

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
- 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 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.

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

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.

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

Rocky Mountain Children's Trainer (CT)



ROCKY MOUNTAIN

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 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

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)

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?
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.
 - 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.

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

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.

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:

Materials Recommended:

Rocky Mountain Children's Trainer (CT)

Learning Outcomes & Assessment Criteria

DAY 1

MOVEMENT & TECHNICAL ANALYSIS

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.

CAP Model Concepts

Identifies and verifies participants' observations of distinct stages of cognitive, affective and physical growth, including psychomotor development, for children and adults, relative to snowsports.

Biomechanics & Fundamental Relationships

Identifies, verifies, and enhances participants' demonstrated understanding of biomechanics, children's equipment options, and ability to link body movements to multiple fundamentals in all turn phases or cross-country skills.

Prescriptions

Identifies, verifies, and enhances participants' prescriptions for change, using a clear understanding of the pathway from Real to Ideal.

Audience

Scales depth of knowledge appropriately to CT peers through understanding of CS1 and CS2 Learning Objectives.

DAY 2

CLINIC LEADING SKILLS

Uses information gathered from participants to shape relevant group-focused learning experiences that have developmentally realistic outcomes.

Training Objectives

Identifies and summarizes motivations and expectations of participants to determine common themes.

Learning Experiences

Facilitates creative, exploratory, and developmentally appropriate learning experiences focused on training objectives.

Diversity of Activities

Demonstrates productive use of discussion, movement, and application time that enhances the participant's learning experience.

Terrain & Skill Choices

Chooses appropriate terrain and/or skill for the group based on the focus of the clinic.

Physical & Emotional Risk

Manages physical and emotional risk while promoting engagement in the learning environment.

Reflect & Review

Reflects with each participant, discusses their outcomes, reviews the learning experience, and plans for future growth.

DAY 1

TECHNICAL DEVELOPMENT & FACILITATION

Creates and navigates an indoor learning environment wherein participants may effectively develop through engaging, interactive, and collaborative learning experience.

Participant Centered Learning

Facilitates a collaborative indoor learning experience, reflective of participant needs, that elevates understanding of the group as a whole.

Resource & Tool Use

Uses educational tools, such as video equipment and handouts, effectively to guide participant performance towards a greater understanding of CAP Model content.

Technical Accuracy

Facilitates effective learning through the demonstrated use of accurate and comprehensive CAP Model knowledge.

DAYS 1 & 2

INSTRUCTOR DECISIONS & BEHAVIOR

Maintains a professional environment by demonstrating self-awareness and self-management. (Continual Assessment)

Needs & Safety

Addresses group and individual safety and physiological needs.

Behavior Management

Exhibits positive behavior in response to feedback.

DAY 2

PEOPLE SKILLS

Engages in developmentally appropriate communication and manages intrapersonal and interpersonal situations to meet each participant's needs and the group's needs.

Cognitive Appropriate Communication

Blend verbal and non-verbal communications to meet the cognitive level of each participant in the group and the group as a whole.

Social & Emotional Communication

Blend verbal and non-verbal communications to meet the social and emotional level of each participant in the group and the group as a whole.

Emotional Responses

Identifies and responds to participant's emotional responses to events throughout the clinic.

Social Interactions

Identifies and responds to participant's social interactions throughout the clinic.

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.
- 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!



**PSIA-AASI
Children's Trainer (CT)
ASSESSMENT FORM**

- MEETS STANDARDS**
 DOES NOT MEET STANDARDS

DAY 2 – Clinic Leading & People Skills

Candidate:

Date:

Location:

Assessors:

ASSESSMENT SCALE
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.

COMMENTS

INSTRUCTOR DECISIONS & BEHAVIOR

Maintains a professional environment by demonstrating self-awareness and self-management.

Needs & Safety

Addresses group and individual safety and physiological needs.

Behavior Management

Exhibits positive behavior in response to feedback.

SECTION AVERAGE

Must be 4 or above to meet Learning Outcome

CLINIC LEADING

Uses information gathered from participants to shape relevant group-focused learning experiences that have developmentally realistic outcomes.

