

Professional Ski Instructors of America
American Association of Snowboard Instructors



Children's Specialist Standards

2012

National Standards: CS 1 and CS 2

Updated June 1, 2012
© ASEA and ASEA-EF 2012

Children’s Specialist Contributors and Developers:

Brad Miller	Central
Carol Bickford	Northern Intermountain
Earl Saline	PSIA-AASI
Eliza Kuntz	Northern Rocky Mountain
Grant Nakamura	Northern Rocky Mountain
Greg Lyons	Western
Jake Jacobsen	Eastern
Jani Sutherland	Northern Intermountain
Jeffra Clough	Rocky Mountain
Jill Imsand Chumbley	Northern Rocky Mountain
Kim Petram	Northwest
Mac Jackson	Eastern
Mark Nakada	Intermountain
Patti Olsen	Intermountain
Stacey Gerrish	Rocky Mountain
Sue Kramer	Eastern

© ASEA and ASEA-EF 2012

Table of Contents

1. Introduction	4
2. Course Descriptions	5
3. Specialist Levels	7
4. Movement Standards	10
5. Movement Analysis and Technical Knowledge Standards	11
6. Teaching Standards	12

Please note: These standards are reviewed regularly by the PSIA-AASI divisions and other key stakeholders. Updated standards are then approved by the PSIA-AASI Board of Directors.

1. Introduction

The following are the PSIA-AASI Children's Specialist Standards. Referenced to *Children's Instruction Manual, 2nd Edition; the Alpine, Snowboard, Nordic and Core Concepts Manuals*, terminology is consistent with these manuals and is to be used throughout this document. These standards provide a training focus and represent a minimum competency for specialists at each level of instruction.

The premise of the standards is based upon the concepts of the "levels of understanding" that define the stages of learning in terms of degree of comprehension. Just as certification is a measure of understanding, *levels* of certification represent stages of understanding. Bloom's Taxonomy is the measurement tool for evaluating the levels of understanding.

Although not a certification, participants will be expected to meet levels of competency defined by Children's Specialist 1 (CS 1) and Children's Specialist 2 (CS 2) standards. Participants will be held to the knowledge and performance standards of their current discipline certification level.

Levels of Understanding for Children's Specialists:

Knowledge is to remember

Recall or recognize terms, definitions, facts, ideas, materials, patterns, sequences, methods, principles.

Key Verbs: name, list, state, describe, recall, label, retrieve, recognize.

Comprehension is to understand the basic facts

Read and understand descriptions, communications, reports, tables, diagrams, directions, regulations.

Key Verbs: paraphrase, identify, explain, translate, interpret, interpretation, classify.

Application is the ability to use or to develop *existing* information

Know when and how to use ideas, procedures, methods, formulas, principles, theories. Key Verbs:

execute, compute, demonstrate, modify, discover, predict, show, solve, implement.

Analysis is the ability to break information into parts and build *new* information

Break down information into its constituent parts and recognize their relationship to one another and how they are organized; identify sublevel factors or salient data from a complex scenario. Key

Verbs: diagram, distinguish, illustrate, outline, infer, conclude, differentiate, attribute.

Synthesis is the ability to discover new applications of the same material

Put parts or elements together in such a way as to reveal a pattern or structure not clearly there before; identify which data or information from a complex set is appropriate to examine further or from which supported conclusions can be drawn. Key Verbs: create, compose, design, reorganize, formulate, write a new ending, tell.

Evaluation is the ability to judge, place value on and critique outcomes

Make judgments about the value of proposed ideas, solutions, etc., by comparing the proposal to specific criteria or standards. Key Verbs: judge, appraise, compare, contrast, criticize, justify, critique.

2. Course Descriptions

These standards outline the requirements for the Children's Specialist 1 (CS1) and Children's Specialist 2 (CS2) assessment-based certificate program. The Children's Specialist 1 and Children's Specialist 2 credentials follow the standards for an assessment-based certificate program.

An assessment-based certificate program is a non-degree granting program that:

- a) Provides instruction and training to aid participants in acquiring specific knowledge, skills, and/or competencies associated with intended learning outcomes;
- b) Evaluates participants' accomplishment of the intended learning outcomes; and
- c) Awards a certificate only to those participants who meet the performance, proficiency, or passing standard for the assessment(s) (hence the term, "assessment-based certificate program").

