



LEVEL 3

INSTRUCTOR TRAINING MODULE

COURSE GUIDE

CANADIAN ASSOCIATION OF SNOWBOARD INSTRUCTORS

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INTRODUCTION

Welcome to the CASI Level 3 Instructor Training Module!

The CASI Level 3 Instructor Training Module is for advanced snowboard instructors who have passed the Level 2 Instructor certification. This module is a mandatory component of the CASI Level 3 Certification pathway. To achieve the Level 3 certification candidates must complete this module along with the Teaching and Riding modules and their associated exams. Level 3 modules can be completed in any order. Park 1 is a prerequisite for the Teaching and Riding Modules.

The Instructor Training module focuses on developing the leadership and mentoring skills necessary to support new instructors and is a key part of preparing advanced instructors for broader roles within their snow school environment.

Through personalized coaching and ongoing assessment, candidates will enhance their leadership, communication, and feedback skills. Candidates will also receive suggestions and strategies for long-term development. Upon successful completion, candidates receive a certificate of completion and will be able to lead introductory instructor training sessions, supporting the growth of new Level 1 instructors.

Course Duration:

2 days, totalling a minimum of 12 hours, including an on-going assessment

***Note: Attendance and participation in the entire module 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.

Am I Ready?

To prepare for success, candidates should love to teach, and have an interest in learning to train fellow instructors. **Answer Yes or No to the following questions to evaluate your readiness for the Level 3 Instructor Training Module:**

- ☐ Are you a Level 2 Instructor with solid teaching experience and a strong interest in instructor development?
- ☐ Are you ready to begin your Level 3 journey with targeted coaching and support?
- ☐ Have you taught a variety of riders (beginner to intermediate) in different lesson situations?
- ☐ Do you understand that the Level 3 IT module is a two-day course with ongoing assessment?
- ☐ Have you reviewed CASI Level 1 and 2 materials and teaching methods?
- ☐ Do you use peer feedback to refine your teaching skills?
- ☐ Have you received feedback or mentorship from a CASI Level 3 Instructor or Evaluator? - Not mandatory, but can be helpful.

**If you answered “Yes” to all of these, you’re likely ready to benefit fully from the Instructor Training Module.*

Three Modules. One Certification.

The CASI Level 3 Instructor Certification is designed for advanced snowboard instructors who are ready to take the next step in developing high-level teaching and coaching skills. This program emphasizes advanced teaching methodologies, technical riding development, performance analysis, and session planning strategies.

The Level 3 certification pathway is delivered in a modular training format. Candidates will leave each module with clear feedback regarding performance and potential. Each module is 2 days (12 hours) in length. The Instructor training module includes an on-going assessment. A 1-day exam (per component) is also required for both the Teaching and Riding components. Candidates are encouraged to allow time for training and development time following the training portion. The modules can be completed in any order, provided the prerequisites are met.

LEVEL 3 INSTRUCTOR TRAINING MODULE - AGENDA

DAY ONE:

- 8:30 - 9:00 a.m. Registration & Introductions
- 9:00 - 11:30 a.m. IT Presentation: Developing Teaching skills in New Level 1 Instructors
- 11:30 - 12:30 p.m. *Lunch*
- 12:30 - 3:00 p.m. Practice: Instructor Training Sessions
- 3:00 - 3:30 p.m. Daily Review & Evaluation

DAY TWO:

- 8:30 - 11:30 a.m. IT Presentation: Developing Teaching skills in New Level 1 Instructors
(continued)
Practice: Instructor Training Sessions
- 11:30 - 12:30 p.m. *Lunch*
- 12:30 - 3:00 p.m. Practice: Instructor Training Sessions
IT Workshop: Developing Riding skills in New Level 1 Instructors
- 3:00 - 3:30 p.m. Results Presentations

ONLINE WORKSHOPS

To prepare for this module the Instructor Training online preparation workshop is a mandatory element of the certification. Access the prep workshop via our website, or check your course confirmation email for directions.

- Due to various mountain conditions, times may vary.
- To ensure that the course runs smoothly students should arrive 15 minutes before the above times.
- The wearing of helmets is mandatory for all CASI courses.

EVALUATION

Candidates must pass the instructor training component as part of the Level 3 certification to be certified as a Level 3 Instructor. **Candidates will be assessed on their progress from the start of Day 1 to the end of Day 2 of the Instructor Training module and will receive their results at the end of the 2-Day module.**

To celebrate successful candidates, evaluators will announce passing results in front of the group. After the announcements, evaluators will be available for a short period to discuss results with candidates. Detailed comments will be accessible in each candidate's member profile within 24 hours of the exam's conclusion.

