CSIA
Canadian Ski Instructors' Alliance

CANADIAN SKI INSTRUCTORS' ALLIANCE

Snow Park Level 2 Certification Candidate Guide 2024-2025

CSIA 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.

Table of Contents

Canadian Ski Instructors' Alliance

Printed in Canada
401-8615, Saint-Laurent Blvd
Montréal, QC H2P 2M9
Canada
www.snowpro.com

Introduction

The CSIA Snow Park Level 2 Certification Course will compliment your passion for the sport of skiing and help you acquire simple approaches to teaching that will create life-long skiers and Snow Park enthusiasts just like you.

In this program, you will be introduced to advanced lesson plans for Snow Park progression, people skills and a level of technical proficiency that Canadian Snow Schools recognize to be beneficial to their guests, the skiing public. The Snow Park Level 2 Certification Standard is constructed around these needs of the industry. You will receive suggestions and strategies for long-term development and gain insight into the next steps in the world of ski teaching.

The Snow Park Level 2 Certification is for anyone who has completed the Snow Park Level 1 certification and is building their advanced skills in the Terrain Park environment. During the Program, you can expect to be exposed to a variety of terrain and features, snow conditions and teaching practice opportunities.The Snow Park Level 2 Certification is a recognized prerequisite for the Trainer Development Course. Through guidance from your Course Conductor and participation with your fellow participants, you will be exposed to the concepts below:

Learning Outcomes:

- Advanced terrain park teaching skills
- Safe Teaching of advanced skills
- Lesson Planning and Delivery
- Technical Fundamentals
- Training multi-week program participants

Program Schedule

Day 1 AM

Warm-up and scoping features in the terrain park with basic skills and tricks. Stock trick inventory and goal setting.

- Principles
  - Park SMART
    - Start small
    - Make a plan
    - Always look
    - Respect
    - Take it easy
  - Goal Setting (practical and achievable within a timeframe)
  - Role of the Ski Pro (customer service, knowing your resort and terrain features, being organized, setting achievable and safe goals)
  - People skills (active listening, communication, respect)
  - Safety (mitigating risk, understanding the environment, setting achievable goals and use of appropriate terrain features)
  - Student Engagement (making it fun for all)
- Fundamentals:
  - Developing trick fundamentals outside the terrain park.
- Balance
  - Be aware of how the body segments are working in conjunction with each other to perform tricks.
- Pressure related movements
  - Popping
- Edging movements
  - Side slips for sliding rails
  - Edge set in take-off to help produce a spin
  - Heel hooking (tail press) and toe hook (tip press) for switch-ups
- Rotary movements
  - Developing contact and cat twists
  - Yo yo pops, 360 micro pops, butter in butter out
- Coordination
  - Parts of a trick (ATML: Approach, Take-off, Maneuver, Landing)
  - Switch in-run speed checks

Day 1 PM

Air Progression and Practice

- Lesson Plans
  - Switch Skiing for take-off and Landings
  - Spin 540°, 360° left , right, Switch 360°

Homework:

- Day 1 Reflective Questions (in Candidate Guide)
- Performance Criteria Review

Day 2 AM

Rail Progression and Practice

Lesson Plans:

- Switch-ups and scissoring (Boxes/ Rails and tubes)
- Rails with kinks and curves
- First Experience – Urban Rails

Assessment and Development

- Consolidate fundamentals of forces and movements in practice. Demonstrate principles and watch real students, Lesson practice (basic progressions)

Review and discussion of Day 1 Fundamentals and Reflections

- Individual Candidate video

Day 2 PM

Lesson plan practice:

- Spins with Grabs

On-snow debrief

- One-on-One discussion and focus session

Homework:

- Day 2 Reflective Questions

Day 3 AM

Teaching Practice

- Age specific
- Multi-week program considerations

Skill Improvement with
Review and Practice

Day 3 PM

Teaching Practice
Skill Improvement / Review
Results Presentation

Online Homework	**Time**	**Activity**
Standards Review	30 mins	o Review Skiing Standards and Teaching Evaluation Criteria o Day 1 Reflective Questions

Lesson Plan Examples

In-run Switch For Take-offs & Landings

Objective: **Students can ski switch as an in-run to a trick with appropriate speed and timing**

Terrain: Green/Blue terrain to practice and in-runs of features for performance

Safety: Know your Learner -
Is your learner Physically capable? (fatigue, energy, strength)
Is your learner Psychologically ready? (focus, confidence, apprehension)
Is the challenge level appropriate? (ability level)
Environment -
Snow Conditions and implications (smooth surface is best)
Light Conditions (visibility, depth perception)
Traffic (be aware of space required and blind spots while skiing switch)

Fun Factor: Learning new tricks with switch take offs.

