



**CSIA**

**Canadian Ski Instructors' Alliance**

CANADIAN SKI INSTRUCTORS' ALLIANCE

## *Level 1 Certification Course Guide*

*2018-2019*

### *CSIA Mission Statement*

*“The Canadian Ski Instructors’ Alliance provides excellence in education for the profession of ski teaching, contributing to the growth and enjoyment of skiing.”*

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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401-8615, St.Laurent blvd

Montréal, QC H2P 2M9

Canada

[www.snowpro.com](http://www.snowpro.com)

# Level 1 Introduction



The Level 1 ski instructor certification is for any skier over the age of 15 that is a competent parallel skier. The Level 1 candidate can expect to be exposed to a variety of terrain, snow conditions and terrain features.

The Level 1 course is an introduction to ski teaching, CSIA technique and methodology and the role of ski teaching within the ski industry. It combines the basics of practical ski teaching methods, technical understanding and development of guest service skills, as well as best practices for teaching children to ski.

Candidates will receive coaching on their skiing, teaching and people skills with the goal of reaching the Level 1 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 1 is a prerequisite for the Level 2 certification.

**DURATION:** 3 days totalling 21 hours, including evaluation and online learning modules

## **COURSE CONTENT:**

### **✦ Online Reading**

- › Guest Service
- › Teaching Children

### **✦ Online Modules**

- › Technical Reference
- › Decision Making
- › Gliding experience

**Sub-total 2 hrs**

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### **✦ Indoor**

- › Introduction to CSIA and the CSIA standard
- › Group Debrief and One-on-One course conductor/candidate
- › Video review
- › Results

**Sub-total 4 hrs**

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### **✦ Outdoor**

- › Ski improvement and skill development w/video **2.5 hr**
- › Gliding experience **5.0 hr**
- › Decision making and Safe teaching practices **5.0 hr**
- › Age specific methodology **2.5 hr**

**Sub-total 15 hrs**

**Total: 21 hrs**

# Evaluation



Candidates are evaluated on their skiing and teaching skills, as well as their participation on and off the snow. The evaluation is conducted on an on-going basis throughout the course. The skiing Outcomes are based on the “IACRCv” model (see CSIA Manual, pgs. 5.1-5.3) and the Teaching Outcomes are based on a frequency scale. This scale represents the level of understanding the candidate has in relation to the teaching standard. A candidate who demonstrates performance criteria 50% of the time is evaluated at “some” of the time. Demonstration of performance criteria at least 70% of the time is evaluated at “most”. Candidates must pass both skiing and teaching aspects to be certified Level 1.

## MARKING SYSTEM

### ❖ Ski:

Candidates have to be at the “Acquisition” stage of the Development Model to meet the standard.

#### › Understanding motor learning (Manual pgs. 5.1-5.3)

DEVELOPMENT SCALE	TECHNICAL ABILITY
INITIATION	<ul style="list-style-type: none"><li>› First contact with skill or activity;</li><li>› Learner may have no idea what to do.</li></ul>
ACQUISITION	<ul style="list-style-type: none"><li>› The skier coordinates and executes the key components of the movement in the correct order;</li><li>› Execution is inconsistent and lacks precision;</li><li>› Conscious execution by skier;</li><li>› Rough form, lacks synchronization, rhythm and flow.</li></ul>
CONSOLIDATION	<ul style="list-style-type: none"><li>› Coordination of movements appears</li><li>› Controlled and rhythmical execution of task under stable conditions</li><li>› Some performance elements are maintained, but are inconsistent when skier is under pressure, conditions change or demands increase</li></ul>

### ❖ Teaching:

Meets expectations (ME) or Needs improvement (NI).

## RE-TEST ON SKIING OR TEACHING

Candidates who fail skiing *or* teaching, *or* both, have 2 years (730 days) from the course date to be re-evaluated on the incomplete portion. After that period, the full course must be taken again. The candidate must register in advance for re-evaluation on a Level 1 course.