Training Objectives

Identifies and summarizes motivations and expectations of participants to determine common themes.

Learning Experiences

Facilitates creative, exploratory, and developmentally appropriate learning experiences focused on training objectives.

Diversity of Activities

Demonstrates productive use of discussion, movement, and application time that enhances the participant's learning experience.

Terrain & Skill Choices

Chooses appropriate terrain and/or skill for the group based on focus of the clinic.

Physical & Emotional Risk

Manages physical and emotional risk while promoting engagement in the learning environment.

Reflect & Review

Reflects with each participant, discusses their outcomes, reviews the learning experience, and plans for future growth.

SECTION AVERAGE

Must be 4 or above to meet Learning Outcome

PEOPLE SKILLS

Engages in developmentally appropriate communication and manages intrapersonal and interpersonal situations to meet each participant's needs and the group's needs.

Cognitive Appropriate Communication

Blend verbal and non-verbal communications to meet the cognitive level of each participant in the group and the group as a whole.

Social & Emotional Communication

Blend verbal and non-verbal communications to meet the social and emotional level of each participant in the group and the group as a whole.

Emotional Responses

Identifies and responds to participant's emotional responses to events throughout the clinic.

Social Interactions

Identifies and responds to participant's social interactions throughout the clinic.

SECTION AVERAGE

Must be 4 or above to meet Learning Outcome



**PSIA-AASI
Children's Trainer (CT)
ASSESSMENT FORM**

- MEETS STANDARDS**
 DOES NOT MEET STANDARDS

**DAY 1 – Movement Analysis &
Technical Development**

Candidate:
Date:
Location:
Assessors:

ASSESSMENT SCALE
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.

COMMENTS

INSTRUCTOR DECISIONS & BEHAVIOR
<i>Maintains a professional environment by demonstrating self-awareness and self-management.</i>
Needs & Safety Addresses group and individual safety and physiological needs.
Behavior Management Exhibits positive behavior in response to feedback.
SECTION AVERAGE Must be 4 or above to meet Learning Outcome

MOVEMENT & TECHNICAL ANALYSIS
<i>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.</i>
CAP Model Concepts Identifies and verifies participants' observations of distinct stages of cognitive, affective and physical growth, including psychomotor development, for children and adults, relative to snowsports.
Biomechanics & Fundamental Relationships Identifies, verifies, and enhances participants' demonstrated understanding of biomechanics, children's equipment options, and ability to link body movements to multiple fundamentals in all turn phases or cross-country skills.
Prescriptions Identifies, verifies, and enhances participants' prescriptions for change, using a clear understanding of the pathway from Real to Ideal.
Audience Scales depth of knowledge appropriately to CT peers through understanding of CS1 and CS2 Learning Objectives.
SECTION AVERAGE Must be 4 or above to meet Learning Outcome

TECHNICAL DEVELOPMENT & FACILITATION
<i>Creates and navigates an indoor learning environment wherein participants may effectively develop through engaging, interactive, and collaborative learning experience.</i>
Participant Centered Learning Facilitates a collaborative indoor learning experience, reflective of participant needs, that elevates understanding of the group as a whole.
Resource & Tool Use Uses educational tools, such as video equipment and handouts, effectively to guide participant performance towards a greater understanding of CAP Model content.
Technical Accuracy Facilitates effective learning through the demonstrated use of accurate and comprehensive CAP Model knowledge.
SECTION AVERAGE Must be 4 or above to meet Learning Outcome

401 Children's Clinic Leading On Snow & Indoor

Discipline: Children's Specialist (Multi-Discipline)

Duration: 2 Day (12 CEUs)

Setting: Indoors & On-Snow, Using all available terrain, Green to Black

Course Description:

This two-day course is designed to introduce and overview, through exercises and activities, skills required to become an RM Children's Trainer in both indoor and outdoor settings. Day one takes place on snow and explores assessing participant knowledge, on snow clinic leading, and technical knowledge development. Clinic leading and presentations focus on experiential learning using creative, movement-based learning activities and experiences to share knowledge. Insight into Children's educational clinics and assessments equip participants to better prepare CS candidates. Day two focuses on an indoor skill set needed to successfully train multilevel and multi discipline groups of CS candidates. Participants practice objective building, creating outlines, delivering indoor clinics, movement / technical analysis, using presentation tools / props, and using assessment tools, such as the Performance Guide and National Standards, for clinic design and strategy implementation strategies at different levels of understanding.

