



ROCKY MOUNTAIN

CHILDREN'S SPECIALIST ASSESSMENT GUIDE

Revised: Dec 2025



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Rocky Mountain Children's Specialist Assessment Guide

Introduction

The RM Children's Specialist Certification Assessment Guide outlines the Daily Schedule, Assessment Groups, Learning Outcomes, and Assessment Activities for PSIA-AASI Children's Specialist Certification.

This document serves to collect all of the assessment materials for Level 1, Level 2, and Trainer into one place. Successful candidates will use this material and the relevant RM and National materials to prepare for assessments.

Learning Outcomes & Assessment Criteria

The PSIA-AASI National Standards establish Learning Outcomes and Assessment Criteria for each level of certification. The Learning Outcomes and Assessment Activities for each day of the assessment included within this document. Refer to the Assessment Forms and Performance Guide for Assessment Criteria related to each Learning Outcome.

Professionalism and Self-Management elements are assessed each day from the beginning of the day at check-in to the end of the day when results are announced. Follow-up questions and interviews with Examiners, and observed interactions with other candidates, resort employees, and resort guests are all taken into consideration.

Resources

Teaching Children Snowsports [Technical Manual](#) available online for PSIA-AASI Members

[Teaching Snowsports Manual](#) available online for PSIA-AASI Members.

The most up-to-date version of all documents related to the National Standards are found on the PSIA-AASI website at <http://www.thesnowpros.org>.

Assessment Forms: [Certification Standards – PSIA-AASI \(thesnowpros.org\)](#)

Performance Guides: [Certification Standards – PSIA-AASI \(thesnowpros.org\)](#)

The event calendar is available at: <http://www.psia-rm.org>



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Rocky Mountain Children's Specialist Committee

The RM Children's Specialist Committee is an elected, volunteer committee of Examiners who represent RM on the Children's National Taskforce and are responsible for the upkeep of these documents.

Stacey Gerrish - Chair

Jenn Losch

Katie McHugh

Kevin Bentley

Mark Lawes

Noah Hopkins

Molly Marienthal - Member at Large



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Overview

Professionalism at the Assessment

All candidates earn a professionalism score based on their behavior at the assessment. See the Assessment Form and Performance Guide for the assessment criteria.

Modular System

- Attaining PSIA-AASI certification in the Rocky Mountain Region (RM) constitutes passing each of the three modules: Movement Analysis & Technical Understanding, Teaching, and Riding Performance.
- Passed modules do not expire if the candidate remains a current RM member and the National Standards are not overhauled.

Assessment Groups

Rocky Mountain Staff conduct an Examiner meeting in the morning to determine examiner pairings, group assignments, terrain, and meeting locations for the event.

Groups may include an assigned auditor or understudy. The Exam Manager pre-assigns all groups and verifies any changes.

Terrain & Conditions

Trail difficulty may vary due to changes in snow conditions throughout any given day. The event manager will determine if the local trail designations (I.E., green, blue, black) and conditions adequately reflect the stated national standard concerning terrain. If necessary, trails or sections of trails will be selected to keep exams consistent across the division and the country.



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Children's Specialist 1 Assessment Overview

Introduction

This document outlines the Daily Schedule for the Assessment, details about the Learning Outcomes, Assessment Criteria, and Sample Assessment Activities.

This two-day event is PSIA-AASI's entry-level assessment for instructors who specialize in working with children. The CS1 assessment includes an online e-learning portion, an optional study guide, on snow teaching scenarios, video Movement Analysis, and technical discussions regarding how children and young students learn and progress from the Beginner/Novice into the Intermediate Zone.

Assessment of those taking the CS1 reflects the participants' knowledge of teaching to the development stages of children. Successful completion of the assessment grants professional recognition to an instructor for their education, experience, and expertise in teaching snowsports to children. This is a multi-discipline event with the likelihood of mixed groups (alpine, snowboard and telemark participants). Participants whose performance demonstrates knowledge and appropriate application at or above the National Standard will receive a Children's Specialist 1 certificate to recognize their expertise.

CS1 assesses candidate knowledge, comprehension, and application of materials throughout the two-day event. Active participation is essential for both days and candidate performance for both days is documented on one final assessment form. If a candidate is unsuccessful at attaining CS1, both days will need to be taken again.

Prerequisites:

- PSIA-AASI Level 1 Certified or foreign equivalent.
- The CS1 E-Learning Module must be successfully completed prior to the event.
- While the Teaching Log is a valuable tool for your preparation, Rocky Mountain does not require you to turn in a completed log at the event.



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Learning Outcomes & Assessment Criteria

Please reference the Children's Performance Guide prior to attending the event. The information below is a brief overview of the performance guide. A successful CS1 candidate must achieve the following Learning Outcomes to pass the CS1 Assessment.

PEOPLE SKILLS

Communication

A CS1 Instructor engages in developmentally appropriate communication to address the needs of a group of children and their parents.

Behavioral Management/Relationships with Others

A CS1 Instructor addresses intrapersonal and interpersonal situations with children and their parents in a developmentally appropriate manner.

TEACHING SKILLS

Assesses & Plans (Teaching Competency)

A CS1 Instructor uses provided information about children and parents to plan relevant learning experiences through the intermediate zone.

Implement & Reflect/Review (Delivery Experience)

A CS1 Instructor delivers group-focused learning experiences that have developmentally realistic outcomes.

TECHNICAL SKILLS

Technical Competency

A CS1 Instructor identifies and describes distinct stages of cognitive, affective, and physical growth, including psychomotor development, for a group of children, relative to snowsports, through the intermediate zone.

Movement Analysis

A CS1 Instructor identifies and describes cause and effect relationships influenced by child growth, stages of psychomotor development and equipment options and prescribes a solution for a single fundamental in a group setting through the intermediate zone.

INSTRUCTOR DECISIONS & BEHAVIOR

Professionalism & Self-Management

A CS1 Instructor maintains a professional environment by demonstrating self-awareness and self-management



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Candidates' teaching knowledge and experience will be evaluated based on peer-to-peer teaching presentations and conversations with the assessors. Successful candidates will clearly demonstrate their experience teaching children at the beginner/novice and intermediate levels with effective and accurate knowledge of progressions, appropriate to stages of development. Candidates will demonstrate the use and understanding of teaching, people, and technical skills when leading the group or referring to past lessons and will demonstrate appropriate class management and safety awareness.

Detailed information about Learning Outcomes, including Assessment Criteria and examples of successful performance, are available on Rocky Mountain's website at Education > Children's Specialist > Education Materials.

Assessment Groups

The Rocky Mountain Office and Assessment Manager will lead a scheduled Assessor meeting to determine group assignments, terrain, and meeting locations for the event. Each group will have a maximum of 9 Candidates and one Assessor. Groups may include an assigned auditor. The Assessment Manager pre-assigns all groups and verifies any changes.

Professionalism & Self-Management will be assessed from the beginning of the day at check-in through the entire event. Interactions with assessors, other candidates, resort employees, and resort guests are all reflective of the candidate's performance. This observation period includes time set aside for follow-up questions or interviews with assessors after observed interactions with others.

Day 1

The time schedule below is a guide and may be adjusted at the event.

Check In (8:00 – 8:30 AM)

- Sign in and receive a lift ticket if needed.
- Introduce Assessors and announce groups.
- Assessor previews the two days.

On-Snow Assessment Activities

(participant activities in full or small groups)

Individual assessment in a group setting requires participation from each candidate – please be sure to contribute to conversations so that the Assessor can evaluate your knowledge!

- Active conversation and activities about the stages of development with individual focus on the Cognitive, Affective, and Psychomotor realms.
- Candidates will have the opportunity to share their knowledge of stages of development and how it's used in their lessons.
- Activities to demonstrate body movements in different stages of physical development.
- Discuss how movement patterns change with age, specifically younger to older children.

Movement & Technical Analysis



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15-Minute Individual Assessment

Candidates will watch a video of one student, share psychomotor, cognitive, affective, and equipment observations, evaluate the student's needs, and prescribe changes focused on alpine/snowboard fundamentals.

The video may be viewed only once and may be paused to take notes. Headphones will be provided, and candidates may bring their own headphones. As candidates watch the video, they are encouraged to write down observations on a movement analysis worksheet or scrap sheet of paper.

