



ROCKY MOUNTAIN DIVISION
Professional Ski Instructors of America
American Association of Snowboard Instructors

LEVEL 3, 301 Clinics EXAMINER OUTLINE

Teach 301

Morning

- Meet & Greet
- Discuss note taking, and how to set themselves up for success during the day.
- Review Assessment Form
- Review the teaching cycle
- Review Teaching Fundamentals
- Review People Skills Fundamentals
- Discuss and illustrate the difference between developmental progressions and corrective progressions
- Discuss and illustrate the different learning and teaching styles.
- Discuss and illustrate the difference between internal and external motivation and how you facilitate your lesson to use it to your advantage.
- Go through the morning of the teach assessment day to evaluate goals, riding related to the goals, and identify hobbies and interests. Give an example of an assessment activity to evaluate the group related to their goals, have the group members set up a few activities to evaluate the group.
- Give an example of a goal statement, and have candidates brainstorm goal statements to come up with teach topics.

Afternoon

After giving an example of a good teach related to your goal statement, allow the group to discuss the pros and cons of your presentation. Use a mix of solo and group presentations to ensure effective time management, encourage all participants to present and allow everyone in the group to present either a segment of their topic or a full 20 min teach, with again getting feedback from everyone in the group. To save on time look to partner/group people up.

Lastly let the participants know that they will be asked a few questions by the examiner. These questions will be two types of questions: clarification questions (eg: why did you use that exercise) and expansion questions (eg: how you may change this progression if it was a 7-year-old child).

Ride 301

- Review Assessment Form
- Discuss note taking, and how to set themselves up for success during the day.

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Level 3 Preview-Examiner Outline [rev 2/2024]

- Review the possible riding tasks for the Level 3 Exam, from the task chart.
- Explain how These tasks are designed to illustrate specific applied movements. Discuss how movements relate to the tasks, go over Retraction, separation, rebound and fore/aft movements.
- Choose the set Carved, skidded, switch, off-piste activities and freestyle activities. Choose some versatility and supporting activities to do with the group, as well as give an example of a secondary activity to highlight an individual fundamental.
- It is very important to be specific and open as to why you choose these tasks to give an example as to why the examiner on exam day may choose them. “I chose this task due to some of you have deficiencies with this movement”
- Each riding task should be broken into 2 sections first they try it and get feedback and then they try it again and have a chance to apply that feedback, give an example of an individual activity, and explain how and why it relates to the initial integrated activity.

Movement Analysis 301

Morning

- Review Assessment Form
- Discuss note taking, and how to set themselves up for success during the day.
- Review MA Process (OEP)
- Review reference alignments
- Review the technical fundamentals
- Review the differences and development of Cause/Effect Relationships to Cause/Effect Chains.
- Discuss and illustrate the different way to observe your students
 - Ride through different ways to observe the group
 - Partner up folks and whilst riding through the different ways to observe your partner have them look for the different RA discuss pro/cons of different vantage points
- Discuss and illustrate different riding styles, body types, and equipment set-ups.
- Practice doing MA on-snow by sitting down on the side of a trail, and using student centered language give the group a task as an example of how the exam will be run for on snow MA.

Afternoon

- Discuss the Technical understanding component and the differences between level 2 and 3
- Discuss Real vs ideal
- Give an example technical understanding presentation, and discuss with the group pros and cons of your presentation.

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- Have the participants pair up and discuss things they're working on in their own riding and how to present that from the lens of three technical fundamentals.
- Give the group members an opportunity to present, either as an individual or as a pair, and give sample questions after each presentation, have the group discuss feedback.

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