide, making sure to cater it to your specific needs. Communicate with your mentor or trainer and assess your current level of experience and performance. This assessment will be your starting point.

Take Matters into Your Own Hands. When teaching, take all different ages and experience types. If you enjoy teaching adults, take children. If you have dialed in your beginner lesson, take someone who is there for their second visit and teach them. The wider the variety of people you teach, the more background you will have. Be open to different learning situations and new challenges. Use a copy of the assessment form in this guide and record your performance on videotape (riding and teaching). Then with your trainer, assess your performance and decipher what you need to work on next.

Also, ask others who have taken the Level I exam about their experiences. Some may have had banner experiences and they can inform you on how they trained and possibly achieve a merit pass. 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.

The Level I Experience ***continued***

Make Training a Regular Part of your Riding Experiences

Start a regular training cycle. Meet with your trainer, mentor or peers on a regular basis to discuss new concepts and ideas. Provide time to work with these ideas while you ride and teach. Remember to discuss the concepts again after you have worked with them, this is an important and often forgotten part of training. When discussing concepts, use a variety of approaches (i.e. riding, talking over beverages, clinic format, locker room discussions, etc.) to really feel out the concept for yourself. Too often, we as instructors, feel that training must happen in the form of a clinic group.

Occasionally have special training, like video, running gates or a pipe session. Video is a great tool for recording your development in the training process. Record teaching programs and presentations, not just riding. Special training can also be completely separate from the resort and snow. For example, much can be learned by inviting some experienced instructors to a training dinner. The motivational aspects of special training are as important as the informational aspects; be creative with special training sessions.

Work in teams. It is much easier to maintain your training schedule if you have the support of a team. We often refer to the Level I as an “experience.” Working with a training team can heighten the process of training and achieving Level I. Creating this team will take some effort on your part. Recruit like-minded others to join you in your pursuit of Level I Certification.

Set realistic goals; do not rush it. A rushed training program can do more harm than good. Remember that experience and understanding are all that count in the end so filling your head with a bunch of snowboarding terms is not as useful as understanding the meaning of a few of those terms. Ask your trainer to help set a target date for the Level I. You may want to check the AASI Course Schedule for Level I Courses at an area and time you can attend.

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. In this way you will get the most out of the training hours you have available.

Training- Sample Level I Training Plan

This sample-training plan is for an outline of actions you may want to take to prepare yourself for this exam. Ideally, training and development is a year-round effort. Summer months are a great time to attain or maintain a high fitness level, search for and read written materials, correspond with like-minded others, check out the AASI member forum, and generally not allow snowboarding to become totally removed from the brain. Another suggestion is to read other supplemental materials that will keep your mind racing about all the latest happenings and gear.

Early December: Set up a short meeting with trainer/supervisor, with the intention of discussing personal and professional development. Then review records of accomplishments of last season, time commitment/restrictions, strengths, weaknesses, goals, etc. Whether you are part-time or full time, plan on teaching one week at Christmas, and as many weekends and holidays as you can. If you work at a mountain that is open at night, plan on riding a few nights a week.

The Level I Experience *continued*

Mid December: Have a friend at the school videotape your riding and teaching. Your review of the tape with your trainer is clutch, because your trainer is able to point out things you can improve on, and tricks that will make your job easier. Your trainer's review of your riding is important to demonstrate things you need to work on, and how those aspects of your riding relate to AASI Standards.

A sample training plan could be very similar to this:

- Once a week meeting with trainer to check in with progress.
- Once a week schedule to take a clinic from a trainer to improve your teaching, technical, or personal riding.
- Before signing up for your Level I exam, make sure you lead three clinics with new instructors, mentored by a trainer. Have the trainer provide you with feedback on how you did.
- Before signing up for your Level I exam, 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.
- In free time, or time between lessons, answer questions provided in this guide, old exam questions, questions out of the Level II study guide, or any other materials you can put your hands on. The more you know, the better off you will be.

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.

End of January: 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.

Beginning of February: Have a repeat sit down 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.

End of February: Do it again! Have that same meeting with your trainer, however, make sure in the interim you have taken a movement analysis clinic.

