

# NCCP

# Competition 2

(Introduction Advanced)

MAG / WAG

# COACH EVALUATION

# Guide

August 2018

*A guide to becoming a Certified Comp 2 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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Canada

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## Competition 2 (Introduction Advanced) Certification

The **Coaching Association of Canada** certifies coaches who can demonstrate their competence by achieving level specific outcomes. In the Competition 2 (Introduction Advanced) level, you are evaluated on your ability to:

- Program Planning;
- Manage A Program; 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 2 (Introduction Advanced) course, you are considered a TRAINED Competition 2 coach.

### Certified Status

To become a CERTIFIED Competition 2 coach, you must:

1. Successfully complete the coaching portfolio evaluation; and
2. Successfully complete the workshop 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 2

STEP 1	STEP 2	STEP 3	STEP 4	STEP 5	STEP 6	STEP 7
Comp 1 (Introduction) Certified	Attend Comp 2 (Introduction Advanced) Training Course	Complete the Comp 2 (Introduction Advanced) Portfolio	Submit the Portfolio and register for an evaluation (workshop or video submission)	Receive portfolio feedback from evaluator	Compile videos of athletes for the workshop evaluation	Successful presentation and debrief with evaluator in workshop (or by video)

### HOW DO COACHES GET CERTIFIED?

1. Contact your Provincial/Territorial Gymnastics Federation so that you can send them your completed portfolio WITH PAYMENT. From there it will be sent to a GCG trained (or certified) Coach Evaluator. In some provinces coaches will connect directly with a coach evaluator and send their portfolio to them without going through the Provincial/Territorial Gymnastics Federation. Check with your province to confirm the correct process
2. The evaluator will review your portfolio using the evaluation tool and communicate feedback to you in a timely manner
3. The portfolio evaluation (STEP 1) enables the evaluator to determine your readiness for the workshop evaluation (STEP 2)
4. The evaluator will notify you with the results of your portfolio evaluation and setup the workshop evaluation

If your portfolio requires changes, the Evaluator will provide feedback and instructions to help you to complete and/or correct your portfolio

5. The evaluator and coach (or several coaches) will agree on a workshop time and location, usually with the assistance of a provincial coach education staff member. The workshop will ideally be in conjunction with a competition where several coaches will be able to attend, such as a Provincial Championship or a Western/Eastern Regional Championship.  
***If the coach is unable to attend an evaluation workshop, arrangements can be made to submit your presentation by video. Please note that the workshop provides a more enriched learning experience for the coach, and video submissions cost more because the coach is required to pay the evaluator for their time***
6. The evaluator observes the coach's presentations during the workshop to determine if the coach has completed all of the requirements necessary for certification

## Competition 2 Evaluation Application Form

***Complete this form and contact your Provincial/Territorial Gymnastics Federation to let them know that you are ready for your Comp 2 Evaluation.***

Name: \_\_\_\_\_

E-mail address: \_\_\_\_\_ NCCP #: \_\_\_\_\_

Mailing address: \_\_\_\_\_

City: \_\_\_\_\_ Postal Code: \_\_\_\_\_

Phone  
number: \_\_\_\_\_

Club: \_\_\_\_\_

Current  
Position: \_\_\_\_\_

Completed Competition 2 (Introduction Advanced) Course:

Date: \_\_\_\_\_ Location: \_\_\_\_\_

I am Comp 1 Certified:

☐ Yes ☐ No

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Coach's Supervisor's Endorsement

*I have verified and confirm that this applicant has completed the Competition 2 (Introduction Advanced) Coaching Portfolio and is ready for evaluation.*

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

Supervisor's signature: \_\_\_\_\_ Email: \_\_\_\_\_

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With this application, I signify my intention to become a Certified Competition 2 (Introduction Advanced) coach in:

- ☐ Women's Artistic Gymnastics  
☐ Men's Artistic Gymnastics

Coach's signature: \_\_\_\_\_ Date: \_\_\_\_\_

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

## STEP 1: Competition 2 Portfolio

**THE DOCUMENTS ON THE FOLLOWING PAGES ARE REQUIRED IN ORDER TO COMPLETE YOUR PORTFOLIO. THE TEMPLATES THAT ARE PROVIDED MAY BE USED, OR YOU MAY USE YOUR OWN FORMAT TO MEET THE EVALUATION EXPECTATIONS.**

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 Evaluation Form and Guidelines for Success (page 18 to 24) to guide you.

### Checklist of Portfolio Contents

- ☐ 1. Coach Profile and Philosophy
- ☐ 2. Program Description and Objectives
  - ☐ Written objectives
  - ☐ Copy of a communication tool for public, parents, athletes (*how do you share the program goals and objectives with others?*)
  - ☐ Club Handbook (or description of roles, responsibilities within the program)
- ☐ 3. Program Planning
  - ☐ Detailed Yearly Training Plan
  - ☐ 3 Weekly Training Plans (one for each period)
  - ☐ 3 Lesson Plans (one from each week)
  - ☐ Copy of communication documents regarding training and competition schedules for parents, athletes
- ☐ 4. Athlete Inventory and Forecasting
  - ☐ 2 Athlete Inventories and Forecasts for each event  
(*if you have a sample of testing program, or data collection you are encouraged to include the results*)
- ☐ 5. Skill Development Model - must be done for a Competition 2 skill
- ☐ 6. Spotting Skills Assessment
- ☐ 7. Coach Self-Assessment
  - ☐ Action Plan



## Coach Profile & Philosophy

<b>Name</b>											
	<i>First Name</i>	<i>Last Name</i>	<i>NCCP number</i>								
<b>Head Coach / Supervisor</b>											
<b>Gym sport and levels(s) /disciplines coaching</b>											
<b>Name of program you are coaching</b>											
<b>Number of years coaching and other programs you have coached</b>											
<b>Other involvement in sport</b> (athlete, judge, admin)											
<b>Other NCCP Training/Certifications</b>											
<b>Personal goal in coaching</b> (what you want to achieve)											
<b>My goal for my athletes</b>											
<b>What is important for me when I coach/what are my coaching values?</b>											
<b>What are my athlete's expectations of me?</b>											
<b>What are my expectations for my athletes?</b>											
<b>What are my expectations of their parents/guardians?</b>											
<b>What are my expectations of other coaches (in training or at competition)?</b> (If applicable)											

You may include these expectations for behaviour, commitment and any consequences if the expectations are not upheld by submitting a copy of a club/program handbook.

