

NCCP

Competition 1

(Introduction)

COACH EVALUATION

Guide

August 2017

A guide to becoming a Certified Comp 1 coach



Acknowledgements

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The National Coaching Certification Program is a collaborative program of the Government of Canada, provincial/territorial governments, national/provincial/territorial sport federations, and the Coaching Association of Canada.



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Gymnastics Canada certifies Competition 1 coaches who can demonstrate their ability to:

1. Make Ethical Decisions;
2. Design a Basic Sport Program;
3. Plan a Practice;
4. Provide Support to Athletes in Training; and
5. Analyze Performance.

If you do all those things well, you will have a successful EVALUATION.

SUCCESSFUL EVALUATION = CERTIFICATION

There are 2 steps to the Competition 1 Evaluation:

- STEP 1: Successfully complete the Coaching Portfolio evaluation; and
STEP 2: Successfully complete the Lesson Observation evaluation.

Competition 1 (Introduction) Certification

The **Coaching Association of Canada** certifies coaches who can demonstrate their competence by achieving level specific outcomes. In the Competition 1 (Introduction) level, you are evaluated on your ability to:

- Make Ethical Decisions;
- Design A Basic Sport Program;
- Plan A Practice;
- Provide Support to Athletes in Training; and
- Analyze Performance.

If you do all those things well, you have a successful EVALUATION.

SUCCESSFUL EVALUATION = CERTIFICATION

Trained Status

At the completion of the Competition 1 (Introduction) course, you are considered a TRAINED Competition 1 coach.

Certified Status

To become a CERTIFIED Competition 1 coach, you must:

1. Successfully complete the Coaching Portfolio evaluation; and
2. Successfully complete the Lesson Observation evaluation.

Principles of Evaluation in the NCCP

- Outcomes are the foundation of the NCCP approach to evaluating and certifying coaches.
- Evaluation in the NCCP reflects the ethical coaching practices promoted in the Canadian sport system.
- Evaluation in the NCCP reflects the diversity among sports in a given context.
- Evaluation recognizes and respects individual coaching styles.
- Evaluation in the NCCP is evidence-based.
- The evidence in NCCP evaluations consists of observable coaching behaviour that is used to determine whether a coach meets a given criterion.
- The evidence in NCCP evaluations may come from several sources.
- Evidence demonstrated during an evaluation may not reflect all of the elements or objectives identified in training activities.
- Coaches are fully advised of the evidence that will be used to determine whether they meet a given criterion. This helps them achieve certification.
- Coaches seeking certification are evaluated by NCCP-accredited Evaluators.

Evaluation Process for Competition 1

STEP 1 You are a Gymnastics Foundations Trained or Certified coach	STEP 2 You attend a GCG Competition 1 (Introduction) Course	STEP 3 You coach, apply what you learned at the course, & complete the Competition 1 (Introduction) Portfolio	STEP 4 You submit your Portfolio and Request for Evaluation to your P/T Gymnastics Federation	STEP 5 Successful portfolio evaluation	STEP 6 Evaluator arranges an in- club or video evaluation of you coaching a lesson	STEP 7 Successful lesson and debrief with Evaluator, leading to an Action Plan for future steps
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How do coaches get certified?

1. Send your completed portfolio to Gymnastics Saskatchewan with payment of \$100, from there it will be sent to a GCG trained (or certified) Coach Evaluator.
2. The Evaluator will review your portfolio using the evaluation tool and communicate feedback to you in a timely manner
3. The portfolio evaluation enables the Evaluator to determine your readiness for the Lesson Observation evaluation.
4. If your portfolio evaluation is successful, the Evaluator has determined that you are ready for the Lesson Observation evaluation.
5. The Evaluator will notify you and schedule the Lesson Observation.

(If your portfolio requires changes, the Evaluator will provide feedback and instructions to help you to complete and/or correct your portfolio. Once the Evaluator approves the changes (and your readiness) they will notify the coach to schedule the Lesson Observation).

6. The Evaluator and coach agree on an observation time and location (in-gym or via video).
7. The Evaluator observes you coaching a gymnastics lesson.
8. The Evaluator debriefs with you and together you agree on Action Items.
9. A copy of the results are sent to your provincial gymnastics office, where they will be entered into The Locker.

Competition 1 Evaluation Application Form

Name: _____

E-mail address: _____ NCCP #: _____

Mailing address: _____

City: _____ Postal Code: _____

Phone number: _____

Club: _____

Current Position: _____

Completed Competition Introduction Course:

Date: _____ Location: _____

Gymnastics Foundations Status:

Trained Certified

Coach's Supervisor's Endorsement

I have verified and confirm that this applicant has completed the Competition 1 (Introduction) Coaching Portfolio and is ready for evaluation.

I also confirm that this applicant developed all the components of this evaluation.

Supervisor's signature: _____ Email: _____

With this application, I signify my intention to become a Certified Competition 1 (Introduction) coach in:

Women's Artistic Gymnastics Trampoline Gymnastics
 Men's Artistic Gymnastics Rhythmic Gymnastics
 Acrobatic Gymnastics

Coach's signature: _____ Date: _____

My Coaching Portfolio (containing all required documents) is enclosed.
 My evaluation fee is enclosed.

Mail to:
Gymnastics Saskatchewan
300 – 1734 Elphinstone Street
Regina, SK S4T 1K1

STEP 1: Competition 1 Portfolio

THE DOCUMENTS ON THE FOLLOWING PAGES ARE THE DOCUMENTS YOU HAVE TO COMPLETE IN ORDER TO BUILD YOUR PORTFOLIO

The portfolio is a compilation of tasks required of the coach to prove their understanding of the coaching expectations in this level.

By building a portfolio, coaches develop competencies and increase the likelihood that they will be successful in the evaluation/certification process.

Use the sample Evaluation Form on page 16 and 17 to guide you through the minimum standards for success.

Checklist of Portfolio Contents

- 1. Coach Profile Form
- 2. Making Ethical Decisions Comp-Intro Online Evaluation proof of completion
- 3. Emergency Action Plan
*(see *Gymnastics Foundations Theory Manual*)*
- 4. Yearly Training Plan
- 5. Detailed Lesson Plan
- 6. Skill Development Model
Select a level appropriate skill
- 7. Spotting Skills Assessment
- 8. Coach Self-Assessment & Action Plan

Coach Profile Form

Name										
	<i>First Name</i>	<i>Last Name</i>	<i>NCCP number</i>							
Head Coach / Supervisor										
Your primary coaching environment (WAG/MAG, level, timeline)										
Name of program you are coaching										
Number of years coaching and other programs you have coached										
Other involvement in sport (athlete, judge, admin)										
Are you trained or certified in other Gym Sports or other sports										
Personal goal in coaching (what you want to achieve)										
My goal for my athletes										
My athlete's goal(s)										
Differences in my athletes age/stage of growth										

Context & Athlete Description

Number of athletes		Average years of experience of athletes	
Athlete gender(s)		Number of practices / week	
Athlete age range		Average length of practice time	
Athlete performance level(s)		Number of practices in the season	
Season starting date		Number of competitions in the season	
Season ending date		Most important events in the season	

