Children’s Specialist Rubric (2014)

This Rubric, based on Bloom’s Taxonomy, is a pathway to understanding the Children’s Specialist (CS) National Standard criteria. Although the Rubric is designed to address instructor behavior, distinguished teaching includes a student-centered methodology and an instructional atmosphere that allows for the integration of student assessment. In this environment, instruction is individualized to meet the needs of the student learner; classes are managed based on student desired outcomes; students are able to better understand the characteristics of effective skills, and both the student and parent leave a lesson with ownership of information.

<table>
<thead>
<tr>
<th>CS1</th>
<th>CS2</th>
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<tbody>
<tr>
<td><strong>All Ages through the Intermediate Zone</strong></td>
<td><strong>All Ages / All Zones</strong></td>
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<td><strong>A Candidate Is Able To</strong></td>
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<tr>
<td><strong>Copy &amp; Apply</strong></td>
<td><strong>Analyze &amp; Create</strong></td>
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<tr>
<td><em>(Bloom’s: Knowledge, Comprehension &amp; Application)</em></td>
<td><em>(Bloom’s: Analysis, Synthesis &amp; Evaluation)</em></td>
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### CAP Model
- **Describe the elements of the CAP model, develop a teaching plan based on a student’s age and stage, and apply the plan based on student behavior.**
- **Assess relevant information, and create a new teaching plan based on student behavior, performance and goals.**

### The Learning Partnership

#### Teaching Cycle
- **Describe and apply the PDAS teaching cycle to a student’s age and stage.**
- **Assess and adjust the multiple components of the Teaching Cycle to create a successful, individualized learning experience.**

#### Class Handling
- **Utilize different teaching styles for a safe group learning experience.**
- **Employ a combination of teaching styles for a safe group learning experience.**

#### Teaching with Creativity
- **Engage students in age appropriate activities that result in skill enhancement.**
- **Facilitate a variety of age appropriate collaborative activities that result in skill enhancement.**

### Movement Analysis

#### Biomechanics
- **Understand stance, alignment and basic body movements, and is able to apply these principles to the ages and stages of development.**
- **Distinguish between efficient and inefficient body movements relative to tool/snow interaction as they relate to a student’s age and stage.**

#### Real and Ideal Movement Spectrum
- **Identify, describe and demonstrate movements as they relate to a student’s age & stage.**
- **Compare and contrast movement patterns, and develop activities that enhance performance as they relate to a student’s age and stage.**

#### Cause and Effect
- **Identify and explain cause and effect relationships as they relate to a student’s age & stage.**
- **Prioritize and provide relevant feedback related to observed cause and effect relationships as they apply to a student’s age and stage.**

### Opportunities and Challenges

#### Behavior Management
- **Recognize behavioral challenges and be aware of the steps available for successful behavior management.**
- **Implement strategies and tactics to modify recognized behavioral challenges.**

#### The Parent Partnership
- **Understand the importance of parental involvement and employ communication tactics for a successful student experience.**
- **Employ a variety of tactics to effectively collaborate with parents about the student experience.**

#### Equipment & Clothing
- **Explain how and why equipment positively or negatively affects a student’s experience.**
- **Recommend equipment solutions to improve a student’s experience.**