## Program Description

\*\* In addition to completing this form, submit a copy of a communication tool (newsletter/website) that shows how you share the program goals and objectives with parents and athletes. \*\*

<b>Number of athletes</b>		<b>Athlete ages and years of experience</b>	
<b>Athlete performance level(s)</b>		<b>Total number of practices in the season</b>	
<b>Gymnastics LTAD Stage(s)</b>		<b>Number of competitions in the season</b>	
<b>Differences in my athletes ages/stages of growth</b>		<b>Ratio of training to competition</b>	
<b>Season start and end dates</b>		<b>Similarities or differences in my program ratio to the LTAD expectations</b>	
<b>Number of practices / week</b>		<b>Length of preparation period, and # of training sessions within</b>	
<b>Days of the week training will occur (frequency vs. rest)</b>		<b>Length of competition period, and # of training sessions within</b>	
<b>Duration of practice times (note if different with period of the season)</b>		<b>Length of transition period, and # of training sessions within</b>	
<b>The goals of my program:</b>			
<b>The physical abilities priorities of my program</b> <ul style="list-style-type: none"> <li>• Pre-competition:</li> <li>• Competition:</li> <li>• Transition:</li> </ul>			
<b>The skill development objectives of my program</b> <ul style="list-style-type: none"> <li>• Pre-competition:</li> <li>• Competition:</li> <li>• Transition:</li> </ul>			
<b>The psychological training objectives of my program</b> <ul style="list-style-type: none"> <li>• Pre-competition:</li> <li>• Competition:</li> <li>• Transition:</li> </ul>			
<b>Performance objectives of my program (if applicable):</b>			

## Athlete Inventory and Monitoring

Monitoring is the act of gathering, recording, and reporting progress. A Competition 2 Coach tracks and analyzes athlete abilities.

Prior to creating your year plan, conduct a detailed inventory, forecast and prescription for **2 athletes on every event** and include them in your portfolio.

Recall the inventory is a description of current physical, motor, psychological qualities along with skill lists that the athlete is currently capable of (where they are now), and the forecast is the desired qualities and skills (where we want to be).

The inventory may include additional information about the athlete(s):

- attendance at practice
- physical preparation/ability
- skill learning and advancement
- routine preparation
- psychological preparation/ability
- competition performance (apparatus scores, all around scores)
- goal-setting, evaluation and if necessary re-setting of goals

You are encouraged to include data you collected using any of the following:

- scanned copies of paper record keeping
- electronic records (ie. typed data such as an excel program)
- data collected using electronic devices and applications
- graphs or charts to display current abilities, or changes over time

# Yearly Training Plan

## Outcomes

A Competition 2 coach is able to:

- ☐ Identify major program goals and objectives and communicate them to athletes and parents
- ☐ Identify an annual training and competition schedule and calculate a training-to-competition ratio
- ☐ Determine the length of time in Preparation, Competition, and Transition Periods
- ☐ Prioritize athletic abilities and training objectives (development versus maintenance) to be emphasized at different periods in the season
- ☐ Present a year plan that integrates sport-specific needs, physical preparation, technical strategies, and psychological strategies
- ☐ Design weekly outlines & lesson plans that are consistent with the priorities in each training period

## Completing A Yearly Training Plan

- Coaches are encouraged to use an electronic template, which can be found on GCG's Learning Management System (<https://gymcan.didacte.com/>)
- Other variations of a year plan are acceptable provided that they meet the evaluation criteria
- Identify the major events occurring in the year. Include competitions, demonstrations, testing/monitoring days, and other major events
- Divide the season into appropriate Preparation, Competition, and Transition periods
- In detail, determine the area of physical preparation to be emphasized at different times in the season (i.e. aerobic vs. anaerobic; strength vs. power)
- In detail, show the type of strategic preparation under techniques and tactics for apparatus specific skills, routines, competition rules and when they will be emphasized at different times in the season
- Investigate whether your training priorities align with optimal development or performance for the stated period. Use your Competition 1 and Competition 2 planning resources

## Completing Weekly Training Plans

- Submit three weekly plans, one for each of the periods of your program
- Take into account the total training time available for the given week, and show how you will allocate practice time to each of the training areas of need: physical, technical (motor), and psychological development. Show the time allocation for training to be done on each apparatus
- Indicate the time to be spent on additional training needs such as artistic preparation, injury prevention, recovery, strategic planning, team meetings, hydration/nutrition breaks, etc.

## Daily Lesson Plans

- Submit three daily lesson plans, one from each of your three weeks
- Ensure the activities within the practice are appropriately aligned to the weekly and yearly objectives

## ***Be prepared to answer the following questions:***

- *What are some of the similarities and differences in abilities amongst your training group of gymnasts? How did you accommodate for individual needs?*
- *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 major events within the year?*
- *What strategies and tactics did you plan with your gymnasts?*
- *Do you believe your year plan was effective in developing each athlete's potential?*
- *Was your original plan modified during the training year? How and why was it modified?*
- *What will you do differently next year?*
- *How do you evaluate your own coaching performance over the year?*

# Yearly Training Plan Template

Name of Athlete:																																																						
Sport:																																																						
1	Dates	Months																																																				
2		Week Date																																																				
3	Events	Competitions																																																				
4																																																						
5	Details	Rating of importance																																																				
6		of competitions																																																				
7																																																						
8	Training	Periods																																																				
9		Phases																																																				
10		Macrocycles																																																				
11		Microcycles	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52
12																																																						
13	Techniques																																																					
14																																																						
15																																																						
16	Tactics																																																					
17	Strategies																																																					
18																																																						
19	Mental Training	Stage 1 Positive Environment																																																				
20		Stage 2 Emotional Control																																																				
21		Stage 3 Attentional Control																																																				
22		Stage 4 Strategies																																																				
23		Stage 5 Application																																																				
24		Assessment																																																				
25	Physical Prep	Aerobic																																																				
26		Anaerobic																																																				
27		Speed																																																				
28		Strength																																																				
29		Power																																																				
30		Flexibility																																																				
31		Nutrition																																																				
32		Test, Monitor, Evaluate																																																				
33																																																						
34	Peaking Index	Volume* (H.M.I.)																																																				
35		Intensity* (H.M.I.)																																																				
36	% Emphasis	Physical																																																				
37		Mental																																																				
38		Techniques																																																				
39		Tactics/Strategies																																																				
40	Total Hours/Week																																																					

## Skill Development Model

A Competition 2 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**

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 Template

SKILL • Name, Description, Apparatus	ATHLETE • Gender, Age, Abilities
<b>PHYSICAL PREPARATION</b>	
<b>MOTOR PREPARATION</b>	
<b>TECHNICAL PERFECTION</b>	
<b>COACH'S CONSIDERATIONS</b>	

