

STICKER

Creating

Evaluating

Analyzing

Applying

Understanding

Remembering

↑

Higher Order Skills

designing, constructing, inventing, devising...

hypothesizing, judging, checking, critiquing...

organizing, structuring, outlining, integrating...

using, implementing...

summarizing, inferring, interpreting, comparing...

recognizing, listing, naming, identifying...

A SCORE OF 4 AND ABOVE EQUALS A PASSING SCORE

☐ 6 = Essential elements appear continuously at a superior level.
☐ 5 = Essential elements appear frequently above required level.
☐ 4 = Essential elements appear regularly at satisfactory level.

☐ 3 = Essential elements appear but not with consistency.
☐ 2 = Essential elements are beginning to appear.
☐ 1 = Essential elements were not observed or not present.

The successful Children's Specialist 2 (CS2) participant will demonstrate the **application** and **analysis**, and the ability to **synthesize** and **evaluate**, the technical terms, concepts and models covered in this two day certificate course. Participants will be awarded a Children's Specialist 2 certificate upon successful program completion.

Using the CAP Model

Cognitive, Affective & Psychomotor

Movement Analysis

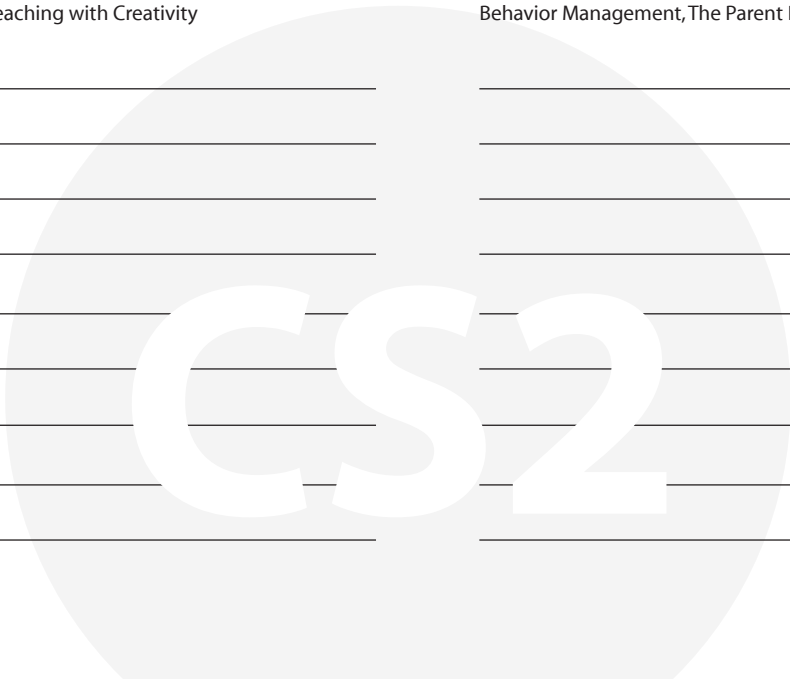
Biomechanics, Real and Ideal Movement Spectrum, Cause and Effect

The Learning Partnership

Teaching Cycle, Class Handling, Teaching with Creativity

Opportunities and Challenges

Behavior Management, The Parent Partnership, Equipment and Clothing



Accurate movement analysis in children requires the instructor to understand not only the efficient movement patterns in their discipline (ideal) but to understand how the physical development of a child effects movement outcomes (real). The skilled children's educator can demonstrate ideal movement patterns at any time, with the ability to recognize real movement patterns, and determine when it is appropriate to accommodate movements based on age, physical development and affective skills.

Children's Specialist National Standard Criteria Rubric			CS1	CS2
			All Ages through the Intermediate Zone <i>A Candidate is Able to</i> <i>Copy and Apply</i> <i>(Bloom's: Knowledge, Understanding and Application)</i>	All Ages / All Zones <i>A Candidate is Able to</i> <i>Analyze and Create</i> <i>(Bloom's: Analysis, Synthesis and Evaluation)</i>
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 and 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 and 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 and Clothing	Explain how and why equipment positively or negatively affects a		Recommend equipment solutions to improve a student's experience