Skiing re-test will be during Day 1 and Day 2 of the course. Teaching re-test will be during Day 2 and Day 3. Candidates will join one of the existing groups and participate fully in the day's agenda. Results will be announced at the end of Day 2 for skiing re-test candidates and at the end of Day 3 for teaching re-test candidates.

## TEACHING EVALUATION

Learning Outcomes	Performance Criteria
<p><b>Identify the CSIA Decision Making Process in a variety of teaching situations and age groups</b></p>	<ol style="list-style-type: none"> <li>1. <b>Safe Teaching</b> <ol style="list-style-type: none"> <li>a. Organizes class for safe lift rides <i>Examples: instructs how to use specific lifts, informs students of meeting place at top of lift, understands how to adapt to groups of children</i></li> <li>b. Stops class in safe locations <i>Examples: stops on side of slope where traffic is reduced, avoids stopping under rolls and chair lifts</i></li> <li>c. Leads and directs group to stop and ski in a safe manner <i>Examples: remains in view of the student, uses a snake when trails are not crowded, avoids heavy traffic by staying to one side of the slope, teaches students how to stop away from the class then move into the group slowly</i></li> <li>d. Manages pace of lesson relative to students' needs <i>Examples: recognizes the need to give brief instructions then allow students to ski, recognizes that beginners may require frequent stops while intermediates can sometimes ski longer without stopping</i></li> </ol> </li> <li>2. <b>Learning Contract:</b> <ol style="list-style-type: none"> <li>a. Communicates professionally; <i>Examples: learns and uses names, raises goggles when appropriate, makes eye contact, speaks clearly, shows interest in students, has an enthusiastic approach, creates a fun learning environment, adapts to children by getting down to eye level.</i></li> <li>b. Uses two-way communication; <i>Examples: creates conversation with peers, actively listens to students and responds accordingly, uses layman's terminology</i></li> <li>c. Establishes achievable goals. <i>Examples: develops students within the Level 1 curriculum</i></li> </ol> </li> </ol>

### 3. Situation:

- a. Chooses terrain for skill level of student;  
*Examples: overall terrain choice relates to the level of client they will be teaching (beginner to intermediate), can recognize easiest way down each run. Chooses a turn shape that best suits the terrain. Recognizes how to utilize terrain based learning features in beginner areas (where applicable).*
- b. Recognizes effects of snow conditions.  
*Examples: heavy spring conditions, powder, chopped snow, ice.*

### 4. Skiing Objectives:

- a. Identifies the four Gliding Experience objectives;  
*Examples: mobility (getting around the slope as a beginner, knowledge of equipment), gliding (create comfortable situations), speed management (slowing down, maintaining speed) and direction change (control and grip – round smooth turns).*
- b. Chooses skiing objectives based on student.  
*Examples: turn shape and speed appropriate for beginner to intermediate clients. Turn shape also relates to the terrain.*

### 5. Motor Skill Development:

- a. Makes a technical assessment of the students;  
*Example: As part of a ski lesson, instructors need to watch their student ski and assess their technique*
- b. Identifies the elements of the Technical Reference;  
*Example: candidates should understand the key elements of the Technical Reference (Use all joints to maintain balance, Lead the turning effort with the lower body, Manage separation for angulation to provide grip and Coordinate movement patterns for efficient turn linking). See Performance Criteria #8 to describe the essence of each reference point at the Level 1 standard.*
- c. Uses Technical Reference for assessment and development;  
*Examples: technical assessment falls under one or more of the Technical References, tactical approaches and tasks relate to one or more of the Technical References*
- d. Chooses tasks related to beginner/intermediate skiers.  
*Examples: tasks should be designed and developed in relation to a real snow school client. Development should not be to refine demonstrations of the candidates.*

### 6. Teaching Children:

- a. Recognizes basic cognitive and physical differences in age groups  
*Examples: recognizes attention spans in different age groups, recognizes physical limitations in younger age groups*
- b. Identifies tactical approaches for age groups;  
*Examples: can identify appropriate games for age groups*
- c. Identifies class control tactics for children.  
*Examples: chooses follow the leader versus one at a time with the appropriate age group. Applies safe stopping and leading class down a slope.*

