CANADIAN SKI INSTRUCTORS' ALLIANCE

Level 2 Teacher Development Course

CSIA Level 2 Teacher Development Course Guide

Candidate Information Guide

This two-day course is designed to deepen instructors' understanding of how effective teaching supports skier development. While skiing performance remains important, the primary focus is on teaching performance and the decisions instructors make to create meaningful learning experiences.

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Section 1

Welcome & Course Focus

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Pages 03–06

Welcome to the CSIA Level 2 Teacher Development Course

This two-day course is designed to deepen instructors' understanding of how effective teaching supports skier development. While skiing performance remains important, the primary focus is on teaching performance and the decisions instructors make to create meaningful learning experiences.

Throughout the course, participants will explore how to assess performance, identify development priorities, design learning experiences, provide feedback, and guide students toward successful outcomes.

Built around Teaching the Canadian Way, the course emphasizes:

- Learning
- Safe, fun environments
- Student-centered instruction
- Assessment-based development
- Guided discovery
- Reflection and ownership

Rather than simply delivering information, instructors learn to facilitate learning through purposeful questions, meaningful tasks, effective terrain selection, and student engagement.

The goal is to develop confident instructors who can create learning experiences that support long-term skier development.

What the Course Focuses On

The Level 2 Teacher Development Course focuses on the relationship between assessment, development, and learning.

Throughout the course you will learn to:

- To understand the learner and identify learning needs through using:
  - EEPPTT – Environment, Equipment, Psychological, Physical, Tactical, Technical
- Apply the STAD Framework to lesson planning and delivery
  - STAD – Student – Task – Assess - Develop
- Use cause-and-effect assessment to identify priorities
- Connect assessment to development strategies
- Design purposeful tasks and learning experiences
- Use terrain as a teaching tool
- Facilitate guided discovery and reflection
- Deliver meaningful feedback and coaching conversations
- Develop greater confidence in teaching situations

Participants will explore how strong instructors connect skiing observations to teaching decisions and how effective lessons create opportunities for awareness, exploration, discovery, and ownership.

By experiencing these teaching strategies firsthand, participants gain practical tools they can immediately apply when teaching students.

Why Teaching Development Matters

Effective instructors:

- Understand their students
- Observe before prescribing
- Ask before telling
- Create learning experiences rather than provide solutions
- Connect assessment to development
- Encourage reflection and ownership

This shift from information delivery to learning facilitation is a key step in becoming a more effective instructor.

Resource: Teach the Canadian Way

Section 2

Preparation and What to Expect

Welcome to the course, how to prepare for the course, and what to expect.

Pages 07–09

What to Expect During the Course

The Level 2 Teacher Development Course combines:

- Teaching discussions and workshops
- Observation and assessment activities
- Guided discovery experiences
- Lesson design exercises
- Communication and questioning practice
- Peer learning and reflection
- Practice teaching sessions
- Individual feedback and development planning

> ***The learning environment is designed to be active, supportive, collaborative, and learner centered.***

Resource: Resource Section

Preparing for the Course

To get the most from the experience, participants are encouraged to review:

- Teach the Canadian Way - Teach the Canadian Way
- Ski the Canadian Way – Ski the Canadian Way
- Assessment and Development Strategies
- STAD Framework
- Level 2 Teaching Evaluation Information

Participants should also:

- Reflect on their current teaching strengths
- Consider recent teaching successes and challenges
- Be prepared to discuss lesson experiences
- Arrive ready to participate and contribute
- Bring a notebook or device for note taking Participant Development Plan Form

Being prepared allows participants to focus fully on learning and development throughout the course.

Section 1

Course Structure

What the structure of the Level 2 Teacher Development Course looks like

Pages 10–12

Day 1 – Course Structure

Day 1 Outcomes

Participants will improve their ability to observe performance, identify priorities, connect assessment to development, and understand how tasks and terrain influence learning.

Schedule – Day 1

Time	Session
9:00 - 12:00	· Welcome, introductions and course overview · Effective teaching and teaching skills framework · STAD, learner needs and stages of learning · Observation and assessment activities
12:00 – 12:45	Lunch
12:45 – 3:30	· Cause-and-effect assessment · Connecting assessment to development · Task design, guided discovery and terrain selection · Reflection and development planning

Resource: Participant Development Plan Form

Day 2 – Course Structure

Day 2 Outcomes

Participants will leave with greater confidence in their teaching skills, a clearer understanding of evaluation expectations, and an action plan for development.

Schedule – Day 2

Time	Session
9:00 – 12:00	· Review and learning goals · Development strategies and communication · Questioning, feedback and reflection · Goal-setting activity
12:00 – 12:45	Lunch
12:45 - 3:30	· Evaluation expectations and lesson planning · Practice teaching sessions · Peer feedback and discussion · Personal development planning · Course wrap-up and next steps

Resource: Participant Development Plan Form

Section 1

Evaluation and Conclusion

Understanding the teaching assessment, what is being assessed, and the mindset to adopt, along with the final word before the program.

Pages 13–16

Understanding the Teaching Evaluation

The Level 2 Teaching Evaluation assesses an instructor's ability to apply the Canadian Teaching Approach while creating Safe, Fun, and meaningful Learning experiences.

Evaluation focuses on the instructor's ability to:

- Understand the learner
- Build rapport and engagement
- Select appropriate learning experiences
- Assess performance effectively
- Create meaningful development opportunities
- Communicate clearly
- Use questioning and feedback effectively
- Demonstrate professionalism and safety awareness

The Emphasis of the Evaluation

The emphasis is not on perfection.

The emphasis is on creating functional and effective learning experiences that support skier development.

Throughout the course, participants will receive ongoing feedback designed to identify strengths, clarify development priorities, and support continued growth as instructors.

LEVEL 2 TEACHER DEVELOPMENT

Final Thoughts

The Level 2 Teacher Development Course is an important step in your development as a ski instructor. Come prepared to participate, experiment, ask questions, reflect on your experiences, and embrace the learning process.

The more actively you engage in the course, the more you will gain from the experience.

We look forward to working with you.

Evaluation Form

CSIA
Canadian Ski Instructors' Alliance

Level 2 Teaching - Evaluation Form

Location: _____ Date: _____

_____ Candidate Name

_____ Member #

Course Conductor: _____

OVERALL RESULT
NI / ME

Must achieved 13/15 performance criteria to Meet Expectations

NI	ME	STUDENT
NI	ME	Understands learner needs
NI	ME	Creates engagement
NI	ME	Uses clear language
NI	ME	Manages group effectively

NI	ME	TASK
NI	ME	Teaches safely (MANDATORY)
NI	ME	Selects appropriate learning experiences
NI	ME	Matches challenge to ability
NI	ME	Uses terrain effectively

NI	ME	ASSESS
NI	ME	Assesses outcomes
NI	ME	Prioritizes skier movements within tasks
NI	ME	Observes basic cause-and-effect relationship

NI	ME	DEVELOP
NI	ME	Creates meaningful learning experiences
NI	ME	Provides meaningful feedback
NI	ME	Adapt lessons appropriately
NI	ME	Facilitates learning

Legend: The marking scale is based on an expectation that competency is apparent "most of the time" during the assessment.
The evaluation of each criteria is based on the candidates demonstrated level of understanding

NI Candidate needs improvement in this aspect

ME Candidate meets expectations in this aspect