

 		PSIA-AASI CHILDREN'S SPECIALIST ONE ASSESSMENT FORM			Candidate:		<h1 style="text-align: center;">Sample Form</h1>			Assessment Scale for Children's Specialist 1: 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.		
		Date:			Region:					Location:		
		Assessors:										
Instructor Decisions & Behavior		Attained	Did Not Attain	Score	Teaching Skills			Attained	Did Not Attain	Score		
Professionalism and Self Management: Maintains a professional environment by demonstrating self-awareness and self management. (Continual Assessment)					Assesses and Plans (Teaching Competency): Uses provided information about children and parents to plan relevant learning experiences through the intermediate zone.							
Needs/Safety Address group and individual safety and physiological needs.					Determine Goals Identifies and summarizes motivations and expectations of children and their parents to determine common themes.							
Feedback Exhibits positive behavior in response to feedback.					Terrain and Skill Choices Chooses appropriate terrain and/or skill for the group based on skiing/riding level and stage of development							
Section Average: Must be 4 or above to meet Learning Outcome					Learning Experiences Plans engaging and exploratory learning experiences with productive use of movement and practice time based on identified stage of development.							
					Section Average: Must be 4 or above to meet Learning Outcome							
Comments (This box is expandable)					Implement and Reflect/Review (Deliver Experience): Delivers group-focused learning experiences that have developmentally realistic outcomes.							
People Skills		Attained	Did Not Attain	Score	Progressions and Activities Teaches and justifies developmentally appropriate progressions and activities that enhance the children's learning experience.							
Communication: Engages in developmentally appropriate communication to address the needs of a group of children and their parents. (Assessed when teaching)					Physical Risk Manages physical risk while promoting engagement in the learning environment							
Parent & Child Engages in CAP appropriate communication with parent & child.					Emotional Risk Manages emotional risk to enhance engagement in the learning environment							
Cognitive Level of Children Engages in appropriate verbal and non-verbal communication for the cognitive level of children.					Reflect and Review Reflects with the group and reviews the learning experience to identify performance change and future growth							
Social/Emotional level of Children Engages in appropriate verbal and non-verbal communication for the social/emotional (affective) level of children.					Section Average: Must be 4 or above to meet Learning Outcome							
Section Average: Must be 4 or above to meet Learning Outcome												
Behavioral Management/Relationships with Others: Addresses intrapersonal and interpersonal situations with children and their parents in a developmentally appropriate manner. (Assessed when teaching)					Comments (This box is expandable)							
Emotional Responses Identifies and responds to children's emotional responses to events throughout lesson.					Technical Competency			Attained	Did not Attain	Score		
Social Interactions Identifies and responds to children's social interactions throughout lesson.					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.							
Parent/Child/ Instructor Situations Responds to situations in the parent, instructor and child relationships to create a positive experience.					Physical Growth and Psychomotor Development Identifies and describes physical growth and psychomotor development for two different age groups.							
Section Average: Must be 4 or above to meet Learning Outcome					Cognitive Development & Information Processing Identifies and describes stages of cognitive development and types of information processing that impact motor learning for a group of children with similar ability.							
Comments (This box is expandable)					Affective Behaviors and Beliefs Identifies and describes several affective behaviors and beliefs that impact the motor learning for a group of children with similar ability.							
					Section Average: Must be 4 or above to meet Learning Outcome							
Movement Analysis		Attained	Did not Attain	Score	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.							
Motor Skill Development Describes how motor-skill development impacts motor learning in children.					Comments (This box is expandable)							
Understanding of Biomechanics Applies an understanding of biomechanics to describe the effect a child's stage of physical growth and psychomotor development related to one fundamental in one turn phase or cross country skill.												
Equipment Options Describes the influence of children's equipment options on observed movements and stated goals & performance of child.												
Prescription Outlines more than one prescription for change for two different children of similar abilities for one sport-specific fundamental in one turn phase or cross country skill.												
Section Average: Must be 4 or above to meet Learning Outcome												
Comments (This box is expandable)												