

COURSE GUIDE

LEVEL 1

**Canadian Ski Instructors' Alliance
2006-2007**

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

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Mission statement

For the benefit of its members and partners, the CSIA provides Education and Leadership that contribute to a vibrant Mountain Experience for the skiing public

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Printed in Canada
Canadian Ski Instructors' Alliance
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Montréal, QC H4P 1W9
Canada

LEVEL 1 INTRODUCTION

2006-2007

The Level 1 Ski Instructor certification is for any skier over the age of 15 that is a competent parallel skier. The level 1 candidate can expect to be exposed to a variety of terrain, terrain features and snow conditions.

The Level 1 course is an introduction to ski teaching, CSIA technique and methodology, and the role of ski teaching within the ski industry. It combines the basics of practical ski teaching methods, technical understanding and development of guest service skills, specifically addressing children's skiing.

Candidates will receive coaching on their skiing, teaching and people skills with the goal of reaching the level 1 standard. They will also receive suggestions and strategies for long-term development. The successful candidate is certified to teach skiers up to intermediate parallel skill level. Level 1 is a pre-requisite for the level 2 certification.

Duration – 4 days totaling 26 hours including evaluation

Course Contents

Indoor

(Approximately)

• Introduction to C.S.I.A. and Technique	1.5 hour
• Effective teaching and safety	1.0 hour
• Developing Guest Service Skills	1.5 hour
• Teaching Children	1.0 hour
• Fast Track to Parallel Lesson Planning	1.0 hour
Sub total	6.0 hours

Outdoor

(Approximately)

• Ski Improvement and Skill development w/video	4.5 hours
• Demonstration improvement	5.5 hours
• Fast Track to Parallel	4.5 hours
• Developing the Guest Experience	2.5 hours
• Teaching Children	3.0 hours
Sub total	20 hours
Total	26 hours

Competencies, Objectives and Content

Competencies, Objectives and Content – Level 1

First element of competency	Teach “Fast Track to Parallel” (Initiation / Acquisition Level) in accordance with CSIA technique and methodology	
Learning Objectives	Content	Educational Strategies
<p>1. Understand the basic principles of the Canadian Approach and how to incorporate them in teaching “Fast Track to Parallel”</p>	<ul style="list-style-type: none"> • The Canadian Approach <u>Methodology / Technique</u>: -Basic Skills -Basic Skiing Competencies • Assessment and Development of individual performance based on the 3 Basic Skiing Competencies: 1.Centered stance - Stance and Balance 2.Turning with the lower body - Pivoting 3. Balance on the edges - Edging • Progression: Fast Track to Parallel • Assessment and Skill Development 	<ul style="list-style-type: none"> • Show video: “ Skiing Competencies - Level 1” • Reading: Technique-The Canadian Approach (p. 3.2 – 3.9, 3.14 – 3.17, 3.22 – 3.31) • Indoor Workshop Questionnaire on “Skiing Competencies - Level 1” • Tactical approach using specific exercises • Reading: Skier Development – Entry Level to Intermediate (p. 4.14 - 4.37) • Show video: “Fast Track to Parallel” • On-snow revision of the progression • Skill Development in relation with the 3 Basic Skiing Competencies • On-snow Assessment and Development training • Show the video: “Assessment and Development” • Video: “Beginner tactics” • Discuss skill development options for skiers

<p>2. Demonstrate the basic principles of a student centred approach while teaching “Fast Track to Parallel”</p>	<ul style="list-style-type: none"> • Canadian Ski Teaching • The basics of effective teaching and safety in the skiing environment (student centred approach) • Fast Track to Parallel Lesson Planning <ul style="list-style-type: none"> -Class management -Lesson structure • Steps for Lesson Planning • Adaptation to different types of terrain and different types of learners • Decision-Making Process 	<ul style="list-style-type: none"> • Reading: Chapter 1 of the CSIA manual • Reading: <ul style="list-style-type: none"> - Code of Ethics - Professionalism, Roles and Responsibilities - Safety and risk management - Alpine Responsibility Code (Preface p. iii – viii) • Show video: “Skier development” • Indoor Workshop: Questionnaire on the student centred approach • Demonstration of different lesson types (Fast Track to Parallel) • Reading: Student centred teaching (p. 4.2–4.13) • Situational Teaching Workshop • Demonstration of tactics for different age groups and situations: adults, seniors, athletic...
<p>3. Develop the guest experience through teaching</p>	<ul style="list-style-type: none"> • Canadian Ski Teaching 	<ul style="list-style-type: none"> • Reading: Guest Service (Chapter 2 of the CSIA manual) • Show the video: “Developing the Guest Experience” and discussion

