

SPEED SKATING CANADA



CANADA

FUNDAMENTALS COACH EVALUATION GUIDE

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Introduction

The *FUNdamentals Coach Evaluation Guide* is designed to guide you through each step towards becoming a Speed Skating Canada NCCP FUNdamentals Certified coach. If you are reading this guide it is because you are ready to embark on the process of becoming a certified coach meaning that (1) you have completed both the part A and part B of the FUNdamentals Coach training or (2) you have chosen to proceed directly to the evaluation process. In both instances you must complete the following steps to become certified.

1. Successfully complete the Making Ethical Decision evaluation delivered by the Coaching Association of Canada. The evaluation takes between one (1) and two (2) hours to complete and requires you to have a coaching certification number (CC#) and a password to login to the evaluation. You can access the evaluation directly at <http://nccpeval.coach.ca/production/med/e/default.asp>.
2. Complete your FUNdamentals Coach Portfolio and submit it for evaluation by an accredited evaluator. The process for submitting your portfolio may vary by provincial/territorial branch. In some cases you may submit your portfolio directly to an evaluator while in others you may have to first submit it to your branch. Contact your provincial branch for more information. The portfolio consists of a series of tasks to complete that will allow you to prepare for the on-ice evaluation. It is also used as a tool for the evaluator to determine your readiness for the on-ice evaluation
3. Upon successful completion of the portfolio you must schedule a time for an on-ice evaluation with the evaluator who reviewed your portfolio or submit a video recording of the practice session of you delivering a practice session. For evaluations that an evaluator observes your practice is in person, and can take place no sooner than 30 days following the reception of the portfolio. Video submissions can be submitted at any time but must meet the following requirement to be evaluated:
 - Have a clear recording of all of your comments throughout the practice.
 - Be submitted on a form accepted by the evaluator and be of standard DVD quality or better
 - Must show a practice based on a plan approved by an evaluator from start to finish (the moment the first skater goes on the ice until the last skater exits) additional footage before and after the practice will assist the evaluator in conducting a more thorough evaluation
 - Provide views of the entire practice environment, what the participants are doing and images of what you are doing during the session
4. Participate in a de-briefing session with the evaluator where you discuss both the contents of your portfolio and the on-ice session which you delivered. This should take 30 to 45 minutes and would normally occur after the on-ice session. If your on-ice evaluation was done by video submission then the de-brief session would normally be conducted over the phone.
5. Develop an action plan in collaboration with the evaluator for future professional development.

NCCP Evaluation Process and Structure

The structure for evaluation put forward in this document is based on a systematic approach for gathering evidence on coaching abilities. These abilities are tracked by the Speed Skating Canada and the Coaching Association of Canada to substantiate coaching competency. The following structure based on outcomes, criteria, and evidence is proposed to establish a clear link between the core competencies, skills and knowledge that a coach must have to be effective in the FUNdamentals context.

OUTCOMES: What a coach should be able to do in specific areas deemed important for the NCCP.

The outcomes provide the framework for the NCCP and identify a generic foundation that presents a consistent structure across all sports. The NCCP has endorsed seven (7) outcomes that validate coaching in the Canadian Sport System. Speed Skate Canada (SSC) in some contexts Speed Skating Canada has identified further outcomes that may help to identify functions and tasks that may not be reflected within the NCCP outcomes. The outcomes identify the scope of the evaluation and provide a link between evaluation and training. In the FUNdamentals context, certification is obtained upon the successful completion of the evaluation requirements of at least four (4) distinct outcomes.



CRITERIA: What will be evaluated within a given outcome.

One or more criteria may be attached to a given outcome. The number of criteria also contributes to setting the scope of the evaluation. Criteria can be: (1) adapted by the sport to reflect a particular context or (2) created to define critical coaching abilities that certain sports want to emphasize. Speed Skating Canada and the Coaching Association of Canada track progress of coaches in relation to these criteria in order to be able to award certification. During the certification process specific outcomes are recorded as either trained (T) or evaluated (E). An overview of outcomes and criteria for the FUNdamentals context is presented in on the next page.