Fundamentals	**Movements**
• Visual awareness	(look over outside shoulder of rotation)
• Balance Movements	(Use BOS to stay connected with COM)
• Pressure Movements	(use of ankle knee and hip to manage forces)
• Rotary Movements	(rotate head, shoulders, spine; external leg rotation
• Edge Movements	(ankle, knee, hip angulation)
• Coordination	(maintains flow and blends skills)

Lesson Plan example:

1. On a gentle slope do switch POPS while looking over one shoulder and then the other. Find out which shoulder is most comfortable (good to know for 360s sliding rails etc.)
2. Understand how to speed check without turning while skiing switch
3. Looking over outside, downhill shoulder POP to 180°. Repeat going the opposite way.
4. Practice landing and taking off switch from flat to steep over rollers and knuckles
5. Uses appropriate feature for skill level of students

COMMON PROBLEMS AND SOLUTIONS:

When popping lower body starts to rotate

Assessment: Rotational alignment isn't maintained. Hips are too open and or turning the shoulders to look instead of head.

Development: Adjust bends in joints to maintain balance and pressure over both feet to allow take-off from both feet. Turn head not the shoulders

Timing of Pop is too late or early Assessment: awkward timing and pop is ineffective to catch air and balance Development: stand at side of jump and count in their pop. (3,2,1, jump). Have them go up the lip of the jump really slow. Feel the pressure build "pop" just before heels hit end of lip. Ski back up hill on lip.
Loss of balance in the air Assessment: Getting off axis in the air. Inside hand dropping down or outside hand driving upward. Development: Make sure to square shoulders and hips over the BOS and rotation comes more from the lower joints instead of the upper body. Keep hands out away from the body to create more stability.

Spins with Grabs

Objective: **Student can confidently jump spin and grab ski**

Terrain: Jumps on the side of the run and small jump features in the park

Safety: Know your Learner -
Is your learner Physically capable? (fatigue, energy, strength)
Is your learner Psychologically ready? (focus, confidence, apprehension)
Is the challenge level appropriate? (ability level)
Environment -
Snow Conditions and implications (smooth surface is best)
Light Conditions (landing visibility, depth perception)
Traffic around features (in-run, air, out run/ spill zones)
Jump/ feature size and condition

Fun Factor: Learning new tricks

Fundamentals	**Movements**
• In-run	(provide a start area to avoid speed checks)
• Timing of movement	(use of all joints to time pop with crest of jump)
• Proper "Pop"	(extend all joints)
• Rotary	(Creation of rotation CAT Twist or Contact Twist)
• Control in air (grab)	(BOS comes to COM)
• Landing	(flex all joints for a soft landing)
• Blend movements adjusting for features	(consolidate motor pattern)

Lesson Plan example:

1. Practice grabbing skis in straight air
2. Practice spins without grab
3. Practice while skiing spinning and grabbing to help with timing orientation, balance and coordination
4. Add grab to spin

WHAT TO LOOK FOR

- Sequence of movements
- Pop –spin - trick - land
- Hands and feet meet in the middle

COMMON PROBLEMS AND SOLUTIONS

No pop Assessment: Out of balance in the air and landing. Student lacks amplitude and control in air Development: Get student to focus 90% on jump 10% on grab. Practices straight air grab until grab is intuitive. The rotation has to stared before the grab. Bend all the joints evenly to maintain a centered mobile stance. Count student into jump to pop. (3,2,1, "pop"). Make sure the extension comes right through the toes.
Unable to get a full grab Assessment: Student doesn't grab ski, either legs come up and arms don't reach down or opposite. Movement for grab is slow and strained Development: Practice on the spot getting grab. Try to meet had to ski in the middle rather then one reaching to the other. Assess if all joints are moving, (hip, knee, ankle, spine, arm, other arm counter balance). Speed up movement, "snapping" for the grab. Practice until movement pattern becomes more natural.

