



CANADIAN ASSOCIATION OF SNOWBOARD INSTRUCTORS

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COURSE GUIDE

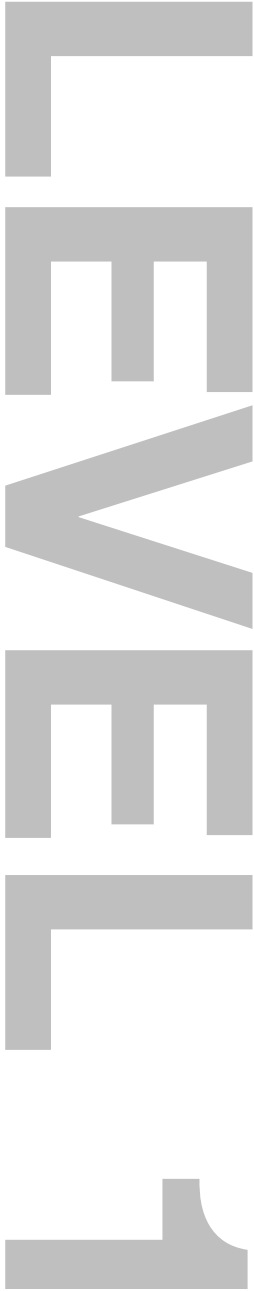


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INTRODUCTION

Welcome to the CASI Level 1 Course!

The CASI Level 1 Snowboard Instructor certification course is open to strong intermediate snowboarders, aged 15 years and older. Candidates on the Level 1 Course will spend time exploring snowboarding technique and teaching methods across a variety of venues, both on-snow (up to and including intermediate terrain) and during indoor presentations.

The CASI Level 1 course is an introductory course, designed to give successful candidates the skills necessary to begin their role as a new instructor in the industry. Beginner teaching methods, understanding of basic snowboard technique, as well as lesson planning, safety and effective communication skills will be addressed.

Candidates will receive coaching on their snowboarding, as well as feedback on their teaching skills, with the goal of reaching the Level 1 standard in both of these areas. They will also receive suggestions and strategies for long-term development. The successful candidate is certified to teach beginner snowboarders up to the novice level.

The Level 1 certification is a pre-requisite for the CASI Level 2 Instructor certification, as well as the Park Instructor 1 course.

Who Should Take This Course?

You should take this course if you love to snowboard, and have a desire to introduce new students to snowboarding. You should be confident and comfortable both communicating and demonstrating in front of a group.

Am I Ready?

The Level 1 Instructor standards require you to pass both riding and teaching 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:

- Book a lesson with a current CASI Level 1 Evaluator to get feedback on your riding ability in relation to the technical standard.
- Spend time working as an assistant/apprentice instructor, in order to see beginner lessons in action.
- Complete the Level 1 course preparation workshops, available in this guide, and online at: **www.casi-acms.com**

Course Duration: 3 days (minimum of 18 hours, including evaluations).

"The aim of CASI is to train and certify snowboard instructors and to ensure that a national standard of safe and efficient snowboard instruction is maintained to serve the Canadian snowboarding public and the snowboarding industry."

LEVEL 1 INSTRUCTOR - AGENDA

DAY ONE:

8:30 - 9:00 a.m.	Registration
9:00 – 9:30 a.m.	Introductions
9:30 - 12:00 p.m.	Warm-up Riding Skills Improvement Session
12:00 - 1:00 p.m.	Lunch
1:00 - 3:30 p.m.	“QuickRide System” Presentation
3:30 - 5:00 p.m.	Daily Review & Evaluation

DAY TWO:

8:30 - 9:30 a.m.	Review: “Introductory Teaching Theory” workshop Review: “Guest Service, Safety & Duty of Care”
9:30 - 11:30 a.m.	“QuickRide System” Presentation (continued) Teaching Beyond Novice: Tactics & Exercises Review
11:30 - 12:30 p.m.	Lunch
12:30 - 3:30 p.m.	Practice Teaching Session #1
3:30 - 5:00 p.m.	Workshop: “Teaching Beginner Snowboarders” Daily Review & Evaluation

DAY THREE:

8:30 - 9:30 a.m.	Workshop: “Teaching Children” Workshop: “Developing Novice Skills”
9:30 - 11:30 a.m.	Practice Teaching Session #2
11:30 - 12:30 p.m.	Lunch
12:30 - 2:30 p.m.	Practice Teaching Session #3 (Teaching Children)
3:30 p.m.	Course Evaluations Presentation of Results

SUPPLEMENTARY WORKSHOPS / PRESENTATIONS:

