



LEVEL 3

EVALUATOR GUIDE 2023-24

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★ *Use this document as well as the candidate's course guide to ensure that the CASI Level 3 Instructor course is presented in a consistent manner, and maintains the high technical standards of CASI-ACMS.*

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LEVEL 3 INSTRUCTOR COURSE - AGENDA

DAY ONE:

8:30 - 9:00 a.m.	Registration & Introductions
9:00 - 11:30 a.m.	Presentation: Instructor Training
11:30 - 12:30 p.m.	Lunch
12:30 - 3:00 p.m.	Presentation: Instructor Training (<i>continued</i>)
3:00 - 3:30 p.m.	Daily Review & Evaluation

DAY TWO:

9:00 - 11:30 a.m.	Practice Presentations: Instructor Training Sessions
11:30 - 12:30 p.m.	Lunch
12:30 - 3:00 p.m.	Presentation: Advanced Competencies
3:00 - 3:30 p.m.	Daily Review & Evaluation

DAY THREE:

9:00 - 11:30 a.m.	Presentation: Advanced Skill Development
11:30 - 12:30 p.m.	Lunch
12:30 - 3:00 p.m.	Presentation: Advanced Skill Development (<i>continued</i>)
3:00 - 3:30 p.m.	Daily Review & Evaluation

DAY FOUR:

9:00 - 11:30 a.m.	Presentation: Advanced Skill Development (<i>continued</i>)
11:30 - 12:30 p.m.	Lunch
12:30 - 3:00 p.m.	Practice Teaching: Advanced Skill Development
3:00 - 3:30 p.m.	Daily Review & Evaluation

DAY FIVE:

9:00 - 11:30 a.m.	Practice Teaching: Advanced Skill Development (<i>continued</i>)
11:30 - 12:30 p.m.	Lunch
12:30 - 3:00 p.m.	Riding Improvement & Exam Preparation Session
3:00 - 3:30 p.m.	Course Evaluation & Review

★ **Note to Evaluators:** *The above times may vary based on conditions, weather, location, etc. Evaluators are asked to maintain the above agenda as closely as possible to ensure course consistency.*

LEVEL 3 INSTRUCTOR EXAMS - AGENDA

DAY ONE - TEACHING EVALUATION :

8:45 - 9:00 a.m.	Registration & Introductions
9:00 - 11:30 p.m.	Teaching Evaluations
11:30 - 12:30 p.m.	<i>Lunch</i>
12:30 - 3:00 p.m.	Teaching Evaluations (<i>continued</i>)
3:30 - 4:00 p.m.	Evaluations & Presentation of Results

DAY TWO - RIDING EVALUATIONS:

8:45 - 9:00 a.m.	Registration & Introductions
9:00 - 11:30 a.m.	Technical / Riding Evaluations
11:30 - 12:30 p.m.	<i>Lunch</i>
12:30 - 3:00 p.m.	Technical / Riding Evaluations (<i>continued</i>)
3:30 - 4:00 p.m.	Evaluations & Presentation of Results

DAY THREE - INSTRUCTOR TRAINING EVALUATIONS:

8:45 - 9:00 a.m.	Registration & Introductions
9:00 - 11:30 a.m.	Instructor Training Evaluations
11:30 - 12:30 p.m.	<i>Lunch</i>
12:30 - 3:00 p.m.	Instructor Training Evaluations (<i>continued</i>)
3:30 - 4:00 p.m.	Evaluations & Presentation of Results

★ **Note to Evaluators:** *The above times may vary based on conditions, weather, location, etc. Evaluators are asked to maintain the above agenda as closely as possible to ensure course consistency.*

EVALUATOR'S DAILY OUTLINE

DAY 1	
<p>At the end of Day 1, candidates should be familiar with the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> The <i>QuickRide System</i> (either as review or as new information) <input type="checkbox"/> Instructor Training tactics for new or Level 1 instructors. <input type="checkbox"/> Essential elements of an effective lesson – the <i>Practical Teaching Skills</i>. <input type="checkbox"/> The differences between the roles of instructor vs. trainer. 	
8:30 – 9:00am	<p>Registration</p> <ul style="list-style-type: none"> <input type="checkbox"/> Confirm participants' names are on the course list. <input type="checkbox"/> Distribute course materials to candidates. <input type="checkbox"/> Confirm that each participant has completed the online portion of the training. <u>This is a mandatory part of the certification.</u> Those who have not completed the online training must complete it prior to the end of course. Incomplete online portions will not receive certifications. <p>Introductions</p> <ul style="list-style-type: none"> <input type="checkbox"/> Briefly introduce the course staff. <input type="checkbox"/> Using the course guide, review the course agenda and description. Address any questions from candidates. <input type="checkbox"/> Discuss the evaluation process on the course – exams are held separate from the course portion. It's recommended that candidates take time for training between course and exam portions. <input type="checkbox"/> Encourage candidates to watch or review the Level 3 Standards video (on their phones or at night at their place). Highlight the presence of the Advanced Riding Competencies.
9:00 – 11:30am	<p>Warm-Up Process</p> <ul style="list-style-type: none"> <input type="checkbox"/> Following a warm-up run, conduct a dynamic warm-up (no static stretching) using movements such as squats, lunges, leg-swings, shoulder rolls, etc. <input type="checkbox"/> Use this time to discuss equipment set-up. In discussion format, ask candidates why they chose to set up their snowboards the way they did. Highlight different board constructions (camber vs. reverse or hybrid), as well as different stance angles, widths, etc. <u>Address any equipment issues that may be a safety concern.</u> <input type="checkbox"/> Get to know your group, and have them get to know each other (names, icebreaker activities, backgrounds, etc.) <p>Instructor Training Presentation</p> <ul style="list-style-type: none"> <input type="checkbox"/> Present the technical presentation associated with this session (see <i>session outline</i>).
11:30 – 12:30pm	LUNCH
12:30 – 3:00pm	Instructor Training Presentation Continued - Continue with the morning's presentation.
3:00 – 3:30pm	Daily Wrap-Up Session Preparation for Day 2