# EVALUATION FORM - Coach Spotting Skills

Coach's Name: \_\_\_\_\_

Spotting Evaluator: \_\_\_\_\_

- Arrange a time for an evaluation of your spotting. Contact your club supervisor/Head Coach or a co-coach that is at least Comp 2 trained (old NCCP Level 3) to complete this form while they evaluate you.
  - **Choose 10 of skills listed below.**
  - Include this completed evaluation form in your portfolio.
- \*\*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 Task

- 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><b>TUMBLING</b></p> <p><input type="checkbox"/> Roundoff backward handspring series</p> <p><input type="checkbox"/> Roundoff backward handspring salto backward</p> <p><input type="checkbox"/> Salto backward "timer" for Double Back (takeoff phase)</p> <p><input type="checkbox"/> Handspring forward to salto forward</p> <p><b>VAULT</b></p> <p><input type="checkbox"/> Handspring front "timer" (spot in front)</p> <p><input type="checkbox"/> Tsukahara "timer" (spot in front or from the side) or Tsukahara post flight</p> <p><input type="checkbox"/> Yurchenko "timer" (spot in front or from the side)</p> <p><b>BAR</b></p> <p><input type="checkbox"/> Giants backward on any Bar (no straps)</p> <p><input type="checkbox"/> Giants forward on any Bar (no straps)</p> <p><input type="checkbox"/> Flyaway backward</p> <p><input type="checkbox"/> Flyaway forward</p> <p><input type="checkbox"/> "Blind Change" from Giants</p> <p><input type="checkbox"/> Pirouette forward from Giants</p> <p><input type="checkbox"/> Stalder series (straps or bar)</p> <p><input type="checkbox"/> Endo series (straps or bar)</p> <p><b>WAG Asymmetric BARS</b></p> <p><input type="checkbox"/> Long swing release half turn to handstand on mats ("Overshoot")</p> <p><input type="checkbox"/> Sole circle backward series (not required to handstand)</p> <p><input type="checkbox"/> Kip cast handstand series</p> <p><b>WAG BEAM</b></p> <p><input type="checkbox"/> Handspring backward series</p> <p><input type="checkbox"/> Handspring backward layout step-out on a line or low Beam</p> <p><b>MAG RINGS</b></p> <p><input type="checkbox"/> Long swing to Dislocates above Ring height (with or without straps)</p> <p><input type="checkbox"/> Long swing to Inlocates above Ring height (with or without straps)</p> <p><input type="checkbox"/> Strength training sequence (minimum 7 different skills)</p> <p><b>MAG P BARS</b></p> <p><input type="checkbox"/> Long hang swing to either giant or moy to support</p> <p><input type="checkbox"/> Diamadov series (Boxes or low Bars)</p> <p><input type="checkbox"/> Salto backwards dismount</p>	<p><b>Coach's Position</b></p> <ul style="list-style-type: none"> <li>- Stable</li> <li>- Relation to Athlete</li> <li>- Relation to Apparatus</li> <li>- Moves with the athlete</li> </ul> <hr/> <p><b>Coach's Actions</b></p> <ul style="list-style-type: none"> <li>- Verbally explain to athlete what they are doing</li> <li>- Movements are supportive of the athlete in the most important phases</li> <li>- Follows the athlete appropriately</li> </ul> <hr/> <p><b>Setup / Equipment</b></p> <ul style="list-style-type: none"> <li>- Safe</li> <li>- Stable</li> <li>- Minimizes risk</li> </ul>
<p><b>Results</b></p> <p><input type="checkbox"/> Spotting Skills Evaluation Complete or</p> <p><input type="checkbox"/> Re-evaluate Spotting Skills in Lesson Observation</p>	<p><b>Feedback</b></p>

Evaluator Signature: \_\_\_\_\_

Date: \_\_\_\_\_



## Competition 2 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-2 skills.

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

Date: \_\_\_\_\_

I Use A Program to Guide My Coaching By...	Always	Often	Some-times	Never
Planning a competition schedule and determining the number of competitions during the program				
Identifying the length of each period (preparation, competition, transition)				
Identifying the number, duration and frequency of training sessions in each period (preparation, competition, transition)				
Selecting weekly and daily activities appropriate for the training period				
Identifying areas in my program that may need adjustments to better develop athlete weaknesses				
Teaching competitive strategies that are age and level appropriate				
Ensuring program objectives are consistent with athletes' level, age and stage of development				
Adapting activities to the skill and fitness level of the athlete				

I Analyze My Athlete's Performance By...	Always	Often	Some-times	Never
Predicting and preparing physical preparation for the athletes to learn and refine skills				
Understanding the technical progression of level appropriate skills for all 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 performances				
Observing skills from adequate vantage points				
Asking questions to athletes that facilitate their own awareness of skill errors				
Understanding the competitive rules and relating them to my athletes				
Making decisions in the benefit of the athlete today and in their long term future in the sport				

<i><b>I Manage A Program By...</b></i>	<b>Always</b>	<b>Often</b>	<b>Some-times</b>	<b>Never</b>
Teaching appropriate practice and competition rules				
Ensuring a safe practice environment				
Identifying expectations for behaviour and commitment along with appropriate consequences				
Demonstrating ability to work with other coaches				
Presenting reports of athlete progress throughout the program				
Ensuring privacy of athlete information and take steps to maximize confidentiality				
Allowing athletes and/or parents opportunities to discuss progress in relation to individual goals				
Using effective communication skills to promote program objectives				

### **Coach Development Action Plan**

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

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

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

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

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5. What is the most positive experience you have had coaching the Comp 2 content?

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6. What has been one challenge you experienced while coaching the Comp 2 content?

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

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8. What will help you achieve them?

