



Canadian Ski Instructors' Alliance

CANADIAN SKI INSTRUCTORS' ALLIANCE

***Level 2 Training Course
Course Guide***

2017-2018

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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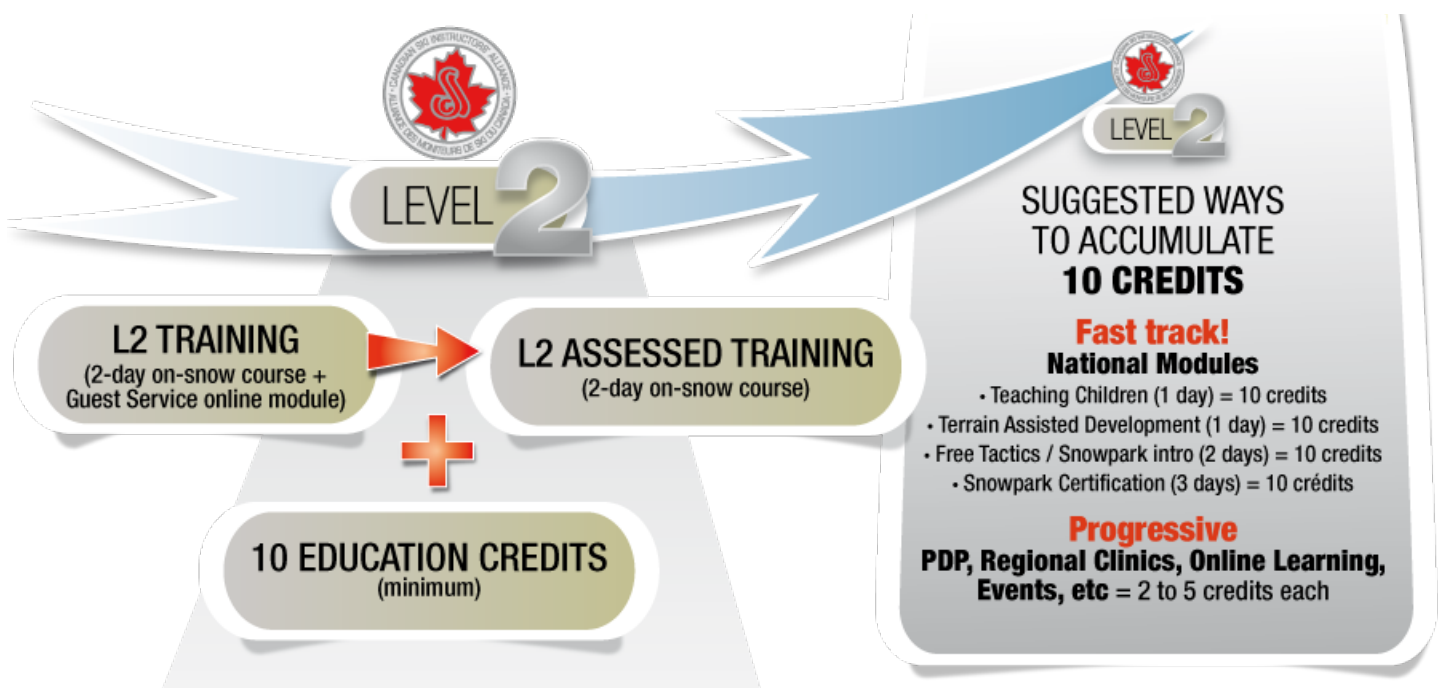
Level 2 Introduction



The Level 2 ski instructor certification is for any skier that has passed the Level 1 certification. The program improves situational teaching skills, 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 skiing, teaching and people skills with the goal of reaching the Level 2 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 is a pre-requisite for the Level 3 certification.

Level 2 Certification Structure



- L2 Training course must be completed before the L2 Assessed Training course.
- Education credits can be accumulated at any time (before, in-between or after the Training and Assessed Training courses), but L2 membership status will not be updated until the minimum requirement is reached.
- **Guest Service online module is mandatory to officially obtain the certification.**
- Retests are held over the entire 2 days of the L2 Assessed Training program, both for members currently holding a partial L2 certification under the old structure and those in need of a full retest.
- The process of certification is not limited in time. Missing components can be collected at any point in time to complete the certification.

