

Professional Ski Instructors of America  
American Association of Snowboard Instructors



## Children's Specialist Standards 2015

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National Standards: CS 1 and CS 2

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## Children’s Contributors and Developers:

Sue Kramer	Eastern
Grant Nakamura	Northern Rocky Mountain
Patti Olsen	Intermountain
Mark Nakada	Intermountain
Ned Pinske	Central
Jill Imsand Chumbley	Northern Rocky Mountain
Greg Lyons	Western
Mike Evans	Rocky Mountain
Carlin Rauch	Alaska
Alison Clayton-Cummings	Eastern
Stacey Gerrish	Rocky Mountain
Kim Petram	Northwest
Dusty Dyar	Rocky Mountain
Bradferd Miller	Central

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# 1. Introduction & Program Description

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The following are the PSIA-AASI Children's Specialist Standards. Terminology used throughout is consistent with new technical manuals for alpine, snowboard, and telemark instructors (published in 2014), as well as *Core Concepts for Snowsports Instructors* and the *Children's Instruction Manual*, 2<sup>nd</sup> edition. These standards provide a training focus and represent a minimum competency for specialists at each level of instruction.

The standards are based upon the concept of "levels of understanding" that define stages of learning in terms of degree of comprehension. Just as a 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 are expected to meet levels of competency defined by Children's Specialist 1 (CS 1) and Children's Specialist 2 (CS 2) standards. Additionally, participants are held to the knowledge and performance standards of their 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, and principles. Key verbs: *name, list, state, describe, recall, label, retrieve, and recognize.*

**Comprehension** is to understand the basic facts, read and understand descriptions, communications, reports, tables, diagrams, directions and regulations. Key verbs: *paraphrase, identify, explain, translate, interpret, interpretation, and classify.*

**Application** is the ability to use or develop *existing* information to know when and how to use ideas, procedures, methods, formulas, principles, and theories. Key verbs: *execute, compute, demonstrate, modify, discover, predict, show, solve, and implement.*

**Analysis** is the ability to break down information into constituent parts, recognize the relationship that the parts have to one another and how they are organized, identify sub-level factors or salient data from a complex scenario, and build *new* information. Key verbs: *diagram, distinguish, illustrate, outline, infer, conclude, differentiate, and attribute.*

**Synthesis** is the ability to discover new applications of the same material by putting parts or elements together in such a way as to reveal a pattern or structure not clearly there before. By identifying the data or information from a complex set, you can determine whether it is appropriate to examine the data further or if supported conclusions can be drawn. Key verbs: *create, compose, design, reorganize, formulate, write a new ending, and tell.*

**Evaluation** is the ability to judge, place value on, and critique outcomes. By making judgments about the value of proposed ideas, solutions, etc., you are able to compare a proposal to specific criteria or standards. Key verbs: *judge, appraise, compare, contrast, criticize, justify, and critique.*

## 2. Course Descriptions

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These standards outline the *requirements* for the Children's Specialist 1 (CS 1) and Children's Specialist 2 (CS 2) assessment-based certificate program, and 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 more specifics about either Children's Specialist program in your division, please check with your divisional office.

### **CS 1**

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

The CS 1 course is for instructors embarking on the journey toward mastery of the art of children's Snowsports instruction. CS 1 addresses all children's ages through the Intermediate Zone.

Evaluations of those taking the CS 1 course reflect the participants' knowledge of teaching children as well as adults. Successful completion of the course grants professional recognition to an instructor for his or her 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).

Instructors are encouraged to take the CS 1 course once they've achieved Level I PSIA-AASI certification.

### **Evaluation Criteria**

- Must complete the CS 1 Workbook and/or online quiz with a score of 80 percent or higher *prior to* attending the CS 1 course.
- Must be an active participant in the course.

- Must receive a *passing* score from divisional children’s education staff based on the participant’s demonstrated knowledge, comprehension, and application of the CAP Model, Learning Partnership, Movement Analysis, and Opportunities and Challenges. Please refer to the Children’s Specialist Roadmap Rubric, 2014 version, for more details.

Participants’ achievement will be relayed via verbal and written feedback from the clinician.

## **CS 2**

Children’s Specialist 2 (CS 2) continues to build on an instructor’s knowledge and skills from the Children’s Specialist 1 course. CS 2 focuses on the specifics of child development *for all ages* as children progress from the Beginner/Novice through the Advanced Zones.

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

Evaluations of those taking the CS 2 course reflect the participants’ knowledge of teaching children as well as adults. Successful completion of the course grants professional recognition to an instructor for his or her 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).