EVIDENCE: What the evaluator must see to confirm the attainment of a given criterion.

Evidence can be: (1) discrete, observable coaching behaviours or (2) specific elements that are involved in determining the achievement for particular criteria. Depending on the criterion, one or more pieces of evidence may be used. A greater number of pieces of evidence will require a more demanding or rigorous evaluation. The evidence identifies the depth of the evaluation and provides specific points of reference to assist coaches in preparing for certification.

Outcomes and Criteria for FUNdamentals Coach Evaluation

In order to become a certified FUNdamentals coach it is necessary for you to be evaluated for each of the outcomes identified below. The evidence used to evaluate the criterion can be found in Appendix 1 and is reproduced in the evaluation grids used by evaluators when conducting the on-ice evaluation.

NCCP Outcome	Criteria	Speed Skating Requirements
Make Ethical Decisions	Apply an ethical decision making process. <i>(On-line evaluation administered by the CAC)</i>	T E
Provide Support to Athletes In Training	Verify that the practice environment is safe. <i>(On-ice evaluation and portfolio assignments)</i>	T E
	Implement an appropriately structured and organized practice. <i>(On-ice evaluation and potfolio)</i>	T E
	Make interventions that promote learning. <i>(On-ice evaluation)</i>	T E
	Accesses equipments needs and quality of the participants equipment <i>(On-ice evaluation)</i>	T E
Analyze Performance	Detect and correct performance <i>(On-ice evaluation and portfolio video clips)</i>	T E
Plan a Practice	Organize a series of activities into a plan that enhances the learning of one or more skills	T
	Design an Emergency Action Plan <i>(Portfolio)</i>	T E
Manage Aspects of a Sport Program	Report on athlete progress throughout program <i>(Portfolio)</i>	T E
	Utilises communication tools for the effective delivery of the program <i>(Portfolio and on-ice evaluation)</i>	T E

Potential Cause Identifications

- T = Trained Outcome
- E = Evaluated Outcome

Making Ethical Decisions On-line Evaluation

The Making Ethical Decisions evaluation is administered by the Coaching Association of Canada (CAC). It is a key element of Speed Skating Canada's and the CAC's commitment to promoting the ethical conduct amongst coaches. Effective January 1st 2009 all speed skating coaches in Canada will be required to have successfully completed this evaluation in order to maintain their certification.

The evaluation is conducted electronically over the Internet and takes between one and two hours to complete, however you may take as much time as you like to complete the evaluation. You are entitled to two attempts to complete the evaluation before being required to re-complete the training. In order to access the exam you must have your NCCP Coach Certification number (CC#) and a password provided to you by the CAC. As well, in order to verify your readiness for the exam there is a pre-test which you can complete.

To access the exam go to the following web address:
<http://nccpeval.coach.ca/production/med/e/default.asp>

You will be presented with the following screen asking you to proceed:



The Portfolio

The portfolio is intended as a review tool to prepare you for the on-ice evaluation and assist you in preparing tools to be used in your day to day activities. Each of the exercises detailed in the portfolio must be completed in order for you to be evaluated delivering an on-ice session. Should the evaluator identify any sections as needing improvement you will be requested to complete these areas of the portfolio and re-submit them prior to the on-ice evaluation. The items described in the table below will be required to successfully complete the evaluation. It will be necessary that you have an Internet connection to complete the evaluation.

