SNOWBOARD TRAINER GUIDE

Revised Oct 2026

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Rocky Mountain Snowboard Assessment Guide

Introduction

The RM Snowboard Trainer Guide outlines the Assessment Logistics, Learning Outcomes, and Assessment Activities for the PSIA-AASI Snowboard Trainer Assessment. This document serves to collect all of the assessment materials for Snowboard Trainer into one place. Successful candidates will use this material and the relevant RM and National materials to prepare for assessments.

Learning Outcomes & Assessment Criteria

The PSIA-AASI National Standards establish Learning Outcomes and Assessment Criteria for Level 1, Level 2, and Level 3 Certification. PSIA-AASI Rocky Mountain Region establishes the Learning Outcomes and Assessment Criteria for the Snowboard Trainer Assessment.

The Snowboard Trainer Assessment references materials from Level 1, Level 2, and Level 3 Certification. Refer to the PSIA-AASI National Assessment Forms and Performance Guide for Assessment Criteria related to Level 1, Level 2, and Level 3 Certification. Refer to the Snowboard Trainer Assessment Forms to review Assessment Criteria for the Snowboard Trainer Assessment.

Resources

Snowboard Technical Manual available online for PSIA-AASI Members

Teaching Snowsports Manual available online for PSIA-AASI Members.

The most up-to-date version of all documents related to the National Standards are found on the PSIA-AASI website at http://www.thesnowpros.org.

Assessment Forms: Certification Standards – PSIA-AASI (thesnowpros.org)

Performance Guides: Certification Standards – PSIA-AASI (thesnowpros.org)

National Riding Activity List: PSIA-AASI National Snowboard Activities List 26-27 (10.26) 10_26.pdf

The event calendar is available at: http://www.psia-rm.org

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Rocky Mountain Snowboard Committee

The RM Snowboard Committee is an elected, volunteer committee of seven Examiners who represent RM on the Snowboard National Taskforce and are responsible for the upkeep of these documents.

Todd Ainsworth
Chuck Hewitt
Pat Jackson
Mark Lawes, Secretary
Sam Reichstein
Chris Rogers, Chair
Justin Devita, Dev Coach

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Overview

Professionalism & Self-Management

All candidates earn a professionalism score based on their behavior at the assessment.

Professionalism and Self-Management is assessed from the beginning of the day at check-in to the end of the day when results are announced. Follow-up questions and interviews with Examiners, and observed interactions with other candidates, resort employees, and resort guests are all taken into consideration.

Modular System

The Snowboard Trainer Certification is a certification for trainers in the PSIA-AASI Rocky Mountain Region. The assessment evaluates candidates' mastery in expert riding, training and people skills, and technical knowledge. It is a four-module exam: the Snowboard Trainer Entrance Assessment, MA & Technical Understanding, Clinic Leading, and Riding Performance. Candidates must successfully complete the Entrance Assessment before proceeding to the other three modules.

- Passed modules do not expire if the candidate remains a current RM member and the National Standards are not overhauled.
- Snowboard Trainer Entrance qualifies candidates to take the Clinic Lead, MA/Tech, and Riding Performance modules for a 3-year period. If all modules are not completed within that window, the Entrance must be completed again. The individual trainer modules do not expire.

Assessment Groups

Rocky Mountain Staff conduct an Examiner meeting in the morning to determine examiner pairings, group assignments, terrain, and meeting locations for the event.

Groups may include an assigned auditor or understudy. The Exam Manager pre-assigns all groups and verifies any changes.

Riding Evaluations

During the assessment, candidates will be asked to ride in terrain dictated by the National Standards. Refer to the Riding Performance Assessment Overview, Riding Activity List, and Assessment Form for more details about how riding performance is evaluated for each level of certification.

The examiners will be watching candidates' riding at all times during the assessment. Candidates may be given the opportunity to free ride during the assessment; keep in mind this time is also part of the assessment and can be used to demonstrate personal style and terrain preferences. Environmental and snow conditions will be taken into consideration.

