



Canadian Ski Instructors' Alliance

CANADIAN SKI INSTRUCTORS' ALLIANCE

***Level 4 Certification
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 4 Certification



CSIA Level 4 Certification overview

The Level 4 certification process consists of two training programs combined with two evaluated exam portions.

Level 4 Training course (4 days)

This course provides training in expert skiing and teaching and individual development strategies. Candidates leave the course with clear verbal and written evaluations of their performance and potential, suggestions for long term development, and strategies and time frame for exam preparation.

Trainer Development Module (2 days)

This module covers methods of instructor training (“teach to teach”). It is recommended for any level 3 that wishes to become a level 1 course conductor, and mandatory for level 4 certification (*note: anyone that has taken the level 4 training course prior to 2015-16 is granted an equivalence for this component).

Trainer Development Exam (1 day –evaluated)

After completing the trainer development module, candidates must pass an instructor training session (45-55 minute peer teaching). While this exam can be completed before or after Level 4 exams, *this is a required component for level 4 certification*. Candidates who have already passed Level 4 teaching do not have to re-test this component.

Level 4 exams (4 days – evaluated)

These exams consist of expert skiing and demonstration (9 runs) and an expert teaching evaluation (1hr 30 min to 1h 45 min peer teaching). Candidates successful in one of the two will retain that portion, requiring re-test only in the missing portion.

Level 4 certification is recognized when all 3 evaluated portions have been passed (Expert Skiing + Expert Teaching + Trainer Development Exam = Level 4).

Level 4 Schedule



DAY 1

* Registration

* On snow

- Expert skiing principles
 - Technical priorities
 - Strategies and time frames

* Indoor

- Workshop – Expert development principles
- Debrief by group

DAY 2

* On snow

- Ski improvement with methodology
 - All terrain , bumps
 - Steering versatility, varied tasks

* Indoor

- Workshop – Expert skill assessment
- One on One feedback with daily journal

DAY 3

* On snow

- Ski improvement with methodology
 - All terrain , bumps
 - Steering versatility, varied tasks
- Practice teaching
 - Expert ski improvement with peers
 -

* Indoor

- Workshop – Standards review and Exam preparation
- Group debrief

DAY 4

* On snow

- Practice teaching
 - Expert ski improvement with peers

* Indoor

- Final assessments with exam recommendations

*Schedule may be adjusted in consideration of conditions, weather and facilities



TEACHING EVALUATION

Learning Outcomes	Performance Criteria
<p>In an expert lesson, create a reflective learning environment.</p>	<p>1. <u>Reflective Learning</u></p> <p>Task:</p> <ul style="list-style-type: none">• Design concrete task for learning <p>Reflect:</p> <ul style="list-style-type: none">• Engage the student to reflect on the task. <p>Understand:</p> <ul style="list-style-type: none">• Develop debriefings to compare objectives and outcomes; <p>Vary:</p> <ul style="list-style-type: none">• Develop one variable at a time relative to skiing objective.

TEACHING EVALUATION (continued)

Learning Outcomes	Performance Criteria
<p>Using the CSIA Decision Making Process, analyze and create an expert ski improvement lesson.</p> <p>Analyze and create effective demonstrations for expert skiing.</p>	<p><u>Decision Making Process</u></p> <p>2. Learning Contract:</p> <ul style="list-style-type: none"> • Identify students' experience; • Establish achievable goals shared between student and teacher; • Assess students' physical condition and psychological state; • Apply two-way communications; • Provide individual feedback; • Use debriefing. <p>3. Situation:</p> <ul style="list-style-type: none"> • Enforce safe teaching practices; • Design class control tactics; • Create terrain assisted development opportunities; • Evaluate snow and weather conditions; • Adjust for appropriate lesson pace. <p>4. Skiing Objective:</p> <ul style="list-style-type: none"> • Design skiing objectives based on the student; • Design skiing objectives based on the situation; • Develop skiing objectives related to Technical Reference; • Design skiing objectives relative to speed, turn shape and level of performance. <p>5. Motor Skill Development:</p> <ul style="list-style-type: none"> • Use the Technical Reference to adjust development priorities; • Design task based on technical assessment of peers in group; • Design task for the situation; • Generate an understanding of cause and effect; • Apply time on task; • Develop complexity or simplicity of task. <p>6. <u>Demonstrations</u></p> <ul style="list-style-type: none"> • Adapted to skill level of student; • Develop turn shape; • Adapt to terrain; • Select technical principles.