The following codes will be used to indicate the evaluation or completion status as determined by the evaluator. Note that in some cases it is not possible to award an evaluation of exceeds standard as the only evaluation that is done is ensuring that the documentation is included as part of the portfolio. An electronic version allowing you to complete this document in an electronic format is available on-line at: <http://www.speedskating.ca/funeval.cfm>

Evaluation

IN = Incomplete – information missing to complete the evaluation

NI = Needs improvement

MS = Meets standards

ES = Exceeds standards

Portfolio Item	Completed by the evaluator	
	Evaluation	Comments
Making ethical decision on-line evaluation complete		
My Training Group		
Communicating your program		
Emergency Action Plan (EAP)		
Sample Practice Plan		
Video clip analysis		
Parent, Coach and Administrator Feedback forms		
Self-evaluation completed		

Note: Only the emergency action plan (EAP) is evaluated by way of a formal evaluation grid as presented on the following page. All other sections of the portfolio will be evaluated with the intent to verify comprehension of the course material and to allow you to hone your coaching skills.



Speed Skating Canada FUNDamentals Coach Emergency Action Plan Evaluation Grid

Coach			CC #	C	C						
	<small>Surname</small>	<small>First Name</small>									
Mark	Evidence of Achievement		Comments								
	The location of telephones and emergency telephone numbers are identified										
	Specific direction are given on how to reach the activity site, which may include a map or a list of key instructions.										
	Location of the medical profile for each participant under the coach's care is identified.										
	Location of a fully stocked first-aid kit is identified.										
	"Charge person" and "control person" are designated and their roles and responsibilities outlined.										
	TOTAL POINTS										
Rank <small>(NI, MS, ES)</small>			<small>NI = NEEDS IMPROVEMENT</small>	<small>MS = MEETS STANDARD</small>	<small>ES = EXCEEDS STANDARD</small>						
NI	Design an emergency action plan		< 15	15 - 19 (No 0s)	> 19 (No 0s)						
Evaluator			CC #	C	C						
	<small>Surname</small>	<small>First Name</small>									
Signed			Date (dd/mm/yyyy)								



The On-Ice Evaluation

The on-ice evaluation is critical stage in the evaluation process. It is during this evaluation that you can demonstrate your skills as a coach where it matters most, on the ice with skaters. As explained in the introductions you have two options for the on-ice evaluation, to be evaluated in person or to submit a video recording of your session. In both instances you will be evaluated based on the outcomes identified on page 5 and detailed on the evaluation grid displayed on the right hand side of this page by an accredited evaluator. To view the actual evaluation form go to <http://www.speedskating.ca/funeval.cfm>, a sample is provided on the two following pages.

The cost of the evaluation is included in your course registration fee. Should you be requested to pay an additional amount to be evaluated contact Speed Skating Canada immediately.

If following your on-ice evaluation the evaluator determines that you still need to hone your skills before being certified you are entitled to a re-evaluation at a fee of 75\$. If following your re-evaluation the evaluator deems that your coaching skills still need improvement you will be required to retake the training sessions in full or in part based on the recommendations of the evaluator. Following this process you will be entitled to two subsequent evaluations under the same terms as the initial evaluations. The evaluation scale used corresponds to the one used in the evidence chart and is summarised as follows:

Mark	Description
0	Incomplete/Absent. The section is not complete, or no evidence is presented.
1	Not Sufficient. Some evidence is presented, but it is generally incomplete.
2	Foundation. Essential evidence is presented, but not necessarily applied in the appropriate context. Information is not clearly understood
3	NCCP standard. All of the essential evidence is presented and the coach applies the information in the appropriate context.
4	Advanced. All of the essential evidence is presented, as well as additional evidence not required by the NCCP standard. The coach not only applies concepts as presented, but can adapt them on the fly as the context evolves.
5	Highly effective. All of the essential evidence is presented, as well as additional evidence not required by the NCCP standard. The coach not only applies concepts as presented, but can adapt them on the fly as the context evolves. Coach provides additional evidence to support his or her approach.