Candidates should bring equipment to perform regardless of activities and terrain. There is not time to swap out equipment for different terrain or conditions.

Terrain & Conditions

Trail difficulty may vary due to changes in snow conditions throughout any given day. The event manager will determine if the local trail designations (I.E., green, blue, black) and conditions adequately reflect the stated national standard concerning terrain. Trails or sections of trails will be selected to keep exams consistent across the region and the country.

Snowboard Trainer Certification

Introduction

The Snowboard Trainer Certification is a certification for trainers in the PSIA-AASI Rocky Mountain Region. The assessment evaluates candidates' mastery in expert riding, training and people skills, and technical knowledge. It is a four-module exam: the Snowboard Trainer Entrance Assessment, MA & Technical Understanding, Clinic Leading, and Riding Performance. Candidates must successfully complete the Entrance Assessment before proceeding to the other three modules.

**Snowboard Trainer was previously known as Trainer's Accreditation and Rocky Mountain Trainer.*

Assessment Schedule

- **8:45 - 9:00:** Meet groups & outline the day
- **9:00 - 9:30:** Warm up and assess conditions and terrain
- **9:30 - 12:00:** Assessment activities
- **12:00 - 12:30:** Lunch
- **12:30 - 3:30:** Assessment activities
- **4:00 pm:** Results & Verbal Feedback

This is a sample schedule of the exam day. The exact timing of exam activities may be different based on the mountain and conditions of the day.

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Snowboard Trainer Entrance Assessment

This assessment evaluates a candidate's ability to demonstrate specific movements and adapt their riding to different conditions. Candidates will be assessed on their ability to blend and highlight the fundamentals of snowboarding across all terrain zones. The Trainer Entrance Assessment is conducted at the Level 3 standard, but with a higher level of individual ownership of the standard: fewer demos, less feedback, and no averaging of assessment criteria.

Assessment Logistics

- **Group Size:** Maximum of nine candidates with two examiners.
- **Terrain:** Candidates should be prepared to ride all types of terrain, including groomed, glades, parks, halfpipe, and natural conditions like bumps, crud, and powder.
- **Demonstrations:** Examiners may provide demos for some activities, while for others, candidates will be asked to demonstrate their knowledge without a visual example.

Assessment Activities

Riding Performance

The Snowboard Trainer Entrance is evaluated through a series of on-snow activities that demonstrate a candidate's ability to seamlessly blend the Technical Fundamentals. The focus is on the applied mechanics rather than a prescribed list of activities.

Successful candidates will apply tactics and fundamentals in both integrated and highlighted activities across all terrain zones. Throughout the assessment, candidates must display appropriate situational and safety awareness while riding in a group.

Examiners will lead candidates through a variety of activities chosen from the Level 1, 2, and 3 activity pools, which can be found in the National Riding Activity List. There are no standard activities; each exam may use different activities.

Candidates should be prepared to ride all types of terrain, including green, blue, and black runs, glades, parks, and halfpipe. They will be asked to perform a variety of movements and performances in diverse conditions like bumps, crud, and powder. The examiners may also request variations in mechanics.

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Snowboard Trainer Movement Analysis & Technical Understanding Assessment

This module assesses a candidate's expertise in movement analysis and technical understanding, as it relates to training other instructors. Candidates are expected to provide clear information and answers about movements and outcomes for expert-level riding.

Assessment Logistics

- **Group Size:** Maximum of eight candidates with two examiners.
- **Terrain:** Candidates should be prepared to ride all types of terrain, including groomed, glades, parks, halfpipe, and natural conditions like bumps, crud, and powder.
- **Demonstrations:** Examiners will not provide demonstrations.

Assessment Activities

Movement Analysis & Technical Understanding

Candidates will be evaluated on their expert-level understanding and application of Movement Analysis and Technical Understanding. This will be demonstrated through two distinct attempts at a combined Movement Analysis and Personal Analysis activity.