Before Level I Exam: Lay out all of your gear, making sure you pack for sunshine, rain, blizzards, and below-zero weather. 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 good nights sleep.

Level I Exam: Relax and enjoy 2 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, so represent your trainers and your mountain the best way you can.

The Level I Experience ***continued***

Application Process- Preparation and Scheduling

Choosing a Level I Course

Your supervisor or trainer can help you locate the AASI schedule of events. They should have a poster of events in your school, but if not you can view it on the AASI website. The schedule is designed to bring Level I Courses as close to your resort as possible. This does not mean, however, that you need to take a course at your home resort. Taking a course at another resort is often a great experience. Part of the Level I experience is meeting and interacting with instructors from other resorts. This interaction with other instructors is one of the many benefits of AASI. Snowboarding is changing, developing every day and often what is being developed in Maine has a different spin than what is being developed in Pennsylvania. Plan ahead; if possible, visit another resort for your Level I Certification Course.

When choosing an exam location, ask others at your mountain to see if anyone else is planning to attend. This could help you save in travel and lodging costs, as well as having moral support around. Don't expect to be in the same group with others from your mountain. Often, the education staff members at the event try to break up people from the same mountain.

Course deadline

The three-week deadline means that applications must be received in the office no later than 3 weeks before an event, and is a necessity for many reasons involving staffing, lodging, administrative and financial considerations. It is also a consideration for you to plan ahead, pack accordingly, and schedule lodging for yourself.

Event application forms can be obtained on our website at www.psia-e.org, by calling the office to receive a fax, often at your snowsports, and in any edition of our SnowPro Magazine. Think about sending your application in way ahead of time; apply for the course at least 4 weeks before the event. This will allow the days necessary for the US Postal service to deliver your application to the office before the three-week deadline. Faxing it eliminates this problem.

Applications received after the deadline are not guaranteed a spot in 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. Avoid the aggravation and disappointment; register early.

Remember to fill out all the required information on the application. Your director's signature is required for enrollment in the Level I Course. Your director's signature attests to the fact that you have received the appropriate amount of training, taught the required amount of hours, and are prepared to pass the Level I Course. In a sense, the person who signs your card "co-signs" on your performance. Your performance at the Level I Course is a direct reflection on you, your trainers, and the person who signs the application card.

The Level I Experience *continued*

Participation: Make the effort

Make the effort to participate in the Level I Certification Course. Participation involves everything from packing the right clothing to showing up to registration on time and answering questions that are posed to your group. The Level I experience is directly proportional to the effort you invest in the course and your preparation. You earn your Level I by training and experience. The Level I Course is an opportunity to demonstrate what you know and learn more in the process. Do not miss the learning that takes place at the Level I, we call it an “experience” for a reason. Participation is an essential part of the design of the event, keep in mind that this is a learning experience, as well as an assessment of your teaching, riding, and technical knowledge. Should you ask questions expressing lack of the basic understanding necessary to demonstrate to the Education staff member that your knowledge and skills are at that standard of this course, it will be taken into consideration at the final evaluation of your performance.

Equipment

There is no “best board type” or “best system” to ride at the Level I Course. Avoid, if possible, bringing brand new gear, or gear that you have not spent a great deal of time on. Bring and ride the equipment on which you feel most comfortable. Dress like a pro with the weather in mind. Be prepared. Bring extra parts and equipment if you tend to be rough on your gear. Remember that the weather and snow at the course varies from mountain to mountain, day to day, and minute to minute. It is wise to keep your equipment tuned and well maintained at all times, and your Level I exam is no exception.

Level I Exam-Key Points to Remember

- If you have prepared yourself as it details in this guide, you have nothing to worry about. Remember that snowboarding is fun, and have a great time.
- Helping others in your group and working together demonstrates what an effective team player and teacher you can be. The Ed staff member leading the group will see that.
- This is a test, it is only a test. The exam clinic is not about getting the pin, it is an acknowledgement of the skills and knowledge you have worked so hard to obtain.
- The Ed staff member who will be leading the group has gone through the same exam you are going to be going through at their first certification clinic. They understand the anxiety you may be feeling. They are there to be your ally, your friend, and help you do your best.

