



## ROCKY MOUNTAIN

### Duration (Hours/CEUs)

2 Days / 12 CEUs

or 1 Day / 6 CEUs

**MSM / Resort Trainers - November 18-19, 2024**

### Learning Outcomes

- Participants will explore topics from PSIA-AASI RM Examiner Fall Training.
- Participants will understand how the RM processes are evolving to better align with the 2026 proposed processes.
- Participants will learn how to train and develop instructors towards the PSIA-AASI National Unified Assessment through the PSIA-AASI RM Exam Process.
- Participants will know where/how to access the Snowboard Assessment Guide and use it to reference materials for candidate exam preparation.

### Learning Activities

- Warm up the group and discuss current understanding of the L1-L3 Exam Process
- Review changes from previous two seasons
  - Participants will learn the difference between Performance and Tactical Feedback and the pros/cons of each.
  - Set up some activities and demo the difference between Performance and Tactical Feedback
  - Discuss pros/cons and describe difference between clinic environment (Performance) and Exam environment (Tactical)
  - The move towards tactical feedback continues this season tactical feedback after Core Activities and no feedback after Supporting Activities.
  - DIRT vs TID
- **Movement Analysis / Technical Understanding:**
  - 2 PA / 2 MA Assessment Activities
  - Assessment Criteria (AC)
    - MA AC 1-3 evaluated during MA AAs
    - TU AC 2 evaluated during PP AAs
    - TU AC 1, 3 evaluated all day
  - Two of the three activities: Forward, Switch, Freestyle
  - Describe, Demo, and have participants practice the new Personal Analysis and Movement Analysis format
  - Describe how all candidates will do PA and then MA for the same activity.



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- Demo PA by setting an activity, riding it, and then describe your performance
- Give participants the opportunity to describe their riding. Set an activity, demo it, and have them ride down to you. As a group discussion, have them describe their performance.
  - Set this up with forward, switch, and freestyle activities as needed by the group
- Show the group how we then move into MA and set up the MA observation activity.
- L1
  - First PA / MA set is educational/develop the group
  - Second PA / MA video small group answer
  - Third PA / MA set live on snow individual
- Throughout these activities there is opportunity for you to give them feedback for their own development and growth, as desired!
- **Riding Performance:**
  - Have everyone pull up the Riding Activity List
  - Show how activities flow from Core to Supporting, and how activities can be set up for evaluation of Riding Performance AC1, AC2, or AC3
  - Activity set up with fewer descriptors
  - Versatility set up with changing pitch or corridor to show ownership
  - Feedback after core activities with an opportunity to ride a second time. One go, no feedback on Supporting activities
  - Flexing/Extending/Retracting Edge Change (no more @ edge change)
  - U/L Separation as a theme L1, L2, L3, not always identified in describing activities
  - No boardslide at L2. Nose Press / Tail Press shows active move at takeoff to hold press through majority of feature
  - L3 Boardslide between the feet at L3 with active move at takeoff
- **Teaching**
  - Level 1
    - Give participants the opportunity to teach a piece of the Level 1 progression
    - Two teaches at Level 1, one 5 minute in order of progression during clinic time, one 10-15 minute random-draw teach during assessment time.
    - Make sure participants understand how the L1 exam teaches are set up, with candidates as themselves, but basic sport and last lesson assigned to the group.
    - Debrief each teach with pros/cons, and discussion around key fundamentals
  - Level 2
    - Set up Level 2 teaches by creating sub-groups, assigning the teaching zone to the group, and conduct sub-group conversations.



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- Make sure group knows you are teaching real people in the group.
- Showcase observation time and help the group understand how participants watch their peers ride to develop their teach.
- Practice Goal Statement review and then go a bit deeper to explore participants teach.
- If someone is keen to do a mock teach, sweet!
- Level 3 Teaching
  - Highlight difference between L2 and L3 teach (no parameters given at L3)
  - Teaching real people – what does that look like for advanced L8-9 students...
  - If someone is keen to do a mock teach, sweet!

### Materials/Equipment needed

- Appropriate riding gear to be on snow both days
- Helmets are required