Course Schedule



DAY 1

✦ Registration

✦ On snow (4.5 hrs)

- Decision making process (in parallel skiing, based on Gliding Experience)
 - The learning contract
 - How to establish goals, physical and psychological considerations
 - Situation
 - Creating and maintaining a safe learning environment
 - Evaluating terrain, weather and snow conditions
 - Skiing objectives
 - *The Gliding Experience* - Mobility, gliding, speed management, direction change
 - Technical reference points
 - Motor skill development
 - Tactical approaches – how to use drills, terrain, turn shape
 - Class management/safe teaching
 - Lesson pacing, group dynamics and safety

✦ Indoor (1.5 hrs)

- Debrief of day 1
- Reading assignment: CSIA manual p. 4.1-4.11

DAY 2

✦ On snow (4 hrs)

- Developing teaching skills through practice teaching (based on Gliding experience)
 - Peer teaching based on observations of day 1
 - Structuring a lesson
 - Managing the learning environment for safety
 - Making use of the learning contract
 - Adapting to terrain and conditions
 - Motor Skill Development
 - Identifying and maintaining clear skiing objectives
 - Tasks and situation
 - Following up on observations

✦ Indoor (1.5 hrs)

- Preparation for L2 Assessed Training module
 - Performance criteria and evaluation procedures
- Individual performance assessment with written development strategies
- Course Feedback Forms

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.

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 – Learning Contract & Situation	
1. Identify students' experience	
2. Establish goals	
3. Use two-way communication	
4. Provide individual feedback	
5. Integrate safe teaching practices	
6. Use basic class control tactics	
7. Use terrain for skill level of student	
8. Identify snow and weather conditions	
9. Use appropriate lesson pace	

Learning Objectives	Performance Criteria								
Learning Contract & Situation	1	2	3	4	5	6	7	8	9
Learn Names	X								
Learning contract	X	X							
Communication skills			X	X					
Situation considerations					X	X	X	X	X

Performance Criteria – Skiing Objective & Motor Skill Development	
10. Use skiing objectives based on student	
11. Choose skiing objective based on the situation	
12. Use the Technical Reference to choose technical strategies	
13. Choose task for entry level to intermediate skiers	
14. Choose task for situation	
15. Relate cause and effect	

Learning Objectives	Performance Criteria					
Skiing Objectives & Motor Skill Development	10	11	12	13	14	15
Establishing skiing objectives	X					
Skiing objective application		X				
Motor skill development			X	X	X	X

❖ **Reading assignment :** Lesson Planning - *CSIA Manual p.4.1-4.11*



DAY1

TEACHING METHODOLOGY REVIEW

Review the key elements of the day

The Learning contract...

Situation...

Skiing objectives...

Motor skill Development...

Class Management ...

Safe Teaching Practices ...

Day 2



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

❖ **On snow - AM / PM - Lesson Planning and Gliding Experience**
(Canadian Ski Teaching Manual, Chapter 4)

Performance Criteria – Lesson Planning and Gliding Experience
4. Provide individual feedback
5. Integrate safe teaching practices
6. Use basic class control tactics
7. Use terrain for skill level of student
8. Identify snow and weather conditions
9. Use appropriate lesson pace
10. Use skiing objectives based on student
11. Choose skiing objectives based on the situation
12. Use the Technical Reference to choose technical priorities
13. Choose task for entry level to intermediate skiers
14. Choose task for situation
15. Relate cause and effect

Learning Objectives	Performance Criteria											
Lesson Planning & Gliding Experience	4	5	6	7	8	9	10	11	12	13	14	15
Structuring a lesson	X	X	X	X	X	X						
Motor skill development							X	X	X	X	X	X

❖ **Indoor**

- Preparation for L2 Evaluated Training course
 - Performance criteria and evaluation procedures
- Individual performance assessment with written development strategies
- Course Feedback Forms

Technical Performance Criteria and Learning Objectives

Technical proficiency and demonstration improvement is ongoing over the two days of the Level 2 Training course.

