

SPEED SKATING CANADA



CANADA

INTRODUCTION TO COMPETITION COACH EVALUATION GUIDE

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Introduction

The *Introduction to Competition Coach Evaluation Guide* is designed to guide you, the coach, through each step towards becoming a Speed Skating Canada NCCP Introduction to Competition 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 you have completed both the part A and part B of the Introduction to competition Coach training or you have chosen to proceed directly to the evaluation process. In both instances you must complete the following steps before you will be certified.

1. Successfully complete the Making Ethical Decision evaluation delivered, on line, 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>. This task may have been completed with an earlier coaching context.
2. Complete your Introduction to Competition Coach Portfolio and submit it for evaluation by an accredited evaluator. Coaches requesting evaluation will submit their portfolio directly to an evaluator. 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. [See the SSC Portfolio Guide]. 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 as well as a subsequent debriefing afterwards. This will be done with the evaluator who reviewed your portfolio or to whom you submitted a video recording of the practice session you delivered. On-ice evaluations that an evaluator observes in person can take place no sooner than 30 days following the evaluator's written approval 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 could be conducted over the phone or Internet.
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 Introduction to Competition 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 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 Introduction to Competition 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 Introduction to Competition 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 Introduction to Competition Coach Evaluation

In order to become a certified Introduction to Competitions 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 and off ice debriefings.

NCCP Outcome	Criteria	SSC Requirements
Make Ethical Decisions	Apply an ethical decision making process.	T E
Provide Support to Athletes In Training	Verify that the practice environment is safe.	T E
	Implement an appropriately structured and organized lesson.	T E
	Make interventions that promote learning.	T E
Analyze Performance	Detect and correct performance	T E
Plan a Practice	Organize a series of practice plans that enhance the learning of one or more skills	TE
	Design an Emergency Action Plan	TE
Manage Aspects of a the Program	Report on athlete progress throughout program	TE
	Manage administrative aspects of program and oversee logistics	TE
Support the Competitive Experience	Prepare for readiness in competition	T
	Make effective interventions during and after competition	T
	Assist athlete to be mentally prepared for competition	T
	Give basic nutritional advice	T
Design a Basic Sport Program	Outline program structure based on available training and competition opportunities	T E
	Identify program measures to promote athlete development	T E
	Develop practice plans that integrate seasonal training priorities	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 2010 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 completed		
Communicating your program		
Emergency Action Plan (EAP)		
Sample Practice Plan		
Video clip analysis		
Seasonal Plan		
Self-evaluation completed		

Note: The following sections of the portfolio will be evaluated by way of a formal evaluation grid as presented on the following pages, Communicating your Program, Design an Emergency Action Plan, Planning a Practice and Designing a Basic Sports Program. The remaining 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 Introduction to Competition Portfolio Evaluation



Coach			CC #						
	Surname	First Name							
Outcome	Mark	Evidence of Achievement	Comments						
Communicating Your Program		A resume of coaching experience is presented. A coaching philosophy is identified. Coach contact information is provided							
		A calendar of events is presented including but not limited to training days, competitions, special activities, mini meets, team or club social activities.							
		A season summary is presented. A survey of skills and characteristics to develop is presented. Objectives for each period within the season are outlined.							
		Methods for evaluating skater progress are presented.							
		Expectations of parents and participants are outlined.							
	0	TOTAL POINTS							
Design an Emergency Action Plan		The location of telephones and emergency telephone numbers are identified							
		Specific directions 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.							
	0	TOTAL POINTS							
Planning a Practice		A practice plan is presented. Logistical needs are identified							
		The main segments of the plan are identified; introduction, warm-up, skill development (technical and training), cool-down and conclusion							
		The practice plan identifies the number of athletes and the stage of development of the majority of the participants.							
		The duration of the practice and the duration of each practice segment are identified on a timeline.							
		The practice plan identifies a goal that is consistent with growth and development principles.							
		Key factors and teaching points are identified within the practice plan. The key factors and teaching points relate to the identified goal consistent with growth and development principles.							
		The practice plan identifies the type of training, the interval time, the number of repetitions and the rest period.							
	0	TOTAL POINTS							
Designing a Basic Sports Program		A season plan is presented. The length of the season, the total number of training sessions and the number of competition days are identified							
		The seasonal program includes three main periods, preparation, competition and transition. Training objectives and priorities are identified for each period.							
		A week plan is presented for each period of the seasonal plan. The week plan is consistent with the goal, objectives and priorities of the identified period.							
		Athlete information is provided including age, stage of development and number of athletes in the program.							
		Growth and development differences are identified. Strategies are presented to accommodate these differences.							
		The entry point for athletes is identified within the season plan. Issues regarding the entry point are identified and solutions are presented.							
	0	TOTAL POINTS							
Rank (NI, MS, ES)	Outcomes	NI = NEEDS IMPROVEMENT	MS = Meets Standard	ES = EXCEEDS STANDARD					
	Communicating Your Program	< 15	15-19 (No 0s)	> 19 (No 0s)					
	Design an Emergency Action Plan	< 15	15-19 (No 0s)	> 19 (No 0s)					
	Planning a Practice	< 21	21-27 (no 0s)	> 27 (No 0s)					
	Designing a Basic Sports Program	< 18	18-23 (No 0s)	> 23 (No 0s)					
Evaluator			CC #						
	Surname	First Name							
	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 3 and detailed on the evaluation grid displayed below by an accredited evaluator. To view the actual evaluation form go to <http://www.speedskating.ca/Tntroeval.cfm>, a sample is provided on the three following pages.