- CASI Overview*
- Level 1 Standards Video*
- Introductory Teaching Theory*
- Guest Service, Safety & Duty of Care*
- Teaching Beginner Snowboarders
- Developing Novice Skills
- Teaching Children

**To be completed prior to the course, as part of the course e-prep workshops.*

**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 1 course.*

LEVEL 1 INSTRUCTOR (EXTENDED COURSE) - AGENDA

SESSION ONE:

4:30 - 5:00 p.m.	Registration
5:00 – 5:30 p.m.	Introductions
5:30 - 9:00 p.m.	Warm-up Riding Skills Improvement Session
9:00 – 10:00 p.m.	Daily Review & Evaluation

SESSION TWO:

5:00 – 6:00 p.m.	Review: “Introductory Teaching Theory” workshop
5:30 - 9:00 p.m.	“QuickRide System” Presentation (Basics, Sliding, Control)
9:00 – 10:00 p.m.	Daily Review & Evaluation

SESSION THREE:

5:00 – 6:30 p.m.	Review: “Guest Service, Safety & Duty of Care” Workshop: “Teaching Beginner Snowboarders” & Video Workshop: “Developing Novice Skills”
6:30 - 9:00 p.m.	“QuickRide System” Presentation (Turning, Linking) Teaching Beyond Novice: Tactics & Exercises Review Practice Teaching Session #1
9:00 – 10:00 p.m.	Daily Review & Evaluation

SESSION FOUR:

5:00 – 5:30 p.m.	Workshop: “Teaching Children”
5:30 – 8:30 p.m.	Practice Teaching Session #2 & #3 (Teaching Children)
8:30 – 9:30 p.m.	Course Evaluations Individual Presentation of Results

SUPPLEMENTARY WORKSHOPS / PRESENTATIONS:

- CASI Overview*
- Level 1 Standards Video*
- Introductory Teaching Theory*
- Guest Service, Safety & Duty of Care*
- Teaching Beginner Snowboarders
- Developing Novice Skills
- Teaching Children

**To be completed prior to the course, as part of the course e-prep workshops.*

**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 1 course.*

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

- Below Standard / Meets Standard / Above Standard
- Candidates must achieve “Meets Standard” or “Above Standard” marks in both Teaching and Technical (Riding) components in order to pass the Level 1 Instructor course.

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 the candidate is unsuccessful in either riding *or* teaching components, they will have two calendar years to take a retest for the portion failed. 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 3. Candidates will be trained and evaluated during those days only.

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

ASSESSMENT CRITERIA

TEACHING ASSESSMENT	
<p>Teaches the CASI “Quickride System” in accordance with CASI technique and methodology.</p>	<ul style="list-style-type: none"> - Chooses terrain that is both suitable and safe for beginner and novice students. - Communicates effectively (provides clear explanations) in a coherent and positive manner. - Clearly demonstrates all relevant beginner and novice manoeuvres. - Recognizes causes of difficulty in student trial. - Provides positive, relevant feedback to students to achieve basic riding competencies. - Demonstrates effective lesson organizational skills (lesson structure). - Creates a positive, safe, and student-centred learning environment.
TECHNICAL (RIDING) ASSESSMENT	
<p>Demonstrates competent intermediate level riding skills.</p>	<ul style="list-style-type: none"> - Displays the three Basic Riding Competencies, in beginner and intermediate terrain: <ul style="list-style-type: none"> o Centred and mobile position o Turning with the lower body o Balance over the working edge - Rides consistently on intermediate terrain at moderate speeds. - Shows some ability to adjust their technique to a variety of turn types and different snow conditions. - Controls speed. - Adjusts skills to provide technically sound demonstrations, which are easy to copy.

MARKING SYSTEM

Course Components	Marking Scale		
	Above Standard (Pass)	Meets Standard (Pass)	Below Standard (Incomplete)
Technical (Riding) Skills	Always displays refined skill competencies and movements, evident across a variety of situations, terrain, and speeds.	Displays consolidation of skill competencies and movements, on terrain applicable to Level 1 (groomed, intermediate slopes). Improvements can be made in refinement of skills and addition of variation to riding skills.	Still acquiring necessary riding and skill competencies for this level, on applicable terrain. Skill competencies and movements need to be consolidated and displayed more consistently.
Teaching Skills	Always displays refined understanding of all teaching competencies. Incorporates variety and adaptability into lessons for this student (beginner & novice).	Demonstrates consistent use of teaching competencies. Presents lessons suitable for this level of student (beginner & novice). Some improvements may be made in one or two of the teaching competencies.	Still working to adopt various teaching competencies more consistently. Improvements need to be made in many or all of the teaching competencies indicated.

