



PSIA-AASI Children's Specialist 2 ASSESSMENT FORM

- Meets Standards
 Does Not Meet Standards

Candidate:
Assessment:
Region:
Assessor(s):

Assessment Scale for Children's Specialist 2	
1	Essential elements were not observed or not present.
2	Essential elements are beginning to appear.
3	Essential elements appear, but not with consistency.
4	Essential elements appear regularly at a satisfactory level.
5	Essential elements appear frequently, above required level.
6	Essential elements appear continuously, at a superior level.

ASSESSMENT CRITERIA

Instructor Decisions & Behavior	Teaching Skills
Professionalism and Self Management: Contributes to a professional environment by managing their behaviors and emotions in response to others. (Continual Assessment)	Assesses and Plans (Teaching Competency): Uses provided information about children and parents to plan relevant learning experiences through the advanced zone.
Needs/Safety Address group and individual needs for belonging.	Collaboration with Child & Parents Collaborate with each child and the parents to determine a focus that addresses their needs.
Behavior Management Manage behavioral responses.	Terrain and Skill Choices Utilize appropriate terrain and/or skills for the lesson based on skiing/riding level and stage of development.
Section Average: Must be 4 or above to meet Learning Outcome	Learning Experiences Plan creative and exploratory learning experiences in which movement, practice time, and terrain are optimized for each child based on the identified stages of development.
Comments	Section Average: Must be 4 or above to meet Learning Outcome
	Implement and Reflect/Review (Deliver Experience): Delivers individualized learning experiences that have developmentally realistic outcomes.
	Progressions and Activities Teach and justify developmentally appropriate progressions and activities that enhance the learning experience for each child in the group.
People Skills	Manage Risk Manage physical and emotional risk to maintain engagement in the learning environment.
Communication: Engages in developmentally appropriate communication to meet each child's needs, the group's needs and the needs of the parents. (Assessed when Teaching)	Reflect and Review Reflect with each child, discuss their outcomes, review their learning experience, and plan for future growth.
Parent, Child, and Group Synthesize CAP concepts into communications with parents and children.	Section Average: Must be 4 or above to meet Learning Outcome
Cognitive Level of Child & Group Blend verbal and non-verbal communicatoins to meet the cognitive level of each child in the group as well as the group as a whole.	Comments
Social/Emotional Level of Child & Group Blend verbal and non-verbal communicatoins to meet the social/emotional level of each child in the group as well as the group as a whole.	
Section Average: Must be 4 or above to meet Learning Outcome	
Behavioral Management/Relationships with Others: Manages intrapersonal and interpersonal situations with each child, the group as a whole, and parents in a developmentally appropriate manner. (Assessed when Teaching)	Comments
Emotional Responses Integrate two or more tactics to manage emotional responses of each child in the group, of subsets within the group and of the entire group.	
Social Interactions Integrate two or more tactics to manage social behaviors of each child in the group, of subsets within the group and of the entire group.	
Parent/Child/Instructor Relationships Manage the parent, instructor and child relationship to create a positive experience.	
Section Average: Must be 4 or above to meet Learning Outcome	
Comments	

Movement Analysis	Technical Competency
<p>Prioritizes and individualizes cause and effect relationships influenced by child growth, skill-development milestones and equipment options, and offers relevant prescriptions for change for multiple fundamentals through the advanced zone.</p>	<p>Identifies and compares distinct characteristics of cognitive, affective and physical growth, including psychomotor development, for individual children, relative to snowsports, through the advanced zone.</p>
<p>Motor Skill Development Evaluate how the application of motor-skill acquisition theories impacts motor learning in children.</p>	<p>Physical Growth and Psychomotor Development Identify the similarities and differences in physical growth and psychomotor development for two or more individual children.</p>
<p>Understanding of Biomechanics Apply an understanding of biomechanics to describe the effect a child's stage of physical growth and psychomotor development relative to multiple sport-specific fundamentals in all turn phases or cross country skills.</p>	<p>Cognitive Development & Information Processing Identify the similarities and differences in cognitive development and information processing that impact motor learning for two or more individual children.</p>
<p>Equipment Options Justify equipment recommendations based on observed movements and stated goals with consideration of the child's performance.</p>	<p>Affective Behaviors and Beliefs Identify and describes several affective behaviors and beliefs of two or more individual children that could impact their motor learning.</p>
<p>Prescriptions Outline separate prescriptions for change for children of different abilities for multiple sport-specific fundamentals to affect the desired outcome.</p>	<p>Section Average: Must be 4 or above to meet Learning Outcome</p>
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