



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

SNOWBOARD LEVEL 2 CERTIFICATION OVERVIEW

Snowboard Level 2 Certification is the second level of AASI certification, focused on intermediate snowboard instruction. At the Level 2, you're expected to demonstrate experience teaching intermediate level snowboarders, show a moderate level of knowledge of snowboard instruction concepts, and apply your knowledge and skill to situations on-snow and indoors.

The Level 2 exam is a three-day process, come prepared to ride all 3 days.

Pre-Requisites: AASI Level 1 Certification, PSIA-AASI Children's Specialist 1, attend one 201-level clinic (Ride, Teach, or MA), Pass (75%) Level 2 online test

SNOWBOARD LEVEL 2 CERTIFICATION STANDARDS

Movement Analysis Knowledge & Skill:

During the exam, you will demonstrate your understanding of movement analysis through observation, evaluation, and prescription with video and live riders. You must clearly demonstrate that you are able to see the refined movements of an intermediate rider, present an organized and detailed description using non-judgmental terminology, give accurate cause and effect relationships describing how a body movement affects a board performance and how that BP affects the turn/trick outcome, and share a prescription for change that prioritizes inefficiencies and accurately addresses the rider's needs.

Video: You will be assigned a 30-minute time slot where you will watch 3 videos on a tablet or laptop and discuss O.E.P. with the examiners. For each video you will have 3 minutes to watch and manipulate the video, followed by a 5-minute discussion with the video off. For your first video, you will be asked to specifically focus on flex and extension movements and a board performance. For the second video, you will be asked to specifically focus on rotational movements and a board performance. For the third video you can choose what to focus on. With each video you're expected to by observe the rider, evaluate their movements, and prioritizing inefficiencies with a prescription for change.

On-Snow: You will have two opportunities to demonstrate live Movement Analysis on-snow with two different Level 5-7 tasks. Rider tasks will be set using student-centric language, for example, "switch, medium turns." During each of your sessions, you will know your rider's task and have the opportunity to ride the terrain and feel the snow. For each rider, you will give a clean and concise cause and effect relationship including a body movement, board performance, and turn/trick outcome, as well as a prescription for change focused on a specific exercise for the next run. During on-snow MA tasks, exam candidates *are not* being evaluated on their riding performance.

Depending on the size of the exam, your examiner pair may split up for on-snow and video segments of MA evaluation. You would then be evaluated by one examiner for video MA, and the other for on-snow.

Instruction Knowledge & Skill:

Teaching knowledge and experience will be evaluated based on your presentations and conversations with the evaluators. You must clearly demonstrate (through recall of past lessons) that you have taught approximately 100 students at the intermediate level, and that you have effective and accurate knowledge of levels 5-7. You must demonstrate the use and understanding of teaching and learning concepts when leading the group or referring to past lessons. You must demonstrate appropriate class handling skills and safety awareness with intermediate groups.

Practical application and knowledge-based questions of teaching, riding, and movement analysis can be asked on the chairlift and/or in front of the group. The evaluators will assign you a teaching presentation which you will teach to your peers. You have 20-25 minutes to deliver your teach, followed by a conversation where the examiners may ask you additional questions. The evaluator is not looking for "canned" presentations; rather for your ability to present interesting teaching situations and identify tactics to accommodate specific teaching/learning situations.

Level 2 Teaching Topics are assigned randomly and include but are not limited to:

- Intro to Carving
- Intro to Bumps
- Intro to Most-Flexed at Edge Change
- Intro to Steeps
- Intro to Crud
- Intro to Trees
- Intro to Powder
- Intro to Jumps
- Intro to Boxes
- Intro to Halfpipe
- Intro to 180s

Your teaching topic will be randomly paired with a Board Performance (example: Intro to Carving with Tilt). You should *primarily focus* on the "Intro to" teaching topic with an *emphasis* on how to achieve that topic *using or reducing* your assigned board performance.

Your teaching topic will also be paired with a random student/group profile. The group will not be expected to act out this profile, but a Lesson/Action Plan and Motor Learning Cycle that is relevant to this student profile will score higher in consistency, than a Lesson/Action Plan that does not. Use multiple Teaching Styles (Direct and Indirect), cater to multiple Learning Styles and relevant Multiple Intelligences, and Introduce the Topic to those students/group.

The Motor Learning Cycle provides the framework for your teach:

- **Static/Stationary:** Define the topic and introduce movements and board performances needed in a stationary environment.
- **Simple:** Introduce exercises to build movements, board performance and skills needed. Focus on your assigned Board Performance - What is it and what movement options achieve or reduce it?
- **Complex:** Start blending movements, board performance and skills to achieve the topic.
- **Freeride:** Guide Practice through application. Facilitate feedback and mileage to master skills.

Riding Knowledge & Skill:

During the exam, you will be asked to ride several tasks in all types of terrain and conditions: green, blue, black, trees, glades, parks, and half pipe.

Refer to the assessment sheet and task chart for specific tasks that may be evaluated during exam day.

Variations in movements and mechanics may be requested at the discretion of the evaluator. These could include changes in the type of flexion, extension, or rotation mechanics or in the Timing, Intensity, and Duration of those movements. Evaluators will provide specific descriptions of any task.

Demonstrations will consist of a series of turns for a distance that allows adequate performance.

The examiner could be watching your riding at any time during the exam. You may be given the opportunity to free ride during the exam; keep in mind this time is also part of the exam and can be used to demonstrate some of your personal style and terrain preferences. Environmental and snow conditions will be taken into consideration.

Whatever your riding style, no matter what equipment you've chosen to bring to the exam, be ready to make it work. From groomed to crud, in the pipe or on the racecourse, come ready to show us that you can adapt to any or all of these situations. Bring the equipment and skills that are capable of doing it all.