

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. Please note the CS2 workbook has been fully revised for the 2021-22 winter season. **It is required to complete the 2021-22 version of the CS2 workbook for events this winter.**

NEW for 2021-22, this 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. 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 3 – 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 2-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 examiners assess 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.

The presence of COVID-19 in our communities this season presents a challenge to facilitating assessment events. Restrictions put in place by host resorts or public health agencies may require modification to the assessment activities. Although you may be asked to demonstrate your knowledge in a way that is different than in previous events, the national standards for assessment remain the same. Information about modification to the CS2 process will be communicated to participants as promptly as possible.

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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 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 prepare for this assessment 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 analysis skills on children of various ages and abilities. Practice movement 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.

NEW CS2 Workbook 2021 version

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. After completing the workbook and you feel comfortable with the course content, 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 minimum 80% passing score.

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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 will be 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 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 6 Candidates and one Examiner. Groups may include an assigned auditor. The Exam Manager pre-assigns all groups and verifies any changes.

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Daily Schedule of Assessment Activities

Professionalism & Self-Management will be 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.

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 Examiners and announce groups.
- Examiner explains the two days.

9:00 - 4:00 pm (with a Lunch Break)

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

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

Candidates will be expected to simultaneously teach to two children of different abilities. One child and task will be drawn from CS2 Teaching Scenario Cards. The second student will be acquired from a simulated Parent-Child Interview.

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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

9:00 – 12:00 pm

Movement Analysis & Technical Competency

Candidates complete individual indoor movement analysis/technical competency assessments. Candidates will watch the video one time and share observations of the student. The examiner will ask the candidate for an assessment of different ability and/or a different age. **Movement Analysis includes a prescription for change for both the student in the video and the student profiled by the examiner of a different ability and/or a different age.** (25 minutes per candidate)

12:00 - 12:30 pm

Lunch

12:30 - 3:00 pm

Technical Competency Demonstration

Using student from MA Video, candidate is asked to bring prescriptions for change to life, explain the why behind their chosen approach, evaluate effectiveness, and demonstrate how they would teach to two students of different abilities. (15-20 minutes per candidate)

Guidelines for Demonstration:

Candidates describe to group the student they watched in the MA Video, identifying cognitive, affective, and psychomotor stages of development.

Candidates must include a demonstration of the MA Video child's movement pattern as observed and illustrate stated cause and effect relationships.

Candidates show drills and tasks they would lead student through and explain why they would choose those exercises.

Other candidates are watching and may participate. But candidates must be cautious in how they use their time and make sure information is first presented directly before being drawn out from other candidates.

Candidate is provided a second child of different ability and asked to identify stages of development, describe similarities and differences of both children, and demonstrate how they would manage a lesson to accommodate both children.

Candidate demonstrates how they would facilitate an effective learning experience with both students in the same lesson.

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4:30 pm

Results

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

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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

- Study Guide
- Assessment Form
- Teaching Scenarios
- Children's Movement Patterns – Real v Ideal
- Movement Analysis Practice Sheet
- Goal Worksheet
- National Certification Standards
- Performance Guide

RECOMMENDED MATERIALS TO BRING TO ASSESSMENT

- Handouts and/or Props