Prerequisite Courses:

- Level 3 Certification (Alpine, Snowboard, or Telemark)
- Children's Specialist 2
- RMT Workbook Completed (Recommended)

Knowledge & Experience Expectations:

Participants are able to:

- ski/ride the mountain in most conditions
- share with the group understanding and knowledge regarding the CAP model
- reflect upon past teaching and learning experiences
- embrace an open mind towards creativity

Course Objectives:

Participants will:

- observe and evaluate a short children's clinic led by the facilitator
- demonstrate a CS1 or CS2 teaching scenario and evaluate using Performance Guide or Standards
- lead an on snow clinic on a CAP Model concept and receive performance feedback
- practice leading a movement and technical analysis learning experience
- create objectives for learning and build clinic outlines
- define objectives, outcomes, and how we use them to design an effective clinic
- practice identifying, verifying, and enhancing components of the CAP Model and increasing different levels of candidates' knowledge in an indoor environment

Potential Learning Outcomes:

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

- lead on snow children's clinics, demonstrate experiential clinic leading, and demonstrate accurate technical information
- demonstrate active and creative movement and technical analysis coaching
- create objectives using the ABCDE format and demonstrate understanding of objective-based training

Materials Recommended:

- PSIA-AASI Teaching Children Snowsports (2021)
- PSIA-AASI Children's Instruction Manual, 2nd Edition (2008)
- PSIA-AASI Teaching Snowsports Manual (2018)
- Handouts and/or Props

All Education Materials including:

- 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

402 Children's Clinic Leading Online

Discipline: Children's Specialist (Multi-Discipline)
Duration: Three 2-Hours Sessions over Three Weeks (6 CEUs)
Setting: ZOOM

Course Description:

This 6.0 hour ZOOM course, held over three evenings within a three week period, is designed to introduce and overview, through exercise and activities, skills essential for leading children's-focused clinics in a virtual environment. Multi-discipline groups participate in objective building, online clinic leading, and the development of technical facilitation skills. Learning experiences focus on tool use in the learning environment, how experiential learning changes in this setting, and applying creativity to learning activities and experiences that expand knowledge.

Prerequisite Courses:

- Level 3 Certification (Alpine, Snowboard, or Telemark)
- Children's Specialist 2
- RMT Workbook Completed (Recommended)

Knowledge & Experience Expectations:

Participants are able to:

- access ZOOM with a working camera and microphone
- access presentation software such as PowerPoint, Keynote, or Google Slide
- share with the group understanding and knowledge regarding the CAP model
- reflect upon past teaching and learning experiences
- embrace an open mind towards creativity

Course Objectives:

Participants will:

- observe and evaluate a short children's clinic led by the facilitator
- lead a virtual clinic on a CAP Model concept and receive performance feedback
- practice leading a movement and technical analysis learning experience
- create objectives for learning and build clinic outlines
- define objectives, outcomes, and how we use them to design an effective clinic
- practice identifying, verifying, and enhancing components of the CAP Model and increasing different levels of candidates' knowledge in an indoor environment

Potential Learning Outcomes:

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

- create objectives using the ABCDE format and demonstrate understanding of objective-based training
- deliver a children's clinic in a ZOOM environment using experiential clinic leading
- identify, verify, and enhance participant knowledge of CAP Mode concepts
- demonstrate active and creative movement and technical analysis coaching

Materials Recommended:

- PSIA-AASI Teaching Children Snowsports (2021)
- PSIA-AASI Children's Instruction Manual, 2nd Edition (2008)
- PSIA-AASI Teaching Snowsports Manual (2018)
- Handouts and/or Props

All Education Materials including:

- 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