Speed Skating Canada FUNdamentals Coach On-ice Evaluation Grid



Coach				CC #	C	C				
		Surname	First Name							
Mark	Evidence of Achievement	Comments								
Safety	Coach surveys the practice environment and ensures that there are minimal safety risks.									
	Coach can identify adjustments to the practice to ensure safety of participants. Have coach reflect on a specific scenario in the debriefing if a dangerous situation did not present itself during the practice.									
	Coach is able to present an emergency action plan that contains most of the critical elements and is suitable to provide immediate care in case of an emergency.									
	Coach reinforces and teaches the correct application of competitive rules that enable a safe practice.									
	Total Points									
Structure and Organisation	Coach is appropriately dressed.									
	Equipment is available and ready to use.									
	There are clear practice segments, which include an appropriate warm-up, main segments, and a cool-down.									
	Coach communicates effectively with other coaches on the ice and each knows and understands their role.									
	Coach provides evidence of planning.									
	Delivery of practice matches practice plan's goals.									
	Breaks are provided for appropriate recovery and hydration.									
	Practice demonstrates a clear timeline for activities and drills, and activity time is maximized. (more than 75% motor engagement for participants)									
	The organisation of groups encourages maximum activity time.									
	Coach demonstrates optimal use of space and equipment.									
Activities contribute to the development of skills through fun and games as per LTAD recommendations.										
Total Points										
Coach Intervention	Coach uses explanation and identifies 1–3 key learning points within the practice.									
	Coach uses demonstrations, and participants are in an optimal position to see and hear.									
	Feedback adapted to the age of the participants, is positive, specific, and communicated to both individuals and the group while children are actively engaged in the									
	Coach intervenes such that participants have adequate time to practice skill.									
	Coach maintains a positive outlook and acknowledges athletes' needs and thoughts.									
	Coach is highly energetic, uses respectful language when providing verbal interventions and speak in a manner that draws the attention of participants									
Coach provides feedback and instruction that clearly identifies what to improve and how to improve.										



Speed Skating Canada FUNdamentals Coach On-ice Evaluation Grid



Coach				CC #	C	C				
		Surname	First Name							
	Mark	Evidence of Achievement		Comments						
Coach Intervention		Coach selectively uses feedback during the drill to constructively reinforce participants' effort and performance.								
		Coach promotes a positive image of the SPORT and models the image to athletes and other stakeholders.								
		Coach identifies appropriate expectations for participant behaviour and reinforces these expectations when appropriate.								
		Assesses equipment needs and quality of the participants equipment (ex. sharp skates, skate fit, blade alignment)								
		Participants leave the ice with a smile								
		Total Points								
Analyse Performance	Detect	Coach moves around the practice environment to observe skills from the most optimal vantage points.								
		Coach selects the most critical factor that has a direct impact on performance.								
		Coach identifies potential causes of the skill error as outlined in the Technical Observation Chart.								
		Coach detects discrepancies between observed performance and the Technical Observation Chart.								
	Correct	Coach used adequate demonstrations to model the correct performance.								
		Skill/performance corrections were prescriptive (How and what, not just what)								
		Corrections identified were consistent with the Technical Observation Chart.								
		Drills and/or activities prescribed were appropriate and helped the participants to make corrections in their performance.								
		Total Points								
Rank				NI = NEEDS	MS = MEETS	ES = EXCEEDS				
(NI, MS, ES)				IMPROVEMENT	STANDARD	STANDARD				
		Safety		< 12	12 - 16 (No 0s)	> 16 (No 0s)				
		Structure and Organisation		< 33	33 - 44 (No 0s)	> 44 (No 0s)				
		Coach Intervention		< 36	36 - 48 (No 0s)	> 48 (No 0s)				
		Analyse performance		< 24	24 - 32 (No 0s)	> 32 (No 0s)				
Evaluator				CC #	C	C				
		Surname	First Name							
Signed				Date (dd/mm/yyyy)						

The De-Briefing Session

The de-briefing session is the final step in the evaluation process. It is conducted following the evaluation of the on-ice session. This is an opportunity for you to discuss both your portfolio and the on-ice session which you delivered with an evaluator along with any other subject that you may wish to discuss about speed skating.