Candidates will be asked about how their prescription would vary for a child of a different age. Candidates will be assessed on their knowledge, not their presentation. No demonstration of the Movement & Technical Analysis activity will be provided at the event

Day 2 *The time schedule below is a guide and may be adjusted at the event.*

8:00 – 8:30 AM	Check In
9:00 – 9:30 AM	Assessor leads a creative warm up.
9:30 – 10:00 AM	Assessor gives a demonstration of a CS1 teaching scenario, and simulated conversation with parent and child that includes a goal statement.
10:00 AM	Assessor distributes individual teaching assignments. Candidates will have 30 minutes to collaborate in small groups, share ideas, help build goal statements, and plan for their individual lesson.
	Candidates are allowed to bring with them to the event handbooks, notes, and reference materials to assist in preparing their teaching scenario. Although not required, props may also be used in teaching.
	Teaching Scenarios are to be delivered in three segments: <ul style="list-style-type: none">• Conversation with Parent & Child that includes a Goal Statement• Reading of Assigned Scenario• Teaching a Group of 2 - 4 Students
10:45 – 2:00 PM	Candidates have 15 minutes each to deliver their individual lessons. Candidates who are not teaching or part of the lesson may be asked to actively observe the learning environment and share observations with the group.
	There will be a brief break during this timeframe.
2:00 – 3:30 PM	Time for assessors to tabulate results and work on assessment forms. This time is available for candidates to eat, rest, and enjoy some personal time.
4:00 PM	Results presented to the group.



Reference Materials

PRINTED REFERENCE MATERIALS

- PSIA-AASI Teaching Children Snowsports Manual (2021)
- PSIA-AASI Children's Instruction Manual, 2nd Edition (2008)
- PSIA-AASI Teaching Snowsports Manual (2018)

REFERENCE MATERIALS AVAILABLE ON PSIA-RM.ORG

- Study Guide
- Assessment Form
- Teaching Scenarios
- Children's Movement Patterns – Real & Ideal
- Movement Analysis Practice Sheet
- Goal Worksheet
- National Certification Standards
- CS1 & CS2 Rubric
- Performance Guide
- CS1 Teaching Log
- Magic Wand(s)



Children's Specialist 2 Assessment Overview

Introduction

This document outlines the Daily Schedule for the Assessment, details about the Learning Outcomes, Assessment Criteria, and Sample Assessment Activities.

The CS2 assessment includes a workbook and an online quiz, both of which need to be completed prior to attending the on-snow event. Please bring a completed workbook, with your name on each page, with you to the CS2 event; it will be collected when you check in. **It is required to complete the 2023 – 2024 version of the CS2 workbook for events this season.**

CS2 is a two-day event. Teaching and People Skills will be assessed on Day 1. Movement Analysis and Technical Understanding will be assessed on Day 2. Professionalism and Self-Management will be assessed on both days. You must attend both days consecutively if this is your first time attending the CS2 assessment.

CS2 is focused on synthesis and evaluation of child development for ages three – teenage years, through the advanced skiing or riding zone. Participants need to demonstrate understanding of the Learning Outcomes in teaching and people skills, movement analysis, and technical application. Participants are evaluated on their knowledge and versatility in teaching to developmental stages and earn Children's Specialist 2 upon successful completion of the CS2 workbook, the online quiz, and the two-day event.

Evaluations of those taking the CS2 assessment reflect the participants' knowledge of teaching children, as well as adults. Successful completion of the assessment grants professional recognition to an instructor for their education, experience, and expertise in teaching snowsports to children. This is a multi-discipline event with the likelihood of mixed groups (alpine, snowboard and telemark participants). Participants whose performance demonstrates adequate knowledge and skill will receive a certificate to recognize their expertise as a Children's Specialist 2.

CS2 assessors evaluate candidate knowledge, comprehension, and application of materials in each module of the two-day event. Active participation is essential for the full event. Candidate performance for each module is documented on the assessment form. If a candidate is unsuccessful at attaining any module of the CS2, that module (day) will need to be retaken.

Prerequisites:

- PSIA-AASI Level 2 Certified (alpine, snowboard or telemark) or foreign equivalent
- CS1 or equivalent knowledge and experience
- Complete and pass the CS2 online quiz
- Current on dues & credit hours

Preparing for CS2

To achieve CS2, a candidate needs to take the time to study and develop knowledge about the "whole student" from the



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age of 3 through teenage years. Candidates will be asked multiple questions about students of various ages and stages of development. If you specialize in one age range or ability, be sure to train and gather knowledge in all ages and ability ranges, including teenagers, and advanced skiers and riders.

It is highly recommended that CS2 candidates audit and/or teach group lesson classes of children of a variety of ages to develop a broad understanding of developmental knowledge, application, evaluation, and synthesis. This is especially important for candidates that are accustomed to teaching mostly adult lessons or children only in private lessons.

It is helpful to gain knowledge from reading the books and materials listed in reference materials. Without prior practical experience with children's group lessons, candidates may not be able to fulfill requirements needed to meet the PSIA-AASI CS2 National Standards.

Candidates need to develop movement and technical analysis skills on children of various ages and abilities. Practice movement analysis by watching children in videos or when riding a chair lift. Use non-judgmental terminology to present information in a clear, concise, and organized manner.

CS2 Workbook

The workbook is a valuable tool that candidates must complete before attending CS2. Allow yourself plenty of time to complete the workbook and absorb the learned information. We recommend you type your answers and save a copy. [Click here to access the workbook.](#)

Online Quiz

After registering for the CS2 event you will receive a link to the CS2 online quiz. It is recommended that you complete the workbook before taking the online quiz. Take the online quiz at least 5 days before your CS2 event. If you don't complete the quiz at least 5 days before the CS2, you may not receive a certificate at the exam. You will have 60 minutes to complete the online quiz and are allowed two attempts to achieve a passing score of 80% or higher.



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Learning Outcomes & Assessment Criteria

A successful CS2 candidate must achieve the following Learning Outcomes to pass the CS2 Assessment. Please refer to the new Children's Specialist Performance Guide for the full details.

PEOPLE SKILLS

Communication

A CS2 Instructor engages in developmentally appropriate communication to meet each child's needs, the group's needs and the needs of the parents.

Behavioral Management/Relationships with Others

A CS2 Instructor manages intrapersonal and interpersonal situations with each child, the group as a whole, and parents in a developmentally appropriate manner.

TEACHING SKILLS

Assesses & Plans (Teaching Competency)

A CS2 Instructor uses provided information about children and parents to plan relevant learning experiences through the advanced zone.

Implement & Reflect/Review (Delivery Experience)

A CS2 Instructor delivers individualized learning experiences that have developmentally realistic outcomes.

TECHNICAL SKILLS

Technical Competency

A CS2 Instructor identifies and compares distinct characteristics of cognitive, affective and physical growth, including psychomotor development, for individual children, relative to snow sports, through the advanced zone.

Movement Analysis

A CS2 Instructor 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.

INSTRUCTOR DECISIONS & BEHAVIOR

Professionalism & Self-Management

A CS2 Instructor contributes to a professional environment by managing their behaviors and emotions in response to others.



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Candidates' teaching knowledge and experience is evaluated based on peer-to-peer teaching presentations and conversations with the examiners. Successful candidates will clearly demonstrate their experience teaching students at the intermediate/advanced level with effective and accurate knowledge of the progressions appropriate to their stage of development. Candidates will demonstrate the use and understanding of teaching, people, and technical concepts when leading the group or referring to past lessons and will demonstrate appropriate class handling skills and safety awareness with their group.

Detailed information about each Learning Outcome, including Assessment Criteria and examples of successful performance are available on Rocky Mountain's website at Education > Children's Specialist > Education Materials.

Assessment Groups

The RM Office and Assessment Manager will lead a scheduled staff meeting to determine group assignments, terrain, and meeting locations for the event. Each group will have a maximum of 6 Candidates and may include an assigned auditor.

Daily Schedule of Assessment Activities

Professionalism & Self-Management are assessed from the beginning of the day at check-in through the entire event. Interactions with assessors, other candidates, resort employees, and resort guests are all reflective of the candidate's performance. This observation period includes time set aside for follow-up questions or interviews with assessors after observed interactions with others.

Day 1

The time schedule below is a guide and may be adjusted at the event.

8:00 – 8:30 am

Check In

- Sign in and receive a lift ticket if needed.
- Introduce Assessors and announce groups.
- Assessor explains the two days.

9:00 - 4:00 pm

On Snow Assessment with a Lunch Break

All groups will be on snow for Teaching and People Skills Assessment.

Candidates will draw their teaching scenario cards and develop and facilitate a creative teaching experience. Teaching and People skills will be assessed for each candidate during their teaching segment. Each candidate will have 30 - 40 minutes for their individual teaching segment.

Candidates will be expected to teach two children of different abilities simultaneously. One student and task will be drawn from CS2 Teaching Scenario Cards. The second student will be



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assigned by the assessor and will be from a different age group with a different Cognitive characteristic.