ANSI/NOCA 1100- Standard for Assessment Based-Certificate Programs

For specifics about the Children's Specialist program in your division, check with your division office.

CS1:

Children's Specialist 1 (CS1) is the entry-level children's education course for PSIA and AASI, and it includes an evaluation component. The course includes a written workbook; skiing/riding and teaching scenarios; and a technical discussion regarding how children/young students learn and progress from the Beginner/Novice into the Intermediate Zones.

The CS1 course is for instructors embarking on the journey toward mastery of the art of children's snowsport instruction.

Evaluations of those taking the CS1 course reflect the participants' knowledge of teaching children, and individuals. Successful completion of the course grants professional recognition to the instructor and

industry for their education, experience, and expertise in teaching children snowsports. This is a multi-disciplinary course.

Instructors are encouraged to take the CS1 course once they've achieved Level I PSIA-AASI certification.

Evaluation Criteria:

- Must complete the CS 1 Workbook with a score of 80 percent or higher prior to attending the course for the CS1 course.
- Must be an active participant in course.
- A passing score from children's divisional education staff based on the participant's demonstrated knowledge, understanding, teaching and movement analysis.

Participants' achievement will be relayed via verbal feedback from the clinician throughout the course and at its end.

3. Specialist Levels

CS2:

Children's Specialist 2 will continue building on the instructor's knowledge and skills from the Children's Specialist 1. The course focuses on the specifics of child development for young learners as they progress through the Beginner/Novice to Advanced Zones.

Participants will integrate their technical understanding of the CAP model with movement analysis and teaching activities for children in the Intermediate and Advanced Zones.

Evaluations of those taking the CS2 course reflect the participants' knowledge of teaching children, and individuals. Successful completion of the course grants professional recognition to the instructor and industry for their education, experience, and expertise in teaching children snowsports. This is a multi-disciplinary course.

Evaluation Criteria

- Completion of the CS 2 workbook with a score of 80 percent or higher prior to the participant's attendance at the course
- A passing score from children's divisional education staff based on the participant's demonstrated knowledge, understanding, teaching and movement analysis.

PSIA-AASI recognizes two levels of children’s specialty: CS 1 and CS 2. Success is based on the individual’s attainment and application of discipline specific skill ability, educational expertise and experience related to the child client.

Specialist Level	Experience Requirements
CS 1	<p>The successful CS 1 participant will demonstrate the <i>knowledge, comprehension, and application</i>¹ of the technical terms, concepts, and models listed below. The successful participant will also demonstrate the ability to work with children who are learning and moving in the Beginner/Novice Zones into the Intermediate Zone, which may include off-piste blue terrain with small bumps. Minimum prerequisites are as follows:</p> <ul style="list-style-type: none"> • Must be a current PSIA-AASI member in good standing • Must be a current PSIA-AASI (or equivalent) Certified Level I instructor • Must be able to ski or ride at current certification level • Must complete the CS1 Workbook prior to the course date • Ability to demonstrate the “Ideal” based on evaluation of the “Real” as observed in children in the Beginner/Novice Zone into the Intermediate Zone. <p>Required Reading:</p> <ul style="list-style-type: none"> • PSIA-AASI <i>Children’s Instruction Manual, 2nd Edition</i> • Review PSIA-AASI <i>Core Concepts Manual</i> • PSIA-AASI discipline manuals (<i>Alpine, Nordic, Adaptive Snowboard</i>)

¹ Knowledge and Comprehension- Defined as the ability to recall data or information. Understands the meaning and interpretation of instructions and problems. States a problem in one’s own words. Application- Defined as the ability to apply what was learned in the classroom into novel situations in the work place.*