	<ul style="list-style-type: none"><input type="checkbox"/> Ask candidates to review / complete the <i>Instructor Training Review</i> workshop to be discussed the following morning. (<i>Course guide page 9</i>)<input type="checkbox"/> Assign practice session topics for Day 2. Sessions are geared towards Level 1 instructors, and the assigned topic should be a step of the <i>QuickRide</i> progression, plus a <i>Practical Teaching Skill</i> (E.g.: “<i>QuickRide Step 3 - Control, focusing on Demonstrations</i>” or “<i>QuickRide step 5 – Flow, focusing on Guest Service & Safety</i>”) <p>Daily Review</p> <ul style="list-style-type: none"><input type="checkbox"/> Individually with candidates, discuss their understanding and comfort with the day’s material.<input type="checkbox"/> Ensure that notes are recorded by the candidates (in the course guide, notebook or candidate’s phone).<input type="checkbox"/> Highlight areas of strength, as well as areas of concern that may not be at the course standard (teaching or riding skills).
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DAY 2	
<p>At the end of Day 2, candidates should be familiar with the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Planning and presenting a basic instructor training session. <input type="checkbox"/> The <i>Advanced Competencies</i>. 	
9:00 – 11:30am	<p>Practice Presentations: Instructor Training</p> <ul style="list-style-type: none"> <input type="checkbox"/> At the completion of this session, candidates should have had the opportunity to present a short practice instructor training session to the group, and receive feedback on the presentation. Session topics were assigned at the completion of Day 1. <input type="checkbox"/> During sessions, have the other candidates focus on the pedagogical phases of the session: 1) Session introduction 2) Demo Lesson and 3) Session Conclusion. <i>Maximum 20 minutes.</i> <input type="checkbox"/> At the completion of each session, review the presentation as a group. Ask the group to identify areas of strengths in the teaching, and also discuss ways to improve presentation of the info in relation to the Level 3 certification standard for this component. <i>Maximum 5 minutes.</i>
11:30 – 12:30pm	LUNCH
12:30 – 3:00pm	<p>Advanced Competencies Presentation</p> <ul style="list-style-type: none"> <input type="checkbox"/> Present the technical presentation associated with this session (see <i>session outline</i>). <p><i>*It is recommended that Evaluators gather video footage of candidates during the course presentation / riding skills improvement sessions. Footage may be used for feedback purposes, and should be saved for future reference, if required.</i></p>
3:00 – 3:30pm	<p>Daily Wrap-Up Session</p> <p>Preparation for Day 3</p> <ul style="list-style-type: none"> <input type="checkbox"/> Ask candidates to review / complete the Advanced Competencies Review workshop to be discussed the following morning. (<i>Course guide page 9</i>) <p>Daily Review: Same as previous days.</p>

DAY 3	
At the end of Day 3, candidates should be familiar with the following:	
<input type="checkbox"/> Skill-development tactics and approaches for refining all-mountain riding skills. <input type="checkbox"/> Review two of the Methods of Presentation (<i>Building Block, Whole-Part-Whole, Guided Discovery</i>)	
9:00 – 11:30am	Advanced Skill Development Presentation <input type="checkbox"/> Present the technical presentation associated with this session (see <i>session outline</i>).
11:30 – 12:30pm	LUNCH
12:30 – 3:00pm	Advanced Skill Development Presentation - Continued <input type="checkbox"/> Present the technical presentation associated with this session (see <i>session outline</i>).
3:00 – 3:30pm	Daily Wrap-Up Session Preparation for Day 4 <input type="checkbox"/> Ask candidates to review / complete the Advanced Skill Development workshop to be discussed the following morning. (<i>Candidate's course guide page 10</i>) Daily Review: Same as previous days.

DAY 4	
At the end of Day 4, candidates should be familiar with the following:	
<input type="checkbox"/> Skill-development tactics and approaches for refining all-mountain riding skills. <input type="checkbox"/> Structuring and presenting advanced skill development lessons. <input type="checkbox"/> Review of the final Method of Presentation (<i>Building Block, Whole-Part-Whole, Guided Discovery</i>)	
9:00 – 11:30am	Advanced Skill Development Presentation – Continued from Day 3 <input type="checkbox"/> Present the technical presentation associated with this session (see <i>session outline</i>).
11:30 – 12:30pm	LUNCH
12:30 – 3:00pm	Practice Teaching #1: Advanced Skill Development <input type="checkbox"/> At the completion of this session, candidates should have been exposed to the lesson planning and development process for Advanced Skill Development. <input type="checkbox"/> When running this practice teaching session, a number of approaches can be used: <ul style="list-style-type: none"> - Tag Team: Ask one person in the group to introduce a lesson (with a predetermined goal or outcome). At various points in the lesson, ask different members of the group to step in and take over the presentation of the lesson. - Partners: In pairs, have the group run through a short skill development cycle using the same area / terrain / run. <i>Example: “Use this run to introduce 180’s”</i> - Terrain Specific: Highlight specific terrain features or areas, and have the group use that terrain to develop a specific riding outcome (IE: freestyle terrain, bumps, steeps, etc.) <input type="checkbox"/> Lessons should be presented in outcome-based format. Examples: <ul style="list-style-type: none"> - “Help us to improve our riding in bumpy terrain.” - “Help us improve box/rail riding in the park” - “How can we improve our carving on this terrain?” <input type="checkbox"/> During lessons, have candidates (and group members) focus on the pedagogical points: <i>Guest Service & Safety, Communication & Lesson Structure, Demonstrations, Analysis & Improvement and Technical Content.</i> <input type="checkbox"/> During the session, each member of the group should have had the opportunity to present something in front of the group or with a partner. It’s not necessary that each group member present a complete (start to finish) lesson.
3:00 – 3:30pm	Daily Wrap-Up Session Lesson Planning Tool Discuss the Lesson Planning Tool (<i>Course Guide page 11</i>) as a way for candidates to prepare lessons for the following day’s practice teaching session. Highlight the importance of the “Lesson Goal” portion of the lesson planning process. Ensure that a clear goal is in place that is a combination of a skill component and a real-world outcome. Examples of a lesson goal may be: <ul style="list-style-type: none"> - “<i>Improving our carved turns on steeper terrain BY refining our <u>inclination</u> skills.</i>” - “<i>Help us to become better at rotations on jumps BY refining <u>rotation</u> skills.</i>” Daily Review: Same as previous days.