Assessment Criteria for Day 1:

- **Collaboration with Children, Parent(s), and Group** - collaborate with each child and their parents to determine a focus that addresses their needs. Synthesize CAP concepts into communications with the parents and child.
- **Cognitive level of Children & 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.
- **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.
- **Progressions & Activities** - teach and justify developmentally appropriate progressions and activities that enhance the learning experience for each child in the group.
- **Physical Risk** - Manage physical risk of each child in the group while promoting engagement in the learning environment.
- **Emotional Risk/Social, Emotional Level of Child & Group** - Manage emotional risk of each child in the group to enhance engagement in the learning environment. 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.
- **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 Behaviors** - 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.
- **Reflect and Review** - Reflect with each child, discuss outcomes, review their learning experience, and plans for future growth.



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Daily Schedule of Assessment Activities

Day 2

The time schedule below is a guide and may be adjusted at the event.

8:00 – 8:30 am **Check In**

8:30 – 11:30 pm **Movement & Technical Analysis** (25 minutes per candidate)

This individual assessment activity includes an Observation, Evaluation, and Prescription for Change for both a student in a video and a second student, of a different age, profiled by the examiner.

Candidates will watch a video of one student, share observations, and, using the CAP Model, outline a prescription for change for student in the video. The video may be viewed only once and may be paused to take notes. Headphones will be provided, and candidates may bring their own headphones, if they'd like.

The Candidate will then be asked about a second child of a different age and to explain, using the CAP Model, how you would modify your prescription for change and why.

11:30 - 12:00 pm **Lunch**

12:00 - 3:00 pm **Technical Competency Demonstration** (15-20 minutes per candidate)

This is not a teaching scenario - this is a technical presentation that includes demonstrations and concludes with the candidate demonstrating how they would facilitate an effective learning experience for two different students in the same lesson.

Candidates are asked to briefly describe to group the student they watched in the video, summarizing CAP Model observations, evaluation, and prescription for change.

Candidates must include a demonstration of the child's movement pattern, as observed, to illustrate stated cause-and-effect relationships. Candidates must also demonstrate at least one drill or task they would use with student and explain why they would choose those exercises.

After presenting the first student, candidates will then be asked to share information on the second child and how you would modify your first prescription for change to meet both their needs and, using the CAP, explain why.

Other candidates are watching, but may not ask questions to the candidate presenting, nor should the presenter ask the group questions.

4:30 pm **Results**



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Assessment Criteria for Day 2:

Movement Analysis

- **Motor Skill Development** - Evaluate how the application of motor-skill acquisition theories impact motor learning in children.
- **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.
- **Equipment Options** - Justify equipment recommendations based on observed movements and stated goals with consideration of the child's performance.
- **Prescriptions** - Outline more than one prescription for change for two different children of different abilities for multiple sport-specific fundamentals to affect the desired outcome.

Technical Understanding

- **Physical Growth and Psychomotor Development** - Identify the similarities and differences in physical growth and psychomotor development for two or more individual children.
- **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.
- **Affective Behaviors and Beliefs** - Identify and describe several affective behaviors and beliefs of two or more individual children that could impact their motor learning.

• Reference & Recommended Materials

PRINTED REFERENCE MATERIALS

- PSIA-AASI Teaching Children Snowsports (2021)
- PSIA-AASI Children's Instruction Manual, 2nd Edition (2008)
- PSIA-AASI Teaching Snowsports Manual (2018)

REFERENCE MATERIALS AVAILABLE ON PSIA-RM.ORG

- CS2 Workbook available here: <https://lms.thesnowpros.org/courses/childrens-specialist-2-workbook-and-quiz/>
- Study Guide
- Assessment Form
- Teaching Scenarios
- Children's Movement Patterns – Real v Ideal
- Movement Analysis Practice Sheet
- Goal Worksheet



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- National Certification Standards
- CS1 & CS2 Rubric
- Performance Guide
- Wizard Hat(s)



Children's Trainer (CT) Assessment Overview

Introduction

This document outlines the Daily Schedule for the Assessment, details about the Learning Outcomes, Assessment Criteria, and Sample Assessment Activities.

The assessment is designed to verify a candidate's ability to develop and lead children's clinics and prepare instructors for CS1 and CS2. Candidates will be asked to lead multi-discipline on snow clinics, demonstrate level appropriate children's movement and technical analysis, and lead indoor presentations. Clinic leading and presentations will focus on experiential learning using creative and movement-based learning activities to share and expand knowledge.

The CT assessment is a two-day event and each day is assessed separately. Therefore, candidates may achieve a partial pass. Candidates attending the CT assessment for the first time must attend both days.

Day 1: Movement Analysis, Technical Development & Facilitation – Indoor

Day 2: Clinic Leading & People Skills – On Snow

CT examiners assess candidates' ability to evaluate peer understanding and create appropriate learning experiences in each module of the two-day event. The assessment evaluates candidates' ability to effectively train instructors and versatility in training to the various developmental stages of children. Successful candidates demonstrate a clear understanding of CS1, CS2, and CT Learning Outcomes. Active participation is essential for the full event. Candidate performance for each module is documented on the assessment form. If a candidate is unsuccessful at attaining any module of the CT, that module (day) will need to be retaken.

Successful completion of the assessment grants professional recognition to an instructor for their education, experience, and expertise in training instructors on how to better teach snowsports to children. This is a multi-discipline event with the likelihood of mixed groups (alpine, snowboard and telemark participants). Participants whose performance demonstrates adequate knowledge and skill receive a certificate to recognize their expertise as a Children's Trainer.

Prerequisites

- Current PSIA-AASI Level 3 Certified (Alpine, Snowboard, or Telemark) or foreign equivalent
- Children's Specialist 2
- 401 Children's Clinic Leading On Snow & Indoor
- CRMT Workbook Completion



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- 25 Hours of Clinic Leading at your Home Resort (Verified by Training Manager or Director)
- Current on Dues & Credit Hours
- RECOMMENDED, but not Prerequisite: 402 Children's Clinic Leading Online

CT Workbook

The CT Workbook is designed to guide the children's snow sports trainer beyond the application of CAP Model concepts and farther into the theory underpinning the CAP Model. Deeper understanding via analysis, evaluation, and synthesis allows a successful CT candidate to appropriately scale and synthesize knowledge for a variety of learning environments, including clinics. Whether you teach Alpine Skiing, Snowboarding or Nordic, thoughtful completion of the workbook will lead to a deeper breadth and depth of understanding of psychomotor learning, human development, and how to train your peers to more effectively teach children in the snow sports industry.

The CT Workbook is a training tool and provides an environment for active learning. Through seeing, writing, and doing, candidates are able to gain more ownership of the content and an ability to teach the concepts. CT candidates will be able to fully leverage the usefulness of the workbook with a complete understanding of CAP Model application, as detailed in the CS2 Workbook. The CS2 Workbook has been revised several times in the last decade, to align with the Learning Connection Model. If it's been a while since you attained CS2, please consider reviewing the CS2 Workbook before moving forward on the CT workbook.

The CT Workbook may be used as a study guide to prepare for the assessment. It is important to not only find the answers to the questions, but to also create avenues of sharing the information with peers. In doing so, CT candidates are able to move beyond understanding and application, and firmly into the realm of analysis, evaluation, and synthesis. It is imperative to integrate these concepts and outlines into your training, in doing so translating conceptual ideas into real action. There are questions that ask for examples - please try to answer with examples from your own teaching experience and interactions with your peers.

Exercises from the CT Workbook are a perfect companion to learning during 401 Clinics. Additionally, CT candidates will be asked to submit completed CT workbooks no later than one week before the assessment event. CT candidates may be asked to lead the group with an impromptu topic as well, which may include movement analysis.

Assessment Groups

The RM Office and Exam Manager will lead a scheduled Examiner meeting to determine group assignments, terrain, and meeting locations for the event. Each group will have a maximum of six candidates and two examiners. Groups may include an assigned auditor. The Exam Manager



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pre-assigns all groups and verifies any changes.

Additional Preparation for CT

Successful CT candidates set aside and utilize ample time to study, develop an understanding of how CAP Model concepts are learned by instructors, and prepare to showcase and demonstrate their abilities in the assessment environment.

If you specialize in one age range or ability, be sure to train and gather knowledge in all ages and abilities, including teenagers, adults, and skiers and riders. Candidates are expected to readily share knowledge about students of various ages and stages of development.

Without prior practical experience leading children's clinics, candidates may not be able to fulfill the requirements needed to meet the CT Standards. Find ways to practice clinic leading and training peers at your home resort. Clinic leading can take a variety of different formats - from a traditional on snow clinic, to a quick morning indoor clinic, evening study sessions, or even just walking through CAP Model concepts with a colleague, new instructor, or school leader.

