

AASI

Western Division



In - House Training LEVEL 1 PORTFOLIO

Instructor Name	
Resort Name	
Resort In-House Trainer	Name of Trainer:
	Signature of Completion:
Portfolio Validation	Name of AASI-W Validator:
	Signature:
Office Use Only	

Level 1 Portfolio Instructions:

The AASI-W Level 1 Portfolio is a record of your participation in a broad spectrum of training prior to attending the Level 1 In-House Validation. Completion of the Level 1 Portfolio and attending your resort In-House Training Program is required before attending the Validation day.

Personal in-depth ownership of the knowledge and skills that you are learning through the Portfolio/In-House Training Program will require training and practice. Your trainers will help you assess your readiness for the Level 1 Validation.

Validation dates are set throughout the season at different resorts and once you have completed your in-house training you may attend one of these dates. You must register to become a member of PSIA/AASI by January 15th. The cost of membership is \$107 and this includes membership to both the Western Division and National. The charge for In-House Validation is \$105.00 and must be paid 2-weeks in advance online at www.psia-w.org. The Portfolio cover page must be signed by your resort trainer before the AASI-W examiner can complete your Validation.

Completing and Validating Your Portfolio

Your area trainers will help guide you through completion of your Portfolio using a combination of indoor and on-hill activities. Your trainers will sign and date each Portfolio Category as your training progresses. **To help your Portfolio progress, spaces for trainer initials precede Portfolio requirements within categories that may require multiple training sessions to complete.** Your area trainer(s) will check, date, and sign each category in your portfolio upon your completion of those requirements. Final validation of your completed Portfolio can only be made by an AASI-W Technical Team Member.

The Level 1 on-line test needs to be successfully completed before the on-hill validation. The link will be e-mailed to each candidate after they sign up for the validation.

Educational Resources

Several sources of information are useful for studying the topics covered in this portfolio.

The following is just a partial list of readily available resources. Available from the PSIA-W web site (www.psia-w.org) Snowboard Education Materials page:

- Snowboard Level 1 Riding Standards 13-14
- Snowboard Level 1 Teaching Standards 13-14
- Snowboard Level 1 Workbook (For Practice Only - Online Exam is now Required)

PSIA education materials are available at www.thesnowpros.com in the Accessories Catalog:

- AASI Snowboard Technical Manual , 2014 (Required Reading)
- Core Concepts for Snowsports Instructors (Required Reading)
- Children's Instruction Manual, 2nd Ed.
- Park and Pipe Instructor's Guide
- The Movement Matrix

Clinics:

The clinics presented here cover all the topics necessary to pass your level 1. Your trainer(s) may decide to change the order of the content but all content must be signed off prior to the validation by your trainer(s).

Week 1

- Introduction to the four board performances
- Introduction to the basic skidded turn
- Introduction to the core values of the AASI, the STS and the Rider's Responsibility Code

Week 2

- Introduce the Fundamental Body Movements and how they relate to the Board Performances
- Introduce the difference between Most Flexed at Edge Change and Most Extended at Edge Change
- Introduce Biomechanics and relate this to the Fundamental Body Movements

Week 3

- Introduce the CAP Model
- Introduce teaching children using the Children's Teaching Model - PDAS

Week 4

- Introduce the learning styles
- Highlight the *difference* between the Learning Styles (how we process the information we receive) and our Sensory Modalities [also known as VAK] (how we receive information)

Week 5

- Introduce the teaching styles
- Go through the first time progression and discuss different teaching styles that can be used throughout

Week 6

- Introduce the Teaching Cycle
- Review the beginner's progression – have them teach

Week 7

- Introduce the ATML model and Smart Style in the Basic Air and 50-50 on a beginner box
- Introduce the half pipe and how to ride it
- Review the beginner's progression

Week 8

- Introduce the Gravity/Friction dynamic
- Review freestyle lessons – have them teach

Clinic Log

Use this page to add your notes about the clinics you participated in during the In-House course.

Date	Notes

Teaching Log

Log entries allow you to track your teaching and provide a tool for you to discuss your lessons with trainers. AASI recommends a minimum of 20 hours of teaching at the Beginner/ Novice Zone before attending your Level 1 Assessment.

Look at the sample log below. Be brief but thorough in your lesson review.

Your log should:

- Relate your lesson review to guest goals and expectations.
- Be descriptive enough to be understandable by your trainer.
- Be reviewed in a timely fashion to make your discussion with your trainer more valuable.

Make additional copies of the Log Sheet as needed or attach typed teaching log.

Sample Teaching Log:

Date	Number of Guests	Age Group	Experience Zone	Hours
12/8/2014	5	7-12	Novice	2
Guest goals/expectations/needs: <i>Wanted to have better control riding so they could go up the lift</i>				
Your Lesson Review: <i>This lesson consisted of three girls and two boys between the ages of 7 – 12. It took place at the beginner area by the Main Lodge. All students were using our school's rental equipment. The lesson started out by all of us meeting each other and creating a team name; the black bears. The students learned the basic skills to keep them safe on the hill by practicing on the lower graded beginner terrain. All of the students could ride the lift safely and ride on both edges by the end of the two-hour lesson; two of the youngest students did not like to ride on their toe edges quite as much. I used different bear growls for the toe and heel edge on the board. This activity got all students trying to ride their toes and heel edges. I filled individual report cards on the students and invited them back to take lessons with me next weekend.</i>				
				Trainer:

Date	Number of Guests	Age Group	Experience Zone	Hours
Guest goals/expectations/needs:				
Your Lesson Review:				
				Trainer:

