



PSIA-AASI Children's Specialist 1 ASSESSMENT FORM

Meets Standards
 Does Not Meet Standards

Candidate: Luciano Radice
Assessment: February 11, 2025 at Eldora
Region: Rocky Mountain
Assessor(s): Ryan Latham

Assessment Scale for Children's Specialist 1	
1	Essential elements were not observed or not present.
2	Essential elements are beginning to appear.
3	Essential elements appear, but not with consistency.
4	Essential elements appear regularly at a satisfactory level.
5	Essential elements appear frequently, above required level.
6	Essential elements appear continuously, at a superior level.

ASSESSMENT CRITERIA

Instructor Decisions & Behavior	Attained	Teaching Skills	Attained
Professionalism and Self-Management: Maintains a professional environment by demonstrating self-awareness and self-management. (Continual Assessment)		Assesses and Plans (Teaching Competency): Uses provided information about children and parents to plan relevant learning experiences through the intermediate zone.	
Needs/Safety Address group and individual safety and physiological needs.	4	Determine Goals Identify and summarize motivations and expectations of children and their parents to determine common themes.	5
Behavior Management Exhibits positive behavior in response to feedback.	4	Terrain and Skill Choices Choose appropriate terrain and/or skill for the group based on skiing/riding level and stage of development.	4
Section Average: Must be 4 or above to meet Learning Outcome		Section Average: Must be 4 or above to meet Learning Outcome	
Comments You were visibly upset that you might have had a misunderstanding of your teach. You were able to quickly calm down and redirect to create a fluid experience. Thank you for your continuous participation in the assessment		Learning Experiences Plan engaging and exploratory learning experiences with productive use of movement and practice time based on identified stage of development.	
		Section Average: Must be 4 or above to meet Learning Outcome	
		Implement and Reflect/Review (Deliver Experience): Delivers group-focused learning experiences that have developmentally realistic outcomes.	
People Skills		Progressions and Activities Teach and justify developmentally appropriate progressions and activities that enhance the children's learning experience.	
Attained		5	
Communication: Engages in developmentally appropriate communication to address the needs of a group of children and their parents. (Assessed when Teaching)		Manage Risk Manage physical and emotional risk to maintain engagement in the learning environment.	
Parent & Child Use CAP appropriate communication for parents and children.	4	Reflect and Review Reflect with the group and reviews the learning experience to identify performance change and future growth.	4
Cognitive Level of Children Use appropriate verbal and non-verbal communication for the cognitive level of children.	4	Section Average: Must be 4 or above to meet Learning Outcome	
Social/Emotional Level of Children Use appropriate verbal and non-verbal communication for the social/emotional (affective) level of children.	4	Section Average: Must be 4 or above to meet Learning Outcome	
Section Average: Must be 4 or above to meet Learning Outcome		Comments You were able to redirect your understanding of switch skiing and fundamental relationships before your teach. The activities that you selected would support learning and built the foundations of freestyle/switch skiing that the student was asking for, while considering how it affects overall ski performance.	
Behavioral Management/Relationships with Others: Addresses intrapersonal and interpersonal situations with children and their parents in a developmentally appropriate manner. (Assessed when Teaching)			
Emotional Responses Identify and respond to children's emotional responses to events throughout lesson.	5		
Social Interactions Identify and responds to children's social interactions throughout lesson.	4		
Parent/Child/Instructor Situations Respond to situations in the parent, instructor and child relationships to create a positive experience.	4		
Section Average: Must be 4 or above to meet Learning Outcome			
Comments You had a teach that prompted that your students were timid/nervous and you were able to create a switch skiing progression that would aid in reducing the fear of our students. The progression was logical and incremental, while allowing for time to experiment with foot to foot pressure timing and amount to affect switch skiing.			

Movement Analysis	Attained	Technical Competency	Attained
Identifies and describes cause and effect relationships influenced by child growth, stages of psychomotor development and equipment options and prescribes a solution for a single fundamental in a group setting through the intermediate zone.		Identifies and describes distinct stages of cognitive, affective and physical growth, including psychomotor development, for a group of children, relative to snowsports, through the intermediate zone.	
Motor Skill Development Describe how motor-skill development impacts motor learning in children.	5	Physical Growth and Psychomotor Development Identify and describe physical growth and psychomotor development for two different age groups.	4
Understanding of Biomechanics Apply an understanding of biomechanics to describe the effect a child's stage of physical growth and psychomotor development related to one fundamental in one turn phase or cross country skill.	4	Cognitive Development & Information Processing Identify and describe stages of cognitive development and types of information processing that impact motor learning for a group of children with similar ability.	5
Equipment Options Describe the influence of children's equipment options on observed movements and stated goals & performance of child.	4	Affective Behaviors and Beliefs Identify and describe several affective behaviors and beliefs that impact the motor learning for a group of children with similar ability.	4
Prescription Outline separate prescriptions for change for children of similar abilities for one sport-specific fundamental in one turn phase or cross country skill.	4	Section Average: Must be 4 or above to meet Learning Outcome	4
Section Average: Must be 4 or above to meet Learning Outcome	4	Comments You were able to accurately pinpoint stages of development and use evidence from the video to create a clear picture of how a student learns, moves, and interacts with others. Continue to grow your vocabulary to better communicate with your students.	
Comments			