DAY 5	
At the end of Day 5, candidates should be familiar with the following:	
<input type="checkbox"/> Structuring and presenting basic freestyle lessons. <input type="checkbox"/> The riding exam format during the Level 3 Exam. <input type="checkbox"/> Personal riding tactics for development prior to exams.	
9:00 – 11:30am	Practice Teaching #2: Advanced Skill Development <ul style="list-style-type: none"> <input type="checkbox"/> At the completion of this session, candidates should have had the opportunity to present a minimum of one short lesson to the group. <input type="checkbox"/> The goals for this practice teaching session are to: <ul style="list-style-type: none"> - Give candidates an opportunity to present a short advanced skill development lesson, in preparation for the Level 3 exams. <i>Maximum 20 minutes.</i> - Receive feedback on teaching approaches. <i>Maximum 5 minutes.</i> - See other examples of effective lessons in other group member's practice teaching sessions. <input type="checkbox"/> Assigned lessons goals or outcomes should be phrased in an outcome-based format (as they relate to freestyle riding). Examples: <ul style="list-style-type: none"> <i>“Help us to improve our take-offs on jumps”</i> <i>“Help us to ride steeper groomed terrain”</i> <i>“Help us improve box/rail riding in the park”</i> <input type="checkbox"/> During lessons, have candidates (and group members) focus on the pedagogical points: <i>Guest Service & Safety, Communication & Lesson Structure, Demonstrations, Analysis & Improvement and Technical Content.</i> <input type="checkbox"/> At the completion of each lesson, review the practice as a group. Ask the group to identify areas of strengths in the teaching, and also discuss ways to improve presentation of the info.
11:30 – 12:30pm	LUNCH
12:30 – 3:00pm	Riding Improvement / Riding Exam Preparation <p>At the end of the afternoon, candidates should:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Understand the riding standard required to successfully complete the Level 3 certification. <input type="checkbox"/> Have a good idea of areas for improvement that they can focus on in their own riding skills. <input type="checkbox"/> Understand the evaluation procedure for the Technical/Riding Evaluation on the Level 3 Exam. Presentation: <ul style="list-style-type: none"> <input type="checkbox"/> As a group, work through the required manoeuvres that will be evaluated on the Level 3 Exams: <ul style="list-style-type: none"> - Groomed Terrain: Medium Turns, Short & Long Radius Turns - Un-Groomed Terrain: Free run in Bumpy Terrain <input type="checkbox"/> Ensure that a variety of terrain features are explored (as conditions and terrain availability determine). <input type="checkbox"/> Throughout the session, ensure that personal feedback is given, and candidates are aware of the performance standard for each manoeuvre.
3:00 – 3:30pm	Daily Wrap-Up Session <p>Final Comments & Review: One-on-one evaluation & review with candidate of day's understanding and demonstrations. Use the comments section of the online course marking system (CASI App) to record comments.</p>

LEVEL 3 EXAM - OUTLINE

TO DO LIST & CONSIDERATIONS FOR DAY 1,2,3 :

REGISTRATIONS AND INTRODUCTIONS

- Confirm participants' names are on the course list.
 - Confirm participants' exam schedule and if they are doing the full 3 days exam or only one or two components.
 - Ask if it's their first time at the exam or if they are here for a retest.
 - Welcome everyone (day 1) and any new candidates (day 2 and day 3).
 - Briefly introduce the course staff on day 1; and if needed again (day 2 and day 3).
 - Review the exams agenda on a daily basis.
 - Discuss the evaluation process.
 - Address any questions from the candidates.
- Stay positive and keep the mood fun as much as possible but also remember that as this is an exam and yet there will be stress involved and candidates will react differently to it. The big thing is to **remain as accessible as possible without compromising the seriousness of the event.**
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WARM-UP PROCESS

- Do this every day of the exam, after the Registrations and Introductions.
 - Following a warm-up run, conduct a dynamic warm-up using movements such as squats, lunges, leg-swings, shoulder rolls, etc.
 - Use this time to discuss the day evaluations standards (teaching, riding, instructor training) of the Level 3 certification. See CASI evaluation tool at end of this outline, or the Evaluation section in the Course Guide (p.6).
- Depending on the make-up of the group, this process may take 2-3 runs to ensure that questions are answered, and the group is aware of the exam requirements / format.
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WHEN PRESENTING COURSE RESULTS...

Result Presentation (at the end of each day of the exam) :

1. **Let the candidates know all your comments are now or will soon be available in their member profile and that they will need to fill a feedback survey to access their results.**
2. At the end of each exam day AND ONLY when a candidate is done with the exam (on their last day) announce the single or dual component successes (for the candidates who are testing only one or two components and are therefore not attending the other exam day(s)).
3. Announce the new Level 3 instructors, and hand out the pins.

4. If you feel it's necessary for the group, make yourself available for a short time (15-30 minutes maximum) to speak with the candidates if they have any questions.

