



CANADIAN SKI INSTRUCTORS' ALLIANCE

*Level 2 Teach Certification
Course Guide*

2011-2012

Mission Statement

*“The CSIA sets the standard for
the profession of ski teaching.”*

Certified as a designated Educational Institute by the
Canadian Department of Human Resources Development.

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Canadian Ski Instructors' Alliance

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Level 2 Introduction



The Level 2 Teach certification is for any skier that has passed the Level 1 certification. The course enables ski instructors to improve their situational teaching skills, as well as acquire a better understanding of the CSIA technique and methodology, and the role of ski teaching within the ski industry. It combines practical ski teaching methods, technical understanding and development, and improvement of guest service skills.

Candidates will receive coaching on their teaching and people skills with the goal of reaching the Level 2 teaching standard. They will also receive suggestions and strategies for long-term development. The successful candidate is certified to teach skiers up to intermediate parallel skill level. Level 2 teach certification plus the Level 2 ski certification are pre-requisites for the Level 3 certification.

DURATION: 18 hours, including evaluation

COURSE CONTENT:

★ Recommended Reading

- › Guest Service - pgs. 2.2-2.4 (Art of Debriefing), 2.10
- › Basic Methodology – pgs. 3.1-3.32

Sub-total 1 hrs

★ Indoor

- › Guest Service
- › Basic Methodology
- › Assessment & Development
- › Debrief and Assessments

Sub-total 2 hrs

★ Outdoor

- › Fast track to parallel & teaching workshops
- › Terrain adaptation - Methodology
- › Guest service (through FTTP)

Sub-total 15 hrs

Total: 18 hrs

*Approximately

Level 2 Schedule



DAY 1

- ✦ **Registration**
- ✦ **On snow**
 - › Practical Teaching – FTTP and guest service, student types and safety
 - › Guest experience exercise
 - › Practical Teaching – Class Management/practice teach
- ✦ **Indoor**
 - › Review course outline and performance criteria
 - › Level 2 standards
 - › Workshop – Guest Service
 - › Workshop – Basic methodology

DAY 2

- ✦ **On snow**
 - › Skill Development methodology – Focus on Assessment and Development
 - › Skill development methodology – focus on tactical approach/situations
- ✦ **Indoor**
 - › Workshop – Assessment and Development
 - › One on One Sessions: Course Conductor - Candidate

DAY 3

- ✦ **On snow**
 - › Practical teaching – FTTP practice teach
 - › Terrain adaptation and methodology
- ✦ **Indoor**
 - › Feedback: Candidates to fill out Course Conductor Feedback Form
 - › Results presentation

*This schedule may be adjusted in consideration of conditions, weather and facilities.

Evaluation



Candidates are evaluated on their teaching skills, as well as their participation on and off the snow. The evaluation is conducted on an on-going basis throughout the course and based on the “IACRCv” model (see CSIA Manual, pgs. 6.2-6.3). Candidates must pass both skiing and teaching aspects to be certified Level 2.

MARKING SYSTEM

✦ Teaching:

Meets expectations (M/E) or Needs improvement (N/I).

Re-test on Teaching

Candidates who fail teaching have 2 years (730 days) from the course date to be re-tested on that portion. However, after the 730-day period, the full 18 hour or traditional 5 day course must be taken again.

Re-testing of Teaching is done on Day 1 & Day 2 of the 18 hour certification course OR Day 3 & Day 4 on the traditional 5 day Level 2 Certification course.

Successful Candidates

Candidates that are successful on the Level 2 Skiing Certification must continue along the modular certification path to obtain the Level 2 Teaching Certification and become a fully certified Level 2.

The candidate must register in advance for re-assessment through the National Office.

TEACHING ASSESSMENT

Element Of Competency	Performance Criteria
<p>Teach alpine skiing from entry level to intermediate in accordance with CSIA technique and methodology</p>	<p>Technical understanding:</p> <ul style="list-style-type: none"> › Teaching is skill related and applied to phases of the turn; › Identify symptoms of obvious skill deficiencies related to the 3 basic skiing competencies; › Identify causes of skills deficiencies; › Basic tactical development should be skill specific, progress and be adjusted to terrain; › Adapt development approach appropriately to the students' current ability level. <p>Student-centred method:</p> <ul style="list-style-type: none"> › Demonstrate safe teaching practices; › Show an organized and structured approach utilizing the 6 steps; › Adapt teaching approach to the terrain and different snow conditions; › Create proper lesson pace through effective class control; › Demonstrations should be visible, adapted to terrain and appropriate for the level of students. <p>Guest service:</p> <ul style="list-style-type: none"> › Demonstrate active listening; › Understand the learning contract; › Communicate in a coherent manner to individuals in the group; › Provide individual feedback; › Show an understanding of debriefing; › Show a positive attitude and use appropriate body language.



- ✦ **By the end of the day, you will have been exposed to the following:**
 - › **You will experience an example of the following from your course conductor in his/her teaching**
 - Guest service
 - Dealing with challenging situations
 - Safe teaching practices

 - › **An example of efficient and effective class management through the following examples**
 - Overall lesson structure (6 steps of a good lesson)
 - Keeping people moving
 - Pacing your information
 - Rhythm of the lesson
 - Customizing your feedback to individuals within the group
 - Dealing with a split in the class
 - Adapting to terrain

 - › **In small groups of 2 or 3, you will teach each other focusing on the example provided by the course conductor**
 - Maintain a skill development focus while developing your class management skills

- ✦ **Reading assignment :**
 - › Guest Service – pgs. 2.2- 2.4 (Art of Debriefing), 2.10



DAY 1

FAST TRACK TO PARALLEL TEACHING METHOD

Guest Service

Student Centred Teaching

Safe Teaching Practices

BASIC METHODOLOGY / GUEST SERVICE

✦ **GUEST SERVICE Manual Pgs. 2.2, 2.4 (Art Of Debriefing), 2.10**

✓ GUEST SERVICE DISCUSSION

1. Discuss examples of the Learning Contract

2. Discuss the use of debriefing throughout a lesson

3. Describe challenging situations you have encountered as a student/as an instructor

✦ **FAST TRACK TO PARALLEL (FTTP)**

✓ CLASS CONTROL DISCUSSION

1. Discuss and provide examples of how the instructor grouped his class

2. Provide examples of safe teaching

3. Discuss how the instructor worked with the individuals within the class

4. Discuss the overall pace of the lesson

✓ **DEMONSTRATIONS DISCUSSION**

1. Discuss the types of demonstrations used throughout the lesson

2. Discuss the technical aspect of the demonstrations

3. Describe the effectiveness of the demonstrations

✓ **SKILL PROGRESSION DISCUSSION**

1. List the primary skills developed in the lesson

2. Describe the overall desired results for each skill

3. How were the skills introduced?

4. Discuss the simplistic and descriptive approach to the Instructor's explanations



- ✦ **By the end of the day, you will have been exposed to the following:**
 - › **In small groups of 3, you will work with your peers**
 - You will have an opportunity to assess your peers with your Course Conductor's guidance.
 - Once you have a solid assessment, you will experiment with the group in development strategies
 - All lessons will remain within the FTTP progression
 - › **You will also have an opportunity to achieve results with your peers in varying conditions/scenarios**
 - Tie the tactical approaches back to the afternoon of Day 1 and morning of Day 2.
- ✦ **Reading Assignment :**
 - › Basic Methodology – 3.11-3.32











DAY 2





SKILL DEVELOPMENT AND METHODOLOGY

Skill Assessment



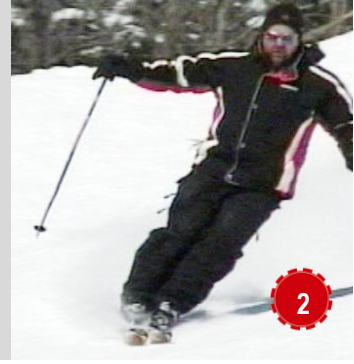

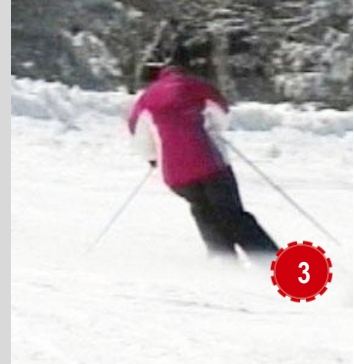



Development Tactics

★ SKILLS ASSESSMENT AND DEVELOPMENT 1

NOTES	SKIERS / DEMONSTRATIONS	
<p>Symptom:</p> <p>Basic Competency:</p> <p>Cause:</p> <p>Skill to Develop:</p>		
<p>Symptom:</p> <p>Basic Competency:</p> <p>Cause:</p> <p>Skill to Develop:</p>		
<p>Symptom:</p> <p>Basic Competency:</p> <p>Cause:</p> <p>Skill to Develop:</p>		
<p>Symptom:</p> <p>Basic Competency:</p> <p>Cause:</p> <p>Skill to Develop:</p> <p>Phase:</p>		

<p>Symptom:</p> <p>Basic Competency:</p> <p>Cause:</p> <p>Skill to Develop:</p> <p>Phase:</p>		
<p>Symptom:</p> <p>Basic Competency:</p> <p>Cause:</p> <p>Skill to Develop:</p> <p>Phase:</p>		

★ SKILLS ASSESSMENT AND DEVELOPMENT 2

SKIER / DEMONSTRATION	NOTES	SKIER / DEMONSTRATION	NOTES
			
			
			
			

Day 3



- **By the end of the day, you will have been exposed to the following:**
 - › **In small groups, you will have an opportunity to run through a variety of situations as they occur throughout the day**
 - You will explore and experiment with your knowledge base
 - After each short experience, you will regroup and share each group's findings
 - › **How to create learning moments in a variety of terrain and conditions:**
 - Route finding in intermediate bumps
 - Practice teaching on how to assist intermediate level skiers through intermediate bumps
 - Make tactical choices in varying snow conditions
 - Create a positive learning environment in challenging snow conditions
 - Use natural terrain features as skill development tools
 - Convex/concave terrain
 - Side hills

DAY 3
TEACHING METHOD



Technical Understanding

Student Centred Method

Guest Service

Terrain Adaptation



CSIA LEVEL 2 ASSESSMENT

FINAL RESULTS NI / ME

Name: _____
Location: _____

Date: _____
Candidate #: _____

Skating Competency

NI / ME

Teaching Competency

NI / ME

General Performance

	I	A	C	R
• Skis parallel	I	A	(C)	R
• Adapts skiing skills to:	I	A	(C)	R
Turn shape	I	A	(C)	R
Terrain	I	A	(C)	R
Speed	I	A	(C)	R
• Adjusts skiing skills for demonstrations	I	A	(C)	R

Development Strategies: _____

Specific Performance/Skill Application

	I	A	C	R
• Stance & Balance	I	A	(C)	R
- Centred fore aft in the middle of outside ski	I	A	(C)	R
- Mobile in all joints	I	A	(C)	R
• Timing & Coordination	I	A	(C)	R
- Proper use of pole plant	I	A	(C)	R
- Can vary turn shape	I	A	(C)	R
• Pivoting	I	A	(C)	R
- Turning initiated with lower body	I	A	(C)	R
- Manages steering effort with lower body	I	A	(C)	R
• Edging	I	A	(C)	R
- Controls turn shape	I	A	(C)	R
- Balance through inclination/angulation	I	A	(C)	R
• Pressure Control	I	A	(C)	R
- Controls COM through flexion and extension	I	A	(C)	R

Development Strategies

Technical Understanding

	NI	ME	Requires 4/5
• Teaching is skill related	<input type="checkbox"/>	<input type="checkbox"/>	_____
• Skill assessment identifies causes	<input type="checkbox"/>	<input type="checkbox"/>	_____
• Skill development	<input type="checkbox"/>	<input type="checkbox"/>	_____
Related to competencies	<input type="checkbox"/>	<input type="checkbox"/>	_____
Targets skills	<input type="checkbox"/>	<input type="checkbox"/>	_____
Progressive	<input type="checkbox"/>	<input type="checkbox"/>	_____

Development Strategies: _____

Student Centred Method

	NI	ME	Requires 3/4
• Teaches safely (Mandatory)	<input type="checkbox"/>	<input type="checkbox"/>	_____
• Utilizes 6 step lesson planning	<input type="checkbox"/>	<input type="checkbox"/>	_____
• Adapts to terrain and conditions	<input type="checkbox"/>	<input type="checkbox"/>	_____
• Appropriate lesson pace	<input type="checkbox"/>	<input type="checkbox"/>	_____

Development Strategies: _____

Guest Service

	NI	ME	Requires 5/6
• Demonstrates active listening	<input type="checkbox"/>	<input type="checkbox"/>	_____
• Communicates coherently	<input type="checkbox"/>	<input type="checkbox"/>	_____
• Provides individual feedback	<input type="checkbox"/>	<input type="checkbox"/>	_____
• Utilizes debriefing	<input type="checkbox"/>	<input type="checkbox"/>	_____
• Understands learning contract	<input type="checkbox"/>	<input type="checkbox"/>	_____
• Positive attitude & body language	<input type="checkbox"/>	<input type="checkbox"/>	_____

Development Strategies: _____

Course Conductors:

Legend: I – Initiation: skier understands the skill that is being demonstrated
 A – Acquisition: skier is able to execute movements in the correct sequence
 (C) – Consolidation: coordinated movements are starting to appear
 R – Refinement: skier is able to perform precise, smooth & efficient movements
 Must achieve bracketed score

NI – Needs Improvement
 ME – Meets Expectations