During the assessment, examiners will select appropriate terrain and assign a specific skiing/riding activity. Observation and regroup points will be established. A candidate will perform the activity, stopping at the designated observation point. The candidate will compare their personal performance to the established ideal performance. Examiners may ask follow-up questions to clarify and assess the depth of the candidate's technical understanding.

Following their personal analysis, the candidate will observe a peer performing the same activity, again stopping at the observation point. Candidates are encouraged to engage with their peer during this segment, asking questions to gain insight into their performance. They may also provide concise, targeted guidance or request a specific change in the peer's performance to observe the immediate effects. Once this interaction is complete, the peer will ski or ride away to the regroup location.

After their peer has left, the candidate will provide detailed movement analysis using OEP. This analysis will clearly articulate cause-and-effect relationships, explaining how

various fundamentals interact and influence overall performance. Candidates will develop a concise yet effective prescription for change, including specific exercises they would use on the next run.

Candidate roles will rotate until everyone has completed their first Movement Analysis and Personal Analysis attempt. This assessment activity will repeat with a different riding activity.

Snowboard Trainer Clinic Leading Assessment

Candidates' clinic leading knowledge and experience will be evaluated based on peer-to-peer clinic leading presentations and conversations with the evaluators. Successful candidates will use relevant progressions to clearly demonstrate their experience training instructors at the expert level. Candidates will demonstrate the use and understanding of training, teaching, and learning concepts when leading the group or referring to past clinics and will demonstrate appropriate group handling skills and safety awareness for clinic groups.

Assessment Logistics

- **Group Size:** Maximum of seven candidates with two examiners.
- **Terrain:** Candidates should be prepared to ride all types of terrain, including groomed, glades, parks, halfpipe, and natural conditions like bumps, crud, and powder.
- **Demonstrations:** Examiners will not provide demonstrations.

Assessment Activities

Candidates will lead a prepared clinic and be an active participant in their peer's clinics. An assigned clinic topic will be communicated via email 5-7 days before the assessment, randomly selected from a pre-defined list of potential subjects. Clinic leaders have up to 30 minutes to lead their clinic.

Presentations should demonstrate the candidate's ownership of the PSIA-AASI Learning Connection and other pertinent concepts while showcasing original or experimental approaches to the content. Clinics should be customized for the attending peer group, considering their relevant skills, performances, and motivations.

Candidates should be ready to discuss how the clinic's learning outcomes were achieved and explain any adaptations made to personalize the experience for participants.

Clinic Topics

Topic	Clinic Learning Outcomes
Active & Passive Movements	Clinic participants will explore proactive (active) and reactive (passive) movements to effectively manage board-to-snow pressure.

Changing Pivot Points	Clinic participants will evaluate the use of varied pivot points to enhance their understanding of how placement dictates board performance and turn shape
Refining Retraction Movement Patterns	Clinic participants will explore and refine retraction movements to gain a deeper understanding of efficient pressure management.
Simultaneous, Sequential, and Blended Movements	Clinic participants will evaluate the differences between simultaneous, sequential, and blended movements to gain a deeper understanding of how timing and coordination impact board performance across various riding levels and terrain.
Refining Rotational Control in Freestyle	Clinic participants will explore common deficiencies and gain better understanding of how to help candidates achieve a clean spins for activities like 180s, toe to toes, heel to heels, 360s, boardslides, pipe, etc.
Extending, Flexing, and Retracting Edge Changes	Clinic participants will gain better understanding of how edge change movement patterns apply to snowboarding and relate to terrain application and performance from beginner to intermediate to advanced/expert terrain and riders
Upper & Lower Body Separation	Clinic participants will understand how to isolate or integrate upper and lower body movements to refine rotational control across various terrain and riding tasks.
Using Terrain/Features to Accentuate Outcomes	Clinic participants will understand how movements and outcomes can be accentuated or minimized through the application of specific terrain and natural features.
Exploring Reference Alignments	Clinic participants will understand how reference alignments serve as a baseline for movement and how deviations from these alignments can be applied to achieve specific snowboarding outcomes.
Rebound, Redirection, and Deflection	Clinic participants will understand how to manage the board's energy by exploring the differences between rebound, redirection, and deflection to enhance board performance and stability.
Exploring Relationships Between Fundamentals	Clinic participants will understand the interdependency of the Snowboarding Fundamentals by exploring relationships between fundamentals.
DIRT and Versatility	Clinic participants will understand how to manipulate Duration, Intensity, Rate, and Timing (DIRT) to increase versatility and adapt their riding to changing goals, snow conditions, and terrain.

