



Canadian Ski Instructors' Alliance

CANADIAN SKI INSTRUCTORS' ALLIANCE

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

2018-2019

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.
- **The “Level 2 eprep” and “Guest Service” online modules are 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

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
1. Safe Teaching
2. Learning Contract
3. Situation

Learning Objectives	Performance Criteria		
	1	2	3
Stopping class in safe locations	X		
Heavy traffic	X		
Leading and directing group	X		
Management of lesson pace	X		
Professional communication		X	
Providing individual feedback		X	
Two-way communication		X	
Establishing achievable goals		X	
Choosing terrain			X
Snow conditions			X

Performance Criteria
4. Skiing Objectives
5. Motor Skill Development

Learning Objectives	Performance Criteria	
	4	5
Objectives based on situation	X	
Objectives based on student	X	
Technical assessments		X
Understanding the Technical Reference		X
Assessment and Development		X
Tasks		X
Cause and effect		X

❖ **Reading assignment (CSIA Manual):**

Lesson Planning - CSIA Manual p.4.1-4.11

Guest service and client building/safety – p.4.12-4.13

Decision making process – p. 3.1-3.9

Technical reference – p 6.2-6.12



DAY1

TEACHING METHODOLOGY REVIEW

Review the key elements of the day

The Learning contract...

Situation...

Skiing objectives...

Motor skill Development...

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
1. Safe Teaching
2. Learning Contract
3. Situation
4. Skiing Objectives
5. Motor Skill Development

Learning Objectives	Performance Criteria				
	1	2	3	4	5
Structuring a lesson	X	X	X	X	X
Motor skill development					X

- ❖ **Indoor**

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

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
6. Objective
7. Technique
8. Demonstrations

Learning Objectives	Performance Criteria		
	6	7	8
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
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

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 of the Skiing Outcomes, relative to the L2 standard, is based on the “IACRCv” model (see CSIA Manual, pgs. 5.1-5.3). 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 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. 5).

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

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 course. Candidates passing one portion will never have to be re-tested for that portion, but must still attend the 2 day course. 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 in a variety of teaching situations</p>	<p>1. Safe Teaching</p> <ul style="list-style-type: none"> a. Stops class in safe locations; Examples: stops on side of slope where traffic is reduced, avoids stopping under rolls and chair lifts. b. Negotiates heavy traffic areas in a safe manner; Examples: chooses appropriate turn shape, class control tactics and speed. Avoids when possible. c. Leads and directs group to stop and ski in a safe manner; 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. d. Manages pace of lesson relative to students' needs. 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. <p>2. Learning Contract:</p> <ul style="list-style-type: none"> a. Communicates professionally; 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. b. Provides individual feedback; <i>Examples: communicates individual development strategies to each student, individualized tactical approaches in a group setting.</i> c. Uses two-way communication; Examples: creates conversation with peers, actively listens to students and responds accordingly, uses layman's terminology. d. Establishes achievable goals. Examples: develops students within the Level 1 curriculum.

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. Chooses skiing objectives based on situation;
Examples: recognizes steepness of terrain, traffic volume and snow conditions.
- 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;
Example: As part of a ski lesson, instructors need to watch their student ski and assess their technique.
- b. Understands 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 2 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.
- e. Relates cause and effect.
Examples: can relate objective to the situation, relate motor skill development to objective.

