

# GUIDE FOR NEW INSTRUCTORS



GRANT NAKAMURA

Official publication of  
PROFESSIONAL SKI INSTRUCTORS OF AMERICA  
AMERICAN ASSOCIATION OF SNOWBOARD INSTRUCTORS



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SHERRI HARKIN

# Introduction

Welcome to the exciting world of teaching skiing and snowboarding!

This guide will help you learn more about snowsports instruction and offers insights on how to earn Level I certification from Professional Ski Instructors of America and American Association of Snowboard Instructors (PSIA-AASI). You'll be introduced to PSIA-AASI's teaching models and concepts, which apply to all the different disciplines of snowsports: adaptive, alpine, cross country, telemark, and snowboarding.

Each section of this guide covers areas you'll find relevant as a new instructor, such as learning about your students, maintaining professionalism, and promoting safety on the hill. This guide isn't the only resource PSIA-AASI offers for snowsports instructors, however, so look to the last page for a list of additional publications with more in-depth information on specific topic areas. Also check with your division for recommendations on other tools and resources available to you.



LINDA GUERRETTE

# Who Are Your Students?

As a ski or snowboard instructor, you represent yourself and your snowsports school and/or resort. Each time you work with a student, you leave an impression, whether that be positive, neutral, or negative. To provide the best possible guest service and a safe, fun, learning environment, try to see every situation from the student's perspective. Consider how your interactions affect their impressions – of you, the school, the resort, and snowsports in general. After all, you'll do more than just help students with their technique. As summed up in PSIA-AASI's vision statement, you create lifelong adventures through education.

Guests of all types and ages come to snowsports areas to enjoy the winter environment and to learn how to slide on snow or improve the skills they already have. You'll be teaching students with a

wide range of abilities – from beginners who have never been on snow to advanced students looking to get even better.

Beginners are especially important to the ski and snowboard industry. If they have a great time and enjoy their experience, they're more likely to continue to advance their skills on snow, thus developing a passion for the sport and maybe even bringing others to join in the fun.

## STUDY QUESTIONS

- What are some key ways to provide great guest service?
- How do you make a good first impression?



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# Professionalism

Of all the employees at any given resort or nordic center, it's the instructors who spend the most time in direct contact with guests. This means that you have an opportunity to influence guests in many ways, sometimes unintentionally. In developing as a snowsports instructor, it's important to earn and maintain the respect and confidence of area management, guests, your students, and your co-workers.

Working at a resort can be very fun, but keep in mind that a resort is also a business and you're a paid employee. Whether you're teaching at a small ski hill, a local nordic center, or a large destination resort, businesses have certain expectations for how employees behave. Losing that respect and confidence damages your professional development and reputation as an instructor.

The following guidelines are not all-inclusive, but do offer a foundation of best practices for interacting with others while wearing your resort's uniform. Be sure to check with your supervisor or manager regarding any additional conduct guidelines your snowsports area may have in place.



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## INSTRUCTOR GUIDELINES:

- Consistently demonstrate a positive attitude toward snowsports and teaching.
- Be honest in all dealings with customers.
- Provide professional opinions and advice based upon facts and knowledge, rather than speculation and preconceived notions.
- Participate in continuing-education programs designed to help you maintain and improve your professional competence.
- Enthusiastically support other snowsports industry stakeholders and related service organizations. Other stakeholders include equipment manufacturers, distributors and retailers, and area operators. Related service organizations include the National Ski Areas Association (NSAA), the National Ski Patrol (NSP), the U.S. Ski & Snowboard (USSA) and its regional divisions, the United States Amateur Snowboarding Association (USA-SA), and agencies of federal, state, and local government responsible for the management of public lands.

## APPEARANCE

Many areas have specific policies regarding appearance and how you present yourself. Check with your school director, manager, or supervisor to ensure you comply with the policies of your area or school.

## CONTINUING EDUCATION AND HOURS

To maintain PSIA-AASI Level I certification, instructors must take part in continuing education (earning continuing education units, or CEUs) to stay current with technology and teaching techniques. PSIA-AASI members who pursue and attain certification and actively teach at a resort must attend either two days or 12 hours of continuing education clinics every two years. Contact your PSIA-AASI division for CEU policies and credit requirements as well as information about the types of clinics offered and accepted.

## COMMUNICATION

Sometimes you might have questions or concerns, or need clarification about policies, processes, or expectations. Knowing where to go and who to ask for answers is important. For questions about training and certification, check with your snowsports school supervisor or manager. If you're a PSIA-AASI member

with questions about division-specific education events, get in touch with your PSIA-AASI division office (contact information is provided on the last page of this guide). If you have questions about becoming a PSIA-AASI member or your current member benefits, contact your division office or email PSIA-AASI's Member Services team at [memberservices@thesnowpros.org](mailto:memberservices@thesnowpros.org).