	<ul style="list-style-type: none"> • Recipe for Guest Service • Developing Good Communication • Developing the Guest Experience through "Fast Track to Parallel" 	<ul style="list-style-type: none"> • Indoor Workshop: Questionnaire on the Guest Experience • Indoor Workshop: Guest service for Children (discussion and questionnaire) • Guest Experience exercise: use a chairlift ride • Indoor Workshop: Presentation skills • Teaching Workshop: Create examples of people skills and teaching situations
<p>4. Demonstrate an understanding of teaching children</p> <p><i>NB: This objective will be assessed through the training process</i></p>	<ul style="list-style-type: none"> • Methodology and Teaching Children - Fast Track to Parallel • Development Stages 	<ul style="list-style-type: none"> • Reading: Teaching children (Chap. 5) • Show video: "Children & Skiing" Questionnaire on Teaching Children • Demonstrate strategies for Teaching Children • Indoor Workshop: Teaching Children – Review Development Stages

Second element of competency	Demonstrate effectively from Entry level to intermediate (Initiation / Acquisition Level)	
Learning Objectives	Content	Educational Strategies
1. Self – evaluate ski performance in relation to the level 1 standards	<ul style="list-style-type: none"> • Review the technique with consideration to the basic principles of the Canadian Approach • Self improvement of technical performance • Present the level 1 standards 	<ul style="list-style-type: none"> • Video Session (if possible) with feedback from the course conductor • Ski improvement session (skill development) • Ski improvement session with a tactical approach • Feedback from the course conductor • Review course guide • Show the video: “Level 1 Standards”
2. Execute basic demonstrations while highlighting the principles of the Canadian Approach	<ul style="list-style-type: none"> • Review progression “Fast Track to Parallel” with focus on demonstration skills <ul style="list-style-type: none"> - Intermediate parallel - Wedge Turns • Improvement of demonstrations through mini teaching sessions 	<ul style="list-style-type: none"> • Ski Improvement session (demonstrations) <ul style="list-style-type: none"> - Free Run - Intermediate Parallel - Wedge Turns • Execute demonstrations : <ul style="list-style-type: none"> - Technically adapted to the terrain and the level of the skiers - Precise and easy to copy

Level 1 Course Schedule

LEVEL 1 COURSE SCHEDULE

DAY	INDOOR	ON SNOW	READING ASSIGNMENTS WORKSHOPS	EVALUATION
1	<p style="text-align: center;">AM</p> <ul style="list-style-type: none"> • Registration • Review Course outline and Performance criteria • Video: Level I Standards • Workshop – Basic Skiing Competencies • Video: Skiing Competencies – L 1 	<p style="text-align: center;">AM</p> <ul style="list-style-type: none"> • Class split • Ski improvement – understanding the skiing skills through individual skill development • Guest service exercise <p style="text-align: center;">PM</p> <ul style="list-style-type: none"> • Ski improvement with a tactical approach • Video (if possible) 	<p>Reading: Technique – The Canadian Approach (p. 3.2 – 3.9, 3.14 – 3.17, 3.22 – 3.31)</p> <p>E-prep reading</p> <ul style="list-style-type: none"> • Canadian ski teaching (Chapter 1 of the CSIA manual) • Code of Ethics • Professionalism, Roles and Responsibilities • Safety and risk Management • Alpine Responsibility Code (Preface p. iii –viii) 	<p style="text-align: center;">PM</p> <p>One-on-one sessions; Course conductor-candidate</p>
2	<p style="text-align: center;">AM</p> <ul style="list-style-type: none"> • Workshop; People skills for ski teachers • Video: “Developing the Guest Experience” • Workshop: Teaching children • Video: “Children and skiing” • Video: “Assessment and development” (Assessment Level 1) • Video: “Beginner tactics” 	<p style="text-align: center;">AM</p> <ul style="list-style-type: none"> • Fast track to parallel – Demonstration improvement <p style="text-align: center;">PM</p> <ul style="list-style-type: none"> • Fast track to parallel – Methodology / Lesson planning 	<p>Reading :</p> <ul style="list-style-type: none"> • Skier Development– Entry Level to Intermediate (p. 4.14 - 4.37) • Guest Service (Chapter 2) <p>E-prep reading:</p> <ul style="list-style-type: none"> • Teaching children (Chap. 5) <p>Presentation skills Assignment</p>	