Yearly Training Plan

Outcomes

A Competition Introduction coach is able to:

- Develop** a plan for a competitive year by scheduling training and competition activities
- Identify** activities for different parts of a competitive season.
- Develop** a practice plan that integrates seasonal training priorities
- Identify** appropriate logistics for practice
- Identify** appropriate activities in each part of the practice

Completing A Yearly Training Plan

- A template is provided in this Evaluation Guide (see page 7). Other variations of a year plan are acceptable provided that they meet the evaluation criteria.
- Identify the months and weeks of your program (Rows 2 & 3). The dates will be the first day of the week.
- Identify the major events occurring in the year or season (Row 4). Include competitions, demonstrations, testing/monitoring days, and other major events.
- Divide the season into appropriate pre-competitive, competitive & transition periods (Row 1.)
- Block off Rows 5 to 28 to account for the number of training hours in a given week (for example, 3 days training 3 hours is a 9 hour training week).
- Show the difference in time allocation for physical preparation, artistic preparation, and technical preparation between the periods.
- Comment on the important objectives (bottom row) that will guide your lesson plan objectives (for example, identify the months that will be focused on skill based learning versus practicing routines).
- In the objectives, include when you will introduce, develop, and refine Mental Skills Training.

Completing A Lesson Plan

- A template is provided in this Evaluation Guide (see pages 10-11). Other variations of a lesson plan are acceptable provided that they meet the evaluation criteria.
- Recall that lesson planning was covered in Gymnastics Foundations Theory.
- Identify your athletes and the total time for this training session.
- State the training period. You may also include the date/week from the yearly training plan for more detail of where the week falls in the year.
- Identify the lesson objective or focus. This may include objectives from all areas of physical, technical, or artistic.
- State your introduction and conclusion activities.
- Insert appropriate warm-up and cool-down activities.
- For the main part of the lesson, state each apparatus, a specific apparatus warm-up, and the activities on each apparatus, including equipment required. Note where the inherent risks are and safety considerations.
- Be sure to include the timeline for all sections of the plan.
- The evaluation section is to be completed by the coach after the lesson as a review of its effectiveness and potential changes for improvement.

Competition 1 Lesson Plan Template

Coach: _____	Date: _____
Group: _____	Start Time: _____ End Time: _____
Level: _____	Period of Season Plan: _____

Lesson Objective /Focus		Time:
Introduction		Time:
General Warm-Up		Time:
Main Part Apparatus _____	Specific Warm-Up	Time:
	Activities	Time:

Main Part Apparatus _____	Specific Warm-Up	Time:
	Activities	Time:
Main Part Apparatus _____	Specific Warm-Up	Time:
	Activities	Time:
Cool Down		Time:
Conclusion		Time:
Evaluation		

Skill Development Model (“Teach- Understand” Model)

Outcomes

A Competition Introduction coach is able to:

- **Understand** the physical and motor preparation of skills.
- **Identify** factors that have a direct impact on performance
- **Make** interventions that support learning
- **Reinforce** corrections for execution and performance.

The following steps are provided to assist you in completing a Skill Development Model:

STEP ONE: IDENTIFY THE SKILL (YOU MUST SELECT A SKILL FROM THE COMP 1 COURSE)

Indicate the chosen skill and provide a description including some of the following: the Fundamental Movement Patterns, anatomical muscles and actions that are involved, competitive code of points or program rules that describe the skill (element group or requirements fulfilled). The description should include the difference between how the skill is clearly achieved or not achieved.

STEP TWO: DESCRIBE THE ATHLETE

Each athlete has individual physical, motor and mental capabilities that facility the acquisition of skills (or, if lacking, will challenge). In this section describe these capabilities relevant to the identified skill. Include physical abilities (ESP&F= endurance, strength, power, and flexibility), motor abilities (ABC’S = agility, balance, coordination and spatial orientation) and mental abilities (motivation, fear, focus, concentration, understanding, etc). The individuality of the athlete should guide your decisions in Steps Three, Four and Five for the athlete to have success in learning and performing the desired skill.

STEP THREE: PHYSICAL PREPARATION FOR THE SKILL

Correctly state the body (anatomical) actions are involved in the skill (trunk extension, hip flexion, etc). Determine what type of physical abilities you will target (ESPF, ABC’S), and include the best methods to improve the athlete’s fitness. Use gymnastics and discipline-specific terminology.

STEP FOUR: MOTOR PREPARATION FOR THE SKILL

Explain how you will lead the athlete to learn the proper technique and execution of the skill. Include progressions, drills, movement pattern training, and artistic emphasis.

STEP FIVE: TECHNICAL PERFECTION

Identify the potential causes of performance error and identify what intervention may be required. Where appropriate, indicate the most common correction to have the greatest improvement in performance. This analysis may extend beyond the common corrections and include changes to program design, yearly planning objectives, or teaching methods.

Skill Development Model

SKILL		ATHLETE
• Name, Description, Apparatus		• Gender, Age, Abilities
PHYSICAL PREPARATION		
MOTOR PREPARATION		
TECHNICAL PERFECTION		

EVALUATION FORM - Coach Spotting Skills

Coach's Name: _____

Spotting Evaluator: _____

Coach's Tasks

- Arrange a time for an evaluation of your spotting. Contact your club supervisor/Head Coach or a co-coach that is at least Comp 1 trained to complete this form while they evaluate you.
 - Include this completed evaluation form in your portfolio. All sport relevant skills must be spotted.
- **NOTE: If you do not have access to a suitable observer, you may submit your portfolio and discuss the need to complete "Spotting Skills" with your Coach Evaluator in your pre-brief*

Head Coach / Supervisor / Co-Coach

- Evaluate the coach's ability using this form (if the coach requires more time to refine their spotting skills, please give them specific feedback)

<p>Vault</p> <input type="checkbox"/> Front handspring	<p>Coach's Position</p> <ul style="list-style-type: none"> - Stable - Relation to Athlete - Relation to Apparatus - Moves with the athlete 	
<p>Bars</p> <input type="checkbox"/> Giant in straps <input type="checkbox"/> Kip <input type="checkbox"/> Sole circle (front) <input type="checkbox"/> Sole circle (back) <input type="checkbox"/> Free hip to horizontal	<p>Coach's Actions</p> <ul style="list-style-type: none"> - Verbally explain to athlete what they are doing - Movements are supportive of the athlete in the most important phases - Follows the athlete appropriately 	
<p>Floor</p> <input type="checkbox"/> Back tuck <input type="checkbox"/> Front tuck <input type="checkbox"/> Press handstand <input type="checkbox"/> Back handspring <input type="checkbox"/> Roundoff + backhandspring <input type="checkbox"/> Flyspring	<p>Setup / Equipment</p> <ul style="list-style-type: none"> - Safe - Stable - Minimizes risk 	
<p>Beam</p> <input type="checkbox"/> Front walkover <input type="checkbox"/> Back walkover		
<p>Rings</p> <input type="checkbox"/> Strength complex		
<p>Parallel Bars</p> <input type="checkbox"/> Swing to handstand <input type="checkbox"/> Pike inverted swing to kip		

<p>Results</p> <p>1. Spotting Skills Evaluation Complete or 2. Re-evaluate Spotting Skills in Observation</p>	
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Evaluator Signature: _____

Date: _____

Competition 1 Coach Self-Assessment

Coaches who perform self-reflections are able to advance their coaching because of their skill to reflect on and think critically about their current coaching practices.