During the session the evaluator will identify any areas of improvement that you may need as well as assisting you in laying out a professional development plan that will allow you to continue to pursue your coaching objectives. The debriefing session could resemble something like the following:

Debriefing (Reflections and Comments)

1. Opening: Asking key questions

Examples:

- How did you feel?
- What did you think went well and why? What might you have done better and how you would change it?
- Did you consider other ways to do that?

2. Facilitation: Leading the coach in guided discovery to probe areas for further evidence

Examples:

- If [safety situation] occurred, explain what you could have done?
- I noticed that you did _____. Why did you do that, or what might you have done differently?

3. Closing: Summarizing key points and providing feedback

Examples:

- Overall I thought that you did _____ well. You may want to consider trying _____ in the future.
- I observed that [a specific scenario] occurred and thought that you should be aware of its impact during the practice.

Stakeholder Questionnaires

The final piece of your portfolio is to solicit feedback from those who see you at work on regular basis. We are requesting that you have at least 1 club administrator, 1 coaching colleague and 3 parents complete the following stakeholder questionnaire with regards to your coaching. Similar to the auto-evaluation this will allow the evaluator to compare the impressions of those closest to you to his or her evaluation and be able to use the responses as point of discussion during the de-briefing session. You can download printable copies of the questionnaire at <http://www.speedskating.ca/funeval.cfm>

Please indicate who is completing the questionnaire: Peer Coach Parent Administrator

	1 Strongly Disagree SD	2 Disagree D	3 Agree A	4 Strongly Agree SA	Not Applicable Cannot observe NA			
Rate each statement below by placing an X in the appropriate box to the right.				SD	D	A	SA	NA
1	Coach ensures that the practice environment has minimal safety risks			1	2	3	4	
2	Coach teaches and reinforces safety throughout the practice.			1	2	3	4	
3	Coach has asked participants for information related to safety such as: telephone number in case of emergency, allergies, medication I take, or any special health problem I may have.			1	2	3	4	
4	Practices start on time and stay to expected timelines			1	2	3	4	
5	Coach has planned for the practice and is always well prepared			1	2	3	4	
6	The participants are active for most of the time during the practice			1	2	3	4	
7	Coach ensures that all equipment available and ready to use			1	2	3	4	
8	Coach provides specific goals for the participant to achieve during the practice			1	2	3	4	
9	Coach provides enough time for the participant to practice and make corrections when necessary.			1	2	3	4	
10	Coach explanations or instructions are clear and participants show understanding			1	2	3	4	
11	Coach deals with participants that are not performing to expectations appropriately			1	2	3	4	
12	The participants have made improvements because of the instruction they have received.			1	2	3	4	
13	Coach uses demonstrations to assist in teaching skills			1	2	3	4	
14	Coach uses respectful language when talking to participants			1	2	3	4	
15	Coach gives participants an opportunity to respond to questions and reflect on their performance			1	2	3	4	