### **Evaluation Criteria**

- Must complete the CS 2 Workbook and/or online quiz with a score of 80 percent or higher *prior to* attending the CS 2 course.
- Must be an active participant in the course.
- Must receive a *passing* score from divisional children’s education staff based on the participant’s demonstrated ability to analyze, synthesize, evaluate, and create within the parameters of the CAP Model, Learning Partnership, Movement Analysis, and Opportunities and Challenges. Please refer to the Children’s Specialist Roadmap Rubric, 2014 version for more details.

Participants’ achievement will be relayed via verbal and written feedback from the clinician.

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

### 3. Specialist Levels

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Specialist Level	Experience Requirements
CS 1	<p>The successful CS 1 participant will demonstrate their <i>knowledge, comprehension, and application</i><sup>1</sup> of the technical terms, concepts, and models encompassing the CAP Model and the categories of the Learning Partnership, Movement Analysis, and Opportunities and Challenges. 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. At a minimum, a participant:</p> <ul style="list-style-type: none"> <li>• Must be a current PSIA-AASI member in good standing</li> <li>• Must be a current PSIA-AASI (or equivalent) Certified Level I instructor</li> <li>• Must be able to ski or ride at current certification level</li> <li>• Must complete the CS 1 Workbook and/or online quiz prior to the course date</li> <li>• Must identify, describe, and demonstrate “ideal” movements as they relate to an evaluation of the student’s “real” movements – based on a student’s age and stage – through the Intermediate Zone</li> </ul> <p><b>Required Reading:</b></p> <ul style="list-style-type: none"> <li>• PSIA-AASI <i>Children’s Instruction Manual</i>, 2nd Edition</li> <li>• PSIA-AASI <i>Core Concepts for Snowsports Instructors</i></li> <li>• The most current PSIA-AASI discipline-specific manual (Alpine, Nordic, Adaptive, Snowboard)</li> <li>• Children’s Specialist Roadmap Rubric, 2014 version</li> <li>• Division children’s materials</li> </ul>

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<sup>1</sup>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.\*

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

Specialist Level	Experience Requirements
CS 2	<p>The successful CS 2 participant will demonstrate their ability to <i>apply, analyze, synthesize</i> and <i>evaluate</i><sup>2</sup> the technical terms, concepts, and models encompassing the CAP Model and the categories of the Learning Partnership, Movement Analysis, and Opportunities and Challenges. The successful participant will also demonstrate the ability to work with children who are learning and moving in the Beginner/Novice Zones through the Advanced Zones. The CS 2 participant should be able to ski/ride comfortably in all green and blue terrain including off-piste and medium bumps, and groomed and smooth off-piste black terrain. At a minimum, a participant:</p> <ul style="list-style-type: none"> <li>• Must be a current PSIA-AASI member in good standing</li> <li>• Must be a current PSIA-AASI (or equivalent) Certified Level II or Level III instructor</li> <li>• Must be able to ski or ride at current certification level</li> <li>• Must complete the CS 2 Workbook and/or online quiz prior to the course date</li> <li>• Must identify, demonstrate, and provide solutions in the “ideal” and “real” movement spectrum – based on a student’s age and stage – through the Advanced Zone.</li> </ul> <p>The CS 1 course is a <i>recommended</i> prerequisite for the Children's Specialist 2 (CS 2) course.</p> <p><b>Required Reading:</b></p> <ul style="list-style-type: none"> <li>• PSIA-AASI <i>Children’s Instruction Manual</i>, 2nd Edition</li> <li>• PSIA-AASI <i>Core Concepts for Snowsports Instructors</i></li> <li>• The most current PSIA-AASI discipline-specific manual (Alpine, Nordic, Adaptive, Snowboard)</li> <li>• Children’s Specialist Roadmap Rubric, 2014 version</li> <li>• Division children’s materials</li> </ul> <p><b>Suggested Reading</b></p> <ul style="list-style-type: none"> <li>• <i>Captain Zembo’s Ski &amp; Snowboard Teaching Guide for Kids</i>, by John Alderson</li> <li>• <i>Skiing and the Art of Carving</i>, by Ellen Post Foster</li> <li>• PSIA <i>Children’s Alpine Teaching Handbook</i></li> <li>• AASI <i>Snowboard Teaching Handbook (Children &amp; Adults)</i></li> </ul>

<sup>2</sup>Application and Analysis (Apply and Analyze): 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. 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. Inc.