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## 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 coach may attend an evaluation workshop.*

<b>Outcome 1</b>	<b>Program Planning</b> <i>The evaluator will review these sections of the portfolio to evaluate this outcome:</i> <ul style="list-style-type: none"> <li>○ Program Description</li> <li>○ Skill inventory, forecast, prescription for 2 athletes</li> <li>○ Yearly Training Plan</li> <li>○ 3 Weekly Training Plans (one for each period)</li> <li>○ 3 Lesson Plans (one from each week)</li> </ul>	
	<b>Standard Achieved</b> <input type="checkbox"/> Exceeds Expectations <input type="checkbox"/> Meets Expectations <input type="checkbox"/> Needs Improvement	<b>Comments</b>
<b>Outcome 2</b>	<b>Manage A Program</b> <i>The evaluator will review these sections of the portfolio to evaluate this outcome:</i> <ul style="list-style-type: none"> <li>○ Coach Profile and Philosophy</li> <li>○ Communication Tool (handbook, website, newsletter, etc)</li> </ul>	
	<b>Standard Achieved</b> <input type="checkbox"/> Exceeds Expectations <input type="checkbox"/> Meets Expectations <input type="checkbox"/> Needs Improvement	<b>Comments</b>

Outcome 3	<b>Analyze Performance</b> <i>The evaluator will review these sections of the portfolio to evaluate this outcome:</i> <ul style="list-style-type: none"> <li>○ Skill Development Model</li> </ul>	
	<b>Standard Achieved</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Exceeds Expectations</li> <li><input type="checkbox"/> Meets Expectations</li> <li><input type="checkbox"/> Needs Improvement</li> </ul>	<b>Comments</b>
Outcome 4	<b>Provide Support to Athletes in Training</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Coach Spotting Skills</li> </ul>	Evaluation form completed by Head Coach/Supervisor/Co-Coach.
Outcome 5	<b>Make Ethical Decisions</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> MED Online Evaluation - (passed)</li> </ul>	

<b>Portfolio Evaluation Results and Action Plan</b>
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Next Steps in certification process:

- ☐ The coach is ready for practical evaluation workshop.
- ☐ 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 workshop.

Feedback: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Evaluator Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## 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.*

### Outcome 1: Program Planning Criteria & Evidence

<b>Criterion 1: Outline a program based on available training and competition opportunities</b>	
<b>Achievement</b>	<b>Evidence</b>
Exceeds Expectations	<p>"Meets Expectations" and:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Identifies the importance of competitions in order to promote athlete long-term development</li> <li><input type="checkbox"/> Identifies sufficient opportunities for recovery and learning/athlete development between important competitions</li> <li><input type="checkbox"/> Presents an analysis of 2 different athletes' physical, motor (technical) and psychological abilities and desired goals along with the inventory and forecast</li> <li><input type="checkbox"/> Track and assess objective indicators of performance in relation to athlete or team goals (competition scores/results, fitness testing results, attendance, training diary, training loads/volumes, etc.)</li> </ul>
Meets Expectations – Minimum NCCP Standard	<p><b>On a Yearly Training Plan</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Identifies major program goals and objectives (may be in the program description)</li> <li><input type="checkbox"/> Identifies basic athlete information (age, stage of sport development, differences in growth and development)</li> <li><input type="checkbox"/> Identifies competition/major event schedule and number of competitions/major events during the program</li> <li><input type="checkbox"/> Determines the length of each period of the program (preparation, competition, and transition)</li> <li><input type="checkbox"/> Determines the frequency of training sessions (days of the week), duration of training sessions (length of time for each practice), and total number of training sessions in each period of the program (preparation, competition, transition)</li> </ul> <p><b>Inventory and Forecasting</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Presents a skill inventory and forecast that is consistent with the gymnast's level and stage of development</li> </ul>
Needs Improvement	<ul style="list-style-type: none"> <li><input type="checkbox"/> Presents only basic information and logistics (practices vs. competitions/major events)</li> <li><input type="checkbox"/> Does not present a calendar outlining program plan</li> </ul>

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

- 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?
- Was your original plan modified during the training year? How and why was it modified?
- What will you do differently next year?

<b>Criterion 2: Structure a program to promote athlete development</b>	
<b>Achievement</b>	<b>Evidence</b>
Exceeds Expectations	<p>“Meets Expectations” and:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Indicates the importance of the training factors (physical, motor, artistic preparation) for each period (e.g., weighted line, colour, or percentage)</li> <li><input type="checkbox"/> Competition calendar and volume of training promotes athlete long-term development</li> <li><input type="checkbox"/> Identifies sufficient opportunities for recovery and learning/athlete development between important competitions (tapering, recovery, growth considerations)</li> <li><input type="checkbox"/> Compares the ratio of training-to-competition to the Gymnastics long-term athlete development norms <a href="http://www.gymcan.org/resources/ltad">http://www.gymcan.org/resources/ltad</a></li> </ul>
Meets Expectations – Minimum NCCP Standard	<p><b>On a Yearly Training Plan</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Shows strategies that will lead to improvements of physical (athletic) abilities (may be shown through a prescription or detailed plan not on the YTP template)</li> <li><input type="checkbox"/> Shows strategies that will lead to improvements of motor (technical) abilities (consider the density of training and appropriate timing of skill combinations, ½ routines and 1/1 routines)</li> <li><input type="checkbox"/> Shows strategies that will lead to improvements of psychological abilities</li> <li><input type="checkbox"/> Determines the ratio of training-to-competition opportunities within the program (in program description)</li> </ul>
Needs Improvement	<ul style="list-style-type: none"> <li><input type="checkbox"/> Does not calculate training-to-competition ratios</li> <li><input type="checkbox"/> Training strategies do not lead to efficient development of physical, motor or psychological abilities</li> </ul>

<b>Criterion 3: Develop practice plans that integrate seasonal training priorities</b>	
<b>Achievement</b>	<b>Evidence</b>
Exceeds Expectations	<p>“Meets Expectations” and:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Presents a logical sequencing from yearly overview, through weekly objectives, to daily application of training principles while addressing the key factors in a model that can be viewed as the ideal for other coaches in the sport for the age and stage of the athletes</li> <li><input type="checkbox"/> Identifies adjustments to the templates and provide rationale as to how the adjustments better reflect own program situation while remaining consistent with the long-term athlete development framework, growth and development principles, principles for training athletic abilities, and stages of skill development</li> </ul>
<b>Meets Expectations – Minimum NCCP Standard</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Designs 3 separate weekly plans, one for each period of the season, that emphasize training objectives (i.e. development, consolidation, maintenance)</b> <ul style="list-style-type: none"> <li>o Determines the total number of training sessions and calculate the total training time within each of the 3 weekly plans</li> <li>o Shows objectives are consistent with the year plan for the beginning, the middle, and the end of the season</li> <li>o Includes an appropriate allotment of time towards physical, motor and psychological training that is consistent for the period</li> </ul> </li> <li><input type="checkbox"/> <b>Designs 3 separate practice plans, one from each of the 3 weeks, to show emphasis on appropriate training objectives for each period</b> <ul style="list-style-type: none"> <li>o Identifies duration of overall practice and each practice segment (warm-up, apparatus, conditioning, cool-down, etc.) that is consistent with the weekly plan</li> <li>o Selects appropriate activities for the age, level of the athlete(s), and time of the season</li> <li>o Includes practice conditions that are favourable for the development of the athlete’s abilities at the time in the season (i.e. volume, intensity, density). Answer the question, how is the athlete expected to practice? Conditions may include individually, in groups or teams, with direct coaching, independently, or include focus on psychological training such as simulation of what will occur during a competition</li> <li>o Describes planned activities through illustration, diagram, and explanation</li> <li>o Lists key factors or coaching points (cues/reminders). These may be specific to individual athlete needs.</li> <li>o Lists any potential risk factors. These may be specific to individual athlete needs.</li> <li>o Ensures activities contribute to the development of skill(s) and are appropriate to the stage of skill development (acquisition, consolidation, refinement)</li> </ul> </li> </ul>
Needs Improvement	<ul style="list-style-type: none"> <li><input type="checkbox"/> Does not design weekly outlines or submit practice plans for each week</li> <li><input type="checkbox"/> Does not correctly prioritize athletic abilities within a given week of the pre-competition period of a year plan</li> <li><input type="checkbox"/> Does not correctly prioritize technical abilities and competitive strategies within a given week of the competitive period of a year plan</li> <li><input type="checkbox"/> Practice plans do not show effective integration of weekly or yearly priorities</li> </ul>