Date	Number of Guests	Age Group	Experience Zone	Hours
Guest goals/expectations/needs:				
Your Lesson Review:				
				Trainer:

Date	Number of Guests	Age Group	Experience Zone	Hours
Guest goals/expectations/needs:				
Your Lesson Review:				
				Trainer:

Date	Number of Guests	Age Group	Experience Zone	Hours
Guest goals/expectations/needs:				
Your Lesson Review:				
				Trainer:

Date	Number of Guests	Age Group	Experience Zone	Hours
Guest goals/expectations/needs:				
Your Lesson Review:				
				Trainer:

Date	Number of Guests	Age Group	Experience Zone	Hours
Guest goals/expectations/needs:				
Your Lesson Review:				
				Trainer:

American Association of Snowboard Instructors



Snowboard Certification Standards 2015

National Standards: Level I, Level II, and Level III

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1. Introduction

The following are the AASI Snowboard Certification Standards. Terminology used throughout is consistent with *Snowboard Technical Manual* (2014), as well as *Core Concepts for Snowsports Instructors* and the *Snowboard Instructor's Guide*. These standards provide a training focus, and represent a minimum competency for each level of certification.

These standards are based upon concepts of the “levels of understanding” that define the stages of learning in terms of comprehension. 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.

Prior to attending a certification event, candidates must be a member in good standing with PSIA-AASI.

Movement Analysis and Technical Knowledge Standards

Certification Level	
Level I	The successful Level I candidate will demonstrate the <i>knowledge and comprehension</i> ¹ of AASI technical terms, concepts, and models listed in this document. 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.

¹ Knowledge and Comprehension—Defined as the ability to recall data or information. Understands the meaning and interpretation of instructions and problems. States a problem in one's own words.*

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

- Movement Analysis
 - Cause-and-effect relationships
 - Reference alignments
 - Biomechanics related to snowboarding
 - Stance issues related to a rider's ability to flex, extend, and rotate
 - Equipment relating to performance
 - Turn shape, turn size, direction, turn type, movement pattern, upper/lower body relationship
 - Objective feedback

- Technical Knowledge
 - CAP Model
 - Piaget's Stages of Development
 - Maslow's Hierarchy of Needs
 - Children's Teaching Cycle – Play, Drill, Adventure, Summary
 - ATML™ Model
 - AASI Snowboard Teaching System (STS) concepts: Teaching, Learning, Riding, and Service Concepts
 - The design and function of modern snowboard gear
 - Basic physics concepts and how they apply to snowboarding
 - Board performance concepts
 - Fundamental movement concepts

Teaching Standards

Certification Level	
Level I	The successful Level I candidate will demonstrate the ability to present a teaching segment in a safe, effective manner that displays the knowledge and comprehension of AASI technical terms, concepts, and models listed in this document. The successful candidate will demonstrate the ability to teach a spectrum of riders, children to adults, and from first-time riders to those who are learning and riding all green terrain, groomed blue terrain, and small freestyle features.

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

- Safety, Your Responsibility Code, Park Smart
- Use of AASI Snowboard Teaching System (STS) 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 are 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 profile
- Ability to adjust presentation of lesson content to accommodate different lesson types.

Riding Standards

Evaluation	
<p>Candidates' riding will be evaluated on the following variables for all three levels:</p>	<ul style="list-style-type: none"> • Turn size • Turn shape • Timing, intensity, duration of movements • Control and performance of the board toward the intended outcome, e.g., the tail of the board follows the path of the nose
<p>Candidates will be evaluated on the following movements and coordination:</p> <p>All tasks listed in each level need to be completed at a mature level.</p>	<ul style="list-style-type: none"> • 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 unweight the board • Applies independent flexion/extension movements from both legs • Maintains reference alignments as appropriate to terrain and task • Demonstrates the ability to intentionally separate the upper and lower body for specific outcomes, i.e., butters or "late" spins • Applies an active athletic stance • Uses an appropriate range of motion

Riding: Applied Movements

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

The “initial” movement stage occurs when a rider is unfamiliar with a movement and relies on sensory input and coaching to learn. At this stage the rider’s movements are often very sequential and each part of the movement is performed individually. The rider may periodically, but not consistently, show signs of a movement pattern.

The “elementary” stage denotes riders who can perform movements without looking at a particular body part involved in the movement, yet still need to think it through and concentrate on each of the move’s components. While movements are sequential, the rider will link them together in a more fluid manner. The rider in the elementary stage will be able to consistently demonstrate a movement pattern but may not be able to apply it in all situations.

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

LEVEL I

Successful Level I candidates will demonstrate the ability to comfortably ride the following terrain at the host mountain:

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

At a minimum, the successful Level I Rider will be able to perform:

- One-footed maneuvers including skating, straight-run toe/heel turns in a beginner area.
- Garlands
- Falling leaf exercises
- Basic skidded medium-radius turns on green terrain
- Switch basic skidded medium-radius turns on green terrain
- Dynamic skidded medium-radius turns on blue terrain
- Basic carved large-radius turns on green terrain
- Basic freestyle elements, including straight airs over small natural or man-made features, ollies, flatland 180s and 360s, nose and tail rolls
- 50/50 on small ride-on features or equivalent
- 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

LEVEL I: Applied Movements

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 and terrain unweighting. The candidate must also be able to perform at a mature level the purposeful movement of the COM across the board by extending 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
3. An ability to move from and regain a neutral reference alignment 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 ways of negotiating traffic patterns on the slope.