3	<p style="text-align: center;">AM</p> <ul style="list-style-type: none"> • Workshop: Presentation skills • Workshop: Student Centred Teaching • Video: "Fast Track to Parallel" • Video: "Skier development" 	<p style="text-align: center;">AM</p> <ul style="list-style-type: none"> • Fast Track to Parallel – Methodology and Teaching children • Tactics for all age groups <p style="text-align: center;">PM</p> <ul style="list-style-type: none"> • Teaching Workshops – Developing the guest experience • Free Tactics –Fun development Session 	<p>Reading:</p> <ul style="list-style-type: none"> • Student Centred Teaching (p. 4.2–4.13) 	
4		<p style="text-align: center;">AM</p> <ul style="list-style-type: none"> • Teaching workshop: Fast Track to Parallel <p style="text-align: center;">PM</p> <ul style="list-style-type: none"> • Skill development methodology 	<p>Feedback: Course Evaluation Sheets</p>	<p style="text-align: center;">PM</p> <p style="text-align: center;">Final Assessment</p> <p style="text-align: center;">Results and Presentations</p>

This calendar may be adjusted in consideration of conditions, weather and facilities.

Evaluation

Candidates are evaluated on their ongoing participation and performance on and off snow. Skiing and teaching skills are evaluated throughout the course on an on-going basis.

Candidates must pass both skiing and teaching aspects to be certified level 1.

Marking System – Pass (P) or Fail (F)

Re-test on Skiing or Teaching

Candidates who fail skiing *or* teaching *or* both have 2 years (730 days) from the course date to be re-evaluated on the incomplete portion. After that period, the full course must be taken again. The candidate must register in advance for re-assessment on a Level 1 course.

TEACHING ASSESSMENT

Element of competency	Performance criteria - Initiation / Acquisition Level
<p>1. Teach “Fast Track to Parallel” in accordance with CSIA technique and methodology</p>	<p>1.1 Technical Understanding:</p> <ul style="list-style-type: none"> • Teaching is skill related; • Identify symptoms of obvious skill deficiencies related to the 3 Basic Skiing Competencies: Centred stance, Turning with the lower body, Balance on the edges; • Relate teaching tactics to the skills; <p>1.2 Student Centred Method:</p> <ul style="list-style-type: none"> • Show an organized and structured approach including the 6 steps; • Demonstrate safe teaching practices; • Show basic class organization; <p>1.3 Guest Service:</p> <ul style="list-style-type: none"> • Show coherent verbal communication to individuals in the group; • Show self-confidence by being enthusiastic and pro-active; • Show a positive attitude and appropriate body language.

TECHNICAL ASSESSMENT

Element of competency	Performance criteria - Initiation / Acquisition Level
<p>2. Demonstrate effectively from Entry level to intermediate</p>	<p>General Performance Criteria:</p> <ul style="list-style-type: none"> • Ski consistently parallel on intermediate terrain at moderate speed; • Show some ability to adjust their technique to a variety of turn types and different snow conditions; • Control their speed; • Adjust their skill to provide technically sound demonstrations which are easy to copy; • Demonstrate at all levels, from entry level to intermediate.