# TECHNICAL EVALUATION

Learning Outcomes	Performance Criteria - Acquisition
<p><b>Demonstrate effectively from entry level to intermediate</b></p>	<p><b>General performance criteria for Intermediate parallel on groomed blue terrain:</b></p> <p><b>7. Objective:</b></p> <p><u>Speed</u></p> <ul style="list-style-type: none"> <li>a. Can control speed on steeper terrain</li> <li>b. Can maintain speed on flatter terrain</li> </ul> <p><u>Turn shape</u></p> <ul style="list-style-type: none"> <li>a. Makes medium sized, steered arcs</li> <li>b. Links turns</li> </ul> <p><b>8. Technique:</b></p> <p><u>Use all joints to maintain balance</u></p> <ul style="list-style-type: none"> <li>a. Demonstrates an “athletic” stance</li> <li>b. Maintains balance in the middle of the outside ski</li> </ul> <p><u>Lead the turning effort with the lower body</u></p> <ul style="list-style-type: none"> <li>a. Turns skis using feet and legs</li> <li>b. Shows separation of upper and lower body</li> </ul> <p><u>Manage separation for angulation to provide grip</u></p> <ul style="list-style-type: none"> <li>a. Creates edge angles using hips, knees and feet</li> <li>b. Keeps shoulders relatively level</li> <li>c. Adjusts edge angles in order to manage turn shapes</li> </ul> <p><u>Coordinate movement patterns for efficient turn linking</u></p> <ul style="list-style-type: none"> <li>a. Uses a well-timed pole plant to initiate parallel turns</li> <li>b. Executes movements in the correct order</li> <li>c. Maintains speed from turn to turn</li> </ul> <p><b>9. Demonstrates entry level to intermediate (Maintaining technical performance criteria above):</b></p> <ul style="list-style-type: none"> <li>a. Uses snowplow stance or parallel stance when appropriate;</li> <li>b. Adjusts speed for level of student;</li> <li>c. Adjusts turn size to steepness of terrain;</li> <li>d. Uses terrain to enhance learning;</li> <li>e. Demonstrates to accurately support the explanation.</li> </ul>

# Day 1 overview



**Interpreting the charts in this section:**

**Performance Criteria** define the standard for the evaluation process.

**Learning Objectives** are the goals for each session and align with the performance criteria. These correlate directly with the Evaluation Form.

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

- ✦ **On snow - AM / PM - Decision Making Process** (Canadian Ski Teaching Manual, Chapter 3)

Performance Criteria
1. Safe Teaching
2. Learning Contract
3. Skiing Situation

Learning Objectives	Performance Criteria		
	1	2	3
organizes class for safe lift rides	X		
stops class in safe locations	X		
leads and directs group to stop and ski in a safe manner	X		
manages pace of lesson relative to students' needs	X		
Communicates professionally		X	
Uses two-way communication		X	
Establishes achievable goals		X	
Chooses terrain for skill level of student			X
Recognizes effects of snow conditions			X

Performance Criteria
4. Skiing objectives
5. Motor skill development

Learning Objectives	Performance Criteria	
	4	5
Identifies the four Gliding Experience objectives	X	
Chooses skiing objectives based on student	X	
Makes a technical assessment		X
Identifies the elements of the Technical Reference		X
Uses Technical Reference for assessment and development		X
Chooses tasks related to beginner/intermediate skiers		X

✦ **Indoor - PM**

- › Review course outline and performance criteria
- › Level 1 standards
- › Day 1 debrief
- › Video review

## Technical Performance Criteria and Learning Objectives

Technical proficiency and demonstration improvement is ongoing over the three days. The Learning Objectives are developed and the Performance Criteria are evaluated during the sessions listed below.

