



CANADIAN SKI INSTRUCTORS' ALLIANCE

# ***Level 3 Certification Program Candidate Guide 2024-2025***

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## ***Mission Statement:***

***"The CSIA sets Canada's standard for the profession of ski teaching through innovative training and certification programs, contributing to the safety and growth of the industry and enjoyment of skiing for everyone."***

Certified as a designated Educational Institute by the  
Canadian Department of Human Resources Development

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# Course Outline - Skier Development



## 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

### The Canadian Teaching Approach

- Explore and experience the Canadian approach to developing advanced skiers

### Assessment and Development Skills

- Using the 5 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

### DAY 1 (TOTAL 4.5 Hours on Snow)

- Registration/ check in
- 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)

- 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

## LEVEL 3 Certification Program

### DAY 3 (TOTAL 4.5 Hours on Snow)

- 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, current CSIA Teaching and Technical manuals and documents being referred to throughout this document are available in the [Resources section](#) of snowpro.com.

Please be prepared to take notes on your own development on your phone or other device. For that purpose, a fillable PDF form is available for download here: [Participant Development Plan Form](#).

Recommended readings are listed in the [Resources section](#) of snowpro.com. However, you are welcome to explore each document in its entirety. Some review questions are included below to highlight aspects that will be helpful to identify before you attend your program.

- The Canadian Teaching Approach (read all)
  - What are the concepts of Priming and Reflection?
- The 5 Skills Framework (read all)
  - What are the components of a concrete task?
  - What force is it that we balance against?
  - What are the three turn phases known as?
- Level 3 Ski Master Sheet

# Level 3 Ski Exam Outline



## 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
- 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

When safe and suitable terrain and conditions are available, the usual described objectives and performance criteria apply:

Type	Demonstration Parallel Turns (9 - 11m)
Speed	Intermediate 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 Radius Turns (approx. 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

## LEVEL 3 Certification Program

Type	Advanced Parallel Turns (approx. 2 to 3 cat tracks 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

Tactic run (one type only, to be determined by the Course Conductors, based on conditions of the day):

Type	Ski to Ski (Hop Turn)
Speed	Medium
Performance	Steered/ Carved
Pitch	Green
Surface	Groomed
Qualities	Speed remains consistent Pressure related movements provide 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	Skidded
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

In some cases, safe or suitable terrain and conditions for the “Bumps” ski off run may not be available during a Level 3 Skiing Exam. In this situation, Course Conductors will follow the below contingencies:

### LEVEL 3 Certification Program

- 1) Choose alternate bumps (flatter for example) or a berm that will still allow for assessment of the skills as per the Bump run description in the Level 3 Ski Performance Criteria.
- 2) If option 1 above is not possible, use a mixed radius run based on the below description:

Type	Mixed Radius (on-piste)
Speed	Advanced
Performance	Steered - Carved
Pitch	Black or hard Blue
Surface	Groomed
Qualities	Round Linked Turns
	Mix of short, medium, long as above
	Speed is consistent
	Minimum two rhythm changes
	Must finish with short

### RETEST 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.

# LEVEL 3 Certification Program

## D. EVALUATION FORM



### MASTER SHEET LEVEL 3 SKIING EXAM

SKIING RESULT	
ME	NI

Name \_\_\_\_\_

Member # \_\_\_\_\_

Location \_\_\_\_\_

Date \_\_\_\_\_

Course Conductor \_\_\_\_\_

Demonstration Parallel	Short	Advanced Parallel	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

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# Course Outline - Teacher Development



## 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:

### Canadian Teaching Approach

- Explore and use the Canadian 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 5 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

### DAY 1 (TOTAL 4.5 Hours on Snow)

#### Day 1 AM

- Registration/ check in
- Establishing skiing objectives using the Canadian Teaching Approach (L3 performance criteria)
- Strategies for assessing advanced skiers using the 5 Skills Framework and turn phases
- Prioritizing skill focus to facilitate task design

#### Day 1 PM

- Explore technical concepts (5 skills) based on advanced skiers using the Canadian Approach
- Deepen technical understanding
- Group Debrief
  - Level 3 performance criteria review
  - Development plans

## LEVEL 3 Certification Program

### DAY 2 (TOTAL 4.5 Hours on Snow)

#### Day 2 AM

- 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

- 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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- Canadian Teaching Approach (read all)
  - What are the concepts of Priming and Reflection?
- 5 Skills Framework (read all)
  - What are the components of a concrete task?
  - What is the difference between balance and pressure movements?
  - What force is it that we balance against?
  - What are the three parts of the turn known as?
- Level 3 Teach Evaluation Form

# *Level 3 Teach Exam Outline*



## **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
- 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

**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
			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