



**Professional Ski
Instructors of America
American Association
of Snowboard Instructors
Freestyle Specialist Standards**

FS 1, FS 2, FS 3

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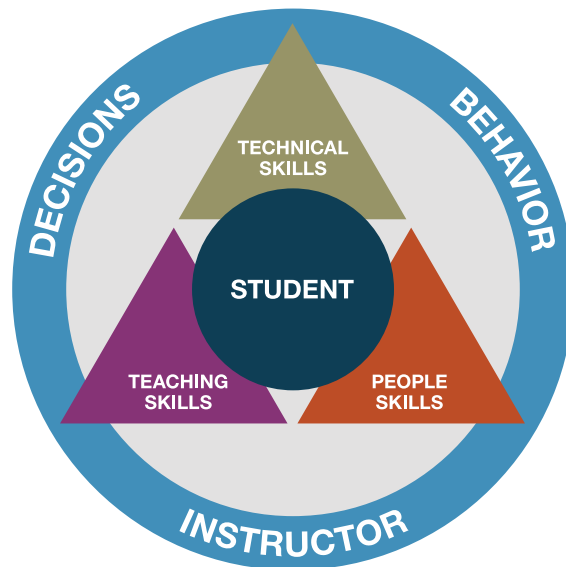
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Introduction

PSIA-AASI Freestyle Specialist Standards

American snowsports instruction demands versatility. PSIA-AASI members teach guests of all ages in a wide variety of snowsports environments – from groomed trails to off-piste terrain and from hard snow to powder to manmade terrain park features. The types of lessons offered can be similarly diverse, including recreational skiing or riding, racing, freeski, and freestyle, to name a few.

The objective of these *PSIA-AASI Freestyle Specialist Standards* is to define expectations regarding instructor technical skill – specifically riding performance, technical understanding, and movement analysis – for each level of PSIA-AASI’s Freestyle Specialist Assessment-Based Certificate Program. While these standards focus exclusively on technical content, they must be understood in the context of the Learning ConnectionSM Model, which provides the framework for a balance of crucial people skills, teaching skills, and technical skills; highlighting fundamentals that apply to a variety of technical and tactical decisions based on student ability, motivation, personality, development, and more.



These standards follow the requirements of an assessment-based, non-degree-granting certificate program that:

- Provides instruction and training to help participants acquire specific knowledge, skills, and/or competencies associated with intended learning outcomes;
- Evaluates participants’ accomplishment of the intended learning outcomes; and
- Awards a certificate only to those participants who meet the performance, proficiency, or passing standard for the assessment(s), hence the term, “*assessment-based certificate program*.”*

PSIA-AASI’s American Teaching SystemTM specifies three skier/rider zones: Beginner/Novice, Intermediate, and Advanced. *The PSIA-AASI Freestyle Specialist Standards* align these zones with assessment parameters for three instructor certificate levels:

- Beginner/Novice to Intermediate Zone – PSIA-AASI Freestyle Specialist 1 (FS 1) Instructor
- Intermediate to Advanced Zone – PSIA-AASI Freestyle Specialist 2 (FS 2) Instructor
- Advanced Zone – PSIA-AASI Freestyle Specialist 3 (FS 3) Instructor

The FS 1 certificate affirms that the instructor is qualified to teach freestyle in the beginner/novice zone on beginner/novice terrain (typically identified as “green”) as well as extra small to small terrain park features.

The FS 2 certificate qualifies an instructor to teach through the intermediate to advanced zone and on intermediate (blue) terrain as well as extra small to medium terrain park features.

The FS 3 certificate qualifies an instructor to teach through the advanced zone and on advanced (black) terrain as well as all terrain park features.

Prerequisites

- FS 1: At minimum, must be a current PSIA-AASI-certified Level I (or equivalent) instructor and be able to ski or ride at current certification level.
- FS 2: At minimum, must be a current PSIA-AASI-certified Level II (or equivalent) instructor, and be able to ski or ride at current certification level. Or, have successfully completed FS 1
- FS 3: At minimum, must be a current PSIA-AASI-certified Level II (or equivalent) instructor and be able to ski or ride at current certification level. Or, have successfully completed FS 1 or 2.

Again, these *PSIA-AASI Freestyle Specialist Standards* provide the assessment criteria for the *technical skills* necessary for an instructor to successfully complete FS 1, FS 2, and FS 3 learning outcomes. PSIA-AASI offers many resources to aid instructors' professional development regarding professionalism and self-management and the fundamentals of people skills, teaching skills, and technical skills. At a minimum, this *PSIA-AASI Freestyle Specialist Standards* document complements and should be consulted in combination with the following publications as appropriate to the sport and students being taught:

- *PSIA Alpine Certification Standards*
- *AASI Snowboard Certification Standards*
- *PSIA Telemark Certification Standards*
- *PSIA-AASI Performance Guides*:
Presents the performance indicators for assessing all skill categories within the Learning Connection Model – providing the detail instructors need to perform the assessment activities.
- *Freestyle Technical Manual*:
Explores content related to teaching freestyle skills (skiing and snowboarding).
- *Alpine Technical Manual*:
Explores content related to performing and evaluating the technical side of alpine skiing.
- *Snowboard Technical Manual*:
Explores content related to performing and evaluating the technical skills of snowboarding.
- *Teaching Snowsports Manual*:
Explores content related to people skills and teaching skills.
- *Teaching Children Snowsports*:
Explores content related to teaching children to ski and/or snowboard.



Assessment Activities and Assessment Criteria

Evaluating a Freestyle Specialist candidate's skills requires well-defined, measurable assessment criteria – as presented here and outlined further in *PSIA-AASI's Performance Guides*. Assessing the candidate's technical skills requires a specific evaluation environment. When performing assessment activities, the timing, intensity, rate, and duration of movements (TIRD) will vary, based on the conditions and skillsets being assessed. Assessment activities are performed at the speeds and degree of accuracy outlined in the assessment criteria.