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 www.casi-acms.com.

- **Level 1 Standards Video**
- **CASI Overview**
- **Introductory Teaching Theory**
- **Guest Service, Safety & Duty of Care**

WORKSHOP:

CASI OVERVIEW

References: CASI Reference Guide (pp. 1-2)

1. In your own words, explain CASI's role in Canada:

2. When was CASI formed?

3. Who governs CASI?

4. How many instructor certification courses does CASI offer?

5. Why does CASI have a code of ethics for its members?

WORKSHOP:

INTRODUCTORY TEACHING THEORY

References: CASI Reference Guide (pp. 7-17) & "Introductory Teaching Theory" Video

1. List five skills and attitudes that will make you a more effective teacher.

2. 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 _____

3. List the five Principles of Learning:

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____

4. Complete the following items in the Training Cycle:

Explanation: _____%

Key Points:

Demonstration: _____%

Key Points:

Student Trial: _____%

Key Points:

Feedback: _____%

Key Points:

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

WORKSHOP:

GUEST SERVICE, SAFETY & DUTY OF CARE

Reference: CASI Reference Guide (pp. 3-6, 18-20)

1. What type of attitude is important when teaching snowboarding?

2. What are some ways to ensure mutual respect between you and your clients?

3. What are the two most important parts of your lesson?

4. What are some ways that you can start to build more return clients?

5. Describe Duty of Care:

6. How do you ensure you are providing an appropriate level of care to your students?

7. What should you do in the event of an accident in your lesson?

WORKSHOP:

TEACHING BEGINNER SNOWBOARDERS REVIEW

Reference: CASI Reference Guide (pp. 43-62)

1. In your own words, explain the goal for each step of the “QuickRide System”:

I. Basics:

II. Sliding:

III. Control:

IV. Turning:

V. Linking:

2. How do you know when it’s time to continue to the next step in the progression?

3. What are your goals for a beginner snowboard lesson?

4. What is the S.A.F.E. model, and how is it useful in a beginner lesson?

5. Please review the following chart:

	GROUP LESSONS	TEACHING CHILDREN	PRIVATE LESSONS
CHOICE OF TERRAIN	Choose terrain that keeps group together.	Be very aware of other traffic. Ensure low intimidation factor.	More control = more choices.
PRESENTATION	Try to accommodate ALL learning styles and abilities. Ensure entire group can hear/see you.	Very few / simple explanations. Lots of repetition/review. Use “feelings” and analogies.	Try to identify specific learning style. Verbal communication can be more personalized.
DEMOS	Multiple demos to accommodate all group members abilities. Arrange group so all can see.	Demos are SO important for this group. Exaggerate movements.	Be creative - many options. Situating student on run to allow for multiple viewing angles (above, side, below).
A & I	Don't need to get everyone every time! Feedback both individual and group specific.	LOTS of positive reinforcement Will likely need more hands on correction. Fun: Like learning a new game	Cater to student needs and personality type. Should be very specific to trial, and personalized.
CLASS MANAGEMENT	Keep whole group active. Be very clear with meeting spots. MILEAGE & SAFETY	Give clear direction. Identify emergency meeting spot. Maintain visual contact at all times (close proximity). MILEAGE & SAFETY	More freedom possible/quicker pace. Individualized goals. Lots of guided mileage. Give a superior product. MILEAGE & SAFETY

How might your approach to teaching 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 adults of various sports backgrounds:

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

d) Group lesson with three teenage skiers:

WORKSHOP:

DEVELOPING NOVICE SKILLS

Reference: CASI Reference Guide (pp. 21-39)

1. List the five fundamental snowboarding skills:

- I. _____ II. _____
 III. _____ IV. _____
 V. _____

2. Identify the three Basic Riding Competencies:

- I. _____
 II. _____
 III. _____

3. Which skill forms the base, from which all other skills can build? And why?

4. How can we assist our students to become more stable and/or balanced in their riding?

5. If rotation occurs when the upper-body initiates the turn and the lower body follows, then simply, what is counter-rotation, and what is the benefit of using rotation for beginner and intermediate riders?