IMPORTANT

- Avoid staying too long after you've announced the results and getting into too long explanations of the exam results.
 - Try to relate all your comments about the results to the Level 3 evaluations standards.
 - Encourage the candidates to read the results comments with in mind the evaluations criteria (Course Guide p. 6)
 - If you haven't shared the results already at the end of day 3, **please respect the maximum 24 hour delay to share the results.**
 - If a candidate finishes on day 1 or 2 of the exam, try to share their component exam results after 24 hours maximum if you can.
 - **Don't forget to click on the share button** in the app when you close the event.
 - Let the candidates know that if they don't understand the results or comments they can always reach out to their Regional Coordinator and the CASI staff Team will follow up (RC or Genevieve).
 - Try to **avoid** giving out your personal contact information.
 - When presenting course results, try to be aware of different personalities within the group, group dynamics, as well as the pass/fail ratios.
 - Try to take a group photo, and email to: genevieve@casi-acms.com or post on the CASI-ACMS Facebook page. Encourage group members to "like" us on Facebook and Instagram.
 - Discuss the benefits of being a CASI Level 3 member, including the ability to become a course evaluator.
-

LEVEL 3 EXAM EVALUATOR'S DAILY OUTLINE

DAY 1 - TEACHING EVALUATIONS	
Important : <i>Candidates can leave as soon as the assessments are completed for the day. You should not offer any additional training or preparation time, even if the day ends early.</i>	
8:45 - 9:00am	<ul style="list-style-type: none"> ❖ Daily Registrations and Introductions ❖ Teaching Evaluations - Reminders to candidates : <ul style="list-style-type: none"> - Candidates will have approximately <u>30-40 minutes (maximum)</u> each to run an advanced skill development lesson for the group. - Lessons topics are not pre-assigned. Evaluators should direct the lesson assignment by bringing the candidates at their starting point to begin their lesson in specific terrain (groomed, ungroomed, freeride or park terrain). - If necessary, the evaluator should also specify the number of students in the group. - Lessons should cater to the riding skills of the group and the day's conditions and environment. - Candidates are expected to apply a skill-development approach to their lesson, by focusing on a specific component of a skill (E.g.: <i>stability, or angulation, or coordination</i>). - Lessons should incorporate all of the Practical Teaching Skills (Guest Service & Safety, Communication & Lesson Structure, Demonstrations, Analysis & Improvement and Technical Content). - Following each lesson, privately ask the candidate if there is anything that they would change or like to correct from their presentation.
9:00 – 11:30am	<ul style="list-style-type: none"> ❖ Warm-Up Process ❖ Teaching Evaluations
11:30 – 12:30pm	LUNCH
12:30 – 3:00pm	❖ Teaching Evaluations (continued)
3:30 – 4:00pm	<ul style="list-style-type: none"> ❖ Results Presentation <ul style="list-style-type: none"> ➢ For the candidates who are not participating in day 2-3.

DAY 2 - RIDING EVALUATIONS

Important : Candidates can leave as soon as the assessments are completed for the day. You should not offer any additional training or preparation time, even if the day ends early.

8:45 - 9:00am	<ul style="list-style-type: none"> ❖ Daily Registrations and Introductions ❖ Riding Evaluations - Exam Reminders to candidates : <p>Candidates should have <u>two opportunities</u> to demonstrate their advanced riding skills in the following tasks/mandatory manoeuvres:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Groomed Terrain: Short Turns <input type="checkbox"/> Groomed Terrain: Long Turns <input type="checkbox"/> Groomed Terrain: Medium Radius Sliding Turns <input type="checkbox"/> Un-Groomed/Off-Piste: Free Run <p>→ When conducting the evaluations, limited coaching/feedback can be given to candidates.</p> <p>→ Try to ensure that the terrain used for the two opportunities remains consistent, if possible.</p> <p>→ Give the candidate one or half prep/warm-up run if time allows and provide at least one demo for each of the 4 tasks. Adapt the order of the mandatory manoeuvres evaluations according to the resort, the day conditions, lift lines, etc. (Maybe you will be able to stack 2 tasks in one run. Then do another run and stack the same 2 tasks again.)</p>
9:00 – 11:30am	<ul style="list-style-type: none"> ❖ Warm-Up Process ❖ Riding Evaluations
11:30 – 12:30pm	LUNCH
12:30 – 3:00pm	❖ Riding Evaluations (continued)
3:30 – 4:00pm	<ul style="list-style-type: none"> ❖ Results Presentation ➤ For any candidates who are not participating in Day 3.

DAY 3 - INSTRUCTOR TRAINING EVALUATIONS

Important : Candidates can leave as soon as the assessments are completed for the day. You should not offer any additional training or preparation time, even if the day ends early.

8:45 – 9:00am	<ul style="list-style-type: none"> ❖ Daily Registrations and Introductions ❖ Instructor Training Evaluations - Exam Reminders to candidates : <ul style="list-style-type: none"> - Each candidate should have <u>approximately 20 minutes</u> to present his or her session (stop them at 25 minutes maximum). - Assign the session topics 5 or 10 minutes prior to the next session. It's important to leave a fairly equal amount of time to each candidate prior to starting their session. - According to the day conditions, the group the mountain you teach at, maybe you'll assign the topic before a chairlift ride, or a quick washroom break or a pause, the important thing is to be consistent/fair with this time given for preparation. - Following each session, privately ask the candidate if there is anything that they would change or like to clarify from their presentation. - In assigning session topics, combine a <i>Practical Teaching Skill</i> with a <i>QuickRide System</i> Phase. (E.g.: <i>Step 3 (Control)</i> with a focus on <i>Demonstrations</i>) - <u>Testable session topics are:</u> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> Teaching Skills: <ol style="list-style-type: none"> 1. Guest Service & Safety 2. Communication & Lesson Structure 3. Demonstrations 4. Analysis & Improvement </td> <td style="width: 50%; vertical-align: top;"> QuickRide System Steps: <ol style="list-style-type: none"> 1. Basics 2. Sliding 3. Control 4. Turning 5. Flow </td> </tr> </table> 	Teaching Skills: <ol style="list-style-type: none"> 1. Guest Service & Safety 2. Communication & Lesson Structure 3. Demonstrations 4. Analysis & Improvement 	QuickRide System Steps: <ol style="list-style-type: none"> 1. Basics 2. Sliding 3. Control 4. Turning 5. Flow
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9:00 – 11:30am	<ul style="list-style-type: none"> ❖ Warm-Up Process ❖ Instructor Training Evaluations 		
11:30 – 12:30pm	LUNCH		
12:30 – 3:00pm	❖ Instructor Training Evaluations (continued)		
3:30 – 4:00pm	<ul style="list-style-type: none"> ❖ Results Presentation <ul style="list-style-type: none"> ➢ Full Exam and Instructor Training testing participants. 		