## Outcome 2: Manage a Program Criteria & Evidence

<b>Criterion: Manage administrative aspects of program and oversees logistics</b>	
<b>Achievement</b>	<b>Evidence:</b>
Exceeds Expectations	<p>“Meets Expectations” and:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstrates ability to work with other coaches (assistants) using optimal leadership qualities <ul style="list-style-type: none"> <li>• Leadership for this context is defined as the ability to influence others to accept, willingly, the leader's purpose and goal to help bring about a better future outcome or result, and to work together, voluntarily, towards achieving that end</li> <li>• Evidence of leadership may include working collaboratively with others, acknowledging others’ ideas and input, recognizing effort and goal achievement, acting as a role model, maintaining a positive vision of the future, active listening skills, etc.</li> </ul> </li> <li><input type="checkbox"/> Delegates activities appropriately to other coaches (assistants) and acknowledge their ideas and input into the program</li> <li><input type="checkbox"/> Ensures talent identification and selection procedures are available to athletes and parents</li> </ul>
Meets Expectations – Minimum NCCP Standard	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Presents a communication tool that outlines the philosophy and objectives of the program</b> <ul style="list-style-type: none"> <li>• Communication tools may include letter to athletes and/or parents, emails, newsletters, website pages, etc.</li> </ul> </li> <li><input type="checkbox"/> <b>Provides a schedule of competition and training commitments</b></li> <li><input type="checkbox"/> <b>Identifies expectations for behaviour and commitment, and identify appropriate consequences (expectations may be outlined in a fair-play code or developed through a mutual goal-setting strategy between coach and athlete)</b></li> </ul>
Needs Improvement	<ul style="list-style-type: none"> <li><input type="checkbox"/> Does not use communication tools or other forms of program information to outline philosophy and objectives of program</li> <li><input type="checkbox"/> Does not provide a schedule of competition and training commitments</li> <li><input type="checkbox"/> Does not identify expectations for behaviour and commitment or identify appropriate consequences</li> </ul>

### Outcome 3: Analyze Performance Criteria & Evidence

Criterion: Detect Performance	
Achievement	Evidence:
Exceeds Expectations	<p>“Meets Expectations” and:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Displays knowledge of developmental link beyond the skill selected to achieve more advanced skills in the future</li> <li><input type="checkbox"/> Uses a variety in teaching methods to target different learning types (auditory, visual, kinesthetic)</li> <li><input type="checkbox"/> Uses competition based rules and strategies that relate to execution</li> <li><input type="checkbox"/> Provides details of training principles (physiology, biomechanics) that vary based on the seasonal training period for optimal performance</li> <li><input type="checkbox"/> Displays variety to target individual needs when necessary (changes in environmental factors, mental training strategies, and competition strategies)</li> </ul>
Meets Expectations – Minimum NCCP Standard	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Displays knowledge of sport terminology</b></li> <li><input type="checkbox"/> <b>Uses appropriate physical, motor, and technical progressions that will lead to successful skill development</b></li> <li><input type="checkbox"/> <b>Chooses progressions/activities that are relevant to the needs of the athlete identified</b></li> <li><input type="checkbox"/> <b>Technical perfection shows awareness of factors that have a direct impact on performance</b></li> <li><input type="checkbox"/> <b>Technical perfection includes common errors and the coaching cues for skill refinement to achieve maximal execution (especially in a competition)</b></li> </ul>
Needs Improvement	<ul style="list-style-type: none"> <li><input type="checkbox"/> Shows vague understanding of physical and motor preparation required for skill development</li> <li><input type="checkbox"/> Selected activities will not have greatest impact on performance. Better options should be utilized</li> <li><input type="checkbox"/> More knowledge of sport terminology required</li> </ul>

## STEP 2: Competition 2 Evaluation Workshop

**WE ARE PROVIDING YOU WITH THE DOCUMENTS ON THE FOLLOWING PAGES SO THAT YOU KNOW WHAT TO EXPECT WHEN THE EVALUATOR OBSERVES YOU IN THE PRESENTATION WORKSHOP.**

**Evaluation** is the process to determine whether coaches meet NCCP Standards for Certification. Evidence is what is **observable** and measurable that a coach does. By providing evidence, the coach confirms that they meet 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 prepare, analyze and correct athlete-specific gymnastics abilities with the intention of peak performance in the sport

## Pre Brief Checklist – Completed by Evaluator

<b>Coach's Name</b>	
<b>Evaluator's Name</b>	

	Item	Complete	Date (dd/mm/yyyy)
1	Portfolio evaluated and returned to the coach		
2	Coach notified about formal observation date and procedure		
3	Coach given a copy of the workshop evaluation tools		
4	Coach is given details of the required skill development model parameters for the observation (video)		
5	Pre-brief discussion includes the process for the observation, including the evidence the evaluator is looking for		
6	Coach is given an opportunity to ask questions and clarify concerns		

**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 the coach will need to be re-evaluated if the following is seen:**
  - ☐ The presentation has issues concerning safety
    - o For example: Loss of control of gymnast group
  - ☐ The presentation shows harmful or unethical coaching behaviours
    - o Harassment and/or abuse
    - o Disregard for Fair Play
    - o Demonstration of disrespect for athletes, peers, others or equipment
  - ☐ The presentation shows that the coach is not ready to be certified
    - o Inadequate technical knowledge
    - o 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 in the evaluation:**

- What are your goals and objectives for this athlete?
- How did you set these goals (i.e. with the athlete)?
- What type and how frequent do you provide feedback to the athletes to reinforce their goals and measure their success?
- When in the year did you prioritize the physical, technical or tactical skills needed by this athlete?
- How did you monitor the athlete's physical abilities?
- How did you monitor and develop the athlete's technical or tactical skills?
- How does this skill fit into your athlete's competitive level requirements currently or in the future?
- How did you plan to develop this skill throughout your yearly training plan?
- Would you do anything next time?
- Was your original plan modified during the training year? How and why was it modified?
- Did you have to adapt for individual injuries, and if yes how?
- What do you take into consideration to prevent injuries (overuse or acute)?
- How did your gymnast perform in competition?
- How would you evaluate your own coaching performance?
- What areas do you still feel you need to improve in? How do you plan to improve?

