

2020

NCCP GYMNASTICS FOUNDATIONS

COACH EVALUATION Guide

*A guide to becoming a CERTIFIED
Gymnastics Foundations coach*



Acknowledgements

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Canada

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Gymnastics Canada certifies Gymnastics Foundations coaches who can demonstrate their ability to:

1. Make Ethical Decisions;
2. Plan A Lesson; and
3. Provide Support to Athletes in Training.

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

SUCCESSFUL EVALUATION = CERTIFICATION

There are 2 steps to the Gymnastics Foundations Evaluation:

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

Evaluation Process for Gymnastics Foundations

HOW DO YOU GET CERTIFIED?

STEP 1:

1. Send your completed Evaluation Application Form (page 3) and your Coach Portfolio to Gymnastics Saskatchewan, from there it will be sent to a GCG trained (or certified) Coach Evaluator. There is no cost for this evaluation since Gymnastics Saskatchewan is subsidizing this for our coaches.
2. The Evaluator will review your portfolio and communicate feedback to you in a timely manner. This portfolio evaluation helps the Evaluator to decide if you are ready for the Lesson Observation evaluation. If your portfolio evaluation is successful, the Evaluator has determined that you are ready for the Lesson Observation evaluation.
3. The Evaluator will notify you and discuss your portfolio documents and 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 you to discuss the Lesson Observation).

STEP 2:

4. Send video footage of you coaching a gymnastics lesson to the Coach Evaluator.
5. The Evaluator observes the video of you coaching one of your gymnastics lessons.
6. Following the Lesson Observation, your Coach Evaluator will discuss your lesson with you and you will develop an action plan together. If PART 1 (portfolio) and PART 2 (lesson) were successful, you will be granted CERTIFIED status.

NOTE: If the Lesson Observation is not successful, the Coach Evaluator may tell you that additional steps must be taken before you become certified, or you may even require another observation. Gymnastics Saskatchewan may require the evaluation fee be paid in part or in full, if a second observation is required, or if a second Coach Evaluator is needed.

*Your Evaluator acts as one of your mentors.
If your Coaching Portfolio or Lesson Observation
have areas that need improvement,
your Evaluator will work with you
to help you develop your skills in these areas.*

STEP 1: Building your Coaching Portfolio

WHAT IS A COACHING PORTFOLIO AND HOW DO YOU MAKE ONE?

Your Coaching Portfolio is a collection of documents, and must include ALL the following:

- ☐ **Completed Evaluation Application Form (see page 3)**
- ☐ ****If you completed GF Theory ONLINE, NCCP Emergency Action Plan eLearning Module (proof of completion)**
- ☐ **Make Ethical Decisions online evaluation (proof of completion)**
 - *You learned how to Make Ethical Decisions in your Gymnastics Foundations Theory course. To be a Certified Gymnastics Foundations coach, you have to complete an online module to confirm that you have learned how to Make Ethical Decisions. To complete the Make Ethical Decisions online evaluation go to www.coach.ca, log-in to the Locker and select the “eLearning” option from the drop-down menu on the right hand side of the screen.*
- ☐ **Emergency Action Plan (see the Gymnastics Foundations Theory manual)**
 - *You may submit your club’s EAP or the EAP you designed during your Gymnastics Foundations Theory course.*
 - *Your EAP must include: the phone location, emergency phone numbers, address of the training facility, address of the nearest hospital and/or medical clinic, specific directions to the training facility, location of medical files, location of first aid kit, identification of call and charge persons as well as their emergency/first aid qualifications.*
- ☐ **1 lesson plan (see the Gymnastics Foundations Theory manual)**
 - *You learned how to Plan a Lesson in your Gymnastics Foundations Theory course.*
 - *Make sure your Coach Evaluator knows if this is the lesson plan you will use during your observation or if you will provide another one.*
- ☐ **Completed Program Description form (see page 4)**
 - *Remember that if you are coaching participants under the age of 6 years old, your GF evaluation will be for Active Start. Evaluations in all other disciplines must include athletes 6 years old and older.*
- ☐ **Completed Coaching Profile form (see page 5)**
- ☐ **Completed online Respect in Sport modules**

Evaluation Application Form

Send this form + completed portfolio to Gymnastics Saskatchewan.