Read through each of the following Competition-1 skills.

Select the rating that best represents how you feel about your coaching today.

Date: _____

<i>I Use A Program to Guide My Coaching By...</i>	Always	Often	Some-times	Never
Identifying training objectives for specific periods in the season (development, maintenance, etc.)				
Identifying the length of each period (preparation, competition, transition)				
Calculating the total amount of training time available in a season				
Determining program goals appropriate to the athletes age, stage of development, and level of competition				
Using strategies that improve multiple abilities of my athletes (physical, motor, technical, psychological)				
Looking for areas in my program where I can be flexible and adapt to individual needs				

<i>I Plan Effective Practices By...</i>	Always	Often	Some-times	Never
Applying practice plans that are well organized				
Scheduling practice lengths and apparatus segments appropriate for the age and ability level of the athletes				
Effectively using the equipment available				
Selecting activities appropriate for the training period (i.e. competition)				
Adapting activities to the skill and fitness level of the athlete				
Applying challenges while still allowing success				
Understanding how the activities are appropriate to the athlete's stage of the growth and development				

<i>I Provide Support To Athletes In Training By...</i>	Always	Often	Some-times	Never
Teaching appropriate practice and competition rules				
Ensuring a safe practice environment				
Ensuring equipment is available and ready to use				
Using a variety of options to adapt the practice to promote skill learning				
Understanding my athlete's learning styles (auditory, visual, kinesthetic) and intervene in ways for their optimal learning				
Providing clear and concise instructions and allow athletes to ask questions				
Providing positive and constructive feedback to reinforce athlete's efforts				
Developing trust with athletes and role modeling respectful language and behaviours				

<i>I Analyze My Athlete's Performance By...</i>	Always	Often	Some-times	Never
Predicting and preparing physical preparation for the athletes to learn and refine skills				
Understanding the technical progression of introductory skills for all of my sport specific apparatus				
Prescribing an appropriate activity or drill to assist the athlete to improve their performance				
Selecting appropriate corrections, and explaining how and why that correction changes performance				
Giving athletes corrections that focus their attention to internal cues				

Self-Assessment Questions / Coach Development Action Plan

1. In which area(s) do you feel the strongest and why?

2. In which area(s) do you feel you still need to improve?

What do you plan to do to improve? By when do you plan to improve?

What help do you need from others (i.e. your club) to help you improve?

3. What is the most positive experience you have had coaching the Comp 1 content?

4. What has been one challenge you experienced while coaching the Comp 1 content?

5. What are your short and long term coaching goals?

What will help you achieve them?

EVALUATION FORM - Coach Portfolio

This form will be completed by the Coach Evaluator when they evaluate your portfolio.

Coach's Name:	
Gym Sport:	
Evaluator Name:	
Evaluator Email Address:	
Evaluator Phone:	

Coaches must successfully pass outcomes 1 to 4 before the evaluator schedules an observation.

Outcome 1	<p>Make Ethical Decisions</p> <p><input type="checkbox"/> MED Online Evaluation - Competition Introduction (passed)</p>	
Outcome 2	<p>Design a Basic Sport Program</p> <p><i>The evaluator will review these sections of the portfolio to evaluate this outcome:</i></p> <p><input type="checkbox"/> Coach Profile</p> <p><input type="checkbox"/> Yearly Training Plan</p>	
	<p>Standard Achieved</p> <p><input type="checkbox"/> Exceeds Expectations</p> <p><input type="checkbox"/> Meets Expectations</p> <p><input type="checkbox"/> Needs Improvement</p>	Comments
Outcome 3	<p>Plan a Practice</p> <p><i>The evaluator will review these sections of the portfolio to evaluate this outcome:</i></p> <ul style="list-style-type: none"> • Lesson Plan • Emergency Action Plan 	
	<p>Standard Achieved</p> <p><input type="checkbox"/> Exceeds Expectations</p> <p><input type="checkbox"/> Meets Expectations</p> <p><input type="checkbox"/> Needs Improvement</p>	Comments

Outcome 4	Analyze Performance <i>The evaluator will review these sections of the portfolio to evaluate this outcome:</i>	
	<ul style="list-style-type: none"> • <i>Skill Development Model</i> 	
Outcome 5	Standard Achieved	Comments
	<input type="checkbox"/> Exceeds Expectations <input type="checkbox"/> Meets Expectations <input type="checkbox"/> Needs Improvement	
	Provide Support to Athletes in Training	
	<input type="checkbox"/> Coach Spotting Skills	Evaluation form completed by Head Coach/Supervisor/Co-Coach. <i>*If unable to complete, see note on p.12</i>

Portfolio Evaluation Results and Action Plan

Next Steps in Certification Process:

- The coach is ready for observation. The evaluator will notify the Coach to set up an observation either via video or in-gym.

- The portfolio requires changes. The evaluator will provide feedback to enable the coach to complete the portfolio. Follow the instructions from the Evaluator and work to achieve greater readiness for the observation. Once the evaluator approves the changes and the coach's readiness, they will notify the coach to begin the observation process.

Feedback: _____

Evaluator Signature: _____

Date: _____

Coach & Evaluator Portfolio Guidelines for Success

We are providing you with these Portfolio Guidelines for Success to use as a reference as you complete your portfolio. You don't have to complete this document, but to make sure that you have completed your portfolio well, read over these Guidelines for Success. They list what the Coach Evaluator will be looking for when they evaluate your portfolio.

Design a Basic Program Criteria & Evidence (Planning)

Criterion: Outline program structure based on available training and competition opportunities	
Achievement	Evidence:
Exceeds Expectations	<p>“Meets Expectations” and:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify the importance of competitions in order to promote athlete long-term development <input type="checkbox"/> Identify sufficient opportunities for recovery and learning/athlete development between important competitions <input type="checkbox"/> Indicate the importance of the training factors (physical, technical, artistic preparation) for each period (e.g., weighted line, colour, percentage)
Meets Expectations – Minimum NCCP Standard	<ul style="list-style-type: none"> <input type="checkbox"/> On a Yearly Training Plan <ul style="list-style-type: none"> ○ Identify major program goals and objectives ○ Identify basic athlete information (age, stage of sport development, differences in growth and development) ○ Identify competition/major event schedule and number of competitions/major events during the program ○ Identify length of each period of the program (preparation, competition, and transition) ○ Identify number, duration, and frequency of training sessions in each period of the program (preparation, competition, transition) <p>The coach should show clear start and end dates for each period, indicating the length of each period and the transition from one period to another is evident.</p>
Needs Improvement	<ul style="list-style-type: none"> <input type="checkbox"/> Present only basic information and logistics (practices vs. competitions/major events) <input type="checkbox"/> Does not present a calendar outlining program plan

Questions the evaluator may ask in regards to the year plan:

- What did you first think about when setting out your calendar?
- How did you determine the start and end points of each period?
- Are the program goals the same as the athletes’ (families’) goals? How can you (or did you) find out the goals and objectives for each gymnast?
- How did you monitor your athletes and evaluate if they were on track to your major events?
- How did your gymnasts perform at the peak events within the year?
- What strategies and tactics did you plan with your gymnasts?
- What were the highlights of the year?
- Was your original plan modified during the training year? How and why was it modified?
- What will you do differently next year?