## WHAT TO DO:

- Produce a video showing how you applied the Skill Development Model approach to an athlete on each competitive apparatus. Include all aspects of Physical, Motor and Technical Preparation. The coach should include the spotting of a progression or the skill.
- Track the progress of the athlete through your developmental activities. The final stage should be the performance of the skill in a competition setting. This may take several months of tracking, be prepared early in the season rather than waiting until after the season to try to compile your athlete's progress.
- Confirm with your provincial/territorial office when a workshop is scheduled to be held and register for the workshop  
OR confirm with your provincial/territorial office where you should submit your video presentation, and how much the video submission will cost.
- Review the expectations by reading the Evaluation Evidences. They are categorized into:
  - Describing the Athlete – Age, gender, level, years in the sport, training schedule, seasonal plan/objectives, short and long term goals, commitment, motivation, focus and concentration, stress management, cooperation, nutrition and overall health
  - Describing the Skill – Name it, describe it and show it when it is done correctly by a model performer
  - Describing how athletes are monitored. What in gym/lab tests did you use to evaluate the athlete's abilities. When did they occur in your seasonal plan? How did you assess the athlete? How often do you monitor these abilities? Did you make adjustments to your weekly or monthly training schedules based on the athlete's performance? Did you adjust goals because of the results?
- Prepare a 5 to 10 minute presentation on the skills selected. The presentation must describe the content of the video, beginning with a description of the athlete.  
*Be prepared for a maximum of 4 presentations (total of 40 minutes). The evaluator will determine on the workshop day which apparatus you will present.*
- The evaluation is not intended to have a "right" or "wrong" answer. Each participant works in an environment that is unique; however, coaches must be prepared to justify their reasons for their selection of drills and progressions, describe how their own coaching has progressed during the year, and discuss which techniques worked, which ones did not work (and why) and what they may do in the future.

## **VIDEO COLLECTION and PRESENTATION**

- Coaches should be prepared to show their videos and present their analysis using a laptop/LCD projector. Coaches can create a visual presentation with programs they feel comfortable using and may bring their own laptops or use one provided. The ability to use technology is not evaluated; however, the ability to explain to the audience what the coach did and how it impacted their athlete is.
- Evaluators should inform coaches of the technology available to use at the workshop (laptop, LCD projector, compatibility with operating systems). Coaches may choose to bring and use their own personal electronic device and should inquire with the evaluator if the equipment is compatible.

***Coaches who are unable to attend a workshop are required to include all workshop presentation requirements in their video submission.***

### **Responsibilities of the Evaluator:**

- During an evaluation, the evaluator's task is to evaluate; however, the evaluation process should be a positive learning experience. An evaluator is also a mentor, present to challenge the learner and also provide valuable feedback in their coaching development.
- The evaluation tools are designed to allow for the provision of objective (clear) feedback. Each form has room for the evaluator to record subjective comments. The evaluator may use this opportunity to highlight the coach's strengths, thus reinforcing positive coaching behaviours. He/she may also use the opportunity to explain why he/she did not believe that some coaching behaviours were adequately demonstrated. In such cases, the evaluator's comments must be constructive and provide the candidate with a clear direction for improvement (e.g. more practice, talking to more experienced coaches, reviewing the course materials, etc.). It is essential that every candidate walk away from the process feeling that they have learned something, regardless of the outcome.

## Responsibilities of the Coach

After completion of the Competition 2 Course, select one skill for each apparatus presented in the Comp 2 training. Begin applying the C2 course material into your coaching. Suggested skills are:

Vault:	<ul style="list-style-type: none"><li>• Handspring Full Twist</li><li>• Tsukahara/Kasamatsu tuck or pike</li><li>• Yurchenko tuck, pike or layout</li><li>• Handspring Forward Salto</li></ul>
Tumbling:	<ul style="list-style-type: none"><li>• Roundoff Backward Handspring to Salto series</li><li>• Any 1/1 twisting layout forward or backward</li><li>• Double salto forward or backward</li></ul>
WAG Asymmetric Bars:	<ul style="list-style-type: none"><li>• Free hip to handstand</li><li>• Giant forward or backward</li><li>• Flyaway</li><li>• High to low transfer (“overshoot”)</li><li>• Low to high transfer</li></ul>
WAG Balance Beam:	<ul style="list-style-type: none"><li>• Backward salto</li><li>• Backward handspring series</li><li>• Backward handspring to salto series</li><li>• Roundoff to salto dismount</li><li>• Aerial cartwheel</li><li>• Aerial walkover</li></ul>
MAG Pommel:	<ul style="list-style-type: none"><li>• Magyar</li><li>• Sivado</li><li>• Kehre</li><li>• Czechkehre</li><li>• Russians</li><li>• Stockli</li></ul>
MAG Rings:	<ul style="list-style-type: none"><li>• Press to handstand</li><li>• Planche</li><li>• Back uprise</li><li>• Homna</li><li>• Yamawaki</li></ul>
MAG Parallel Bars	<ul style="list-style-type: none"><li>• Healy</li><li>• Stutzkehre</li><li>• Diamidov</li><li>• Moy</li><li>• Tippelt</li><li>• Felge</li><li>• Dismount with backward salto off the side</li></ul>
MAG Horizontal Bar	<ul style="list-style-type: none"><li>• Giant</li><li>• Flyaway</li><li>• Free hip circle</li><li>• Stalder</li><li>• Endo</li><li>• Blind change/Pirouette</li></ul>