Appendices

Outcome: Provide Support to Athletes in Training

Criteria	Ensures that the Practice Environment is Safe	
Achievement	Evidence	Sport Specific Examples
5 (Highly Effective)	<p>As in #4 PLUS:</p> <ul style="list-style-type: none"> Coach is able to critically reflect on safety concerns prior to practice. Coach forecasts dangerous factors and makes immediate adjustments so participants are not at risk in all activities. Coach demonstrates superior skill and understanding of equipment 	<ul style="list-style-type: none"> Coach increases mat protection during the speed workout. Coach makes sure that skaters of equal ability are training together. Coach adjusts boot fit, rocker and bend.
4 (Advanced)	<p>As in #3 PLUS:</p> <ul style="list-style-type: none"> Coach can identify potential dangerous situations and makes adjustments prior to engaging the participant in most activities. Coach can correct minor problems with equipment, teach others basic maintenance 	<ul style="list-style-type: none"> Coach stops practice at the onset of a potential injury situation (i.e.; Skater or skaters fall.)
3 (NCCP Standard) 	<ul style="list-style-type: none"> Coach surveys the practice environment and ensures that there are minimal safety risks. Coach can identify adjustments to the practice only after a dangerous situation has become evident. Coach is able to present an emergency action plan with all of the following critical elements. <ol style="list-style-type: none"> Location of telephones are identified (cell or land lines) Emergency telephone numbers are listed Location of medical profiles for each participant under the coach's care is identified Location of Fully-stocked first-aid kit identified Advance "call person" and "control person" are designated Directions to reach the activity site are provided Coach is able to evaluate the condition and fit of equipment 	<p>To ensure that the coach can critically reflect on potential risk factors it is recommended that a specific scenario is presented in the debrief to elicit critical reflection if a dangerous situation did not present itself during the practice.</p> <ul style="list-style-type: none"> Mats are sufficient Doors are closed Skaters are well equipped EAP complete Applies water to ruts on corners Coach identifies equipment that does not fit properly and assist skaters in making adjustments Coach can identify if a skate blade is sharp and if Burr is present.
2 (Foundation)	<ul style="list-style-type: none"> Coach recognizes the potential risks but does nothing to adjust the practice to enable safety. Coach is able to present an emergency action plan with some (<4) of the following critical elements <ol style="list-style-type: none"> Location of telephones are identified (cell or land lines) Emergency telephone numbers are listed Location of medical profiles for each participant under the coach's care is identified Location of Fully-stocked first-aid kit identified Advance "call person" and "control person" are designated Directions to reach the activity site are provided Coach is able to evaluate some, but not all elements of equipment's condition 	<ul style="list-style-type: none"> Insufficient mat protection Inadequate space for games. Skaters with inadequate safety equipment Incomplete EAP
1 (Not Sufficient)	<ul style="list-style-type: none"> Coach does not survey practice environment prior to practice. Clearly there are dangerous factors in the practice environment, which should have been addressed. Coach is not able to present an Emergency Action Plan. Coach is not able to evaluate the condition in which equipment is in and evaluate fit 	<ul style="list-style-type: none"> Doors left open Insufficient Mat protection No EAP Coach cannot identify if skates are sharp, laces tied etc...

APPENDIX 1

Outcome: Provide Support to Athletes in Training		
Criteria	Implements an Appropriately Structured and Organized Practice	
Achievement	Evidence	Sport Specific Examples
5 (Highly Effective)	<p>As in # 4.</p> <p>PLUS:</p> <ul style="list-style-type: none"> Coach adapts practice activity to increase challenge or to ensure adequate learning opportunities. The activity clearly identifies the performance factors and learning objectives that were outlined at the beginning of practice and creates specific teachable moments (cognitive triggers) to enhance learning 	<ul style="list-style-type: none"> Coach adjusts the practice parameters (time/space), player roles and or training environment to elicit a specific technical or tactical response.
4 (Advanced)	<p>As in #3</p> <p>PLUS:</p> <ul style="list-style-type: none"> Coach adequately modifies practice activities to address context specific circumstances or logistics, and to create a specific learning effect (physical or motor) Adjustments are made depending on the reaction and performance of the participant in the activity The adjustments that are made enable the objectives of the practice to be achieved. Coach adequately sequences (progresses) activities to enhance learning. 	<ul style="list-style-type: none"> Coach adjusts work intervals to ensure adequate development of speed skating skills or athletic ability. Coach also makes adequate adjustments for weather, and resources / equipment Drills, exercises and methods of training load are in accordance with the training objective(s) pursued. Adequate sequencing refers to the timing of practice activities within the practice. For example, the sequence of the activity provides a progression that builds towards execution under realistic / competitive situations.
3 (NCCP Standard) 	<p>As in # 2</p> <p>PLUS:</p> <ul style="list-style-type: none"> Delivery of practice matches practice plan's goal(s). Breaks are provided for appropriate recovery and hydration. Practice demonstrates a clear timeline for activities so that activity time is maximized. Coach demonstrates adequate use of space and equipment. Coach implements activities that contribute to the development of skills and or athletic abilities as outlined in practice plan and is consistent with LTAD principles. 	<ul style="list-style-type: none"> Participants are engaged in activity at least 75% of the practice time Coach is using speed skating practice plans made available Coach will follow speed skating progressions as outlined in practices
2 (Foundation)	<p>Practice has some structure as identified by all of the following elements:</p> <ul style="list-style-type: none"> There are clear practice segments, which includes an introduction activity (warm-up) skill development and concluding activity Equipment is available and ready to use. Coach is appropriately dressed. 	<ul style="list-style-type: none"> Speed Skating practice plan is provided
1 (Not Sufficient)	<p>There is no clear structure to the practice as demonstrated by the following elements:</p> <ul style="list-style-type: none"> Coach does not use appropriate warm-up activities. Coach is unable to implement an established practice plan. 	<ul style="list-style-type: none"> No structured warm up plan in place No speed skating practice plan.

