



LEVEL 3

COURSE GUIDE (2019-20)

CANADIAN ASSOCIATION OF SNOWBOARD INSTRUCTORS

186 Hurontario Street, Suite 201
Collingwood, Ontario
Canada L9Y 4T4

T: (877) 976-2274
E: info@casi-acms.com
W: www.casi-acms.com

TABLE OF CONTENTS

Level 3 Course

Course Introduction	1
Course Agenda.....	2
Course Agenda (Exams)	3
Evaluation.....	4

Workshops

Workshop: Instructor Training Review	11
Workshop: Advanced Competencies	13
Workshop: Advanced Skill Development.....	15
Lesson Planning Tool	16
Instructor Training Session Planning Tool.....	18

Technical Presentations

Technical Presentation: Instructor Training	19
Technical Presentation: Advanced Competencies	21
Technical Presentation: Advanced Skill Development	22

Course Evaluation

Level 3 Candidate Comment Form.....	23
Samples: Level 3 Candidate Evaluation Form.....	24
Daily Notes & Feedback	25
Notes	26
What's Next?	28

INTRODUCTION

Welcome to the CASI Level 3 Course!

The CASI Level 3 Instructor certification is for advanced snowboard instructors who have passed the Level 2 Instructor certification and Park Instructor 1 certification, and have an interest in teaching high-end snowboarders. The goal of the Level 3 course is to develop a skills-based and situational teaching approach for advanced snowboarding. It combines practical snowboard teaching methods, technical understanding and development, as well as development of analysis and session planning skills.

Candidates will receive coaching on their riding and teaching skills with the goal of reaching the Level 3 standard in three areas: Instructor Training Skills, Teaching Skills and Technical / Riding Skills. They will also receive suggestions and strategies for long-term development. The successful candidate is certified to teach snowboarders up to the advanced level and lead introductory instructor training sessions. Level 3 is a pre-requisite for the Level 4 certification.

The Level 3 course is delivered in two phases: a course phase where material is presented, and an evaluation phase where exams are conducted. Candidates will leave the course phase with clear feedback regarding performance and potential. Candidates must register for the course and exam portions separately, and are encouraged to take the exams at a later date to allow for training and development time following the course portion.

Who Should Take This Course?

You should take this course if you are a Park 1 & Level 2 Instructor with plenty of teaching experience, including beginner to intermediate students, in a variety of situations. You should love to teach, and have a desire to take your teaching skills to new areas of the mountain – advanced freeride terrain, and the terrain park. You should be confident and comfortable demonstrating advanced riding skills in corresponding terrain, and have an interest in learning to train fellow instructors.

Am I Ready?

The Level 3 Instructor standards require you to pass riding, teaching and instructor training evaluations. In order to help you achieve success on the course, we suggest you take the following steps in preparation, if they are available to you:

- The best preparation is experience. Spend plenty of time working as an instructor, honing your communication, analysis and group management skills.
- Ensure you are familiar with the CASI Level 1 & 2 course content and methodologies.
- Attend training sessions with a current CASI Level 3 Instructor and/or Evaluator, to get feedback on your riding ability in relation to the technical standard. The use of video analysis and feedback can also be beneficial.

**Course Duration: 5 days totalling a minimum of 30 hours (course phase)
 2 days totalling 12 hours (evaluation phase)**

****Attendance and participation in the entire course presentation is mandatory.
Candidates who are not present for any portion of the training will not be considered eligible to receive an evaluation at the completion of the course.***

LEVEL 3 INSTRUCTOR - AGENDA

DAY ONE:

8:30 - 9:00 a.m.	Registration & Introductions
9:00 - 11:30 a.m.	Warm-up Presentation: Instructor Training
11:30 - 12:30 p.m.	Lunch
12:30 - 3:00 p.m.	Presentation: Instructor Training (<i>continued</i>)
3:00 - 4:00 p.m.	Daily Review & Evaluation

NOTES:

**Due to various mountain conditions, times may vary.*

**To ensure that the course runs smoothly students should arrive 10 minutes before the above times.*

**The wearing of helmets is mandatory on the CASI Level 3 course.*

DAY TWO:

8:30 - 9:00 a.m.	Workshop Review: "Instructor Training"
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 - 4:00 p.m.	Daily Review & Evaluation

DAY THREE:

8:30 - 9:00 a.m.	Workshop Review: "Advanced Competencies"
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 - 4:00 p.m.	Daily Review & Evaluation