Throughout the process, PSIA-AASI divisions will use a variety of assessment activities – based on terrain and prevailing conditions – to evaluate instructor competency as outlined in these *PSIA-AASI Freestyle Specialist Standards*. Not all assessment activities need to take place on snow.

These standards describe how the fundamentals of technical skills are assessed at the FS 1, FS2, and FS 3 levels. Effective use of the national standards, combined with a wide range of educational resources, creates an efficient environment for consistent evaluation.

The Language of Learning Outcomes and Assessment

The *PSIA-AASI Freestyle Specialist Standards* rely upon the following Learning Outcome Framework to create a consistent language for assessment. The learning outcomes clearly state what the instructor can demonstrate upon successful completion of the assessment-based certificate program.

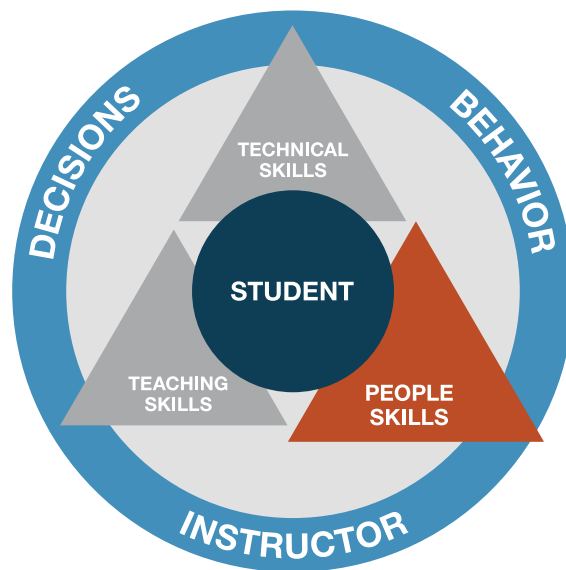
- Learning Outcomes:** Learning outcomes represent what is to be achieved upon completion of each level of certification. Learning outcomes do not vary between examiners or divisions.
- Learning Experiences:** These are the training experiences – or tasks – that lead to achievement of the learning outcome. NOTE: The learning experiences listed in this document are *recommendations* of what an **instructor** may do to gain the knowledge and understanding relative to the given subject area. These are *not* requirements; they are suggested approaches to aid individuals in their development as professional snowsports educators. For more details, refer to the associated *Performance Guide*.
- Assessment Activities:** Representing *how* a person is assessed, these are the activities a candidate performs to demonstrate that learning has occurred. (These have historically been described as tasks or maneuvers.) NOTE: The assessment activities listed in this document are *recommendations* of what an **examiner** may use to assess knowledge and understanding relative to the given subject area. The examiner is free to use variations and alternatives. Those listed provide an idea of how an assessment can be conducted. For more details, refer to the associated *Performance Guide* or divisional exam guides.
- Assessment Criteria:** Representing the “level of standard,” assessment criteria outline performance details that specify to what level the learning outcomes have been met. This does not vary between examiners or divisions.
- Assessment 6-point Scale:** Throughout the PSIA-AASI professional development and certification system, all assessment criteria are measured by means of the following 6-point assessment scale.
1. Essential elements are 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 the required level.
 6. Essential elements appear continuously, at a superior level.

People Skills

People skills are built on communicating in effective ways to develop trust and achieve favorable relationships. Building rapport with students depends on instructors' self-awareness and their abilities to identify and adapt to the guests' needs, motivations, and emotions. For students to feel confident taking risks and being open to new learning, instructors must first establish trust among the group. The freestyle environment can elicit a range of strong emotions from guests from excitement to fear as the perceived risks are often higher. In order for an instructor to be successful in the freestyle environment they need to effectively manage these emotions and build trust in the group.

Fundamentals

- Develop relationships based on trust.
- Engage in meaningful two-way communication.
- Identify, understand, and manage your emotions and actions.
- Recognize and influence the behaviors, motivations, and emotions of others.



Freestyle Specialist 1 – People Skills

Overview of People Skills at an FS1 Proficiency

FS1 instructors exhibit a basic understanding and application of the people-skill fundamentals, using them to develop trust within the learning environment. They show awareness of the likely needs and emotions of people new to freestyle and communicate clearly to the group, showing respect, patience, and professionalism while providing objective feedback. FS1 instructors demonstrate self-awareness by reflecting on their own emotional tendencies and adapting to feedback from others.

Upon successful completion of the assessment, an FS1 instructor...

	Communication	Relationships with Others
Learning Outcomes	Able to utilize verbal and non-verbal communication to support the emotional state of a subset within the group in the freestyle environment (Assessed when teaching)	Able to utilize verbal and non-verbal communication to support the emotional state of a subset within the group in the freestyle environment (Assessed when teaching)
Learning Experiences	Benefits from learning experiences that can include e-learning, videos, seminars, presentations, individual teaching sessions, small-group teaching sessions, guided debriefs of teaching sessions, and in-person training focused on: <ul style="list-style-type: none"> • Recognizing verbal and non-verbal communication with trainers, peers, and mentors. • Understanding professionalism, behavioral responses to emotions, and the roles of instructor self-awareness and self-management in the snowsports learning environment. • Identifying active listening strategies, motivation tactics, emotional needs of the group, and the role of social awareness in group dynamics. 	
Assessment Activities	Performs assessment activities – which can vary depending on conditions and group experiences – that may include teaching another group member or members of the group, and an individual or group interview with examiner(s) that includes follow-up questions and feedback.	
Assessment Criteria	Consistently demonstrates their ability to: <ul style="list-style-type: none"> • Use verbal and non-verbal communication to identify the emotions and readiness level of the group. • delivery aligns with the emotional state of the group 	Consistently demonstrates their ability to: <ul style="list-style-type: none"> • Identify the emotional needs of the group • Identify the group dynamic to support a positive interaction within the group. • Identify how student’s emotional readiness and motivations connects

Freestyle Specialist 2 – People Skills

Overview of People Skills at an FS2 Proficiency

FS2 instructors exhibit a more refined understanding and application of the people-skill fundamentals, using them to develop trust with all individuals. They demonstrate awareness of the goals, motivations, and emotional needs of each student in the group and use active listening and verbal and non-verbal communication strategies to build connections. FS2 instructors demonstrate awareness of their own tendencies and develop strategies to address them.

