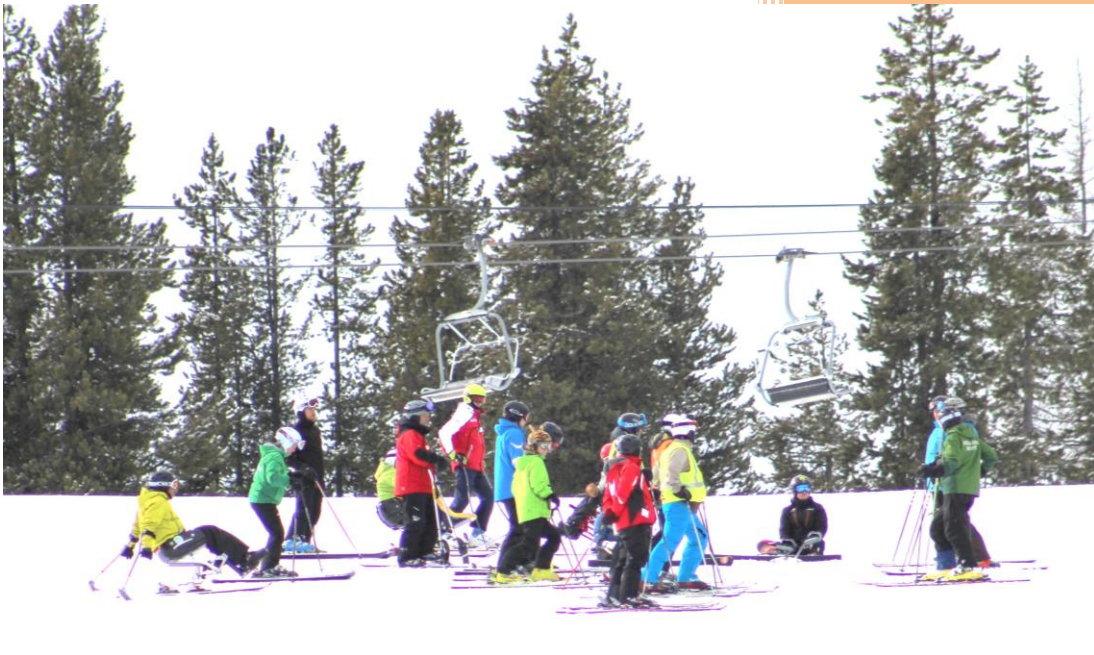


CADS Level 3 CC Course Conductor Booklet



CADS Technical Committee

19/06/2016

CADS Mission

CADS provides opportunities for people with disabilities to experience the joy of participating and competing in alpine adaptive snow sports. CADS does this by developing and promoting adaptive snow sports through partnerships, training, and instructor certification programs.

CADS Vision

CADS is recognized nationally and internationally for its leadership in alpine adaptive snow sports.

Purpose of the CADS Technical Committee

The purpose of the Technical Committee (TC) is to provide excellent technical expertise and oversight in the delivery of training programs and certification requirements for CADS Instructors thereby contributing to the growth and enjoyment of adaptive alpine sports.

Introduction

The certification standards contained in this document were developed by the Technical Committee of the Canadian Association for Disabled Skiing (CADS) and approved by the CADS Board of Directors. The certification standards represent the standard for Level 3 Course Conductor. The Course Conductor course is given every year at Pre-Course.

You as a Course Conductor Candidate MUST be aware of all pricing and the appropriate forms that need to be filled in either by the Program Director, the Division Representative and the Course/Module Candidate. The main reason why, is that you are a CADS Ambassador and one role of an ambassador is to facilitate the process of training including but not limited to all details of time, place, participants information, paper work for assessment and so on to complete the Certification Course/Module efficiently.

CADS Certification Course and Modules Fees:

Course Fees (Any level)	\$50
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Module Fees (Any Module)¹	\$20
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CADS Instructor Manual Fees:

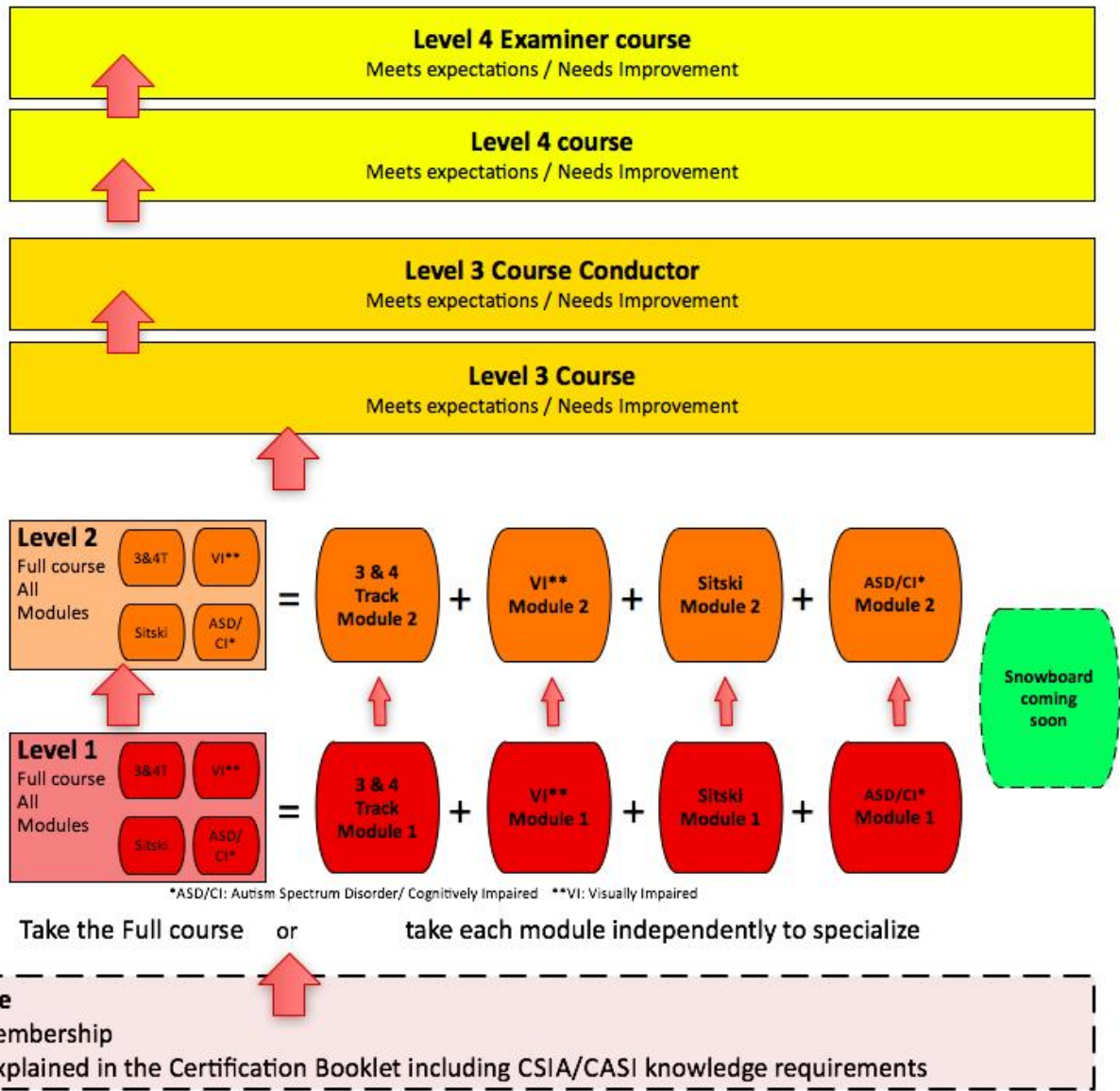
PDF²	\$5
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¹ THE MODULE FEE WILL BE WAIVED for current CADS Certified Instructors who wish to complete new modules within their present level. This offer will remain in place for 2015-2016 & 2016-2017. Fees will apply after this 'grace' period.

² PURCHASE OF THE PDF FORMAT is mandatory with registration for a full course and/or for any module.

CADS Certification Levels System

CADS 2016 - Onwards Certification Pathway



CADS Level 3 Course Conductor Requirements

Prerequisites for CADS Level 3 Course Conductor:

- ✓ Have a current CADS Level 3 Certification WITH or WITHOUT a CSIA or CASI certification
- ✓ Be a CADS member in good standing

In the next section of the Booklet we will be using several terms for which a definition must be understood:

- ✓ Course Conductor Examiner is a CADS Level 4 Instructor and/or a Level 4 Examiner Instructor
- ✓ Course Conductor Candidate is a CADS Level 3 Instructor
- ✓ Level 3 Course Conductor is a CADS Level 3 Instructor who has passed the Course Conductor Certification Course
- ✓ Instructor Candidate is a CADS member willing to become a CADS instructor or wishes to upgrade certification
- ✓ Participant is a person living with a disability who is learning to ski/snowboard

The requirements for the CADS Level 3 Course Conductor Certification will include 5 sections and each section will be included in the assessment: A- Ambassador, B- Teaching, C- Demonstration, D- Evaluation and E- Administration. The overall assessments will either be ME (meets expectations) or NI (needs improvement). To become a Course Conductor, a candidate must pass every section.