In addition to leading Children's focused learning experiences at your home resort, it is highly recommended that CT candidates audit children's training led by other trainers to prepare for the assessment. When observing other educators, CT candidates should take note of how other educators develop knowledge through application, evaluation, and synthesis to help build upon a CT candidate's own developing skill set. This is especially important for candidates who are accustomed to leading training oriented towards certification training or general instructional improvement.

Successful CT candidates also seek to gain knowledge from reading books and materials listed in reference materials. Not only is this approach effective in complimenting experiential understanding, it is also helpful in familiarizing with PSIA-AASI publications that CS candidates can use to find success in their educational and certification goals.

Candidates must develop movement and technical analysis skills with clinic participants of various abilities. Practice movement and technical analysis watching children in videos or when riding a chair lift. Use non-judgmental terminology to present information in a clear, concise, and organized manner.

CT candidates are also encouraged to connect with other candidates through 401 clinics. Create and participate in study groups to share information, provide feedback on clinic outlines and presentations, and assist in preparing for the assessment.



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Learning Outcomes & Assessment Criteria

A successful CT candidate must achieve the following Learning Outcomes to pass the assessment.

PEOPLE SKILLS

Communication & Relationship Management

A Children's Trainer engages in developmentally appropriate communication and manages intrapersonal and interpersonal situations to meet each participant's needs and the group's needs.

CLINIC LEADING SKILLS

Teaching Competency & Delivery Experience

A Children's Trainer uses information gathered from participants to shape relevant group- focused learning experiences that have developmentally realistic outcomes.

TECHNICAL SKILLS

Movement & Technical Analysis

A Children's Trainer identifies technical knowledge of CAP Model concepts within participants, verifies accuracy, and expands understanding appropriately through the lens of prescriptive analysis and Children's Specialist Learning Objectives.

Technical Development & Facilitation

A Children's Trainer creates and navigates an indoor learning environment wherein participants may effectively develop through engaging, interactive, and collaborative learning experience

INSTRUCTOR DECISIONS & BEHAVIOR

Professionalism & Self-Management

A Children's Trainer maintains a professional environment by demonstrating self-awareness and self-management.

Candidates' teaching knowledge and experience will be evaluated based on peer-to-peer teaching presentations and conversations with the examiners. Successful candidates will clearly demonstrate their experience training instructors with effective and accurate knowledge of CAP Model concepts. Candidates will demonstrate the use and understanding of clinic leading, people, and technical concepts when leading the group and will demonstrate appropriate group handling skills and safety awareness with their group. Detailed information about each Learning Outcome, including Assessment Criteria are available on Rocky Mountain's website at Education > Children's Specialist > Education Materials



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Daily Schedule of Assessment Activities

Professionalism & Self-Management is assessed from the beginning of the day at check-in through the entire event. Interactions with examiners, other candidates, resort employees, and resort guests are all reflective of the candidate's performance. This observation period includes time set aside for follow-up questions or interviews with examiners after observed interactions with others.

The time schedule below is a guide and may be adjusted at the event.

Day 1 – Indoor

8:30 AM	Check In Examiners will be introduced, groups announced, and Examiners will explain the two days.
9:00 - 1:00 PM	Candidates will be asked to observe a peer who is giving a CS2 Video & Technical Analysis demonstration. Candidate providing the demonstration is not being scored. Candidate who is observing will then deliver feedback to the candidate who demonstrated, identify technical CAP Model knowledge, verify accuracy, and expand understanding appropriately through the lens of prescriptive analysis and Children's Specialist Learning Objectives.
1:00 – 1:15 PM	Candidates will be assigned an afternoon indoor clinic topic.
2:00 – 4:00 PM	Lead a 15 min indoor children's training clinic.

Day 2 – On Snow

8:00 – 8:30 AM	Check In & Hand Out Lift Tickets
9:00 – 3:00 PM	Candidates will Lead an On Snow Clinic (40-60 minutes, based on size of group) Examiners may ask the candidate to lead a prepared clinic from their workbook at any time during the selection. Examiners may include other assessment activities.



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Reference & Recommended Materials

PRINTED REFERENCE MATERIALS

- PSIA-AASI Teaching Children Snowsports (2021)
- PSIA-AASI Children's Instruction Manual, 2nd Edition (2008)
- PSIA-AASI Teaching Snowsports Manual (2018)

REFERENCE MATERIALS AVAILABLE ON PSIA-RM.ORG

- Children's Specialist Assessment Forms
- Children's Specialist National Certification Standards
- Children's Specialist Performance Guide
- Movement & Technical Analysis Assessment Worksheet (2024)
- CS Clinic Outlines
- Legacy Movement Analysis Practice Sheet
- Legacy CS2 Goal Worksheet

RECOMMENDED MATERIALS TO BRING TO ASSESSMENT

- Handouts and/or Props



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MA Worksheets



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Cognitive <i>How do they perceive and process information?</i>		Affective <i>What is influencing their ability to learn?</i>		Psychomotor <i>How are the brain and body working together to learn?</i>	
Piaget's Cognitive Development	Gardner's Multiple Intelligences	Kohlberg's Moral Development	Motivation	Perceptual Motor System	Body Movements
Kolb's Learning Styles		Maslow's Needs	Emotional Intelligence	Fitts & Posner's Motor Skill Acquisition	Development of Coordination
Sensory Preferences				Fundamentals	Turn Phase



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Cognitive <i>How do they perceive and process information?</i>		Affective <i>What is influencing their ability to learn?</i>		Psychomotor <i>How are the brain and body working together to learn?</i>	
Piaget's Cognitive Development Age 0-2 Sensorimotor Age 2-7 Pre-Operational Age 7-11 Concrete Operations Age 11+ Formal Operations	Gardner's Multiple Intelligences Logic - Mathematical Visual - Spatial Musical - Rhythmic Verbal - Linguistic	Kohlberg's Moral Development Age 3-5 Good is Good - Bad is Bad Age 7-11 Clever as a Fox Age 11-14 All in Favor Say Aye Age 12+ Listen to your Conscience	Motivation Intrinsic Extrinsic	Perceptual Motor System Sensory Proprioception Kinesthesia Interpretative Responsive Movement	Body Movements Skeletal Whole Body - Unilateral Gross Motor - Muscular Fine Motor - Muscular



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Cognitive <i>How do they perceive and process information?</i>	Affective <i>What is influencing their ability to learn?</i>	Psychomotor <i>How are the brain and body working together to learn?</i>



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Children's Specialist 1 Teaching Scenarios

The following teaching scenarios were created to include a range of abilities, skills, interests and include cognitive or affective needs. They provide a unique student profile and basic lesson content from which candidates will generate and individually lead a skill-based progression during the second day of their CS1 Assessment. Candidates will be given a teaching scenario and are expected to move the group during their teaching segment. 30 minutes of preparation time will be given to work in small groups prior to leading the on-snow individual teach. This time should be used to develop a goal statement, suitable progression, preferred terrain choice, and tactics for teaching to the student's profile.

Teaching Scenario will begin with candidate reading to the group their scenario card and goal statement. The teaching scenario will conclude with a brief conversation with the students and the students' parent. Candidates will either select or be assigned a specific age to teach. Candidates will select a fundamental skill they'd like to address in achieving the outcome. Fundamental skills are below in a simplified form.

ALPINE FUNDAMENTAL SKILLS

Edge Control Rotational
Control Magnitude of
Pressure
Ski to Ski Pressure Control Fore/Aft
Pressure Control

SNOWBOARD FUNDAMENTAL SKILLS

Torsional Flex (Twist) Control
Tilt Control
Pivot Control
Magnitude of Pressure
Board Width Pressure
Control Board Length Pressure Control

1

Teach a group of ____ year old, level 3, students, how to apply a variety of stopping methods. The group is fun, giggly, and spatial and music smart. Their parents are heavily involved in their learning.

FUNDAMENTAL SKILL: _____

3

Teach a group of ____ year old, level 5, students, how to ski/ride switch and safely perform a switch J-turn. The group is timid and seems logical-mathematical intelligent. Their parents are understanding and encouraging.

FUNDAMENTAL SKILL: _____



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2

Teach a group of ____ year old students how to make their first c-turns. The group is quiet and showing elements of bodily-kinesthetic intelligence. Their parents love sliding and want their children to like it, too.

FUNDAMENTAL SKILL: _____

4

Teach a group of ____ year old, level 3, students, how to become more proficient with flat land mobility. The group is excited to learn and is linguistic and nature-smart. Their parents tend to hover very closely during the lesson.

