



CANADIAN SKI INSTRUCTORS' ALLIANCE

*Level 4 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 4 Introduction



Welcome to the CSIA Level 4 Course!

Candidates eligible to attend this course, by completing the pre-requisites, have dedicated considerable time to their skill development. This course will challenge all those skills and provide an informative and enjoyable learning experience with the elite of the Canada's ski instructors as classmates and teachers.

As CSIA membership grows, being a level 4 creates opportunities for training, professional development, membership service, national organization, management and international representation. Level 4 members continue the high standards of regional and national certification programs, and determine technical and policy directions.

To meet these requirements, the level 4 course trains participants in the highest level of skiing and teaching ability and familiarizes them with CSIA form and function. Successful candidates will show leadership qualities, communication skills, maturity, a good understanding of concepts, and originality that will allow them to train other skiers to be good teachers. The standard is high, but the goal is worthy.

CSIA LEVEL 4 COURSE - What to Expect

To make the Level 4 standard achievable and to allow adequate training time, the Level 4 Course is conducted in two parts. The mid-winter course portion of the Level 4 presents the material, and exams allow for a period of training and development.

The mid-winter course provides training with top course conductors. Approximately half of the course focuses on teaching and instructor training with the remaining time focusing on expert skiing skills. Candidates leave the course with clear verbal and written evaluations of their performance and potential, suggestions for long term development, and strategies for exam preparation. Those considered too far from the Level 4 standard are advised to wait before attempting the exams.

Candidates must register separately for the 4-day exams. Due to staffing requirements of two course conductors per group, candidates will not be admitted without pre-registration. On the first day there is a warm-up and review of terrain, followed by the first runs of the ski off. The remaining three days consist of the rest of the ski-off and the teaching exams. See the Exam section in this Course Guide for more details.

The Eastern or Western Managers of Education Development run both portions of the Level 4, and train the staff to ensure a consistent approach and standards.

Level 1 Schedule



DAY 1

- ✳ **Registration**
- ✳ **On snow**
 - › Ski improvement – expert skiing with methodology
 - › Ski improvement – all terrain
 - › Video
- ✳ **Indoor**
 - › Review course outline
 - › Workshop – Canadian Ski Teaching
 - › Workshop - Technical reference (Biomechanics)
 - › Group debrief

DAY 2

- ✳ **On snow**
 - › Bumps – ski improvement with methodology
 - › All terrain - Practice teach
- ✳ **Indoor**
 - › Workshop – Expert skill assessment
 - › One on One Session – review daily journal

DAY 3

- ✳ **On snow**
 - › Instructor Training – Entry level to Intermediate
- ✳ **Indoor**
 - › Workshop – Teach to teach
 - › Group debrief

DAY 4

❖ On snow

- › Instructor Training – practice teach

❖ Indoor

- › One on One Session – review daily Journal

DAY 5

❖ On snow

- › Edge Control with methodology
- › Edge control – Practice teach
- › Video

❖ Indoor

- › Level 4 Exams and standards review
- › Expert skill assessment (self-evaluation on video)
- › One on One Session – review daily Journal

DAY 6

❖ On snow

- › Ski-off review
- › Expert skills and strategies

❖ Indoor

- › Final assessments
- › Open forum with course conductor and exam recommendations

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



TEACHING ASSESSMENT

Element Of Competency	Performance Criteria Refinement / Creative Variation
<p>Teach skiing from Beginner to Expert in accordance with CSIA technique and methodology</p>	<p>Technical understanding:</p> <ul style="list-style-type: none"> › Teaching shows a total understanding of the relationships between skills, phases of the turn and planes of balance; › Demonstrates accurate skill assessment related to advanced competencies; › Identifies the causes of subtle skill deficiencies linking cause and effect; › Advanced training strategies should be skill specific, progress and adapt tactical approach to terrain and surrounding conditions; › Demonstrates innovative adaptations to development needs; › Adapt teaching approach appropriately to the students' current stage of development; › Demonstrates, with precision, skills appropriate to skill level; › Development approach should provide a clear direction including short and long term development goals to help students improve. <p>Student-centred method:</p> <ul style="list-style-type: none"> › Demonstrates safe teaching practices; › Show an organized and structured lesson understanding student's stage of development; › Adapt teaching approach to developmental stages, terrain and conditions; › Improvise easily to changing situations by anticipating the terrain and use conditions as teaching tactics; › Teaching is adjusted to the stage of development of the targeted motor skill; › Demonstrate creativity and varied approaches to individual student needs; › Utilise two way communications; › Create proper lesson pace through effective class control; › Utilise skiing mileage based on time frame of the lesson; › Shows the ability to get results; › Demonstrations should be technically precise, adapted to terrain and appropriate for the level of students.