The cost of the evaluation is not included in your course registration fee and is to compensate the evaluator for their time & travel. A fee of \$ 75.00 is required to have the evaluation.

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 no additional cost.

If following your re-evaluation the evaluator deems that your coaching skills still need improvement you will be required to re-take 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.

 National Coaching Certification Program

It is critical that the portfolio is well done and the evaluator can see that you are prepared to be evaluated. A well done and comprehensive portfolio will save evaluation redo's.



Speed Skating Canada Introduction to Competition 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. <i>Have coach reflect on a specific scenario in the debriefing if a dangerous situation did not present itself during the practice.</i>								
	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 LTPAD recommendations.									
Total Points									
Coach Intervention	Coach uses explanation and identifies critical learning points within the practice.								
	Coach uses demonstrations, and participants are in an optimal position to see and hear.								
	Feedback adapted to the stage of development of the participants, is positive, specific, and communicated to both individuals and the group.								
	Coach ensures adequate time to practice skill(s) and adapts program as appropriate.								
	Coach introduces components of mental training as part of training activities.								
	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.								

Coach Intervention		Coach selectively uses feedback during the drill to constructively reinforce participants' effort and performance.	
		Coach promotes a positive image of speed skating 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, rocker, bend)	
		Participants leave the ice feeling good about themselves and their progress	
		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.	
		Corrections identifies are consistent with the LTPAD Guidelines for athlete development	
		Coach explains the correction which is requires and provides indicators to the athlete as to how to evaluate his or her progress	
		Drills and/or activities prescribed were appropriate and helped the participants to make corrections in their performance.	
		Total Points	

Rank		NI = NEEDS IMPROVEMENT	MS = MEETS STANDARD	ES = EXCEEDS STANDARD
(NI, MS, ES)				
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: <ul style="list-style-type: none">• 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 before the practice?
	2. Facilitation: Leading the coach in guided discovery to probe areas for further evidence
Examples: <ul style="list-style-type: none">• 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?• Discuss seasonal Plan (to date): Successes /things to change / new ideas etc?• Coaching Intervention at a competition. Discuss some of the coach's thoughts about competition preparation.• At practice - what steps do you take to prepare for a competition?• Having received a copy of the coach's seasonal Plan in the portfolio, now is a good time to delve into any questions you had about the seasonal plan.• Did the practice plan just observed, reflect the focus of the seasonal plan? Why or Why not?	
3. Closing: Summarizing key points and providing feedback	
Examples: <ul style="list-style-type: none">• 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.	