Plan a Practice Criteria & Evidence

Criterion 1: Identify appropriate logistics for practice	
Achievement	Evidence:
Exceeds Expectations	<p>“Meets Expectations” and:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Provide a clear rationale for each goal and objective, based on objectively identified athletes’ needs <input type="checkbox"/> Provide evidence of optimal use of the available time and equipment to promote a high degree of active engagement time, learning, and training on the part of athletes <input type="checkbox"/> Identify potential risk factors (environmental, mechanical) <input type="checkbox"/> Identify the location of the practice in the yearly plan <input type="checkbox"/> Provide justification for chosen practice goals <input type="checkbox"/> Include detailed logistical evidence that would allow an assistant or other coach to implement the practice and achieve the desired learning or training effect
Meets Expectations – Minimum NCCP Standard	<ul style="list-style-type: none"> <input type="checkbox"/> Identify athletes’ ages, abilities, and performance levels <input type="checkbox"/> Clearly identify a practice goal that is consistent with the sport’s long-term athlete development / Canadian Sport for Life principles and the level of the athletes <input type="checkbox"/> Identify main segments of the practice: intro, warm-up, main part, cool-down, and conclusion or reflection <input type="checkbox"/> Outline facilities and equipment required to achieve practice goal <input type="checkbox"/> Provide a timeline for the activities
Needs Improvement	<ul style="list-style-type: none"> <input type="checkbox"/> Do not identify practice plan goals <input type="checkbox"/> Identify vague practice plan goals <input type="checkbox"/> Do not clearly identify main segments or timeline of practice <input type="checkbox"/> Do not include athlete information (i.e. level) <input type="checkbox"/> Do not identify required facilities and equipment

Questions the evaluator may ask in regards to the lesson plan:

- Can you expand on the goals for the practice and what you are trying to achieve on this day?
- Do the athletes understand the goal or plan for the day?
- Do you feel your warm-up is preparing the athletes physically and mentally for the rest of the practice?
- Are there any safety considerations for this activity (referring to specific apparatus drills)?
- What coaching points, cues and descriptive words will you use while coaching __ skill?
- Is there a drill in this circuit that you plan to be the spotter at? If so, why did you choose that drill?
- Do you have a set order you would like the drills/skills to be completed in?
- Do you feel this plan is/was effective at achieving your goal?
- Is the practice the right length to sustain athlete focus and energy? Are the appropriate segments ordered to maintain athlete focus and energy?
- Will athletes be given the opportunity to choose any activities within the lesson?

Criterion 2: Identify appropriate activities in each part of the practice	
Achievement	Evidence:
Exceeds Expectations	<p>“Meets Expectations” and:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Sequence activities appropriately in the main part to promote learning, skill development, and to induce desired training effects <input type="checkbox"/> Adequate sequencing refers to the timing of practice activities within the practice. E.g., the sequence of the activities provides a progression that builds towards execution under realistic competitive situations <input type="checkbox"/> Include variations of activities or practice conditions that can be used to create specific challenges to elicit a particular training effect <input type="checkbox"/> Include activities that promote basic concepts of decision training <input type="checkbox"/> Identify appropriate work–rest ratios, target training loads, or target intensities for activities <input type="checkbox"/> Select activities that address the specific needs of the athlete or team based on analysis of performance during competition <input type="checkbox"/> Include activities that integrate mental skill development (goal setting, visualization, arousal control, focus) <input type="checkbox"/> Adapt activities to assist an athlete returning from injury (physical, mental, and emotional considerations) <input type="checkbox"/> Ensure optimal types of practice are purposely selected to promote skill development. (Optimal types of practice could relate to relevant “decision training tools” like random practice, variable practice, modeling)
Minimum Expectations – NCCP Standard	<ul style="list-style-type: none"> <input type="checkbox"/> Describe planned activities through illustration, diagram, and explanation <input type="checkbox"/> Select activities that are appropriate to the time and apparatus <input type="checkbox"/> Indicate key factors (coaching points) that will be identified in the practice activities <input type="checkbox"/> Identify duration of overall practice and each practice segment and ensure consistency with the sport’s long-term athlete development / Canadian Sport for Life principles <input type="checkbox"/> Ensure activities are purposeful and linked to overall practice goal (purposeful means that the activities match the sport’s long-term athlete development / Canadian Sport for Life principles) <input type="checkbox"/> Ensure activities reflect awareness / control for potential risk factors <input type="checkbox"/> Ensure activities contribute to the development of skill(s) and are appropriate to the stage of skill development (Acquisition, Consolidation, Refinement) <input type="checkbox"/> Ensure activities contribute to the development of athletic abilities (as outlined in the sport’s long-term athlete development / Canadian Sport for Life principles)
Needs Improvement	<ul style="list-style-type: none"> <input type="checkbox"/> Do not link activities to overall purpose of practice. <input type="checkbox"/> Do not reflect awareness of safety concerns in plan <input type="checkbox"/> Do not ensure activities are consistent with NCCP growth and development principles

Criterion 3: Design an emergency action plan	
Achievement	Evidence:
Exceeds Expectations	<p>“Meets Expectations” and:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify a process for updating and maintaining medical profiles <input type="checkbox"/> Maintain well organized participant profiles in a secure location to protect privacy <input type="checkbox"/> Present a checklist of necessary equipment found in a first aid kit, which has been checked/updated on a regular basis <input type="checkbox"/> Identify specific steps or procedures in the plan if an injury occurs <input type="checkbox"/> Design an EAP that reflects learning from past experiences, including previous implementation <input type="checkbox"/> The EAP can be used as a model of best practice in the sport
Meets Expectations – Minimum NCCP Standard	<ul style="list-style-type: none"> <input type="checkbox"/> Present a complete emergency action plan (EAP) with all of the six following critical elements: <ul style="list-style-type: none"> o Locations of telephones (cell and land lines) o Emergency telephone numbers o Location of medical profile for each athlete under the coach’s care o Location of fully-stocked first-aid kit o Advance “call person” and “charge person” o Directions or map to reach the activity site
Needs Improvement	<ul style="list-style-type: none"> <input type="checkbox"/> Include less than six critical elements outlined in the Minimum Standard above <input type="checkbox"/> No emergency action plan submitted