Last name: _____ First name: _____

Address: _____
Street including apartment number City P/T Postal Code

Phone: _____ Email: _____

NCCP number: _____

Club Name: _____ Club Location: _____
City Province/Territory

Club Phone: _____ Club Email: _____

Gymnastics Foundations Courses completed:

Introduction course: Date & location: _____

Theory course: Date & location: _____

Gym-sport course: Date & location: _____ Sport: _____
Gym sports include: Acrobatic, Active Start, Aerobic, Artistic, Rhythmic, Trampoline

Following the completion of the Gymnastics Foundations courses listed above, I have been building my coach competencies in a practical work environment working under the supervision and direction of:

Supervisor: _____
Full name Title

SUMMARY OF PRACTICAL EXPERIENCE:

I have been coaching for _____ (weeks/months/years) Hours coaching per week _____

Signature of Supervisor: _____ Date: _____

With this application, I signify my intention to complete the Gymnastics Foundations Coach Evaluation.

Coach's signature: _____ Date: _____

Portfolio Contents:

- ☐ Make Ethical Decision online evaluation & Respect in Sport proof of completion
- ☐ Emergency Action Plan
- ☐ 1 lesson plan
- ☐ Completed Program Description form
- ☐ Completed Coaching Profile form
- ☐ *If you completed GF Theory ONLINE, NCCP Emergency Action Plan eLearning Module (proof of completion)

Program Description Form

- 1. What are the logistics of your program?**
(available space, equipment and time - refer to your GF Theory manual)?

- 2. Who are your participants? (age/stage, gender, number, special needs)**

- 3. What are you trying to accomplish (what you hope the participants will achieve)?**

Coaching Profile Form

On the form below, rate your level of confidence on a scale from 1 (low) to 5 (high).

How confident do you feel in your ability to:

.

.

😊

| Planning: | 1 | 2 | 3 | 4 | 5 |
|--|----------|----------|----------|----------|----------|
| Plan warm-up and cool-down activities | | | | | |
| Plan gymnastics games | | | | | |
| Plan activities to develop physical abilities | | | | | |
| Plan activities to develop motor abilities | | | | | |
| Plan activities to develop the FMPs | | | | | |
| Plan circuit-type activities to maximize the time and space available | | | | | |
| Plan activities that are fun, challenging and safe, and ensure continuous activity | | | | | |
| Develop a lesson plan | | | | | |
| Teaching: | 1 | 2 | 3 | 4 | 5 |
| Teach warm-up and cool-down activities | | | | | |
| Teach gymnastics games | | | | | |
| Teach activities that develop physical and motor abilities | | | | | |
| Teach activities that develop the FMPs/basic skills | | | | | |
| Teach circuits that are safe and that maximize the time and space available | | | | | |
| Teach activities that are fun, challenging, safe and ensure continuous activity | | | | | |
| Assess gymnasts' progress and provide feedback | | | | | |

GF Lesson Plan Template

Group: _____ Location: _____

Coach: _____ Date: _____

Helpers: _____ Time: _____

| | |
|--|-------------------|
| GOALS / FOCUS | |
| <i>FUN:</i> <i>FITNESS: Focus on (circle): E S P F A B C S</i> <i>FUNDAMENTALS: Review:</i> <i>New:</i> | |
| PRE-CLASS PREP (Equipment, music, set-up, inspection, etc.) | |
| Introduction | Time |
| Warm-up (Cardio, ROM, Skill Review) | |
| Time | |
| Main Part (backside of this page) | |
| Time | |
| Cool-down | Time |
| Conclusion | |
| Time | |

| | |
|--|---------------------------------|
| Main Part (Stations, Circuits, Activities, with/without Task Cards, etc.) | Time |
| | KEY COACHING POINTS |
| | EASIER/HARDER variations |
| | SAFETY CONSIDERATIONS |
| EVALUATION | |

GF Lesson Plan Guidelines

Group: _____ Location: _____

Coach: _____ Date: _____

Helpers: _____ Time: _____

GOALS / FOCUS – should direct the content of your entire lesson & fit in your session plan

FUN: 3 Fun Principles: #1 – Participants must be active most of the time, #2 – Children must be successful most of the time, #3 – Children must play most of the time

FITNESS: Focus on (circle): E S P F (choose 1 physical component to focus on per lesson)

A B C S (choose 1 motor component to focus on per lesson)