Upon successful completion of the assessment, an FS2 instructor...

	Communication	Relationships with Others
Learning Outcomes	Adapt verbal and non-verbal communication to support the emotional state of subsets within the group in the freestyle environment	Adapts to the motivations and emotions of subsets within the group in the freestyle environment to promote trust.
Learning Experiences	Benefits from learning experiences that can include e-learning, videos, seminars, presentations, individual teaching sessions, small-group teaching sessions, guided debriefs of teaching sessions, and in-person training focused on: <ul style="list-style-type: none"> Using effective verbal and non-verbal communication to promote group dynamics, provide behavior-based feedback, and demonstrate active listening. Observing and managing instructor self-awareness and self-management in the freestyle learning environment in general and, specifically, for the learner through personal reflection of emotions and behavioral responses to emotions. Recognizing individual motivations and emotions, interpersonal challenges, and the role of social awareness in interpersonal and group dynamics among the group members. 	
Assessment Activities	Performs assessment activities – which can vary depending on conditions and group experiences – that may include teaching another group member or members of the group, and an individual or group interview with examiner(s) that includes follow-up questions and feedback.	
Assessment Criteria	Consistently demonstrates their ability to: <ul style="list-style-type: none"> Adapt verbal and non-verbal communication to support the emotions and readiness level of subsets within the group. Feedback delivery adjusts to the emotional state of subsets within the group. 	Consistently demonstrates their ability to: <ul style="list-style-type: none"> Support the emotional needs of the group. Adapt the group dynamic to support a positive interaction within the group. Adapts to the student's emotional readiness and how it connects to their motivations.

Freestyle Specialist 3 – People Skills

Overview of People Skills at an FS3 Proficiency

FS3 instructors exhibit a refined understanding and application of the people-skill fundamentals, using them to develop trust with and between all students throughout the entire lesson. They actively support the emotional needs of individuals while managing and influencing group dynamics to maintain and promote trust. Instructors at this level anticipate challenges and adapt their own style of interaction to achieve favorable outcomes and tailor experiences to individuals. FS3 instructors demonstrate growth in self-awareness and can identify their own emotional intelligence and behavioral management.

Upon successful completion of the assessment, an FS3 instructor...

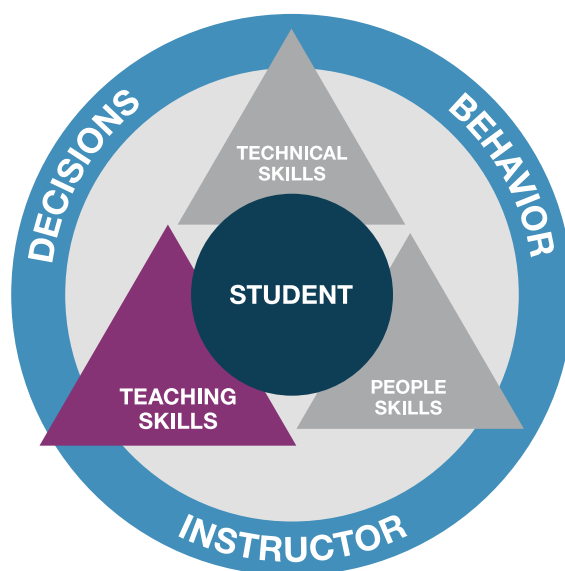
	Communication	Relationships with Others
Learning Outcomes	Adapt verbal and non-verbal communication to support the emotional state of individuals within the group in the freestyle environment	Manages the motivations and emotions of individuals within the group in the freestyle environment to promote trust.
Learning Experiences	Benefits from learning experiences that can include e-learning, videos, seminars, presentations, individual teaching sessions, small-group teaching sessions, guided debriefs of teaching sessions, and in-person training focused on: <ul style="list-style-type: none"> • Promoting active listening, seeking and providing feedback, and adapting verbal and non-verbal communication accordingly. • Predicting emotional triggers and reactions, adapting behavioral responses, and having insight into the roles of instructor self-awareness and self-management in the snowsports learning environment for the learner in general, and, specifically, for themselves. • Anticipating and proactively intervening in challenges, demonstrating adaptation through situational awareness, managing motivations of all, and promoting group cohesion. • Leveraging social awareness to enhance interpersonal dynamics, esteem, and positive group dynamics. 	
Assessment Activities	Performs assessment activities – which can vary depending on conditions and group experiences – that may include teaching another group member or members of the group, and an individual or group interview with examiner(s) that includes follow-up questions and feedback.	
Assessment Criteria	Consistently demonstrates their ability to: <ul style="list-style-type: none"> • Customize verbal and non-verbal communication to manage the emotions and readiness level of individuals • Feedback delivery supports the emotions of individuals within the group 	Consistently demonstrates their ability to: <ul style="list-style-type: none"> • Manage the emotional needs of the group • Foster the group dynamic to support a positive interactions within the group • Manage student's emotional readiness as it interacts to their motivations

Teaching Skills

With trust established using people skills, teaching skills strengthen the connection between the instructor and student which enhances learning. Teaching skills create an engaging environment in which to foster student learning. To maximize learning, instructors plan, implement, and adapt the learning experiences, and give students an opportunity to reflect on their experiences.

