



Canadian Ski Instructors' Alliance

CANADIAN SKI INSTRUCTORS' ALLIANCE

Level 3 Certification Program Candidate Guide

**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 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
- Understanding of L3 Skiing Performance, assessment criteria and exam review

The Canadian Teaching Approach

- Explore and experience the Canadian Teaching Approach
- Develop an understanding of the 5 Skills Framework and its use as a tool to develop advanced ski technique:
 - Assessment strategies and tactics
 - Skill development and the application of skills to achieve skiing objectives
 - Understanding the cause-and-effect relationship between skill application and skiing outcomes.

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 skiing performance criteria

DAY 2 (TOTAL 4.5 Hours on Snow)

- Review day 1 findings and answer questions
- Off-piste ski improvement (conditions permitting)
- Group and Individual 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
- Group and Individual Debrief
 - Goal setting and development planning
 - Review Level 3 performance criteria
- Exam tactics and recommendations

****INVITE to CSIA program participants to PROVIDE FEEDBACK****

CSIA programs and content are influenced by many factors, including 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, videos and learning tools 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?
 - What are the main considerations for a well-designed task?
- The 5 Skills Framework (read all)
 - What are the components of a task?
 - What forces do skiers balance against?
 - What are the parts of a turn known as?
- The 5 Skills Framework E-Learning Module
- Level 3 Ski Exam 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. Course Conductors will provide tactical guidance and demonstrations. In the case of larger exams, Course Conductor(s) may be assigned as “Coach” to perform this function and maximize efficiency.

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 (1.5-2.5 cat tracks)
Speed	Intermediate
Performance	Steered
Pitch	Advanced
Surface	Groomed
Qualities	Speed remains consistent throughout

Round, linked, symmetrical turns
The base of support directs the center of mass
Rotational movements result in the appropriate steering angle for the qualities of the run
Edging allows for appropriate friction (grip) to create a steered arc
Skis change edges at transition simultaneously

Type	Short Radius Turns (approx. 1 cat track)
Speed	Advanced
Performance	Steered
Pitch	Black
Surface	Groomed
Qualities	Speed remains consistent throughout

LEVEL 3 Certification Program

Round, linked, symmetrical turns

Steering results in the base of support directing the center of mass with edge grip apparent at or above the fall-line

Skis remain parallel throughout

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

Speed Advanced

Performance Steered

Pitch Advanced (Blue/ Black)

Surface Groomed

Qualities Speed remains consistent throughout

Round, linked, symmetrical turns

Steering results in the base of support directing the center of mass with edge grip apparent at or above the fall-line

Type Bump Run (fall line)

Speed Advanced

Performance Steered

Pitch Advanced (Black)

Surface Bumps

Qualities Speed remains advanced and consistent throughout

The base of support directs the center of mass

Turn shape and line are adjusted to terrain

Skills are blended to produce an overall rhythmic, fall-line run

Coordination of pressure-related movements allows for snow contact to be controlled at will

Edge grip from above the fall line

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

Type Edge to Edge (Hop Turn)

Speed Intermediate

Performance Steered/ Carved

Pitch Beginner (Green)

Surface Groomed

Qualities Speed remains consistent throughout

Round, symmetrical turns

Steering of the base of support (BOS) directs the center of mass (COM)

Coordinated pressure-related movements result in a controlled "hop" from outside ski to outside ski, through the transition

Edging results in immediate grip to produce a carved arc

Skis remain parallel throughout

Inside ski remains parallel, tip and tail maintain a consistent parallel distance from the snow surface throughout the turn

LEVEL 3 Certification Program

OR

Type	Braquage
Speed	Slow
Performance	Skidded
Pitch	Black
Surface	Groomed
Qualities	Rotary movements are used to lead the turning effort with the lower body Momentum is mainly in fall line with some deviation of the center of mass 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:

- 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	Speed remains consistent Round, linked turns Run must show varied radius turns from expert short radius to expert parallel Minimum two rhythm changes, must finish with short turns Rhythm changes must be controlled and apparent CSIA technical elements are apparent

RETEST ON SKI EXAM

Candidates who fail the ski exam can be re-tested by registering for and attending a future Level 3 Ski Exam. Once Level 3 Ski 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 Demonstration Parallel 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-26

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 Teaching 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 snow conditions and choosing appropriate terrain for the objective
 - Assessment strategies and tactics
 - Task design for skill development
 - Skill development and the application of skills to achieve skiing objectives
 - Understanding the cause-and-effect relationship between skill application and skiing outcomes.

Ski Improvement

- Individual ski improvement
- Skill demonstration related to achieving advanced skiing objectives

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 Teaching Approach
- Deepen technical understanding
- Group Debrief

LEVEL 3 Certification Program

- Level 3 performance criteria review
- Development plans

DAY 2 (TOTAL 4.5 Hours on Snow)

Day 2 AM

- Designing tasks for individual development – IACRCvV considerations.
- Choosing environments to facilitate learning
- Discussions and practice of skill development using technical and tactical approaches

Day 2 PM

- Priming and Reflection – how does it work?
- Solution focused teaching – What, where, how, why?
- Comparing objectives and outcomes (assessing the experience)
- Debriefing tasks to gauge understanding and evolve the lesson
- Individual and group debrief
 - Development plans

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
- Individual and group debrief
 - Development plan review
 - Exam recommendations

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 - What force do skiers balance against?
 - What are the phases of a turn known as?
- The 5 Skills Framework E-Learning Module
- 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 a 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 TEACHING EXAM

Candidates who fail the teach exam can be re-tested 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

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