

EVALUATION

Course candidates will be assessed and updated daily on their performance and progress during on-snow and indoor workshops. Results will be given to each candidate at the end of the course. Candidates must pass both the teaching and technical (riding) components of the course to be certified as a Level 1 Instructor.

MARKING SYSTEM

- Candidates must achieve “Meets Standard” marks in both a) Teaching and b) Technical (Riding) components in order to pass the Level 1 Instructor course.
- The online workshop and associated quizzes are a mandatory part of the certification, and should be complete prior to attending the course. Candidates who have not completed the online workshop by the end of the course will not be eligible to receive the certification.

Retest Evaluations

In a situation where the candidate does not complete either of the riding or teaching components, he/she will have to take the full course over again.

If a candidate is unsuccessful in either the riding component or the teaching component, they will have two calendar years to take a retest for the component that is incomplete. If it is riding, the candidate will attend Day 1 of a regularly scheduled Level 1 course, and if it is teaching, it will be Day 2. Candidates will be trained and evaluated during those days only.

If the candidate does not complete the certification within the time limit stated above, they will have to take the full course over again but will only be required to retest the portion remaining.

ASSESSMENT CRITERIA

TEACHING COMPONENT ASSESSMENT	
<p><i>Teaching Evaluation Criteria:</i></p> <p>Teaches beginner snowboard lessons effectively.</p>	<p><u>Specific Teaching Outcomes</u></p> <p>Guest Service & Safety:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Consistently chooses safe & suitable terrain. <input type="checkbox"/> Always works to create a positive & student-centred environment. <input type="checkbox"/> Teaching is safety-focused at all times. <p>Communication & Lesson Structure:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Communicates clearly, in a coherent and positive manner. <input type="checkbox"/> Demonstrates effective lesson organizational skills and uses a clear lesson structure. <p>Demonstrations:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Effective use of demonstrations. <input type="checkbox"/> Confidence inspiring and technically correct execution of demonstrations. <p>Analysis & Improvement:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Recognizes primary causes of student difficulty. <input type="checkbox"/> Provides positive & relevant feedback to students to achieve basic riding competencies.

	<p>Technical Content:</p> <p><input type="checkbox"/> Presents basic snowboard lessons in accordance with CASI techniques and methodologies, up to the novice level.</p> <p>Professionalism:</p> <p><input type="checkbox"/> Displays professional instructor traits.</p>
TECHNICAL (RIDING) ASSESSMENT	
<p><i>Riding Evaluation Criteria:</i></p> <p>Demonstrates consolidated intermediate-level riding skills in intermediate groomed terrain.</p>	<p><u>Specific Technical Outcomes</u></p> <p><input type="checkbox"/> Displays a centred & mobile position in beginner, novice and intermediate terrain:</p> <ul style="list-style-type: none"> o Weight centred over feet equally o Maintains rotational alignment o Uniform flexion in joints <p><input type="checkbox"/> Uses the lower body to turn the snowboard in beginner, novice and intermediate terrain:</p> <ul style="list-style-type: none"> o Uses hips and knees to turn the snowboard o Uses rotational movements (instead of counter-rotation) o Turns show round shape and symmetry <p><input type="checkbox"/> Shows ability to balance along the working edge in beginner, novice and intermediate terrain:</p> <ul style="list-style-type: none"> o Combines inclination with angulation o Demonstrates edge grip <p><input type="checkbox"/> Mandatory Riding Maneuvers:</p> <p>Candidates must display consolidation of riding outcomes in each of the following maneuvers:</p> <ol style="list-style-type: none"> 1) Intermediate Sliding Turns: Medium-radius sliding turns on applicable groomed blue (intermediate) terrain, demonstrating speed control, round turn shape, and control of both pressure and edge application. 2) Beginner Turns (forward and switch directions): Demonstration of beginner-level turns at low speeds on groomed, green (beginner) terrain. Turns should be initiated with the lower joints and show minimal edge performance and speed. Demonstration of Core Competency outcomes is required in both forward and switch directions. 3) Carved Traverse: Performed on a very shallow slope, candidates must demonstrate a carved traverse on both toe and heel side edges, showing a narrow pencil-line track (no pivot or skidding).