DAY FOUR:

8:30 - 9:00 a.m.	Workshop Review: "Advanced Skill Development"
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 - 4:00 p.m.	Daily Review & Evaluation

DAY FIVE:

8:30 - 9:00 a.m.	Daily Review
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 - 4:00 p.m.	Course Evaluation & Review

PRE-COURSE WORKSHOPS

To prepare for this course, the following workshops should be completed prior to the first day of the course. The workshops may be completed in this book, or you may want to complete them online at <https://www.casi-acms.com/index.php/en/courses/level-3-instructor>

- **Level 3 Standards Video (online)**
- **Level 3 E-Prep Workshop (online)**

LEVEL 3 INSTRUCTOR EXAMS - AGENDA

DAY ONE:

- 8:30 - 9:00 a.m. Registration & Introductions
- 9:00 - 11:30 p.m. Teaching Evaluations
- 11:30 - 12:30 p.m. *Lunch*
- 12:30 - 3:30 p.m. Teaching Evaluations (*continued*)
Instructor Training Evaluations
- 4:00 - 5:00 p.m. Evaluations & Presentation of Results (teaching-only candidates)

DAY TWO:

- 9:00 - 11:30 a.m. Instructor Training Evaluations (*continued*)
- 11:30 - 12:30 p.m. *Lunch*
- 12:30 - 3:00 p.m. Technical / Riding Evaluations
- 4:00 - 5:00 p.m. Evaluations & Presentation of Results

**Due to various mountain conditions, times may vary.*

**To ensure that the course runs smoothly students should arrive 10 minutes before the above times.*

**The wearing of helmets is mandatory on the CASI Level 3 course.*

RE-TEST EVALUATIONS

Candidates passing individual components (Teaching, Riding or Instructor Training) will never have to be re-tested for that component, and will retain that component for life.

Following completion of the Level 3 Course portion, candidates are qualified to attend the Level 3 Exams and there is no time limit to complete the exams. Candidates may re-take the Level 3 Course portion as many times as necessary while completing the certification process.

ASSESSMENT CRITERIA: Refer to marking form for specific criteria.

TEACHING ASSESSMENT	
<p>Teaches advanced snowboarding skills in accordance with CASI technique and methodology.</p>	<p>Technical:</p> <ul style="list-style-type: none"> - Skill-based (and skill component-based) lessons, applied to specific manoeuvres or parts of the turn. - Identifies areas for improvement, and provides positive, relevant, individual feedback to students to achieve advanced riding competencies in groomed, un-groomed and freestyle terrain. - Tactics, drills and exercises should be relevant to student trial, and should help students improve. <p>Class Management:</p> <ul style="list-style-type: none"> - Chooses terrain that is both suitable and safe. - Adapts lesson to changing terrain and environmental conditions. - Demonstrates safe-teaching practices at all times. - Paces the lesson to cater to advanced riders/students and encourages mileage. <p>Communication & Demonstrations Skills:</p> <ul style="list-style-type: none"> - Communicates effectively (provides clear explanations). - Communicates in a positive and enthusiastic manner. - Demonstrates a positive attitude and body language. - Relays complex ideas in a simply way. - Clearly demonstrates all relevant manoeuvres, and adapts technical demos to skill level of students.
TECHNICAL (RIDING) SKILLS ASSESSMENT	
<p>Demonstrates refined advanced-level riding skills.</p>	<ul style="list-style-type: none"> - Rides consistently on advanced terrain (groomed, un-groomed and freestyle terrain) at adequate speeds. - Displays refinement of the three Basic Riding Competencies, in varied advanced terrain: <i>Centred & Mobile Position, Turning the Board With the Lower Body & Balance Over the Working Edge.</i> - Displays a consolidation of the Advanced Riding Competencies: <ul style="list-style-type: none"> o <i>Strength & Flow</i> o <i>Arc to Arc</i> o <i>Loading & Deflection</i> o <i>Steering Versatility</i> - Adjusts skills to provide technically sound demonstrations, which are easy to copy. <p>Specific Criteria:</p> <p><i>Groomed Terrain: Short & Long Radius Turns</i></p> <ul style="list-style-type: none"> - Balances against the turning forces to create pressure in the board. - Regulates pressure and maintains snow contact through flexion and extension movements.

