



**CSIA<sup>®</sup>**

***Canadian Ski Instructors' Alliance***

CANADIAN SKI INSTRUCTORS' ALLIANCE

## **LEVEL 3 CERTIFICATION PROGRAM**

\*\*For best viewing of this PDF document on your mobile device, download Adobe Acrobat Reader and view the document in "liquid mode".

### ***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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## 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](#)
- Ski Improvement – on piste (conditions permitting)
- Group Debrief
  - Goal setting and development planning

## LEVEL 3 Certification Program

- 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)
- One on One
- 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?
- [Fundamentals 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)

## LEVEL 3 Certification Program

- 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. Each Candidate is marked on two runs of each of the ski off objectives. The highest mark out of run 1 and run 2 is recorded as the final mark for that objective.

## B. EXAM ITINERARY

- Registration/ check in
- [Health Check](#)
- Warm up – Performance criteria and 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               |

### LEVEL 3 Certification Program

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

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

## LEVEL 3 Certification Program

|             |                                                                                                                                                                                                                                                               |
|-------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Type        | Bracquage                                                                                                                                                                                                                                                     |
| Speed       | Slow                                                                                                                                                                                                                                                          |
| Performance | Drifted                                                                                                                                                                                                                                                       |
| Pitch       | Blue/ Black                                                                                                                                                                                                                                                   |
| Surface     | Groomed                                                                                                                                                                                                                                                       |
| Qualities   | Rotational Control used to lead turning effort with the lower body<br>Momentum is mainly in fall line with some deflection due to ski design<br>Skis remain parallel throughout<br>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.

## **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)

## LEVEL 3 Certification Program

### Day 1 AM

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

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  - 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 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.

Possible assignments:

- Advanced Ski Improvement – Groomed
- Advanced Ski Improvement – Situational (bumps/ off piste)

### B. TEACH EXAM ITINERARY

- Registration/ check in
- [Health Check](#)
- Lesson assignment discussion and review
- Warm up
- Candidate Lessons
- Results presentation

### C. MARKING CRITERIA

Refer to Evaluation form below for marking criteria.

- Teaching: Meets expectations (ME) or Needs improvement (NI).

**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 participants understanding of teaching and the ability to reflect critically on their performance.

- RE-TEST ON SKIING OR TEACHING

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 |
| <b>NI / ME</b> |

\_\_\_\_\_  
Candidate name      Member #      Course Conductor: \_\_\_\_\_ Must achieve 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                                                    |
|       |    |                                                              | NI    | ME | Adapts approach to individual learners                             |
|       |    |                                                              | NI    | ME | Uses CSIA technical principles in task demonstrations (refinement) |
|       |    |                                                              |       |    |                                                                    |
| 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               |
|       |    |                                                              | NI    | ME | Applies development concepts to advanced skiing                    |
|       |    |                                                              |       |    |                                                                    |
|       |    |                                                              |       |    |                                                                    |

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

L3EVAL-EN-22