Appendices

SSC Introduction to Competition Program Matrix

<i>Outcome: Provide Support to Athletes in Training</i>		
Criterion	Ensures - Environment is Safe	
Achievement	Evidence	Sport Specific Examples
5 (Highly Effective)	As in #4 plus: <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. 	<ul style="list-style-type: none"> • Coach increases mat protection during the speed workout • Coach stops practice/activity to make adjustments before an injury situation occurs (forecasts)
4 (Advanced)	As in #3 plus: <ul style="list-style-type: none"> • Coach can identify potential dangerous situations and makes adjustments prior to engaging the participant in most activities. 	<ul style="list-style-type: none"> • Coach stops practice at the onset of a potential injury situation • Groups are modified, size and/or make up of the group as types of training changes.
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"> 1. Location of telephones are identified (cell or land lines) 2. Emergency telephone numbers are listed 3. Location of medical profiles for each participant under the instructor's care is identified 4. Location of Fully-stocked first-aid kit identified 5. Advance "call person" and "control person" are designated 6. Directions to reach the activity site are provided 	<ul style="list-style-type: none"> • Mats are sufficient • Doors closed • Skaters are equipped with all required safety equipment • EAP is complete • Water is applied to ruts in corners • Track markers are regularly moved • Skaters are appropriately grouped by ability <p>To insure 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"> • The arena is very cold, the water placed on the track freezes very quickly the blocks sit in the water on the track. • Skaters leave and return to the ice during the practice while skaters are moving on the track. • While overtaking other skaters there are significant collisions.
2 (Foundation)	<ul style="list-style-type: none"> • Coach recognizes the potential risks but does nothing to adjust the lesson 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"> 1. Location of telephones are identified (cell or land lines) 2. Emergency telephone numbers are listed 3. Location of medical profiles for each participant under the instructor's care is identified 4. Location of Fully-stocked first-aid kit identified 5. Advance "call person" and "control person" are designated 6. Directions to reach the activity site are provided 	<ul style="list-style-type: none"> • Insufficient mat protection or available mats not used • Inadequate space for the activity or drill • Skaters without adequate safety equipment allowed to participate • Incomplete EAP
1 (Not Sufficient)	<ul style="list-style-type: none"> • Coach does not survey practice environment prior to lesson. • Clearly there are dangerous factors in the practice environment, which should have been addressed. • Coach is not able to present an Emergency Action Plan. 	<ul style="list-style-type: none"> • Doors left open • Mats not made available • No EAP • Skate guards left on the ice near mats

<i>Outcome: Provide Support to Athletes in Training</i>		
Criterion	Structured and Organized Lesson	
Achievement	Evidence	Sport Specific Examples
5 (Highly Effective)	<p>As in # 4 plus:</p> <ul style="list-style-type: none"> Coach adapts practice activities 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 lesson and creates specific teachable moments (cognitive triggers) to enhance learning 	<ul style="list-style-type: none"> Coach adjusts the practice parameters such as time and space, participant roles and/or training environment to elicit a specific technical or tactical response. Short track: the blocks are positioned differently on the track to create a specific challenge for the participants. Track pattern, obstacles
4 (Advanced)	<p>As in #3 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 makes adequate adjustments for weather, resources/equipment Drills, exercises and methods of training are in accordance with the stated training objective The sequence of the activity provides a progression that builds towards execution under realistic competitive situations. Passing drills presented as blocked practice moving towards random practice at race speed.
3 (NCCP Standard) 	<p>As in # 2 plus:</p> <ul style="list-style-type: none"> Delivery of lesson matches practice plan's goal(s). Breaks are provided for appropriate recovery and hydration. Lesson 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 lesson plan. 	<ul style="list-style-type: none"> Participants are actively engaged in the prescribed activities at least 75% of the lesson time The coach is using speed skating practice plans. Reference is made to a clipboard or cue cards. The coach follows the time line provided on the practice plan, coach stays on task The coach maximizes the use of the available space for the practice activities; corner drills using all 5 face off circles.
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"> A speed skating practice plan is outlined by the coach Equipment essential for the practice is on the ice at the beginning of the practice (blocks) Coach has a stop watch, whistle and helmet
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"> A speed skating practice plan is not evident Plan of warm-up activities not in place Participants are actively engaged less than 50% of the allotted lesson time