	<ul style="list-style-type: none"> - Adjusts movement to create sliding or carved turns, as required by terrain and speed. - Uses lower body movements to lead turning effort in a variety of turn shapes and sizes. - Links momentum between turns. - Controls and re-directs the snowboard. <p><i>Un-groomed Terrain: Short Radius Turns</i></p> <ul style="list-style-type: none"> - Regulates pressure and maintains snow contact through flexion and extension movements in bumpy terrain. - Chooses effective lines in varied terrain. - Adjusts body position to terrain and snow conditions. - Adjusts movements to terrain features. - Displays refined use of pressure control and steering skills. <p><i>Intermediate Sliding Turns (Forward & Switch Directions)</i></p> <ul style="list-style-type: none"> - Clearly demonstrates Core Riding Competencies at an intermediate riding level, in both directions (forward and switch). - Fluid, linked movements throughout. - Demonstrates a smooth transition from forward to switch. - Distributes pressure throughout turn to achieve roundness in turn shape. - Demonstrates intermediate level board performance characteristics.
INSTRUCTOR TRAINING SKILLS ASSESSMENT	
<p>Teaching introductory instructor training sessions in accordance with CASI methodology and technique.</p>	<ul style="list-style-type: none"> - Clearly establishes the goal(s) for the training session. - Introduces the session clearly and effectively. - Clearly distinguishes between roles of trainer & instructor. - Structures session in a logical format. - Uses questions as a tool in interacting with the group. - Provides realistic tactics and tool that instructors can apply in their lessons.

MARKING SYSTEM

Marking Scale:			
TEACHING SKILLS	Above Standard (Pass)	Meets Standard (Pass)	Below Standard (Incomplete)
<i>Guest Service & Safety</i>	<p>Always chooses safe and suitable terrain for this student level and lesson topic.</p> <p>Always communicates in a positive and student-centred manner.</p> <p>Lesson is presented in a confident, enthusiastic manner and displays a creative approach to teaching this level of student.</p>	<p>Terrain is generally safe and suitable to this level of student or lesson topic.</p> <p>Lesson is generally presented in a positive and student-centred manner.</p> <p>Lesson is presented in a confident and / or enthusiastic manner consistently.</p>	<p>Chooses terrain that is either not safe, or unsuitable for this level of student or lesson topic.</p> <p>Lesson is not presented in a positive, student-centred manner.</p> <p>Lesson is not presented in a confident and / or enthusiastic manner.</p>
<i>Communication & Lesson Structure</i>	<p>Technical concepts are presented simply, and communication engages students positively.</p> <p>Instructor shows clear comfort with structuring a lesson for advanced students and adjusts or blends structure as needed to obtain results.</p>	<p>Effectively communicates (explanations are generally clear), and use a What, Why, How format.</p> <p>The lesson follows a clear and effective structure.</p>	<p>Does not effectively communicate (explanations are not clearly understood).</p> <p>The lesson is not presented in an effective building block, whole-part-whole, or guided discovery format.</p>
<i>Demonstrations</i>	<p>Demonstrations are presented clearly, and individually catered to student's skill levels.</p>	<p>Technical skill demonstrations are adapted to skill level of students, and are clear and easy to copy.</p>	<p>Technical demos are not adapted to skill level of students, or are unclear or not easy to copy.</p>
<i>Analysis & Improvement</i>	<p>Feedback is individually focused and always clearly identifies the areas for improvement specific to each individual student in relation to the lesson goal.</p> <p>Feedback is always delivered positively and individually, without disruption of the flow of the lesson. Attention is always paid to how and why the chosen improvement will create change for the students.</p>	<p>Feedback consistently identifies the areas to be improved in relation to the lesson goal, communicated in a clear manner.</p> <p>Feedback is generally delivered in a positive manner, and includes reference to why the chosen improvement is important to the lesson goal or theme.</p>	<p>Feedback does not identify relevant areas for improvement, and lacks an individual focus.</p> <p>Feedback is not positive and/or relevant to student trial.</p>
<i>Technical Content</i>	<p>The instructor presents the technique-based portion of the lesson in an effective and new or creative way.</p>	<p>The instructor effectively presents the technique-based portion of the lesson (technical concepts are presented correctly and in a complete manner in relation to CASI methodology).</p>	<p>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).</p>