Fundamentals

- Collaborate on long-term goals and short-term objectives.
- Manage information, activities, terrain selection, and pacing.
- Promote play, experimentation, and exploration.
- Facilitate the learner's ability to reflect upon experiences and sensations.
- Adapt to the changing needs of the learner.
- Manage emotional and physical risk.



FS1 – Teaching Skills

Overview of Teaching Skills at FS1 Proficiency

FS1 instructors apply the teaching-skills fundamentals, allowing them to plan and organize an engaging learning experience. FS1 instructors present a basic progression in the beginner/novice freestyle zone, using study, training, and teaching experiences. FS1 instructors make minor adjustments to learning experiences based on students' needs, desires, and abilities. They facilitate learning by communicating changes in student performance relative to outcomes. An FS1 instructor guides students in freestyle environments at a pace that allows students to interact with freestyle terrain at their level and proactively uses Park Smart.

Upon successful completion of the assessment, a FS1 instructor...

	Assess and Plan	Implement	Reflect/Review
Learning Outcomes	Plans learning outcomes and organizes progressive learning experiences relevant to beginner/novice students in the freestyle environment.	Facilitates learning experiences that guide students toward the agreed-upon outcome and engages them in the process in the freestyle environment.	Communicates performance changes that target the learning outcome to help students identify that a change has been made in the freestyle environment.
Learning Experiences	Benefits from learning experiences that can include e-learning, videos, seminars, presentations, The Matrix (i.e., PSIA-AASI video library and e-learning tools), reading, freestyle specific resources, workbooks, home-area training programs, individual teaching sessions, guided debriefs of teaching sessions, small-group teaching sessions and in-person training focused on: <ul style="list-style-type: none"> • Planning learning outcomes in the beginner/novice freestyle zone. • Implementing learning experiences in the beginner/novice freestyle environment. • Identifying and communicating performance changes. 		
Assessment Activities	Performs assessment activities – which vary between divisions and also between examiners, depending on conditions and group experiences – that may include an online exam, an individual or group interview with examiner(s), video analysis, and presentations (with discussion) on self-reflection to examiners, trainers, and peers. In a simulated or real lesson environment, assessment may entail the demonstrated ability to: <ul style="list-style-type: none"> • Plan effective learning experiences for students in the beginner/novice zone that work toward desired learning outcomes. • Teach effectively in the beginner/novice-zone lesson environment. • Identify and communicate performance changes 		
Assessment Criteria	Consistently demonstrates their ability to: <ul style="list-style-type: none"> • Assess students to identify student motivations, performance, and understanding. • Collaborate with students to select a basic progression with clear direction and focus. • Plan lessons that involve productive use of movement, practice time, and terrain 	Consistently demonstrates their ability to: <ul style="list-style-type: none"> • Organize the learning environment to align with the initial assessment of the group. • Give the group relevant information (basic descriptions, demonstrations, and feedback) that encourages learning. • Manage physical and emotional risk to maintain engagement in the learning environment 	Consistently demonstrates their ability to: <ul style="list-style-type: none"> • Pace a clear progression to allow students reflection time as they explore, experiment, and/or play toward desired outcomes. • Communicate changes in performance. • Relate changes in performance to lesson outcomes.

FS2 – Teaching Skills

Overview of Teaching Skills at FS2 Proficiency

FS2 instructors demonstrate proficiency in the teaching-skill fundamentals, relying on experience gained while teaching and training. They facilitate learning by planning and adapting the lesson experience based on student needs, desires, and abilities in the intermediate freestyle zone. FS2 instructors help students recognize and assess their changes in performance. A FS2 instructor guides students in freestyle environments at a pace that allows students to interact with freestyle terrain at their level and proactively uses Park Smart.

Upon successful completion of the assessment, a FS2 instructor...

	Assess and Plan	Implement	Reflect/Review
Learning Outcomes	Plans learning outcomes and progressive learning experiences and adapts to the changing needs of intermediate students in the freestyle environment.	Facilitates learning experiences and adapts them as necessary to guide students toward agreed-upon outcomes and engage them in the process in the freestyle environment.	Communicates performance changes that target the learning outcome to help students identify that a change has been made in the freestyle environment.
Learning Experiences	Benefits from learning experiences that can include e-learning, videos, seminars, presentations, The Matrix (i.e., PSIA-AASI video library and e-learning tools), reading, freestyle specific resources, workbooks, home-area training programs, individual teaching sessions, small-group teaching sessions, guided debriefs of teaching sessions, and in-person training focused on: <ul style="list-style-type: none"> • Planning intermediate-zone freestyle lessons, activities, and progressions. • Implementing and adapting learning experiences in the intermediate-zone freestyle lesson environment. • Helping students identify and understand performance changes in the intermediate freestyle environment 		
Assessment Activities	Performs assessment activities – which vary between divisions and also between examiners, depending on conditions and group experiences – that may include an online exam, an individual or group interview with examiner(s), video analysis, presentations (with discussion) on self-reflection to examiners and peers. In a simulated or real lesson environment, assessment may entail the demonstrated ability to: <ul style="list-style-type: none"> • Help students recognize, reflect upon, and assess their performance changes. • Organize creative, playful, and flowing learning experiences that work toward desired learning outcomes in the intermediate zone. • Implement and adapt learning experiences in the intermediate-zone freestyle environment 		
Assessment Criteria	Consistently demonstrates their ability to: <ul style="list-style-type: none"> • Periodically reassess student motivations, current performance, and understanding. • Collaborate with students to establish and adapt a lesson plan with clear direction and focus. • Plan playful and/or exploratory lessons with productive use of movement, practice time, and terrain 	Consistently demonstrates their ability to: <ul style="list-style-type: none"> • Adapt the learning environment to align with the needs of the group. • Provide clear and relevant information (descriptions, demonstrations, and feedback) that encourages learning. • Manage physical and emotional risk to promote engagement in the learning environment 	Consistently demonstrates their ability to: <ul style="list-style-type: none"> • Pace learning activities to allow students reflection time as they explore, experiment, and/or play toward desired outcomes. • Help students recognize and understand change in performance relative to outcomes. • Help students apply gained skills to skiing situations