Analyze Performance Criteria & Evidence

Criterion: Detect Performance	
Achievement	Evidence:
Exceeds Expectations	<p>“Meets Expectations” and:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Knowledge displayed shows developmental link beyond the skill selected to achieve more advanced skills in the future <input type="checkbox"/> Display variety in teaching methods to target different learning types (auditory, visual, kinesthetic) <input type="checkbox"/> Use competition based rules and strategies that relate to execution <input type="checkbox"/> Provide details of training principles (physiology, biomechanics) that vary based on the seasonal training period for optimal performance <input type="checkbox"/> Display variety in environmental factors, mental training strategies, and competition strategies
Meets Expectations – Minimum NCCP Standard	<ul style="list-style-type: none"> <input type="checkbox"/> Display knowledge of sport terminology <input type="checkbox"/> Level of difficulty of the tasks is relevant to the individual athlete <input type="checkbox"/> Use appropriate physical, motor, and technical progressions that will lead to successful skill development <input type="checkbox"/> Identify factors that have a direct impact on performance <input type="checkbox"/> Skill refinement
Needs Improvement	<ul style="list-style-type: none"> <input type="checkbox"/> Vague understanding of physical and motor preparation required for skill development <input type="checkbox"/> Selected activities will not have greatest impact on performance. Better options should be utilized <input type="checkbox"/> More knowledge of sport terminology required

STEP 2: Competition 1 Lesson Observation

WE ARE PROVIDING YOU WITH THE DOCUMENTS ON THE FOLLOWING PAGES SO THAT YOU KNOW WHAT TO EXPECT WHEN THE EVALUATOR OBSERVES YOU TEACHING A LESSON.

Evaluation is the process to determine whether coaches meet NCCP Standards for Certification. Evidence is what is **observable** and measurable that a coach does. Meeting evidence is confirmation that a coach meets the required criteria.

Why Observation?

The purpose of the Evaluation Component is not to determine your coaching 'grade.'

The purpose of the Evaluation Component is to create an awareness of your coaching strengths and weaknesses to help you continue to improve your coaching skills.

The observation provides you with an opportunity to:

1. Apply knowledge and skills acquired in the training courses;
2. Collaborate with a mentor in your gymnastics sport and mutually review strengths and weaknesses to develop an action plan for improvement;
3. Compare your coaching abilities to an established national standard with coaches who have a similar amount of experience; and
4. Demonstrate your ability to plan, deliver and evaluate a safe, age and level appropriate gymnastics lesson, including detecting and correcting gymnastics skills.

Pre Brief Checklist – Completed by Evaluator

Coach's Name		
	Item	Complete
1	Portfolio evaluated and returned to the coach	
2	Coach is contacted and a date and time for the pre-brief is scheduled	
3	Coach completes and submits the lesson plan for the observation	
4	Pre-brief is completed	
5	Date and time of formal observation confirmed	
Date of Formal Observation		

In the Pre-Brief the evaluator must:

- Ensure the coach has a copy of the observation evaluation tools
- Instruct the coach about the formal observation procedure
- Discuss the moments that the evaluator may discontinue the evaluation and what the next steps will be**
 - The coach will need to be re-evaluated if the following is seen:**
 - The lesson has issues concerning safety. Endangering the health of an athlete or any other person regardless of whether the behaviour was accidental or intentional.
 - For example: Loss of control of gymnast group
 - The lesson shows harmful or unethical coaching behaviours
 - Harassment and/or abuse (i.e. humiliation, intimidation, racism, threats, isolating, hitting, slapping, shaking, kicking, striking, shoving)
 - Disregard for Fair Play
 - Demonstration of disrespect for athletes, peers, others or equipment
 - The lesson shows that the coach is not ready to be certified
 - Inadequate technical knowledge
 - Too many tasks are poorly shown or are not shown (10 or more Insufficient ratings)
- Give the coach an opportunity to ask questions and clarify concerns

Questions the Evaluator may ask:

- What are your goals for the practice?
- Where does this practice fit into your session or season plan?
- Tell me about what you have done in previous lessons to prepare the athletes for the lesson today?
- What is your comfort level with this particular group?
- What is your plan for reaching your goals?
- Is there anything new in this lesson you are trying for the first time?
- What do you see as the biggest challenge in reaching your goals?
- How will you be able to tell if your goals are being achieved?
- What adjustments have you prepared to ensure you meet your goals?
- How will you know if the athletes successfully learn what you plan for them to learn?
- What would you like me to look for during this practice?

Lesson Observation Evaluation Tool – Completed by Evaluator

The following tasks are observed and categorized from *Insufficient to Excellent*. Coaches are encouraged to use the Coach Evaluator's ratings and the comments provided as feedback on the strengths and weaknesses of their coaching.

Excellent - The coach performs the task in an outstanding way; exceptional coaching that reflects mastery of the task.

Good - The coach performs the task successfully. The actions taken are appropriate, though a few opportunities were missed that can be improved upon to reach mastery.

Fair - The coach attempts the task but is missing some elements of a successful performance.

Insufficient - The coach attempts the task but requires significant improvement to be successful. Or the coach did not provide evidence of the task (not shown).

The results of the ratings will help the Coach Evaluator make an overall competency assessment.

Required Evidence

A. Evidence Prior to the Practice:

Coaching Task: Implement an appropriately structured and organized practice					
Evidence Prior to Practice	Excellent	Good	Fair	Insufficient	Comments
Present a practice plan with well-defined goals/objectives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Ensure main practice segments are evident and include an introduction, warm-up, main part, cool-down, and conclusion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Ensure activities and their duration are appropriate for each segment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Planned activities contribute to development of age and level appropriate skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Planned activities are consistent with the training priorities for the period in the yearly training plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Coaching Task: Ensure that the practice environment is safe					
Evidence Prior to Practice	Excellent	Good	Fair	Insufficient	Comments
Survey the practice site	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Minimize risk to participants before the practice (includes safe equipment, safe environment)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Dress appropriately for active coaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