Marking Scale:			
RIDING SKILLS	Above Standard (Pass)	Meets Standard (Pass)	Below Standard (Incomplete)
<i>Groomed Terrain (Short & Long Turns)</i>	<p>Shows refinement in creation of pressure by balancing against turning forces (mass inside the arc).</p> <p>Board-snow contact through flexion/extension of lower joints as well as rebound/release is used as needed.</p> <p>Seamlessly adjusts movements to achieve sliding or carved turns.</p> <p>Variety of turn shapes and sizes (long and short) is demonstrated confidently.</p> <p>Carries momentum between turns, controlling and re-directing the snowboard to maximize board performance.</p>	<p>Creates pressure in the board by balancing against turning forces (mass inside the arc).</p> <p>Regulates pressure and maintains board-snow contact through flexion/extension of lower joints.</p> <p>Can adjust movements to achieve sliding or carved turns.</p> <p>Uses lower body to achieve a variety of turn shapes and sizes (long and short).</p> <p>Carries momentum between turns, controlling and re-directing the snowboard.</p>	<p>Does not create pressure in the board by balancing against turning forces (mass inside the arc).</p> <p>Fails to regulate pressure and maintain board-snow contact through flexion/extension of lower joints.</p> <p>Cannot adjust movements to achieve sliding or carved turns in relation to snow condition or slope.</p> <p>Does not use lower body effectively to achieve a variety of turn shapes and sizes (long to short).</p> <p>Momentum is not linked between turns, failing to control and re-direct the snowboard.</p>
<i>Un-Groomed Terrain (Short Turns)</i>	<p>Regulates pressure through refined flexion and extension movements in bumpy terrain.</p> <p>Chooses lines that amplify board performance in varied terrain.</p> <p>Adjusts body position to achieve strength, as terrain dictates.</p> <p>Adjusts movements to achieve flow, in relation to terrain features.</p> <p>Displays a refined and even varied use of pressure control and steering skills.</p>	<p>Regulates pressure and maintains board-snow contact through flexion and extension movements in bumpy terrain.</p> <p>Chooses effective lines in varied terrain.</p> <ul style="list-style-type: none"> • Adjusts body position as terrain dictates. <p>Adjusts movements to terrain features.</p> <p>Displays a consistently refined use of pressure control and steering skills.</p>	<p>Does not regulate pressure to maintain board-snow contact through flexion and extension movements in bumpy terrain.</p> <p>Chooses inefficient lines in varied terrain.</p> <p>Does not adjust body position as terrain dictates.</p> <p>Movements are not adjusted in relation to terrain features.</p> <p>Displays an inconsistent use of pressure control and steering skills in this terrain.</p>
<i>Intermediate Sliding Turns (Forward and Switch)</i>	<p>Always demonstrates Core Riding Competencies in both forward and switch directions.</p> <p>Movements are fluid.</p> <p>Transition from forward to switch is smooth.</p> <p>Distributes pressure effectively to establish round turn shape as slope or snow changes.</p> <p>Board performance clearly displays intermediate characteristics.</p>	<p>Demonstrates Core Riding Competencies in both forward and switch directions consistently.</p> <p>Movements are generally fluid.</p> <p>Transition from forward to switch is somewhat smooth.</p> <p>Distributes pressure effectively to establish round turn shape consistently.</p> <p>Board performance displays intermediate characteristics.</p>	<p>Does not demonstrate Basic Riding Competencies in both forward and switch directions.</p> <p>Movements are not fluid.</p> <p>Transition from forward to switch is not smooth.</p> <p>Does not distribute pressure effectively to establish round turn shape.</p> <p>Board performance is not catered to intermediate level (either too high or too low)</p>