FUNDAMENTAL SKILL: _____

5

Teach a group of ____ year old, level 4, students, how to vary turn shape and size. The group is spatially intelligent and has a strong sense of independence. Their parents are adventure seekers and like to bring their kids with them.

FUNDAMENTAL SKILL: _____

9

Teach a group of ____ year old, level 5, students tactics for exploring variable conditions/terrain. Their movements are tentative and they like science. Their parents are new to the sport.

FUNDAMENTAL SKILL: _____

6

Teach a group of ____ year old, level 5, students, how to use just their edges to shape a turn. The group likes skateboarding, rollerblading, and is highly creative. Their parents are patient, yet excited for their children.

FUNDAMENTAL SKILL: _____

10

Teach a group of ____ year old, level 3, students, to turn independently of the instructor. They enjoy hip hop music and are constantly seeking approval from you. Their parents understand that learning to ski and snowboard takes time.

FUNDAMENTAL SKILL: _____



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7

Introduce a group of ____ year old, level 3, students, to basic freestyle tricks. The group is energetic and likes music and cartoons. Their parents want to take their children on black diamond trails tomorrow.

FUNDAMENTAL SKILL: _____

11

Introduce a group of ____ year old, level 4 students to their first adventure zone/marked tree trail. The group is very curious and enjoys team sports. Their parents are very safety conscious.

FUNDAMENTAL SKILL: _____

8

Introduce a group of level 5 ____ year olds to racing. They group is exceptionally inquisitive and enjoys light competition. Their parents are also exceptionally inquisitive.

FUNDAMENTAL SKILL: _____

12

Introduce a group of ____ year old, level 5, students, to do their first bump run. They enjoy taking risks and drawing. Their parents enjoy watching their children learn.

FUNDAMENTAL SKILL: _____

13

Teach a group of ____ year old, level 3 students, how to stop safely in a group setting. They like music and seem apprehensive. Their parents are risk takers.

FUNDAMENTAL SKILL: _____

15

Teach a group of ____ year old, level 5, students, how to see and experience the mountain as a playground. They like BMX bikes and being leaders. Their parents are very supportive of their children's interests.

FUNDAMENTAL SKILL: _____



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14

Teach a group of ____ year old, level 4, students, how to jump and to land. They are constantly seeking attention from you and others. Their parents want to be able to teach their kids more after the lesson.

FUNDAMENTAL SKILL: _____



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Children's Specialist 2 Teaching Scenario Cards

Candidates will draw cards from each of the categories and combine the information from the cards to create two unique student. From this information, a goal statement must be created and used to facilitate a creative and skill-based lesson that meets the needs and motivations described in the cards. The cards are meant to create options and not be restrictive. Candidates must look deeper than face value to display their understanding of stages of development and align all five cards. The teaching segment needs to show relevance to the alpine or snowboard fundamentals.

Download and print out these cards and use them to prepare for the CS2 assessment. Candidates will be asked to teach multiple ages of children throughout the assessment. Teaching Scenarios begin with a brief parent-child interview, and the candidate reading to the group their scenario cards and goal statement.

Choose Your Own Teaching Adventure!

These cards are designed to create teaching scenarios for CS2 candidates. There are five categories:

Cognitive

1. Affective (Social & Emotional)
2. Task (Alpine or Snowboard)
3. Parent
4. Ages

Cognitive 1

Student demonstrates an unclear understanding of movements related to balance and needs this understanding to advance in skill.

Affective 1

Student wants to feel in control and is fearful of going too fast. The student currently uses bracing, defensive movements for speed control.



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Cognitive 2 <p>Student plays musical instruments and wants to understand how to apply characteristics of playing violin or piano to skiing or riding movements.</p>	Affective 2 <p>Being in a group situation makes this student nervous. This is a group lesson. How can the instructor format the group to relieve this student's anxiety? The other students are confident and inclusive.</p>
Cognitive 3 <p>Student has shown an interest in knowing trail names, in using the trail map, and making it to as many different trails as possible. Blend this with developing a skill in their skiing or riding.</p>	Affective 3 <p>Student is consistently skiing/riding more slowly than to the rest of the group. As a result, this student appears to be frustrated and is sensitive to being a slower skier/rider.</p>
Cognitive 4 <p>Student is Bodily/Kinesthetic, takes dance lessons after school, and enjoys playing tennis. Blend these abilities with enhancing skiing/riding skills.</p>	Affective 4 <p>Student is exceptionally engaged and listens to peers with respect. Find out what keeps this student engaged in learning and employ this in your lesson.</p>



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Cognitive 5

Student comes from a musical family, plays an instrument, and sings in a choir. They often sing while skiing/riding. Connect singing to their body and ski/board performance.

Affective 5

The student appears to be bored on the current terrain. Find out how to re-engage this student in their learning on the same terrain so as not to over-terrain others in the group.

Cognitive 6

The student is social and interactive. Create a learning environment that inspires team learning.

Affective 6

Student likes to participate in discussions but can dominate the conversation. Create a lesson to keep all students active and excited.

Cognitive 7

Student tends to be quiet and slightly removed from group discussions. Determine how to engage this student into the lesson.

Affective 7

Student shows sensitivity towards others in the lesson and on the hill. They are always willing to help others in need, sometimes distracting from the learning. Channel this trait to be productive to the lesson.



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Cognitive 8 Student has a strong vocabulary and likes reading books. Utilize this trait in lesson creation.	Affective 8 Student listens to instructor and gets along well with peers. Channel this trait to be productive to the lesson.
Cognitive 9 Student notices numbers on the hill and chairlifts and likes to make games that include numbers.	Affective 9 Student has a strong belief in their ability and expresses that they already know it all.
Cognitive 10 Student continually asks for reasons while doing tasks. Share your decision-making process to address this.	Affective 10 Student enjoys being in a group but prefers to practice on their own.



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Cognitive 11 Student tends to group people and objects according to similar characteristics and doesn't enjoy learning that has no connection to nature.	Affective 11 Student REALLY wants to learn a specific new freestyle trick or ski/ride a double black diamond. The student does not have the skill to do this safely.
Alpine Task 1 Teach activities that will help students navigate the snow surface, with a focus on using rotational, edging, or pressure control movements (select one).	Snowboard Task 1 Teach activities that will help students navigate the snow surface focusing on using tilt, twist, or pivot board performances (select one).
Alpine Task 2 Teach how the use of pressure management changes with variable terrain. Address body and ski performance.	Snowboard Task 2 Teach activities to promote twist and sequential foot movements through the turn to create earlier edge engagement.



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Alpine Task 3

Teach activities to promote guiding both feet and legs through the turn and building a more parallel relationship of the skis. Leg rotation should be the primary rotary mechanism.

Snowboard Task 3

Pressure management tends to remain on the tail of the board. Teach activities to help the students move pressure forward on their boards.

Alpine Task 4

Teach basic parallel in ungroomed terrain. The students are dragging their poles with arms at their side. Teach effective, functional pole use.

Snowboard Task 4

Teach ollies and nollies.

Alpine Task 5

Teach activities to enhance racing and/or skiing with consistent turn size and shape without using any gates.

Snowboard Task 5

Teach activities to prepare for entry level airs or boxes in the park for the first time. If a park isn't available use appropriate terrain.



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Alpine Task 6

Teach activities to prepare for entry level airs or boxes in the park for the first time. If a park isn't available use appropriate terrain.

Snowboard Task 6

Riders like bumps and steeps and use a combination of high edge angle and terrain to control descent. Teach the riders how to effectively manage edge control in this type of terrain.

Alpine Task 7

Skiers like bumps and steeps and tend to pivot feet underneath body using terrain to control descent. Teach the skiers how to navigate a smoother, rounder path in bumps and steeps.

Snowboard Task 7

Level 6 riders were taught by their parents to use their back leg to redirect the board. Teach the students how to turn their board more effectively, so they have the skills needed to achieve their goal of exploring big mountain terrain.

Alpine Task 8

Student's goals are to have fun and go fast. The student needs to work on skill enhancement to become more proficient at parallel turns on all blue terrain.

Snowboard Task 8

Teach students how to prepare to ride tree trails without going into the trees.



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Alpine Task 9

Teach a bump progression for students who have never been in the bumps before and are ready for a blue bump run.

Snowboard Task 9

Teach activities to introduce elements of switch riding for more challenging activities.

Alpine Task 10

Teach activities to enhance effective pole use for more accurate movements on challenging terrain.

Snowboard Task 10

You've observed the students rotate their hip towards the new edge to initiate turns. Adjust this movement pattern. The students like small radius turns.

Alpine Task 11

The students typically move their hips to the inside of the turn to affect edge change and like speed. Introduce an alternative movement pattern.

