



## Speed Skating Canada FUNdamentals Coach Emergency Action Plan Evaluation Grid

<b>Coach</b>			<b>CC #</b>	C	C						
	Surname	First Name									
<b>Mark</b>	<b>Evidence of Achievement</b>		<b>Comments</b>								
	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.										
	<b>TOTAL POINTS</b>										
<b>Rank</b> (NI, MS, ES)			<i>NI = NEEDS IMPROVEMENT</i>	<i>MS = MEETS STANDARD</i>	<i>ES = EXCEEDS STANDARD</i>						
<b>NI</b>	Design an emergency action plan		< 15	15 - 19 (No 0s)	> 19 (No 0s)						
<b>Evaluator</b>			<b>CC #</b>	C	C						
	Surname	First Name									
Signed			Date (dd/mm/yyyy)								



**National  
Coaching  
Certification  
Program**

## Speed Skating Canada FUNdamentals Coach On-ice Evaluation Grid

<b>Coach</b>			<b>CC #</b>	<b>C</b>	<b>C</b>							
	Surname	First Name										
<b>Mark</b>	<b>Evidence of Achievement</b>	<b>Comments</b>										
<b>Safety</b>	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.											
	<b>Total Points</b>											
<b>Structure and Organisation</b>	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 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. (approximately 75% or more)											
	Coach demonstrates optimal use of space and equipment.											
	Activities contribute to the development of skills through fun and games as per LTAD recommendations.											
<b>Total Points</b>												
<b>Coach Intervention</b>	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.											
	Coach intervenes such that participants have adequate time to practice skill.											
	Coach maintains a positive outlook and acknowledges athletes' needs and thoughts.											
	Coach 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.											
	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)											
	<b>Total Points</b>											
	<b>Analyse Performance</b>											<b>Detect</b>
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.												
<b>Correct</b>		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.										
<b>Total Points</b>												
<b>Rank</b>			<b>NI = NEEDS IMPROVEMENT</b>	<b>MS = MEETS STANDARD</b>	<b>ES = EXCEEDS STANDARD</b>							
<b>(NI, MS, ES)</b>												
<b>Safety</b>			< 12	12 - 16 (No 0s)	> 16 (No 0s)							
<b>Structure and Organisation</b>			< 27	27 - 36 (No 0s)	> 36 (No 0s)							
<b>Coach Intervention</b>			< 33	33 - 44 (No 0s)	> 44 (No 0s)							
<b>Analyse performance</b>			< 24	24 - 32 (No 0s)	> 32 (No 0s)							
<b>Evaluator</b>			<b>CC #</b>	<b>C</b>	<b>C</b>							
	Surname	First Name										
Signed			Date (dd/mm/yyyy)									

## 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.