Marking Scale:			
INSTRUCTOR TRAINING SKILLS	Above Standard (Pass)	Meets Standard (Pass)	Below Standard (Incomplete)
<i>Phase 1: Session Introduction</i>	<p>Session goal is clearly established and revisited throughout introduction.</p> <p>Teaching skill is clearly introduced and explained thoroughly.</p> <p>Phase 2 is introduced clearly with a focus on defining the details of the demo lesson.</p>	<p>Session goals are established at the start of the session.</p> <p>Teaching skill is introduced clearly, if only briefly.</p> <p>Phase 2 is introduced and the demo lesson is clearly set up.</p>	<p>Session goal is not established, or is unclear.</p> <p>Teaching skill is not clearly introduced.</p> <p>Does not set-up phase 2 of session.</p>
<i>Phase 2: Demo Lesson</i>	<p>Terrain is appropriate and safe for chosen demo lesson and enhances the lesson outcome.</p> <p>Teaching is always safe.</p> <p>Explanations are very clear and presented in a positive manner.</p> <p>Lesson is structure in an effective or creative way.</p> <p>Demos are catered to “student” level, and are always visible and easy to copy.</p> <p>Feedback is demonstrated very effectively throughout the lesson, and is communicated positively.</p> <p>Lesson is always technically correct.</p> <p>Lesson clearly illustrates the chosen teaching skill and effectively enhances the group’s understanding of it.</p>	<p>Terrain is appropriate and safe for chosen demo lesson.</p> <p>Teaching is generally safe.</p> <p>Explanations are clear and presented in a positive manner.</p> <p>Lesson is structure in an effective way (progression or building block format).</p> <p>Demos are catered to “student” level, and are easy to copy.</p> <p>Feedback is demonstrated, and is clearly communicated positively.</p> <p>Lesson is generally technically correct.</p> <p>Lesson clearly illustrates the chosen teaching skill.</p>	<p>Terrain inappropriate or unsafe for chosen demo lesson.</p> <p>Teaching is unsafe.</p> <p>Explanations are unclear or not presented in a positive manner.</p> <p>Lesson is not structure in an effective way (progression or building block format).</p> <p>Demos are not catered to “student” level, or are not easy to copy.</p> <p>Feedback is not presented, or is not clearly communicated positively.</p> <p>Lesson is not technically correct.</p> <p>Lesson does not clearly illustrate the chosen teaching skill.</p>
<i>Phase 3: Session Conclusion</i>	<p>Reviews the session goals outlined at start of session very clearly.</p> <p>Specific, well thought-out questions are used effectively.</p> <p>Summarizes the session clearly and relates the new skills to participants own future lessons.</p> <p>Shows a mastery of role change between trainer/instructor.</p>	<p>Reviews the session goals outlined at start of session.</p> <p>Questions are used broadly, and are mostly effective.</p> <p>Summarizes the learning outcomes of the lesson/session.</p> <p>Clear role changes.</p>	<p>Does not review the session goals outlined at start.</p> <p>Questions are not used, or are not used effectively.</p> <p>Does not summarize the learning outcomes.</p> <p>Role changes are non-existent or unclear.</p>

WORKSHOP:

INSTRUCTOR TRAINING REVIEW

References: CASI Reference Guide (pp. 129-132)

1. In your own words, describe the important points (“What & Why”) of each of the following Practical Teaching Skills:

Guest Service & Safety:

Communication & Lesson Structure:

Demonstrations:

Analysis & Improvement:

Technical Content:

2. What are some ways to help new instructors to manage risk in their lessons?

3. What is an effective way to structure a lesson for new snowboarders? And why?

4. What are some key considerations when demonstrating riding skills to students?

5. What are some tips to help new instructors improve their ability to analyse their students' riding?

6. When delivering feedback to students, list some useful things for new instructors to remember:

7. What are some goals for each stage of the basic instructor training session?

1: SESSION INTRODUCTION:	2: DEMO LESSON:	3: SESSION CONCLUSION:
Role: _____	Role: _____	Role: _____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

WORKSHOP:

ADVANCED COMPETENCIES

Reference: CASI Reference Guide (p. 52)

1. In your own words, describe the difference between skills and competencies:

2. List the four Advanced Competencies, and provide a general definition for each:

A _____ :

B _____ :

C _____ :

D _____ :

3. For each advanced competency below, list something you might observe in a rider that would demonstrate that competency is being accomplished:

Strength & Flow:

Arc to Arc:

Loading & Deflection:

Steering Versatility:

WORKSHOP:

ADVANCED SKILL DEVELOPMENT

Reference: CASI Reference Guide (pp. 35 - 56)

1. How do the riding skills affect the riding competencies?

2. The *skill components* provide a way to break the skills down into the specific parts, creating a more specific focus for your lessons. List the skill components below:

Position & Balance:

Pivot:

Edging:

Pressure:

Timing & Coordination:

3. Identify the major skills involved in down un-weighting, and describe their involvement:

4. Describe a skill focus and teaching approach (skill goal, tactics, exercises, etc.) to assist a student to improve the following aspects of their riding:

IMPROVING CARVING	SPINS ON JUMPS	RIDING BUMPS
Skill (and component): <hr/>	Skill (and component): <hr/>	Skill (and component): <hr/>
Approach: <hr/>	Approach: <hr/>	Approach: <hr/>
<hr/>	<hr/>	<hr/>
<hr/>	<hr/>	<hr/>
<hr/>	<hr/>	<hr/>
<hr/>	<hr/>	<hr/>
<hr/>	<hr/>	<hr/>
<hr/>	<hr/>	<hr/>
<hr/>	<hr/>	<hr/>
<hr/>	<hr/>	<hr/>
<hr/>	<hr/>	<hr/>
<hr/>	<hr/>	<hr/>

LESSON PLANNING TOOL

Use the following tool to help plan your lessons:

Name:		Time:	
Snow Conditions:		Number of Students:	
Student Level:		Terrain:	
Lesson Goal:			
Skill Focus: __Position & Balance __Pivot __Edging __Pressure __Timing & Coordination			
Skill Component & Skill Goal:			
Method of Presentation:		<input type="checkbox"/> Building Block <input type="checkbox"/> Whole-Part-Whole <input type="checkbox"/> Guided Disc.	
Drills, Tactics, Exercises:			
Analysis & Improvement (points to look for):			
Questions:			

INSTRUCTOR TRAINING: SESSION PLANNING TOOL

Use the following tool to help plan your instructor training sessions:

Teaching Skill To Be Developed:	<i>QuickRide</i> Phase:
<input type="checkbox"/> Guest Service & Safety <input type="checkbox"/> Communication & Lesson Structure <input type="checkbox"/> Demonstrations <input type="checkbox"/> Analysis & Improvement	<input type="checkbox"/> Basics <input type="checkbox"/> Sliding <input type="checkbox"/> Control <input type="checkbox"/> Turning <input type="checkbox"/> Flow
1: Session Introduction: Key Points: (What, Why, Who, How, Where)	
<p>Establish demo lesson criteria:</p> <input type="checkbox"/> Student Type & Ability: _____ <input type="checkbox"/> Terrain & Conditions: _____ <input type="checkbox"/> Goal of the Lesson: _____ <input type="checkbox"/> Teaching skill to be illustrated: _____	
2: Demo Lesson: Explanation(s), Demonstration(s), Student Trial, Feedback	
3: Session Conclusion: Review key points, and questions to ask.	

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.

1: THE PRACTICAL TEACHING SKILLS		
GUEST SERVICE & SAFETY		
Safe and suitable teaching terrain: <ul style="list-style-type: none"> <input type="checkbox"/> Ability of the student <input type="checkbox"/> Learning stage (IACRCV) of the student in relation to the skill/manoeuvre 	Positive and student-centred environment: <ul style="list-style-type: none"> <input type="checkbox"/> Encouraging <input type="checkbox"/> Appropriate pace 	Teaching is safe: <ul style="list-style-type: none"> <input type="checkbox"/> Controlled environment <input type="checkbox"/> Small steps <input type="checkbox"/> Anticipate safety concerns ahead of time
COMMUNICATION & LESSON STRUCTURE		
Communicates effectively: <ul style="list-style-type: none"> <input type="checkbox"/> Clear and concise explanations <input type="checkbox"/> <i>What, Why, How</i> explanations <input type="checkbox"/> Specific, achievable and measurable goals <input type="checkbox"/> Check for understanding 	Effective lesson structure: <ul style="list-style-type: none"> <input type="checkbox"/> The Training Cycle (explanation, demonstration, student trial, feedback) <input type="checkbox"/> <i>Building Block</i> method of presentation 	
DEMONSTRATIONS		
Clearly demonstrate all relevant manoeuvres: <ul style="list-style-type: none"> <input type="checkbox"/> Appropriate riding level <input type="checkbox"/> Relates to explanations (do what you said you would do) <input type="checkbox"/> Repeat as needed <input type="checkbox"/> Demo is visible to all students 		
ANALYSIS & IMPROVEMENT		
Recognize cause of student difficulty: <ul style="list-style-type: none"> <input type="checkbox"/> Proper vantage points (above, below, passing by) <input type="checkbox"/> 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 <input type="checkbox"/> Competency deficiency (effect) vs. skill deficiency (cause)...outcome vs. movements. 	Provides positive and relevant feedback: <ul style="list-style-type: none"> <input type="checkbox"/> PTT Format (Positive, To, Try) <input type="checkbox"/> Highlight positives <input type="checkbox"/> Formulate skill based plan for improvement <input type="checkbox"/> Suggest tactic or specific movement <input type="checkbox"/> Words and phrases to avoid. 	