Cognitive & Psycho/Social focus for Active Start participants

FUNDAMENTALS: Review: Review the Fundamental Movement Pattern from the previous week

New: Focus on one new FMP for this lesson

FMPs = Stationary Positions, Landings, Locomotion, Rotation, Spring, Swing, Object Manipulation

PRE-CLASS PREP

(Organize equipment, wear appropriate coaching attire, prepare music, set-up, inspect facilities, greet each participant, assess each participant's energy level & health, make sure participants know where they should wait before class starts)

Introduction

Time: 1-3 mins

(Greet each participant by name, inquire as to their day/their health, inform them about what they are going to be working on in the lesson, review the goal(s) of the lesson and the activities planned, have a specific place for athletes to meet you at the start of the lesson)

Warm-up (Purpose is to prepare the body and mind for the efforts of the main part of lesson)

Time: 5-10 mins

- ☐ Assemble participants appropriately to start the warm-up
- ☐ Make it FUN!
- ☐ Use music
- ☐ General exercises or games to loosen muscles and raise body temperature
- ☐ Balanced warm-up working all muscle groups
- ☐ Games should have purpose – incorporate activities to develop physical components ESPF
- ☐ Safe running games
- ☐ All participants should be active in the game – all of the time (non-elimination games)
- ☐ Games must be age and maturity appropriate
- ☐ Tag games can be your best friend
- ☐ Play cooperative as well as competitive games
- ☐ Quickly change a game if it is not working correctly or if it is not safe
- ☐ Stop the game while the children still want to play it
- ☐ Progressive dynamic range-of-movement exercises or activities
- ☐ Stretching games that appeal to the imagination (avoid prolonged static stretching)
- ☐ Circle time activity for Active Start participants (songs, action rhymes)

Specific Warm-up

- ☐ Brief activities that mimic the movements of the main part (maybe even the same activity, but at a lower intensity)
- ☐ A gradual increase in intensity that will not tire the gymnast
- ☐ A quick transition between the end of the warm-up, the explanations/instructions given for the first activities of the main part, and the activities themselves

Main Part (Purpose is to engage in activities that will help the participants to improve sport-specific skills and fitness in a fun context ****FUN, FITNESS, FUNDAMENTALS****)

Time: 25-60 mins

- ☐ Remember the 3 Fun Principles throughout your lesson
 1. Participants must be active most of the time (not standing around)
 2. Gymnasts must experience many small successes while doing activities (activities broken down into many small steps)
 3. Children must play most of the time
- ☐ Incorporate activities to develop both physical (ESPF) and motor components (ABCS) – remember what you chose as a fitness focus for the lesson on the first page of your lesson plan
- ☐ Review FMP from previous week and focus on 1 new FMP for the lesson
- ☐ Demonstration of, and instruction for, activities
- ☐ Safety instructions specific to activities (as required)
- ☐ Teach skills by sequential steps (drills/progressions)
- ☐ 3 or more activities linked in the proper order
- ☐ Use circuits
- ☐ Tasks at stations (don't forget your task cards!)
- ☐ Activities provide challenges so that gymnasts learn and improve while enjoying themselves
- ☐ Activities that are adapted to the age of the gymnasts
- ☐ Activities that are adapted to the fitness level & individual needs of the gymnasts
- ☐ Activities that are adapted to the ability levels of the gymnasts
- ☐ Activities that are relevant to the Gym Sport
- ☐ Activities that ideally serve two purposes at the same time – skill development and fitness improvement
- ☐ Gymnasts allowed ample time to practice each activity
- ☐ Use supplementary equipment to assist with teaching/learning of skills
- ☐ Use equipment (large and small) effectively

KEY COACHING POINTS

- ☐ Be able to see all participants in your group at all times
- ☐ Correct errors as they occur by providing constructive & specific feedback
- ☐ Provide feedback to reinforce effort, trying, etc.
- ☐ Use fun ways to switch another event
- ☐ Be enthusiastic, stand don't sit and use good body language
- ☐ Use different teaching styles (direct, guided discovery & indirect)
- ☐ Teach to different learning styles (visual, auditory, kinesthetic)

EASIER/HARDER variations

- ☐ Be able to recognize when an activity need to be changed for an individual
- ☐ Adjust activities so participants can be within their 'Challenge Zone' (not too hard & not too easy) – if the participant's success rate is approximately 2 times out of 3 tries, then the activity represents a suitable challenge