## RESPONSIBILITY TO RESORT/AREA

Know your area management's policies regarding teaching outside of your regular teaching assignment and hours. If a student, area guest, or other person asks you to teach them a lesson in an unofficial capacity, please immediately connect with your supervisor or manager.

## EQUIPMENT

As a snowsports instructor, you represent your area and yourself. The special purchasing programs offered to instructors are a direct benefit of being an employee of your school/area and of being a member of PSIA-AASI committed to continuing education and professionalism. Follow all terms and conditions, and act in a respectful and appreciative manner when communicating with

the companies directly. The deals offered – and the criteria for eligibility – are up to the individual manufacturers, and it's your responsibility to understand any restrictions or specific guidelines included in these programs. Trying to obtain ski and snowboard products for anyone other than yourself can jeopardize this benefit for everyone.

Equipment is often offered through these purchase programs, and the gear you use when teaching represents you and your knowledge of modern snowsports. At the start of each season, consider whether your equipment is suitable for a professional instructor and, more importantly, whether it is safe to use.

### STUDY QUESTIONS

- How does your behavior/professionalism affect lesson outcomes?
- Describe possible consequences that being unprofessional at your resort could have for you and the snowsports industry in general.
- How do you ensure that you're knowledgeable about your resort's policies and procedures?



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# How to Teach

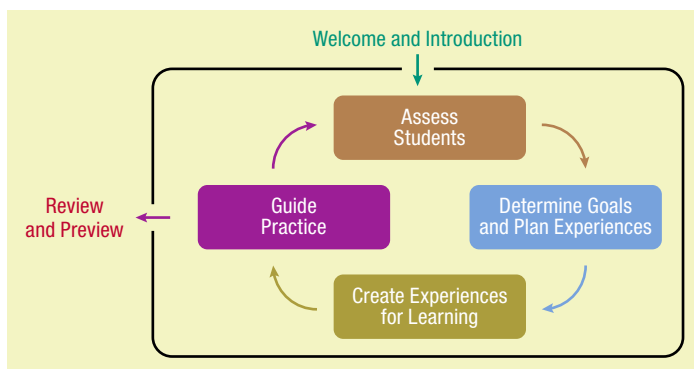
Teaching snowsports is much more than simply explaining how to do something. The most effective and successful teachers make a point of developing a trusting relationship, actively listening, creating a safe environment, and inspiring learning in their students.

One of the pillars of PSIA-AASI’s educational system is the Learning Partnership, an interactive effort that considers the personal characteristics and capabilities of the student (student profile) and the personal traits, knowledge, and abilities of the teacher (instructor profile). The Teaching/Learning Cycle (see figure 1) provides a way to organize your lessons so you can learn about your students, design a teaching plan tailored to them, and practice and anchor the learning – all while creating a fun and memorable experience. Using the Teaching/Learning Cycle helps you build a partnership in which you, as the instructor, understand the goals of your students and can use their goals to make the necessary adjustments throughout the lesson. Doing so will help students achieve or at least make progress toward their goals.

Your goal as an instructor is to create a successful Learning Partnership with every student. Understanding your students’ profile allows you to adapt and adjust your decisions and behavior to create an effective partnership.

Using the Teaching/Learning Cycle gives you a pathway for presenting information to your students during your lesson. Following a continuous, cyclical flow through the Teaching/Learning Cycle ensures that your lesson remains focused on students’ needs and wishes. That said, the cycle is designed to be adaptable, so you can move back and forth to meet the changing needs of the lesson. Throughout the Teaching/Learning Cycle, continually check for understanding and provide feedback to your student.

Figure 1: The Teaching/Learning Cycle.



## THE TEACHING/LEARNING CYCLE IN ACTION

- In the **welcome and introduction**, be professional and proactively engage each guest. Introduce yourself and have students meet each other to help develop trust and rapport. Encourage a fun, open, and supportive learning environment.
- **Assess students** by having them identify past experiences that could impact learning and skill development. Discover your students’ learning preferences (addressed in the “How Students Learn” section of this guide) and evaluate physical capacity. Assess each student’s physical abilities and technical understanding.
- **Determine goals and plan experiences** by identifying big-picture goals and work together on an initial focus and objectives for the group. Partner with students to plan purposeful experiences and check for understanding of goals.
- **Create experiences for learning** by organizing students and the learning environment, and choose appropriate terrain. Use experiences to target change in performance and engage students in a process of reflection that anchors deeper learning. Introduce new experiences based on student readiness. Promote group engagement and interaction.