Performance Criteria – Demonstrate effectively from entry level to intermediate
16. Maintain intermediate speeds
17. Blend skills to achieve a medium sized steered, skidded arc
18. Maintain consistent turn shape relative to speed and terrain
19. Use all joints to maintain balance
20. Lead the turning effort with the lower body
21. Manage separation for angulation to provide grip
22. Coordinate movement patterns for efficient turn linking
23. Identify skill level of student
24. Choose turn shape
25. Choose terrain

Learning Objectives	Performance Criteria									
	16	17	18	19	20	21	22	23	24	25
Technical										
Day 1 AM while warming up – Understanding intermediate speeds, turn shape and level of ski performance	X									
Day 1 PM – Technical Reference and intermediate skiing objectives	X	X	X	X	X	X	X			
Day 2 AM - Entry level to intermediate demonstrations								X	X	X
Day 2 PM - Ongoing guidance from course conductor while practice teaching and participating in peer lessons throughout the day	X	X	X	X	X	X	X	X	X	X

Level 2 Evaluation



During the L2 Assessed Training course, candidates are evaluated on their skiing and teaching skills, the evaluation is conducted on an on-going basis as candidates continue to be trained in this 2 day course. Evaluation relative to the L2 standard is based on the “IACRCv” model (see CSIA Manual, pgs. 5.1.-5.3). Candidates must pass both skiing and teaching aspects to be certified Level 2.

MARKING SYSTEM

Ski:

To meet the standard, candidates have to be at the “Consolidation” stage of development in accordance to the CSIA Level 2 Technical Performance Criteria (p. 10-11).

STAGE OF DEVELOPMENT	TECHNICAL ABILITY
ACQUISITION	<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;› Conscious execution by skier;› Rough form, lacks synchronization, rhythm and flow.
CONSOLIDATION	<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
REFINEMENT	<ul style="list-style-type: none">› Performance is consistent and precise in demanding conditions› Movements are automatic and done subconsciously› Only minor fine tuning may be necessary› Critical reflection and correction is possible by skier

Teaching:

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

RE-TEST ON SKIING OR TEACHING

Candidates who fail skiing or teaching can be re-tested at any time by attending any L2 Assessed Training Module. Candidates passing one portion will never have to be re-tested for that portion, but must still attend the 2 day module. The candidate must register in advance for re-evaluation through the National Office.

TEACHING EVALUATION

Learning Outcomes	Performance Criteria
<p>Use the CSIA Decision Making Process</p>	<p>Learning Contract:</p> <ol style="list-style-type: none"> 1. Identify students' experience; 2. Establish goals; 3. Use two-way communication; 4. Provide individual feedback <p>Situation:</p> <ol style="list-style-type: none"> 5. Integrate safe teaching practices; 6. Use basic class control tactics; 7. Use terrain for skill level of student; 8. Identify snow and weather conditions; 9. Use appropriate lesson pace. <p>Skiing Objective:</p> <ol style="list-style-type: none"> 10. Use skiing objectives based on student; 11. Choose skiing objectives based on situation; <p>Motor Skill Development:</p> <ol style="list-style-type: none"> 12. Use the Technical Reference to choose technical priorities; 13. Choose task for entry level to intermediate skiers; 14. Choose task for situation; 15. Relate cause and effect.