SAFETY CONSIDERATIONS

- ☐ Inspect equipment prior to use
- ☐ Use equipment properly
- ☐ Assess gymnasts' level of fatigue
- ☐ Monitor gymnasts' behaviour
- ☐ Know your club's Emergency Action Plan
- ☐ Gymnasts' attire (hair tied back, no jewelry, etc.)
- ☐ Know how to file accident reports

Cool-down (Purpose is to begin recovery)**Time: 3-10 mins**

- ☐ Assemble participants appropriately to start the cool-down
- ☐ A gradual decrease in intensity
- ☐ Involve all participants
- ☐ General exercises or games to loosen muscles and lower body temperature
- ☐ Relaxation exercises
- ☐ Games requiring imagination/imagery
- ☐ Stretching, especially of muscles most used
- ☐ Stretching games that appeal to the imagination
- ☐ End class with an enjoyable activity
- ☐ Active Start should include a good-bye song or activity

Conclusion (Purpose is to debrief gymnasts and tell them about the next practice)**Time: 1-2 mins**

- ☐ Provide and ask for feedback on what went well and what can be improved
- ☐ Tell gymnasts about the next lesson
- ☐ Hand out stickers, colouring sheets, etc.
- ☐ Lead group cheer
- ☐ Say goodbye to each gymnast as he or she leaves

EVALUATION

- ☐ How effectively did the lesson incorporate the FMPs you wanted to focus on?
- ☐ Did it incorporate other FMPs as well?
- ☐ Was there a fitness component (physical & motor)?
- ☐ Did the activities allow for movement choices, challenges and discovery?
- ☐ Was there continuous activity? Were there any “traffic jams”? If so, how can they be eliminated?
- ☐ Were the activities appropriate for the age, ability and size of the group?
- ☐ Was the environment safe?
- ☐ Was there sufficient time? Too much time?
- ☐ Did everyone have fun?
- ☐ What do you think worked well in the lesson?
- ☐ What didn't work well during the lesson?
- ☐ What would you do differently next time?
- ☐ If you deviated from your lesson plan, what did you do and why did you choose to do that?

STEP 2: Lesson Observation

Filming your Lesson

Your Video Lesson Observation is an opportunity for a Coach Evaluator to observe you while you are coaching a gymnastics lesson. The Coach Evaluator is not expecting a perfect lesson. Their role is to support you and provide feedback to you that will help you grow as a coach.

Videotaped Lesson Evaluation

Your video footage must include the following:

- ☐ **Filmed introduction (1 to 2 minutes maximum)**
 - *At the beginning of the video, you must introduce yourself (state your name, the club where you are working, the time you have spent working with these gymnasts, the gymnasts' age and their level).*
 - *Do this ahead of time so it does not interfere with your pre-lesson preparation.*
- ☐ **Filmed lesson (length of the lesson)**
 - *Start filming 5 minutes before the arrival of the gymnasts so the Evaluator can see you preparing for the class.*
 - *Stop filming 5 minutes after the class is over so the Evaluator can see you 'cleaning' up after the class (if you do not have to coach another class immediately).*
 - *You must film the gymnasts' arrival in the gym, the entire lesson, and the gymnasts' departure from the gym.*
 - *Your footage needs to include all 5 parts of the lesson (Introduction, Warm-up, Main part, Cool-down and Conclusion).*
- ☐ **Filmed self-evaluation (1 to 3 minutes maximum)**
 - *At the end of the video, you must briefly explain what worked, what didn't work, and what you would do differently next time.*
 - *If you deviated from your lesson plan you must explain how and why.*
 - *Do this at a later time if you have back-to-back classes or if you need to collect your thoughts or write down some notes, so your self-evaluation is clear and concise.*

Your footage will be returned to you unmarked if:

- If your voice is not clearly heard or understood.
- If the Lesson portion has been edited without explanation (see Filming Procedures)
- If it does not capture most of the interactions between you and the participants
- If it is incomplete (missing the introduction and the self-evaluation).
- It cannot be played.