MARKING SYSTEM - INSTRUCTOR TRAINING COMPONENT EVALUATIONS

Candidates will be required to lead portions of instructor training sessions with their peers while being assessed on both their participation and progression. Over the two days, each candidate must also deliver one complete basic instructor training session using the three-part format—Introduction, Demo Lesson, and Conclusion—lasting approximately 15 to 20 minutes and designed for new Level 1 snowboard instructors. To prepare for this, candidates will be pre-assigned two elements to guide the structure of their session: a *Practical Teaching Skill* and a *QuickRide System phase*. These criteria will be provided a few minutes prior to their presentation. **All sessions must be engaging, technically accurate, and pedagogically sound, aligning with CASI reference materials.**

Final Mark: Meets Standard (Complete) or Below Standard (Incomplete)

**Upon completing the Level 3 Instructor Training Module—provided they have already passed the Level 3 Riding and Teaching exams—successful candidates may be awarded their Level 3 pin!*

RE-TEST EVALUATIONS

- Candidates who successfully pass the Instructor Training component will retain it for life.
- Those who need to retest this component must register for a standard retest and attend the full 2-day Instructor Training Module to complete the evaluation again.

ASSESSMENT CRITERIA

INSTRUCTOR TRAINING SKILLS ASSESSMENT	
<p><i>Evaluation Criteria:</i></p> <p>Teaches introductory instructor training sessions in accordance with CASI methodology and technique.</p>	<p>Session Introduction:</p> <ul style="list-style-type: none"> • Introduces the session clearly and effectively. • Clearly establishes the goal(s) for the training session. • Clearly distinguishes between roles of trainer & instructor. • Demo lesson phase introduced effectively. <p>Demonstration Lesson:</p> <ul style="list-style-type: none"> • Chooses terrain that is both suitable and safe for beginner and novice students. • Creates a positive, engaging, safe and student-centered learning environment. • Communicates effectively (provides clear explanations) in a consistent and positive manner. • Demonstrates effective lesson organization skills (lesson structure). • Effective use of demonstrations. • Confidence-inspiring and technically correct execution of demonstrations. • Recognizes the causes of difficulty in the student attempts. • Provide positive and relevant feedback to students. • Provides a clear example of the assigned practical teaching skill. <p>Session Conclusion:</p> <ul style="list-style-type: none"> • Review session objectives. • Uses questions as a tool in interacting with the group. • Provides realistic tactics and tools that instructors can apply in their lessons. • Clearly changes roles between trainer – instructor – trainer.

STUDY GUIDE:

INSTRUCTOR TRAINING REVIEW

References: CASI Reference Guide (pp. 136 - 138)

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:

8. List some ways you can ensure you are applying best practices in Instructor Training during your sessions.

INSTRUCTOR TRAINING: SESSION PLANNING TOOL

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

Teaching Skill To Be Developed:	QuickRide phase - Demo lesson scenario:
<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>→ What specific Teaching Skill will be the focus of this lesson? What is the key concept or learning objective we want to explore in this session</p> <p>→ Why is this Teaching Skill important to develop at this stage? Why is this useful for instructors?</p> <p>→ How will we develop this Teaching Skill during the lesson? / Which phase of the QuickRide system will be used in the demo lesson to highlight this skill in action?</p> <p>→ Who will we be teaching to in the demo lesson? / What type of students or group profile?</p> <p>→ Where will we be riding for this lesson, and why is this terrain appropriate for our goal?</p> <p>Establish demo lesson criteria and scenario (real-life teaching based):</p> <p><input type="checkbox"/> Student type & level (e.g., adults, teens, kids; never-ever, athletic, some experience, etc.)</p> <p><input type="checkbox"/> Terrain & Conditions: _____</p> <p><input type="checkbox"/> Goal of the Lesson: _____</p> <p><input type="checkbox"/> Teaching skill to be illustrated: _____</p>	
2: Demo Lesson: Training Cycle: Explanation(s), Demonstration(s), Student Trial, Feedback. MP: Building Block.	
<p>→ The demo lesson should serve as a model or “ideal example” that clearly illustrates the key aspects of the targeted Teaching Skill. It should be structured, purposeful, and easy to reference during feedback and discussion.</p> <p>→ Session leaders should teach the group as they would in a real-life lesson environment—engaging students, maintaining flow, and ensuring the class remains dynamic and student-centered throughout.</p>	
3: Session Conclusion: Review key points, and questions to ask.	
<p>→ Why specific teaching skill should be applied while teaching beginners?</p> <p>→ When should it be used?</p> <p>→ How can it be applied?</p>	