A. Ambassadorship:

Course Conductors are the Ambassadors for CADS in the industry. As such they must adhere to a higher standard and be role models for all others. To successfully become a Course Conductor the CADS Level 3 Instructor must be familiar with the following:

a. Code of Ethics:

- Respect for Peers and Participants
- Act in a manner respectful to all participants
- Provide feedback to participants in a caring sensitive manner
- Respect individuality and refrain from intruding in personal affairs
- Treat all participants in an equal manner regardless of race, athletic potential, colour, religion, political beliefs, social status, sexual orientation, place of origin
- Empower participants to be responsible for their own behavior, performance and decisions
- Keep information for each participant confidential both verbally and in written form

Teaching Responsibility:

- Perform safely with the best interest of all participants in mind
- Be responsible to achieve a high level of professional competence through training
- Keep up to date with relevant information
- Be aware of your personal attitudes, beliefs, values and how they may affect your actions as a CADS Instructor and as a CADS Course Conductor
- Do not assume responsibilities outside of your scope of training
- Do not compromise safety
- Apply every reasonable effort to help the participant achieve success
- Be fully aware of the power of the teaching relationships between you, the instructor and participants
- Avoid sexual intimacy with participants (Zero tolerance)
- Abstain and hold intolerable all forms of harassment, coercion to engage in sexual activity, or sexually oriented comments, gestures or touching that are unwelcome, offensive, intimidating and harmful.

Integrity:

- Be honest, sincere and honourable in relationships with others
- Accurately represent your teaching qualifications, competencies and affiliations
- Declare conflicts of interest
- Avoid discrediting specific ski/snowboard equipment manufacturers, CADS equipment manufacturers, sponsors, suppliers or industry partners, other CADS divisions, programs or members

Honoring Sport:

- Promote the value of sport for all individuals and partners
- Be a positive role model by maintaining the highest standard of personal conduct, image in personal skiing/snowboarding and teaching skiing/snowboarding in the CADS setting
- Promote cooperation with ski schools, resort, public and other participating groups that promote skiing/snowboarding
- Respect the efforts of others
- Respect the Resort and in particular do not take any privileges given as a right and do not abuse them or cause embarrassment to any instructor or Resort personnel

b. Code of Conduct:

Duties

- Support personnel and partner organizations
- Provide up to date CADS instruction
- Attend CADS professional development and training sessions when available

- Demonstrate exemplary professional behavior at all times on or off the hill
- Be empathetic with participants and other CADS instructors
- Be respectful when dealing with problems
- Be responsible

Professionalism

- Provide a consistent Professional image
- Adopt appropriate personal grooming and appearance
- Dress appropriately adopting clothing that is clean and in good condition
- Maintain a positive can do attitude
- Be punctual at all times
- Show respect for participants and peers
- Maintain a knowledge of Resort policies
- Be fully aware of the power in relationships between Course Conductor and participant – avoid sexual intimacy, sexual harassment by yourself and others

Safety and Responsibility

- Be fully versed in the Duty of Care
- Know and utilize the Alpine Responsibility Code
- Practice safety at all times and know the procedure for handling accidents
- Be fully aware of liability issues

Teaching Effectiveness

- Fully understand your role
- Utilize effective communication – verbal and non-verbal
- Understand the four learning styles – watcher, thinker, feeler, doer
- Understand Motor Learning and the teaching implications
- Set attainable goals and objectives
- Fully utilize AOT and then on hill assessment for development in each discipline
- Utilize terrain and tactics to ensure development
- Utilize mileage not talking for improvement
- Provide constant positive feedback
- Utilize techniques such as Whole/Part/Whole and Guided Discovery for success

Teaching Other Instructors

- Utilize the teaching effectiveness points with instructors as well as participants
- Engage the instructors to ask - “What, Why, When, Where and How” with each technical point or maneuver
- Display patience and calmness when describing requirements

B. Teaching:

This section will evaluate your ability *to teach an instructor how to teach a participant*. The Course Conductor Candidate will have to show their:

- Ability to teach an Instructor how to teach a specific discipline or all of them up to the required teaching steps
- Ability to utilize the questions - “What, Why, When, Where and How” with each technical point or maneuver

Teaching Examples:-

- Course Conductor Teaching an Instructor 3 Track - slide down the slope and make one turn to the right
Use of “What, Why, Where, When and How”
 - “What” is that is desired – e.g. a complete arc to the right across the fall line
 - “Why” is it desired – e.g. – to change direction and control speed
 - “Where” is it desired – e.g. – once movement down the fall line commences
 - “When” is it desired – e.g. – once the Candidate is balanced
 - “HOW” is it accomplished – e.g. – by continuously turning the leg in the hip socket in the desired direction

- Ability to IDENTIFY the Instructor Candidate learning style and ADAPT the teaching style and technique accordingly.
- Ability to transfer the Learning Style knowledge to the Candidate Instructor so he/she will be using it with their participant.

See below few examples of the Learning Style...

Thinker / Auditory learners often talk to themselves. They also may move their lips and read out loud. They may have difficulty with reading and writing tasks. They often do better talking to a colleague or a tape recorder and hearing what was said. To integrate this style into the learning environment:

- Begin new material with a brief explanation of what is coming. Conclude with a summary of what has been covered. This is the old adage of “tell them what they are going to learn, teach them, and tell them what they have learned.”
- Use the Socratic method of lecturing by questioning learners to draw as much information from them as possible and then fill in the gaps with your own expertise.
- Include auditory activities, such as brainstorming, buzz groups, or Jeopardy. Leave plenty of time to debrief activities. This allows them to make connections of what they learned and how it applies to their situation.
- Have the learners verbalize the questions.
- Develop an internal dialogue between yourself and the learners.

Observer / Visual learners have two sub-channels—*linguistic* and *spatial*. Learners who are *visual-linguistic* like to learn through written language, such as reading and writing tasks. They remember what has been written down, even if they do not read it more than once. They like to write down directions and pay better attention to lectures if they watch them. Learners who are *visual-spatial* usually have difficulty with the written language and do better with charts, demonstrations, videos, and other visual materials. They easily visualize faces and places by using their imagination and seldom get lost in new surroundings. To integrate this style into the learning environment:

- Use graphs, charts, illustrations, or other visual aids.
- Include outlines, concept maps, agendas, handouts, etc. for reading and taking notes.
- Include plenty of content in handouts to reread after the learning session.
- Leave white space in handouts for note-taking.
- Invite questions to help them stay alert in auditory environments.

- Post flip charts to show what will come and what has been presented.
- Emphasize key points to cue when to take notes.
- Eliminate potential distractions.
- Supplement textual information with illustrations whenever possible.
- Have them draw pictures in the margins.
- Have the learners envision the topic or have them act out the subject matter.

Feeler / Kinesthetic learners do best while touching and moving. It also has two sub-channels: kinesthetic (movement) and tactile (touch). They tend to lose concentration if there is little or no external stimulation or movement. When listening to lectures they may want to take notes for the sake of moving their hands. When reading, they like to scan the material first, and then focus in on the details (get the big picture first). They typically use color high lighters and take notes by drawing pictures, diagrams, or doodling. To integrate this style into the learning environment:

- Use activities that get the learners up and moving.
- Play music, when appropriate, during activities.
- Use colored markers to emphasize key points on flip charts or white boards.
- Give frequent stretch breaks (brain breaks).
- Provide toys such as Koosh balls and Play-Dough to give them something to do with their hands.
- To highlight a point, provide gum, candy, scents, etc. which provides a cross link of scent (aroma) to the topic at hand (scent can be a powerful cue).
- Provide high lighters, colored pens and/or pencils.
- Guide learners through a visualization of complex tasks.
- Have them transfer information from the text to another medium such as a keyboard or a tablet.