Snowboard Task 11

Teach your students how to prepare for riding in a half pipe when there isn't a half pipe available.



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Alpine Task 12

Create an efficient movement pattern for skiing short radius turns. Be clear with the skill focus.

Parent 4

The parents are planning a big family run together tomorrow and want to know how they can continue to guide their children's learning.

Parent 1

Parents are former PSIA-AASI instructors and know how valuable lessons are. Foreshadow the lesson in language they understand.

Parent 5

Parents are rushed to drop off their children. Manage the discussion in a succinct way to respect their time.

Parent 2

Parents are taking their own lesson today. They are currently the same ability level as their children. Outline the lesson so the parents can have an engaging conversation with their kids over dinner and in the hot tub.

Parent 6

Parents have read all the books about skiing/snowboarding/telemarking. They love to show that they have this book knowledge. Preview the lesson to include their knowledge into the learning environment.



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Parent 3

Parents are very excited about skiing and want their children to learn as fast as they can. The parents understand their children are in a group lesson and want them to be pushed to learn fast. Preview the lesson to include parents and the learning environment.

Parent 7

Parents are excited about their children taking a lesson. All of their friends have talked about how magical the lesson experience is. Preview the lesson to reinforce this focus.

Parent 8

Parents have anxiety about their children's desire to learn on new and difficult terrain. Collaborate with parents in a way that manages their concerns without disappointing the children.

Ages 5 & 9

Ages 6 & 9

Ages 7 & 12



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Ages 8 & 4

Ages 9 & 14

Ages 10 & 5

Ages 11 & 6



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Ages 12 & 7

Ages 13 & 10

Ages 14 & 9

Ages 15 & 10



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CHILDREN'S SPECIALIST 2 GOAL STATEMENT WORKSHEET

Provide a brief synopsis of the goal for your lesson.

Skier/ rider's name: _____ Age: _____

Brief description of the skier/ rider's CAP Profile:

Cognitive Development and Information Processing needs: _____

Affective Behaviors and Beliefs: _____

The fundamentals I will work on with this skier/ rider are:

The skier/ rider is using [Movements] _____

which cause their skis/ snowboard to [Ski/ Board Performance] _____

and result in [Effect on Turn/ Trick/ Task Outcome] _____

_____. I will help

this skier/ rider to use [New Movements] _____

that will cause their skis/ board to [New Ski/ Board Performance] _____



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Using [New Movement] _____

and [New Performance] _____

will allow the skier/ rider to [Change/ Accomplish/ Enjoy Stated Motivation] _____

I will address this skier/ rider's Cognitive Development and Information Processing needs by _____

I will address this skier/ rider's Affective Behaviors and Beliefs by _____

Modifications required for child/ children of different ability and CAP profile: _____

Other relevant details: _____.

Note: The Children's Specialist 2 Goal Statement Worksheet is a tool to help candidates structure their thoughts and facilitate effective note taking. This worksheet is optional and will not be assessed.



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Children's Specialist Rubric (2014)

This Rubric, based on Bloom's Taxonomy, is a pathway to understanding the Children's Specialist (CS) National Standard criteria. Although the Rubric is designed to address instructor behavior, distinguished teaching includes a student-centered methodology and an instructional atmosphere that allows for the integration of student assessment. In this environment, instruction is individualized to meet the needs of the student learner; classes are managed based on student desired outcomes; students are able to better understand the characteristics of effective skills, and both the student and parent leave a lesson with ownership of information.

CAP Model	CS1 All Ages through the Intermediate Zone <i>A Candidate Is Able To</i>		CS2 All Ages / All Zones <i>A Candidate Is Able To</i>
	Copy & Apply (Bloom's: Knowledge, Comprehension & Application)		
	Describe the elements of the CAP model, develop a teaching plan based on a student's age and stage, and apply the plan based on student behavior	Assess relevant information, and create a new teaching plan based on student behavior, performance and goals	
The Learning Partnership	Teaching Cycle	Describe and apply the PDAS teaching cycle to a student's age and stage	Assess and adjust the multiple components of the Teaching Cycle to create a successful, individualized learning experience
	Class Handling	Utilize different teaching styles for a safe group learning experience	Employ a combination of teaching styles for a safe group learning experience
	Teaching with Creativity	Engage students in age appropriate activities that result in skill enhancement	Facilitate a variety of age appropriate collaborative activities that result in skill enhancement
Movement Analysis	Biomechanics	Understand stance, alignment and basic body movements, and is able to apply these principles to the ages and stages of development	Distinguish between efficient and inefficient body movements relative to tool/snow interaction as they relate to a student's age and stage
	Real and Ideal Movement Spectrum	Identify, describe and demonstrate movements as they relate to a student's age & stage	Compare and contrast movement patterns, and develop activities that enhance performance as they relate to a student's age and stage



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Opportunities and Challenges	s Cause and Effect	Identify and explain cause and effect relationships as they relate to a student's age & stage	Prioritize and provide relevant feedback related to observed cause and effect relationships as they apply to a student's age and stage
	Behavior Management	Recognize behavioral challenges and be aware of the steps available for successful behavior management	Implement strategies and tactics to modify recognized behavioral challenges
	The Parent Partnership	Understand the importance of parental involvement and employ communication tactics for a successful student experience	Employ a variety of tactics to effectively collaborate with parents about the student experience
	Equipment & Clothing	Explain how and why equipment positively or negatively affects a student's experience	Recommend equipment solutions to improve a student's experience

Version 2.0 - Updated 11/2014



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Children's Specialist 1 Examiner Notes

Auditors should not provide any demos for candidates; the assessor will provide appropriate interaction guidelines for the auditor and the group.

Day 1 AM

- Morning introductions and icebreaker
 - Introduce the process and what to expect over the two days.
- All activities in the morning before the MA/Tech Assessments are assessment activities.
- Inform candidates that all activities in the morning before the MA/Tech are assessment activities therefore each of them must contribute to group conversation and activities so their knowledge can be assessed.
- Identify the group's strengths and weaknesses related to MA and the CAP model and use the morning to lead the group through activities to fill in the knowledge gaps.

Day 1 PM MA/Tech

During the MA session:

- No Demo of the MA/Tech activity is provided for candidates.
- Provide each candidate a MA/Tech worksheet to begin the assessment activity..
- Candidates watch the video **once** and can pause it **as many times as they want**.
- **When the candidate finishes their presentation, each candidate is asked how their prescription would vary for a child of a different age.**
- Collect the candidate's written observations, for the purpose of keeping information private.
- Discuss and ask clarifying questions
- Utilize a **hard stop at 15 minutes. 15 minutes includes watching the video.**

Day 2 Teach

Morning introductions and icebreaker.

- Revisit the process and resolve any questions from day 1
- Layout the process for day 2
- **Demonstrate a CS1 teaching scenario and simulated conversation with parent and child, including a goal statement.**
- Examiner draws a random teaching scenario to demonstrate and then removes that scenario card from the selection pool.
- As part of the demo, the assessor also shares how they would modify their learning experience for a student of a different age.



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- Using the assessment form, debrief the assessor demo and answer any candidate questions about the assessment activity.

Candidate Teach Segment begins:

- Candidates draw cards, they are not assigned by the assessor. Candidates may only draw once. **What is drawn is what must be taught.**
- Candidates have 30 minutes (hard stop) to prepare their teaching segment and can use the group and PSIA-AASI materials as resources. Candidates may use the assessor as a resource/guide during the planning period.
- Direct candidates to create and share a Goal Statement at the beginning of their teaching segment. This is an assessed activity linked to the Determine Goals AC.
- Candidates choose their student's specific age (no age ranges), it must be a different age to the age in their Day 1 MA/Tech, and each candidate must teach a different age from one another.
- Candidates choose which one fundamental to focus on, considering the task and age.
- Candidates may choose terrain, but within reason. Terrain selection should not impact overall event timing.
- The assessor must ask the candidate **after** they teach how they would adapt this lesson for a different age group and **WHY**.
- During each teaching segment, participants who are not the instructor or students are assigned a topic to observe. Instruct observers that observations should be positive in nature. The assessor may tailor topics towards knowledge they need to see from a candidate.
- Conduct the parent collaboration in front of the group. The parent role is played by the assessor **only**, not by candidates. The parent collaboration should occur at the beginning of the teaching segment, so the candidate may demonstrate their ability to assess and plan with a parent.
- The assessor selects between 2 - 4 candidates to play the role of students.
- The candidate informs students about their profile from the teaching scenario card.
- Begin the teaching segment, **with a hard stop at 15 minutes**. (The 15 minutes does not include the parent collaboration before the teaching segment.)
- Assessors will not interrupt, stop, or otherwise redirect candidates during their 15-minute teaching segment.
- With the group together, candidates are asked, after they teach, how they would adapt the learning experience for a different age group and **WHY**.
- With the group, debrief the candidates who were observing, when time permits.
- If necessary, privately with the candidate, clarify the candidate's knowledge with follow up questions.
- Proceed to the next candidate.