The Level I Experience *continued*

Assessment Form

Read and review the Assessment form through the year and subsequently throughout your training program. Because all these categories will be scored, it is a great cheat sheet to check your training against. For example, if you review the assessment form, and see that the CAP Model is on there, but you don't know what it is, it will be important for you to learn this information prior to your event clinic.

Assessment Criteria

The assessment form breaks down each main category; riding, teaching, and professional knowledge, into eight elements. These elements are listed here and briefly described. Use these descriptions as a training tool to assess your own performance and compare your thoughts with what your trainers observe in your performance.

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.

Riding

Candidate riding will be evaluated on the following variables:

- Turn Size
- Turn Shape
- Timing, intensity, duration of movements

Candidates will be evaluated on the following movements and coordinations:

- Isolated movements or combinations of movements
- Versatility in movements based on terrain or tactics
- Extends to initiate a new turn
- Extends to release the edge
- Flexes to initiate a new turn (creates a movement of the center of mass into the new turn)
- Flexes to release the edge
- Both legs are active
- Applies equal flexion/extension movements from both legs
- Uses a variety of ways to un-weight the board
- Applies independent flexion/extension movements from both legs
- Maintains reference alignments as appropriate to terrain and task
- Applies an active Athletic Stance
- Utilizes an appropriate range of motion

The Level I Experience ***continued***

Teaching Methodology

Candidates will be evaluated on their knowledge and application of the following:

- Safety, Your Responsibility Code
- Use of AASI Snowboard Teaching System (STS) concepts: Teaching, Learning, Riding, and Service concepts
- Presentation of logical progressions, from simple to complex, that are appropriate for the skill level of each student and relevant to task and desired outcome
- Accurate demonstrations appropriate to the task and skill level of students
- Professionalism at all times
- Use of feedback models that is timely, appropriate, and accurate
- Communication skills
- Group handling appropriate for terrain, task, and skill level of students
- Recognition and appropriate adaptation to ages and stages of development
- Use of appropriate terrain for task and skill level of student
- Pacing of lesson appropriate for student skill level and profile (i.e., kids, adults, beginner, advanced)
- Creativity in handling different types of students in different situations (i.e., class, private, multi-day, multi-week)

Pro Knowledge

Candidates will be evaluated based on the following criteria, terms, concepts, and models:

- AASI STS concepts
 - Teaching concepts
 - Learning concepts
 - Riding concepts
 - Service concepts
- Children's material
 - C.A.P. model
 - Piaget's Stages of Development
 - Maslow's Hierarchy of Needs
 - The Teaching Cycle
- Reference alignments
- Movement analysis process
- Cause-and-effect relationships
- Biomechanics related to snowboarding
- Stance issues related to a rider's ability to flex, extend, and rotate
- Equipment
- Turn type, turn shape, turn size, turn phases
- Feedback: objective versus subjective response
- A.T.M.L.TM Model
- Smart Style

Scoring of Criteria

The AASI Ed Staff Member conducting your exam will fill out the assessment form and give you a copy at the end of the event. Each element will be evaluated using the following scale. No score, 'N/A' or 'Maintain' may indicate elements not specifically observed. The course conductor, not the candidate, is responsible for elements not specifically addressed in the course. For example, when there is a lightning storm and half the course is held inside, not every element may be checked off on the assessment form.

Maintain - This element may appear, but not with the necessary consistency.

Attain - This element appears regularly at a satisfactory level.

Special Notes:

The course conductor determines the specifics of what happens during a Level I Course. The needs of the group are the primary concern. Remember that the assessment form is a training and feedback tool, not an outline of how the Level I Course will be conducted. You are being assessed constantly during the Level I Course. For example, the equipment and clothing you choose are a small part of the professionalism and equipment scores, although you may never be questioned on the choices you have made. If everyone in your group has modern equipment and has an understanding of how to use it, the course conductor will not need a dissertation on the subject in order to fill out the assessment form. The course happens on the hill; the assessment form is filled as a review of your overall performance.

The Level I Experience ***continued***

Course Outcomes

The Assessment Form indicates several possible outcomes for the Level I Course.

Maintain Registered Status (circled as Maintain R) – Candidates who have more than one element in a category that need improvement before reaching the Level I standard may maintain Registered status with the AASI. Registered members receive written materials from the association and may participate in events.

Attain Level I (circled as Attain 1) – Candidates who demonstrate the Level I standard attain Level I Certification. On the assessment form, candidates must have no more than one element needing improvement in order to pass each category. Candidates must pass all three categories in order to pass the course.

After Your Level I Exam

The Level I is not the end, merely the beginning of your career in snowboarding. Use what you learn at the Level I to prepare you for continued development. Please don't rush your development. There is no hurry to get Level II Certification. Relax and Celebrate your accomplishment. Go back to your home resort and teach a few hundred lessons. After all, teaching is what we do best.

"The years teach us much the days never knew"- Ralph Waldo Emerson

There are many things to do after Level I:

Write down a few thoughts that occurred to you during the Level I Course. Years from now you will be amazed at what you wrote about your Level I.

Begin to collect and/or read books from the Further Reading chapter of the AASI manual.

Visit snowboard schools at different resorts and ride with other AASI pros.

Share what you learned at the Level I Course with other instructors at your home area.

Participate in discussions in the PSIA/AASI Member forum, via www.aasi.org

Regularly visit and interact on the divisional homepage, www.psia-e.org

Read and/or write articles for our divisional newsletter, the "Snow Pro".

Encourage and recruit others to snowboard and teach snowboarding.

Participate in other educational courses offered by AASI, specifically Level 100 and 200 courses.

Use what you have learned to help make snowboarding easier for everyone!



AASI ASSESSMENT FORM

Resort exam given _____
 Day: (circle) One Two Three
 Date: _____
 Candidate Name # _____
 Exam level 1 2 3 RR
 Assessment by _____ Signature _____

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		
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
Teaching and Learning concepts	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

Professionalism	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): _____

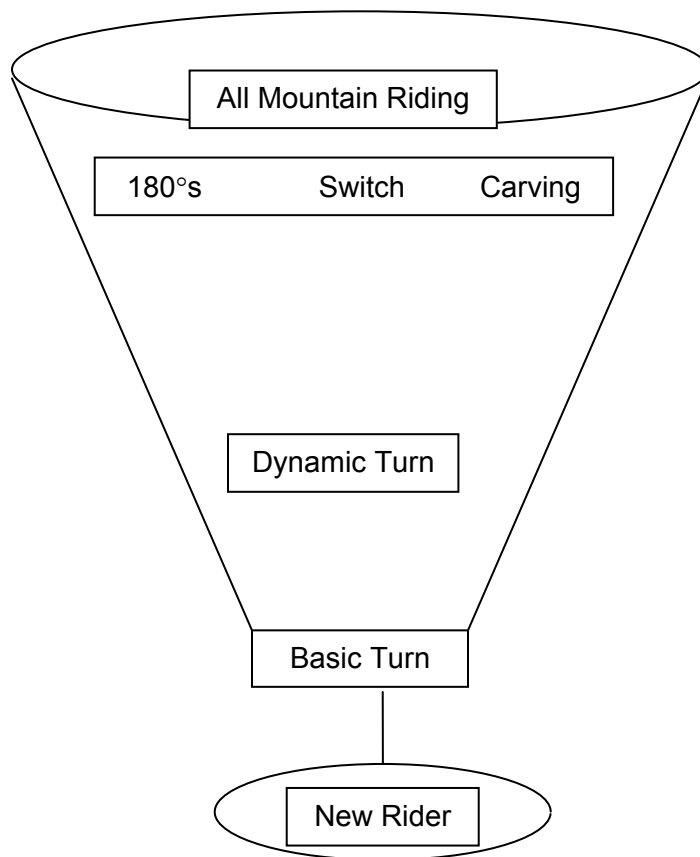
Additional Comments (optional): _____

AASI Level I Certification Standards

AASI Standards are based on knowledge and application of information gained from the AASI manual, books from the “Further Reading” section, and more importantly, riding and experience teaching snowboarding. The depth of understanding required for Level I Certification is described in the brief statement below. The breadth of understanding and riding proficiency is represented by the Y-Model. Should you like to see the entire Y model and its components, please see the AASI Manual.