TECHNICAL CONTENT		
<p>Effectively presents technical concepts:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Competency/outcome focused <input type="checkbox"/> Skill based <input type="checkbox"/> Appropriate tactics/manoeuvres <input type="checkbox"/> Technically correct (CASI methodology) 		
2: THE 3-PART SESSION FORMAT		
<p>1. INTRODUCTION:</p> <ul style="list-style-type: none"> - Introduce session and teaching skill(s) to be developed. - Set-up Part 2 (identify demo lesson criteria of student, terrain, lesson goal and teaching skill being highlighted). 	<p>2. DEMO LESSON:</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> 	<p>3. SUMMARY / CONCLUSION:</p> <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 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.

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	Passive Active	<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/SBX track</i> <i>Vary during / order of movements</i>

TERRAIN-SPECIFIC TACTICS: The following tactics can be used in specific terrain environments...

BUMPS	STEEPS	POWDER	TREES	ICY SNOW
Down un-weighting for absorption. Passive and active absorption. Double-ups. Edge Change at top/apex of bump. Medium or large radius turns, in bumpy terrain. Use of tail pressure for speed control.	Lower COM (stability). Down un-weighting for quicker edge change. Mid-weighting (combo up and down un-weighting). Upper/lower body separation / counter-rotation. Spray snow to sides of turns.	Use border of groomed and powder snow to explore powder. Down un-weighting to reduce "diving". Reduce edging – tilt or bank board. Bounce on tail to explore aft pressure. Powder slashes	Follow leader. Look at gaps; not trees. Turn above trees, turn below trees, turn around trees. Vary speed and turn shapes.	Lower COM for stability. Reduced edge angle – increase pivot. Small movements over large movements. Increased angulation.



