



CANADIAN SKI INSTRUCTORS' ALLIANCE

*Level 3 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 3 Course Introduction



The Level 3 ski instructor certification is for advanced skiers that have passed the Level 2 certification. The course enables ski instructors to improve their situational teaching skills, to acquire a better understanding of CSIA technique and methodology, and the role of ski teaching within the ski industry, as well as introduce instructor training. It combines practical ski teaching methods, technical understanding and development, and improvement of guest service skills.

Candidates will receive coaching on their skiing, teaching and people skills with the goal of reaching the Level 3 standard. They will also receive suggestions and strategies for long-term development. The successful candidate is certified to teach skiers up to advanced parallel skill level. Level 3 is a pre-requisite for the Level 4 certification.

DURATION: 5 days – 32 hours training phase
2 days – 10 hours evaluation phase

COURSE CONTENT: Training Phase

★ Recommended Reading

- › Guest Service – pgs. 2.2-2.3, 2.5, 2.7, 2.10
- › Advanced Methodology – pgs. 6.2-6.6, 6.8-6.18
- › Advanced Technical – pgs. 7.2-7.5, 7.10-7.11

Sub-total 2 hrs

★ Indoor

- › Guest Service
- › Advanced Methodology
- › Advanced Technical
- › Assessment & Development
- › One on One and Debriefing

Sub-total 5 hrs

★ Outdoor

- › Ski improvement and skill development w/video
- › Terrain adaptation
- › Instructor training (pedagogy)
- › Edge Control
- › Ski-Off (Intermediate Parallel, Advanced Parallel, Advanced Short Radius & a Bump Run)

Sub-total 25 hrs

Total: 32 hrs *Approximately

Level 3 Course Schedule



DAY 1

* Registration

* On snow

- › Ski improvement at advanced level to improve technical understanding
- › Guest service exercise
- › Ski improvement – A review of technical principles developed through a tool box session

* Indoor

- › Review course outline
- › Group debrief

DAY 2

* On snow

- › Fast Track to Parallel – Introduction to Instructor training
- › Terrain adaptation with methodology (bumps)

* Indoor

- › One-on-one sessions: Course conductor-candidate

DAY 3

* On snow

- › Terrain adaptation - Teaching workshop

* Indoor

- › Workshops
 - Guest Service
 - Advanced methodology
 - Advanced Technical
 - Assessment and Development

DAY 4

* On snow

- › Edge control – Teaching approach / Short radius turns and Advanced parallel
- › Edge control – Teaching workshop

* Indoor

- › Group Debrief
- › L3 standards and exams review

DAY 5

* On snow

- › Skill / drill practice (work in small groups)
- › Ski improvement – Ski-off review

* Indoor

- › Final one-on-one assessments
- › Level 3 exams recommendations
- › Course Conductor Feedback Forms

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



The evaluation process continues throughout the training phase. The candidate will receive feedback on his/her strengths and areas for improvement in relation to technique, teaching and general attitudes.

TEACHING ASSESSMENT

Element Of Competency	Performance Criteria
<p>Teach advanced skiing 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 advanced skiing competencies; › Identify causes of skill deficiencies linking cause and effect; › Advanced training strategies should be skill specific, progress and adapt tactical approach to terrain and surrounding conditions; › Adapt teaching approach appropriately to the students' current stage of development; › Development approach should provide a clear direction to help students improve. <p>Student-centred method:</p> <ul style="list-style-type: none"> › Demonstrate safe teaching practices; › Show an organized and structured lesson appropriate to stages of motor learning; › Adapt teaching approach to developmental stages, terrain and conditions; › Teaching is adjusted to the stage of development of the targeted motor skill; › Recognize two way communications as an assessment tool; › Create proper lesson pace through effective class control; › Utilize skiing mileage based on time frame of the lesson; › Demonstrations should be technically accurate, adapted to terrain and appropriate for the level of students. <p>Guest service:</p> <ul style="list-style-type: none"> › Utilize the principles of active listening; › Show the use of the learning contract; › Communicate using two way communications with individuals in the group; › Provide individual feedback involving the student; › Show an understanding of learning styles; › Recognize challenging students and situations; › Demonstrate a positive attitude and use appropriate body language. <p>Demonstration skills:</p> <ul style="list-style-type: none"> › Demonstrations adapted to skill level of the students; › Demonstrations adjusted to terrain and situations; › Demonstrations must be technically accurate; › Varied demonstration approach; › Effective use of body language.