## Workshop 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.

### A. ATHLETE DESCRIPTION

<b>Coaching Task:</b> Evaluate the efficacy of the athlete to perform up to potential. Identify factors that impact the individual athlete's ability to prepare or perform in the sport.		
<b>Evidence</b>		<b>Comments</b>
Athlete's general health status Ex. Athlete's nutrition or hydration status Sleeping habits Stage of growth and development	<input type="checkbox"/>	
Athlete's physical abilities and weaknesses	<input type="checkbox"/>	
Athlete's psychological abilities and weaknesses Ex. Athlete's motivation for training and to competition Athlete's ability to focus and concentrate Athlete's ability to manage stress before and during competition Athlete's ability to manage distractions before and during training or competition	<input type="checkbox"/>	
Athlete's technical and apparatus specific abilities	<input type="checkbox"/>	
Athletes' short and long term goals	<input type="checkbox"/>	
Athlete's ability to effectively utilize feedback	<input type="checkbox"/>	
Optional: Any specific strategies aimed at the individual athlete to prepare and perform to their potential	<input type="checkbox"/>	



## B. SKILL DESCRIPTION

<b>Coaching Task:</b> Define (through showing and describing) the optimal performance of a sport-specific skill			
<b>Evidence</b>	<b>Apparatus 1</b>	<b>Apparatus 2</b>	<b>Comments</b>
Coach shows understanding of the desired skill	<input type="checkbox"/>	<input type="checkbox"/>	
Correct application of biomechanical principles in the analysis of the skill	<input type="checkbox"/>	<input type="checkbox"/>	
Correct description of the prevailing body actions (anatomical joints involved) in the skill	<input type="checkbox"/>	<input type="checkbox"/>	
Shows a model of the optimal performance of the skill	<input type="checkbox"/>	<input type="checkbox"/>	
Explain what teaching was done to allow the athlete to understand the desired performance	<input type="checkbox"/>	<input type="checkbox"/>	
Select factors that have a direct impact on performance	<input type="checkbox"/>	<input type="checkbox"/>	
Communicate how and why critical errors contribute to the performance	<input type="checkbox"/>	<input type="checkbox"/>	

## C. SKILL DEVELOPMENT

<b>Coaching Task:</b> Detect physical abilities that have to be improved or refined to enhance performance and/or to prevent injuries			
<b>Evidence</b>	<b>Apparatus 1</b>	<b>Apparatus 2</b>	
Explain the physical preparation required for the athlete to successfully demonstrate the skill	<input type="checkbox"/>	<input type="checkbox"/>	
Identify at least one cause of performance errors from a physical weakness that is individual to the athlete in their attempts to learn the skill	<input type="checkbox"/>	<input type="checkbox"/>	
Identify the correction to that error	<input type="checkbox"/>	<input type="checkbox"/>	
Prescribe highly individualized or adapted activities to assist the athlete in making physical performance correction	<input type="checkbox"/>	<input type="checkbox"/>	
Identify the amount of volume of work (or time) that may be necessary to achieve the desired effects in correcting/enhancing performance	<input type="checkbox"/>	<input type="checkbox"/>	
Show an understanding of injury risk when performance is incomplete, incorrect or poorly executed	<input type="checkbox"/>	<input type="checkbox"/>	

<b>Coaching Task:</b> Detect technical elements that have to improved or refined to enhance performance and/or to prevent injuries			
<b>Evidence</b>	<b>Apparatus 1</b>	<b>Apparatus 2</b>	
State the responsibilities the coach has to improve the technical performance of the athlete (equipment, environment)	<input type="checkbox"/>	<input type="checkbox"/>	
Make appropriate use of technology/methods to conduct technical analyses (notational analysis; specialized software; video; etc.)	<input type="checkbox"/>	<input type="checkbox"/>	
Highlight the moments in the athlete's performance that requires attention	<input type="checkbox"/>	<input type="checkbox"/>	
State why the video evidence of the performance is valuable from a coach's perspective in analyzing the skill	<input type="checkbox"/>	<input type="checkbox"/>	
Identify at least one technical cause of performance errors individual to the athlete in their attempts to learn the skill	<input type="checkbox"/>	<input type="checkbox"/>	
Identify the correction to that error	<input type="checkbox"/>	<input type="checkbox"/>	
Prescribe highly individualized or adapted activities to assist the athlete in making technical performance correction	<input type="checkbox"/>	<input type="checkbox"/>	

<b>Coaching Task:</b> Detect tactical elements that have to be improved or refined to enhance performance and/or to prevent injuries			
<b>Evidence</b>	<b>Apparatus 1</b>	<b>Apparatus 2</b>	
State the mental strategies critical to achieve optimal performance of this skill	<input type="checkbox"/>	<input type="checkbox"/>	
State the critical decision making skills required by the athlete to perform this skill. This may include any concerns for the athlete if the skill is poorly executed or technically incorrect.	<input type="checkbox"/>	<input type="checkbox"/>	
Identify competition rules or regulations that relate to the skill	<input type="checkbox"/>	<input type="checkbox"/>	
Communicate how and why a critical error contributes to the performance	<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"/>	
Correctly and consistently apply biomechanical principles while performing analyses	<input type="checkbox"/>	<input type="checkbox"/>	

**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.**

<b>Coaching Task</b>	<b>Comments</b>
Make appropriate use of technology/methods to conduct technical analyses (notational analysis; specialized software; video; etc.) and provide specific evidence to reinforce analysis of performance	
Encourage athletes to self-detect technical performance factors and to show to the coach how and why these errors affect overall performance	
Work with other coaches to detect athlete performance and mentor other coaches to identify critical elements in the detection of athlete performance	
Use new and innovative evaluation protocols, consistent with current and emerging scientific research data and sport-specific practices at the elite level	
Maintain records of athlete performance and monitoring and ensure confidentiality of records	
Understand the sport demands at the elite level	

## COACH EVALUATION RESULTS

For certification of coaching in Competition 2, the coach is evaluated on their ability to prepare, analyze and correct an athlete developing a sport and level-appropriate skill. Evaluators should send a copy of this form to their provincial/territorial administrative office to record in The Locker.