**CASI
ACMS**

CANDIDATE COMMENT FORM: LEVEL 3 INSTRUCTOR / FORMULAIRE DE COMMENTAIRES - STAGE DE MONITEURS DE NIVEAU 3

Name / Nom : _____ Member Number / Numéro de membre : _____

Location / Lieu : _____ Date : _____

Evaluators / Évaluateurs : _____ / _____

<p>TEACHING SKILLS / HABILITÉS D'ENSEIGNEMENT :</p> <p>GUEST SERVICE & SAFETY / SERVICES À LA CLIENTÈLE ET SÉCURITÉ :</p> <p><input type="checkbox"/> Safe & suitable terrain / Terrain sécuritaire et adéquat</p> <p><input type="checkbox"/> Positive, safe, and student-centred learning environment / Environnement d'apprentissage positif, sécuritaire et efficace</p> <p><input type="checkbox"/> Confident, effective and enthusiastic leader / Leader confiant, efficace et enthousiaste</p>	<p>INSTRUCTOR TRAINING / FORMATION DES MONITEURS :</p> <p>1: INTRODUCTION / INTRODUCTION :</p> <p><input type="checkbox"/> Session goal / Objectif de la séance</p> <p><input type="checkbox"/> Introduces Teaching Skill / Présente l'habileté d'enseignement</p> <p><input type="checkbox"/> Set-up demo lesson / Présente la leçon de démonstration</p> <p>2: DEMO LESSON / LEÇON DÉMO :</p> <p><input type="checkbox"/> Safe & suitable terrain / Terrain sécuritaire et adéquat</p> <p><input type="checkbox"/> Teaching is safe / Teaching is safe</p> <p><input type="checkbox"/> Communicates effectively (clear explanations) / Communication efficace (explications claires)</p> <p><input type="checkbox"/> Effective lesson structure / Structure de leçon efficace</p> <p><input type="checkbox"/> Clearly demonstrates all relevant manoeuvres / Démonstration claire de toutes les manœuvres pertinentes</p> <p><input type="checkbox"/> Recognizes causes of student difficulty / Reconnaissance des causes de la difficulté éprouvée par les élèves</p> <p><input type="checkbox"/> Provides positive and relevant feedback to students / Offre d'un feedback positif pertinent aux élèves</p> <p>3: CONCLUSION / CONCLUSION :</p> <p><input type="checkbox"/> Reviews session goal / Révision de l'objectif</p> <p><input type="checkbox"/> Effectively uses questions / Utilisation efficace de questions</p> <p><input type="checkbox"/> Summarizes outcomes / Résumé de la résultat</p> <p><input type="checkbox"/> Clear role changes / Établissement d'un changement de rôle clair (le cas échéant)</p>	<p>RIDING SKILLS / HABILITÉS DE SURF :</p> <p>LARGE TURNS / GRANDS VIRAGES</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>SHORT TURNS / COURTS VIRAGES</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>SHORT TURNS (OFF-PISTE) / COURTS VIRAGES (HORS PISTE)</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>INTERMEDIATE SLIDING TURNS / VIRAGES GLISSÉS INTERMÉDIAIRES</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>COMMUNICATION & LESSON STRUCTURE / PRÉSENTATION & STRUCTURE DE LEÇON :</p> <p><input type="checkbox"/> Communicates effectively (clear explanations) / Communication efficace (explications claires)</p> <p><input type="checkbox"/> Effective lesson structure / Structure de leçon efficace</p> <p>DEMONSTRATIONS / DÉMONSTRATIONS :</p> <p><input type="checkbox"/> Clear demos at skill level of student / Démonstrations claires adaptées au niveau d'habileté des élèves</p> <p>ANALYSIS & IMPROVEMENT / ANALYSE ET AMÉLIORATION :</p> <p><input type="checkbox"/> Effective analysis skills / Compétences efficaces en analyse</p> <p><input type="checkbox"/> Recognizes causes of student difficulty / Reconnaissance des causes de la difficulté éprouvée par les élèves</p> <p><input type="checkbox"/> Provides positive and relevant feedback to students / Feedback positif et pertinent offert aux élèves</p> <p><input type="checkbox"/> Provides simple, actionable feedback / Offre du feedback simple et pouvant faire l'objet de mesures</p> <p>TECHNICAL CONTENT / CONTENU TECHNIQUE :</p> <p><input type="checkbox"/> Effectively presents technical concepts / Communique efficacement concepts techniques</p> <p>COMMENTS / COMMENTAIRES :</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>COMMENTS / COMMENTAIRES :</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>COMMENTS / COMMENTAIRES :</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>PROFESSIONALISM / PROFESSIONNALISME :</p> <p>1. PEOPLE SKILLS / APPITUDES EN RELATIONS HUMAINES :</p> <p><input type="checkbox"/> Personable, fun & positive / Sympathique, drôle et positif</p> <p><input type="checkbox"/> Presentable & professional in appearance / Apparence présentable et professionnelle</p> <p>2. INSTRUCTOR TRAITS / ATTRIBUTS DU MONITEUR :</p> <p><input type="checkbox"/> Credible, knowledgeable, prepared / Crédible, compétent, préparé</p> <p><input type="checkbox"/> Demonstrates adaptability & open to feedback / Fait preuve d'adaptabilité et est ouvert aux commentaires</p>		

DAILY NOTES AND FEEDBACK

DAY 1:

POSITIVE ELEMENTS:

ELEMENTS TO IMPROVE:

DAY 2:

POSITIVE ELEMENTS:

ELEMENTS TO IMPROVE:

DAY 3:

POSITIVE ELEMENTS:

ELEMENTS TO IMPROVE:

DAY 4:

POSITIVE ELEMENTS:

ELEMENTS TO IMPROVE:

DAY 5:

POSITIVE ELEMENTS:

ELEMENTS TO IMPROVE:

WHAT'S NEXT?

We would like to thank you sincerely for taking the time to attend the Level 3 course and/or exams.

Once you have completed the Level 3 course portion, you are qualified to attend the exams.

Following the exams, you will retain any components that you have passed during the exams for life (Teaching, Riding or Instructor Training). There is no time limit to complete the remaining components of the Level 3 certification, and you may re-take the course portion as needed to ensure that you are successful at the exams.

If you've successfully completed the Level 3 Instructor certification...

Congratulations! On behalf the Canadian Association of Snowboard Instructors, we'd like to congratulate you on your completion of the Level 3 instructor certification.

As a new Level 3 instructor, you have many new opportunities, but also many new responsibilities. You are a role model - it's up to you to help preserve the respect that CASI instructors enjoy in the snow sports industry.

Don't stop here! Start looking towards your Level 4 Certification, or get involved as a CASI Evaluator by attending Evaluator Training early next season. Experience and training are the keys to helping you prepare for that next step!

For schedule and program information, check out www.casi-acms.com.

All the best!

A handwritten signature in black ink, appearing to read 'J. Chandler', written in a cursive style.

Jeff Chandler
Director of Education & Programs

www.casi-acms.com

© 2019 Canadian Association of Snowboard Instructors
All Rights Reserved