



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 | |
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| 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 |
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| Professionalism and Self Management: Contributes to a professional environment by managing their behaviors and emotions in response to others. (Continual Assessment) | Assesses and Plan (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. | Learning Experiences Plans creative and exploratory learning experiences in which movement, practice time and terrain are optimized for each child based on the identified stages of development. |
| Section Average: Must be 4 or above to meet Learning Outcome | Section Average: Must be 4 or above to meet Learning Outcome |
| Comments | Implement and Reflect/Review (Deliver Experience): Delivers individualized learning experiences that have developmentally realistic outcomes. |
| People Skills | Progressions and Activities Teaches and justifies developmentally appropriate progressions and activities that enhance the learning experience for each child in the group. |
| 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) | Physical Risk Manages physical risk of each child in the group while promoting engagement in the learning environment. |
| Parent, Child, and Group Synthesize CAP concepts into communications with the parents and child. | Emotional Risk Manages emotional risk of each child in the group to enhance engagement in the learning environment. |
| Cognitive Level of Child & Group Blend verbal and non-verbal communications to meet the cognitive level of each child in the group as well as the group as a whole. | Reflect and Review Reflects with each child, discusses their outcomes, reviews their learning experience and plans for future growth. |
| Social/Emotional level of Child & Group Blend verbal and non-verbal communications 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 |
| Section Average: Must be 4 or above to meet Learning Outcome | Comments |
| 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) | |
| 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 Evaluates how the application of motor-skill acquisition theories impacts motor learning in children.</p> | <p>Physical Growth and Psychomotor Development Identifies the similarities and differences in physical growth and psychomotor development for two or more individual children.</p> |
| <p>Understanding of Biomechanics Applies 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 Identifies the similarities and differences in cognitive development and information processing that impact motor learning for two or more individual children.</p> |
| <p>Equipment Options Justifies equipment recommendations based on observed movements and stated goals with consideration of the child's performance.</p> | <p>Affective Behaviors and Beliefs Identifies and describes several affective behaviors and beliefs of two or more individual children that could impact their motor learning.</p> |
| <p>Prescription Outlines more than one prescription for change for two different 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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