B. Evidence During the Practice/Lesson

Coaching Task: Implement an appropriately structured and organized practice					
Evidence During the Practice	Excellent	Good	Fair	Insufficient	Comments
Greet athletes as they arrive at practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Ensure equipment and space is available and used appropriately.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Maximize practice time to ensure participants have appropriate activity, transition, waiting times, appropriate breaks for recovery and hydration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Practice is highly structured, organized and efficient	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Address individual athlete needs in a way that preserves the practice structure and organization for the group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Minimize risk to participants throughout the practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Coaching Task: Make interventions that promote learning					
Evidence During the Practice	Excellent	Good	Fair	Insufficient	Comments
Provide 1–3 key learning points. Ensure explanations and demonstrations are clear and concise	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Explanations are appropriate to the skill development (physical, motor)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Provide feedback & instruction that clearly identifies what & how to improve	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Provide positive, specific feedback that is directed towards the group & individuals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Constructively reinforce athletes' efforts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Athletes are given the opportunity to ask questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Identify appropriate expectations for athlete behaviour and reinforce these expectations when appropriate. May include rules to maintain a safe practice environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Promote a positive image of the sport	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Treat athletes with respect	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Maintain a positive outlook and acknowledge athletes' needs and thoughts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Coaching Task: Implement protocols and methods that contribute to the development of athletic abilities relevant to the sport					
Evidence During the Practice	Excellent	Good	Fair	Insufficient	Comments
Coach uses general and sport-specific training methods to appropriately develop and/or maintain physical attributes such as: <ul style="list-style-type: none"> • coordination • flexibility • balance • agility • maximum strength • strength-endurance • speed • power 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Select and implement specific training protocols to address individual athlete weaknesses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Activities are consistent with the plan's goals and objectives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Selected training protocols and methods are adapted to the age and training experience of the athletes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Coaching Task: Detect Performance					
Evidence During the Practice	Excellent	Good	Fair	Insufficient	Comments
Observe skills from adequate vantage point(s) as appropriate to the sport	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Identify causes of errors from physical abilities (ESPF)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Identify causes of errors from motor abilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Identify causes of errors from psychological or attention abilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Coaching Task: Correct Performance					
Evidence During the Practice	Excellent	Good	Fair	Insufficient	Comments
Correctly and consistently apply biomechanical principles while performing analyses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Facilitate athletes to increase awareness of skill errors by asking appropriate questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Communicate to the athlete(s) how and why the critical error contributes to the performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Prescribe an appropriate activity/drill to assist athlete to make correction in performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

C. Post Practice Debrief between Evaluator and Coach:

Evidence In Debrief Post Practice	Excellent	Good	Fair	Insufficient	Comments
Provide rationale for choosing interventions that are used during practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Provide appropriate rationale to justify how adjustments to the plan helped achieve or enhance the objectives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Analyze a variety of factors that could contribute to increased performance (e.g., athletic abilities, environmental factors, recovery and regenerative strategies, mental strategies, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Explain how an error relates to overall skill performance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Questions the Evaluator May Ask:

- How do you feel the practice went?
What do you think went particularly well (or not)?
What was supposed to happen? What did happen? Why was there a difference between what you expected and what did happen?
- Did you meet your objectives in your plan?
- Why do you think it's important for your gymnasts to train ___?
- What is your rationale for using ___ technique?
- Did you learn something new today?
- How will today's practice affect your next plan/practice?
- How will you use this experience going forward?
- What can I do to help you?

OPTIONAL EVIDENCE – These evidences are not required to meet the minimum standard. They may be observed during the lesson and allow evaluators to provide more feedback. Coaches should be aware of these evidences as opportunities to advance their coaching.

Coaching Task	Comments
Communicate the practice goals/objectives to the athletes	
Make adjustments to practice based on an analysis of athlete performance	
Give athletes opportunities to apply creative solutions and to offer suggestions that enhance the learning environment	
Modify practice activities to deal with specific circumstances (e.g. timing, resources, equipment, etc.)	
Adapt practice activities or practice conditions where necessary to provide appropriate challenges from a technical, tactical, physical, or decision-making point of view	
Reduce or increase work intensity, work periods, or length of rest (pauses) as necessary to account for athletes' fitness and/or fatigue, consistent with practice goals	
Use technology to gather information about athletes' performance or to enhance learning	
Identify individual learning styles (auditory, visual, kinesthetic) and provide individual interventions to optimize learning	
Use a variety of observational strategies (positioning, video, other coaches, etc.) to identify the most critical aspects of performance	
Reinforce competitive rules, or performance related to achievement of sport and level technical requirements	

COACH EVALUATION RESULTS

For Certification in Competition 1 (Introduction), the coach is evaluated on their ability to prepare athletes in a safe, age and level-appropriate gymnastics practice.

Coach Name: _____

Gym Sport: _____

LEVEL	DESCRIPTORS	CHECK	COMPLETE or INCOMPLETE LESSON OBSERVATION
Expert	Coach demonstrates an extensive base of knowledge and expertise through perfectly meaningful activities and a naturally superior performance for the age and level of the athletes. (Generally, all 40 evidences rated <i>Excellent</i> or <i>Good</i>)	<input type="checkbox"/>	COMPLETE <i>The observation portion of the evaluation is successfully completed.</i>
Proficient	Coach displays intuitive control of a safe, age and level appropriate lesson and uses sophisticated instructional techniques that focus on the most critical components for individual athlete success. (Generally, 0 <i>Insufficient</i> , 20+ <i>Good</i>)	<input type="checkbox"/>	
Competent	Coach implements the expected procedures of a safe, age and level appropriate lesson, while displaying a desire to see athletes learn, develop and grow. (Generally, 30+ <i>Fair</i> , <i>Good</i> or <i>Excellent</i>)	<input type="checkbox"/>	
Beginner	Coach requires more knowledge and experience to successfully implement a safe, age and level appropriate lesson.	<p style="text-align: center;">INCOMPLETE</p> <input type="checkbox"/> The lesson shows that the coach is not ready to be certified (10 or more <i>Insufficient</i> ratings) <input type="checkbox"/> The lesson has issues concerning safety <input type="checkbox"/> The lesson shows harmful or unethical coaching behaviours <i>The evaluator will provide feedback and will discuss action plan items to lead to your future success.</i>	

Comments and Action Items:

Evaluator's signature: _____

Date: _____

Coach signature: _____

Date: _____

Lesson Observation Guidelines for Success

We are providing you with these Lesson Observation Guidelines for Success to use as a reference before you are evaluated coaching a lesson.

You don't have to complete this document, but to make sure that you are prepared to be evaluated while coaching a lesson, read over these Guidelines for Success. They list what the Coach Evaluator will be looking for when they evaluate your coaching.

Provide Support to Athletes in Training

Criterion 1: Implement an appropriately structured and organized practice	
Achievement	Evidence:
Expert	<p>“Proficient” and:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Adapts practice activities to increase challenge or to ensure optimal learning opportunities <input type="checkbox"/> Adjusts practice parameters (time, space) or training environment to elicit a specific technical or tactical training response
Proficient	<p>“Competent” and:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Modifies practice activities when unforeseen circumstances arise <input type="checkbox"/> The sequence of activities (timing of the activity in the practice) leads to enhanced learning or training effects <input type="checkbox"/> Makes appropriate adjustments to practice after analysis of athlete performance <input type="checkbox"/> Implements a variety of options for adapting the practice to ensure adequate learning
Competent	<ul style="list-style-type: none"> <input type="checkbox"/> Presents a practice plan for the practice that is being implemented <input type="checkbox"/> Ensures delivery of practice matches practice plan’s goal(s) <input type="checkbox"/> Ensures main practice segments are evident and include: introduction, warm-up, main part with specific apparatus warm ups, cool-down, and conclusion <input type="checkbox"/> Ensures equipment is available and ready to use <input type="checkbox"/> Uses space and equipment adequately <input type="checkbox"/> Provides breaks for appropriate recovery and hydration <input type="checkbox"/> Greets athletes as they arrive at practice <input type="checkbox"/> Dresses appropriately for active coaching <input type="checkbox"/> Activities contribute to the development of skills and/or athletic abilities, i.e., the specific drills, exercises, methods and training load match the training objective pursued <input type="checkbox"/> Maximize practice time: practice demonstrates a clear timeline for activities so that activity time is maximized, participants are engaged the majority of the time