- **Guide practice** by setting practice at levels appropriate to the students' ability, energy, and desires. When you provide feedback during the lesson, you have the opportunity to ensure your student is actually learning and understanding the desired outcomes. Repetition of movements anchors the actual learning and sliding experience
- **Review and preview** by reflecting on the learning experience and what was accomplished. Discuss what is next when they return for more and how it will help meet their goals for the sport. Thank them and welcome them back!

## EXPERIENCES SHAPE THE LESSON

In developing a learning partnership with your students, it's important to recognize that you each bring previous experiences that shape who you are as individuals. You'll want to establish a rapport and ask questions that help you assess and understand your student's background, motivations, and goals. Once you know more about your students, you can develop a plan to proceed and create an appropriate lesson.

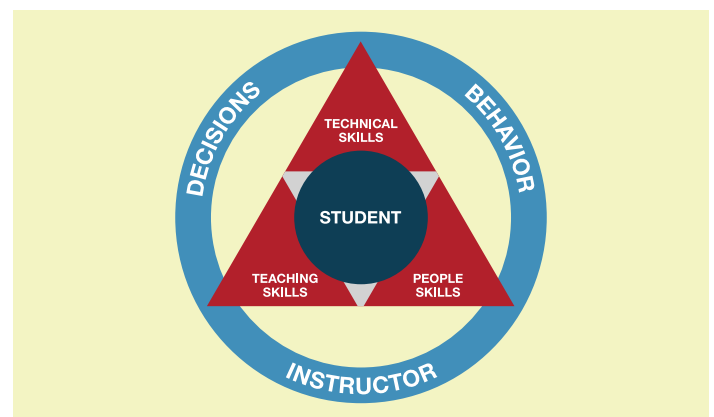
As the lesson unfolds and you receive more feedback about your students and their goals, you can adjust your teaching process as necessary by using the Teaching/Learning Cycle. Before the lesson ends, be sure you've answered all your students' questions and they're confident – or gaining confidence – in what they've learned. Before your students leave your class, summarize the experiences they had during the lesson and offer advice on the appropriate next steps.

Keep in mind that your students' opportunities to learn don't start and end with you during their lesson on the snow. Educational elements are present in all touchpoints of the resort; from the time your student arrives in the parking lot to the time he or she enters the rental shop, approaches the ticket counter, and heads for the lifts. When possible, ensure that students, potential students, and all guests receive professional service throughout their time at the resort and not just if and when they are with you on snow.

And don't feel as if you have to know everything there is to know about skiing and snowboarding, or unfailingly know how to teach for every scenario that may arise. Learning from your successes (and mistakes) helps make you a better instructor.

In addition to the learning partnership, PSIA-AASI created a developmental framework – known as the Learning Connection<sup>SM</sup> – to identify the fundamentals of great snowsports instruction. It is a framework for the snowsports instructor's development to enhance deeper learning. The Learning Connection provides greater clarity by breaking down effective snowsports instruction into three separate domains: **people skills**, **teaching skills**, and **technical skills**. Great instructors adjust and balance their focus between these skills to create connections that foster learning and meaningful bonds with their students (see figure 2).

Figure 2: The Learning Connection.





## FEEDBACK

You may have noticed that the word “feedback” crops up frequently when talking about instruction. That’s no accident, since feedback is a crucial component in how students advance in their skills. In providing feedback – either during a given performance or directly after – you give students invaluable information about their movements, and help them use this information to guide future performance.

In most learning situations, feedback can be intrinsic or extrinsic. Intrinsic feedback is the information your student receives when performing a movement, including sensory cues that, for instance, may indicate how the movement feels. Extrinsic feedback is information the student receives from external sources... primarily you in the role of instructor. It’s the extrinsic feedback that builds upon the intrinsic feedback.

You can tactfully shift from outcome-focused to performance-focused feedback. As new activities and outcomes are introduced earlier in the learning experience, feedback can be focused on the outcome. This focus allows the student to experiment with solutions, explore movements, and make “mistakes.” As practice becomes more focused and accuracy and consistency become the goal, feedback and comments can become more specific to performance. Performance feedback is more personal and specific, reminding students of critical movements related to their performance.

Feedback is paramount to learning since, without it, your students won’t know how they’re performing. In all cases – whether intrinsic or extrinsic – feedback provides the information students need to guide their efforts. Through well-considered feedback, you can reinforce effective performance and/or motivate students to try new movements. Simply put, feedback is critically important in skill acquisition and in improving and/or maintaining performance levels.