<b>Performance Criteria – Demonstrate effectively from entry level to intermediate</b>
7. Skiing Objectives
8. Technique
9. Demonstrations

<b>Learning Objectives</b>	<b>Performance Criteria</b>		
Technical	<b>7</b>	<b>8</b>	<b>9</b>
Day 1 AM session while warming up – understanding intermediate speeds	X		
Day 1 PM session – Technical Reference and intermediate skiing objectives	X	X	X

## **\* Debrief – Day 1 Notes**

**On snow activities and how they relate to the manual**

**Information in the manual not covered today**

**Information in the manual requiring clarification**

**Favorite part of the day**

**Strategies / Solutions**

# What's next?



The CSIA certification system is based upon a credit-based, modular format. At the core of it is the Education Credits concept. As more and more importance is given to “continuing education” by instructors and snow schools alike, our members’ participation to numerous programs is being valued through the accumulation of Education Credits.

Pertaining to certification, specific numbers of credits serve as eligibility milestones. **Reach 10 credits to fulfill the Level 2 requirements. Reach 40 credits to fulfill the Level 3 requirements.**

The following programs are just a sample of the different continuing education programs offered exclusively to CSIA members:

## Modules

1-day training sessions under a variety of subjects such as, Teaching Children, Free Tactics/Snowpark Intro, Terrain Assisted Development, etc

## Professional development program (PDP)

An annual free half-day training session with top course conductors

## Camps

2 to 5-day events: High Performance Camp, R&D camp, Women’s Edge, etc

## Clinics

Specialized training offered regionally focusing on ski improvement (short turns, corridor, etc), teaching skills (A&D, etc) or course prep.

Already looking forward to the Level 2 Certification? Here’s what to expect:



For more information on CSIA programs, please visit [snowpro.com](http://snowpro.com) and look for the Education section.

# Day 2 Overview



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

✦ **On snow - AM - Gliding Experience** (Canadian Ski Teaching Manual Chapter 4)

Performance Criteria
1. Safe teaching
2. Learning Contract
3. Skiing Situation
4. Skiing Objectives
5. Motor Skill Development

Learning Objectives	Performance Criteria				
Gliding Experience	1	2	3	4	5
Identify the four Gliding experience objectives	X	X	X	X	X

✦ **On snow PM Teaching Children** (Canadian Ski Teaching Manual Children Handbook)

Performance Criteria
6. Teaching Children

Learning Objectives	Performance Criteria
Teaching Children	6
Cognitive and Physical differences	X
Tactical approaches for age groups	X
Class control tactics	X

✦ **Indoor**

- › Debrief:
  - Gliding experience review
- › Video Review – assessments and development strategies
- › One-on-one sessions; Course Conductor – Candidates

## Technical Performance Criteria and Learning Objectives

Technical proficiency and demonstration improvement is ongoing over the three days. The Learning Objectives are developed and the Performance Criteria are evaluated during the sessions listed below.

<b>Performance Criteria – Demonstrate effectively from entry level to intermediate</b>
9. Demonstrations

<b>Learning Objectives</b>	<b>Performance Criteria</b>
Technical	<b>9</b>
Day 2 AM session - entry level demonstrations	<b>X</b>

## **\* Debrief – Day 2 Notes**

**On snow activities and how they relate to the manual**

**Information in the manual not covered today**

**Information in the manual requiring clarification**

**Favorite part of the day**

**Strategies / Solutions**

# Day 3 Overview



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

Day 3 reviews all of the skiing and teaching performance criteria through practical teaching scenarios. The course conductor will design different scenarios in which the candidates will work together in small groups.

