

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. **It is required to complete the 2023 – 2024 version of the CS2 workbook for events this season.**

CS2 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. Professionalism and Self-Management will be assessed on both days. 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 three – 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 two-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 assessors evaluate 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.

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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 develop a broad understanding 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 and technical analysis skills on children of various ages and abilities. Practice movement analysis by watching children in videos or when riding a chair lift. Use non-judgmental terminology to present information in a clear, concise, and organized manner.

CS2 Workbook

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. It is recommended that you complete the workbook before taking the online quiz. 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 passing score of 80% or higher.

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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 is 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 Assessment Manager will lead a scheduled staff meeting to determine group assignments, terrain, and meeting locations for the event. Each group will have a maximum of 6 Candidates and may include an assigned auditor.

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Daily Schedule of Assessment Activities

Professionalism & Self-Management are assessed from the beginning of the day at check-in through the entire event. Interactions with assessors, 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 assessors after observed interactions with others.

Day 1

The time schedule below is a guide and may be adjusted at the event.

8:00 – 8:30 am

Check In

- Sign in and receive a lift ticket if needed.
- Introduce Assessors and announce groups.
- Assessor explains the two days.

9:00 - 4:00 pm

On Snow Assessment with a Lunch Break

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

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

Candidates will be expected to teach two children of different abilities simultaneously. One student and task will be drawn from CS2 Teaching Scenario Cards. The second student will be assigned by the assessor and will be from a different age group with a different Cognitive characteristic.

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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**

8:30 – 11:30 pm **Movement & Technical Analysis** (25 minutes per candidate)

This individual assessment activity includes an Observation, Evaluation, and Prescription for Change for both a student in a video and a second student, of a different age, profiled by the examiner.

Candidates will watch a video of one student, share observations, and, using the CAP Model, outline a prescription for change for student in the video. The video may be viewed only once and may be paused to take notes. Headphones will be provided, and candidates may bring their own headphones, if they'd like.

The Candidate will then be asked about a second child of a different age and to explain, using the CAP Model, how you would modify your prescription for change and why.

11:30 - 12:00 pm **Lunch**

12:00 - 3:00 pm **Technical Competency Demonstration** (15-20 minutes per candidate)

This is not a teaching scenario - this is a technical presentation that includes demonstrations and concludes with the candidate demonstrating how they would facilitate an effective learning experience for two different students in the same lesson.

Candidates are asked to briefly describe to group the student they watched in the video, summarizing CAP Model observations, evaluation, and prescription for change.

Candidates must include a demonstration of the child's movement pattern, as observed, to illustrate stated cause-and-effect relationships. Candidates must also demonstrate at least one drill or task they would use with student and explain why they would choose those exercises.

After presenting the first student, candidates will then be asked to share information on the second child and how you would modify your first prescription for change to meet both their needs and, using the CAP, explain why.

Other candidates are watching, but may not ask questions to the candidate presenting, nor should the presenter ask the group questions.

4:30 pm **Results**

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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.

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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

- Study Guide
- Assessment Form
- Teaching Scenarios
- Children's Movement Patterns – Real v Ideal
- Movement Analysis Practice Sheet
- Goal Worksheet
- National Certification Standards
- CS1 & CS2 Rubric
- Performance Guide
- Wizard Hat(s)