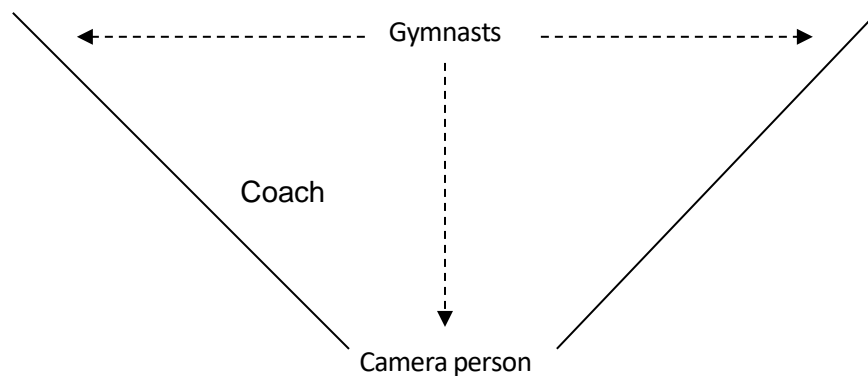
If your video footage is returned to you unmarked:

- ☐ You will need to re-film it and resubmit it at your expense. If your footage was returned because it could not be played, you will not have to pay an additional fee.
- ☐ If your video footage was returned for any other reasons, you may be required to pay additional fees.

Part 2: Filming Procedures

To assist you in producing quality video footage, we suggest that you consider the following when you film:

- ☐ **The film of the Lesson itself must be unedited** - if you have a planned break (snack or drink) you must indicate the start of the break on the film (before turning the camera off) and you must indicate the end of the break on the film (after turning the camera on). This can be done by the coach or the camera person.
- ☐ **Your voice must be clear and audible at all times.** This means that the camera cannot be too far from you. You should ask a parent or another coach to film if your gym is big or if you move around a lot. You can also use a portable microphone.
- ☐ **Background noise, including music, should be minimal.** You may need to prep the other coaches in the gym so they can help keep the noise level down as much as possible.
- ☐ **The camera must be held steady.** This is best done using a tripod, which can be moved, or by placing the camera on a steady surface.
- ☐ **The camera must focus on the coach and participants throughout.** You will need to make sure that the camera angle is wide enough to capture you and the participants as they complete the different activities you have planned. The camera person should stand behind and to the side about 8 to 10 feet away from you. The camera angle must be able to capture the demonstrations, discussions and performances of the gymnasts. If you move, the camera person also needs to move.



Ready to Be Evaluated? A Checklist

- ☐ Complete your portfolio.
 - ✓ Evaluation Application form;
 - ✓ MED online evaluation proof of completion & Respect in Sport completion;
 - ✓ Emergency Action Plan;
 - ✓ 1 Lesson Plan;
 - ✓ Completed Program Description form
 - ✓ Complete Coaching Profile form; and
 - ✓ If you completed the GF Theory online, EAP eLearning module proof of completion
- ☐ Send your portfolio to Gymnastics Saskatchewan.
- ☐ Wait to be contacted by a Coach Evaluator.
- ☐ When the Coach Evaluator contacts you, discuss your portfolio and prebrief for the video Lesson Observation.
- ☐ The Coach Evaluator will observe a video of you coaching a gymnastics lesson.
- ☐ Debrief with the Coach Evaluator.

Sample Evaluation Forms

To give you an idea of what you are being evaluated on, the documents on the following pages are the forms that your Coach Evaluator will use to evaluate you.

They are:

- Portfolio Evaluation Form; and
- Lesson Observation Form; and
- Coaching Competency Assessment Results.

Portfolio Evaluation Form

(to be completed by the assigned Coach Evaluator)

Coach's name: _____ NCCP number: _____

Address: _____
Street including apartment number City P/T Postal Code

Phone: _____ Email: _____

Supervisor's name: _____

Club: _____ Location: _____
City P/T

Phone: _____ Email: _____

Gym Sport being evaluated: ☐ Active Start ☐ Artistic ☐ Rhythmic ☐ Trampoline

Coaching Portfolio Item

Complete Incomplete

- | | | |
|--|--------------------------|--------------------------|
| 1. MED Online Evaluation & RIS proof of completion | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Emergency Action Plan | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. 1 Lesson Plan | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Program Description form | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Coaching Profile form | <input type="checkbox"/> | <input type="checkbox"/> |

Comments: _____

Next steps: _____

Evaluator's name: _____ Date: _____

Phone: _____ Email: _____

Lesson Observation Form

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.