Outcome: Provide Support to Athletes in Training		
Criterion	Make Interventions that Promote Learning	
Achievement	Evidence	Sport-Specific Examples
<p>5 (Highly Effective)</p>	<p>As in #4 plus:</p> <ul style="list-style-type: none"> Coach selects from a variety of intervention strategies to achieve specific learning objectives that will result in greater transfer to the competitive environment. Intervention is specific to individuals and enables the athlete to take greater ownership over specific performance factors and learning objectives. Coach emphasizes independent thinking and problem solving. 	<ul style="list-style-type: none"> Intervention strategies may included delayed or summative feedback, questioning, focusing external attention, video, modeling, and learning aids Develops an intervention strategy that relates to athlete performance of a skill within a given criteria. The criteria changes or is modified as performance of the skill improves.
<p>4 (Advanced)</p>	<p>As in #3 plus:</p> <ul style="list-style-type: none"> Coach uses questioning to help athletes to reflect on performance. Coach can identify individual learning styles and provides appropriate interventions that optimize learning. Coach reinforces correct performance by facilitating appropriate interventions (e.g., feedback, questioning the athlete, using a demonstration) to identify the key factors that were properly executed. Coach encourages calculated risks to enhance performance in accordance with the NCCP/SSC code of ethics. 	<ul style="list-style-type: none"> Auditory Learning - Verbal feedback and questioning: "When you push through with the left foot what do you feel the skate is doing?" "Where are you exiting the corner?" "What corrective measures should we try first?" "What do think is a possible corrective measure?" Visual Learning - Demonstration and Modeling: Video of international skaters are shown to illustrate proper execution of a skating movement Kinesthetic Learning - Doing or feeling: the coach gets the athlete to try different movements and make a decision on what feels better of produces a better result
<p>3 (NCCP Standard)</p> 	<p>As in # 2 plus:</p> <ul style="list-style-type: none"> 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 athletes' effort and performance. Coach clarifies key learning objectives and performance factors (feedback, instruction) with athletes before engaging in the activity. Coach promotes a positive image of the sport and models the image to athletes and other stakeholders. Coach identifies appropriate expectations for athlete behaviour and reinforces these expectations when appropriate. 	<ul style="list-style-type: none"> Feedback or intervention strategy provides adequate specific information to help athlete correct errors Feedback is a balanced to reflect effort "good job" and performance "push your knee forward" The coach uses an analytical approach deciding what the technical skating error is, and uses a descriptive and prescriptive method of communicating with the athletes. "You are not getting much power from your push, the angle at the knee is very big, a very straight leg, to correct this and get more power from your push I want you try..."
<p>2 (Foundation)</p>	<ul style="list-style-type: none"> Coach uses explanation and identifies 1–3 key learning points. Coach uses demonstrations, and participants are in an optimal position to see and hear. Feedback is positive, specific, and communicated to both individuals and the group. Coach makes interventions such that participants have adequate time to practice skill or tactic. Feedback and instruction only identify <i>what</i> to improve, and not <i>how</i> to improve. Coach maintains a positive outlook and acknowledges athletes' needs and thoughts. Coach uses respectful language when providing verbal interventions 	<ul style="list-style-type: none"> Feedback reflects effort "good job", "nice work", "good effort" but gives few specific corrections on skating technique Feedback is evident but tends to emphasize motivational prompts rather than corrective measures, "keep trying", "your doing well" Respectful language is identified as non-discriminatory and void of profanity and insults. This is modeled by the coach and should not be tolerated from the skaters.
<p>1 (Not Sufficient)</p>	<ul style="list-style-type: none"> Coach uses an explanation but does not identify any key learning points. Coach uses demonstration but participants are not in an optimal position to see and hear. Limited intervention is made to clarify key learning objectives. 	<ul style="list-style-type: none"> Coach has someone demonstrate a proper skating position but gives no biomechanical points of reference. Absence of comments such as... "Notice the position of the knee and its relation to the ankle, see how it is..." Coach skates away from athletes when giving an explanation of a skill Coach has skaters skate numerous laps without providing any feedback to enhance performance