TECHNICAL EVALUATION

Learning Outcomes	Performance Criteria
<p>Perform an expert level of skillfulness relative to the CSIA Technical Reference.</p>	<p><u>General performance criteria for Expert parallel on groomed black terrain:</u></p> <p>7. Objective:</p> <ul style="list-style-type: none"> • Manage expert speeds; • Blend skills to achieve a steered and or carved arc; • Maintain consistent turn shape relative to speed and terrain. <p>8. Technique:</p> <ul style="list-style-type: none"> • Use of all joints helps maintain balance, providing the ability to manage forces acting on the ski and skier. • Turning is led by the lower body and the ski design. • Managing upper and lower body separation allows for angulation to provide grip. • Coordinated movement patterns direct the forces acting on the skis and the momentum of the skier from turn to turn.
	<p><u>Ski Off Run Objectives</u> <i>(maintaining technical performance criteria above)</i></p> <p><u>Demonstration Runs:</u></p> <p>Intermediate Parallel Turns:</p> <ul style="list-style-type: none"> • Symmetrical/rhythmical parallel turns with pole plant on advanced terrain (black); • Medium to short radius turn while maintaining a parallel stance; • Slowest speed possible while maintaining momentum from turn to turn; • Consistently steered round turn (above and below fallline) representing control for intermediate skiers. <p>Intermediate Corridor Run:</p> <ul style="list-style-type: none"> • Symmetrical/rhythmical parallel turns with pole plant on intermediate terrain (blue); • 12-14 meter corridor run of brushes • Demonstrate refined motor skills at intermediate speed; • Consistently steered round turn (above and below fall line) representing expert execution of turn shape and speed. <p>Tactic Demonstration:</p> <ul style="list-style-type: none"> • Braquage and hockey stops on groomed blue/black terrain: <ul style="list-style-type: none"> ○ Braquage <ul style="list-style-type: none"> ▪ Controlled and symmetrical skidded changes of direction mostly in the fall line; ▪ Some deflection allowed; ○ Hockey Stops <ul style="list-style-type: none"> ▪ Straight run into a complete stop; ▪ Can cross the fall line; ▪ No pre turn allowed.

TECHNICAL EVALUATION (continued)

Learning Outcomes	Performance Criteria
<p>Perform an expert level of skillfulness relative to the CSIA Technical Reference.</p>	<p>Ski Off Run Objectives <i>(maintaining technical performance criteria above)</i></p> <p><u>General Performance Criteria - All Mountain Runs:</u></p> <ul style="list-style-type: none"> • Adjust to terrain and snow conditions; • Adapt lines and turn shape to a variety of terrain ; • Anticipate terrain features; • Adjusts ski performance to terrain and contours; • Maintain contact and/or use terrain to create rebound as desired. <p>Bumps – Free Run:</p> <ul style="list-style-type: none"> • Manage expert speeds and line in expert varied terrain (black). <p>Round Turns in Varied Terrain:</p> <ul style="list-style-type: none"> • Longer radius turns executed at advanced speeds in off-piste terrain situations (black). <p>Expert Short Radius:</p> <ul style="list-style-type: none"> • Short turns at expert speed executed on expert terrain (black); • Demonstrate consistent speed and steering; • Maintains rhythm and symmetry for the entire run; • Adapt to speed and terrain. <p><u>General Performance Criteria - Performance Runs:</u></p> <ul style="list-style-type: none"> • Manage expert speeds; • Round steered/carved arc relative to terrain and speed; • Choose appropriate turn shape to demonstrate expert ski performance and steering skills. <p>Corridor Run:</p> <ul style="list-style-type: none"> • 7-9 meter corridor run in brushes on advanced/expert terrain (blue / black). <p>Expert Parallel:</p> <ul style="list-style-type: none"> • Linked and efficient parallel turns executed at high speed on groomed advanced/expert terrain (black). <p>GS Race:</p> <ul style="list-style-type: none"> • (see p. 17 for GS race specifications)