MARKING SYSTEM

TEACHING SKILLS	Meets Standard (Pass)	Below Standard (Incomplete)
Guest Service & Safety	<ul style="list-style-type: none"> → Terrain is generally safe and suitable to this level of student or lesson topic. → Lesson is generally presented in a positive and student-centred manner. → The learning environment is safe and secure. 	<ul style="list-style-type: none"> → 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. → Safety is not a priority during the lesson, or students are not kept in a safe environment.
Communication & Lesson Structure	<ul style="list-style-type: none"> → Effectively communicates (explanations are generally clear), and use a What, Why, How format. → The lesson follows a clear building-block structure. 	<ul style="list-style-type: none"> → Does not effectively communicate (explanations are not clearly understood). → The lesson is not presented in an effective building block or progression-based format.
Demonstrations	<ul style="list-style-type: none"> → Effective use of technical demonstrations. → Confidence inspiring and technically correct execution of demonstrations. 	<ul style="list-style-type: none"> → Technical demonstrations are not used effectively. → Demonstrations are not confidence inspiring and the execution is technically incorrect.
Analysis & Improvement	<ul style="list-style-type: none"> → Feedback consistently identifies the areas to be improved in relation to the lesson goal, communicated in a clear manner. → Feedback is generally delivered in a positive manner and includes reference to why the chosen improvement is important to the lesson goal or theme. 	<ul style="list-style-type: none"> → Feedback does not identify relevant areas for improvement, and lacks an individual focus. → Feedback is not positive and/or relevant to student trial.
Technical Content	<ul style="list-style-type: none"> → Technical concepts are presented correctly and in a complete manner in relation to CASI methodology. 	<ul style="list-style-type: none"> → Technical concepts are presented incorrectly or in an incomplete manner in relation to CASI methodology.
RIDING SKILLS	Meets Standard (Pass)	Below Standard (Incomplete)
Centred & Mobile Position	<ul style="list-style-type: none"> → Consistently demonstrates the ability to centre weight equally over both feet in most situations, in appropriate terrain. → Maintains rotational alignment (shoulders, hips, knees, feet) consistently in appropriate terrain. → Consistently demonstrates uniform flexion across joints (hips, knees, ankles) while turning. 	<ul style="list-style-type: none"> → Does not demonstrate ability to centre weight equally over both feet. → Is unable to maintain rotational alignment (shoulders, hips, knees, feet). → Is not able to demonstrate uniform flexion across joints (hips, knees, ankles), or clearly shows excessive flexion in one part of the body.
Turning With The Lower Body	<ul style="list-style-type: none"> → Uses the hips and knees to initiate direction change in the snowboard consistently. → Consistently demonstrates use of rotation movements to turn the snowboard (movement progresses from hips to knees and feet). → Uses the lower body to create turns that 	<ul style="list-style-type: none"> → Does not use the hips and knees to turn the snowboard (uses arm, shoulders, and upper-body or a combination of). → Uses counter-rotation movements to initiate or execute turns. → Turns do not show a round shape, or are not symmetrical.

	are round and symmetrical most of the time.	
Balance Along The Working Edge	<ul style="list-style-type: none"> → Uses a combination of inclination (leaning) and angulation (bending) to achieve reliable edge grip most of the time. → Edge grip is apparent in suitable terrain and conditions consistently. 	<ul style="list-style-type: none"> → Uses excessive or limited inclination (leaning) or angulation (bending). Movements are not balanced. → Does not demonstrate reliable edge grip, in relation to Level 1 terrain, on groomed slopes.
Mandatory Maneuver: Intermediate Sliding Turns	<ul style="list-style-type: none"> → Shows consolidation in the execution of medium-sized sliding turns, in applicable terrain. → Core Competency outcomes are evident most of the time, movements are generally fluid and consistent. Minor occasional technical faults may be apparent. 	<ul style="list-style-type: none"> → Still acquiring the movements required for the execution of medium-sized sliding turns, in applicable terrain. → Core Competency outcomes are not evident most of the time, and movements are generally not fluid or consistent. Major technical faults are apparent.
Mandatory Maneuver: Beginner Turns (Forward & Switch)	<ul style="list-style-type: none"> → Shows consolidation in the execution of beginner sliding turns, in applicable terrain, in both directions (forward & switch). → Core Competency outcomes are evident most of the time, movements are generally fluid and consistent. Minor occasional technical faults may be apparent in either forward or switch direction. 	<ul style="list-style-type: none"> → Still acquiring the movements required for the execution of beginner sliding turns, in applicable terrain, in both directions. → Core Competency outcomes are not evident most of the time, and movements are generally not fluid or consistent. Major technical faults are apparent in one or both directions (forward or switch).
Mandatory Maneuver: Carved Traverses	<ul style="list-style-type: none"> → Shows consolidation in the execution of carved traverses, in applicable terrain, on both edges. → Core Competency outcomes are evident most of the time, movements are generally fluid and consistent. Minor occasional technical faults may be apparent due to changes in slope or snow conditions. 	<ul style="list-style-type: none"> → Still acquiring the movements required for the execution of carved traverses, in applicable terrain, on both edges. → Core Competency outcomes are not evident most of the time, and movements are generally not fluid or consistent. Major technical faults are apparent on one or both edges.