	<p>Guest service:</p> <ul style="list-style-type: none"> › Utilise the principles of active listening; › Utilise the learning contract; › Communicate using two way communications with individuals in the group; › Provide feedback based on the student's current stage of development; › Show an understanding of learning styles; › Recognize basic group dynamics; › Recognize challenging students and situations; › Demonstrate a positive attitude and use appropriate body language to engage and motivate students.
<p>Teach Instructor Training sessions in accordance with the technique and methodology of the CSIA</p>	<ul style="list-style-type: none"> › Provide an example of a result-oriented lesson, blending technical understanding, student centred method and guest service. › Show realistic lesson pacing, with time for improvement through skiing. › Provide an approach, which is realistic and useful to the skiing public. › Illustrate a decision making process in a way that is useful and memorable. › Base Pedagogical points on the actions taken in the lesson. › Deliver Pedagogical points in a coherent and organized manner.

TECHNICAL ASSESSMENT

Element Of Competency	Performance Criteria Refinement / Creative Variation
<p>Demonstrate effectively from Entry level to Expert</p>	<p>General performance criteria:</p> <ul style="list-style-type: none"> › Skis consistently parallel on expert terrain at fast speeds; › Adjusts the technique to all turn types, speed and snow conditions; › Demonstrates an expert application of steering skills: <ul style="list-style-type: none"> ○ Balance against turning forces to create pressure; ○ Use flexion/extension movements to regulate pressure and maintain snow contact; ○ Balance on the edges above the fall line, through good mechanics; › Adjusts skills and technique to expert bumps and all terrain; › Provides technically sound and copy-able demonstrations; › Demonstrates at all ability levels from entry level to expert.
	<p>Specific performance criteria:</p> <p>Intermediate Parallel Turns: Control in symmetrical/rhythmical parallel turns on intermediate / advanced terrain (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>Expert Short Radius: Round short turns executed on expert (black) terrain</p> <ul style="list-style-type: none"> › Demonstrates consistent speed and steering; › Shows application of the technical elements described in Basic Parallel Turns; › Maintains rhythm and symmetry for the entire run; › Shows fluid movement patterns, adapted to speed and terrain. <p>Bumps – Free Run: Ski in control and with good technique in expert varied terrain (black terrain)</p> <ul style="list-style-type: none"> › Adjusts the stance to terrain and snow conditions; › Shows the ability to adapt lines and turn shapes to a variety of terrain; › Adjusts movements in anticipation of terrain features; › Uses terrain contours to increase ski performance; › Shows expert pressure control, maintaining contact and/or using terrain to create re-bound, as desired.

Corridor Run:

Demonstrate expert ski performance and steering skills in a 6-7 meter corridor run in brushes (blue / black terrain)

- › Maintain speed in the corridor;
- › Demonstrate symmetry from side to side;
- › Demonstrate use of the full width of the corridor;
- › Maintain roundness through expert steering skills.

Varied Radius:

Varied turn shapes executed at expert speeds on groomed expert (black terrain)

- › Adjusts the blend and timing of steering skills to varying turn radius;
- › Controls ski reaction and pressure, particularly in transitions from longer turns into short radius;
- › Shows application of the technical elements as described in Basic Parallel Turns.

Round Turns in Bumps:

Longer radius turns executed at advanced speeds in advanced bumps (blue/black terrain)

- › Maintains round turn shape through bumpy terrain;
- › Shows good balance and upper/lower body separation to allow simultaneous adjustment on lateral and vertical planes;
- › Reacts with ease to abrupt terrain changes;
- › Adapts to less than optimal lines.

Expert Parallel:

Linked and efficient parallel turns executed at high speed on groomed advanced (black terrain):

- › Demonstrates the technical principles as defined in Intermediate Parallel at expert speed;
- › Executes fluid and linked movements carrying momentum from phase 3 to phase 1;
- › Balances on edges in phase 2 to create early steering and direction change;
- › Controls and directs the energy of ski reaction to maximize gliding on the edges.