Snowboard Trainer Riding Performance Assessment

This module focuses on a candidate's ability to demonstrate specific movements to high-level riders across diverse activities and terrain.

Candidates' riding performance will be evaluated through activities that blend and highlight the usage and application of the fundamentals. Performance may be demonstrated and assessed throughout an assessment in all terrain zones.

Assessment Logistics

- **Group Size:** Maximum of eight candidates with two examiners.
- **Terrain:** Candidates should be prepared to ride all types of terrain, including groomed, glades, parks, halfpipe, and natural conditions like bumps, crud, and powder.
- **Demonstrations:** Examiners will not provide demonstrations.

Assessment Activities

Snowboard Trainer Riding Performance is evaluated through a series of activities that showcase candidates' ability to blend the fundamentals. Successful candidates will apply tactics and fundamentals in integrated and highlighted activities to show their experience demonstrating for instructors in all terrain zones. Candidates will display appropriate situational awareness and safety awareness while skiing/snowboarding in a group.

Examiners meet the groups on snow and lead Candidates through activities selected from the Level 1, Level 2, and Level 3 activity pools. *Possible activities can be found in the National Riding Activity List.*

Unlike other levels of certification, there are no "standard activities" at the Snowboard Trainer Riding Performance assessment, and as such each exam may use different activities. Snowboard Trainer Entrance evaluation isn't about the activities but rather the applied mechanics.

Candidates will be asked to ride all types of terrain, including green, blue, black, glades, parks, and half pipe and may be asked to perform turns in many different types of terrain and conditions. Bumps, crud, and powder are viewed on black to double black diamond runs. Carved turns, skidded turns, and switch could be performed on green, blue, or black terrain. Variations in mechanics may be requested at the discretion of the examiner.

A trainer needs to be able to show specific movements to high-level riders in all kinds of activities and terrain. The Snowboard Trainer assessment's focus is to evaluate your ability to isolate and demonstrate specific movements while riding in different conditions and situations.

Examiners will provide specific descriptions and demos for some activities. For others, candidates will be asked to demonstrate their knowledge of the certification standards by riding activities without a description or visual demo.

Candidates may be given the opportunity to freeride during the exam; this time is also part of the exam and can be used to demonstrate personal style and terrain preferences.

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Snowboard Trainer Assessment Forms

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Overall Result
Does Not Meet Standards

Snowboard Trainer | Entrance Assessment Form

Candidate	
Date	
Location	
Examiners	

Assessment Scale
1 Essential elements were not observed or not present.
2 Essential elements are beginning to appear.
3 Essential elements appear, but not with consistency.
4 Essential elements appear regularly at a satisfactory level.
5 Essential elements appear frequently, above required level.
6 Essential elements appear continuously, at a superior level.
No Averaging for Trainer Entrance Exam. All all essential elements must appear regularly at a satisfactory level.