Beginner	<ul style="list-style-type: none"> <input type="checkbox"/> Unclear structure to the practice as demonstrated by the following elements: no or poorly designed practice plan; goal/focus of practice is not clearly identify; no warm-up is provided or inappropriate warm-up activities are used; delivery of practice does not match practice plan <input type="checkbox"/> Does not ensure equipment is ready, or does not address if original setup has changed since <input type="checkbox"/> Insufficient breaks provided relative to the activities <input type="checkbox"/> Inappropriate dress for active coaching <input type="checkbox"/> Inappropriate duration of practice activities (e.g., activities are so short that there is not enough time to learn or practice; activities are so long that participants become fatigued and de-motivated; there is more waiting time than engagement time for participants)
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Criterion 2: Make Interventions that promote learning	
Achievement	Evidence:
Expert	<p>“Proficient” and:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Selects from a variety of intervention strategies to achieve specific learning objectives that are impactful to the both training and competition <input type="checkbox"/> Reinforces correct performance by facilitating interventions that promote reflection (e.g., feedback, questioning the participant, or using a demonstration) to identify the key factors that were properly executed <input type="checkbox"/> Ensures intervention is specific to individuals and enable the participant to take greater ownership over specific performance factors and learning objectives. (e.g., intervention strategies may include: delayed or summative feedback, questioning, focusing external attention, video, modeling, and learning aids)
Proficient	<p>“Competent” and:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Provides feedback to promote critical thinking <input type="checkbox"/> Provides interventions that are evaluative, prescriptive, and descriptive <input type="checkbox"/> Integrates and teaches basic decision making (e.g.emphasize independent thinking and problem solving; use quality questions that promote critical thinking; implement interventions that identify when to make appropriate decisions to enhance participants’ performance of a skill or tactic <input type="checkbox"/> Integrates mental preparation strategies into practice <input type="checkbox"/> Identifies individual learning styles (auditory, visual, kinesthetic) and provide appropriate interventions to optimize learning. Appropriate interventions for learning style may include the following: Auditory learning – verbal feedback, Visual learning – demonstration or modeling, Kinesthetic learning – doing or feeling
Competent	<ul style="list-style-type: none"> <input type="checkbox"/> Clarifies key learning objectives and/or performance factors (feedback/instruction) with participants prior to engaging in the activity <input type="checkbox"/> Creates opportunities to interact with all athletes <input type="checkbox"/> Provides demonstrations so that all athletes can see and hear <input type="checkbox"/> Provides 1–3 key learning points in explanation or demonstration <input type="checkbox"/> Ensures key learning points match sport’s skill development model <input type="checkbox"/> Constructively reinforces athletes’ efforts and corrects performance <input type="checkbox"/> Provides feedback and instruction that clearly identifies what and how to improve <input type="checkbox"/> Provides feedback that is positive, specific, and directed towards both the group and individuals

	<ul style="list-style-type: none"> <input type="checkbox"/> Identifies appropriate expectations for athlete behaviour and reinforce these expectations when appropriate <input type="checkbox"/> Promotes a positive image of the sport and model the image to athletes and other stakeholders <input type="checkbox"/> Uses respectful language towards athletes when providing verbal interventions. Respectful language is non-discriminatory and void of profanity and insults <input type="checkbox"/> Maintain a positive outlook and acknowledge athletes' needs and thoughts <input type="checkbox"/> Ensures explanations are clear and concise and provide opportunities for athletes to ask questions <input type="checkbox"/> Uses models of desired performance
Beginner	<ul style="list-style-type: none"> <input type="checkbox"/> Does not identify key learning points in explanation <input type="checkbox"/> Participants are not positioned to see or hear demonstrations (or attention not gained) <input type="checkbox"/> Limited interventions made to clarify key learning points <input type="checkbox"/> Provides feedback that only identifies what to improve, and not how to improve <input type="checkbox"/> Provides feedback that tends to emphasize motivational prompts rather than specific corrections (e.g., frequent use of reinforcement comments) <input type="checkbox"/> Does not use respectful language

Criterion 3: Implement protocols and methods that contribute to the development of athletic abilities relevant to the sport	
Achievement	Evidence:
Expert	<p>“Proficient” and:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Develops new and innovative general and/or sport-specific training protocols that are consistent with scientific principles <input type="checkbox"/> Mentors other coaches to effectively implement training methods <input type="checkbox"/> The methods and protocols used by the coach to develop and/or maintain athletic abilities could be used as a model for other coaches <input type="checkbox"/> Uses new and innovative training protocols and methods consistent with current scientific research data and sport-specific observations at the elite level <input type="checkbox"/> Consults with specialist(s) (physiotherapists, doctors, trainers) to identify advanced strategies to address individual fitness training needs of athletes to enhance training of physical abilities in practice
Proficient	<p>“Competent” and:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Selects and implements training protocols to address individual athlete weaknesses <input type="checkbox"/> Adapts loading parameters to reflect individual variables such as training background, previous injuries, etc. <input type="checkbox"/> Correctly implements training methods and protocols to develop and/or maintain all athletic abilities relevant to the gym sport
Competent	<ul style="list-style-type: none"> <input type="checkbox"/> Implements general and sport-specific training protocols and methods to appropriately develop and/or maintain Coach uses general and sport-specific training methods to appropriately develop and/or maintain physical attributes: coordination, flexibility, balance, agility, maximum strength, strength-endurance, speed-strength, speed <input type="checkbox"/> Training protocols and methods are adapted to the age and training experience of the athletes <input type="checkbox"/> Training protocols and methods are appropriate to the time of the yearly program