<i>Outcome: Plan a Practice</i>		
Criterion	Identify Appropriate Logistics for Practice	
Achievement	Evidence	Sport-Specific Examples
5 (Highly Effective)	<p>As in #4 plus:</p> <ul style="list-style-type: none"> A clear rationale is identified for each goal and objective, based on objectively identified athletes' needs. The practice plan provides evidence of optimal use of the available time and equipment to promote a high degree of active engagement time, learning, and training on the part of athletes. 	<ul style="list-style-type: none"> The plan includes detailed logistical evidence that would allow an assistant or other coach to implement the practice and achieve the desired learning or training effect. Specific details and clear descriptions of activities, illustrations, diagrams, video reference The rationale supports the sequencing of activities within the context of the practice, the period of the year and within the yearly plan. (Why?) Additional logistical resources are provided to support modifications to the plan as or if required.
4 (Advanced)	<p>As in #3 plus:</p> <ul style="list-style-type: none"> The practice plan has specific objectives that are identified for each activity. A list of key factors or teaching points is provided for each activity. Plan identifies where the practice is located within context of season or annual plan. Training priorities and objectives are appropriate for the time of the season and reflect the sport's recommendations and guidelines. 	<ul style="list-style-type: none"> The plan includes detailed logistical evidence that would allow an assistant or other coach to implement the practice and achieve the desired learning or training effect. The plan is supported with illustrations, diagrams and detailed explanations The type of training is identified with references to energy systems.
3 (NCCP Standard) 	<p>As in #2 plus:</p> <ul style="list-style-type: none"> Practice plan has a clearly identified goal that is consistent with SSC LTAD growth and development principles. Practice plan is organized into main segments that include introduction, warm-up, skill development (technical and training), cool-down and conclusion. Duration of the practice and each practice segment are identified on a timeline. Plan includes a list of key factors or teaching points that relate to the overall goal. 	<ul style="list-style-type: none"> There is enough logistical evidence in the practice plan that an assistant coach or other coach could implement the practice. Age, ability, performance level and development stage provided. Goals include the type of training, interval time and rest period. List of key factors or teaching points are sequenced providing steps or details of the progression of activities. What to look for, what comes next. Total time and segment time provided.
2 (Foundation)	<ul style="list-style-type: none"> Practice plan identifies a goal or a series of key elements that will be addressed in the practice. Practice plan identifies basic information, including date, time, location, number of athletes, and level of athletes. Practice plan indicates basic logistical needs (i.e., facilities and equipment) to match the overall goal. 	<ul style="list-style-type: none"> Practice plan has goals and objectives outlined but do not specify type of training, interval time or rest period. Athletes list provided. Training location, time of day provided.
1 (Not Sufficient)	<ul style="list-style-type: none"> Practice plan goals and objectives are vague and not clearly identified. Plan has a basic structure, but does not clearly identify main segments or time line of practice. 	<ul style="list-style-type: none"> Practice plan is incomplete Plan for speed skating session appears to be put together hastily Little or no explanation of various elements of warm-up, technical development, types of training, intervals or rest period indicated. Assistant coach would not be able to initiate practice.

Outcome: Plan a Practice		
Criterion	Identify Appropriate Activities in Each Part of the Practice	
Achievement	Evidence	Sport-Specific Examples
<p>5 (Highly Effective)</p>	<p>As in #4 plus:</p> <ul style="list-style-type: none"> Practice activities are created or designed for the specific needs of the participant or team based on analysis of performance in competition. Practice plan integrates mental skills and strategies such as visualization, goal setting, and focusing strategies. Optimal types of practice are purposely integrated to promote skill development and are consistent with the SSC skill development guidelines. 	<ul style="list-style-type: none"> Evidence identifies a state of deliberate practice where the athlete is highly engaged both cognitively and physically on a consistent basis. Practice environment is modified, track placement, blocks set up to create decision training opportunities Optimal types of practice could relate to relevant “decision training tools” random practice, variable practice, modeling. Visual and auditory cues provided to enhance decision training opportunities Skill development drills are well planned athletes are engaged in a way that more than one training/development goal is achieved within the activity Mental skills are an integral part of the learning environment, visualization of the skill to be performed, individual goal setting for the practice
<p>4 (Advanced)</p>	<p>As in #3 SSC LTAD plus:</p> <ul style="list-style-type: none"> Practice conditions and or variations in activities purposefully create challenges that elicit specific training effect. Practice activities promote basic concepts of decision training. Practice activities contribute to development of specific physical abilities by identifying work–rest ratios, target training load, and target intensities. Practice plan includes the use of goal setting and indicates specific criteria for assessing athlete achievement. Planned activities are appropriate to the time and location in the seasonal program. Planned activities are sequenced properly in the main part to promote learning and skill development and induce the desired training effect. 	<ul style="list-style-type: none"> Evidence indicates optimal challenge for the speed skating athletes through activities that will clearly enhance learning and training effects Random practice methods, variable practice, mixed training Adequate sequencing refers to the timing of practice activities within the practice, blocked practice moving towards random practice at race speed There is a correlation between the activity and the location within the seasonal plan, for example volume of laps during the specific preparation phase, race plan and tactical training during the major competitive phase. A goal is identified for the practice including criteria for assessing athlete achievement, a checklist, observation list, lap time records, athlete feedback form. Work to rest ratios provided, work and rest expressed in minutes or units of work (laps) target training load, total volume of work expressed in minutes or units of work (laps), Target intensities, lap times, heart rate.
<p>3 (NCCP Standard)</p> 	<p>As in #2 plus:</p> <ul style="list-style-type: none"> Practice activities are effectively described (e.g. diagrams, explanations, key points). Planned activities are allotted enough time to develop the skills or tactics identified by the goal. Planned activities contribute to the development of skill and are appropriate to the stage of skill development (acquisition, consolidation, refinement) of the athletes. The practice plan indicates key factors (coaching points) that will be identified in the practice activity. Planned activities contribute to the development of athletic abilities, are appropriate for the sport, and are consistent with SSC LTAD growth and development principles. 	<ul style="list-style-type: none"> Coach has speed skating practice well planned Coach delivers instructions while skaters stand in a circle, the coach is visible to all skaters and all skaters are visible to the coach Offer well structured practice which allows all athlete to develop Practice timeline reflects training and development priorities Includes creative drills that make practice interesting and challenging for athletes A variety of skating drills and or activities, use of maximum available ice surface
<p>2 (Foundation)</p>	<ul style="list-style-type: none"> Activities are purposeful and link to overall practice goal. The duration of the practice and each practice segment are consistent with SSC LTAD growth and development principles. Planned activities reflect awareness of and control for potential risk factors. 	<ul style="list-style-type: none"> Coach has a practice plan to teach a speed skating skill but skaters are all over the rink, not listening when the coach tries to explain drills, pushing and shoving each other. No variety is offered in the type of drills possible to develop a particular skill Activities are of limited challenge for skaters
<p>1 (Not Sufficient)</p>	<ul style="list-style-type: none"> Activities do not link to overall purpose of practice. Activities may not reflect awareness of safety. Activities may not be consistent with SSC LTAD growth and development principles. 	<ul style="list-style-type: none"> The speed skating coach wants to teach a specific skill, for example crossovers but only plays games all practice which have no focus on crossovers and little control Activities have a high probability for collision