GYMNASTICS FOUNDATIONS OBSERVATION

| Before their lesson, did the coach... | Excellent | Good | Fair | Insufficient |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| Arrive early? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Dress appropriately for the lesson? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Setup equipment to be available, ready and safe for use in the lesson? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Greet each participant? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Comments:

| Within the Warm-Up, did the coach... | Excellent | Good | Fair | Insufficient |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| Assemble participants appropriately to start the warm-up? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Conduct a balanced warm-up (were all major muscle groups worked)? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Begin the lesson with enjoyable and energetic activities to increase participant body temperature? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Incorporate activities to develop physical components (such as Endurance, Strength, Power or Flexibility)? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Use activities appropriate to the participants' age/abilities? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Involve all the participants? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Maintain good class control? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Move participants onto the 1 st activity (main part) quickly and appropriately? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Comments:

| Within the Main Part of the lesson, did the coach... | <i>Excellent</i> | <i>Good</i> | <i>Fair</i> | <i>Insufficient</i> |
|--|--------------------------|--------------------------|--------------------------|----------------------------|
| Provide clear and concise instructions? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Teach skills by sequential steps (drills/progressions)? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Teach to the participants' age and abilities? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Teach to ensure many little successes? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Recognize and adapt for an individual's needs? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Correct errors as they occur by providing constructive & specific feedback? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Provide feedback to reinforce effort, trying, etc.? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Keep participants moving through continuous activity (such as stations/circuits)? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Supervise the participants within their view at all times? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Use supplementary equipment to assist with teaching / learning of skills? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Use equipment (large and small) effectively? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Incorporate activities to develop both physical (ESPF) and motor components (ABCS)? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Follow their lesson plan and use activities that match the objectives of their lesson? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Maintain good class control? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Comments:

| Within the Cool-Down, did the coach... | <i>Excellent</i> | <i>Good</i> | <i>Fair</i> | <i>Insufficient</i> |
|---|--------------------------|--------------------------|--------------------------|----------------------------|
| Assemble participants appropriately to start the cool-down? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Involve all participants? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Maintain good class control? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| End the class with an enjoyable activity? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| Within the Conclusion, did the coach... | <i>Excellent</i> | <i>Good</i> | <i>Fair</i> | <i>Insufficient</i> |
|--|--------------------------|--------------------------|--------------------------|----------------------------|
| End the class on a positive note? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Comments:

| Overall communication: did the coach... | <i>Excellent</i> | <i>Good</i> | <i>Fair</i> | <i>Insufficient</i> |
|---|--------------------------|--------------------------|--------------------------|----------------------------|
| Catch the participants' attention quickly? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Provide clear and concise feedback and instructions? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Ask if the participants understand or if they have questions? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Maintain good, clear voice control? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Use non-verbal communication with the participants? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Address participants with respect and kindness? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Have fun with the participants (ex.use humour)? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Handle any unplanned situations appropriately such as equipment/safety/disciplinary/emergency)? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Comments:

| General points - Personal: did the coach... | <i>Excellent</i> | <i>Good</i> | <i>Fair</i> | <i>Insufficient</i> |
|---|--------------------------|--------------------------|--------------------------|----------------------------|
| Act in a professional manner at all times? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Show enthusiasm? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Display a positive attitude towards their coaching? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| General points - Presentation: did the coach... | <i>Excellent</i> | <i>Good</i> | <i>Fair</i> | <i>Insufficient</i> |
|---|--------------------------|--------------------------|--------------------------|----------------------------|
| Present the right amount of material? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Present material in a logical way? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Present material at the right level for the participants? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Demonstrate a sound knowledge of the material being presented? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Cover all key points / information relevant to the desired learning experience? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Comments:

Coaching Competency Assessment Results

For Certification of Coaching Gymnastics Foundations, the coach is evaluated on their ability to implement a safe, age and level-appropriate gymnastics lesson.