TECHNICAL PRESENTATION:

INSTRUCTOR TRAINING

GOALS FOR THE SESSION:

- Review the *QuickRide System*
- Introduce candidates to basic instructor training techniques.
- Discuss the *Practical Teaching Skills* and methods for developing them.
- Explore the 3-part session format and the roles of trainer vs. instructor.

SESSION PRESENTATION:

- Start by reviewing the QuickRide System. *Note, for some course candidates, this info may be new, and for others this will be reviews from Level 1 / 2.*
- For the duration of the AM and into the PM, Introduce the *Practical Teaching Skills*. These teaching skills are the elements that are present in any effective lesson and form the content for basic instructor training sessions.
- During the presentation of the *Practical Teaching Skills*, ensure that a number of short sample training sessions are presented for various teaching strategies. Following each session, discuss with the group the elements of the session:
 1. **Phase 1 – Introduction:** Introduce the session and teaching skills to be highlighted.
 2. **Phase 2 - Lesson Demonstration:** Illustrating the use of the teaching skill in a lesson scenario. Example: *“QuickRide Step 2 (Sliding), with a focus on Analysis & Improvement”*
 3. **Phase 3 - Conclusion:** Review the important aspects of the teaching skill, and answer the question *“How will your instructors use this teaching skill in their next lesson(s)?”*

****Finish the day with a “session building” exercise: as a group, choose a teaching skill and discuss methods for creating an instructor training session based around the chosen teaching skill.***

GOALS FOR THE SESSION:

- Review the *QuickRide System*
- Introduce candidates to basic instructor training techniques.
- Discuss the *Practical Teaching Skills* and methods for developing them.
- Explore the 3-part session format and the roles of trainer vs. instructor.

1: THE PRACTICAL TEACHING SKILLS		
GUEST SERVICE & SAFETY		
Safe and suitable teaching terrain: <ul style="list-style-type: none"> • Ability of the student • Learning stage (IACRCV) of the student in relation to the skill/manoeuvre 	Positive and student-centred environment: <ul style="list-style-type: none"> • Encouraging • Appropriate pace 	Teaching is safe: <ul style="list-style-type: none"> • Controlled environment • Small steps • Anticipate safety concerns ahead of time
COMMUNICATION & LESSON STRUCTURE		
Communicates effectively: <ul style="list-style-type: none"> • Clear and concise explanations • <i>What, Why, How</i> explanations • Specific, achievable and measurable goals • Check for understanding 	Effective lesson structure: <ul style="list-style-type: none"> • The Training Cycle (explanation, demonstration, student trial, feedback) • <i>Building Block</i> method of presentation 	

DEMONSTRATIONS		
Clearly demonstrate all relevant manoeuvres:		
<ul style="list-style-type: none"> • Appropriate riding level • Relates to explanations (do what you said you would do) • Repeat as needed • Demo is visible to all students 		
ANALYSIS & IMPROVEMENT		
Recognize cause of student difficulty:	Provides positive and relevant feedback:	
<ul style="list-style-type: none"> • Proper vantage points (above, below, passing by) • The Analysis Sequence of Events: <ol style="list-style-type: none"> 1. Establish Ideal 2. Compare Ideal to Trial 3. Decide on Tolerance (TTPPEE) 4. Formulate a plan for improvement • Competency deficiency (effect) vs. skill deficiency (cause)...outcome vs. movements. 	<ul style="list-style-type: none"> • PTT Format (Positive, To, Try) • Highlight positives • Formulate skill based plan for improvement • Suggest tactic or specific movement • Words and phrases to avoid. 	
TECHNICAL CONTENT		
Effectively presents technical concepts:		
<ul style="list-style-type: none"> • Competency/outcome focused • Skill based • Appropriate tactics/manoeuvres • Technically correct (CASI methodology) 		
2: THE 3-PART SESSION FORMAT		
1. INTRODUCTION:	2. DEMO LESSON:	3. SUMMARY / CONCLUSION:
<p>Introduce session and teaching skill(s) to be developed.</p> <p>Set-up Part 2 (identify demo lesson criteria of student, terrain, lesson goal and teaching skill being highlighted).</p>	<ul style="list-style-type: none"> - Show an example lesson highlighting the teaching skill(s) being developed. - Example: <i>Teaching QuickRide Step 1 (Basics), with a focus on Communication & Lesson Structure</i> 	<ul style="list-style-type: none"> - Review the key points from the intro, and demo lesson. - Use questions to solidify learning and apply info to other teaching situations. - Highlight key skills that instructors can use in future lessons.

TECHNICAL PRESENTATION:

ADVANCED COMPETENCIES**GOALS FOR THE SESSION:**

- Review the *Core Competencies* as they apply to novice / intermediate riding.
- Introduce the *Advanced Competencies* as outcomes of advanced riding skills in various all-mountain terrain, including groomed, un-groomed, and freestyle terrain.
- Highlight the use of the *Advanced Competencies* in generating board performance.
- The *Advanced Competencies* create a tangible “filter” through which we can analyse our students’ riding. Deficiencies in one or more of the competencies can be addressed through skill-development tactics.