<i>Outcome: Analyze Performance</i>		
Criterion	Detect 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 (e.g., notational analysis, biomechanical analysis, etc.) to reinforce analysis of performance. Coach helps the athletes to detect key performance factors and to understand how and why these errors affect overall performance. Coach analyzes a variety of factors that could contribute to increased performance 	<ul style="list-style-type: none"> Video used in a variety of ways and from various locations in the practice and competition environment to capture skater performance. The coach uses diagrams and illustrations as part of a biomechanical analysis The coach use a coaching log which includes performance and environmental data How does the equipment and facility effect skater performance?
4 (Advanced)	<ul style="list-style-type: none"> Coach uses a variety of observational strategies (e.g., positioning, video, other coaches, etc.) to identify the most critical aspects of performance. Coach is able to consistently communicate <i>how</i> and <i>why</i> a critical error contributes to the performance. Coach helps athletes to understand how errors affect overall performance by asking appropriate questions. Coach reinforces application of competitive rules that relate to skill execution when appropriate. Coach provides a rationale for identifying individual or team skills or tactics that need improvement, based on sport-specific analysis of performance. 	<ul style="list-style-type: none"> Coach observations are made from the middle, corner, outside and inside of skating track Coach observations are supported by video What tactical skills do your skaters need to improve? (Passing, position within a race, pacing) What performance analysis supports your rationale for this need?
3 (NCCP Standard) 	<ul style="list-style-type: none"> Coach moves around practice environment to observe skills from the most optimal vantage points and scans all the athletes. Coach is able to select the most critical factor that has a direct impact on performance. Coach is only able to explain <i>how</i> the error relates to the overall performance but does not indicate <i>why</i> it is important. Coach is able to reflect on potential causes of skill error (cognitive, affective motor). Errors identified are consistent with athlete development guidelines for the appropriate stage of athlete development. 	<ul style="list-style-type: none"> Coach observations are made from the middle and corner of the skating track The coach explains that the height of the skating position can effect performance but does not differentiate between what would be the ideal position while sprinting or during an endurance race What skill errors do you consistently observe in your skaters? What do you believe the cause of these errors to be?
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 key performance factors that contribute to errors in performance, but cannot select the most critical factor that will have the greatest impact on performance. 	<ul style="list-style-type: none"> Coach observations are made from a single position, stands in the corner of the rink Coach sees errors "the skater is awkward" but cannot identify the basic underlying cause.
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 key technical or tactical factors. 	<ul style="list-style-type: none"> Coach allows practice to continue when a door is open or in similar unsafe conditions indicating a lack of observation Coach allows skaters to skate fast with no attention to their technique

Note: It is recommended that evidence observed for this outcome be gathered during direct observation of the coach in the practice environment or through the use of a video.

