

## 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.

		<b>CS1</b> <b>All Ages through the Intermediate Zone</b> <i>A Candidate Is Able To</i> <i>Copy &amp; Apply</i> <i>(Bloom's: Knowledge, Comprehension &amp; Application)</i>	<b>CS2</b> <b>All Ages / All Zones</b> <i>A Candidate Is Able To</i> <i>Analyze &amp; Create</i> <i>(Bloom's: Analysis, Synthesis &amp; Evaluation)</i>
<b>CAP Model</b>		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
<b>The Learning Partnership</b>	<b>Teaching Cycle</b>	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
	<b>Class Handling</b>	Utilize different teaching styles for a safe group learning experience	Employ a combination of teaching styles for a safe group learning experience
	<b>Teaching with Creativity</b>	Engage students in age appropriate activities that result in skill enhancement	Facilitate a variety of age appropriate collaborative activities that result in skill enhancement
<b>Movement Analysis</b>	<b>Biomechanics</b>	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
	<b>Real and Ideal Movement Spectrum</b>	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
	<b>Cause and Effect</b>	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
<b>Opportunities and Challenges</b>	<b>Behavior Management</b>	Recognize behavioral challenges and be aware of the steps available for successful behavior management	Implement strategies and tactics to modify recognized behavioral challenges
	<b>The Parent Partnership</b>	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
	<b>Equipment &amp; Clothing</b>	Explain how and why equipment positively or negatively affects a student's experience	Recommend equipment solutions to improve a student's experience