FS3 – Teaching Skills

Overview of Teaching Skills at FS3 Proficiency

FS3 instructors demonstrate mastery of the teaching fundamentals, based on experience gained while teaching and training. They plan, implement, and customize an engaging learning experience in the advanced freestyle zone. FS3 instructors make proactive adjustments to learning experiences based on group and individual student needs, desires, and abilities. They foster learning by helping students interpret their changes in performance, develop new understanding, and apply what they've learned. A FS3 instructor guides students in freestyle environments at a pace that allows students to interact with freestyle terrain at their level and proactively uses Park Smart.

Upon successful completion of the assessment, a FS3 instructor...

	Assess and Plan	Implement	Reflect/Review
Learning Outcomes	Plans learning outcomes and creates individualized experiences around a common theme for advanced students within the freestyle environment"	Individualizes learning experiences to guide students toward agreed-upon outcomes and optimizes student engagement in the process within the freestyle environment.	Fosters the ability to recognize, reflect upon, and assessexperiences to enhance understanding and apply what was learned in the freestyle environment"
Learning Experiences	Benefits from learning experiences that can include e-learning, videos, seminars, presentations, The Matrix (i.e., PSIA-AASI video library and e-learning tools), reading, workbooks, home-area training programs, individual teaching sessions, small-group teaching sessions, guided debriefs of teaching sessions, and in-person training focused on: <ul style="list-style-type: none"> • Planning advanced group lessons in the training environment. • Implementing and adapting learning experiences in the advanced-zone lesson environment for individuals within a group. • Identifying and communicating performance changes to help the student develop new understanding and application of what they have learned. 		
Assessment Activities	Performs assessment activities – which vary between divisions and also between examiners, depending on conditions and group experiences – that may include activities such as an online exam, individual or group interview with examiner(s), video analysis, presentation (with discussion) on self-reflection to examiners and peers. In a simulated or real lesson environment, assessment may entail the demonstrated ability to: <ul style="list-style-type: none"> • Plan individualized, creative, playful, and flowing advanced-zone lesson experiences that work toward desired learning outcomes. • Implement and adapt learning experiences in the advanced-zone freestyle lesson environment for individuals within a group. • Help students recognize, reflect upon, and assess their performance changes to develop new understanding and application of what they have learned. 		
Assessment Criteria	Consistently demonstrates their ability to: <ul style="list-style-type: none"> • Continually assess student motivations, performance, and understanding. • Collaborate with students to establish and adapt a lesson plan with a common theme, a clear direction, and individualized focus throughout the lesson. • Plan creative, playful, and exploratory learning experiences in which movement, practice time, and terrain are optimized for individuals 	Consistently demonstrates their ability to: <ul style="list-style-type: none"> • Tailor the learning environment to align with the needs of individuals. • Provide clear and relevant information (descriptions, demonstrations, and feedback) that encourages individualized learning. • Proactively manage physical and emotional risk to optimize engagement in the learning environment for individuals. 	Consistently demonstrates their ability to: <ul style="list-style-type: none"> • Customize and pace learning activities to allow students reflection time as they explore, experiment, and play toward desired outcomes. • Encourage the students to communicate change in performance and/or understanding. • Collaborate with students to apply gained skills to skiing situations

Technical Skills

Technical skills bring teaching concepts to life with practical applications adapted to the student's ability level or desired outcome. These skills relate to the instructor's understanding of fundamental skiing and/or snowboarding mechanics – as they relate, in this context, to freestyle – and applying that understanding in lessons. Technical skills represent the ability to perform, understand, and explain the sport. In sharing technical skills, the instructor communicates certain discipline-specific aspects of movement and gives accurate, freestyle-focused demonstrations.

Professional-Knowledge Fundamentals

- Convey and apply accurate technical information.
- Observe, evaluate, and prescribe (through movement analysis).

Alpine Skiing Fundamentals

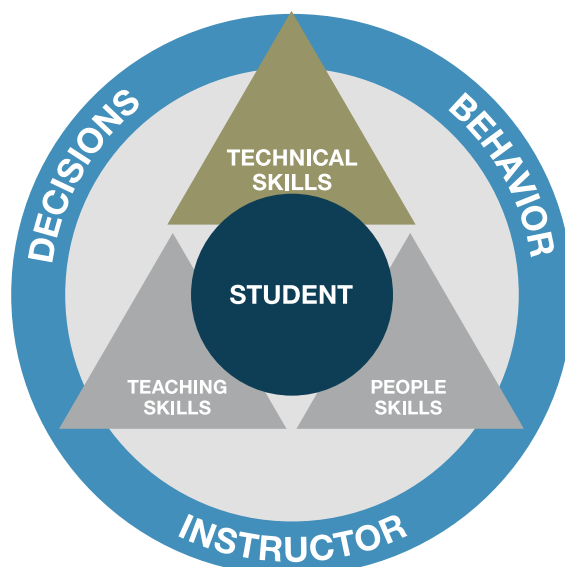
- Control the relationship of the center of mass to the base of support to direct pressure along the length of the skis.
- Control pressure from ski to ski and direct pressure toward the outside ski.
- Control edge angles through a combination of inclination and angulation.
- Control the skis' rotation with leg rotation, separate from the upper body.
- Regulate the magnitude of pressure created through ski/snow interaction.