Specialist Level	Experience Requirements
CS 2	<ul style="list-style-type: none"> • The successful CS 2 participant will demonstrate the <i>application and analysis</i>² and the ability to <i>synthesize and evaluate</i>³ the technical terms, concepts, and models listed below. The successful participant will also demonstrate the ability to work with children who are learning and moving in the Beginner/Novice Zones through Advanced Zones. Following are the prerequisites: Ski/Ride comfortably in all green and blue terrain including off-piste and medium bumps, and groomed and smooth off-piste black terrain. • Must be a current PSIA-AASI member in good standing • Must be a current PSIA-AASI (or equivalent) Certified Level II or Level III instructor • Must be able to ski or ride at current certification level • The CS1 course is a recommended prerequisite for the Children's Specialist 2 (CS2) course. • Must complete the CS2 Workbook prior to the course date • Ability to demonstrate the “Ideal” based on the “Real” as observed in children in the Beginning/Novice Zones through Advanced Zones. <p>Required Reading:</p> <ul style="list-style-type: none"> • PSIA-AASI <i>Children’s Instruction Manual, 2nd Edition</i> • Review PSIA-AASI <i>Core Concepts</i> • PSIA-AASI discipline manuals (<i>Alpine, Nordic, Adaptive and Snowboard Manuals</i>) <p>Suggested Reading</p> <ul style="list-style-type: none"> • <i>Captain Zembo’s Ski Teaching Guide for Kids</i> by John Alderson • <i>Skiing and the Art of Carving</i> by Ellen Post Foster • <i>PSIA Children’s Alpine Handbook</i> • <i>AASI Snowboard Teaching Handbook; Children & Adults</i>

² Application and Analysis—Defined as the ability to apply what was learned in the classroom into novel situations in the work place. Separates material or concepts into component parts so that its organizational structure may be understood.*

³ Synthesize and Evaluate—Defined as the ability to put parts together to form a whole, with emphasis on creating a new meaning or structure. Make judgments about the value of ideas or materials.*

*Definitions from Bloom B. S. (1956). *Taxonomy of Educational Objectives, Handbook I: The Cognitive Domain*. New York: David McKay Co In

4. Movement Standards

Movements and coordination is based on the definitions of "initial," "elementary," and "mature" stages as defined in *Core Concepts* (PSIA-AASI, 2001), pg. 20.

The “initial” movement stage is when a skier/rider is unfamiliar with a movement and relies on sensory input and coaching to learn the movement. Often the movements are very sequential and performed individually. The skier/rider in this stage may show signs of a movement pattern periodically but not consistently.

The “elementary” stage denotes skiers/riders who can perform movements without looking at that body part but still need to think it through and concentrate on the parts. While movements are still sequential, the skier/rider will link them together in a more fluid manner. The skier/rider in the elementary stage will be able to consistently demonstrate a movement pattern but may not be able to apply it in all situations.

The “mature” stage is characterized by fluid and automatic movements without showing obvious, conscious thought. Movements can be repeated and applied across a wide spectrum of situations. A skier/rider with mature movements and coordination of movements will be able to smoothly blend movements for a specific outcome and be able to readily change or adapt movements to different terrain situations and snow conditions.

Children physically develop in a predictable manner that often leads to movement patterns that a CS 1 and CS 2 participant is required to understand. Participants must also articulate the theory behind such development and be able to demonstrate the real movement patterns as well as the efficient movement patterns desired.

5. Movement Analysis and Technical Knowledge Standards

Specialist Level	Movement Analysis and Technical Knowledge
<p>CS 1</p>	<p>The successful CS1 participant will demonstrate the ability to recognize movement patterns in children who are learning and moving in the Beginner/Novice Zones into the Intermediate Zone. The successful CS1 participant will also demonstrate the <i>knowledge, comprehension, and application</i>¹ of the technical terms, concepts, and models listed below.</p> <ul style="list-style-type: none"> • Cognitive, Affective, Physical (CAP) model • “Real” versus “Ideal” movements from the Beginner/Novice Zone to the Intermediate Zone • Play, Drill, Adventure, Summary (PDAS) teaching cycle during their lessons • Parent-instructor partnership • Visual, auditory and kinesthetic cues for children and teens in the Beginner/Novice Zone into the Intermediate Zone
<p>CS 2</p>	<p>The successful participant will demonstrate the <i>application and analysis</i>¹ and the ability to <i>synthesize and evaluate</i>¹ the technical terms, concepts, and models listed below. The successful participant will demonstrate the ability to recognize movement patterns in children who are learning and moving in the Beginner/Novice through Advanced Zones. The successful CS2 participant will be expected to do the following:</p> <ul style="list-style-type: none"> • Discuss the application of the CAP Model across the specified age range of students, up to and including Advanced Zone students • Identify and discuss “Real” versus “Ideal” Movements through the Intermediate and Advanced Zones • Demonstrate the application of the PDAS teaching model across a broad variety of student ages, up to and including Advanced Zone students • Demonstrate effective problem-solving techniques related to behavior management with children • Discuss strategies for working with parents and separation anxiety • Discuss Learning Differences • Perform accurate Movement Analysis through the Beginner/Novice and Advanced Zones. Identify movements then create and adapt the lesson plan based on the identified movements