Outcome: Analyse Performance

Criteria	Detect and Corrects Performance	
Achievement	Evidence	Sport Specific Examples
5 (Highly Effective)	<p>As in #4 PLUS:</p> <ul style="list-style-type: none"> Coach provides specific evidence (i.e. Notational analysis, video analysis, biomechanical analysis, etc..) to reinforce analysis of performance. Coach corrections focus participants' attention towards external cues, or on the anticipated effects of the movement rather than the way the movement is performed (Internal focus). E.g. External focus: "Concentration on keeping a specific object or implement in a certain position during the movement". versus Internal focus: "Concentrating on keeping a specific part of the body in a certain position during the movement" Coach facilitates the participant(s) to detect key performance factors and to understand how and why these errors affect overall performance. 	e.g. "What do you think will help you to maximize your power during the execution of the push phase of the stride?"
4 (Advanced)	<p>As in #3 PLUS</p> <ul style="list-style-type: none"> Coach uses a variety of observational strategies (i.e. Positioning, video, other coaches, etc.) to identify the most critical aspects of performance. Coach identifies why the error effects performance identifies how to correct performance. Coach facilitates participants to understand how errors affect overall performance by asking appropriate questions Coach is able to reflect on potential causes of skill error (Cognitive / Affective / Motor) 	e.g. "You are pushing too far back try to max your push by extending to the side and from a more compressed body position."
3 (NCCP Standard) 	<ul style="list-style-type: none"> Coach moves around practice environment to observe skills from the most adequate vantage points and scans all the participants. Coach identifies or selects common errors that have a direct impact on performance Coach identifies common corrections and gives prescriptive feedback that emphasizes how to improve as well as what to improve. Coach prescribes an appropriate activity and or drill that assists participant to make correction in performance. Coach asks participant's consent for physical contact when assisting in correcting a skill error when appropriate Errors identified are consistent with LTAD development guidelines for the appropriate stage of participant development. 	e.g. "You are not getting enough power into your push. Try sitting deeper (closer to 90°) and pushing more to the side at right angles."
2 (Foundation)	<ul style="list-style-type: none"> Coach observes the skill from a single vantage point to detect performance factors. Coach is able to identify common errors, but cannot prescribe an appropriate correction that facilitates a change in performance. Coach corrects the participant(s) by indicating what they did rather than identifying common corrective strategies for how to improve the performance. 	e.g. "You are too high, get lower" Or "You are pushing too far back, push to the side."
1 (Not Sufficient)	<ul style="list-style-type: none"> Coach scans practice environment infrequently and pays little attention to skill execution. Coach identifies effort and motivational factors that contribute to lack of performance rather than common errors or corrections. 	"Skate Faster"!