✦ **Ski Improvement with methodology**

Ski improvement sessions will cover a wide range of skiing in a variety of terrain and turn types and will use a variety of approaches to meet the needs of the class. Course conductors will also illustrate the methodology for effective teaching through these sessions. Video analysis and feedback will also be part of ski improvement. With these sessions each candidate will have a clear idea of expectations and strategies for further improvements.

✦ **Bumps with methodology**

These sessions will focus on technique and tactics for progressing students through difficult terrain. Candidates will be coached in skiing and teaching methods and will have the opportunity to practice teach with feedback.

✦ **Instructor training (Teaching how to teach)**

Candidates will be developed as effective trainers of instructors for ski schools and on CSIA certification courses. The Course Conductors will provide examples of good instructor training and participants will practice teach in various situations. Strategies will be suggested to improve content and delivery.

✦ **Expert edge control and edge control with methodology**

Candidates will be coached in expert edge control skills and how to teach them.

✦ **Expert skills and strategies**

Technical principles applied at an expert level, with strategies for development.

Level 4 exams review



After completing the training phase of the course, the participants will have 2 years (730 days) from the course date to attend a Level 4 exam. Candidates must pass both skiing and teaching aspects to be certified Level 4.

The candidate must register in advance for exams at National Office.

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 full course must be taken again, even if one portion has already been passed.

🍁 Skiing Evaluation

The skiing evaluation is by ski-off divided over day 1, 2 and 3 of the exam period. Each run is marked out of 10, and candidates must have an average of 60% to pass a run, and must pass 6 of 8 ski-off runs. The candidate must also have an overall average of 60% of all runs combined.

Ski-Off Procedure

The ski-off will be held at “stations” (i.e. Expert short radius, Intermediate parallel etc.) Candidates will have 2 runs through each station and the highest mark will be used.

➤ Ski-Off runs

1. Intermediate parallel
2. Expert Short radius
3. Expert parallel
4. Expert Varied radius
5. Bump run
6. Round turns in medium bumps
7. Corridor run
8. GS Race

Level 4 Race - Specifications

1. Format - Giant Slalom
2. Timing - Electric or average of two hand timers at the bottom
3. Minimum length - 30-40 seconds
4. Type - Double pole, paneled, self-redressing poles on turning gate
5. Conventional race rules apply and will be explained at the race meeting and draw held the night before the race
6. Racing suits permitted
7. All competitors must wear approved racing helmet
8. Two-run race may be reset at Course Director's discretion
9. The best time of two runs is taken for the mark
10. Women will draw for running order first and race first
11. Second run will be completely reversed and women will go first
12. If a candidate fails to finish both runs a third run is permitted

Level 4 Race marking scale

- › The candidates' individual results are granted in relation to the group average by calculating the "standard deviation". The results are then converted into a percentile score;
- › The best time of the two runs is taken to determine the mark. If a candidate cannot finish the two runs, a third and final run will be permitted;
- › Since the women's results are compared to the results of all the other candidates, a handicap of two points will be given to all female candidates from the start;
- › The rules will be explained at the racers' meeting, and the bibs will also be distributed.

❁ Teaching Evaluation

On snow

Candidates will receive their teaching assignments Day 1 of the exams

Marking system

Each teaching exam is marked by two course conductors, and marked out of 10. The successful candidate must have at least 6/10 from each course conductor and must pass both teaching sessions.

The candidate will teach one session from each category:

› Expert skiing (1 hour – 1 ¼ hour)

- Expert Ski Improvement
- Expert Terrain Adaptation

› Instructor Training Sessions (30 min – 40 min)

- Beginner
- Intermediate



CSIA INSTRUCTOR TRAINING ASSESSMENT LEVEL 4

/ 10

Name: _____

Location: _____

Candidate #: _____

Date: _____

Technical Understanding

Needs Improvement

Meets Expectations

Requires 3/4

Establishes clear goals for session	<input type="checkbox"/>	<input type="checkbox"/>	_____
Relates to need of skiing public	<input type="checkbox"/>	<input type="checkbox"/>	_____
Improves understanding of skills and skier development	<input type="checkbox"/>	<input type="checkbox"/>	_____
Provides a system for skill assessment and development	<input type="checkbox"/>	<input type="checkbox"/>	_____
Areas of continued improvement: _____			

