

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.

		CS1 All Ages through the Intermediate Zone <i>A Candidate Is Able To</i> <i>Copy & Apply</i> <i>(Bloom's: Knowledge, Comprehension & Application)</i>	CS2 All Ages / All Zones <i>A Candidate Is Able To</i> <i>Analyze & Create</i> <i>(Bloom's: Analysis, Synthesis & 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 & 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