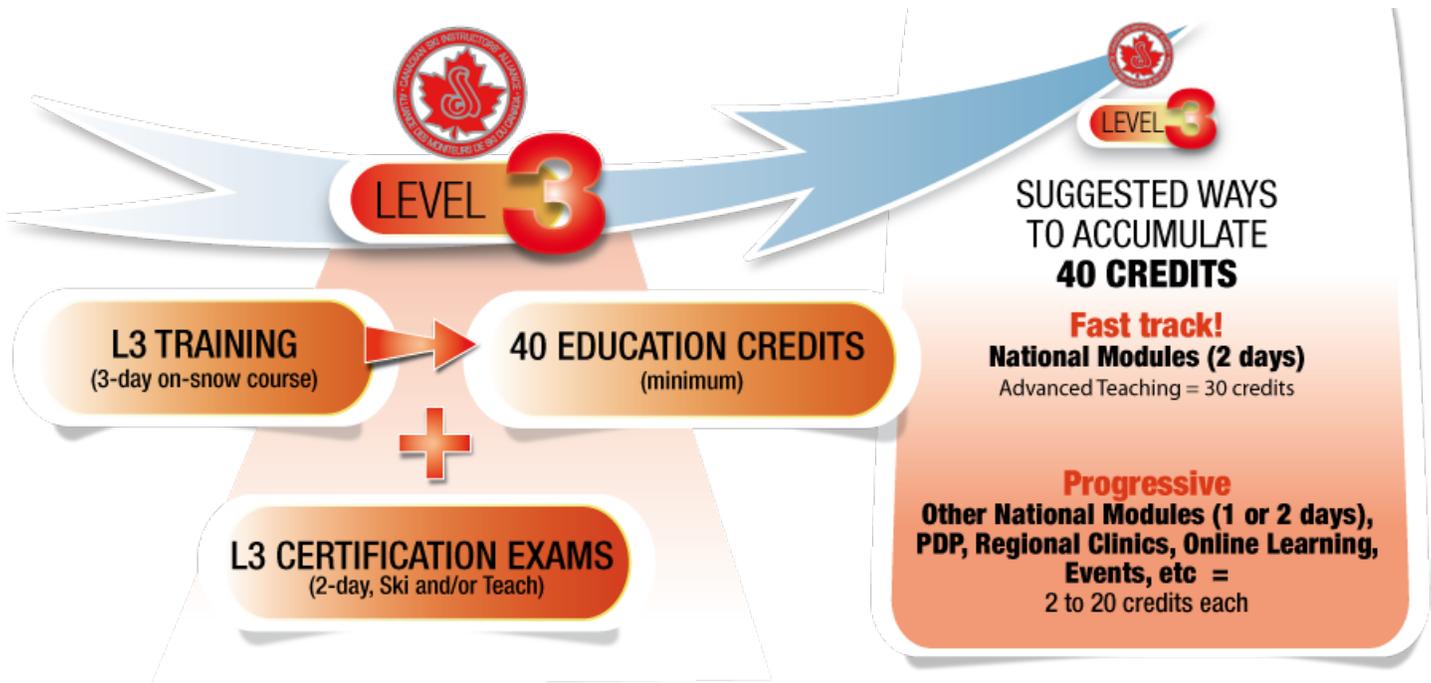
SKIING EVALUATION

Learning Outcomes	Performance Criteria - Consolidation
<p>Effectively demonstrate CSIA technique from entry level to intermediate</p>	<p>General performance criteria for Intermediate parallel on groomed blue terrain:</p> <p>6. Objective:</p> <p><u>Speed</u></p> <ul style="list-style-type: none"> a. Can control speed on steeper terrain; b. Can maintain speed on flatter terrain. <p><u>Turn shape</u></p> <ul style="list-style-type: none"> a. Makes medium sized, steered arcs; b. Links turns. <p>7. Technique:</p> <p><u>Use all joints to maintain balance</u></p> <ul style="list-style-type: none"> a. Demonstrates an “athletic” stance; b. Maintains balance in the middle of the outside ski. <p><u>Lead the turning effort with the lower body</u></p> <ul style="list-style-type: none"> a. Turns skis using feet and legs; b. Shows separation of upper and lower body. <p><u>Manage separation for angulation to provide grip</u></p> <ul style="list-style-type: none"> a. Creates edge angles using hips, knees and feet; b. Keeps shoulders relatively level; c. Adjusts edge angles in order to manage turn shapes. <p><u>Coordinate movement patterns for efficient turn linking</u></p> <ul style="list-style-type: none"> a. Uses a well-timed pole plant to initiate parallel turns; b. Executes movements in the correct order; c. Skis rhythmically; d. Maintains speed from turn to turn. <p>8. Demonstrates entry level to intermediate (Maintaining technical performance criteria above):</p> <ul style="list-style-type: none"> a. Uses snowplow stance or parallel stance when appropriate; b. Adjusts speed for level of student; c. Adjusts turn size to steepness of terrain; d. Uses terrain to enhance learning; e. Demonstrates to accurately support the explanation.

What's next?



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



Level 3 standards being significantly more demanding than that 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.



CSIA LEVEL 2 EVALUATION FORM

OVERALL RESULT NI / ME

Name: _____

Candidate #: _____

Location: _____

Date: _____

Course Conductor: _____

TEACHING OUTCOMES

NI / ME

In a variety of teaching situations, the candidate...

1- Safe teaching

- stops class in safe locations
- negotiates heavy traffic areas in a safe manner
- leads and directs group to stop and ski in a safe manner
- manages pace of lesson relative to students' needs

NI	Frequency
	Some / Most

requires 3/4

2- Learning contract

- communicates professionally
- provides individual feedback
- uses two way communication
- establishes achievable goals with the student

requires 10/13

3- Situation

- chooses terrain for skill level of student
- recognizes effects of snow conditions

4- Skiing objectives

- chooses skiing objectives based on situation
- chooses skiing objectives based on student

5- Motor skill development

- makes a technical assessment of the students
- understands the Technical Reference
- uses Technical Reference for assessment and development
- chooses tasks related to beginner/intermediate skiers
- relates cause and effect

For further development

Legend:

Grey boxes represent Level 2 standard

NI = Needs Improvement, ME = Meets Expectations

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