6. Identify and explain an exercise, drill or tactic that may be useful in correcting the following riding outcomes:

a) Student has difficulty maintaining the Balanced Body Position while riding:

b) Student frequently turns the snowboard using counter-rotation:

c) Student catches edges frequently while turning:

WORKSHOP:

TEACHING CHILDREN

Reference: CASI Reference Guide (pp.87-96)

1. What is the most effective way to introduce yourself to a child, or a group of children?

2. How can you make learning to snowboard fun for kids?

3. Give an example or two of a game or drill that would be fun for kids:

Basics:

Sliding:

Control:

Turning:

Linking:

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:

RIDING SKILLS & BASIC COMPETENCIES**GOAL**

By the end of the session, you will be introduced to the 3 Basic Riding Competencies as well as some of the Riding Skills, and explore how these affect your riding and that of your eventual 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 CASI Basic Competencies and the Skills Concept (the 5 riding skills).
- A general understanding of how some of the Riding Skills and related movements affect the three Basic Riding Competencies.

* Please refer to the CASI Reference Guide (Section 5 – page 27) for an overview the Skills Concept and Basic Riding Competencies.

COMPETENCY / OUTCOME ("WHAT")	GOAL ("WHY")	SKILL / MOVEMENT ("HOW")	TACTIC / DRILL / EXERCISE
Centred & Mobile Position	POSITION & BALANCE		
	Find 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		
	Develop pivot movement (full body).	Shoulders, hips, knees initiate.	<i>Fall-line pivot (garland)</i>
	Maintain alignment through pivot.	Start with COM; shoulders maintain alignment.	<i>Mini Motor Boat (on hips & knees)</i>
	Develop lower body turning skills.	Rotational movements in knees and feet.	<i>Pickle Jar (lower body rotation)</i>
Balance Over The Working Edge	EDGING & PRESSURE		
	Develop use of lower joints in edging.	Flexion of hips, knees, ankles.	<i>Static Edging Exercise ("no highbacks" analogy)</i>
	Enhance balance on edge.	Use of ankles to create 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>Sidecut Turns</i>

TECHNICAL PRESENTATION:

TEACHING BEGINNER SNOWBOARDERS

Reference: "Progression" Section - CASI Reference Guide (pp. 1-19)

**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 SUPPORT TACTICS
I. BASICS To become familiar with the use of equipment, and comfortable moving around on the snowboard with one foot attached. <i>*Centred & Mobile Position</i>	Equipment Mobility	Introductions Equipment: Parts Of The Board Attaching The Board On Flat Ground Equipment Familiarity & Mobility Skating Climbing & Descending
II. SLIDING To be comfortable standing on the snowboard while it is sliding. <i>*Centred & Mobile Position</i>	Straight Running	Balanced Body Position (B.B.P.) Straight Running (Experiment With Varied Body Positions) Toe/Heel Drag ("Hip-Noses Turns")
III. CONTROL To gain control of both speed and direction (across the fall line), with both feet attached to the snowboard. <i>*Balance Over the Working Edge</i>	Sideslipping Pendulum	Intro To Edging – Gas Pedal Exercise Progress To Sideslipping (with rear foot unattached) Attaching The Board On A Slope Sideslipping Pendulum (with blind spot awareness) Power Pendulum
IV. TURNING To have the ability to change edges in the fall line. <i>*Turning With the Lower Body</i>	Beginner Turns	Static Rotation Exercise (lead hip, knee, ankle) "Chicken Turns" (Garland) Exercise Walking Through Turns Beginner Turns (Toeside & Heelside)
V. LINKING To be able to comfortably link toe and heelside turns on beginner terrain and control speed while turning. <i>*Turning With the Lower Body</i>	Novice Turns	Add traverse between turns Traverse With Flexion/Extension Linked Novice Turns Speed Control: 4 S's (Speed = Shape, Size, Slope)



CANDIDATE EVALUATION FORM: LEVEL 1 INSTRUCTOR / FORMULAIRE D'ÉVALUATION DU CANDIDAT - STAGE DE MONITEURS DE NIVEAU 1

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

Location / Lieu : _____ Date : _____

Evaluators / Évaluateurs : _____ / _____

RESULTS / ÉVALUATION :

Teaching / Enseignement :

- Above Standard / Dépasse le standard
- Meets Standard / Respecte le standard
- Below Standard / Ne satisfait pas au standard

Riding / Surf :

- Above Standard/ Dépasse le standard
- Meets Standard / Respecte le standard
- Below Standard / Ne satisfait pas au standard

FINAL / FINALE : COMPLETE / COMPLET INCOMPLETE / INCOMPLET

Marking System / Système de notation : A Above Standard / Dépasse le standard B Meets Standard / Respecte le standard C Below Standard / Ne satisfait pas au standard

TEACHING SKILLS / HABILITÉS D'ENSEIGNEMENT :

GUEST SERVICE & SAFETY / SERVICES À LA CLIENTÈLE ET SÉCURITÉ :