Doers Learners: Doers just want to get out there and have a go. Talking does not help them as they become impatient to get going. They learn by trying something out and finding out what works and does not work for them. They will then change what they do and try again until they get it right or conclude that it does not work. Things you can do in a classroom for doers include giving them exercises to do and particularly let them practice, such as with role-play games. To integrate this style into the learning environment:

- The individual is practical and wants to experience a new task on the spot rather than hear about it.
- Action oriented, individual prefers to do rather than think and would also prefer risky activity rather than routine activity.
- This individual learns by trial and error... regardless of what the instructor may say. This type of individual will not respond very well to a teaching method using elaborate and wordy descriptions.
- Use pictures and action words or use another person to demo... while the student observes; focus on the main objectives keeping verbal commands minimal and simple.
- At the end of the exercise, refer back to the objective even if the task was not met. Many of these individuals may lose their concentration if there are too many details.
- Experiential learning is an efficient method for the Doer.
- To be efficient, this method should include the following components:
 - Active involvement in the experience;
 - Reflection of the experience; analyse the experience
 - Use of decision-making and problem solving skills in the experience
 - Safe environment to practice skills learned from experience

- Ability to teach another Instructor why they have to choose terrain and then the appropriate tactics that lead to skill development for that terrain
- Ability to utilize mileage/feel for continued development
- Ability to provide constant positive feedback
- Ability to utilize effective communication – verbal and non-verbal
- Ability to evaluate the Candidate’s strengths and weaknesses
- Ability to establish a learning contract between Instructor and the Candidate

- Ability to Understand and employ Motor Learning and the teaching implications
- Ability to use proper pedagogy while teaching
- Ability to asses non-verbal reaction from the Candidate
- Ability to provide development tactics that will lead to success: Set attainable goals and objectives particular to the Candidate
- Ability to use all charts and grids presented in the CADS Instructor Manual and refer to it
- Understanding and knowledge of the content of the CADS Instructor Manual
- Thorough understanding of the teaching steps for CADS level 1 and Level 2
- Thorough understanding of the CSIA/CASI vocabulary and technique and incorporate both in the teaching sequence

➤ Instructor teaching a student 3 Tracker – turn to the right

Use of a demonstration by the Instructor to indicate what is required

Verbal cues to the participant:

- ✓ Relax, knee slightly bent, balanced over the center of the ski
- ✓ Commence movement down the slope
- ✓ With lower body steer the ski to the right or towards the Instructor (properly positioned)
- ✓ Both outriggers should also be steered
- ✓ Continue to steer the leg to the right until a full stop

<p>CADS AOT Principle</p>	<p>Application and demonstration of understanding of the AOT principle to an instructor Candidate for assessing participant.</p> <p>Be able to show for every adaptive function the ability to use AOT and the ability to use the results to form the basis of the lesson structure.</p> <p>Explanation of the various disabilities in detail and how symptoms manifest themselves in individuals.</p>
<p>CADS – Equipment usage 3/4Track, VI, Sitski, ASD/CI Principles</p>	<p>Define and demonstrate complete understanding of the equipment, how to use it, how it works with the disabilities.</p> <p>Be able to explain to a Candidate instructor in detail and demonstrate set up and usage for a participant.</p>
<p>Teach steps 1- 6 for 3/4 Track, VI, Sitski, ASD/CI</p>	<p>Understand and teach how to teach steps 1 – 6 for each discipline from the CADS Instructor Manual. This teaching must incorporate the Gliding Experience and Technical Reference as applicable, presented below.</p> <p>Help the Candidate instructor to apply assessment and development based on the participant for improvement. Observe and help provide tactics for improvement in each Candidate instructor.</p> <p>Ability to teach how to tether a standing or sitting participant on green & blue groomed slope.</p> <p>Ability to teach how to teach a Candidate instructor to operate a sitski to achieve skills.</p>

	Ability to teach a Candidate instructor how to teach an un-tethered student standing or sitting, using the Gliding Experience and Technical Reference.
CADS – How to approach and teach persons with disabilities – physiology - classroom	Display a clear understanding of persons with disabilities characterized by a confident, friendly but professional approach, and knowledge and understanding of issues related to the specific disability.

C. Demonstration:

- a. Ability to provide applicable demonstrations or to provide applicable explanation for a demonstration
- b. Ability to assess demonstrations and provide tactics for development
- c. Ability to elaborate on ski technique

D. Evaluation:

This section will determine if the Course Conductor Candidate is able to mark an Instructor to the required level. If an instructor is borderline or would need improvement, the Course Conductor may implement an individual test at an appropriate time.

- a. Ability to evaluate an instructor Candidate
- b. Ability to use of the marking grid
 - ✓ Assessment ability (AOT)
 - ✓ Teaching ability
 - ✓ Demonstration ability
 - ✓ Ability to evaluate the CSIA techniques/knowledge of the Instructor Candidate while teaching
 - ✓ Safety
 - i. How to work with individuals while considering individual symptoms as well as “red flags” associated with a mountain environment –general discussion.