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For CS1, candidates are assessed on all Learning Outcomes throughout the 2-day period. There is no partial pass for CS1 - candidates who are unsuccessful must retake both days of CS1.

Results

Adhere to the event manager's plan for giving and distributing results. Delivery of results must be consistent among CS groups at the same event.

Unsuccessful candidates will receive their results along with everyone else in order to maintain the same process across all disciplines.

Assessment forms must be completed within 24 hours.

**Weather, terrain conditions, traffic on the slope, and overall safety are all variables that may contribute to a change in process.*



ROCKY MOUNTAIN

Children's Specialist 2 Examiner Notes

Auditors should not provide any demos for candidates; the assessor will provide appropriate interaction guidelines for the auditor and the group.

Day 1 Teach

- Morning introductions and icebreaker. Introduce the process and what to expect over the two days
- Assessor takes time with the group to preview terrain options.
- At the start of the day, prepare 6 Ziploc bags, one for each candidate. Without letting candidates look at the cards, have each candidate draw six cards: Age (two ages on the same card), Cognitive (2), Affective, Parent, Task. Assessors may photograph the contents of each bag in the morning, to record the combination of cards and recall during each teach segment. At the bottom of the chairlift before a candidate's teach, assessor provides the candidate a random bag or allows candidates to choose one Ziploc bag of cards for their teach. This ensures assessors are not choosing a difficult set of cards for a candidate.
- Candidate selects which Cognitive goes with the age student.
- Candidate assigns the Affective card to one of the students, the other student follows age appropriate affective behavior.
- Candidate chooses terrain.
- Candidates have, at a minimum, one chairlift ride, or equivalent time, to prepare and may choose to ride the lift with the public or with other candidates. Prep time should be the same for every candidate.
- Candidates create and share a Goal Statement at the beginning of their teaching segment. This is an assessed activity linked to the Determine Goals AC.
- At the top of the chairlift, the Assessor selects which two candidates will be the students. They learn their student profile from the candidate who is about to teach. The role of the parent is played by the assessor.
- The candidate demonstrates their ability to *collaborate with each child and the parents to determine a focus that addresses their needs*. This activity is the beginning of the 35-minute teaching time.
- Candidates who are not teaching or being students are assigned a People Skills or Teaching Skills fundamental and asked to observe the performance of the candidate.
- Candidate leads teaching segment.
- After the conclusion of the teaching segment, the candidate slides away from the group and observers share their observations with the group.
- The group reunites, and moves to the base of the next chairlift.
- Candidate 2 is given a random bag or chooses a bag of cards for their teach.
- Assessor debriefs Candidate 1 on chair lift and asks any clarifying questions.
- Return to the process steps listed above.



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Day 2 MA/Tech

Individual assessment times and meeting location set and communicated the day before.

- During the MA/Tech session:
 - Each candidate is provided an MA/Tech exam worksheet when they arrive for individual assessment.
 - Candidates are informed that they have 25 minutes to watch the video, share observations, and provide time for questions to be asked by the assessor.
 - Candidates watch the video only once and can pause it as many times as they want, but must be mindful of the time limit.
- Candidates share their Observations, Evaluation, & Prescription for Change.
- Assessor asks clarifying questions.
- The Candidate will then be asked about a second child of a different age and to explain, using the CAP Model, how they would modify the prescription for change and why.
- Utilize a hard stop at 25 minutes
- Candidates are informed of meeting time and location for Technical Demonstrations.
- Assessor briefly previews what the Tech Demo is, referring to the published Assessment Overview on RM website or paper copy.
- Assessor reminds the candidate to prepare a goal statement to present at the beginning of the Technical demonstration.

Day 2 Technical Competency Demonstration

- Assessor describes to group the activity using the Assessment Overview.
- Candidates are informed that they will self-select their order.
- Assessors asks the group if they have any questions about the assessment activity and refers to the entire description in the Assessment Overview.
- Candidates' MA/Tech worksheet from the AM are collected, for the purpose of keeping information private.

Results

Adhere to the event manager's plan for giving and distributing results. Delivery of results must be consistent among CS groups at the same event.

Unsuccessful candidates will receive their results along with everyone else in order to maintain the same process across all disciplines.

Assessment forms must be completed within 24 hours.

**Weather, terrain conditions, traffic on the slope, and overall safety are all variables that may contribute to a change in process.*



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Training by Objective

A tangible objective considers the needs of individual participants, the learning group, and is measurable, appropriate to the audience, conditions, and setting.

A - Audience Describe the intended learner or end user of the instruction.

Example: First year instructors, RMT trainees, general public, Education staff

B - Behavior Must be observable and measurable. Can include a demonstration of knowledge, a movement, an expression.

Examples: Emphasize remembering/reproducing something learned (Understanding). Emphasize a movement, ski performance to be observed (movement). Emphasize an emotive reaction/action (Motivational).

C - Condition Conditions, tools, environment, phase of turn, etc.

Example: challenging un-groomed snow.

D - Degree The standard for acceptable performance. Time, accuracy, proportion, etc.

Example: 8 out of 10 turns, 80% of participants.

E - Effect It's important to know what type of need you'll be facing (cognitive, affective, or psychomotor needs).

Sample Objectives

1. New hire instructors will demonstrate their understanding of Guest Centered Teaching by copying into the GCT grid at least 10 activities from a sample lesson.
2. Level 2 certified instructors will demonstrate more accurate blending of edging and rotational skills in basic parallel turns by skiing at least 10 turns where they tip their skis simultaneously without twisting the skis - in the initiation phase of the turn on groomed green terrain.
3. Each training participant will help to develop group rapport by finding out something odd or interesting about their partner while riding the first lift ride, and then sharing that information with the group.

Practice

- In each of the above sample objectives, underline and label with capital ABCDE each part.



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- Write several objectives using ABCDE.
- Watch a partner ski/ride and establish a focus for either the partner or for the entire group.
- Lead a group for 10 minutes without revealing the objective and, afterwards, have the group try to identify the objective using ABCDE. Discuss with the group the relevance of all the activities to the objective.

New trainers tend to write objectives that are very broad and don't exhibit observable behaviors ("skiing will improve"). Become obsessively specific about behaviors that can be observed within a clearly defined setting for more success in writing objectives!



ROCKY MOUNTAIN

Rocky Mountain Children's Trainer (CT) Workbook

The CT Workbook is designed to guide the children's snow sports trainer beyond the application of CAP Model concepts and farther into the theory underpinning the CAP Model. Deeper understanding via analysis, evaluation, and synthesis allows a successful CT candidate to appropriately scale and synthesize knowledge for a variety of learning environments, including clinics. Whether you teach Alpine Skiing, Snowboarding or Nordic, thoughtful completion of the workbook will lead to a deeper breadth and depth of understanding of psychomotor learning, human development, and how to train your peers to more effectively teach children in the snow sports industry.

This workbook is a training tool and provides an environment for active learning. Through seeing, writing, and doing you will gain more ownership of the content and your ability to teach the concepts. CT candidates will be able to fully leverage the usefulness of this workbook with a complete understanding of CAP Model application, as detailed in the CS2 Workbook. The CS2 Workbook has been revised several times in the last decade, to align with the Learning Connection Model. If it's been a while since you attained CS2, please consider reviewing the CS2 Workbook before moving forward on the CT Workbook.

Before diving into the CT Workbook, you may also consider writing out a definition of each CAP Model concept, in order to ensure a technically accurate understanding of each theorist and theory. Being able to recall technical information accurately, in addition to applying what each theorist and theory is, will be essential to learning as a CT. CS Candidates will continually need clarification in order to understand and apply CS knowledge.

The CT workbook may be used as a study guide to prepare you for the assessment process. It is important to not only find the answers to the questions, but to also create avenues to share the information with your peers. It is imperative to integrate these concepts and outlines into your training, so the conceptual ideas become real action. There are questions that ask for examples - please try to answer with examples from your own teaching experience and interactions with your peers.

Respond to questions in the CT workbook as if you are the teacher or trainer sharing the concepts or ideas. The answers should show a deeper comprehension, the ability to apply, analyze, and create within the topics or concepts.