Instructor Decisions & Behavior

Professionalism and Self-Management: Demonstrate professionalism and self-management by adapting to situations and group dynamics to create a safe, positive, and productive learning environment for all participants. (Continual Assessment)	
Needs/Safety: Proactively monitors and manages their own physical and emotional needs while adjusting to the needs of the group to ensure the safety and well-being of all participants.	3
Behavior Management: Effectively adapts to and manages ambiguity, change, and challenges that arise, maintaining a professional and composed demeanor.	3

Riding Performance

Continuously Blends the Technical Fundamentals to demonstrate specific outcomes on all terrain and on medium freestyle features.	
Integrate Fundamentals: Integrate all of the Technical Fundamentals to achieve prescribed outcomes.	3
Individual Fundamentals: Highlight individual Technical Fundamentals as prescribed.	3
Versatility: Demonstrate versatility by varying turn shape, turn size, and line.	3

Activities Performed

Integrated Assessment Activities	
Highlighted Assessment Activities	
Versatility Assessment Activities	

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Overall Result
Does Not Meet Standards

Snowboard Trainer | Movement Analysis & Technical Understanding Assessment Form

Candidate	
Date	
Location	
Examiners	

Assessment Scale
1 Essential elements were not observed or not present.
2 Essential elements are beginning to appear.
3 Essential elements appear, but not with consistency.
4 Essential elements appear regularly at a satisfactory level.
5 Essential elements appear frequently, above required level.
6 Essential elements appear continuously, at a superior level.
All sections must average 4 or above to meet the Learning Outcome

Instructor Decisions & Behavior

Professionalism and Self-Management: Demonstrate professionalism and self-management by adapting to situations and group dynamics to create a safe, positive, and productive learning environment for all participants. (Continual Assessment)	
Needs/Safety: Proactively monitors and manages their own physical and emotional needs while adjusting to the needs of the group to ensure the safety and well-being of all participants.	3
AC2: Behavior Management: Effectively adapts to and manages ambiguity, change, and challenges that arise, maintaining a professional and composed demeanor.	3
Section Average	**3**

Movement Analysis

Articulates accurate cause-and-effect relationships of all the Technical Fundamentals within all phases of the turn/ATML to offer an effective prescription for change at an expert level to enhance clinic participant's skiing/riding and technical understanding.	
Observe: Observe and Describe the application of three or more Technical Fundamentals in all phases of the turn/ATML.	3
Evaluate: Evaluate and describe the cause-and-effect relationships between multiple Technical Fundamentals relative to the desired outcome.	3
Prescribe: Prescribes a specific, effective change, related to multiple Technical Fundamentals, to achieve the desired outcome.	3
Section Average	**3**

Technical Understanding

Communicates performance effectively by using the Technical Fundamentals to provide a comprehensive analysis that considers tactical decisions, equipment choices, and environmental impacts. Synthesize information from multiple PSIA-AASI and snowsports industry resources to:	
Describe Performance: Describe the application of three or more Technical Fundamentals and respective biomechanics and physics within phases of the turn/ATML for a specific outcome.	3
Compare Performance: Compare personal performance with specific outcomes using Technical Fundamentals.	3
Describe Impacts: Describe the impacts of tactical decisions, equipment choices, physical development, terrain, and snow variation, to specific outcomes.	3
Communication: Clearly and concisely communicate observations using language and concepts that are relevant to participants' expressed intents and observed performance.	3
Section Average	**3**

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Overall Result
Does Not Meet Standards

Snowboard Trainer | Clinic Leading Assessment Form

Candidate	
Date	
Location	
Examiners	

Assessment Scale
1 Essential elements were not observed or not present.
2 Essential elements are beginning to appear.
3 Essential elements appear, but not with consistency.
4 Essential elements appear regularly at a satisfactory level.
5 Essential elements appear frequently, above required level.
6 Essential elements appear continuously, at a superior level.
All sections must average 4 or above to meet the Learning Outcome

Instructor Decisions & Behavior

Professionalism and Self-Management: Demonstrate professionalism and self-management by adapting to situations and group dynamics to create a safe, positive, and productive learning environment for all participants. (Continual Assessment)	
Needs/Safety: Proactively monitors and manages their own physical and emotional needs while adjusting to the needs of the group to ensure the safety and well-being of all participants.	3
Behavior Management: Effectively adapts to and manages ambiguity, change, and challenges that arise, maintaining a professional and composed demeanor.	3
Section Average	**3**

