Children's Specialist 1 Examiner Notes

Auditors should not provide any demos for candidates; the assessor will provide appropriate interaction guidelines for the auditor and the group.

Day 1 AM

- Morning introductions and icebreaker
  - Introduce the process and what to expect over the two days.
- All activities in the morning before the MA/Tech Assessments are assessment activities.
- Inform candidates that all activities in the morning before the MA/Tech are assessment activities therefore each of them must contribute to group conversation and activities so their knowledge can be assessed.
- Identify the group's strengths and weaknesses related to MA and the CAP model and use the morning to lead the group through activities to fill in the knowledge gaps.

Day 1 PM MA/Tech

During the MA session:

- No Demo of the MA/Tech activity is provided for candidates.
- Provide each candidate a MA/Tech worksheet to begin the assessment activity..
- Candidates watch the video **once** and can pause it **as many times as they want.**
- **When the candidate finishes their presentation, each candidate is asked how their prescription would vary for a child of a different age.**
- Collect the candidate's written observations, for the purpose of keeping information private.
- Discuss and ask clarifying questions
- Utilize a **hard stop** at **15 minutes. 15 minutes includes watching the video.**

Day 2 Teach

Morning introductions and icebreaker.

- Revisit the process and resolve any questions from day 1
- Layout the process for day 2
- **Demonstrate a CS1 teaching scenario and simulated conversation with parent and child, including a goal statement.**
- Examiner draws a random teaching scenario to demonstrate and then removes that scenario card from the selection pool.
- As part of the demo, the assessor also shares how they would modify their learning experience for a student of a different age.
- Using the assessment form, debrief the assessor demo and answer any candidate questions about the assessment activity.

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Candidate Teach Segment begins:

- Candidates draw cards, they are not assigned by the assessor. Candidates may only draw once. **What is drawn is what must be taught.**
- Candidates have 30 minutes (hard stop) to prepare their teaching segment and can use the group and PSIA-AASI materials as resources. Candidates may use the assessor as a resource/guide during the planning period.
- Direct candidates to create and share a Goal Statement at the beginning of their teaching segment. This is an assessed activity linked to the Determine Goals AC.
- Candidates choose their student's specific age (no age ranges), it must be a different age to the age in their Day 1 MA/Tech, and each candidate must teach a different age from one another.
- Candidates choose which one fundamental to focus on, considering the task and age.
- Candidates may choose terrain, but within reason. Terrain selection should not impact overall event timing.
- The assessor must ask the candidate **after** they teach how they would adapt this lesson for a different age group and **WHY**.
- During each teaching segment, participants who are not the instructor or students are assigned a topic to observe. Instruct observers that observations should be positive in nature. The assessor may tailor topics towards knowledge they need to see from a candidate.
- Conduct the parent collaboration in front of the group. The parent role is played by the assessor **only**, not by candidates. The parent collaboration should occur at the beginning of the teaching segment, so the candidate may demonstrate their ability to assess and plan with a parent.
- The assessor selects between 2 - 4 candidates to play the role of students.
- The candidate informs students about their profile from the teaching scenario card.
- Begin the teaching segment, **with a hard stop at 15 minutes**. (The 15 minutes does not include the parent collaboration before the teaching segment.)
- Assessors will not interrupt, stop, or otherwise redirect candidates during their 15-minute teaching segment.
- With the group together, candidates are asked, after they teach, how they would adapt the learning experience for a different age group and **WHY**.
- With the group, debrief the candidates who were observing, when time permits.
- If necessary, privately with the candidate, clarify the candidate's knowledge with follow up questions.
- Proceed to the next candidate.

For CS1, candidates are assessed on all Learning Outcomes throughout the 2-day period. There is no partial pass for CS1 - candidates who are unsuccessful must retake both days of CS1.

Results

Adhere to the event manager's plan for giving and distributing results. Delivery of results must be consistent among CS groups at the same event.

Unsuccessful candidates will receive their results along with everyone else in order to maintain the same process across all disciplines.

Assessment forms must be completed within 24 hours.

Weather, terrain conditions, traffic on the slope, and overall safety are all variables that may contribute to a change in process.