Consider starting a professional log of shadow/audit reviews and clinic self-evaluations. List and describe positive aspects of the clinic you would like to duplicate or repeat. How were the motivations of the group met? How would you modify the clinic to incorporate your personality, meet the motivations of the group, or improve the delivery of the content?

Exercises from this workbook are a perfect companion to learning during 401 Clinics. Additionally, CT candidates will be asked to submit completed CT Workbooks no later than one week before the assessment event. Come to the CT assessment with prepared clinics for each topic, to be led either indoor



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or on snow. CT candidates may be asked to lead the group with an impromptu topic as well, which may include movement analysis.

Enjoy the journey!

Movement & Technical Analysis

CAP Model Concepts

1. Select a theory in both the Affective and Cognitive realms that you believe is the most important and describe how you could teach a mixed group of CS1 and CS2 candidates about each theory in an indoor setting?
2. Describe how you would individualize your approach to help CS1, CS2, and CT candidates understand more about psychomotor development?
3. Describe an activity you can do with both CS1 and CS2 candidates to deepen their understanding about the three categories of movement skills: locomotor, non-locomotor and manipulative, and how they relate to the age and stage of development of a four year old and a twelve year old.
4. How could you teach to less experienced instructors the commonalities and differences in how older and younger children learn motor skills?

Biomechanics & Fundamental Relationships

5. Describe how you can teach CS candidates to speak to parents about physiological development in children.
6. Describe two ways to determine clinic participants' ability to describe cause-and-effect relationships in children?
7. Describe activities that could be done on snow for CS1 and CS2 candidates to explore how stance and body movements are used by different ages of children for maintaining, increasing or decreasing pressure against the snow.
8. How would you explore the role of equipment in children's learning for CS2 candidates?

Prescriptions



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9. You are helping CS2 candidates who are struggling to fully integrate CAP Model concepts into prescriptions for change. First, give an example of a prescription for change that fully integrates the CAP Model. Second, describe two ways to teach CS2 Candidates how to do this.

Audience

10. Briefly describe how you can scale knowledge of one CAP Model concept to create an effective on snow learning experience for CS1 candidates, CS2 candidates, and CT candidates.

Technical Development & Facilitation

Participant Centered Learning

11. In an indoor clinic setting, you have a mixed group of CS1 and CS2 candidates with different levels of understanding of Piaget's theory:
 - a. Describe how you would go about determining the level of knowledge of the participants.
 - b. How can you deepen knowledge for each sub-group of participants?
 - c. Which teaching styles would you use and why?
 - d. Outline how your instructional approach would change if exploring a different CAP model concept.

Resource & Tool Use

12. Identify at least four different educational tools, such as videos and handouts, that can be used to enhance CS candidate's learning and describe their pros and cons.
13. Considering participants' learning preferences, describe how you could use at least three educational tools to enhance the group's learning in relation to Kohlberg. Your group is a mix of both CS1 and CS2 candidates.

Technical Accuracy

(covered as pre work in CS2 Workbook)



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Clinic Leading Skills

Training Objectives

14. Describe three methods for assessing clinic participants' expectations and motivations for attending both on snow and indoor clinics.

Learning Experiences & Diversity of Activities

15. A mixed group of CS1 and CS2 candidates in an on snow clinic have expressed an interest in deepening their understanding of Piaget and how it relates to the Psychomotor realm.
 - a. Utilizing discussion, movement, and practice, describe a sequence of learning experiences to meet the training objectives.
 - b. Choose one of the learning experiences from the above question and describe how you can modify it creatively to have more of an impact with the learners.
 - c. Describe how you can rearrange the sequence of learning experiences from the above question in a way that still meets the learning objective.
16. In your opinion, during a clinic, what is an optimal balance of discussion, movement, and application? Explain your reasoning.

Terrain & Skill Choices

17. How do you identify terrain that is appropriate for a clinic group?
18. Choose an activity you like to use for teaching Multiple Intelligences and describe how you can modify the activity to be facilitated on snow, on a chairlift, and indoors.

Physical & Emotional Risk

19. It is an extraordinarily busy day on the mountain and you are leading a CS2 on snow clinic. You have asked your participants to lead a teach segment based on drawing from the CS2 cards to prepare for their CS2 assessment. Some of your participants are very nervous about leading in front of the group. How do you manage both their physical and emotional safety while keeping the more confident members of the group engaged?



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20. Describe how a sense of belonging impacts learning.
21. Describe two ways you build a sense of belonging in your on snow clinics and how you can help both CS1 and CS2 candidates understand how to do that with their own students.

Reflect & Review

22. Describe three tactics to assess if clinic participants in an on snow CS clinic have achieved the intended outcome of a clinic.
23. Describe the difference between reflecting with participants and reviewing the learning experience.
24. Why is it important to include plans for future growth as part of a review with clinic participants?
25. How can you help candidates to develop a structure for themselves to identify weaknesses and plans for growth?

People Skills

Cognitive Appropriate Communication

26. Describe at least three cognitive needs that participants in your clinics might have. For each need, provide one unique verbal communication style and one unique non-verbal communication technique to meet those needs and explain why these are appropriate.

Social & Emotional Communication

27. Describe at least three social or emotional needs that participants in your clinics might have. For each need, provide one unique verbal communication style and one unique non-verbal communication technique to meet those needs and explain why these are appropriate.

Emotional Responses

28. Describe how a clinic leader can effectively respond to the following emotional scenarios:
 - a. Participant is frustrated because they don't understand the content.
 - b. Participant is unhappy because their stated goals for the clinic aren't being addressed.



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- c. Participant is bored because they already know everything that's been discussed so far in the clinic.

Social Interactions

29. Describe how a clinic leader can effectively respond to the following social scenarios:

- a. Two clinic participants do not like each other and are creating tension in the learning environment.
- b. The same clinic participant answers first when a question is posed to the group.
- c. Several clinic participants came to the clinic for social purposes and are distracting the rest of the group.



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Clinic Outlines

For this exercise, ten clinic outlines will be created for ten different learning environments. The learning environments vary in audience, setting, and duration. **All ten outlines must be submitted as part of your completed workbook.**

Step 1: Select a different clinic topic (A-L) for each learning environment (1-10). Not all clinic topics will be used.

Clinic Learning Environments

1. CS1 Candidates - On Snow 6 Hours	_____
2. CS2 Candidates - On Snow 6 Hours	_____
3. CT Candidates - On Snow 45 Minutes	_____
4. CS1 Candidates - On Snow 15 Minutes	_____
5. CS2 Candidates - On Snow 15 Minutes	_____
6. CT Candidates - Indoor, 30 Minutes	_____
7. CS1 Candidates - Indoor, 90 Minutes	_____
8. CS2 Candidates - Indoor 90 Minutes	_____
9. CS1 Candidates - ZOOM, 30 Minutes	_____
10. CS2 Candidates - ZOOM, 30 Minutes	_____

Clinic Topic

Clinic Topics

- A. CAP Model
- B. Piaget's Stages of Cognitive Development
- C. Maslow's Needs
- D. Kolb's Experiential Learning Cycle
- E. Bloom's Taxonomy
- F. Perceptual Motor System
- G. Fitts & Posner's Stages of Motor Skill Learning
- H. Real & Ideal Movements
- I. Parent / Instructor / Student (Child) Relationships
- J. Howard Gardner's Multiple Intelligences
- K. Kohlberg's Moral Development
- L. Movement Skills & the Development of Coordination
- M. Synthesis of Parent & Child Motivations
- N. Adapting to the Changing Needs of the Learner



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Step 2: Use the provided clinic outline template to create your outlines. For examples, please reference existing clinic outlines on the RM website. Be sure to use "Active" or "Experiential" learning in each outline. Describe sample learning experiences in detail.

When shaping the clinic experience during the CT assessment, please keep in mind CT candidates will be your audience and have a different baseline understanding than a CS1 or CS2 candidate. Adapt the learning environment from your clinic outline accordingly.

Step 3: After creating all ten outlines, select three.

Describe, in detail, how you would modify one of the three outlines for a different **audience** and explain why you would make those changes.

Describe, in detail, how you would modify one of the three outlines for a different **setting** and explain why you would make those changes.

Describe, in detail, how you would modify one of the three outlines for a different **duration** and explain why you would make those changes.



ROCKY MOUNTAIN

PSIA  **AASI** 

ROCKY MOUNTAIN DIVISION

Professional Ski Instructors of America
American Association of Snowboard Instructors

Clinic Title: _____

Discipline:

Duration:

Setting:

Course Description:

Prerequisite Courses:

Knowledge & Experience Expectations:

Participants are able to:

Course Objectives:

Participants will:

Potential Learning Outcomes:

By the end of this clinic, successful participants will be able to:



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Materials Recommended: