**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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<tr>
<td><strong>A Candidate Is Able To</strong></td>
<td><strong>A Candidate Is Able To</strong></td>
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</tbody>
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| **Copy & Apply**  
*(Bloom’s: Knowledge, Comprehension & Application)* | **Analyze & Create**  
*(Bloom’s: Analysis, Synthesis & Evaluation)* |
| **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**  
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**  
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**  
Recognize behavioral challenges and be aware of the steps available for successful behavior management. | Implement strategies and tactics to modify recognized behavioral challenges. |
| **Behavior Management**  
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. |
| **The Parent Partnership**  
Recognize how and why equipment positively or negatively affects a student’s experience. | Recommend equipment solutions to improve a student’s experience. |
| **Equipment & Clothing**  
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. |
| **Opportunities and Challenges**  
Describe and apply the PDAS teaching cycle to a student’s age and stage. |
| **Class Handling**  
Utilize different teaching styles for a safe group learning experience. |
| **Teaching with Creativity**  
Engage students in age appropriate activities that result in skill enhancement. |
| **Movement Analysis**  
Understand stance, alignment and basic body movements, and is able to apply these principles to the ages and stages of development. |
| **Real and Ideal Movement Spectrum**  
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| **Cause and Effect**  
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| **Behavior Management**  
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| **The Parent Partnership**  
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| **Equipment & Clothing**  
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