Level I Certified Members:

Perform and demonstrate comprehension of AASI concepts. Explain, illustrate, describe and expand on, using his/her own words. Grasp meaning and intent, measure, interpret and summarize.



Level I Course Format

The Level I Certification is generally a two-day course. There are also three-day night exams available. The group works with the same Education Staff Member for the entirety of the exam. During the course, the Education Staff member will evaluate candidates on riding, teaching methodology and professional knowledge.

Registration begins promptly at 8:00 AM on Day 1 of the event. *Please be on time.*

Approximate Schedule of Event - subject to conditions and situation

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	8:00-8:45 AM	Sign in for second day
	9:00-12:30 PM	On-Hill Morning Assessment
	12:30-1:00 PM	Lunch (flexible)
	1:00-3:00 PM	On-Hill Afternoon Assessment
	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 certificate and paperwork. Fill out and return event evaluation.	

Riding assessment is based on overall observed on-hill performance. Level I candidates are expected to demonstrate a basic, well-rounded riding ability. Level I candidates can expect to be challenged during the course and are encouraged to try new things. Successful Level I candidates will demonstrate the ability to comfortably ride the following terrain:

- All green terrain
- Blue terrain, including off-piste conditions and small bumps
- Groomed black trails
- Small freestyle features

HalfPipe assessment is based on demonstration of the appropriate timing, pressure, alignment, timing and tilt through reasonable transition zones to go to vertical encountered in the general ski area environment, including but not limited to side hills, up-hill areas along cat tracks, natural terrain features, halfpipes and quarterpipes (if available). Pressure will be managed, allowing the rider to maintain momentum on the up slope and generate momentum on the down slope. The edge change will occur at the apex (i.e., the highest point) reached on the “wall” before the rider comes down.

Jumps assessment is based on a demonstration of understanding of the Approach, Takeoff, Maneuver, Landing (A.T.M.L.™) model, and will demonstrate the skill and confidence to use the A.T.M.L.™ model on a small terrain park jump.

Approach: Judge the necessary speed for the approach to a feature of particular size in order to land in the designated landing zone. Maintain a flat board during the in-run as well as on the ride into the takeoff zone.

Take off: Balance and stability through a smooth takeoff.

Maneuver: Balance and control of body while in flight.

Landing: Keep the feet under the torso (i.e., for a simple straight air), align to the landing zone, ride a flat board away with confidence and control.

Teaching methodology assessment is based on observed group discussion and interaction, plus any assigned or optional teaching segments. Level I candidates are expected to interact with their peers as professionals and promote positive learning environments while sharing information relative to beginner and novice snowboarding. The successful Level I candidate will demonstrate the ability to present a teaching segment in a safe, effective manner that demonstrates the *knowledge and comprehension*¹ of the AASI technical terms, concepts, and models. The successful candidate will demonstrate the ability to teach a spectrum of riders, children to adults, from first-time riders to those who are learning and riding all green terrain, groomed blue terrain, and small freestyle features.

Professional knowledge assessment is based on observed instructor behavior, discussions, interaction with the group, and questions asked on an individual basis. Level I candidates are expected to show awareness and general understanding of the concepts in the AASI manual in order to earn a passing score. The successful Level I candidate will demonstrate the knowledge and comprehension of the AASI technical terms, concepts, and models listed below. The successful candidate will also demonstrate the ability to recognize movement patterns in riders that are learning and riding all green terrain, groomed blue terrain, and small freestyle features.

After the awards ceremony, feel free to talk to your conductor about how you did at the event, and what you can do better in the future. They are there to answer any questions you may have and to help you prepare to attain the next level.