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To create an ideal learning environment, it’s vital that you not only provide feedback but also be aware of the type of feedback you give. For more in-depth information on types of feedback (categorized as individual or group; positive or negative; concurrent, terminal, immediate, or delayed; and descriptive or prescriptive), download [The Teaching Dimension: A Compilation of Articles by Joan E. Heaton](#)<sup>1</sup>.

### STUDY QUESTIONS

- In what part(s) of the Teaching/Learning Cycle do you address safety with your students?
- How do you use the Teaching/Learning Cycle to build a relationship with your students?
- If you already have a few lessons under your belt, think about a student you recently taught. Provide a brief profile of this student and describe what you did to effectively communicate with them. How do you know your tactics or techniques were successful?
- In your own words, how do you develop trust and rapport with your students?
- Describe at least three different ways you can check for understanding.
- List three ways to show active listening.

<sup>1</sup> The Teaching Dimension: A Compilation of Articles by Joan E. Heaton, available at <https://www.psia-e.org/download/ed/Teaching Dimension.pdf> (accessed 11-1-2017)

# How Students Learn

With quality snowsports instruction, students learn the appropriate movements and skills that support desired outcomes, while feeling comfortable and inspired with their efforts. While every student has their own way of learning, all go through a cycle of experiences to learn how to ski or snowboard. Good instructors have methods that are effective for a broad range of students, but they're also adept at making adjustments and modifications – based, in part, on learning preferences – that support the student-centered lesson approach PSIA-AASI helped pioneer.

Learning styles or preferences represent the ways your students collect, organize, and transform information into movement patterns. They can be broken down into two basic components: how a person perceives and communicates information and how he or she processes that information. Some students choose to perceive information, while others prefer to process information. Drawing upon the work of various learning theorists, PSIA-AASI's education tenets explore four approaches to how students learn:

- **VAK** – Information enters the brain through three primary senses: visual (through sight), auditory (through sound), and kinesthetic (through feeling).
- **Four Learning Styles** (Feeler, Watcher, Thinker, Doer) – Students have a preferred (though not necessarily exclusive) learning style, i.e., way of processing information.



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- **Motor Skill Acquisition** – Students move through three stages of learning when acquiring a new skill: initial, elementary, and mature.
- **The CAP Model** – Students have three distinct modes of development: cognitive (how they think), affective (how they feel in terms of attitude and social/emotional needs), and physical (how they move in terms of psychomotor skills).

Each of these educational theories are addressed at more length below.

## VAK

Largely attributed to educator Walter Barbe, this approach to teaching relies primarily on how you, as the instructor, deliver information with regard to the student's visual, auditory, and kinesthetic senses. While students may have a preference for one or two of these areas, it's important to recognize that students should be given opportunities to collect or to perceive information through all three channels to effectively learn a new skill. Skiing and riding are movement-driven sports, so developing a kinesthetic awareness of the interaction of the ski or board with the snow and how the body moves in space is critical to student success, especially when they're first learning.

## FOUR LEARNING STYLES: FEELER, WATCHER, THINKER, DOER

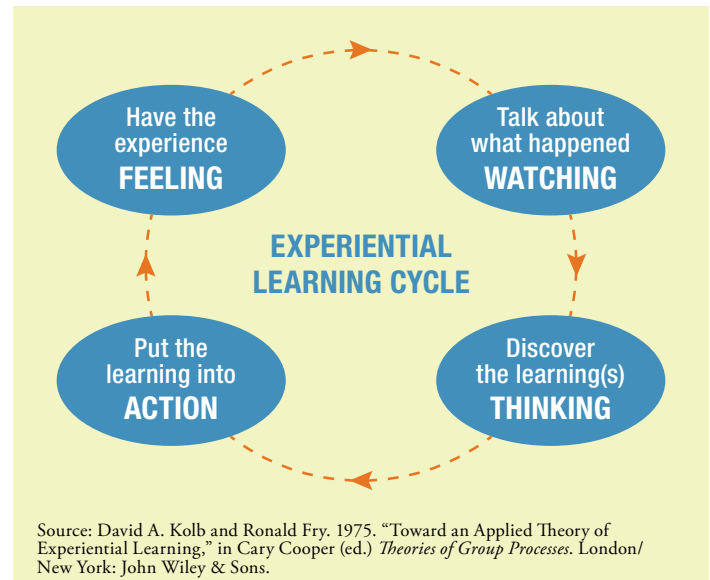
As outlined in work on experiential learning by David A. Kolb, these learning styles represent the cognitive mode of the learner, based on a combination of how the student perceives and processes information. Much like VAK, students may be predisposed to receiving information in one or more different ways, but for learning to be effective and lasting, students should pass through a series of experiences.

