PSIA-AASI CHILDREN'S SPECIALIST TWO ASSESSMENT FORM

Sample Form

Candidate:
Date:
Region:
Assessors:
Location:

Assessment Scale for Children's Specialist 2:
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.

Instructor Decisions & Behavior

	Attained	Did not Attain	Score
Professionalism and Self Management: Contributes to a professional environment by managing their behaviors and emotions in response to others. (Continual Assessment)			
Needs/Safety — Address group and individual needs for belonging.			
Feedback — Manage behavioral responses.			
Section Average: Must be 4 or above to meet Learning Outcome			

Comments (This box is exandable)

People Skills

	Attained	Did Not Attain	Score
Communication: Engages in developmentally appropriate communication to meet each child's needs, the group's needs and the needs of the parents. (Assessed when teaching)			
Parent, Child and Group — Synthesize CAP concepts into communications with the parents and child.			
Cognitive Level of Child & Group — Blend verbal and non-verbal communicatoins to meet the cognitive level of each child in the group as well as the group as a whole.			
Social/Emotional level of Child & Group — Blend verbal and non-verbal communicatoins to meet the social/emotional level of each child in the group as well as the group as a whole.			
Section Average: Must be 4 or above to meet Learning Outcome			
Behavioral Management/Relationships with Others: Manages intrapersonal and interpersonal situations with each child, the group as a whole, and parents in a developmentally appropriate manner. (Assessed when teaching)			
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.			
Section Average: Must be 4 or above to meet Learning Outcome			

Comments (This box is exandable)

Movement Analysis

	Attained	Did Not Attain	Score
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.			
Motor Skill Development — Evaluates how the application of motor-skill acquisition theories impacts motor learning in children.			
Understanding of Biomechanics — Applies 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 or cross country skills.			
Equipment Options — Justifies equipment recommendations based on observed movements and stated goals with consideration of the child's performance.			
Prescriptions — Outlines more than one prescription for change for two different children of different abilities for multiple sport-specific fundamentals to affect the desired outcome.			
Section Average: Must be 4 or above to meet Learning Outcome			

Comments (This box is exandable)

Teaching Skills

	Attained	Did Not Attain	Score
Assesses and Plan (Teaching Competency): Uses provided information about children and parents to plan relevant learning experiences through the advanced zone.			
Collaboration with Child & Parents — Collaborate with each child and the parents to determine a focus that addresses their needs.			
Learning Experiences — Plans creative and exploratory learning experiences in which movement, practice time and terrain are optimized for each child based on the identified stages of development.			
Section Average: Must be 4 or above to meet Learning Outcome			
Implement and Reflect/Review (Deliver Experience): Delivers individualized learning experiences that have developmentally realistic outcomes.			
Progressions & Activities — Teaches and justifies developmentally appropriate progressions and activities that enhance the learning experience for each child in the group.			
Physical Risk — Manages physical risk of each child in the group while promoting engagement in the learning environment			
Emotional Risk — Manages emotional risk of each child in the group to enhance engagement in the learning environment			
Reflect and Review — Reflects with each child, discusses their outcomes, reviews their learning experience and plans for future growth			
Section Average: Must be 4 or above to meet Learning Outcome			

Comments (This box is exandable)

Technical Competency

	Attained	Did Not Attain	Score
Identifies and compares distinct characteristics of cognitive, affective and physical growth, including psychomotor development, for individual children, relative to snowsports, through the advanced zone.			
Physical Growth and Psychomotor Development — Identifies the similarities and differences in physical growth and psychomotor development for two or more individual children.			
Cognitive Development & Information Processing — Identifies the similarities and differences in cognitive development and information processing that impact motor learning for two or more individual children.			
Affective Behaviors and Beliefs — Identifies and describes several affective behaviors and beliefs of two or more individual children that could impact their motor learning.			
Section Average: Must be 4 or above to meet Learning Outcome			

Comments (This box is exandable)