Safe & suitable terrain / Terrain sécuritaire et adéquat

Positive, student-centred learning environment / Environnement d'apprentissage positif et efficace

Teaching is safe / L'enseignement est sécuritaire

A B C
 A B C
 A B C

COMMUNICATION & LESSON STRUCTURE / PRÉSENTATION & STRUCTURE DE LEÇON :

Communicates effectively (clear explanations) / Communication efficace (explications claires)

Effective lesson structure / Structure de leçon efficace

A B C
 A B C

DEMONSTRATIONS / DÉMONSTRATIONS :

Clearly demonstrates all relevant manoeuvres / Démonstration claire de toutes les manœuvres pertinentes

A B C

ANALYSIS & IMPROVEMENT / ANALYSE ET AMÉLIORATION :

Recognizes causes of student difficulty / Reconnaissance des causes de la difficulté éprouvée par les élèves

Provides positive and relevant feedback to students / Offre d'un feedback positif pertinent aux élèves

A B C
 A B C

TECHNICAL CONTENT / CONTENU TECHNIQUE :

Effectively presents technical concepts / Communique efficacement concepts techniques

A B C

COMMENTS / COMMENTAIRES :

OVERALL RESULT / RESULTATS GLOBAUX : A B C

RIDING SKILLS / HABILITÉS DE SURF :

1. CENTERED AND MOBILE POSITION / POSITION MOBILE CENTRÉE :

Weight centred over feet equally

Poids réparti également au-dessus des pieds

Maintains rotational alignment

Maintien de l'alignement rotatoire

Uniform flexion in joints

Flexion uniforme des articulations

2. TURNING WITH THE LOWER BODY / VIRAGES AVEC LE BAS DU CORPS :

Uses hips and knees to turn snowboard

Utilisation des hanches et des genoux pour faire tourner la planche

Uses rotation movements (instead of counter-rotation)

Utilisation des mouvements de rotation (plutôt que la contre-rotation)

Turns show round shape and symmetry

Virage affichant une forme arrondie et symétrique

3. BALANCE OVER THE WORKING EDGE / ÉQUILIBRE AU-DESSUS DE LA CARRE ACTIVE :

Balances inclination with angulation

Équilibre de l'inclinaison avec l'angulation

Demonstrates edge grip

Démonstration d'une prise de carre

A B C
 A B C
 A B C

COMMENTS / COMMENTAIRES :

OVERALL RESULT / RESULTATS GLOBAUX : A B C

DAILY NOTES AND FEEDBACK

DAY 1:

POSITIVE ELEMENTS:

POINTS FOR IMPROVEMENT (& PLAN):

DAY 2:

POSITIVE ELEMENTS:

POINTS FOR IMPROVEMENT (& PLAN):

DAY 3:

POSITIVE ELEMENTS:

POINTS FOR IMPROVEMENT (& PLAN):

WHAT'S NEXT?

We would like to thank you sincerely for taking the time to attend the Level 1 course.

If you have not completed either component of the Level 1 course...

Candidates who are unsuccessful in *both* the teaching and riding components of the Level 1 course will need to return to re-do the entire course. Please consult the course schedule online to find a date and location. Prior to returning for the full course, please take some time for practice and development. You may consider a session with a current CASI Level 1 Evaluator to receive additional tips and feedback. Check with your local resort's snow school for more information.

If you have completed one component of the Level 1 course...

Candidates who successfully complete *either* of the teaching or the riding components of the Level 1 course are eligible for the re-test option. You may return for one day only to re-test the portion of the course that is remaining. You will have two calendar years to take advantage of this option, after which time you will retain your completed component, but will be required to re-take the course before re-testing the remaining component.

Following some time for practice and development, please consult the Level 1 Course Schedule to schedule your re-test.

If you've successfully completed the Level 1 Instructor certification...

Congratulations! On behalf of the Canadian Association of Snowboard Instructors, we would like to congratulate you on your successful completion of the Level 1 course.

Now is the time to gain valuable experience – take the new skills you've obtained and use them in teaching. Get involved with your local resort's snow school as an instructor. Teaching lessons and taking part in training sessions will help you to further develop the skills you've obtained on this course, particularly if you are looking to further your certification as a Level 2 Instructor. Please note, CASI recommends 45 hours of teaching experience prior to attending the Level 2 Instructor course.

Also, please visit the CASI web site (www.casi-acms.com) to learn about all of the membership benefits that are available to you. As a new Level 1 member, your CASI membership dues are covered for the season in which you become certified. Following this season, you will receive a membership renewal reminder at the start of the following season.

All the best!



Jeff Chandler
National Technical Coordinator