### The Feeler:

These types of students value concrete experiences. People with this learning style are receptive learners and learn predominantly through “gut” intuition. They try many things and learn by doing and by evaluating along the way. The Feeler is very sensitive to the connection between what he or she does and its outcomes. This type of learner is aware of similarities and differences of experiences. They are particularly kinesthetic and will learn sports relatively



Figure 3: The Experiential Learning Model.



easily because of this strong sensory awareness. If instruction gets too analytical, this student may quickly lose interest.

#### The Watcher:

These types of students value reflective observation. People in this category like to “get the picture” and understand the purpose of practice. They need to watch others and study everyone’s performance, which provides the essential information they use to emulate what they see. To aid communication, create images for them to visualize.

Students with this learning preference are more successful if they can position themselves where they can watch what they’re being directed to do. If you have students follow behind you in a line, The Watcher is happiest when skiing directly behind you, so he or she can look at your movements. However, if you ask students to take turns when performing a particular movement pattern, this type of student will likely prefer to be last so he or she can garner as many visual references as possible.

#### The Thinker:

These types of students value abstract conceptualization, so they’re typically analytical, logical, thorough, and theoretical. They would rather read than listen to lectures, and they may be perceived as loners or dreamers. At times, they can be meticulous to a level of obsession.

The Thinker may take an academic approach to skiing or riding by studying snowsports books. They may come to the lesson with pre-conceived notions of what they “should” do. These learners benefit from detailed explanations of what you want them to do. They generally welcome opportunities to ride the chairlift with you, so they can get more verbal information on the skills and movements they’re working on.

#### The Doer:

These types of students value active experimentation, so they tend to be pragmatic, practical, and functional. They are searchers who see a purpose in learning, making them good problem-solvers who work well with others. The Doer is constantly active, and being idle is not ideal. If skiing, they may poke their poles in the snow or tap their poles together until it’s time for their turn. If snowboarding, they’ll be eager to get going. Lengthy explanations or extensive conversations on the side of the trail tend to frustrate this learner, since they’d much rather be skiing or riding.<sup>2</sup>

As you teach, you’ll see that students show learning preferences in one particular area/category over another. However, as represented by the Experiential Learning Cycle (figure 3), most learning theorists agree that when a teacher helps students experience learning in *all* of the areas/categories listed above, they will certainly get more bang for their buck!

<sup>2</sup> Ibid.

## MOTOR SKILL ACQUISITION

Prevailing theories hold that when learning a new movement pattern – regardless of the sport or outcome – people move through three levels of motor skill acquisition:

- **Initial:** At this stage, learners make crude movements lacking in rhythm. They focus more on sensation than quality.
- **Elementary:** At this stage, learners start to gain some control, and look at the body part to connect what is happening with movements. They generally enjoy exploring movements if they feel in control, and focus on active avoidance of fixed or moving objects.
- **Mature:** At this stage, the learners' movements are refined, coordinated, and mechanically correct. They are able to pay equal attention to the environment, other people, and tasks at hand.

New instructors, in particular, can better assess movements by understanding that students pass through each of these stages on the path to skill acquisition. Some students acquire new skills quickly



ASHLEY WOODARD SARNACKI

and adroitly; others may develop the skills more slowly. Regardless, each stage has its own unique characteristics and allows the person to adapt and process new learned movement patterns.

## THE CAP MODEL

The CAP Model, which, again, offers a framework for observing students and defining their abilities in the areas of cognitive, affective, and physical development, helps you tailor lessons to each student by setting appropriate expectations. It has historically been used when teaching children, but research and years of experience has proven its value in all learning environments and age groups.

- **Cognitive (how the student thinks):** When working in the domain of knowledge and mental skills, it's important to know the student's stage of development. These developmental stages are ever-changing, especially in growing children.
- **Affective (how the student feels):** The affective domain relates to the emotions and motivations students display during the lessons. With fear and excitement taking center stage as the main influences on physical performance, emotions play a role in almost every aspect of learning.
- **Physical (how the student moves):** Physical characteristics and stages of physical development greatly affect a student's movement capabilities. Recognize that students of the same age can be in different stages of development and, therefore, may perform differently. Remember that, regardless of physical ability, students are trying to do their best.