	<p>Specific Performance Criteria:</p> <p><u>Intermediate Parallel Turns</u> Control in symmetrical/rhythmical parallel turns on intermediate terrain (blue):</p> <p>Phase 1</p> <ul style="list-style-type: none"> • Both edges released together; • Separation diminishes as skis are released from arc; • BOS and COM leave turn simultaneously; • Stance is centered and mobile. <p>Phase 2</p> <ul style="list-style-type: none"> • A new platform on both edges with the outside ski as primary turning ski; • Separation is created as skis are turned into arc; • Skidded, steered or carved, the lower body leads the turning effort; • Activity in fore-aft plane maintains a centred stance. <p>Phase 3</p> <ul style="list-style-type: none"> • Maintain balance on both edges; • Increase edge angles with blend of inclination and angulation; • Separation is maintained or increased as lower body continues to lead turning effort; • Turning forces managed by flexion and lateral balance. <p><u>Wedge Turns</u> Rhythmical wedge turns executed on flat beginner terrain (green):</p> <ul style="list-style-type: none"> • Centered, mobile stance; • Direction change initiated by lower body; • Steering adjusted to terrain and speed; • Maintain upper/lower body separation. <p><u>Free Run</u> Free skiing on intermediate terrain (blue):</p> <ul style="list-style-type: none"> • Stance adjusted to speed and snow conditions; • Show the ability to vary edging with the terrain and turn shape; • Show good control and consistency, with the technical elements described in Basic Parallel Turns.
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Mediagraphy

Reference Manual: Skiing and Teaching Methods, 2006

- Videos:
- Level I Standards
 - Skiing Competencies – Level I
 - Beginner tactics
 - Skier development
 - Developing the Guest Experience
 - Fast Track to Parallel
 - Assessment & Development
 - Children & Skiing

Workshops

Workshop - Basic Skiing Competencies

Course Guide Questions:

1. Stance and Balance – Centred and mobile stance (p. 3.22 – 3.23)

- Define BOS. _____
- Define COM. _____
- What is the difference between stance and balance? _____

- Define a good stance. _____
- How can you increase stability? _____
- Discussion:
 - ✓ Proportional bending/mobility in all joints.
 - ✓ Adjusting stance to overcome resistance.

2. Pivoting – Turning with the lower body (p. 3.26 – 3.27)

- Define pivoting. _____

- Define rotation. _____

- Discussion:
 - ✓ Pivoting as upper/lower body separation whether turn is carved or skidded.

3. Edging – Balance on the edges (p. 3.28 – 3.29)

- Define edging _____

- What is angulation? _____

- What is inclination? _____

- Discussion:
 - ✓ Edging relative to speed, radius, and terrain.

Reading Assignment:

- Technique – The Canadian Approach (p. 3.2 – 3.9, 3.14 – 3.17, 3.22 – 3.31)

E-prep reading

- Canadian ski teaching (Chapter 1)
- Code of Ethics (Preface p. iii-vi)
- Professionalism, Roles and Responsibilities (Preface p. vii)
- Safety and risk Management / Alpine Responsibility Code (Preface p. vii-viii)

Workshop - People Skills for Ski Teachers

Guest service checklist:

- Introduce yourself and learn names
- Be friendly and put them at ease
- Explore expectations and background of students
- Customize approach to their needs
- Warm-up and evaluate fitness, mental state and technical skills
- Teach for results - be student centred
- Finish on a positive note
- Individual wrap-up, establishing goals for the next lesson
- Handshake and good-bye.

Communication checklist:

- Use two-way communication and involve everyone in decision-making and learning
- Ask questions that help discover solutions
- Use simple cues and key words as reminders
- Give time to absorb and integrate information
- Ride lifts with all clients
- Give instructions to small children at eye level.