¹ Knowledge and Comprehension is defined as the ability to recall data or information. Understands the meaning and interpretation of instructions and problems. States a problem's in ones own words. (Bloom B.S. (1956). Taxonomy of Educational Objectives, Handbook I: The Cognitive Domain. New York: David McKay Co, Inc.

American Snowsports Education Foundation (ASEA)

AASI was created by PSIA, both of which now operate under the umbrella of the American Snowsports Education Association. As an AASI certified instructor, you are part of the ASEA team. Just as skiers and snowboarders share the same riding environment on the hill, ski and snowboard instructors share the same working environment within resort operations, and your divisional staff do their best to represent all disciplines of snowsports education. In order to be a functional team player, it is important to understand the ASEA organization.

- Under the ASEA umbrella, PSIA and AASI combined have over 28,000 members.
- ASEA has nine geographic divisions: Alaska, Central, Eastern, Intermountain, Northern Intermountain, Rocky Mountain, Northern Rocky Mountain, Northwest, and Western.
- PSIA was formed in 1961.
- AASI was established in 1997.
- In 2004 the corporate name was changed to “American Snowsports Education Association” (ASEA) to convey a more realistic picture of the organization and to show it’s intent to embrace instructors of all snowsports.

ASEA's purpose is to:

- Meet the educational needs of the membership.
- Provide educational leadership.
- Develop and make educational materials available to its members, the industry and public.

ASEA's goals are to:

- Serve the membership.
- Recruit new members.
- Make its programs:
 - As safe as possible.
 - Fun for the guest.
 - Centered on learning.
- Serve the resorts where members work.
- Serve the snow sports industries.

ASEA Seeks To:

- Promote snow sports instruction.
- Promote recognition of instructors as valued members of their industries.
- Enhance opportunities for self-improvement and professional development.

Possible Riding Tasks

The focus of a Level I Exam is on what is actually required of instructors when teaching, what we do to show students what we have explained, or our ability to show movements and snowboard performances. Since snowboarding embraces a diversity of riding styles, be more concerned with your ability to show movements, movement patterns and performance than any “final form” of a specific task. The riding score will be a function of your ability to change, or to adapt, your riding style to the conditions.

Knowledge of different movement options is required for Level I. You may be asked to ride any or all of the listed tasks, once or several times during the course. Often we will ride the same task using different movement options. The possible riding tasks provided here include a combination of free-riding and teaching demonstrations. Most tasks are listed with multiple movement and performance options.

Movements to be applied at Level I include flexion, extension, and rotation, and these will affect the performance outcomes of twist, tilt, pivot, and pressure control. The candidate will be asked to demonstrate flexion, extension, and rotational movements separately and in a blended fashion when performing the outcomes listed previously. At a minimum, the candidate must demonstrate up-unweighting, terrain unweighting, and —cross-over movements at a mature level. Cross-over is defined as the purposeful movement of the center of mass across the board by extending or flexing the legs at the initiation of the new turn, resulting in edge change and facilitating edge engagement. In addition, at the request of the examiner the rider will demonstrate: 1) equal and/or independent extension and flexion of both legs, 2) appropriate timing, intensity, and duration of movements relative to the desired outcome, and 3) an ability to maintain reference alignments in all conditions and terrain listed previously (with the exception of freestyle outcomes). While riding, the candidate must demonstrate safety awareness through line choice, behavior, and the negotiation of traffic patterns on the hill.

The movements necessary to ride a halfpipe include the ability to manage pressure and terrain changes in a manner such that the rider can change edges and direction at will, regardless of whether he or she is moving up or down the snow’s surface. The un-weighting of the board can be accomplished with a retraction movement in which the feet are pulled up (i.e., away from the snow surface), or with a terrain un-weighting movement (e.g., riding off of the wall) into the air. Additionally, the rider will manage pressure using an extension on the down-slope to increase pressure and generate momentum. On the up-slope the rider can maintain momentum with a slight extension of the legs to avoid absorbing momentum and pressure. The edge change occurs in the air coinciding with a purposeful direction change (i.e., a 90-degree change in the direction of travel).