Switch-ups and scissoring (Boxes/ Rails and tubes)

Objective: **Students can confidently pop on and slide sideways (both ways) on Box, Tube, or Rail**

Terrain: Small box, tube or rail. Firm ridges and berms can also help.

Safety: Know your Learner -
Is your learner Physically capable? (fatigue, energy, strength)
Is your learner Psychologically ready? (focus, confidence, apprehension)
Is the challenge level appropriate? (ability level)
Environment -
Snow Conditions and implications (smooth surface is best)
Light Conditions (landing visibility, depth perception)
Traffic around features and practice area (in-run, air, out run/ spill zones)
Jump/ feature size and condition

Fun Factor: Adding degree of difficulty. Stezin it out!!

Fundamentals	**Movements**
• In-run	(low wide stance)
• Proper "Pop"	(flexion and extension of ankle knee and hip)
• Turn legs and hips sideways	(leg and spine rotation)
• Scissor rail	(pressure is created on both sides of the rail producing a much stronger platform to generate rotation, stop rotation and produce power)
• Wide stance	(leg abduction)
• Pop 180°	(extension and rotation of lower joints)
• Look in direction of momentum	
• Blend above movements	(consolidation of motor pattern)

Lesson Plan example:

1. Demonstrate fundamental movements while skiing.
2. Sideslip down hill pop 180° to face the opposite direction
3. Pop 90, Rotate heel press (down hill foot) to change directions down the hill. Rotate toe press (downhill foot) to rotate up hill. to land forward or switch
4. Choose appropriate feature for skill level of students. Easiest to hardest: Using Coping of boxes, trying on tubby tubes, to sliding railsto develop switch-up
5. Vary by adding games and challenges How many switch-ups can you do?

COMMON PROBLEMS AND SOLUTIONS:

Sliding feature but can not produce spin for switch-up Assessment: Not enough rotation to complete 180° to land back on rail Development: Go back to snow and practice side slip 180°. Work on scissoring once on the feature. Practice spinning off the feature. Maintain a low stable stance.
No scissor on the rail Assessment: Not landing centered on the rail. Weight too far forward or back Development: Look down the hill farther and bend joints so legs and hip can rotate in one axis. Stand down the hill and have students tell you how many fingers you are holding up. Draw a line in the snow for them to slide on.

Rails with kinks / curves

Objective: **Students can ride rails that have varying pitches and curves**

Terrain: Rainbow rails, Kink rails, Flat down. Battleship, C-rails

Safety: Know your Learner -
Is your learner Physically capable? (fatigue, energy, strength)
Is your learner Psychologically ready? (focus, confidence, apprehension)
Is the challenge level appropriate? (ability level)
Environment -
Snow Conditions and implications (smooth surface is best)
Light Conditions (landing visibility, depth perception)
Traffic around features and practice area (in-run, air, out run/ spill zones)
Jump/ feature size and condition

Fun Factor: Adding degree of difficulty. Stezin it out!!

Fundamentals	**Movements**
• Approach(speed, and balance)	(low wide stance)
• Take off “Pop”	(flexion and extension of ankle knee and hip)
• Maneuver:	
• Turn legs and hips sideways	(leg and spine rotation)
• Alignment	(COM over BOS)
• Lower body adjusts to rail	(lower body flexion and extension fore aft to stay in balance)
• Wide stance	(leg abduction)
• Maintains alignment COM BOS	(Look in direction of momentum)
• Landing (pops off rail)	leg extension and flexion for smooth landing

Lesson Plan example:

1. Demonstrate fundamental movements
2. Uses bumps berms and ridges to develop the skill of lower leg movement to stay in balance
3. Choose an appropriate feature for the skill level of students. Flat down easier then down flat.
4. Vary by changing features to make it easier or harder depending on student

COMMON PROBLEMS AND SOLUTIONS:

Looses balance up the hill Assessment: Hand goes up and Looses Balance to the back Development: With your downhill hand rotate your arm so your thumb is down. This restricts the ability to lift your arm up. Lighten the uphill foot. Try to tap uphill ski while on the rail.
Skis catches the kinks Assessment: Looses a ski or gets caught up on kink Development: Practice leg independence and pre anticipate the kink before you get there. Standing and skipping sideways down the hill and practicing on bumps or moguls
Slides off c rail forward or back Assessment: lower body is stationary and does not complete c rail. Development: Practice fore aft shuffling statically and on snow ridges. Try on straight rails and tubes. Use this movement at adjust BOS to align COM on C rail