COMPETENCY	TEACHING / DISCUSSION POINTS
<p>Strength & Flow</p> <p><i>Adopting a position of strength while maintaining agility is crucial to directing the body through the turn in a fluid manner.</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> ‘Strong body position’, which allows the rider to resist the forces of the turn. <input type="checkbox"/> Blending all riding skills to show fluidity and power. <input type="checkbox"/> Looking ahead to upcoming terrain features and planning line.
<p>Arc To Arc</p> <p><i>Using the snowboard’s geometry creates forces in the turn. Round turns help direct those forces into the next turn, creating efficiency and performance.</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> Edge grip above the fall line. <input type="checkbox"/> Linking turns by moving COM through neutral at edge change <input type="checkbox"/> Using sidecut to achieve an arc path of travel.
<p>Loading & Deflection</p> <p><i>Establishing edge grip and resisting the forces of the turn creates bend in the board, which can be used to direct the rider across the slope and builds performance.</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> Rider displays rhythm and rebound by releasing pressure into the next turn. <input type="checkbox"/> Allowing the board to load with pressure, and using that pressure to accentuate board performance. <input type="checkbox"/> Rider accelerates across the slope.
<p>Steering Versatility</p> <p><i>Advanced riders are able to blend movements to allow the snowboard to slide or carve, or a range in between. Efficient steering movements create varied turn shapes and sizes.</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> Selecting the appropriate amount of edge, pivot and pressure based on the intended outcome (sliding - carving). <input type="checkbox"/> Increasing or decreasing edge angle to change turn size and shape. <input type="checkbox"/> Using the skills of edge, pivot and pressure to manage speed (decrease or increase speed).

TECHNICAL PRESENTATION:

ADVANCED SKILL DEVELOPMENT**GOALS FOR THE SESSION:**

- Explore methods for refining students' all-mountain riding skills in groomed, un-groomed, and freestyle terrain.
- Develop the instructor's ability to plan and execute effective advanced lessons.
- Introduce and explore the *Guided Discovery* method of presentation as a tool for advanced lessons.

SESSION PRESENTATION NOTES:

- With three on-snow sessions to work through the info below, Evaluators should take an “**example lesson**” approach to the presentation.
- **Ensure that you present the three sample lessons included below.**
 - o Try to use a different Method of Presentation (Building Block, Whole-Part-Whole, Guided Discovery) for each of the three sample presentations, and highlight this as part of your wrap-up.
 - o At the start and finish of the sample lessons, discuss the pedagogical points that pertain to the Level 3 Teaching standard.
 - o Over the three on-snow sessions, evaluators should be able to cover each of the skills and address each skill component from the info below.
 - o **When presenting Sample Lesson #3, you may wish to allow the group to assist in building the lesson, based on the technical goals outlined in the session plan.**
- In presenting the skill components and tactics below, ensure that a variety of terrain and conditions are explored. Focus on how the skill and skill components apply to each terrain environment, based on the lesson goals.
 - o Ensure that candidates see sample lessons in each of the three terrain realms over the course of the presentation (groomed terrain, un-groomed terrain, freestyle terrain).
- The skills and tactics below are applied to help develop the *Advanced Riding Competencies*.

SKILLS	SKILL COMPONENTS	EXAMPLE TACTICS
Position & Balance	Stability Balance	<i>Flatland manoeuvres</i> <i>Ollies / Nollies (flatland and jumps)</i> <i>Adjust COM (in turn, or in air)</i>
Pivot	Rotation Counter-Rotation	<i>Garland Exercise (within arc)</i> <i>Fish/Roller Coaster Turns</i> <i>Speed Checks / Boardslides</i> <i>Pow Slashes</i>
Edging	Inclination Angulation	<i>Flat-base against bumps</i> <i>Edge platform at take-off (jumps)</i> <i>Spray Trees</i> <i>Drinks on Shoulders</i> <i>Grab Turns</i>
Pressure	Reactive Proactive	<i>Down-Unweighting Progression</i> <i>Pump Turns</i> <i>Dolphin Turns</i> <i>Popping off jumps</i> <i>Absorption of landings</i>
Timing & Coordination	Timing Coordination	<i>Looking ahead ('scanning')</i> <i>Follow the leader</i> <i>Trees</i> <i>SBX track</i> <i>Vary during / order of movements</i>

SAMPLE LESSON #1

Name:	Time:
Snow Conditions:	Number of Students:
Student Level: Advanced	Terrain: Groomed, to bumpy.
Competency & Lesson Goal: Introducing Down-Unweighting	
<i>Advanced Competency: Strength & Flow</i>	
<i>Down-unweighting is a tool to allow advanced riders to more effectively deal with terrain challenges in a freeriding environment. For this lesson, we will look at the movements involved, and its use as a means of adding fluidity and flow to riding in bumpy terrain.</i>	
Skill Focus: Position & Balance Pivot Edging X Pressure Timing & Coordination	
Skill Component, Skill Goal or Movement Focus :	
<i>Active Pressure movements allow us to experiment with both creating and also releasing pressure as we encounter challenging bumpy terrain.</i>	
Method (s) of Presentation:	X Building Block  Whole-Part-Whole  Guided Disc.
Drills, Tactics, Exercises:	
S.A.F.E. progression to down-unweighting:	
<ul style="list-style-type: none"> a) <i>Start low, and move up rapidly (up-unweighting) vs. start tall, and move down rapidly (down-unweighting).</i> b) <i>Linked sideslipping with edge change at low position.</i> c) <i>Sliding turns in groomed terrain with edge change at low position.</i> d) <i>Sliding turns in bumpy terrain – time edge change at top of bump with flexion movements in legs/hips.</i> 	
<i>*Retract legs at edge change (release pressure), and push through turns to create pressure.</i>	
NOTE: Be brief; this is an introduction. Improvement and movement development will come from experimentation thereafter.	
Analysis & Improvement (points to look for):	
<ul style="list-style-type: none"> - <i>Reversed timing – riders should be encouraged to retract legs (get low) before edge change.</i> - <i>Riders should extend legs through the turn, to keep the snowboard in contact with the snow.</i> 	
Questions:	
<i>“Can you feel the difference between up and down-unweighting movements, as it relates to pressure?”</i>	
<i>“Where can we use this movement on the mountain?”</i>	
<i>“Do you think this can aid our ability to ride fluidly (with more flow) in bumps?”</i>	