Course Guide Questions :

1. What is a good attitude for instructing? _____

2. List 3 Guest Service opportunities during ski lessons? _____

2. How do we make ski lessons fun? _____

3. What are some ways to create awareness of the ski experience and alpine environment?

4. How do we show the guest that we are there for them? _____

Workshop - Teaching Children

- **Review Development Phases**

Age Group	Physical	Mental/Social/Emotional	Teaching Considerations
2-5 "Pre-operations"	<ul style="list-style-type: none"> - Low strength and stamina - Neuromuscular not fully developed - COM relatively high 	<ul style="list-style-type: none"> - Ego-centric, not that aware of others around them - Short attention span - Need simple instructions 	<ul style="list-style-type: none"> - Work one on one - No competition - One task at a time - Use a controlled environment - "Copycat" approach
6-8 Early stage of "Concrete operations"	<ul style="list-style-type: none"> - Better coordination and strength - Need rest periods - Injury prone 	<ul style="list-style-type: none"> - Can work with partners, play becomes interactive - Capable of deductive reasoning - Self-esteem important but fragile 	<ul style="list-style-type: none"> - Interactive and cooperative games - Safety and class control top priority - Avoid competitive approach
9-12 Later stage of "Concrete operations"	<ul style="list-style-type: none"> - Coordination and strength ready for more refined tasks - Can still be awkward due to growth spurts 	<ul style="list-style-type: none"> - Peer groups become more important - Still respect adults but like to challenge them - Like challenges, want to succeed 	<ul style="list-style-type: none"> - Can be challenged with terrain and tasks - Allow experimentation - Keep them interested and motivated
13-18 "Formal operation"	<ul style="list-style-type: none"> - Approaching adult strength and coordination - Capable of refining motor skills - Centre of Mass same as adult level 	<ul style="list-style-type: none"> - Peers more important - Capable of reasoning and decision making - Want to add input into the program - Wish to be respected 	<ul style="list-style-type: none"> - Encourage team work - Make them part of the decision making - Use varied activities to keep them challenged <ul style="list-style-type: none"> - Teach the "Whole/Part/Whole" method

- **Review "Duty of Care"**

CSIA Manual (p. 5.3)
Review and discussion.

- **Lift Procedures Review**

CSIA Manual (p. 5.9 - 5.12)
Review and discussion.

Course Guide questions:

1. What is the typical young skier stance?

2. What are some points to remember regarding helmets?

3. At what stage are students ready for ski poles?

4. As strength increases, what is a good exercise to promote proper stance?

5. What is the most effective way to have children perform a task you have set?

6. What are the procedures for small children and lifts?

7. What is the technique for taller children and lifts?

8. List 2 other safety considerations for lifts.

9. What are the purposes of ski tip devices such as “ski bras” or “edgie wedgies”?

Guest Service for Children

Adapting Guest Service skills to Kids:

- Sit or kneel down to make eye contact
- Use games to learn the children’s names
- Choose a meeting place that is visible and easily recognized by children
- Make sure children are always warm and comfortable
- Keep safety as a top priority
- To start and stop your class, use visual and verbal signals
- Make it fun for the children to learn by turning it into a game.

2-5 years old:

- Be colorful and animated and use their imagination to build your lesson
- Keep sessions short
- Change activity before the child loses interest
- Keep current with the latest interest of this age group.

6-8 years old:

- Encourage co-operative play, they are ready for partnering and teamwork (Follow the leader in pairs...)
- Focus on participation and rather than on competition
- Allow each child to lead the group behind the instructor. (Assign each child a number)

9-12 years old:

- Encourage teamwork
- Switch partners to ride the chairlift so they get to know each other
- Invite children to make the rules and enforce them
- Use guided discovery exercises and tactics.

13-18 years old:

- Allow them to be part of the decision-making
- Let them form their own groups
- Use positive and constructive feedback. (careful with criticism)

Communication with Parents

Before the lesson:

- Prior to taking the child, find out parents' expectations. Invite the child to participate as well.
- Establish a bit of history on what the child has done in the past.

After the lesson:

- Discuss with parents and child what was accomplished and what you would like to work on next.
- Examples of what you could say:
 - I really enjoyed getting to know ----- this morning.
 - He/she really has some great jokes, some I'd never heard.
 - I really enjoyed her/his personality and her/his ease with talking to someone older.
 - Well, I did not manage to slow him/her down however he/she now has much more control.
 - I found ----- really open to coaching and learning, she is also a fun person to be with.

Course Guide Questions:

1. What technique can be used to design games that appeal to young skiers?

2. What can you do to make sure children get to know each other and remember names?

3. What kind of games do 6-8 years olds like to play?

4. In what ways are teens different to teach?

5. What can you do to make sure your class is in a safe environment at all times?

Workshop – Skill Assessment and Development

Discuss skill development options for skiers and focus on the 3 Basic Skiing Competencies.