TRAINER DEVELOPMENT

Learning Outcomes	Performance Criteria
<p>Teach an instructor training session from beginner to intermediate, applying the CSIA Decision Making Process.</p>	<p><u>Instructor Training</u></p> <ol style="list-style-type: none"> 1. Delivery: <ul style="list-style-type: none"> • Create a realistic lesson structure; • Session based on improvement of trainees; • Relate to skiing public; • Balance information and action. <p><u>Decision Making Process</u></p> <p>Candidates are to train their peers how to teach snow school clients. Candidates will be evaluated in the delivery of the following:</p> <ol style="list-style-type: none"> 2. Learning Contract: <ul style="list-style-type: none"> • Two-way communication; • Individual feedback. 3. Situation: <ul style="list-style-type: none"> • Safe teaching practices; • Class control tactics; • Terrain choice for skill level of student; • Snow and weather conditions; • Lesson pace. 4. Skiing Objectives: <ul style="list-style-type: none"> • Gliding Experience objectives; • Based on the student; • Based on the situation. 5. Motor Skill Development: <ul style="list-style-type: none"> • Technical Reference to identify technical priorities; • Tasks for entry level to intermediate skiers; • Tasks for situation; • Cause and effect. 6. <u>Demonstrations</u> <ul style="list-style-type: none"> • For skill level of student; • Choice of turn shape; • Choice of terrain; • Use technical principles.



★ Expert Skiing Principles

This session will provide a clear understanding of:

- Technical Reference points - identifying and prioritizing individual objectives in the group.
- IACRCv principles - determining effective practice activities, volume and development time frames

This day sets the context for the 4 day course and beyond, using a variety of terrain, speeds and turn types.

★ Ski improvement with methodology

These sessions will develop expert versatility through varied challenges and activities.

All Terrain skills:

- Interpreting terrain and line
- Adapting technique and steering to conditions, pitch, bumps

Steering versatility:

- Corridor training
- Varied pitch, speed and steering tasks

Candidates will be involved in the delivery of the sessions to develop their understanding of teaching all terrain sessions.

★ Practice Teaching

These sessions will develop expert ski teaching methods.

Assessment and Development:

- Understanding how to assess expert level skiers
- Create realistic approaches to task design for expert skiers

Candidates will be involved in the delivery of the sessions to develop their understanding of teaching in all situations.

★ Ski-off review with individual objectives and strategies

Throughout the 4 days, course conductors will take opportunities to indicate the terrain commonly used in the ski off. When appropriate, the course conductor will review the L4 ski off runs. Candidates will be given feedback in relation to the ski off runs and their overall performance.

- A review of key elements from the week
- Clear individual strategies and time frames for development.



DAY 1

Expert Development Principles

Skiing objectives:

Training Ideas:

Other notes

DAY 2

Situational Development with methodology

Skiing - objectives and strategies:

Teaching – objectives and strategies:

Other notes

Level 4 exams review



After completing the training phase of the course, the participants can attend a scheduled 4-day exam with no time limitation. The candidate must register in advance for exams (no walk-on participation).

Re-test on skiing or teaching

Candidates must pass both skiing and expert teaching exam, as well as the *Trainer Development Exam* to become certified Level 4. Candidates who fail any portion can be re-tested on that portion with no time limitation. Candidates passing any portion(s) will never have to be re-tested for that portion.

