



ROCKY MOUNTAIN DIVISION
Professional Ski Instructors of America
American Association of Snowboard Instructors

Children's Specialist 2 Processes and Standards 2020-21

Course Description:

Child Specialist 2 is a three-day on snow scored examination process. It is open to candidates of any discipline that have previously achieved level II certification. The Child Specialist 2 is one of the most informational and job-specific events offered in PSIA-RM. The event focuses on the specifics of child development. Candidates will be expected to integrate their technical understanding of the CAP model and the Learning Connection with movement analysis and teaching activities for children in the Intermediate and Advanced Zones.

Candidates **are assessed** on their knowledge and expertise in teaching children and are awarded Child Specialist 2 upon successful completion of the 3-day event, the on-line quiz, and the CS2 workbook.

Assessment of those taking the CS2 course reflect the candidates' knowledge of teaching children as well as adults. Successful completion of the course grants professional recognition to an instructor for their education, experience and expertise in teaching snowsports to children. This is a multi-discipline course with the possibility of mixed groups (alpine, snowboard and telemark participants).

Pre-requisites:

- PSIA-RM membership, PSIA/AASI Level 2 (or equivalent) certified in any discipline.
- CS1 or equivalent knowledge and experience is highly recommended.
- The CS2 workbook must be completed and brought to the event.
- The on-line quiz must be successfully completed before attending the event.

All candidates must be prepared to be on snow each day. Candidates must pass each of the scored sections, the on-line test, and the CS2 workbook to achieve RM Child Specialist 2. You must take all three days together. Partial passes are possible. For unsuccessful candidates, retakes will require participation in the day being re- evaluated.

Overview of the 3 day assessment

The presence of COVID-19 in our communities this season presents an additional challenge to facilitating educational events. Restrictions on indoor gatherings and physical spacing may require modifications to the following outline. Although you may be asked to demonstrate your knowledge in a way that is different than expected, the standards for assessment remain the same. Information about modifications to the CS1 process will be communicated to participants as promptly as possible.

Day One will start with a short review of the event and one of the CS 2 educators will demonstrate the Day 3 Scenario Teach. The educator will select scenario cards from the available deck, enjoy a short preparation period and deliver a sample teach with feedback of the Day 3 Scenario Teach. The Day 2 Movement Analysis Teach will be delivered after a short break. The educator will have an opportunity to watch a short video and verbalize observations pertaining to age and stage movement analysis and develop a goal or outcome statement. After lunch the educator will deliver a sample teach directly related to the Day 2 Movement Analysis Teach and the developed goal or outcome statement. After the sample teach there will be opportunity for questions and clarifications of expectations of the candidates. Candidates will be assigned times for the indoor movement analysis evaluation in the afternoon. **Candidates will watch the MA video 1 time.**

Day two Movement Analysis Teach - will start with a short review on snow and outline what is expected of the day. The educator will either assign the teaching order or allow the group to determine the teaching order. Candidates will be evaluated on their individual short teach.

Day three Scenario Teach - will start with an introduction to the card scenarios, and how candidates will draw cards to create their scenario. Then candidates will draw their cards and deliver a creative teaching presentation for their final evaluation. **Half of the group will draw cards and teach on snow before a lunch break. The other half of the group will draw cards during the lunch break and teach after the break on snow.**

CS2 Specifics:

Workbook

The workbook may be downloaded from the PSIA-RM website or requested from the RM office. We recommend you type your answers and save a copy. All candidates should give themselves three weeks to a month time frame to complete the workbook. The completed workbook must be turned into your educator **at the start of the event**. The workbook will be returned to the candidate after being reviewed for completion.

On-line Quiz

After registering for the CS2 event you will receive a link to the CS2 on-line quiz. After you complete the workbook and feel comfortable with the course content, **take the on line quiz several days before coming to the event. The on line quiz must be completed several days prior to the event as it takes the office a few days to process your results.** If you don't complete the quiz at least 5 days before the exam, you may not receive a certificate at the exam. You will have 60 minutes to complete the online test and are allowed two attempts to achieve an 80% passing score.

Preparing for Children's Specialist 2

To achieve Child Specialist 2 a candidate should take the time to study and develop knowledge about the "whole child" from the ages of 3 years through teenagers. Candidates will be asked multiple questions about children of various ages & stages of development. If you specialize in one age range or ability, you should train to gather knowledge in the other age and ability ranges, including teenagers, black/double black skiers and riders.

It is highly recommended that candidates audit and/or teach group lesson classes of children of a variety of ages to prepare for this evaluation of child knowledge and application. This is especially important for candidates that usually only teach adult lessons or children in only private lessons.

It is helpful to gain knowledge from reading the books and materials that are provided in the resource list. However, without prior practical experience with children's group lessons, candidates may not be able to fulfill the needed requirements and meet the standard that PSIA-RM is looking for in a qualified Children's specialist instructor.