6. Teaching Standards

Specialist Level	Teaching Standards
<p>CS 1</p>	<p>The successful CS 1 participant will demonstrate the ability to present a teaching segment in a safe, effective manner choosing appropriate games, exercises and tasks while demonstrating the <i>knowledge, comprehension and application</i>⁴ of the technical terms, concepts, and models listed below:</p> <ul style="list-style-type: none"> • The Learning Partnership: Student Profile and Instructor Behavior <ul style="list-style-type: none"> ○ Teaching concepts <ul style="list-style-type: none"> ▪ The Teaching Cycle: PDAS ▪ Class Handling ○ Teaching with Creativity <ul style="list-style-type: none"> ▪ Spider Webbing ▪ The role of games ○ CAP Model <ul style="list-style-type: none"> ▪ Maslow’s Hierarchy of Needs ▪ Piaget’s Stages of Development ▪ Kohlberg’s Moral Development ▪ Learning Styles ▪ Gardner’s Multiple Intelligence’s ○ Movement Analysis <ul style="list-style-type: none"> ▪ Real versus Ideal movement patterns ▪ Cause-and-effect relationships • Equipment Requirements and Issues • Challenges <ul style="list-style-type: none"> ○ The role of the parent ○ Learning Differences ○ Anxiety, Fear ○ Behavior management <p>Options and additions to lesson presentations include:</p> <ul style="list-style-type: none"> • Participation in group discussions • Peer teaching in small groups <p>Participation in discussions regarding understanding the methodology of the teaching cycle.</p> <p>The successful participant will demonstrate the ability to teach to children in the Beginner/Novice Zone into the Intermediate Zone on green and groomed blue terrain.</p>

⁴ Knowledge and Comprehension- Defined as the ability to recall data or information. Understands the meaning and interpretation of instructions and problems. States a problem in one's own words. Application- Defined as the ability to apply what was learned in the classroom into novel situations in the work place. *

CS 2	<p>The successful CS 2 participant will demonstrate the ability to choose appropriate exercises, games and tasks and teach a safe, effective skill progression that demonstrate the <i>application and analysis</i>⁵ and the ability to <i>synthesize and evaluate</i>⁶ the technical terms, concepts, and models listed.</p> <ul style="list-style-type: none"> • The Learning Partnership: Student Profile and Instructor Behavior <ul style="list-style-type: none"> ○ Teaching concepts <ul style="list-style-type: none"> ▪ The Teaching Cycle: PDAS ▪ Class Handling ○ Teaching With Creativity <ul style="list-style-type: none"> ▪ Spider Webbing ▪ The role of games ○ CAP Model <ul style="list-style-type: none"> ▪ Maslow’s Hierarchy of Needs ▪ Piaget’s Stages of Development ▪ Kohlberg’s Moral Development ▪ Learning Styles ▪ Gardner’s Multiple Intelligence’s ▪ Integration of a child’s beliefs, attitudes, desires and values ▪ Motor Control, Coordination, and Sensory Development ○ Movement Analysis <ul style="list-style-type: none"> ▪ “Real” versus “Ideal” movement patterns ▪ Cause-and-effect relationships ▪ Biomechanics related to physical development • Equipment Requirements and Issues • Challenges <ul style="list-style-type: none"> ○ The role of the parent ○ Learning Differences ○ Anxiety, Fear ○ Behavior management <p>Options and additions to lesson presentations include:</p> <ul style="list-style-type: none"> • Participation in group discussions • Peer teaching in small groups • Participation in discussions regarding understanding the methodology of the teaching cycle. <p>The successful participant will demonstrate the ability to teach to a spectrum of children from Beginner/Novice through Advanced zones on terrain up to and including groomed black terrain.</p>
-------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

⁵ Application and Analysis- Defined as the ability to apply what was learned in the classroom into novel situations in the work place.

Separates material or concepts into component parts so that its organizational structure may be understood.*

⁶ Synthesize and Evaluate- Defined as the ability to put parts together to form a whole, with emphasis on creating a new meaning or structure. Make judgments about the value of ideas or materials.*

*Definitions from Bloom B. S. (1956). *Taxonomy of Educational Objectives, Handbook I: The Cognitive Domain*. New York: David