E. Administration:

This section will determine if the Course Conductor Candidate is able to use the appropriate forms for the course level involved. Moreover, the Course Conductor Candidate will also be tested on the knowledge, timeline, readability, correctness of all information transmitted to the CADS National office.

CADS Level 3 Course Conductor – Requirements

CSIA requirements: What a CADS Level 3 Course Conductor Candidate should be able to detect at Level 1 or 2 as well as for any Modules/Disciplines.

From attendance at the CSIA clinic prior to the CADS Level 3 Certification Course, the Level 3 Course Conductor Candidate must assess the following by the Instructor Candidate, while delivering the CADS Level 1 or CADS Level 2 Certification Course content or during any Module.

	CADS Level 1	CADS Level 2
Level of skiing by the Instructor Candidate	<p>Acquisition level (green/blue slope)</p> <ul style="list-style-type: none"> The skier coordinates and executes the key components of the movement in the correct order; Execution is inconsistent and lacks precision; Cautious execution by skier; Rough form, lacks synchronization, rhythm and flow. 	<p>Consolidation level (blue slope)</p> <ul style="list-style-type: none"> Coordination of movements appears. Controlled and rhythmical execution of task under stable conditions. Some performance elements are maintained, but are inconsistent when skier is under pressure, conditions change or demands increase. Pole-plant – when, where and how
Objective	<ul style="list-style-type: none"> Maintain intermediate speeds Blend skills to achieve a steered, skidded arc Maintain consistent turn shape relative to speed and terrain. 	<ul style="list-style-type: none"> Maintain intermediate speeds Blend skills to achieve a steered, edged arc Maintain consistent turn shape relative to increased speed and terrain.
Technique	<ul style="list-style-type: none"> Lead the turning effort with the lower body Manage separation for angulation to provide skidded grip Use all joints to maintain a centered stance Coordinate movement patterns for efficient turn linking 	<ul style="list-style-type: none"> Lead the turning effort with the lower body Manage separation for angulation to provide consistent edge grip Use all joints to maintain a centered stance Coordinate movement patterns for efficient turn linking and flow
Demonstrations	<ul style="list-style-type: none"> Show a centered stance and mobility in joints while pushing with poles Balance laterally from foot to foot while skating Show edge grip through climbing or side stepping 	<ul style="list-style-type: none"> Show a centered stance and mobility in joints while using more speed Balance laterally from foot to foot while skating Show stance and edge grip
Gliding	<ul style="list-style-type: none"> Choose terrain to demonstrate gliding 	<ul style="list-style-type: none"> Choose terrain suitable for gliding

	CADS Level 1	CADS Level 2
	without braking <ul style="list-style-type: none"> Adjust edge grip to show side slipping/skidded arcs Show balanced sliding in the middle of the ski 	to a stop with or without braking <ul style="list-style-type: none"> Adjust edging of the skis to illustrate side slipping or an edged arc Demonstrate balance sliding while centered in the middle of the ski
Direction Change	<ul style="list-style-type: none"> Choose appropriate turn shape for student Show turn linking 	<ul style="list-style-type: none"> Tailors turn shape to student ability Demonstrate turn linking without flat spot between turns Demonstrate some rhythm and flow to the turn sequence
Mobility	<ul style="list-style-type: none"> Maintain some rhythm 	<ul style="list-style-type: none"> Illustrate a centered stance and mobility in the joints Skate on skis and demonstrate and ability to balance Demonstrate edge grip
Speed Management	<ul style="list-style-type: none"> Choose and demonstrate a snowplow stance when appropriate Show the ability to stop in a parallel stance Modify turn shape relative to snow conditions and steepness of terrain 	<ul style="list-style-type: none"> Demonstrate a snowplow or wedge stance Demonstrate ability to stop in a parallel stance (hockey stop) Changes turn shape to terrain for speed management

CADS LEVEL 3 Course Conductor Course Preparation Agenda

Contents	Delivering on snow	Delivering indoors
• AOT	X	X
• Visually Impaired	X	X
• 3 Track and 4 Track	X	X
• Sitski and Tethering principles	X	X
• Teaching Strategies & Teaching Aids	X	X
• ASD/CI Level 1 (PowerPoint + exercise)		X
• ASD/CI Level 2 (new)	X	
• CSIA / CASI session (optional)	X	
• Learning style session	X	X
• Administration session		X
• Marking grid session	X	X