

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