TECHNICAL ASSESSMENT

Element Of Competency	Performance Criteria - Refinement
<p>Demonstrate effectively from intermediate to advanced level</p>	<p>General performance criteria:</p> <ul style="list-style-type: none"> › Ski consistently parallel on advanced terrain at faster speeds. › Adjust technique to a variety of turn types, speed and snow conditions. › Adjust skills and technique to advanced bumps and varied terrain. › Balance against the turning forces to create pressure. › Regulate pressure and maintain snow contact through flexion/extension movements. › Balance on the edges above the fall line. › Adjust skills to provide technically sound demonstrations which are easy to copy. › Demonstrate at all levels, from entry level to advanced. <hr/> <p>Specific performance criteria:</p> <p>Intermediate Parallel Turns: Control in symmetrical/rhythmical parallel turns on intermediate terrain (blue/black):</p> <ul style="list-style-type: none"> › Maintains Intermediate speeds; › Centred, mobile stance; › Direction change initiated by lower body; › Steering adjusted to terrain and speed; › Manages upper/lower body separation. <p>Advanced Short Radius: Round short turns executed on advanced (black) terrain</p> <ul style="list-style-type: none"> › Demonstrate consistent speed and steering; › Apply the technical elements described in basic parallel turns effectively; › Maintain a consistent and rhythmical pole plant; › Maintain rhythm and symmetry for the entire run <p>Bumps: Demonstrate control and good technique in advanced varied terrain (moderate black terrain).</p> <ul style="list-style-type: none"> › Adjust stance to terrain and snow conditions; › Show the ability to choose a line in varied terrain; › Adjust movements to terrain features; › Show a refinement of pressure control to maintain contact and steering. <p>Advanced Parallel: Linked and efficient parallel turns executed at a faster speed on groomed advanced (blue / black) terrain:</p> <ul style="list-style-type: none"> › Show the application of the technical principles as defined in basic parallel at advanced speed; › Fluid, linked movements carrying momentum from phase 3 to phase 1; › Control and direct the energy of ski reaction to maximize gliding on the edges.

Day 1



- ✦ **By the end of the day, you will have been exposed to the following:**
 - › **Through a variety of speeds, turn shape and terrain; you will have an understanding of your current skill proficiencies and areas for development.**
 - The entire day will be utilized to review your skiing and develop goals

- ✦ **Reading assignment :**
 - › Guest Service – pgs. 2.2-2.3, 2.5, 2.7, 2.10
 - › Advanced Technical – pgs. 7.2-7.5
 - › Advanced Methodology – pgs. 6.2-6.6

🔴 Debrief – Day 1 Notes

Skiing skills at advanced level

Technical Principles /Tool Box

Positive elements

Difficult elements

Strategies & Solutions



DAY 1

SKIING

General performance

Skill Development

Stance and balance

Timing and coordination

Pivoting

Edging

Pressure control

DEVELOPMENT STRATEGIES / TACTICS



- ✦ **By the end of the day, you will have been exposed to the following:**
 - › **Course Conductor led Instructor training session**
 - This session will be based on the development of your pedagogy skills

 - › **You will receive individual feedback on skill development in the bumps/terrain adaptation.**
 - You will receive feedback on tactical approaches to skiing bumps as well as technical areas of development.

- ✦ **One on One session**

- ✦ **Reading Assignment :**
 - › Advanced Methodology – pgs. 6.8-6.13
 - › Advanced Technical – pgs. 7.10 – 7.11



DAY 2

FAST TRACK TO PARALLEL – Instructor Training

Technical understanding _____

Student centred method _____

Demonstrations _____

TERRAIN ADAPTATION

Skiing skills _____

TERRAIN ADAPTATION – Teaching Methodology

Technical understanding _____

Student centred teaching _____

Guest service _____

Day 3



- ✦ **By the end of the day, you will have been exposed to the following:**
 - › **Candidates practice-teach bumps/terrain adaptation**
 - In groups of 3 or 4, you will work with the group in bumps or varied terrain (if no bumps available) with the focus of developing your peers and dealing with challenging situations
 - The Course Conductor will debrief the groups after each session as to the effectiveness of the lesson.
- ✦ **Indoor Workshops**
- ✦ **Reading Assignment :**
 - › Advanced Methodology – pgs. 6.8-6.17



✓ GUEST SERVICE DISCUSSION - Manual chapter 2

Topic _____

Experiences

Teaching Implications / Application

✓ ADVANCED METHODOLOGY - Manual chapter 6

1. During the video – How We Learn, what were some of the expectations of the consolidation/refinement level students?

2. Describe your expectations as a consolidation/refinement level skier?

3. Categorize the following expectations on the video as Behavioral or Decision based training.

- a. One skill at a time _____
- b. A feeling or sensation to practice _____
- c. A tool box _____
- d. Guided mileage _____
- e. Variation of drills _____
- f. Specific skill development plan _____

✓ **ADVANCED TECHNICAL – Functional skiing (Manual Chapter 7)**

During the video, observe and discuss how the skier achieves the following advanced competencies...