First Experience – Urban Rails

Objective: **Learners are confident on urban rail sliding sideways, coming in from the side**
Terrain: Terrain Park with urban set ups (tubes, handrails, kinks)

Safety Checklist:
Safety: Know your Learner -
Is your learner Physically capable? (fatigue, energy, strength)
Is your learner Psychologically ready? (focus, confidence, apprehension)
Is the challenge level appropriate? (ability level)
Environment -
Snow Conditions and implications (in run, out run conditions)
Light Conditions (landing visibility, depth perception)
Traffic around features (in-run, air, out run/ spill zones)
Feature size and condition (ride on, low to ground, in-seam clearance)

Fun Factor: Getting gnarly and sliding a feature!

Fundamentals	**Movements**
• Approach(check speed, wide legs, coming in from side of	
• Take Off- ("Pop")	(flexion and extension of lower joints)
• Maneuver:	
o Turn legs and hips sideways	(leg and spine rotation)
o Locking onto rail (heel or toe hook-ankle flexion or extension)	
o Sliding	(COM over BOS)
o Vision in direction of momentum	(Balance, Rotary Movements, and awareness)
• Blend above movements	(consolidation of coordinated movements)

Lesson Plan example:
1. Practice on snow jumping onto ridges or lines on the snow from the side. Maintain balance for on snow feature till the end.
2. Practice on ride on or gap on box, rails, or tubes
3. On snow, next to the jump - ski in, pop, and land next to fetcher without turning to 90° to feel how high you need to Lift your legs to get on feature.
4. On feature - Pop on 90° and slide feature (speed is your friend)
5. Slide feature confidently coming out forward and switch at will
6. Vary speed and features

What to look for
- Pop 90°
- Lift legs
- Stay balanced
- Look at the end

COMMON PROBLEMS AND SOLUTIONS:

Student lacks confidence sliding on feature
Assessment: Apprehension, balance is weak
Development: Allow students to jump off the take-off and land beside the rail to build confidence. Get them to start in a low wide stable stance so that they can land in the same stance.

Student lacks balance while on feature Assessment: Student slides off, or skis slip out. In run angle is too straight or not enough. Development: If they are sliding off the side the angle of approach might need to be more direct. Get them to land more towards the heel of the foot to help change the trajectory of the center COM. If the skis are sliding out from under them they need to make sure that their take off is balanced so they can land more balanced. (Gorilla Stance). Maintain focus past the end of the feature to allow the COM to go in the right direction to maintain balance.
Can't pop out 90 Assessment: Student can't come out of the slide with control forward or switch. Development: Adjust upper lower body alignment: Counter to come out forward and rotate to come out switch. Try stationary and then in motion.

Spin 540°, 360° left, right, Switch 360°

Objective: Student can confidently jump and spin 360° forward one way. (Leading to 540° and opposite 360°)

Terrain: ½ pipes, and small jump features in the park

Safety: Know your Learner -
Is your learner Physically capable? (fatigue, energy, strength)
Is your learner Psychologically ready? (focus, confidence, apprehension)
Is the challenge level appropriate? (ability level)
Environment -
Snow Conditions and implications (smooth surface is best)
Light Conditions (landing visibility, depth perception)
Traffic around features (in-run, air, out run/ spill zones)
Jump/ feature size and condition

Fun Factor: Getting gnarly spinning!

Fundamentals	**Movements**
• Wide stance Edge control	(internal rotation of hip and ankle, adduction of leg
• Proper "Pop"	(flexion and extension of ankle knee hip and spine)
• Rotation (contact spin)	(Rotation spine and hip and lock to set angular momentum)
• Rotation (Cat Spin)	(Rotate from big joint)
• Control in air	(Keeping core engaged, maintain alignment lead with head and shoulders)
• Landing	(Flex all joints for a soft landing and looking in direction of travel)
• Timing, intensity of movements	(as above)
• Blend movements, adjusting for features	(consolidate coordinated movements)

Lesson Plan example:

- Practice spinning on the spot with skis off using a contact spin and cat spin (both ways). Practice going down the hill surface spin 360s and (both ways and switch)
- 270° on side hills (alley-oop left and right side)
- Variable spin practice on multiple surfaces