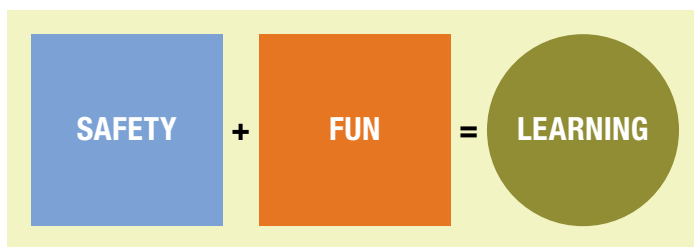
Traditionally, when teaching motor skills, the psychomotor domain has received the most attention, but greater emphasis in the cognitive and affective domains offers exciting new avenues for learning to take place. Including all three of these domains in your teaching/learning process makes learning more meaningful and enjoyable.

### STUDY QUESTIONS

- Describe four learning styles.
- Describe the elements of VAK.
- What are ways you can determine your student's learning preference?
- Describe how the CAP Model applies when teaching a lesson.

# Keeping It Safe

“Safety, fun, and learning” have long been core values in PSIA-AASI’s approach to snowsports instruction. Those three words should guide your everyday actions, behaviors, and decisions. To help ensure that students have a good time on the hill and feel comfortable trying new things, your number-one priority as an instructor is to provide a safe learning environment by, among other things, evaluating terrain, traffic, and snow conditions. Beyond that, it’s vitally important that instructors teach all students about safety, especially children and other beginners for whom safety awareness has far-reaching effects as they progress.



By knowing, heeding, and sharing NSAA’s Your Responsibility Code – along with other safety guidelines provided by your resort or snowsports school – you can help keep yourself and others safer on the slopes. Doing so will lead to a more positive learning experience for your student.

Figure 4: Your Responsibility Code.



By continually identifying and addressing potential safety concerns, you show your students and resort guests that you care about their security and well-being. Safety awareness is a crucial element of every lesson. Here are examples of safety topics you can typically cover with your students during the course of a lesson:

- **Your Responsibility Code** (see figure 4)
- **Terrain, Weather, and Sun and Wind Exposure**
  - **Terrain** – Terrain selection can enhance or inhibit success. Use the proper terrain for the level and the ability of the students in your class and for the technique being taught. Instructors and students should realize that going to terrain that is too advanced too quickly can create defensive habits that will be hard to correct later.
  - **Cold Weather** – Cold weather can affect guests both psychologically and physically. On cold days, try to keep the class moving and keep stops brief. If you’re going to stop for prolonged periods of time, look for areas out of the wind and away from blowing snow. Whenever possible, keep your students’ backs to the sun for added warmth. Facing away from the sun also allows the students to see you better, especially if you’re talking to them.
  - **Sun and Wind Exposure** – Discuss the need for using sunscreen, as well eye protection such as sunglasses or goggles. Windproof outerwear is also recommended.
- **Pacing and Physical Preparedness**
  - Work with your students to understand their physical condition by asking questions, and set your instructional goals accordingly. Asking questions about other physical activities they enjoy and sports in which they participate will provide some of this information.
  - The altitude and amount of activity may be different from what they are used to, so check in with them frequently to see if they’re feeling tired or thirsty. Frequent breaks for water, rest, or even food might be needed. If you use warm-up exercises, check to see if the students have any physical limitations you should be aware of.

### ■ Equipment Needs

- Perform a visual check of your students' equipment before each lesson. Check if the equipment is the right size and type for your guests and the techniques they will be taught.

### ■ Psychological Preparedness

- Students may experience many emotions over the course of a lesson. Obviously, you want the primary emotion to be joy, but fear can also come into play as students explore new terrain or even a new skill on old terrain. Talking about fear and anxiety with your students can help them understand that fear and/or apprehension is natural as they learn new things.
- Other emotions you'll encounter are excitement, nervousness, exhilaration, and frustration. It's helpful to learn how to accurately interpret body language as a sign of how students may be feeling. Understanding why they're taking a lesson and learning a snowsport can also help you adapt your teaching and communication to best address these emotions.

### STUDY QUESTIONS

- Describe how you integrate safety, fun, and learning into your lesson.
- As an instructor, how do you manage safety and incorporate safety awareness into your lesson?
- How do you recognize fear and manage how it affects student learning?
- What factors should you consider when choosing terrain for your student or class?
- What are signs that your student may be developing sunburn?
- List one safety-related item you carry with you as an instructor.
- What are some of the possible threats present in the winter environment that skiers and riders need to be aware of?



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## About PSIA-AASI

The Professional Ski Instructors of America® and American Association of Snowboard Instructors® (PSIA-AASI) is a nonprofit education association – and close-knit community – of 32,811 snowsports professionals dedicated to promoting skiing and snowboarding through student-centered instruction.