INSTRUCTOR TRAINING PRESENTATION:

Developing Teaching Skills for New Snowboard Instructors

GOALS FOR THE SESSION:

- Review the *QuickRide System*
- Introduce candidates to basic instructor training techniques for teaching development sessions.
- 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		
<u>Safe and suitable teaching terrain:</u> <ul style="list-style-type: none">• Ability of the student• Learning stage (IACRCV) of the student in relation to the skill/manoeuvre	<u>Positive and student-centred environment:</u> <ul style="list-style-type: none">• Encouraging• Appropriate pace	<u>Teaching is safe:</u> <ul style="list-style-type: none">• Controlled environment• Small steps• Anticipate safety concerns ahead of time
COMMUNICATION & LESSON STRUCTURE		
<u>Communicates effectively:</u> <ul style="list-style-type: none">• Clear and concise explanations• <i>What, Why, How</i> explanations• Specific, achievable and measurable goals• Check for understanding	<u>Effective lesson structure:</u> <ul style="list-style-type: none">• The Training Cycle (explanation, demonstration, student trial, feedback)• <i>Building Block</i> method of presentation	
DEMONSTRATIONS		
<u>Clearly demonstrate all relevant manoeuvres:</u> <ul style="list-style-type: none">• Appropriate riding level (demo quality/ adapt to student's level/ technically sound)• Relates to explanations (do what you said you would do)• Repeat as needed (training cycle)• Demo is visible to all students (vary points of view as needed)		
ANALYSIS & IMPROVEMENT		
<u>Recognize cause of student difficulty:</u> <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 Ideal2. Compare Ideal to Trial3. Decide on Tolerance (TTPPEE)4. Formulate a plan for improvement• Competency deficiency (effect) vs. skill deficiency (cause)...outcome vs. movements.	<u>Provides positive and relevant feedback:</u> <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		
<u>Effectively presents technical concepts:</u> <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: - Introduce session and teaching skill(s) to be developed. - Set-up Part 2 / teaching scenario (identify demo lesson criteria of student, terrain, lesson goal and teaching skill being highlighted).	2. DEMO LESSON: - Show a “perfect” example lesson highlighting the teaching skill(s) being developed. - <u>Example:</u> <i>Teaching QuickRide Step 1 (Basics), with a focus on Communication & Lesson Structure</i>	3. SUMMARY / CONCLUSION: - Review the key points introduced in the session intro, and demonstrated through the demo lesson. - Use questions to solidify learning and apply info to other teaching situations. - Highlight key skills that instructors can use in future lessons.
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LEADING ENGAGING & EFFICIENT INSTRUCTOR TRAINING SESSIONS:

- **A clear session goal introduced from the start of the session sets the foundation for meaningful development and leads to a focused conclusion**, offering practical, actionable tips instructors can apply in their own teaching.
- **Instructor training involves unpacking the “why” and “how” behind the small but impactful choices** great instructors make—like why a specific piece of terrain was chosen for a demonstration.
- **The trainer must ensure the sessions, including lessons are effective, engaging, and high quality.**
- These Teaching Skills **communication, lesson structure, analysis, and improvement, can be explored individually** in an instructor training session, depending on the trainer’s chosen focus.
- **The trainer uses the Teaching Skill as a “lens” to highlight, strengthen, and refine a specific aspect** of instructional development.
- **Candidates don’t need to list all bullet points for each Teaching Skills**; they may highlight key areas aligned with their approach and goals, explaining their purpose and practical benefits. *For example, in Communication, using clear, concise explanations helps keep students engaged and avoids confusion—especially in outdoor settings where only a few words may stick.*
- **The goal of the introduction is to spark curiosity and draw attention to the Teaching Skill** that will be explored and clarified by the end of the session. It should highlight key elements to watch for—without revealing all the details.
- **A strong demo lesson may focus on one Teaching Skill, but all Teaching Skills must always be present.** Every demo should reflect a complete, real-world lesson where communication, structure, analysis, and improvement work together.
- **Session leaders should take time to assess whether their sessions are truly developing the teaching skills** of participating instructors and whether they are modeling the highest standard of teaching practice.
- **What truly matters is the quality of the content**—not the clock. A strong session connects the introduction, the learning experience, and the conclusion in a meaningful way. While the suggested length is between 15-20 minutes, effectiveness comes from clear objectives and impactful delivery, not hitting a time target.
- **The session leader’s teaching experience should be clearly reflected throughout.** Demonstrating confidence and drawing on real-life lesson scenarios will be essential to delivering impactful and authentic instructor training.