NOTES	SKIER	DEMONSTRATION
<p>Basic skiing competency:</p> <p>Development strategies:</p>		
<p>Basic skiing competency:</p> <p>Development strategies:</p>		
<p>Basic skiing competency:</p> <p>Development strategies:</p>		
<p>Basic skiing competency:</p> <p>Development strategies:</p>		

Basic skiing competency:

Development strategies:



Discussion on tactical teaching

Presentation Skills Assignment:

Prepare a 2-minute presentation on one of the following topics:

- One of the 3 Basic Skiing Competencies;
- Teaching Children;
- Guest Service;
- Other ski teaching related subjects.

Reference reading:

- Skier Development– Entry Level to Intermediate (p. 4.14 - 4.37)
- Guest Service (Chapter 2)

E-prep reading:

- Teaching children (Chapter 5)

Workshop - Presentation Skills

Participants present in front of a group: 2 – 3 minutes in length.

Workshop - Student Centred Teaching

Teaching for results

Guest service + Technical approach + Student centred teaching = Results

Safety first

- Warm-up;
- Familiarity with lift use
- Use of safe stopping areas while encouraging students to stop below the group;
- Awareness of skier / boarder traffic;
- Adaptation to terrain and condition changes;
- Understanding of clothing use, eye protection, skin protection and care of equipment;
- Hazards and signage recognition;
- In tough situations, have students follow.

Consider lesson type

- The time frame will influence your approach and pace.
- Consider the different lesson types: Private, Group, Ski Week, etc.

Lesson Planning

Be prepared

- Are you familiar with the progression?
- Do you have a repertoire of exercises that you are comfortable with?

Think ahead

- Know the terrain well.
- Have you planned some strategies for the lesson?

Be professional

- Be punctual.
- Treat your clients with utmost respect.

“6 step lesson planning” (p. 4.6)

- **Assess your student**
- **Consider terrain**
- **Assess skills**
- **Choose tactics and strategies**
- **Evaluate progress**
- **Guided mileage for skill development**

Skill development scale – how skiers learn

- A skilled performance in skiing develops systematically and predictably. The first 2 stages of skill development are Initiation and Acquisition and applies generally to first time skiers and beginners.

Development level	Description	Teaching implications	Feedback
Initiation	<ul style="list-style-type: none"> • First contact with the skill • May have no idea of what to do 	<ul style="list-style-type: none"> • Paint a clear mental image in relation to learner style • Provide a safe and easy learning environment • Ensure a high volume of repetition 	<ul style="list-style-type: none"> • Instructional (what, where, how & when) • Use demonstrations • High volume of repetitions - not seeking perfection
Acquisition	<ul style="list-style-type: none"> • The skier coordinates and executes the key components of the movement in the correct order • Execution is inconsistent and lacks precision • Skier needs to think about what he or she is doing during the execution • It's a rough form, lacks synchronisation, rhythm and flow 	<ul style="list-style-type: none"> • Increase repetition - not necessarily seeking perfection • Allow athletes to learn by trial and error • Ask questions that cause critical thinking to increase athletes awareness • Look and/or emphasize right and left symmetry 	<ul style="list-style-type: none"> • Positive reinforcement (if appropriate) • Use benchmark video (for modeling) • Feedback mostly external (coming from instructors)

These stages of skill development apply also to acquisition of specific skills at any skiing level. For example a *consolidation* level (intermediate) skier learning the pole plant will pass through the *initiation* and *acquisition* stages of this new movement pattern. Similarly, a *refinement* level (advanced) skier will pass through the stages when learning to ski steep varied terrain or powder snow. This implies that the instructor's approach and feedback should be adjusted accordingly.