1. Maintain strength and flow

2. Arc to arc

3. Loading and deflection

4. Steering versatility

✓ **ADVANCED TECHNICAL – Planes of Balance (Manual Chapter 7)**

During the video, observe and discuss how the skier balances in the following...

1. Vertical plane

2. Fore-aft plane

3. Rotational axis

4. Lateral plane

VIDEO – ASSESSMENT AND DEVELOPMENT 1

Symptom :

Competency :

Skill :



Symptom :

Competency :

Skill :



Symptom :

Competency :

Skill :



VIDEO – ASSESSMENT AND DEVELOPMENT 2

Symptom/Competency :

Skill :

Turn Phase :



Symptom/Competency :

Skill :

Turn Phase :



Symptom/Competency :

Skill :

Turn Phase :



VIDEO - ASSESSMENT AND DEVELOPMENT 3

Symptom/Competency :

Skill :

Cause and Effect :



Symptom/Competency :

Skill :

Cause and Effect :



Symptom/Competency :

Skill :

Cause and Effect :



Symptom/Competency :

Skill :

Cause and Effect :



VIDEO - ASSESSMENT AND DEVELOPMENT 4

Symptom/Competency :

Skill :

Cause and Effect:

Development Strategies :



Symptom/Competency :

Skill :

Cause and Effect:

Development Strategies :



Symptom/Competency :

Skill :

Cause and Effect:

Development Strategies :



Symptom/Competency :

Skill :

Cause and Effect:

Development Strategies :





DAY 3

TERRAIN ADAPTATION

Skiing skills _____

TERRAIN ADAPTATION – Teaching Methodology

Technical understanding _____

Student centred teaching _____

Guest service _____

Day 4



- **By the end of the day, you will have been exposed to the following:**
 - › **In various turn shapes; you will be made aware of the increased level of edging and pressure control skills as a result of increased speeds.**
 - You will see the cause and effect relationship as the course conductor develops skills within the group.
 - How to vary the tactical approaches and use of terrain, speed and turn shape.
 - › **Teaching practice – Edge control**
 - In groups of 3 or 4, you will work with the group in edge control with the focus of developing your peers.
 - The Course Conductor will debrief the groups after each session as to the effectiveness of the lesson.

Level 3 exams review - indoor



After completing the training phase of the course, the participants will have 2 years (730 days) from the course date to attend a scheduled 2-day exam. The exams are scheduled over two consecutive days; the teaching exam being held on day one and the ski off being held on day two. Candidates have the option of challenging only one of the two exams but must pass both skiing and teaching aspects to receive the full Level 3 certification.

Re-test on skiing or teaching

Candidates who fail skiing or teaching have 2 years (730 days) from the course date to be re-tested on that portion. Candidates passing one portion will never have to be re-tested for that portion. However, after the 730-day period, the training phase must be taken again, either through the full course or the partial (ski or teach) course pertaining to the failed portion.

✦ SCHEDULE

Day 1

AM - Warm-up and terrain review
- Teaching exam

PM - Teaching Exam

Day 2

AM - Warm-up and terrain review
- Ski Off

PM - Ski Off
- Results presentation

This schedule may be adjusted in consideration of conditions, weather and facilities, however, the Teaching Exams will remain on Day One and the Ski Off will remain on Day Two.

❖ EVALUATION PHASE

SKIING:

Skiing is evaluated in a ski-off. The ski-off is reviewed during the course and each candidate will be given clear directions for exam preparation. Adequate time must be devoted to skiing preparation and it is recommended to seek coaching from a current Level 4 during the winter training period.

- › Brief review of the Ski-off runs during the warm-up.
- › Ski-off runs: Intermediate Parallel Turns, Advanced Parallel Turns, Advanced Short Radius Turns and a Bump Run.
- › Candidates will have 2 runs, with the best run to be counted.
- › Course conductors determine the terrain and length for each run.
- › Run criteria will be explained by the course conductors.

Marking system: Each run is marked on 10 points and the passing mark is 6 out of 10

Passing criteria

- Obtain an overall of 60 % average
- Must pass 3 runs out of 4.
- Must pass the bump run.
- Must pass the Intermediate parallel run.