Snowboarding Fundamentals

- Control the relationship of the center of mass to the base of support to direct pressure along the length of the board.
- Control the relationship of the center of mass to the base of support to direct pressure across the width of the board.
- Regulate the magnitude of pressure created through the board/surface interaction.
- Control the board's tilt through a combination of inclination and angulation.
- Control the board's pivot through flexion/extension and rotation of the body.
- Control the twist (torsional flex) of the board through flexion/extension and rotation.

Telemark Skiing Fundamentals

- Control the size, intensity, and timing of the lead change.
- Control the fore/aft relationship of the center of mass to the base of support to manage pressure along the length of the skis.
- Control the lateral relationship of the center of mass to the base of support to manage pressure from ski to ski.
- Control the turning of the skis with rotation of the feet and legs in conjunction with discipline in the upper body.
- Control edge angles through a combination of inclination and angulation.
- Regulate the amount of pressure created through ski/snow interaction.



Freestyle Specialist 1 (FS 1)

Overview of Technical Skills at FS 1 Proficiency

FS 1 instructors are competent in and on extra small to small terrain park features and when teaching freestyle to riders in the beginner/novice zone. They are creative with their teaching and decision-making to illustrate desired freestyle outcomes. They are comfortable making tactical choices to move groups around in both natural and resort-made terrain features to manage safety and maximize learning. FS 1 instructors use PSIA-AASI resources to develop an understanding of the cause-and-effect relationships between body movements and ski and snowboard fundamentals to help students achieve a more effective performance on snow, in the air, or on a sliding feature.

Upon successful completion of the assessment, an FS 1 instructor...

	Riding Performance	Technical Understanding	Movement Analysis
Learning Outcomes	Uses the discipline-specific fundamentals to demonstrate desired freestyle outcomes in beginner freestyle terrain, including extra small and small features.	Uses current PSIA-AASI resources to identify and describe elements of a personal or observed performance; applying discipline-specific fundamentals and considering tactics and equipment choices.	Articulates an accurate cause-and-effect relationship between equipment and body performance within any single discipline-specific fundamental – comparing one phase of ATML to another and taking equipment choices and stance setup into consideration – to offer a relevant prescription for change for riders performing FS 1 activities.
Learning Experiences	Benefits from learning experiences that can include: <ul style="list-style-type: none"> • Practicing the application of discipline-specific fundamentals in isolation and combination – in or on a variety of terrain features. • Varying tactics for speed, pop, spin, and line to develop the versatility required at the FS 1 level. • Off-snow activities such as cross training to enhance agility, strength, and kinesthetic awareness. 	Benefits from learning experiences that can include: <ul style="list-style-type: none"> • Group activities, with instructors performing various tasks and discussing the similarities and differences of each. • Analyzing freestyle skiing/snowboarding to better understand practical applications of discipline-specific fundamentals. • Exploring how to apply TIRD (timing, intensity, rate, and duration) to discipline-specific fundamentals, based on the desired freestyle outcome. • Taking e-learning courses and studying recent PSIA-AASI educational materials in various formats. • Attending local, regional, and national education events. 	Benefits from learning experiences that can include: <ul style="list-style-type: none"> • Group activities, with instructors performing various tasks and discussing the similarities and differences of each. • Analyzing freestyle skiing/snowboarding to better understand practical applications of discipline-specific fundamentals. • Exploring how to apply TIRD to discipline-specific fundamentals, based on the desired freestyle outcome. • Using different types, sizes, adjustments, and purposes of gear in multiple types of terrain and snow conditions.
Assessment Activities	Performs assessment activities that can include: <ul style="list-style-type: none"> • Demonstrating discipline-specific fundamentals in isolation and in combination – in or on a variety of terrain and freestyle features. • Applying one alternative option for any desired freestyle outcome by varying speed, pop, spin, and line choice. • Tricks from the FS 1 section of the <i>Freestyle Performance Guide</i>. 	Performs assessment activities that can include: <ul style="list-style-type: none"> • Using the discipline-specific fundamentals to describe recent personal performances and efficient performances for desired freestyle outcomes. • Describing characteristics of their own equipment and equipment of their students. • Taking e-learning courses and studying recent PSIA-AASI educational materials in various formats. • Attending local, regional, and national education events. 	Watches a skier/snowboarder (via video or live action) and: <ul style="list-style-type: none"> • Describes the equipment performances and body movements of one discipline-specific fundamental, in relation to going from one phase of ATML to another. • Identifies and describes the cause-and-effect relationship between equipment performances and body movements related to that fundamental and ATML phase. • Provides a prescription for more effective equipment performances and body movements to achieve the desired freestyle outcome. • Observes and describes how different equipment choices and stance setups affect technical performance – and how alternative equipment or stance setups can change the outcome.
Assessment Criteria	Consistently demonstrates their ability to: <ul style="list-style-type: none"> • Integrate and blend all discipline-specific fundamentals to achieve desired freestyle outcomes. • Highlight body movements and equipment performances of individual discipline-specific fundamentals. • Show versatility, by varying one element of TIRD (timing, intensity, rate, or duration) to affect desired freestyle outcomes. • Adjust speed, pop, and spin by altering tactical choices through all phases of ATML. 	Consistently demonstrates their ability to: <ul style="list-style-type: none"> • Accurately identify and describe personal performance, referencing at least one discipline-specific fundamental during one phase of ATML. • Describe desired performance, referencing at least one discipline-specific fundamental. • Convey understanding by changing personal performance based on comparison and feedback on one discipline-specific fundamental at a time. • Accurately recognize and comprehend information from current PSIA-AASI resources relative to personal performance or desired freestyle outcomes. 	Consistently demonstrates their ability to: <ul style="list-style-type: none"> • Accurately describe equipment performances and body movements related to one discipline-specific fundamental, from one phase of ATML to another. • Observe and describe how equipment choices and stance setup affect performance and safety. • Accurately describe a cause-and-effect relationship of one discipline-specific fundamental, from one phase of ATML to another. • Evaluate the described performance and compare it to more efficient performance. • Prescribe a specific change in one relevant discipline-specific fundamental to affect the desired freestyle outcome.