Candidates should train movement analysis on children of various ages and abilities. If possible you should practice watching children in videos or whenever you ride a chairlift, etc. (Practice movement analysis presentations that are 15 minutes or less). **Use non-judgmental terminology and present information in a clean, concise, and organized manner.**

The workbook is one of the most valuable tools that candidates need to complete before attending CS2. They should give themselves three weeks to a month to work on the book and absorb the information. The workbook intentionally has repetitive information in various sections. We learn through repetition and the workbook is a learning tool. Each candidate will need to turn in a completed workbook when they arrive on Day One of the event. It may be downloaded from the PSIA-RM website, education materials section, under children's materials. **Be sure you download the Rocky Mountain Division version which correlates with the current or upcoming winter season.**

Day One- Overview, Sample Teaches & Movement Analysis Assessment

The first day is an on snow overview of the 3 day assessment with educator lead sample teaches for; day 1 Movement Analysis Observation and Description, day 2 Movement Analysis Teach and Day 3 Scenario Teach. Day 1 of the event **is not** the time to learn everything for this assessment; candidates should already be prepared for this event. The day will start with a short review of the event and one of the CS 2 educators will demonstrate the Day 3 Scenario Teach. The educator will select scenario cards from the available deck, enjoy a short preparation period and deliver a sample teach with feedback of the Day 3 Scenario Teach. The Day 2 Movement Analysis Teach will be delivered after a short break. The educator will have an opportunity to watch a short video and verbalize observations pertaining to age and stage movement analysis and develop a goal or outcome statement. After lunch the educator will deliver a sample teach directly related to the Day 2 Movement Analysis Teach and the developed goal or outcome statement. After the sample teaches there will be opportunity for questions and clarifications of expectations of the candidates.

Each candidate will be evaluated on movement analysis of a child (equipment specific to candidates Level II discipline) within the age range of 3 – teen. The candidate will have an assigned time slot where they will watch a skier/rider on video. The video will have skiers/riders performing in various snow conditions and terrain. After watching the child(with their evaluator) the candidate compiles notes and discusses the child with their examiner. Candidates will have a total of 20 minutes. Candidates will watch the video 1 time.

After watching the video, the candidate should present an organized and detailed description, utilizing non-judgmental terminology.

The candidate's identification skills of the following will be assessed:

Cognitive

- Identification of Multiple Intelligences
- Identification of Piaget
- Identification of Learning Style

Affective

- Identification of Student's needs (Maslow)
- Identification of Moral Stage (Kohlberg)
- Identification of Motivations

Physical

- Accurately Identifies Movements (Real)
- Accuracy of Movements to Needs (Ideal)
- Accuracy of Cause and Effect

Day Two-

Movement Analysis Teaching Assessment (on snow presentation)

This section of the assessment will consist of an on snow review and clarify any questions for the day. Each candidate will present a segment of a group lesson based on a goal statement created from the indoor MA session. Each candidate will have approximately 25 minutes to involve and present to the group. Each candidate will have the option of asking the other members of their group to “become” the students. The educator will either assign the teaching order or allow the group to determine the teaching order.

Candidates will be assessed and scored in the following categories:

- Group Safety (Uses Responsibility Code, Smart Style)
- Professional Positive Learning Environment
- Presentation relevant to Goal Statement
- Demonstrations Support Presentation (Used Effective Exercises)
- Lesson Delivery; Group Handling; Pacing; Progression
- Addresses Students’ Motivations
- Accuracy of CAP Model for Lesson Plan (Appropriate to Age & Stage of Development.

Day Three-

Scenario Teaching Assessment (on snow presentation)

The third day of the assessment will consist of an on snow, scenario, teaching presentation. Each candidate will draw several cards that will designate an age range, ability level, and other important details to develop a scenario. The candidate will then develop a goal statement and a lesson plan including all the information given on the cards.

Each candidate will have approximately 25 minutes to involve and teach the group while on snow. This is the candidate’s opportunity to show creativity and fun, while teaching. Half of the group will draw their cards in the morning and teach on snow before the lunch break. The other half of the group will draw their cards at the lunch break and teach on snow after the break.

Candidates will be evaluated and scored in the following categories:

- Group Safety (Uses Responsibility Code, Smart Style)
- Professional Positive Learning Environment & Organization (PDAS, Logical Progression)
- Specific Goal Statement utilizing Scenario
- Demonstrations Support Presentation (Used Effective Exercises, Aligns with Child)
- Lesson Delivery; Relevant to CAP (Appropriate to Age & Stage of Development)
- Accurate use Of Movement Analysis/Feedback

Reference List

- 1.** Children's Instruction Manual, volume 2; PSIA
- 2.** Core Concepts for Snowsports Instructors; PSIA publication 2001
- 3.** Technical Skills for Alpine Skiing; Post-Foster, Ellen; Turning Point Ski Foundation.
- 4.** Vail/Beaver Creek Children's Alpine Teaching Handbook; Vail Resorts - available through PSIA National Website.
- 5.** The Complete Encyclopedia of Skiing; Barnes, Bob; Snowline Press 1999
- 6.** PSIA-RM Children's Knee High Knowledge Handout; PSIA-RM website under Children's materials.
- 7.** Captain Zembo's Ski & Snowboard Teaching Guide for Kids; Alderson, John; PSIA 1996
- 8.** Park and Pipe Instructor's Guide; PSIA Publication 2005
- 9.** ***Any Information relating to Parks and Pipes!
- 10.** ***Common Sense as a Resource!

OTHER NON-SKI RELATED PUBLICATIONS

- 1.** In Their Own Way: Discovering and Encouraging Your Child's Personal Learning Styles; Armstrong, Thomas; Marcher, J.P.
- 2.** Coaching Young Athletes; Martin, Christina and Harvey Sharkey; Human Kinetics, Inc.
- 3.** A Kick in the Seat of the Pants; Von Oech, Roger; Harper Perennial 1986
- 4.** Frames of Mind Gardner, Howard; Basic Books 1983
- 5.** Skiing is a Game; Ron Kipp, Rado Pisot, & Matěj Supej; Univerzitetna Založba Anales 2010