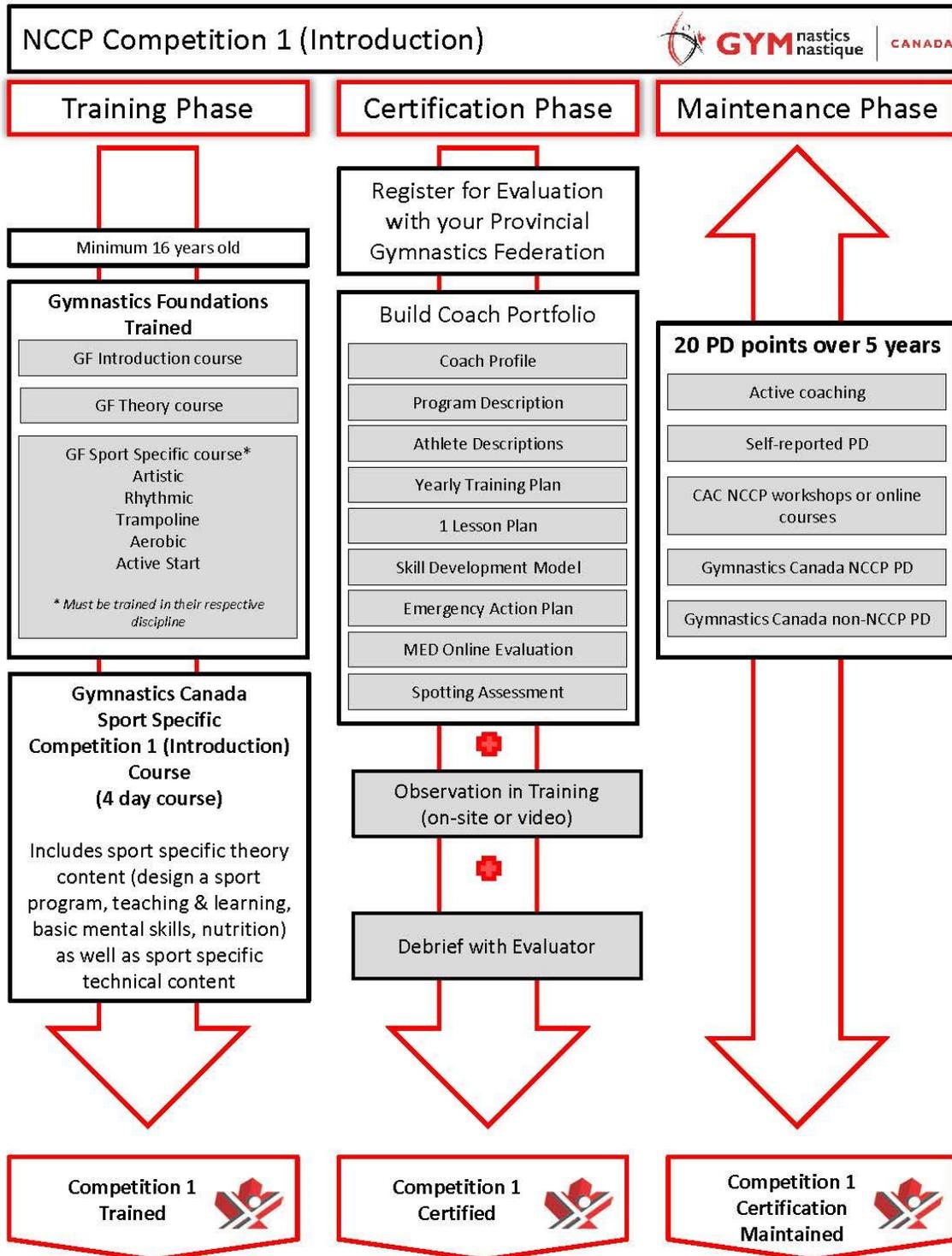
Beginner	<ul style="list-style-type: none"> <input type="checkbox"/> Uses a limited number of methods to effectively contribute to the development of sport specific physical and motor abilities <input type="checkbox"/> Training protocols and methods are inadequate for either the age of the athletes or their experience <input type="checkbox"/> Training protocols and methods that are not adequate or sufficiently sport-specific given the time of the yearly program <input type="checkbox"/> Does not create conditions to train athletic abilities relevant to the sport during practice <input type="checkbox"/> Does not implement methods that effectively contribute to the development of physical and motor abilities (or methods are inconsistent with Competition-Introduction theory)
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Analyze Performance

Criterion 1: Detect Performance	
Achievement	Evidence:
Expert	<p>“Proficient” and:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Displays variety in teaching methods to target different learning types (auditory, visual, kinesthetic) <input type="checkbox"/> Provides specific evidence to reinforce learning points (e.g. notation, biomechanical analysis) <input type="checkbox"/> Analyzes a variety of factors that could contribute to increased performance <input type="checkbox"/> Encourages athletes to self-detect key performance factors and to understand how and why errors affect overall performance <input type="checkbox"/> Uses competitive rules and strategies to reinforce learning points
Proficient	<p>“Competent” and:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Displays knowledge beyond the skill selected to achieve more advanced skills in the future <input type="checkbox"/> Communicates how and why the critical error contributes to the performance <input type="checkbox"/> Provides rationale for identifying individual skills that need improvement <input type="checkbox"/> Uses a variety of observational strategies (e.g., positioning, video, other coaches, etc.) to identify the most critical aspects of performance <input type="checkbox"/> Facilitates athletes to increase awareness of skill errors by asking appropriate questions
Competent	<ul style="list-style-type: none"> <input type="checkbox"/> Displays knowledge of sport terminology <input type="checkbox"/> The difficulty of the tasks chosen is relevant to the individual athlete <input type="checkbox"/> Uses appropriate physical, motor, and technical progressions that will lead to successful skill development <input type="checkbox"/> Identifies factors that have a direct impact on performance and/or skill refinement
Beginner	<ul style="list-style-type: none"> <input type="checkbox"/> Has vague understanding of physical and motor preparation required for skill development <input type="checkbox"/> Selects activities that will not have greatest impact on performance. Better options should be utilized <input type="checkbox"/> Requires more knowledge of sport terminology, training protocols

Criterion 2: Correct Performance	
Achievement	Evidence:
Expert	<p>“Proficient” and:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Involves athletes in a critical thinking process, such as asking open ended questions: “What did you do?” “What should you do?” “What are you going to do to get better results?” “How can you generate greater force upon release?” <input type="checkbox"/> Identifies why the correction will have a beneficial effect on the performance and consistently identify how to improve performance
Proficient	<p>“Competent” and:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Ensures adequate motor engagement in the task or activity for each athlete <input type="checkbox"/> Selects corrective tasks that are sufficiently challenging of the athletes’ capabilities <input type="checkbox"/> Identifies corrections that focus athletes’ attention towards the most appropriate cues (internal or external cues) <input type="checkbox"/> Helps athletes to increase awareness of basic corrections by asking closed questions (e.g. “If you move into that position will you have more/less ___?” “Will that arm position allow greatest force/push?”)
Competent	<ul style="list-style-type: none"> <input type="checkbox"/> Identifies specific corrections based on observation of movement phases and in accordance with the sport development model (physical, motor, technical) <input type="checkbox"/> Uses prescriptive performance corrections (i.e., they emphasize how to improve, not just what to improve) <input type="checkbox"/> Explains how the correction relates to improved performance <input type="checkbox"/> Explains why the correction contributes to improved performance <input type="checkbox"/> Facilitates athletes to increase awareness of corrections by asking appropriate questions <input type="checkbox"/> Prescribes an appropriate activity or drill that assists athlete to make correction in performance
Beginner	<ul style="list-style-type: none"> <input type="checkbox"/> Provide vague corrections rather than specific factors that contribute to improved performance: “Concentrate more” “Work harder” <input type="checkbox"/> Corrects the athletes by indicating what they did rather than identifying specific strategies for how to improve the performance.

Competition 1 Coach Certification Pathway





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sport nutrition tips, read coach stories and more!