With a national office in Lakewood, Colorado, the association is represented throughout the United States by eight geographic divisions that conduct training and certification examinations – based on PSIA-AASI’s national standards – for a variety of snowsports disciplines: adaptive, alpine, snowboard, cross country, and telemark.

Guided by a commitment to safety, fun, and learning, members of PSIA-AASI are creating the future of skiing and snowboarding, and the association is devoted to making that job easier by providing the support that ensures their success. Education is at the core of PSIA-AASI, and this *Guide for New Instructors* represents the association’s ongoing commitment to producing useful resources that help members teach engaging lessons and create lifelong adventures through education.

Other resources produced by PSIA-AASI include the *Teaching Snowsports Manual*, *Core Concepts for Snowsports Instructors*, the *Children’s Instruction Manual*, discipline-specific technical manuals and handbooks, teaching aids, and online tools – such as the [E-Learning Course for New Instructors](#), [Delivering the Beginner Experience – Alpine](#), [Delivering the Beginner Experience – Snowboard](#), and the comprehensive video library known as [The Matrix](#). These resources, in addition to your snowsports school trainers and division clinic leaders, help you learn and grow as a snowsports instructor.

If you’re new to PSIA-AASI, welcome to the world’s largest organization dedicated to ski and snowboard teaching and education. We’re here to help you be amazing! Of course, if you’re new to instruction or aren’t a member... yet... we hope this guide provides meaningful takeaways that inspire your teaching and entice you to join. For more information, see the [PSIA-AASI Trail Map: Your Guide to Getting Started as a Ski or Snowboard Instructor](#) and the [PSIA-AASI Membership Guide](#).



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# Next Steps

The fact that you're reading this *Guide for New Instructors* shows you have a passion for snowsports and want to enrich the lives of others by teaching them to ski or ride. That's awesome!

If you're not yet a member of PSIA-AASI, you're invited to join this professional community of committed ski and snowboard instructors. Together, we're dedicated to helping you love teaching and the rewards that come from instilling in your students a lifelong passion for skiing and snowboarding.

If you're a new member, thanks for your commitment to students and to your own success on snow. PSIA-AASI will make it worth your while! For many instructors, training is just the beginning of a journey toward personal and professional development. As a snowsports instructor, you have the potential to grow your communication and interpersonal skills as you learn to work with guests of all ages and from diverse backgrounds.

## CERTIFICATION

One professional development opportunity that many instructors pursue is PSIA-AASI certification, which validates your skills and knowledge at specific levels of competency. These certifications and certificate programs are considered the gold standard in the snowsports industry and serve as testimony to PSIA-AASI's reputation for producing high-quality instructor education

2016-20 PSIA-AASI National Team.



LINDA GUERRETTE

resources. The credentials PSIA-AASI provides are recognized nationally and internationally and are transferable across the country from division to division. In addition to the core PSIA-AASI certifications in adaptive skiing, adaptive snowboarding, alpine skiing, cross country skiing, snowboarding, and telemark skiing, PSIA-AASI also offers certificate programs for Children's Specialist and Freestyle Specialist.

PSIA-AASI develops national certification standards that each division implements into their certification exam processes to validate your skills as an instructor. As a new instructor, you would first become a registered member as you work to continue your professional development, then likely study for and take your Level I exam. As you progress in your depth of knowledge and technical skill – and demonstrate a greater range of sliding skills – you might choose to pursue Level II certification. Level III is the highest level of certification within PSIA-AASI's American Teaching System, and one that requires even greater teaching knowledge and skiing/riding skill.

Other rungs in the professional development ladder include division education staff positions like division clinic leader and examiner. Some of you may even aspire to undergo years of preparation and a grueling selection process to earn a spot on the PSIA-AASI Team, an elite group of instructors – representing all disciplines – who help develop the association's education materials and train fellow instructors throughout the country (see photo). And, of course, instructors have opportunities to pursue leadership positions at the division and national levels.

Regardless of whether you pursue or are successful in your certification, the most important achievement will be your personal development. The journey of learning and growth is extremely rewarding.



# Reference Materials and Additional Resources

As you continue to grow as an instructor and seek knowledge in your discipline, there are many resources available to you, several of which are available in print and digital format and offer access to supplemental video. The following publications and education tools are available through PSIA-AASI's website ([TheSnowPros.org](http://TheSnowPros.org)), the *PSIA-AASI Accessories Catalog*, or through the link provided.