INSTRUCTOR TRAINING WORKSHOP:

Developing New Snowboard Instructors' Riding Skills

GOALS FOR THE SESSION:

- Discuss the *Core Competencies* and methods for developing them and their practical application with new Level 1 instructors.
- Introduce candidates to basic instructor training strategies for riding development sessions.
- Understand how to build riding sessions that support new Level 1 instructors in refining their technical skills through setting clear and specific goals.
- Recognize the difference between training instructor candidates and teaching regular snow school students or clients.

FOR LEVEL 1 INSTRUCTORS

COMPETENCY / OUTCOME "WHAT"	GOAL "WHY"	MOVEMENT "HOW"	TACTIC / DRILL / EXERCISE
Centred & Mobile Position	POSITION & BALANCE		
	Enhance balance & adaptability.	Challenging balance skills through unfamiliar movement.	<i>Switch Riding</i>
Turning With The Lower Body	PIVOT		
	Develop centre pivot point.	Equal displacement of nose & tail.	<i>X-Turns</i> Static exercise.
	EDGING		
	Develop use of lower joints in edging.	Flexion of hips, knees, ankles.	<i>Static Edging Exercise</i>
Balance Along The Working Edge	EDGING		
	Develop an early edge engagement.	Hops at edge change.	<i>Hop Carves</i>
	PRESSURE		
	Consistent board contact with snow.	Loose, mobile lower body.	<i>Absorb varied terrain</i>
	Development of foot separation and board loading.	Weight shift + push board forward (back) + pop. Absorb landing.	<i>Ollies & Nollies</i>
Timing & Coordination	Develop adaptability.	Eyes look ahead, anticipate.	<i>Follow The Leader</i>
	Develop adaptability in movement sequences.	Experiment with nose/tail shift, plus rotation and varied edges.	<i>Flatland Tricks</i>

DAILY NOTES AND FEEDBACK

DAY 1:

POSITIVE ELEMENTS:

ELEMENTS TO IMPROVE:

DAY 2:

POSITIVE ELEMENTS:

ELEMENTS TO IMPROVE:

NOTES:

[illegible]

NOTES:

This image shows a full page of blank, lined paper. It features approximately 20 evenly spaced horizontal grey lines across its entire width, providing a guide for handwriting or typing. The paper itself is a clean, off-white color. There are no margins, text, or other markings present on the page.

WHAT'S NEXT?

We would like to thank you sincerely for taking the time to attend the Level 3 Instructor Training Module!

Once you have completed the Level 3 Instructor Training Module...

You can either attend the other Level 3 modules - Teaching and Riding and their respective exams - and/or the Park 1 instructor course - or maybe you are becoming a new Level 3!

There is no time limit to attend the other modules and to complete the remaining components of the Level 3 certification.

If you have to retest the Instructor Training component...

Candidates eligible for a retest may register to complete it during a regular Instructor Training Module. The retest is conducted as part of the two-day course and follows an ongoing evaluation format.

After allowing adequate time for practice and development, please refer to the Level 3 Instructor Training Module Schedule to arrange your retest. Evaluators will assume sufficient practice and development have been completed prior to the retest.

Please note that the Canadian Association of Snowboard Instructors does not, and will not consider changing or adjusting the results of a CASI course evaluation. CASI depends on a trusted and well trained team of course evaluators who are uniquely qualified, trained, and positioned to measure candidates performance against our clear course standards. Further, CASI does not accept candidate supplied videos as a valid form of supporting documentation, given the inadequacy of video snapshots to accurately determine a consistent overall picture of performance. CASI values and carefully considers all feedback. As such, should you wish to contact us with course feedback not related to a review of a result, please send your details to feedback@casi-acms.com and your concerns will be addressed. Please ensure that you have carefully checked and understood your candidate evaluation prior to doing so.

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

Congratulations! On behalf of 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—keep progressing! Whether you're aiming for your Level 4 Certification, or looking to specialize as a Carving or Park 2 Instructor, there's always a next step. Interested in shaping future instructors? Consider becoming a CASI Evaluator and apply to become a Rookie Evaluator. Ongoing teaching experience and continued training are the keys to preparing for your next challenge!

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

All the best!



Geneviève Pilotto
Director of Education & Programs

www.casi-acms.com

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