Outcome: Analyze Performance

Criterion	Correct Performance	
Achievement	Evidence	Sport-Specific Examples
<p style="text-align: center;">5 (Highly Effective)</p>	<p>As in #4 plus:</p> <ul style="list-style-type: none"> Coach helps athletes to identify individual corrections by asking open-ended questions. Coach involves athletes in a critical thinking process: What did you do? What should you do? What are you going to do to get better results? 	<ul style="list-style-type: none"> Open-ended question: "What do you think will help you to maximize your power during the execution of the push?" "What phase of the stride is hindering your power development?" Critical thinking: "What did you do?" "What should you do?" "What are you going to do to improve your skating performance?"
<p style="text-align: center;">4 (Advanced)</p>	<p>As in #3 plus:</p> <ul style="list-style-type: none"> Coach identifies why the correction will have a beneficial effect on the performance and consistently identifies how to improve performance. Coaching corrections focus athletes' attention towards external cues or on the anticipated effects of the movement rather than the on way the movement is performed (internal focus). External focus means concentrating on keeping a specific object or implement in a certain position during the movement; internal focus means concentrating on keeping a specific part of the body in a certain position during the movement. Coach helps athletes to increase awareness of basic corrections by asking closed questions. 	<ul style="list-style-type: none"> "If you are pushing to far back while striding, try to maximize your push by extending to the side and from a more compressed body position." External cues are used such as, focus on track or ice markings, making visual reference to a location on the boards (short track) or board height as an indicator of body position Closed question: "What direction is your left leg pushing during the exit of your corner?"
<p style="text-align: center;">3 (NCCP Standard)</p> 	<ul style="list-style-type: none"> Coach makes specific corrections that identify how to improve the performance by prescribing key performance factors. Coach uses adequate demonstrations to model correct performance. Skill or performance corrections are prescriptive (i.e., emphasize how to improve, not just what to improve). 	<ul style="list-style-type: none"> "Your are not getting enough power into your push. Try sitting deeper (closer to 90°) and pushing more to the side at right angles. Skaters are encourage to observe the technique of others, to follow behind while attempting to execute a particular technical skill Advanced skaters either from within the group or from outside the group are utilized to demonstrate and model technique A series of steps are provided for skaters to improve, "push your knees over your toes, relax your upper body, then..."
<p style="text-align: center;">2 (Foundation)</p>	<ul style="list-style-type: none"> Coach corrects the athletes by indicating what they did rather than identifying specific strategies for how to improve the performance. 	<ul style="list-style-type: none"> "You're too high, get lower!" "Stop pushing backwards, you're skating too wide"
<p style="text-align: center;">1 (Not Sufficient)</p>	<ul style="list-style-type: none"> Coach provides corrections that identify vague external factors rather than specific factors that contribute to improved performance. 	<ul style="list-style-type: none"> "Concentrate more" "Skate faster"

Note: It is recommended that evidence observed for this outcome be gathered during direct observation of the coach in the practice environment or through the use of a video.

APPENDIX 1

Additional evidence may be gathered during the debrief.