## 4. Movement Standards

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Movements and coordination are based on the definitions of "initial," "elementary," and "mature" stages as defined in *Core Concepts for Snowsports Instructors* (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 it. 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 part (or parts). While movements are still sequential, the skier/rider links them together in a more fluid manner. The skier/rider in the elementary stage is 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 is able to smoothly blend movements for a specific outcome, and readily change or adapt movements to different 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 “ideal” efficient movement patterns desired.

## 5. Movement Analysis Standards

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Specialist Level	Movement Analysis
CS 1	<p>The successful CS 1 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 CS 1 participant will also demonstrate his or her <i>knowledge, comprehension, and application</i> of the technical terms, concepts, and models listed below as they relate to a student’s age and stage:</p> <ul style="list-style-type: none"> <li>• Discuss the elements of the CAP Model</li> <li>• Biomechanics: Understanding of stance, alignment, and body movements</li> <li>• Real and Ideal Movement Spectrum: Identify, describe, and demonstrate</li> <li>• Cause and Effect: Identify and explain cause-and-effect relationships</li> </ul>
CS 2	<p>The successful CS 2 participant will: 1) be able to <i>apply, analyze, and synthesize and evaluate</i> the technical terms, concepts, and models listed below, 2) demonstrate the ability to recognize movement patterns in children who are learning and moving in the Beginner/Novice through Advanced Zones, and 3) be expected to do the following as they relate to a student’s age and stage:</p> <ul style="list-style-type: none"> <li>• Assess relevant information based on the CAP Model across the specified age range of students, up to and including Advanced Zone students</li> <li>• Compare and contrast “Real” and “Ideal” Movements through the Intermediate and Advanced Zones</li> <li>• Distinguish between efficient and inefficient body movements</li> <li>• Prioritize and provide relevant feedback related to observed cause-and-effect relationships</li> <li>• Perform accurate movement analysis from the Beginner/Novice through the Advanced Zones</li> <li>• Identify movements, then create and adapt the lesson plan based on the identified movements</li> </ul>

## 6. Teaching Standards

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Specialist Level	Teaching Standards
CS 1	<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> of the technical terms, concepts, and models listed below:</p> <p><u>The Learning Partnership:</u></p> <ul style="list-style-type: none"> <li>• The Teaching Cycle: Describe and apply <i>Play, Drill, Adventure, Summary (PDAS)</i> to a student’s age and stage</li> <li>• Class handling: Utilize different teaching styles for a safe group learning experience</li> <li>• Teaching with creativity: Engage students in age-appropriate activities resulting in skill enhancement</li> </ul> <p><u>Opportunities and Challenges:</u></p> <ul style="list-style-type: none"> <li>• Behavior management: Recognize behavioral challenges and be aware of the steps available for successful lessons</li> <li>• The parent partnership: Understand the importance of parental Involvement and employ communication tactics for a successful experience</li> <li>• Equipment and clothing: Understand how it impacts a student’s experience</li> </ul> <p><u>Options and additions to lesson presentations include:</u></p> <ul style="list-style-type: none"> <li>• Participation in group discussions</li> <li>• Peer teaching in small groups</li> <li>• Participation in discussions about the methodology of the Teaching Cycle</li> </ul> <p>The successful participant will demonstrate the ability to teach children in the Beginner/Novice Zone into the Intermediate Zone on appropriate terrain.</p>

Specialist Level	Teaching Standards
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 demonstrates their ability to skillfully <i>apply, analyze, synthesize</i> and <i>evaluate</i> the technical terms, concepts and models listed below:</p> <p><u>The Learning Partnership:</u></p> <ul style="list-style-type: none"> <li>• The Teaching Cycle: Assess and adjust the multiple components of the Teaching Cycle to create a successful, individualized learning experience</li> <li>• Class handling: Employ a combination of teaching styles</li> <li>• Teaching with creativity: Facilitate a variety of collaborative activities resulting in skill enhancement</li> </ul> <p><u>Opportunities and Challenges:</u></p> <ul style="list-style-type: none"> <li>• Behavior management: Implement strategies and tactics to modify recognized behavioral challenges</li> <li>• The parent partnership: Employ a variety of tactics to effectively collaborate with parents</li> <li>• Equipment and clothing: Recommend equipment solutions</li> </ul> <p><u>Options and additions to lesson presentations include:</u></p> <ul style="list-style-type: none"> <li>• Participation in group discussions</li> <li>• Peer teaching in small groups</li> <li>• Participation in discussions regarding understanding the methodology of the Teaching Cycle</li> </ul> <p>The successful participant will demonstrate the ability to teach to a wide spectrum of children from the Beginner/Novice through Advanced Zones on appropriate terrain.</p>