**Coach Name:** \_\_\_\_\_ **NCCP#:** \_\_\_\_\_

<b>Expert</b>	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"/>	<b>COMPLETE</b>  <i>The observation portion of the evaluation is successfully completed.</i>	<b>COMPLETE</b>
<b>Proficient</b>	Coach displays intuitive knowledge and abilities for the discipline and level, and uses sophisticated instructional techniques that focus on the most critical components for individual athlete success.	<input type="checkbox"/>		
<b>Competent</b>	Coach implements the expected procedures for the discipline and level, while displaying a desire to see athletes learn, develop and grow.	<input type="checkbox"/>		
<b>Beginner</b>	Coach requires more knowledge and experience to successfully achieve discipline and level appropriate instruction.	<b>INCOMPLETE</b> <input type="checkbox"/> The presentation shows that the coach is not ready to be certified. <input type="checkbox"/> The presentation has issues concerning safety. <input type="checkbox"/> The presentation shows harmful or unethical coaching behaviours. <i>The evaluator has provided feedback and will discuss action plan items to lead to your future success.</i>		<b>INCOMPLETE</b>

**Action Items:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Evaluator's signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Coach signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

## Workshop Guidelines for Success

*We are providing you with these Guidelines for Success to use as a reference before you are evaluated in the workshop.*

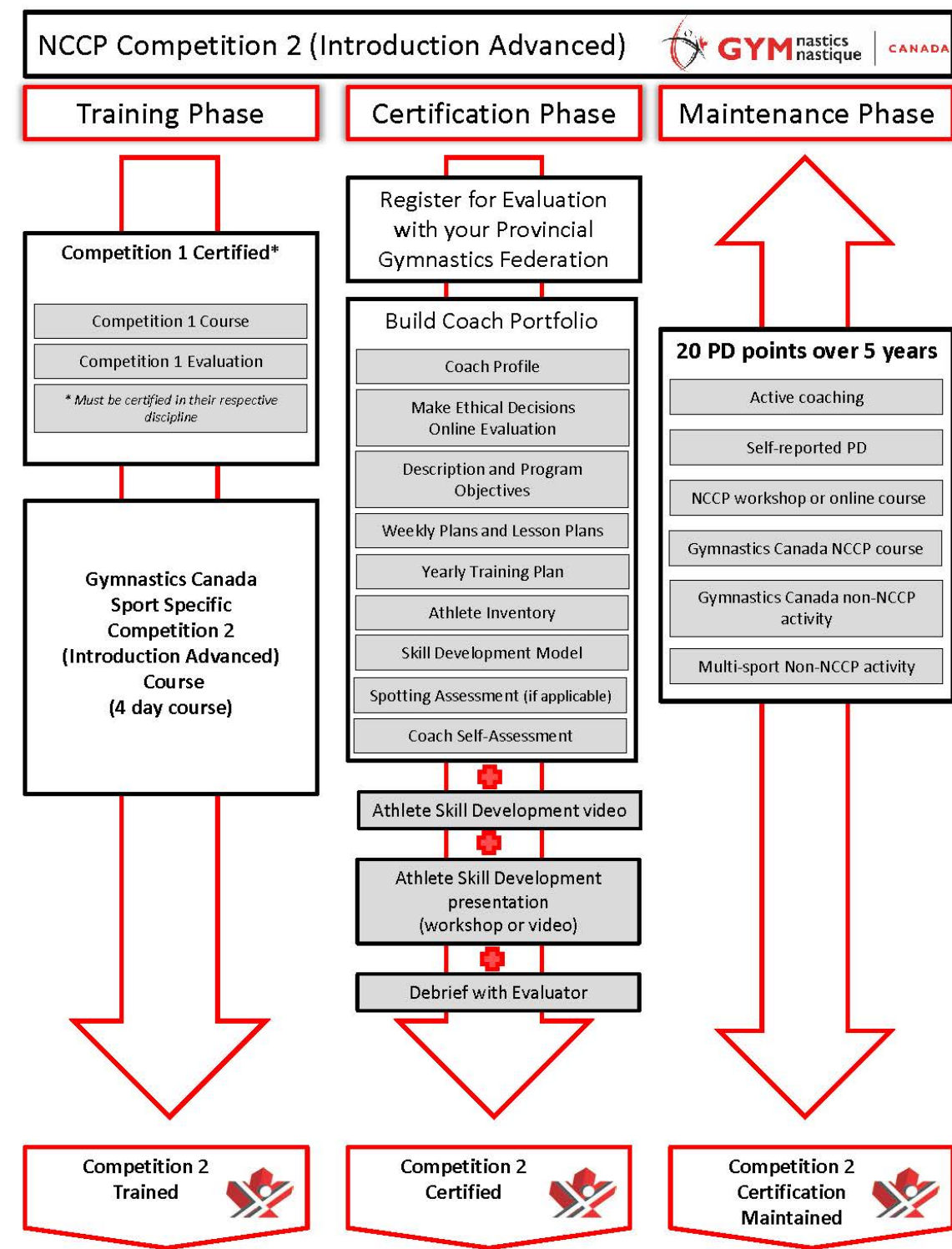
*You don't have to complete this document, but to make sure that you are prepared to be evaluated read over these Guidelines for Success. They list what the Coach Evaluator will be looking for when they evaluate your coaching.*

### Analyze Performance

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

Criterion 2: Correct Performance	
Achievement	Evidence:
Expert	<p><b>“Proficient” and:</b></p> <ul style="list-style-type: none"> <li><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?”</li> <li><input type="checkbox"/> Identifies why the correction will have a beneficial effect on the performance and consistently identify how to improve performance</li> </ul>
Proficient	<p><b>“Competent” and:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Ensures adequate motor engagement in the task or activity for each athlete</li> <li><input type="checkbox"/> Selects corrective tasks that are sufficiently challenging of the athletes’ capabilities</li> <li><input type="checkbox"/> Identifies corrections that focus athletes’ attention towards the most appropriate cues (internal or external cues)</li> <li><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?”)</li> </ul>
Competent	<ul style="list-style-type: none"> <li><input type="checkbox"/> Identifies specific corrections based on observation of movement phases and in accordance with the sport development model (physical, motor, technical)</li> <li><input type="checkbox"/> Uses prescriptive performance corrections (i.e., they emphasize how to improve, not just what to improve)</li> <li><input type="checkbox"/> Explains how the correction relates to improved performance</li> <li><input type="checkbox"/> Explains why the correction contributes to improved performance</li> <li><input type="checkbox"/> Facilitates athletes to increase awareness of corrections by asking appropriate questions</li> <li><input type="checkbox"/> Prescribes an appropriate activity or drill that assists athlete to make correction in performance</li> </ul>
Beginner	<ul style="list-style-type: none"> <li><input type="checkbox"/> Provides vague corrections rather than specific factors that contribute to improved performance: “Concentrate more” “Work harder”</li> <li><input type="checkbox"/> Corrects the athletes by indicating what they did rather than identifying specific strategies for how to improve the performance.</li> </ul>

## Competition 2 Coach Certification Pathway





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