SAMPLE LESSON #2

Name:	Time:
Snow Conditions:	Number of Students:
Student Level: Advanced	Terrain: Groomed
Competency & Lesson Goal: Developing turn shape for board performance	
<i>Advanced Competency: Arc-To-Arc</i>	
<i>Advanced riding requires us to create a round turn shape, as a means of deforming (bending) the board above the fall-line, adding board performance to our riding.</i>	
Skill Focus: Position & Balance Pivot X Edging Pressure Timing & Coordination	
Skill Component, Skill Goal or Movement Focus :	
<i>Edging (Inclination): The goal will be to establish edge grip above the fall-line, by using inclination (leaning) moves early in the turn. This will help the snowboard to grip the snow creating a bend in the snowboard.</i>	
Method (s) of Presentation:	<input type="checkbox"/> Building Block <input type="checkbox"/> Whole-Part-Whole X Guided Disc.
Drills, Tactics, Exercises:	
<i>Following a Guided Discovery approach of setting up the “challenge”, to create edge grip above the fall line, and encouraging students to work towards achieving this with the guidance of the instructor:</i>	
<ul style="list-style-type: none"> - “Inverse Traverse” (discuss different movements that can create the traverse on the downhill edge). - “Tipping” sensation at start of turn, to focus on inclination before angulation. - The role of the ankles in establishing grip, as the COM tips downhill. 	
Analysis & Improvement (points to look for):	
<i>Watch for riders using a down-unweighted move, creating too much flexion at or before the edge change. Ensure that the vertical position stays neutral at the edge change, and riders focus on maintaining their path of travel across the slope through the edge change.</i>	
Questions:	
<p>“What body parts or joints can you feel assisting in this?”</p> <p>“Can we apply this movement in various turns, sizes and shapes? Sliding vs. carving, large vs. small” (Hint: YES!)</p>	

SAMPLE LESSON #3

Name:	Time:
Snow Conditions:	Number of Students:
Student Level: Advanced	Terrain: Groomed + Freestyle
Competency & Lesson Goal: Using counter-rotation movements in our freestyle riding.	
<i>Advanced Competency: Steering Versatility</i>	
<i>Advanced riders can use counter-rotation movements to help create versatility in their riding, unlocking both new tricks as well as new tools outside of the park</i>	
Skill Focus: Position & Balance <input checked="" type="checkbox"/> Pivot Edging Pressure Timing & Coordination	
Skill Component, Skill Goal or Movement Focus :	
<i>Pivot (Counter-Rotation): The goal is to experiment with counter-rotational movements to assist in adding versatility to our "bag of tricks". Work with students to individualize tricks based on ability level.</i>	
Method (s) of Presentation: <input type="checkbox"/> Building Block <input checked="" type="checkbox"/> Whole-Part-Whole <input type="checkbox"/> Guided Disc.	
Drills, Tactics, Exercises:	
<i>'Buttered Pretzels' - While sliding on snow do a nose blunted shifty, rotate 270 in the opposite direction and ride out clean. Repeat switch and other directions as suited to students.</i>	
<ul style="list-style-type: none"> - <i>Key concept: Head and shoulders lead rotation, hips and lower extremities help stall/accelerate the spin. Extending one leg more than the other helps to accentuate counter rotation and creates additional rotational tension.</i> - <i>Apply concepts through a variety of tricks in and outside of the terrain park. Shifties, tweaked grabs, board slides & lip slides, shifty to late 180 rewind etc...</i> - <i>Goal: Learn about steering speed and power created through separation.</i> - <i>Follow-Up: Tree or mogul riding, using smaller versions of similar moves to be more adaptable and ride faster.</i> 	
Analysis & Improvement (points to look for):	
<i>Watch for stiff torso and lack of rotation between hips and shoulders. Students should be able to vary vertical position and create a counter rotated movement with various pivot points as weight is transferred fore/aft. In the Buttered Pretzel exercise a pressed snowboard has less snow contact, rotates easier and looks better.</i>	
Questions:	
<i>Where should counter-rotation be created?</i>	
<i>How can we accentuate the movement for maximum tweak? (flex and extend extremities... twist, poke, hold...)</i>	
<i>What tricks can you do now? How can we use this movement to learn something new?</i>	
<i>How can you apply this outside the park? (think similar, but smaller moves; it's not just speed checks)</i>	

CASI LEVEL 3 EVALUATION TOOL: TEACHING

GUEST SERVICE & SAFETY:

Below Standard

- Chooses terrain that is either not safe, or unsuitable for this level of student or lesson topic.
- Lesson is not presented in a positive, student-centred manner.
- Lesson is not presented in a confident and / or enthusiastic manner.

Meets Standard

- Always chooses safe & suitable terrain
- Lesson environment is always positive, safe, and student-centred
- Consistently shows confident, effective & enthusiastic leadership

COMMUNICATION & LESSON STRUCTURE:

Below Standard

- Does not effectively communicate (explanations are not clearly understood).
- The lesson is not presented in an effective building block, whole-part-whole, or guided discovery format.