TEACHING:

- › The teaching exam is 60 minutes in duration, including lift time.
- › Candidates must teach to a minimum of 4 students and a maximum of 6.
- › Usually the choice of terrain is at the discretion of the candidates. However, if time or terrain availability is a problem, the course conductor may impose his own choice.
- › Each candidate will teach an advanced lesson which consists of:
 - Advanced Ski Improvement
 - Bumps
- › Teaching assignments are given the morning of the exams.
- › Teaching order is determined by assignments and terrain at the discretion of the course conductor.

Marking System: (P) Pass or (F) Fail

★ Debrief – Day 4 Notes

Edge Control

Technical Principles /Tool Box

Positive elements

Difficult elements

Strategies & Solutions



DAY 4

EDGE CONTROL

Technical Understanding

Teaching Methodology

Day 5



★ **By the end of the day, you will have been exposed to the following:**

› **Assessment and Development practice**

- Course Conductors will lead the scenarios and set up the environment. This is an opportunity for you to develop your peers in an open learning environment.
- Try tactical approaches and learn from the results of your actions.
- You will be allowed enough time to create and implement strategies with your peers

› **Ski off / exam review**

- Review the teaching format and outline expectations in the 60 minute exam.
- Review terrain characteristics for the ski off.

DAY 5



SKILL DRILL PRACTICE

ASSESSMENT

DEVELOPMENT

SKI-OFF REVIEW

Technical understanding _____



**CSIA TEACHING ASSESSMENT
LEVEL 3**

P / F

Name: _____

Location: _____

Candidate #: _____

Date: _____

Technical Understanding Needs Improvement Meets Expectations Requires 7/9

	Needs Improvement	Meets Expectations	
Skill Assessment			
• Finds causes of skill deficiencies	<input type="checkbox"/>	<input type="checkbox"/>	_____
• Relates skill and parts of turn	<input type="checkbox"/>	<input type="checkbox"/>	_____
• Relates cause and effect	<input type="checkbox"/>	<input type="checkbox"/>	_____
Skill Development			
• Related to assessment	<input type="checkbox"/>	<input type="checkbox"/>	_____
• Related to part of turn	<input type="checkbox"/>	<input type="checkbox"/>	_____
• Progressive teaching tactics	<input type="checkbox"/>	<input type="checkbox"/>	_____
• Appropriate skill level	<input type="checkbox"/>	<input type="checkbox"/>	_____
• Tactics adjusted to terrain and conditions	<input type="checkbox"/>	<input type="checkbox"/>	_____
Clear direction established and maintained	<input type="checkbox"/>	<input type="checkbox"/>	_____
Development Strategies: _____			

Student Centred Teaching Needs Improvement Meets Expectations Requires 9/11

	Needs Improvement	Meets Expectations	
Teaches Safely (Mandatory)	<input type="checkbox"/>	<input type="checkbox"/>	_____
Lesson structure appropriate to stages of motor learning	<input type="checkbox"/>	<input type="checkbox"/>	_____
Teaching approach			
• Adapted to developmental stages	<input type="checkbox"/>	<input type="checkbox"/>	_____
• Adapted to terrain and conditions	<input type="checkbox"/>	<input type="checkbox"/>	_____
• Adjusted to stage of development of the targeted motor skill	<input type="checkbox"/>	<input type="checkbox"/>	_____
Involves learner in decision making	<input type="checkbox"/>	<input type="checkbox"/>	_____
Efficient use of time	<input type="checkbox"/>	<input type="checkbox"/>	_____
Balances information and skiing	<input type="checkbox"/>	<input type="checkbox"/>	_____
Demonstrations			
• technically accurate	<input type="checkbox"/>	<input type="checkbox"/>	_____
• adapted to terrain	<input type="checkbox"/>	<input type="checkbox"/>	_____
• appropriate for the level of students	<input type="checkbox"/>	<input type="checkbox"/>	_____
Development Strategies: _____			

Guest Service Needs Improvement Meets Expectations Requires 5/6

	Needs Improvement	Meets Expectations	
Utilize the principles of active listening	<input type="checkbox"/>	<input type="checkbox"/>	_____
Show the use of the learning contract	<input type="checkbox"/>	<input type="checkbox"/>	_____
Uses two way communications	<input type="checkbox"/>	<input type="checkbox"/>	_____
Provide individual feedback involving the student	<input type="checkbox"/>	<input type="checkbox"/>	_____
Show an understanding of learning styles	<input type="checkbox"/>	<input type="checkbox"/>	_____
Demonstrate a positive attitude and use appropriate body language	<input type="checkbox"/>	<input type="checkbox"/>	_____
Development Strategies: _____			

Course Conductor: _____

L3TAFRM-ENG-12