STUDY GUIDE:

1: CASI OVERVIEW

References: CASI Reference Guide (pp. 7, 8)

1. In your own words, explain CASI's role in Canada:
 2. When was CASI formed?
 3. Who governs CASI?
 4. Why does CASI have a code of ethics for its members?
 5. Are you allowed to teach students at a resort if you are not a member of or employed by their snow school?
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2: INTRODUCTORY TEACHING THEORY

Reference: CASI Reference Guide (pp. 15 - 29) & "Introductory Teaching Theory" Video

1. List five skills and attitudes that will make you a more effective teacher:
2. List the five Principles of Learning:
3. Name the style of learning that is characterized by the following statements:

- | | |
|--|-------|
| (a) Learns from mistakes | _____ |
| (b) Over analyses things | _____ |
| (c) Avoids making mistakes | _____ |
| (d) Resists immediate action | _____ |
| (e) Only as good as the instructor | _____ |
| (f) Attempts to do things without help | _____ |

4. Complete the following items in the Training Cycle:

Explanation: _____%

Demonstration: _____%

Key Points:

Key Points:

Student Trial: _____%

Feedback: _____%

Key Points:

Key Points:

5. What is a progression? And why is it an effective way to teach a beginner to snowboard?

3: GUEST SERVICE, SAFETY & DUTY OF CARE

Reference: CASI Reference Guide (pp. 9-14, 36-39)

1. What are some ways to ensure mutual respect between you and your clients?
 2. What are the two most important parts of your lesson?
 3. What are some ways that you can start to build more return clients?
 4. Describe Duty of Care:
 5. How do you ensure you are providing an appropriate level of care to your students?
 6. What should you do in the event of an accident in your lesson?
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4: TEACHING BEGINNER SNOWBOARDERS REVIEW

Reference: CASI Reference Guide (pp. 63-90) / Online Reference: www.quickride.ca

1. In your own words, explain the goal for each step of the “QuickRide System”:
 - Basics:
 - Sliding:
 - Control:
 - Turning:
 - Flow:
2. What is the S.A.F.E. model, and how is it useful in a beginner lesson?
3. How do you know when it’s time to continue to the next step in the progression?
4. What are your primary goals for a beginner snowboard lesson?

5. Please review the following chart:

	GROUP LESSONS	TEACHING CHILDREN	PRIVATE LESSONS
GUEST SERVICE & SAFETY	<ul style="list-style-type: none"> Keep the whole group active. Be very clear with meeting spots. Choose terrain that keeps the group together. MILEAGE & SAFETY 	<ul style="list-style-type: none"> Give clear direction. Identify emergency meeting spots. Maintain visual contact at all times (close proximity). Be very aware of other traffic. Ensure low intimidation factor. MILEAGE & SAFETY 	<ul style="list-style-type: none"> More freedom possible/quicker pace. Individualized goals. Lots of guided mileage. Give a superior product. More control = more choices. MILEAGE & SAFETY
COMMUNICATION & LESSON STRUCTURE	<ul style="list-style-type: none"> Try to accommodate ALL learning styles and abilities. Ensure the entire group can hear/see you. 	<ul style="list-style-type: none"> Very few / simple explanations. Lots of repetition/review. Use "feelings" and analogies. 	<ul style="list-style-type: none"> Try to identify specific learning styles. Verbal communication can be more personalized.
DEMOS	<ul style="list-style-type: none"> Multiple demos to accommodate all group members' abilities. Arrange groups so all can see. 	<ul style="list-style-type: none"> Demos are very important for this group. Exaggerate movements. 	<ul style="list-style-type: none"> Be creative - many options. Situate students on run to allow for multiple viewing angles (above, side, below).
ANALYSIS & IMPROVEMENT	<ul style="list-style-type: none"> Don't need to get everyone every time! Feedback both individual and group specific. 	<ul style="list-style-type: none"> LOTS of positive reinforcement. Will likely need more hands-on correction. Fun: Like learning a new game. 	<ul style="list-style-type: none"> Cater to student needs and personality type. Should be very specific to trial, and personalized.

Consider how your approach to teaching might differ for each of the following types of students? Consider elements such as communication, pace of lesson, assistance, class management and safety.

a) A private lesson with a fit/athletic adult:

b) Group lesson with five 7-year old children:

c) Group lesson with three teenage skiers:

5: TEACHING CHILDREN

Reference: CASI Reference Guide (pp.123-134)

- 1. What is the most effective way to introduce yourself to a child, or a group of children?**
- 2. How can we ensure that we engage kids in learning to snowboard?**
- 3. Give an example or two of a game or challenge that would be fun for kids:**

Basics:

Sliding:

Control:

Turning:

Flow:

- 4. What are some safety considerations when taking children on lifts?**
- 5. What are some things you can do to make your lesson safe at all times?**
- 6. What are some considerations to remember when speaking with the child's parents?**

TECHNICAL PRESENTATION:

CORE COMPETENCIES & RIDING SKILLS**GOAL**

By the end of the session, you will be introduced to the three *Core Competencies* as well as some of the five Riding Skills, and explore how these affect your riding and that of your students.