Student Centred Teaching

Needs Improvement

Meets Expectations

Requires 3/4

Provides example of safe teaching (Mandatory)	<input type="checkbox"/>	<input type="checkbox"/>	_____
Shows 6 Step Lesson Planning	<input type="checkbox"/>	<input type="checkbox"/>	_____
Shows how to adapt to terrain and conditions	<input type="checkbox"/>	<input type="checkbox"/>	_____
Provides tactical tools and ideas	<input type="checkbox"/>	<input type="checkbox"/>	_____
Areas of continued improvement: _____			

Guest Service

Needs Improvement

Meets Expectations

Requires 4/5

Shows how to work with individuals	<input type="checkbox"/>	<input type="checkbox"/>	_____
Demonstrates Active Listening	<input type="checkbox"/>	<input type="checkbox"/>	_____
Utilises debriefing	<input type="checkbox"/>	<input type="checkbox"/>	_____
Utilises Learning Contract	<input type="checkbox"/>	<input type="checkbox"/>	_____
Communicates Coherently	<input type="checkbox"/>	<input type="checkbox"/>	_____
Areas of continued improvement: _____			

Delivery & Demonstration

Needs Improvement

Meets Expectations

Requires 6/7

Shows realistic lesson pacing	<input type="checkbox"/>	<input type="checkbox"/>	_____
Pedagogy based on actions in lesson	<input type="checkbox"/>	<input type="checkbox"/>	_____
Makes trainees aware of decision making process	<input type="checkbox"/>	<input type="checkbox"/>	_____
Pedagogy points based on the improvement of the trainers	<input type="checkbox"/>	<input type="checkbox"/>	_____
Demonstrations			
Adapted to skill level	<input type="checkbox"/>	<input type="checkbox"/>	_____
Adapted to terrain	<input type="checkbox"/>	<input type="checkbox"/>	_____
Technically precise	<input type="checkbox"/>	<input type="checkbox"/>	_____
Areas of continued improvement: _____			

Course Conductor: _____

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CSIA TEACHING ASSESSMENT LEVEL 4

/ 10

Name: _____

Location: _____

Candidate #: _____

Date: _____

Technical Understanding Needs Improvement Meets Expectations Requires 9/11

Skill Assessment			
• Skill specific	<input type="checkbox"/>	<input type="checkbox"/>	_____
• Related to advanced competencies	<input type="checkbox"/>	<input type="checkbox"/>	_____
• Finds causes of skill deficiencies	<input type="checkbox"/>	<input type="checkbox"/>	_____
• Relates cause and effect	<input type="checkbox"/>	<input type="checkbox"/>	_____
Skill Development			
• Uses advanced training strategies	<input type="checkbox"/>	<input type="checkbox"/>	_____
• Skill specific	<input type="checkbox"/>	<input type="checkbox"/>	_____
• Related to part of the turn	<input type="checkbox"/>	<input type="checkbox"/>	_____
• Progressive teaching tactics	<input type="checkbox"/>	<input type="checkbox"/>	_____
• Adapted to terrain and conditions	<input type="checkbox"/>	<input type="checkbox"/>	_____
• Appropriate to stage of development	<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 10/12

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 development 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"/>	_____
Shows ability to improve students	<input type="checkbox"/>	<input type="checkbox"/>	_____
Demonstrations			
• Adapted to skill level	<input type="checkbox"/>	<input type="checkbox"/>	_____
• Adapted to terrain	<input type="checkbox"/>	<input type="checkbox"/>	_____
• Technical skills	<input type="checkbox"/>	<input type="checkbox"/>	_____
Development Strategies: _____			

Guest Service Needs Improvement Meets Expectations Requires 6/7

Utilises the principles of active listening	<input type="checkbox"/>	<input type="checkbox"/>	_____
Utilises the learning contract	<input type="checkbox"/>	<input type="checkbox"/>	_____
Uses two way communication	<input type="checkbox"/>	<input type="checkbox"/>	_____
Shows an understanding of learning styles	<input type="checkbox"/>	<input type="checkbox"/>	_____
Recognizes basic group dynamics	<input type="checkbox"/>	<input type="checkbox"/>	_____
Positive attitude and appropriate body language	<input type="checkbox"/>	<input type="checkbox"/>	_____
Engages and motivates students	<input type="checkbox"/>	<input type="checkbox"/>	_____
Development Strategies: _____			

Course Conductor: _____

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