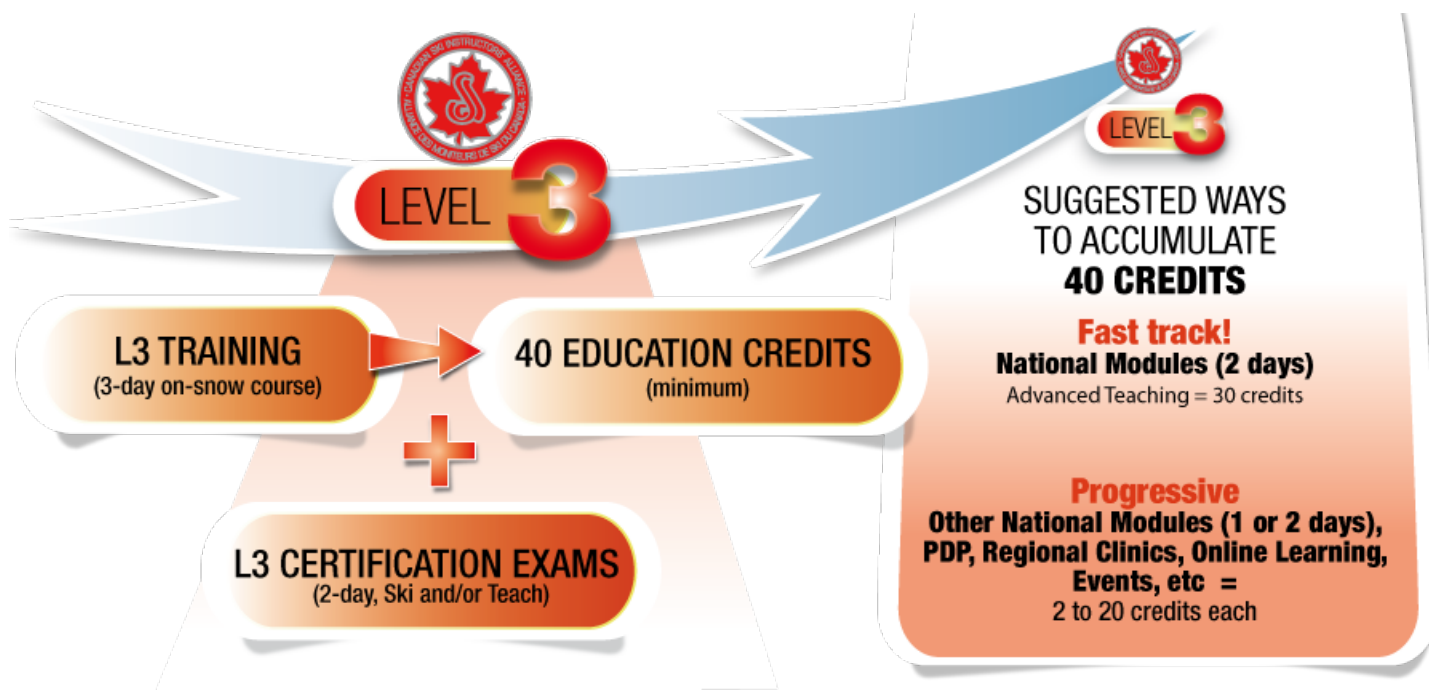
SKIING EVALUATION

Learning Outcomes	Performance Criteria - Consolidation
Effectively demonstrate CSIA technique from entry level to intermediate	General performance criteria for Intermediate parallel on groomed blue terrain: Objective: <ul style="list-style-type: none">16. Maintain intermediate speeds;17. Blend skills to achieve a medium sized steered, skidded arc;18. Maintain consistent turn shape relative to speed and terrain. Technique: <ul style="list-style-type: none">19. Use all joints to maintain balance;20. Lead the turning effort with the lower body;21. Manage separation for angulation to provide grip;22. Coordinate movement patterns for efficient turn linking.
	Demonstrations (maintaining technical performance criteria above): <ul style="list-style-type: none">23. Identify skill level of student;24. Choose turn shape;25. Choose terrain.

What's next?



Already looking forward to the Level 3 Certification? Here is what to expect:



Level 3 standards being significantly more demanding than of the Level 2, candidates are strongly encouraged to develop a personal training plan. Start with the training course and, based on your course conductor's comments, seek specific training based on their needs. Here is a sample of programs that might help maximize your chances of success:

- Develop your training plan and exam specific preparation with Training for Performance module
- Develop your skiing skills - Coaching the Fundamentals module
- Develop your all terrain skills - All-Terrain - advanced module
- Develop your teaching skills - Advanced Teaching module
- Fine tune very specific skills with Regional Clinics.

Alternatively, seek the assistance of a current Level 3 course conductor through a snow school.

For more information on CSIA programs, please visit snowpro.com and look for the Courses section.