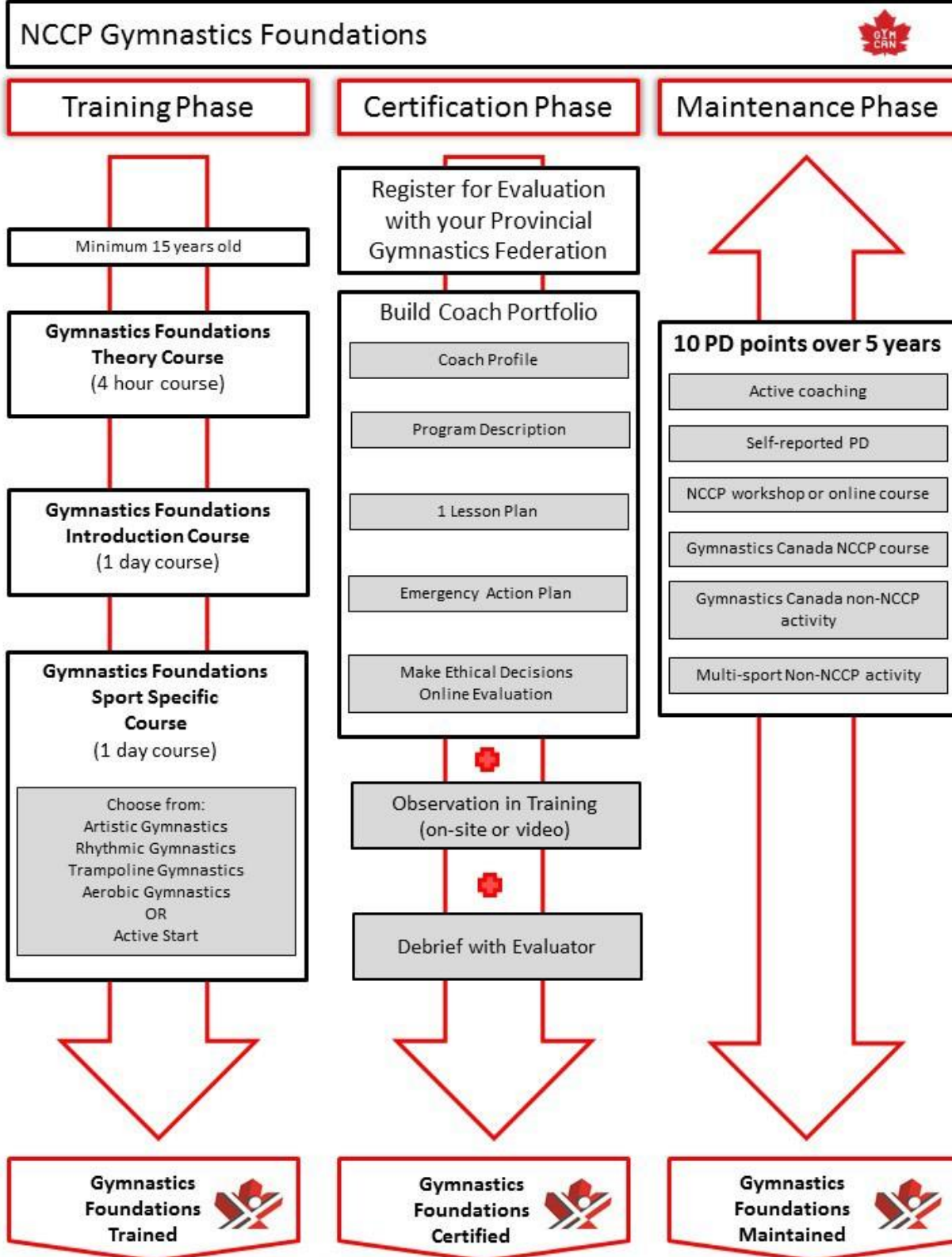
| | | | | |
|-------------------|---|---|-----------------|-------------------|
| Expert | Coach demonstrates an extensive base of knowledge and expertise through perfectly meaningful activities and a naturally superior performance for the age and level of the athletes. | <input type="checkbox"/> | COMPLETE | COMPLETE |
| 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. | <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. | <input type="checkbox"/> | | |
| Beginner | Coach requires more knowledge and experience to successfully implement a safe, age and level appropriate lesson. | INCOMPLETE <input type="checkbox"/> The lesson shows that the coach is not ready to be certified. <input type="checkbox"/> The lesson has issues concerning safety. <input type="checkbox"/> The lesson shows harmful or unethical coaching behaviours. <i>The evaluator has provided feedback and will discuss action plan items to lead to future success.</i> | | INCOMPLETE |

Comments:

Action Plan:

Evaluator's signature: _____ **Date:** _____

Coach signature: _____ **Date:** _____





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