What to look for

- Pop first
- Spin with core
- Spotting landing

COMMON PROBLEMS AND SOLUTIONS:

Left 360° is done well Right 360° is imbalanced Assessment: Left 360° is landed clean right is off axis landing on tails. Students Rotational alignment is off on take off for right. Development: Check alinement of the lower joints so that the take-off is from a centered stance. Keep vision up and the rotation continues through the head and shoulders. The feet will catch up.
Unable to continue rotation to Switch in 540° Assessment: Upper body stops maintaining the rotation and student can not continue desired rotation. Head and shoulders stop moving though spin. Leading arm stops moving. Development: Practice 180° spins using the cat twist on the snow with arms out in a "T" formation keep eyes looking towards leading hand. Make students aware and watch for when arms stop or head stop moving. Practice same move while popping through your 360° spin and cat twist to 540°.
Over throwing spin with arms/ hands Assessment: Hands move a lot, but spin gets stalled. Body only goes through partial rotation. Development: Practice contact spins. Have students stand with flat bases on the snow. Push arm and get student to hold core tight. This is the feeling of contact spinning. Get student to create angular momentum with minimum pre-wind with arms and locking core to surface spin on the snow. Practice this move with a jump on green terrain (micro jump 360's).
Schmeering off take off/ Lack of power to create spin Assessment: Body moves 60 and land on inside leg. Lack of edge grip and control to create angular momentum Development: Demonstrate and get students to do a snowplow stop to create an edge platform and pop 180. Develop into a wide stance inside opposing edge stance to pop from.

Evaluation Guidelines

The CSIA Snow Park Level 2 certification performance criteria is evaluated through an ongoing assessment throughout the program for both skiing and teaching. For example: when showing safe teaching, candidates should demonstarte their ability to “use safe stopping locations when leading a class” is an important aspect that you will be assessed on during the Program.

Skiing is evaluated on the Candidate’s ability to demonstrate within a variety of practice teaching opportunities, as well as on their own skiing.

The Candidate’s own skiing is assessed throughout the program both inside and outside of the park.

Teaching skills are assessed during the Candidate’s practice teaching opportunities, as well as based on their participation and professionalism throughout the course.

Teaching and Skiing, and Performance Criteria are described on the next page.

Teaching and Skiing Outcomes are based on two factors:

1. A frequency expectation of achieving the Standard in each criteria, “most of the time” or, approximately 70% of the time.
2. The Candidate’s demonstrated level of understanding - described using the following:

ME	Candidate *Meets Expectations* in this aspect
NI	Candidate *Needs Improvement* in this aspect
Recalls	Candidate can *Recall* the concepts presented on course and in resources provided
Identifies	Candidate can *Identify* the concept when watching others teaching and skiing
Uses	Candidate can *Use* the concept in practice teaching scenarios and in their own skiing
Adapts	Candidate can effectively *Adapt* the concept based on situations encountered

Skiing criteria are evaluated using a marking scale (I-A-C-R) based on motor learning steps described in the Getting Started manual, available in the Resources section of snowpro.com.

See Evaluation Form for further details.

TEACHING EVALUATON – Performance Criteria

TEACHING
Safe Teaching: - Maintains safety for themselves and learners - Safe navigation in & outside the terrain park - Selects Appropriate Terrain/Feature for skill development - Selects Appropriate Terrain/Feature for objective - Adjusts objective for learner's warm-up, peak performance & cool down
Professional Skills: - Positive interactions with fellow participants - Considerate use of the terrain park and all those in it - Behaviors that demonstrate accountability for group growth
Teaching: - Fun & engaging approaches in Park - Understands long term development strategies - Adapts approach/individual cognitive/physical differences - Chooses progressive strategies for goals and skill level of learners
Lesson Delivery: - Advanced lesson plan - Clear and precise assessment of skills and ATML of trick - Chooses tactic to develop skill based on initial assessment - Chooses appropriate features for the skill level of learner - Reassess performance level and conducts a clear debrief

SKIING EVALUATON – Performance Criteria

SKIING
Trick Demonstrations: - Switch (Approach, take-off and landings) - Spins-360 left & right, Switch 180, 540 progression) - Spins with grabs (medium jumps) - Rails (urban setups, kinks or c-rails) - Free skiing (Black terrain)
Skills application in terrain park:: - Balance - Rotary - Edging - Pressure - Coordination (ATML)

Re-Test On Skiing Or Teaching

Skiing re-test, Day 1 and 2 (results provided after Day 2 for re-test participants). Teaching re-test, Day 2 and 3.