OUTCOMES

By the completion of this session, you will have been exposed to the following points:

- Personal riding skill development, through individual feedback in relation to the Level 1 riding standard.
- General understanding of the Core Competencies and the Skills Concept (the five Riding Skills).
- A general understanding of how some of the five Riding Skills and related movements affect the three Core Competencies.

** Please refer to the CASI Reference Guide (chapter 4 – Skills Concept) for an overview the Skills Concept and Core Competencies.*

COMPETENCY / OUTCOME ("WHAT")	GOAL ("WHY")	SKILL / MOVEMENT ("HOW")	TACTIC / DRILL / EXERCISE
Centred & Mobile Position	POSITION & BALANCE		
	Find the ideal position.	Even flexion of joints.	<i>Riding Fore, Aft & Centred</i>
	Development of equal weight distribution.	Even flexion of joints. Mobility in lower joints.	<i>Hopping (through traverse).</i>
	Enhance balance.	Experiment with unfamiliar movements.	<i>Switch Riding (green terrain).</i>
Turning With The Lower Body	PIVOT		
	Maintain rotational alignment (to allow lower joints to turn).	Start with COM; shoulders maintain alignment.	<i>"Switching Hands" Exercise</i>
	Develop pivot movements.	Hips, knees and ankles initiate.	<i>Garland Exercise</i>
	Develop lower body turning skills.	Rotational movements in knees and feet.	<i>Pickle Jar (lower body rotation)</i>
Balance Along The Working Edge	EDGING & PRESSURE		
	Develop use of lower joints in edging.	Flexion of hips, knees, ankles.	<i>Static Edging Exercise</i>
	Enhance balance on edge.	Use of ankles to create an edge platform.	<i>"Stop-n-Hops"</i>
	Use of sidecut for turn shape vs. pivot. Introduce inclination.	"Tip" into turn, and allow sidecut to create direction change.	<i>Carved Traverses</i>

TECHNICAL PRESENTATION:

TEACHING BEGINNER SNOWBOARDERSReference: CASI Reference Guide (pp. 63-89) / Online Reference: www.quickride.ca**THE S.A.F.E. CONCEPT**

When presenting new manoeuvres or movements, the S.A.F.E. approach will provide a progression for effective presentation. The S.A.F.E. acronym stands for:

Static	Active	Free	Experimentation
When introducing a new movement, have students visualize / feel the sequence of movements on flat ground.	Students learn by doing – give a tactic or manoeuvre to try. During the initial trials, pay close attention to the terrain and situation to help ensure success.	Focused mileage and practice. During this stage, mileage is the key. Allow students to practice, and allow them to make mistakes – just ensure that positive feedback / correction is given when mistakes are made.	Change the situation to encourage adaptation – vary the terrain or movements.

THE QUICKRIDE SYSTEM:

GOALS	PROGRESSION	SUGGESTED TACTICS
I. BASICS <i>To learn to use the equipment, and gain comfort moving around on the snowboard with one foot attached.</i>	Equipment Mobility	Introductions Equipment: Parts Of The Board Attaching The Front Foot Equipment Familiarity & Mobility “The Neutral Position” Skating Climbing & Descending
II. SLIDING <i>To become comfortable standing on the snowboard while it is sliding.</i>	Straight Running	“Push-Push-Glide” Straight Running Experiment With Varied Body Positions Toe/Heel Drag J-Turns
III. CONTROL <i>To learn to control both speed and direction with both feet attached to the snowboard</i>	Sideslipping Pendulum	Intro To Edging (Gas Pedal Exercise) One-Foot Attached Sideslipping & Drift Left / Right One-Foot Attached Traverse Attaching The Board On A Slope Sideslipping (two feet attached) Pendulum (two feet attached) Power Pendulum
IV. TURNING <i>To learn to turn (changing edges in the fall line).</i>	Beginner Turns	Static Rotation Exercise (board off) Garland Exercise / “Chicken Turns” J-Turns (revisit from Sliding) Walking Through Turns Beginner Turns
V. FLOW <i>To learn to explore the mountain safely.</i>	Novice Turns	Add Traverse Between Turns Traverse with Flexion/Extension Novice Turns (flex after fall line) Speed Control: 4 S’s (Speed = Shape, Size, Slope) Sliding 360’s