Clinic Leading Skills

Assess & Plan: Plans and prepares for the clinic by assessing the needs and goals of participants and PSIA-AASI to create a relevant and effective learning experience.	
Assess: Continually assess relevant participant motivations, performance, and understanding.	3
Plan: Develops and manages clear learning experiences with defined outcomes that connect individual goals with organizational needs.	3
Section Average	**3**

People Skills

Communication: Maintains 2-way communication with clinic participants. (Assessed when leading)	
Communication: Customizes verbal and non-verbal communication to support individuals and represent PSIA-AASI.	3
Active Listening: Uses varied active listening tactics to support the individuals and represent PSIA-AASI.	3
Feedback Delivery: Adapts feedback delivery methods and timing to help participants engage with the group.	3
Section Average	**3**
Relationships with Others: Adapts to the interpersonal dynamics within the group as an ambassador of their resort. (Assessed when leading)	
Interaction: Manage the group dynamic to maintain a positive relationship between individuals.	3
Motivations/Emotions: Support and manage the motivations and emotions of all while building group consensus when possible.	3
Section Average	**3**

Implement: Individualizes learning experiences by modifying the environment and providing targeted guidance to help participants achieve the clinic's learning outcomes.	
Modify: Modifies the learning environment to incorporate individual goals while proactively managing physical and emotional risk to enhance engagement and safety.	3
Descriptions, Demonstrations, Feedback: Provides clear, accurate, and relevant descriptions, demonstrations, and feedback that encourages individualized learning and skill development.	3
Section Average	**3**
Reflect/Review: Fosters participant's ability to recognize, reflect on, and assess their experiences to deepen understanding and relate their progress back to established goals.	
Explore, Experiment, Play: Optimizes movement, practice time, and terrain usage based on the needs of the clinic participants and the learning outcomes.	3
Describe & Relate Change: Promotes ongoing reflection about participants' performance, explaining how their progress relates to the established PSIA-AASI goals and the PSIA-AASI Learning Connection.	3
Section Average	**3**

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Overall Result
Does Not Meet Standards

Snowboard Trainer | Riding Performance Assessment Form

Candidate	
Date	
Location	
Examiners	

Assessment Scale
1 Essential elements were not observed or not present.
2 Essential elements are beginning to appear.
3 Essential elements appear, but not with consistency.
4 Essential elements appear regularly at a satisfactory level.
5 Essential elements appear frequently, above required level.
6 Essential elements appear continuously, at a superior level.
All sections must average 4 or above to meet the Learning Outcome

Instructor Decisions & Behavior

Professionalism and Self-Management: Demonstrate professionalism and self-management by adapting to situations and group dynamics to create a safe, positive, and productive learning environment for all participants. (Continual Assessment)	
Needs/Safety: Proactively monitors and manages their own physical and emotional needs while adjusting to the needs of the group to ensure the safety and well-being of all participants.	3
Behavior Management: Effectively adapts to and manages ambiguity, change, and challenges that arise, maintaining a professional and composed demeanor.	3
Section Average	**3**

Riding Performance

Continuously blends the Technical Fundamentals to demonstrate an expert-level performance that solves tactical problems, inspires, and enhances participant understanding.	
Integrate Fundamentals: Integrate all of the Technical Fundamentals to demonstrate prescribed outcomes.	3
Highlight Fundamentals: Highlight individual Technical Fundamentals as prescribed.	3
Versatility: Demonstrate versatility to highlight tactical choices and inspire or problem solve by varying turn shape, turn size, and line as needed or prescribed in all zones.	3
Section Average	**3**

Activities Performed

Integrated Assessment Activities	
Highlighted Assessment Activities	
Versatility Assessment Activities	