🌟 Expert Teaching Evaluation

The candidate will teach one ski improvement session of 1hr 30 min to 1hr 45 min duration. The session theme is at the discretion of the candidate. As the evaluation criteria are not based on a set theme or form of session, candidates are encouraged to develop a theme and adjust to situations using their personal knowledge and approach. Some examples of considerations:

- Activation cycle of skiers in session (time of day, energy levels etc)
- Technical and tactical objectives of session
- Terrain and conditions

One on One Session Debrief

At the end of each session, the course conductor will ask the following questions:

1. What did you like the most about your session?
2. If you could change anything and repeat your session right now, what would you change and why?

The debrief is maximum 5 minutes, no further discussion is created. The debrief may occur immediately following the session or after the next session so the candidate has time to reflect.

The purpose of the debrief is to provide the course conductors with insight into the candidates understanding of teaching and the ability to reflect critically on their performance.

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.

❄️ 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 passing a run requires an average of 60%. Successful candidates must pass 7 of 9 ski-off runs and 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 Turns
2. Intermediate Corridor Run
3. Tactic Demonstration
4. Bumps – Free Run
5. Round Turns in Varied Terrain
6. Expert Short Radius
7. Corridor Run
8. Expert Parallel
9. GS Race

Ski Off Marking Scale

Each ski off run has an objective that relates to speed, turn shape and level of ski performance. Within all ski off runs, the CSIA technique is to be used to achieve these objectives. Both the objective and technique are considered in determining individual marks. The scale works as follows (read the mark of **6** first)

8 or higher – precise execution of run objective **AND** precise technical execution. *Example: can effectively control line in the bumps and maintain fast/expert speeds AND is precise technically, well above the Level 4 standard.*

7 –precise execution of run objective **OR** precise technical execution. *Example: skier is able to control turn shape but at a higher speed and level of performance OR timing and coordination is more precise resulting in a more dynamic run.*

6 –achieves the objective of the run and uses appropriate technique.

5 –achieves the objective of the run, but does not use appropriate technique **OR** uses appropriate technique but does not achieve the objective of the run. *Example: correct speed and turn shape, however, shows rotation OR good technique, but speed is too slow or too fast for the objective of the run.*

4 –fails to achieve the objective of the run and does not demonstrate appropriate technique. *Example: rotation affects the ability to maintain speed control and turn shape.*

3 or lower – does not achieve the run objective and technique and is well below the L4 standard. *Example: basic skiing skills are deficient such as stance and balance, therefore, speed, turn shape and ski performance are greatly affected.*

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 ski 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;
- › Women's results are averaged with the results of all the other candidates, and a handicap of two points is given to all female candidates;

❁ Trainer Development Exam

- The exam is a “peer teaching” situation, with candidates teaching 4-5 other candidates
- Sessions are 45-55 minutes in duration, including lift time.
- The choice of terrain is at the discretion of the candidates. However, if time or terrain availability is a problem, the course conductor may help direct terrain choice.

- Sessions will be assigned by the Course Conductor at morning registration. Be prepared to teach any one of the following:
 - Entry level school group – beginner skiers, 13-15 year olds, leaving the learning area for the first time
 - Intermediate level school group – active 13-15 year olds, confident on green runs, just parallel on easy blue runs
 - Entry level adult – first time skiers starting to turn for the first time
 - Green run adult – solid snowplow skiers looking to gain confidence on green runs
 - Intermediate level adult – parallel skiers looking to ski faster on blue runs and gain control when they come across steeper pitches/slopes

- The session should train participants around the Decision Making Model (refer to performance criteria):
 - The Learning Contract (two-way communication, individual feedback)
 - Situation
 - Skiing Objectives
 - Motor Skill Development

- The session should illustrate good delivery of instructor training (refer to performance criteria):
 - Create a realistic lesson structure
 - Session based on improvement of trainees
 - Relate to skiing public
 - Balance information and action

Marking System

The 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.