**PSIA-AASI's divisions also produce excellent education materials, so contact your division for information on current resources (see the email addresses at the end of this guide).**

## National Standards

AASI Certification Standards  
PSIA Alpine Certification Standards  
PSIA-AASI Children's Specialist Standards  
PSIA-AASI Freestyle Specialist Standards  
PSIA Adaptive Alpine Certification Standards  
Adaptive Alpine Exam Supplement  
AASI Adaptive Snowboard Certification Standards  
Adaptive Snowboard Exam Supplement  
PSIA Nordic Cross Country Certification Standards  
PSIA Telemark Certification Standards

## Resources for New Instructors

*E-Learning Course for New Instructors*  
*PSIA-AASI Membership Guide*  
*PSIA-AASI Trail Map: Your Guide to Getting Started as a Ski or Snowboard Instructor*  
*The Teaching Dimension: A Compilation of Articles by Joan E. Heaton*

## Core Resources for All Instructors

*Teaching Snowsports Manual*  
*Core Concepts for Snowsports Instructors*  
*The Matrix (web-based)*  
*Visual Cues to Effective/Ineffective Teaching*

## Alpine Resources

*Alpine Technical Manual*  
*Adult Alpine Teaching Handbook*  
*Freestyle Technical Manual*  
*Tactics for All-Mountain Skiing*  
*Children's Alpine Teaching Handbook*  
*Children's Ski and Snowboard Movement Guide*  
*Visual Cues to Effective/Ineffective Skiing, 2nd ed.*  
*Alpine Skiing: Tip of the Day Card*  
*Children's Ski Lesson: Tip of the Day Card*  
*Freestyle: Tip of the Day Card*  
*Alpine Stepping Stones Pocket Guide*  
*A Ski Instructor's Guide to the Physics and Biomechanics of Skiing*  
(Free PDF download at [TheSnowPros.org](http://TheSnowPros.org))

## Snowboard Resources

*Snowboard Technical Manual*  
*Snowboard Teaching Handbook*  
*Freestyle Technical Manual*  
*Children's Ski and Snowboard Movement Guide*  
*Snowboarding: Tip of the Day Card*  
*Freestyle: Tip of the Day Card*

## Cross Country Resources

*Cross Country Technical Manual*  
*Cross Country Skiing: Tip of the Day Card*

## Telemark Resources

*Telemark Technical Manual*  
*Telemark Skiing: Tip of the Day Card*

## Adaptive Resources

*Adaptive Alpine Technical Manual*  
*Fundamental Mechanics of Alpine Skiing Across Adaptive Disciplines*  
(Available as print version or free PDF download at [TheSnowPros.org](http://TheSnowPros.org))  
*Adaptive Snowsports Instruction Manual*  
(Free PDF download at [TheSnowPros.org](http://TheSnowPros.org))  
*Adaptive Lesson: Tip of the Day Card*  
*Adaptive Nordic Instructor's Manual*  
(PDF download through U.S. Paralympics)

## Children's Specialist Resources\*

*Children's Instruction Manual, 2nd ed.*  
*Children's Alpine Teaching Handbook*  
*Snowboard Teaching Handbook*  
*Children's Ski and Snowboard Movement Guide*  
*Captain Zembo's Ski & Snowboard Teaching Guide for Kids, 2nd ed.*  
*Children's Ski Lesson: Tip of the Day Card*

## Freestyle Specialist Resources\*

*Freestyle Technical Manual*  
*Freeskiing: Tip of the Day Card*  
*Freestyle: Tip of the Day Card*

*\*Depending on division affiliation, those seeking a Children's Specialist 1, Children's Specialist 2, Freestyle Specialist 1, Freestyle Specialist 2, or Freestyle Specialist 3 teaching credential may first need to attain a discipline-specific Level I or II certification. Contact your division for more information.*

## E-Learning Resources

For current e-learning courses, please visit [PSIA-AASI E-Learning](http://PSIA-AASI E-Learning)

## Division Contact Information

- Central Division: [info@psia-c.org](mailto:info@psia-c.org)
- Eastern Division: [psia-e@psia-e.org](mailto:psia-e@psia-e.org)
- Intermountain Division: [admin@psia-i.org](mailto:admin@psia-i.org)
- Northern Intermountain Division: [office@psia-ni.org](mailto:office@psia-ni.org)
- Northern Rocky Mountain Division: [nrm.psia.aasi@gmail.com](mailto:nrm.psia.aasi@gmail.com)
- Northwest Division: [info@psia-nw.org](mailto:info@psia-nw.org)
- Rocky Mountain Division: [admin@psia-rm.org](mailto:admin@psia-rm.org)
- Western Division: [info@psia-w.org](mailto:info@psia-w.org)