Meets Standard

- Communication effectively
- Technical terms are simply explained
- Effective lesson structure

DEMONSTRATIONS:

Below Standard

- Technical demos are not adapted to the skill level of students, or are unclear or not easy to copy.
- Demonstrations are not effective and don't inspire confidence.

Meets Standard

- Effective use of demonstrations
- Confidence-inspiring and technically correct execution of demonstrations

ANALYSIS & IMPROVEMENT:

Below Standard

- Feedback does not identify relevant areas for improvement, and lacks an individual focus.
- Feedback is not positive and/or relevant to student trials.
- Analysis viewpoints are not used effectively

Meets Standard

- Always recognizes primary causes of student difficulty
- Provides positive and relevant feedback in relation to analysis points
- Consistently uses effective analysis viewpoints
- Consistently provides simple, actionable feedback

TECHNICAL CONTENT:

Below Standard

- The instructor doesn't effectively present the technique-based portion of the lesson (technical concepts are presented incorrectly or in an incomplete manner in relation to CASI methodology).

Meets Standard

- All technical concepts are presented effectively and are technically correct

CASI LEVEL 3 EVALUATION TOOL : INSTRUCTOR TRAINING

PHASE 1 / SESSION INTRODUCTION:

Below Standard

- Session goal is not established, or is unclear.
- Teaching Skill is not clearly introduced.
- Does not set-up phase 2 of the session.

Meets Standard

- Session goal introduced clearly
- Teaching Skill explained clearly
- Demo lesson phase introduced effectively

PHASE 2 / DEMO LESSON

Below Standard

- Terrain inappropriate or unsafe for chosen demo lesson.
- Teaching is unsafe and not student-centred.
- Explanations are unclear or not presented in a positive manner.
- Lesson is not structured in an effective way (progression or building block format).
- Lesson does not clearly illustrate the chosen teaching skill.
- Demonstrations are not effective and don't inspire confidence.
- Feedback is not presented, or is not clearly communicated positively.
- Lesson is not technically correct.

Meets Standard

- Consistently chooses safe & suitable terrain
- Always works to create a positive & student-centred environment
- Communication is clear
- Lesson is structured in an effective way
- Lesson effectively demonstrates the assigned Teaching Skill
- Effective use of demonstrations
- Confidence-inspiring and technically correct execution of demonstrations
- Provides positive & relevant feedback to students specific to analysis points
- All technical concepts are presented effectively, and are technically correct

PHASE 3 / SESSION CONCLUSION:

Below Standard

- Does not review the session goals outlined at start.
- Questions are not used, or are not used effectively.
- Does not summarise the learning outcomes.
- Role changes are non-existent or unclear.

Meets Standard

- Reviews session goals
- Clearly summarizes teaching skill outcomes
- Effectively uses questions to summarize learning
- Clear role changes (trainer / instructor)

CASI LEVEL 3 EVALUATION TOOL : RIDING

Successful Level 3 Candidates should...

- Rides consistently on advanced terrain (groomed, un-groomed and freestyle terrain) at adequate speeds.
- Displays refinement of the three Core Riding Competencies, in varied and advanced terrain.
- Displays consolidation of the Advanced Riding Competencies.
- Adjusts skills to provide technically sound demonstrations, which are easy to copy.

PISTE/GROOMED TERRAIN (SHORT AND LONG TURNS)

Below Standard

- Does not create pressure in the board by balancing against turning forces (mass inside the arc).
- Fails to regulate pressure and maintain board-snow contact through flexion/extension of lower joints.
- Cannot adjust movements to achieve sliding or carved turns in relation to snow condition or slope.
- Does not use the lower body effectively to achieve a variety of turn shapes and sizes (long to short).
- Momentum is not linked between turns, failing to control and redirect the snowboard.

Meets Standard

- Creates pressure in the board by balancing against turning forces (mass inside the arc).
- Regulates pressure and maintains board-snow contact through flexion/extension of lower joints.
- Can adjust movements to achieve sliding or carved turns.
- Uses lower body to achieve a variety of turn shapes and sizes (long and short).
- Carries momentum between turns, controlling and re-directing the snowboard.

OFF-PISTE/UN-GROOMED TERRAIN (FREE RUN - SHORT TURNS)

Below Standard

- Does not regulate pressure to maintain board-snow contact through flexion and extension movements in bumpy terrain.
- Chooses inefficient lines in varied terrain.
- Does not adjust body position as terrain dictates.
- Movements are not adjusted in relation to terrain features.
- Displays an inconsistent use of pressure control and steering skills in this terrain.

Meets Standard

- Regulates pressure and maintains board-snow contact through flexion and extension movements in bumpy terrain.
- Chooses effective lines in varied terrain.
- Adjusts body position as terrain dictates.
- Adjusts movements to terrain features.
- Displays a consistently refined use of pressure control and steering skills.

MEDIUM RADIUS SLIDING TURNS (FORWARD & SWITCH)

Below Standard

- Does not demonstrate Core Riding Competencies in both forward and switch directions.
- Movements are not fluid.
- Transition from forward to switch is not smooth.
- Does not distribute pressure effectively to establish round turn shape.
- Board performance is not catered to intermediate level (either too high or too low).
- Speed is not in the intermediate range (too slow or too fast).

Meets Standard

- Demonstrates Core Riding Competencies in both forward and switch directions consistently.
- Movements are generally fluid.
- Transition from forward to switch is somewhat smooth.
- Distributes pressure effectively to establish round turn shape consistently.
- Speeds are in the intermediate range.

MANDATORY MANOEUVRES

- Large Turns (Groomed Blue Terrain) - 7-10 M CW
- Short Turns (Groomed Black Terrain) - 3-4 M CW
- Free Run (Blue/ Black ungroomed Terrain) - 3-6 M CW
- Medium Turns – Forward & Switch (Groomed Black Terrain) - 4-6 M CW

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