Freestyle Specialist 2 (FS 2)

Overview of Technical Skills at FS 2 Proficiency

FS 2 instructors are competent in and on extra small to medium terrain park features and when teaching freestyle to riders in the beginner to intermediate zones. They are creative with their teaching and decision-making to illustrate specific freestyle outcomes. They are comfortable making tactical choices to move groups around in both natural and resort-made terrain features to manage safety and maximize learning. FS2 instructors use PSIA-AASI resources to develop an understanding of the cause-and-effect relationships between body movements and ski and snowboard fundamentals to help students achieve a more effective performance on snow, in the air, or on a sliding feature.

Upon successful completion of the assessment, an FS 2 instructor...

	Riding Performance	Technical Understanding	Movement Analysis
Learning Outcomes	Adapts discipline-specific fundamentals to demonstrate specific freestyle outcomes in beginner through advanced freestyle terrain, including extra small through medium features.	Uses current PSIA-AASI resources to identify, describe, and evaluate personal performance; applying discipline-specific fundamentals and considering tactics and equipment choices.	Articulates accurate cause-and-effect relationships of two or more discipline-specific fundamentals through all phases of ATML – taking equipment choices and stance setup into consideration – to offer an effective prescription for change for riders performing FS 2 activities.
Learning Experiences	Benefits from learning experiences that can include: <ul style="list-style-type: none"> Practicing the application of discipline-specific fundamentals in isolation and combination – in or on a variety of terrain and freestyle features. Varying tactics for speed, pop, spin, and line to develop the versatility required at the FS 2 level. Off-snow activities such as cross training to enhance agility, strength, and kinesthetic awareness. 	Benefits from learning experiences that can include: <ul style="list-style-type: none"> Group activities, with instructors performing various tasks and discussing the similarities and differences of each. Analyzing freestyle skiing/snowboarding to better understand practical applications of discipline-specific fundamentals. Exploring how to apply and adjust TIRD (timing, intensity, rate, and duration) to discipline-specific fundamentals, based on the desired freestyle outcome. Taking e-learning classes and studying recent PSIA-AASI educational materials in various formats. Attending local, regional, and national education events. 	Benefits from learning experiences that can include: <ul style="list-style-type: none"> Group activities, with instructors performing various tasks and discussing the similarities and differences of each. Analyzing efficient freestyle skiing/snowboarding to better understand practical applications of discipline-specific fundamentals. Exploring how to apply TIRD to discipline-specific fundamentals, based on the desired freestyle outcome. Using different types, sizes, adjustments, and purposes of gear in or on various terrain and freestyle features.
Assessment Activities	Performs assessment activities that can include: <ul style="list-style-type: none"> Demonstrating discipline-specific fundamentals in isolation and in combination – in or on a variety of terrain and freestyle features. Applying one alternative option for any specific freestyle outcome by varying speed, pop, spin, and line choice. Tricks from the FS 2 section of the <i>Freestyle Performance Guide</i>. 	Performs assessment activities that can include: <ul style="list-style-type: none"> Using discipline-specific fundamentals to describe recent personal performances as well as ideal performance outcomes. Describing characteristics of equipment and current equipment trends and the effects they may have on personal and students' desired freestyle outcomes. Participating in e-learning courses, verbal assessments, interviews, and written tests that reference PSIA-AASI freestyle technical material. 	Watches a skier/snowboarder (via video or live action) and: <ul style="list-style-type: none"> Describes the equipment performances and body movements of two or more discipline-specific fundamentals, through all phases of ATML. Identifies and describes the cause-and-effect relationship between equipment performances and body movements relating to discipline-specific fundamentals and/or desired freestyle outcomes. Prescribes a more effective blend of discipline-specific fundamentals and/or tactics to achieve an objective and/or rider's goals. Observes, evaluates, and prescribes for more effective and/or alternative performances of riders – while considering equipment selection.
Assessment Criteria	Consistently demonstrates their ability to: <ul style="list-style-type: none"> Integrate all and blend discipline-specific fundamentals to achieve specific freestyle outcomes. Highlight body movements and equipment performances of individual discipline-specific fundamentals. Show versatility, by varying two elements of TIRD to affect specific freestyle outcomes. Adjust speed, pop, and spin by altering tactical choices through all phases of ATML. 	Consistently demonstrates their ability to: <ul style="list-style-type: none"> Evaluate and describe personal performance, using multiple discipline-specific fundamentals through multiple phases of ATML. Compare personal performance against a specific outcome and acknowledge tactical considerations using multiple discipline-specific fundamentals. Convey understanding by changing personal performance based on comparison and feedback of multiple discipline-specific fundamentals at a time. Apply and analyze information from current PSIA-AASI resources relative to personal performance or desired freestyle outcome. 	Consistently demonstrates their ability to: <ul style="list-style-type: none"> Accurately describe detailed equipment performances and body movements of two or more discipline-specific fundamentals, through all phases of ATML. Observe and describe how equipment choices and stance setup affect performance and safety. Accurately describe a cause-and-effect relationship of two or more discipline-specific fundamentals, through all phases of ATML. Evaluate described performance and compare to more efficient and/or alternative performance for desired freestyle outcomes. Prescribe a specific change in one or more relevant discipline-specific fundamentals, using TIRD to create change in the desired freestyle outcome.