Discussion on Entry Level Progression (Fast track to parallel to intermediate)

Reference reading: Manual p. 4.14 – 4.19

Course Guide questions:

1. What are the goals of any ski lesson?

2. How are student goals determined?

3. How do terrain and snow conditions influence a lesson?

4. What are some key points when introducing a new skill / movement to a student?

5. What are the qualities of good demonstrations?

6. What are the qualities of good explanations/communication?

7. Explain why the feedback given to a student at the Initiation / Acquisition stage (beginner) is “Instructional”.

8. Do new skills / movements become automatic at the Acquisition stage and why?

9. What are some ways to get students to feel new things?

10. How do we reinforce student progress?

Reference reading: Student Centred Teaching (p. 4.2–4.13)



P I F

LEVEL 1 ASSESSMENT

P I F



(Competency — Skiing)

(Competency — Teaching)

Name: _____ #: _____

Location: _____ Date: _____

General Performance	Below standard Standard Above standard			
	Skis parallel Adapts to: Turn Shape Terrain Adjusts speed Adjusts technique to demonstrations	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Areas for Improvement: _____	_____			
Specific Performance/Skill Application	Below standard Standard Above standard			
<p>Phase 1 — Centred and mobile stance Both edges released together</p> <p>Phase 2 — Balance on outside ski Maintain fore/aft balance Lower body leads the turning effort</p> <p>Phase 3 — Edge increase through angulation Maintain separation Maintain parallel skis</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
	Skill Development Below standard Standard Above standard	_____		
	Stance and Balance Pivoting Edging	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Development strategies: _____	_____			

Technical Understanding	Below standard Standard Above standard		
	Teaching based on skills Skill assessment identifies symptoms Skill development related to assessment related to part of turn	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Areas for Improvement: _____	_____		
Student Centred Method	Below standard Standard Above standard		
Organized and structured approach	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Class control Clear directions Teaches safely	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
Areas for Improvement: _____	_____		
Guest Service	Below standard Standard Above standard		
Communication Understandable Addresses individuals	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
Self confident Enthusiasm Pro-Active	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
Positive attitude & body language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Areas for Improvement: _____	_____		
FINAL RESULT: P I F	Course conductors: _____		

**CSIA COURSE EVALUATION
2006-2007**

Course title:
Location:
Course dates:
Course Conductor(s): #1:
#2:

Registration

1. I registered by :
 a) Mail
 b) Fax
 c) Internet

- | | Completely disagree | Disagree | Agree | Completely agree |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| 2. Course registration was simple and problem-free. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Meeting times and location were clearly indicated. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. On-site registration area was highly visible. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Ski hill staff was aware of the CSIA course being held. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Comments and Suggestions : _____

Course Conductors

1. Did you receive positive and constructive feedback from your course conductors? Yes or No
 2. Were your areas of improvement presented to you in a clear and precise manner? Yes or No

Assess the course conductor as she/he:

- 1 = Needs improvement
 2 = Met expectations
 3 = Surpassed expectations

3. Managed her/his time to help all candidates.
 4. Was patient and understanding with all candidates.
 5. Demonstrated enthusiasm and professionalism at work.
 6. Effectively presented course material at a good pace.
 7. Possessed the expertise and knowledge for the course being taught.

Conductor#1	Conductor #2

If you had more than one conductor during your course

- 8. Do you feel your course conductors agreed on the skills you need to improve? Yes or No
- 9. Pedagogically and technically speaking, do you feel your course conductors teachings were consistent from one to another? Yes or No
- 10. Pedagogically and technically speaking, do you feel the method of evaluation was consistent from one course conductor to another? Yes or No

Course Content

Assess the course content as it:

- 1) Needs improvement
- 2) Met expectations
- 3) Surpassed expectations

- 1. Course content according to technical and pedagogical aspects.
 - 2. Course length according to it's content.
 - 3. Indoor sessions.
 - 4. On-snow video session.
 - 5. Allocated time for skiing.
 - 6. Allocated time for teaching.
 - 7. Allocated time for assesement and development.
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Evaluation

Assess the evaluation process as it:

- 1) Needs improvement
- 2) Met expectations
- 3) Surpassed expectations

- 1. Description of evaluation process.
 - 2. Explanation of evaluation criteria in order to pass the course.
 - 3. Course conductor feedback on your skiing and teaching performances.
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Your comments, impressions and suggestions:
