



Canadian Ski Instructors' Alliance

CANADIAN SKI INSTRUCTORS' ALLIANCE

LEVEL 3 CERTIFICATION PROGRAM

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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

LEVEL 3 Certification Program

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Level 3 Skier Development Course

Level 3 Exam - Ski

A. INTRODUCTION

The Level 3 Skier Development Course offers members a focused three-day skill development opportunity aimed at becoming a Level 3 Skier. For more details about the Certification pathway click [here](#).

B. LEARNING OUTCOMES

During the 3-day Course, participants will be exposed to the following:

Ski Improvement

- Refinement of skiing skills
- Advanced skiing objectives and terrain
- Development planning
- Insight and preview of L3 Skiing Performance Criteria review

Collaborative Teaching

- Explore and experience the Collaborative Approach for advanced skiers

Assessment and Development Skills

- Using the [skills framework](#) to assess and develop advanced skiing objectives
 - Assessment strategies and tactics
 - Ski snow interaction and skier movements – how they are related

C. PROGRAM ITINERARY

SUMMARY SCHEDULE

DAY 1 (TOTAL 4.5 Hours on Snow)

- Registration/ check in
- [Health Check/ Vax Confirmation](#)
- Ski Improvement – on piste (conditions permitting)
- Group Debrief
 - Goal setting and development planning
 - Review Level 3 performance criteria

DAY 2 (TOTAL 4.5 Hours on Snow)

- Health Check
- Review day 1 findings and answer questions
- Off piste ski improvement (conditions permitting)

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- One on Ones
- Debrief
 - Goal setting and development planning
 - Review Level 3 performance criteria

DAY 3 (TOTAL 4.5 Hours on Snow)

- Health Check
- Ski Improvement
- One on One
- Debrief
 - Goal setting and development planning
 - Review Level 3 performance criteria
- Exam tactics and recommendations

****INVITE to CSIA MEMBERS to PROVIDE FEEDBACK****

CSIA programs and content are influenced by many factors including the input from participants. Please take a few minutes to provide feedback on your experience in this program through the online survey that you will receive following completion of the program. Thank you in advance for your time!

D. RESOURCES

The CSIA is committed to minimizing its impact on the environment by limiting printed materials on all programs. Instead, all resource and reference materials can be accessed via the links below and in the Resources tab in your CSIA Profile.

Please be prepared to take notes on your own development on your phone or other device. Below you will find a link for a fillable PDF Development Plan Form if you would like to download and use it during the program.

Recommended reading - click on the header below to be redirected to each online resource (as per your registration confirmation email). Recommended pages are indicated below however you are welcome to explore each document in its entirety. Some review questions are included to highlight aspects that will be helpful to identify before you attend your program.

- [Collaborative Teaching Approach](#) (read all)
 - What are the concepts of Priming and Reflection?
- [Skills Framework](#) (read all)
 - What are the components of a concrete task?
- [Physics of Skiing](#) (read all)
 - What is the difference between “centripetal” and centrifugal” force?
 - What force is it that we balance against?
- [Performance Model](#) (read all)
 - What are the three turn phases known as?
- [Participant Development Plan Form \(fillable PDF\)](#)
- Level 3 Ski Master Sheet

LEVEL 3 SKI EXAM

A. INTRODUCTION

The L3 Skiing standard is evaluated using marked ski off runs.

B. EXAM ITINERARY

- Registration/ check in
- [Health Check/ Vax Confirmation](#)
- Warm up – Performance criteria and terrain review.
- Terrain review
- Ski off runs
- Results presentation

C. MARKING CRITERIA

Level 3 Ski Performance Criteria

Level 3 - Refinement

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

Type	Medium Turn (9 - 11m)
Speed	Medium Speed
Performance	Steered
Pitch	Blue
Surface	Groomed
Qualities	Round Linked turns Speed remains Consistent Rotational Control results in the appropriate steering angle for the objective Edging Control results in outside ski directing COM throughout Skis change edges at transition simultaneously

Type	Short Turn (within 1 cat track)
Speed	Advanced Speed
Performance	Steered
Pitch	Black
Surface	Groomed
Qualities	Speed remains consistent throughout Round, linked turns Steering results in deflection of COM across the run Edge grip is apparent at or above the fall line Skis remain parallel throughout

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Type Long Turn (14 - 18m dependent on ski choice)
Speed Advanced Speed
Performance Steered
Pitch Blue/ Black
Surface Groomed
Qualities Round, linked turns
Speed remains consistent
Steering of BOS directs COM from fall line

Type Bump Run (fall line)
Speed Advanced Speed
Performance Steered
Pitch Blue/ Black
Surface Bumps
Qualities Speed remains consistent
Turn shape and line are adjusted to terrain
Skills are blended to produce an overall fall line run
Snow contact is controlled at will

Type Outside to Outside Hop
Speed Medium
Performance Steered/ Carved
Pitch Green to Blue
Surface Groomed
Qualities Speed remains consistent
Pressure Control provides controlled "hop" through transition
Transition is from inside edge to inside edge
Edging Control results in immediate grip and direction of COM
Inside ski remains parallel and off the snow throughout

OR

Type Bracquage
Speed Slow
Performance Drifted
Pitch Blue/ Black
Surface Groomed
Qualities Rotational Control used to lead turning effort with the lower body
Momentum is mainly in fall line with some deflection due to ski design
Skis remain parallel throughout
Skill Blend and timing/ coordination of transition does not produce an arc

RE-TEST ON SKIING OR TEACHING

Candidates who fail the skiing portion can be re-tested at any time by registering for and attending a future Level 3 Ski Exam. Once Level 3 skiing has been passed, a member will never have to be re-tested for that portion.

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D. EVALUATION FORM



**MASTER SHEET
LEVEL 3 SKIING EXAM**

SKIING RESULT	
ME	NI

Name _____

Member # _____

Location _____

Date _____

Course Conductor _____

Medium	Short	Long	Bumps	Tactic

MARKING SYSTEM

Each run is marked on 10 points and the passing mark is 6 out of 10

Passing criteria

- Obtain an overall of 60 % average
- Must pass 4 runs out of 5
- Must pass the Bump run
- Must pass the Medium Turns run

Each Ski-Off Run has an objective that relates to speed, turn shape and level of ski performance.

Within all Ski-Off Runs, skills should be applied appropriately to achieve these objectives at a REFINED level of execution. Both the objective and skill application 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 relative to terrain and maintain advanced to expert speeds AND is refined technically, well above the Level 3 standard.

7 –precise execution of run objective and/or precise technical execution.

Example: skier is able to control and adjust turn shape to manage higher speeds and level of performance relative to terrain OR skill blend is more refined resulting in a more dynamic run.

6 –achieves the objective of the run and shows refined skill execution most of the time.

Minimum Passing Mark

5 –achieves the objective of the run, but skill level is not refined or applies skills correctly but does not achieve the objective of the run.

Example: correct speed and turn shape, however, lacks rotational control OR good technique, but speed is too slow or too fast for the objective of the run.

4 –does not achieve the objective of the run and skill level is not refined.

Example: excessive rotation affects the ability to maintain speed control and turn shape.

3 or lower – does not achieve the run objective and skill application is at no more than consolidation (well below the L3 Standard)

Example: basic skiing skills are deficient such as rotational, edging or pressure control, therefore, speed, turn shape and ski performance are greatly affected.

ME Candidate meets expectations in this aspect

NI Candidate needs improvement in this aspect

L3SEVAL-EN-22

Level 3 Teacher Development Course

Level 3 Exam - Teach

A. INTRODUCTION

The Level 3 Teacher Development Course offers members a focused three-day instructor development opportunity aimed at becoming a Level 3 teacher. For more details about the Certification pathway click [here](#).

B. LEARNING OUTCOMES

During the 3-day Course, participants will be exposed to the following:

Collaborative Teaching

- Explore and use the Collaborative Approach for advanced ski lesson situations.
- Tactics for engaging and getting to know your learners
- Risk mitigation
- Individual engagement and development in a group environment
- Priming and Reflection
- Practice teaching opportunities

Assessment and Development Skills

- Using the skills framework to assess and develop advanced skiing objectives
 - Recognizing and choosing terrain and snow conditions
 - Assessment strategies and tactics
 - Task design and toolbox
 - Ski snow interaction and skier movements – how they are related

Ski Improvement

- Individual ski improvement
- Demonstrations

C. PROGRAM ITINERARY

SUMMARY SCHEDULE

DAY 1 (TOTAL 4.5 Hours on Snow)

Day 1 AM

- Registration/ check in
- [Health Check/ Vax Confirmation](#)
- Establishing skiing objectives using the [Collaborative Teaching](#) approach (L3 performance criteria)

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- Strategies for assessing advanced skiers using the [Skills Framework](#) and turn phases
- Prioritizing skill focus to facilitate task design

Day 1 PM

- Explore technical concepts (skills, physics, performance model) based on advanced skiers using the collaborative approach
- Deepen technical understanding
- Group Debrief
 - Level 3 performance criteria review
 - Development plans

DAY 2 (TOTAL 4.5 Hours on Snow)

Day 2 AM

- Health Check
- Designing experiences for individual development – IACRCv considerations.
- Choosing the environment to aid learning
- Discussions and practice of skill development using technical and tactical approaches

Day 2 PM

- Priming and Reflection – how does it work?
- Comparing objectives and outcomes (assessing the experience)
- Debriefing tasks to gauge understanding and evolve the lesson
- One on One
- Group Debrief

DAY 3 (TOTAL 4.5 Hours on Snow)

Day 3 AM /PM

- Health Check
- Increased teaching practice opportunities with ongoing debriefs
- Continue to guide technical developments throughout
- Development plan reviews
- One on Ones
- Exam recommendations/ training advice

D. RESOURCES

Recommended resources for participants click on the header below to be redirected to each online resource (as per registration confirmation email):

- [Collaborative Teaching Approach](#) (read all)
- [Skills Framework](#) (read all)
- [Physics of Skiing](#) (read all)
- [Performance Model](#) (read all)
- [Participant Development Plan Form \(fillable PDF\)](#)
- Level 3 Teach Evaluation Form

LEVEL 3 TEACH EXAM

A. INTRODUCTION

The L3 Teaching standard is evaluated in a 60-minute lesson taught by the participant to their peers. Teaching assignments are provided the morning of the exams, by the course conductor in charge.

Advanced Ski Improvement – Groomed

Advanced Ski Improvement – Situational (bumps/ off piste)

- CC should make every effort to plan and execute the day with the goal of facilitating the highest probability of success for the participants.
- When possible, CCs should take a run together in the morning to review terrain and performance criteria.
- The group of CCs should discuss the terrain to be used.

B. TEACH EXAM ITINERARY

- Registration/ check in
- [Health Check/ Vax Confirmation](#)
- Meet participants and prime them for what the day looks like, the tone should be collaborative and provide an encouraging approach to the day.
- Set expectations for timing and what needs to be accomplished to complete the days events.

Spend sufficient time to warm up, review terrain and teaching objectives, discuss and clarify objectives as you warm the group. Address questions about the evaluation criteria and marking. Be open with your group that your role is to help them as much as possible, and also to provide an evaluation based on their current skill set and proficiency.

C. MARKING CRITERIA

Refer to Evaluation form below for marking criteria.

- Teaching: Meets expectations (ME) or Needs improvement (NI).
- RE-TEST ON SKIING OR TEACHING

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.
3. One Course Conductor can ride a chair with the participant, following their session, to dig deeper into their understanding. This can assist in the final crit between the 2 course conductors.

The purpose of the debrief is to provide the course conductors with insight into the participants understanding of teaching and the ability to reflect critically on their performance. Doing this one on one on a chair lift ride can provide a less stressful reflection for the participant and a better understanding of the intent.

Candidates who fail the teaching can be re-tested at any time by registering for and attending a future Level 3 Teach Exam. Once Level 3 Teach has been passed, a member will never have to be re-tested for that portion.

D. EVALUATION FORM



Level 3 Teaching - Evaluation Form

Location: _____ Date: _____

OVERALL RESULT
NI / ME

_____ Candidate name _____ Member # Course Conductor: _____ Must achieved 14/17 performance criteria to Meet Expectations

NI ME KNOW YOUR LEARNER			NI ME CREATE AN EXPERIENCE								
NI	ME	Engages learners to develop lesson plan	NI	ME	Teaches safely (MANDATORY)						
NI	ME	Assesses skiing to develop lesson plan	NI	ME	Adapts tasks based on environment						
NI	ME	Chooses appropriate environment for advanced learning	NI	ME	Imposes movements to affect ski snow interaction						
NI	ME	Chooses objective based on environment	NI	ME	Primes learners						
<div style="border: 1px solid black; height: 150px;"></div>			NI	ME	Adapts approach to individual learners						
			NI	ME	Uses CSIA technical principles in task demonstrations (refinement)						
			<div style="border: 1px solid black; height: 150px;"></div>			<div style="border: 1px solid black; height: 150px;"></div>					
						NI ME ASSESS THE EXPERIENCE			NI ME EXPLORE POSSIBILITIES		
						NI	ME	Recognizes effect of the environment on outcomes	NI	ME	Maintains safe teaching approach (MANDATORY)
						NI	ME	Engages students to compare outcomes and objectives of tasks	NI	ME	Spends sufficient time on task to affect change
NI	ME	Compares observations and learner reflections on task	NI	ME	Repeats or varies task based on technical assessment						
<div style="border: 1px solid black; height: 150px;"></div>			NI	ME	Applies development concepts to advanced skiing						
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Legend: The marking scale is based on an expectation that competency is apparent "most of the time" during the exam.
The evaluation of each criteria is based on the candidates demonstrated level of understanding

ME Candidate meets expectations in this aspect
NI Candidate needs improvement in this aspect