Freestyle Specialist 3 (FS 3)

Overview of Technical Skills at FS 3 Proficiency

FS3 instructors are competent in and on extra small to large terrain park features and when teaching freestyle to riders in all zones. They are creative with their teaching and decision-making to illustrate specific freestyle outcomes. They are comfortable making tactical choices to move groups around in both natural and resort-made terrain features to manage safety and maximize learning. FS 3 instructors use current and historic PSIA-AASI resources to develop an understanding of the cause-and-effect relationships between body movements and ski and snowboard fundamentals to help students achieve a more effective performance on snow, in the air, or on a sliding feature.

Upon successful completion of the assessment, an FS 3 instructor...

	Riding Performance	Technical Understanding	Movement Analysis
Learning Outcomes	Modifies discipline-specific fundamentals to demonstrate specific freestyle outcomes in beginner through advanced freestyle terrain, including medium and large features.	Uses current and historic PSIA-AASI resources to evaluate personal performance and synthesize new outcomes; applying discipline-specific fundamentals and considering tactics and equipment choices.	Articulates accurate, blended cause-and-effect relationships between all discipline-specific fundamentals through all phases of ATML – taking equipment choices and stance setup into consideration – to offer an effective prescription for change for riders performing FS 3 activities.
Learning Experiences	Benefits from learning experiences that can include: <ul style="list-style-type: none"> Practicing the application of discipline-specific fundamentals in isolation and combination – in or on a variety of terrain and freestyle features. Varying tactics for speed, pop, spin, and line to develop the versatility required at the FS 3 level. Off-snow activities such as cross training to enhance agility, strength, and kinesthetic awareness. 	Benefits from learning experiences that can include: <ul style="list-style-type: none"> Group activities, with instructors performing various tasks and discussing the similarities and differences of each. Analyzing inspirational freestyle skiing/snowboarding to better understand practical applications of the discipline-specific fundamentals. Exploring how to apply and adjust TIRD (timing, intensity, rate, and duration) to discipline-specific fundamentals, based on specific freestyle outcomes. Taking e-learning courses and studying recent PSIA-AASI educational materials in various formats. Attending local, regional, and national education events. 	Benefits from learning experiences that can include: <ul style="list-style-type: none"> Group activities, with instructors performing various tasks and discussing the similarities and differences of each. Analyzing efficient/effective freestyle skiing/snowboarding to better understand practical applications of discipline-specific fundamentals. Exploring how to apply TIRD to discipline-specific fundamentals, based on the desired freestyle outcome. Using different types, sizes, adjustments, and purposes of gear in or on various terrain and freestyle features.
Assessment Activities	Performs assessment activities that can include: <ul style="list-style-type: none"> Demonstrating discipline-specific fundamentals in isolation and in combination – in or on a variety of terrain and freestyle features. Applying one alternative option for any specific freestyle outcome by varying speed, pop, spin, and line choice. Tricks from the FS 3 section of the <i>Freestyle Performance Guide</i>. 	Performs assessment activities that can include: <ul style="list-style-type: none"> Using discipline-specific fundamentals to describe recent personal performances as well as ideal performances of equipment outcomes. Describing characteristics of equipment and current equipment trends and the effects they may have on personal and students' desired freestyle outcomes. Participating in e-learning courses, verbal assessments, interviews, and written tests that reference PSIA-AASI freestyle technical material. 	Watches a skier/snowboarder (via video or live action) and: <ul style="list-style-type: none"> Describes the equipment performances and body movements of multiple discipline-specific fundamentals, through all phases of ATML. Identifies and describes the cause-and-effect relationship between equipment performances and body movements relating to discipline-specific fundamentals and/or desired freestyle outcomes. Provides a prescription for a more effective blend of discipline-specific fundamentals and/or tactics to achieve an objective and/or rider's freestyle goals. Observes, evaluates, and prescribes for more effective and/or alternative performances of riders – while considering equipment selection.
Assessment Criteria	Consistently demonstrates their ability to: <ul style="list-style-type: none"> Integrate and blend all discipline-specific fundamentals to achieve specific freestyle outcomes. Highlight body movements and equipment performances of individual discipline-specific fundamentals. Show versatility, by varying all elements of TIRD to affect specific freestyle outcomes. Adjust speed, pop, spin, and line choice by altering tactical choices through all phases of ATML. 	Consistently demonstrates their ability to: <ul style="list-style-type: none"> Accurately describe personal performance using discipline-specific fundamentals in blended relationships, accounting for tactical considerations, in all phases of ATML. Compare and evaluate personal performance against desired outcomes by describing speed, pop, spin, and line tactics as well as blended relationships of discipline-specific fundamentals. Show versatility by consistently changing personal performance based on evaluation and feedback on all discipline-specific fundamentals. Compare and debate information from multiple resources (PSIA-AASI and snowboard industry-related materials) with regard to personal performance or students' desired freestyle outcomes. 	Consistently demonstrates their ability to: <ul style="list-style-type: none"> Accurately describe detailed equipment performances and body movements of all discipline-specific fundamentals, through all phases of ATML. Observe and describe how equipment choices and stance setup affect performance and safety. Accurately describe the cause-and-effect relationship of all discipline-specific fundamentals, through all phases of ATML. Evaluate described performance and compare to more efficient and/or alternative performance for the desired freestyle outcome. Prioritize and prescribe specific changes relevant to multiple discipline-specific fundamentals, using TIRD to create change in the desired freestyle outcome.