Supplemental Information

Course Content

Duration:
- 3 days, totalling 17 hours, including readings and evaluation and results presentation.

Required Reading:
- Canadian Ski Teaching - “Getting Started”
- CSIA Teaching Principles
- Lesson Plans (in Candidate Guide)

3 Hours

Practical:
- Ski Improvement and Skill Development with video
- Lesson Plan/progression modeling
- Lesson Plan and teaching practice
- Age specific tactics
- Evaluation Criteria and Standards Review
- Introduction to CSIA, next steps and a future in ski teaching
- One-on-One Development Planning
- Group Debriefs

14 Hours

TOTAL:

17 hours

Reflective Questions

Day 1

Of the learning activities you experienced today, which ones helped you learn the most? Why?

Which activities would you like to try when you teach? Why?

What is one question that you need answered about what was presented today?

Day 2

In your practice today, what went well for you?

In your practice today, was there anything you struggled with? If so, what was it?

What can you do differently tomorrow to avoid or to overcome that struggle?

Level 2 Snow Park Certification - Evaluation Form

Canadian Ski Instructors' Alliance

OVERALL RESULT
NI / ME

Location: _____ Date: _____

While practice teaching and skiing, _____ : _____
Candidate name Member #

Course Conductor: _____

TEACHING:	NI / ME
SKIING:	NI / ME

TEACHING

Uses	Identifies	Recalls	NI	SAFE TEACHING 5/5
				Maintains safety for themselves and learners
				Safe navigation in & outside the terrain park
				Selects Appropriate Terrain/Feature for skill development
				Selects Appropriate Terrain/Feature for objective
				Adjusts objective for learner's warm-up, peak performance & cool down

Uses	Identifies	Recalls	NI	PROFESSIONAL SKILLS 3/3
				Positive interactions with fellow participants
				Considerate use of the terrain park and all those in it
				Behaviors that demonstrate accountability for group growth

SKIING

Refinement	Consolidation	Acquisition	Initiation	TRICK DEMONSTRATIONS 4/5
				Switch (Approach, take-off and landings)
				Spins-360 left & right, Switch 180, 540 progression)
				Spins with grabs (medium jumps)
				Rails (urban setups, kinks or c-rails)
				Free skiing (Black terrain)

TEACHING

Uses	Identifies	Recalls	NI	TEACHING MULTI WEEK PROGRAMS 3/4
				Fun & engaging approaches in Park
				Understands long term development strategies
				Adapts approach/individual cognitive/physical differences
				Chooses progressive strategies for goals and skill level of learners

Uses	Identifies	Recalls	NI	LESSON DELIVERY 4/5
				Advanced lesson plan
				Clear and precise assessment of skills and ATML of trick
				Chooses tactic to develop skill based on initial assessment
				Chooses appropriate features for the skill level of learner
				Reassess performance level and conducts a clear debrief

SKIING

Refinement	Consolidation	Acquisition	Initiation	SKILLS APPLICATION IN TERRAIN PARK 4/5
				Balance
				Rotary
				Edging
				Pressure
				Coordination (ATML)

Legend:
- The marking scale is based on an expectation that the competency is apparent "most of the time" during the training.
- The evaluation of each criteria is based on the candidates demonstrated level of understanding
- The Grey box indicates the standard of the Level 1 Certification for that evaluation criteria.
- Requirement for achieving the standard in each section is indicated (3/3 or 3/4 or 4/5)
- Candidates must meet expectations in all four Teaching sections to pass the Teaching
- Candidates must meet expectations in both Skiing sections to pass the Skiing

ME	Candidate meets expectations in this aspect
NI	Candidate needs improvement in this aspect
Recalls	Candidate can Recall the concept presented on course and in resources provided
Identifies	Candidate can Identify the concept when watching others teaching and skiing
Uses	Candidate can Use the concept in practice teaching scenarios and their own skiing
Adapts	Candidate can effectively Adapt the concept based on situations encountered

SPL2EVAL-ENG-25