- ★ **On snow – AM / PM – Practical Ski Teaching** (Canadian Ski Teaching Manual Chapter 3 & 4)
  - › Teaching workshop
    - Decision making
    - Motor skill development
    - Gliding experience
  
- ★ **Indoor**
  - › Final results

## Technical Performance Criteria and Learning Objectives

Performance Criteria – Demonstrate effectively from entry level to intermediate
7. Skiing Objectives
8. Technique
9. Demonstrations

Learning Objectives	Performance Criteria		
	7	8	9
Technical			
Day 3 - ongoing guidance from course conductor while practice teaching and participating in peer lessons throughout the day	X	X	X



# CSIA LEVEL 1 EVALUATION FORM

**OVERALL RESULT**

**NI / ME**

Name: \_\_\_\_\_  
Candidate #: \_\_\_\_\_

Location: \_\_\_\_\_

Date: \_\_\_\_\_

Course Conductor: \_\_\_\_\_

## TEACHING OUTCOMES

**NI / ME**

	NI	Frequency		
		Some	Most	
<i>In a variety of teaching situations, the candidate...</i>				
<b>1- Safe teaching</b> <i>organizes class for safe lift rides stops class in safe locations leads and directs group to stop and ski in a safe manner manages pace of lesson relative to students' needs</i>	<i>requires 3/4</i>			<b>For further development</b> _____ _____ _____ _____ _____ _____ _____ _____
<b>2- Learning contract</b> <i>communicates professionally uses two-way communication establishes achievable goals</i>	<i>requires 8/11</i>			
<b>3- Situation</b> <i>chooses terrain for skill level of student recognizes effects of snow conditions</i>				
<b>4- Skiing objectives</b> <i>identifies the four Gliding Experience objectives chooses skiing objectives based on student</i>				
<b>5- Motor skill development</b> <i>makes a technical assessment of the students identifies the elements of Technical Reference uses Technical Reference for assessment and development chooses tasks related to beginner/intermediate skiers</i>				
<b>6- Teaching Children</b> <i>recognizes basic cognitive and physical differences in age groups identifies tactical approaches for age groups identifies class control tactics for children</i>	<i>requires 2/3</i>			

**Legend:**

•• Grey boxes represent Level 1 standard ••

•• NI = Needs Improvement, ME = Meets Expectations ••

•• Frequency scale represents the consistency of performance: "Some" of the time - "Most" of the time ••



# CSIA LEVEL 1 EVALUATION FORM

<b>OVERALL RESULT</b>	<b>NI / ME</b>
-----------------------	----------------

Course Conductor: \_\_\_\_\_

Name: \_\_\_\_\_  
 Candidate #: \_\_\_\_\_  
 Location: \_\_\_\_\_  
 Date: \_\_\_\_\_

## SKIING OUTCOMES

*In a parallel stance on groomed blue terrain, the candidate...*

### 7- Objective

#### Speed

*can control speed on steeper terrain  
 can maintain speed on flatter terrain*

#### Turn Shape

*makes medium size, steered arcs  
 links turns*

NI	A	C	R
	Some	Most	All

*requires 3/4*


For further development

NI / ME

### 8- Technique

*Use all joints to maintain balance*

*demonstrates an "athletic" stance*

*maintains balance in the middle of the outside ski*

*Lead the turning effort with the lower body*

*turns skis using feet and legs*

*shows separation of upper and lower body*

*Manage separation for angulation to provide grip*

*creates edge angles using hips, knees and feet*

*keeps shoulders relatively level*

*adjusts edge angles in order to manage turn shapes*

*Coordinate movement patterns for efficient turn linking*

*uses a well timed pole plant to initiate parallel turns*

*executes movements in the correct order*

*maintains speed from turn to turn*

*requires 7/10*





### 9- Demonstrates entry level to intermediate

*uses snowplow or parallel stance when appropriate*

*adjusts speed for level of student*

*adjusts turns size to steepness of terrain*

*uses terrain to enhance learning*

*demonstrates to accurately support the explanation*

*requires 3/5*


\_\_\_\_\_

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\_\_\_\_\_

Legend:    \*\*Grey boxes represent Level 1 standard\*\*    \*\*NI = Needs Improvement, ME = Meets Expectations\*\*    \*\*A-C-R: See CSIA manual for definition\*\*  
 \*\*\*Frequency scale represents the consistency of performance: "Some" of the time - "Most" of the time - "All" of the time\*\*\*