The movements necessary to perform a jump include the ability to manage pressure and terrain changes in order that the rider will approach, takeoff, conduct the maneuver, and land in a balanced manner. The feature will determine whether the rider “pops” off the jump or rides off of it. Additionally, the rider will manage pressure on the landing in such a way that he or she will ride away from the jump rather than allowing the hands or other parts of the body to touch the snow prior to riding away. Any spins or grabs are done intentionally and completed before landing.

Learning to ride these tasks is both fun and easy. Information, definitions, and descriptions of tasks and terms are in the AASI manual. Anyone can help you with your training, including your students, as we use these tasks when we teach. Since our objective is to show movement and performance, ask someone to describe what they see. If you are showing a movement, anyone should be able to see it, regardless of their knowledge of snowboarding. Ride these tasks in all types of conditions; few Level I Courses happen in ideal conditions. At your Level I Course, both you and the Education Staff Member who is your group leader are responsible for your safety. Education Staff Members are trained to consider the safety of the group when choosing riding tasks. Do not attempt maneuvers that are beyond your comfort level. Please come to the course prepared to ride the following tasks:

Heel and toe edge slips

Slip down the fall line:

- With equal weight on both feet. Do not rotate. Twist the snowboard to keep it across the fall line.
- With equal weight on both feet. Do not twist the snowboard. Rotate the board to keep it across the fall line.
- Do not twist or rotate. Use pressure distribution to keep the snowboard across the fall line.
- Ride over undulating terrain such as mild bumps or rollers. Use any combination of the above, as necessary, to keep the upper body traveling directly down the fall line.

Linked Traverses & Garlands

Ride as a falling leaf using one of the following as the primary method of changing direction.

- Twist the snowboard
- Pressure distribution along the length of the board
- Rotate the snowboard

Basic Turns

Make turns that are fluid, rhythmical, and symmetrical at a prescribed speed. Ride turns with emphasis on different movements and the use of combinations of board performances.

- Twist the snowboard to enter turns and rotate through the remainder of the turn.
- Tilt the board to enter, then rotate.
- Twist and then press.
- Tilt then press.

Experiment with the other 12 combinations of the board performances and find the ones that work best, as well as the ones that are not as effective (i.e. rotate board to enter and then twist to finish).

Dynamic turns

Make turns that are fluid, rhythmical, and symmetrical at the prescribed speed. Allow the snowboard to travel away from and back toward your center of mass. Dynamic turns show body movements. The path of the rider should be different from the path of the snowboard. Use movement to transmit energy to and through the snowboard. Use similar combinations of movement and performance, as with basic turns, for example, twist then press, etc.

Carving: Dynamic and Basic

Carved turns happen when the edge of the board slices the snow with minimal slippage. "Full lay out" carves are not required but an elementary control of speed through turn shape is. Practice these turns in both basic and dynamic forms.

Skidded turns: Dynamic and Basic

Skidded turns are where the edge of the board travels laterally as well as along its length. Practice both basic and dynamic skidded turns on all intermediate terrain and conditions. Vary the degree of skid in different turns, for example, ride sets of turns which leave a track of different widths.

Switch and Fakie

Basic switch maneuvers could include garlands, basic turns, straight runs, and j-turns. It is advisable to practice riding "backwards." Performance level when riding switch reflects the skill of the rider and is influenced greatly by board and stance choices. Do not alter your board and stance preferences to perform this task. Ride the equipment and stance you enjoy.

180°s and 360°s

These maneuvers are used in a traverse, or straight run. At low speed, jump and rotate the board through 180° and 360°; practice these until you are comfortable performing them. There are many 180° and 360° options, including but not limited to flat board spins, nose rolls, tail rolls, and various airs. Creativity is encouraged.

Air

Basic freestyle elements, including straight airs over small natural or man-made features.

Basic freestyle maneuvers

On transitional freestyle elements including halfpipes, quarterpipes, steeper spine / hip jumps or similar natural terrain, demonstrate the ability to make an edge change with the turn apex at the top of the transition zone.

**AMERICAN ASSOCIATION OF SNOWBOARD INSTRUCTORS
EASTERN DIVISION**

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