<i>Outcome: Design a Sport Program</i>		
Criterion	Outline Program Structure Based on Available Training and Competition Opportunities	
Achievement	Evidence	Sport-Specific Examples
5 (Highly Effective)	<p>As in #4 plus:</p> <ul style="list-style-type: none"> Coach presents a seasonal planning calendar that is divided into specific phases within each period. The seasonal plan identifies the relative importance of competitions. There are sufficient opportunities for recovery and learning/athlete development between important competitions. Competitions and their importance are put in an appropriate perspective in order to promote athlete long-term development. 	<ul style="list-style-type: none"> Use of the following in describing a seasonal plan; general preparation phase, specific preparation phase, pre-competitive phase, regular competitive phase, major competitive phase and transition. Includes a progression of competitions: to introduce skills, to refine technique, developing competition strategies or changing disciplines (ST to LT, mass start to Olympic style). Recovery strategies present and defined in the calendar i.e. rest days and reduced training weeks.
4 (Advanced)	<p>As in #3 plus:</p> <ul style="list-style-type: none"> Coach presents seasonal planning calendar that identifies major program orientations (goals and objectives) related to skill development, physical conditioning, athlete performance, and general stages of athlete development for each period of the program. Seasonal plan indicates the relative importance of the training factors and training components for each period (e.g., weighted line, colour, percentage). 	<ul style="list-style-type: none"> Within the seasonal plan the number of sessions relates to the importance of the goal. Training components are adjusted within each period to match the importance of specific goals Training priorities identified through use of a scale such as 1-5 or low importance, medium importance or high importance. Energy systems present in planning
3 (NCCP Standard) 	<p>As in #2 plus:</p> <ul style="list-style-type: none"> Coach uses the program template (developed by his/her sport or as part of the multi-sport modules) to correctly identify training objectives and priorities at critical times of the season. Coach correctly calculates the length of the season given breaks and other logistics. Coach presents logistical information on a planning calendar. Coach correctly divides seasonal program into three main periods (preparation, competition, transition). Coach correctly calculates the total number of competition and training days in the seasonal program. 	<ul style="list-style-type: none"> Number of training sessions in each period Number of competition days in competition period Facility requirements, rink size, off-ice training needs Additional support needs, assistant coach or trainer Beginning date and end date for season plan Can your program start earlier or finish later?
2 (Foundation)	<ul style="list-style-type: none"> Coach can identify basic athlete information (age, number, differences in growth and development) (PHV exercise) Coach can indicate the length of the season, practice dates, and main competitions. (Present a calendar including length of season) Coach can identify entry point for the majority of athletes in the season plan. (primary starting point) Coach reflects on possibility of starting earlier or finishing later in the season. (reflection piece) 	<ul style="list-style-type: none"> Athlete profile considers PHV curve Athlete entry point; trained or competed in another sport or no organized activities Number of training sessions listed on calendar Number of competition days listed on calendar
1 (Not Sufficient)	<ul style="list-style-type: none"> Coach is able to present only basic athlete information and seasonal logistics (practices and competitions). Coach cannot present a planning calendar of logistical information. 	<ul style="list-style-type: none"> Number of athletes Events calendar only

Note: In Competition – Introduction, the focus is on using competition for developmental purposes rather than emphasizing winning.

<i>Outcome: Design a Sport Program</i>		
Criterion	Identify Program Measures to Promote Athlete Development	
Achievement	Evidence	Sport-Specific Examples
5 (Highly Effective)	As in #4 plus: <ul style="list-style-type: none"> Coach identifies systemic strategies or measures to offset critical program elements that show major inconsistencies with SSC LTPAD template and that are prevalent in the sport. 	<ul style="list-style-type: none"> Engages in examination of competitive format within the region or branch. Examines talent identification and athlete selection methods. What program elements are inconsistent with the SSC LTPAD template within your coaching context? What measures have you undertaken or considered to offset these inconsistencies that are prevalent in your sport?
4 (Advanced)	As in #3 plus: <ul style="list-style-type: none"> Coach determines if trends observed in own program are generalized in the sport. Coach systematically addresses key program variables that represent obstacles to athlete long-term development in order to achieve an appropriate training to competition ratio. 	<ul style="list-style-type: none"> Engages in examination of competitive format within the region or branch. Examines talent identification and athlete selection methods. What program elements are inconsistent with the SSC LTPAD template within your coaching context? What measures have you undertaken or considered to offset these inconsistencies that are prevalent in your sport?
3 (NCCP Standard) 	As in #2 however: <ul style="list-style-type: none"> Coach calculates the ratio of training-to-competition opportunities within the seasonal program. Coach compares the ratio of training-to-competition opportunities within own program to recommended SSC norms pertaining to long-term athlete development (LTAD). Coach identifies whether there are adequate training and competition opportunities for developmental potential based on SSC LTAD norms as a reference. Coach provides a brief rationale that identifies whether seasonal program promotes adequate developmental potential. Coach correctly identifies major issues within the seasonal program and presents realistic solutions that are consistent with SSC LTAD norms. 	<ul style="list-style-type: none"> How does the number of appropriate competition opportunities within your own program compare to recommended norms? Is the number of available competitive experiences too many or too few? Are the three periods identified within the season plan of sufficient length to promote adequate developmental potential? What adjustments to the length of the training periods have you considered? Logistical issues, funding and facility availability considered.
2 (Foundation)	<ul style="list-style-type: none"> Coach calculates the ratio of training-to-competition opportunities within the seasonal program. Coach does not compare training-to-competition ratios to SSC long-term athlete development (LTAD) norms. Coach does not present any strategies or solutions to assist in aligning training-to-competition ratios to SSC long-term athlete development (LTAD) norms. 	<ul style="list-style-type: none"> Ratio of training-to-competition calculated but may or may not respect growth and development norms. Strategy of aligning competitions to program goals not evident.
1 (Not Sufficient)	<ul style="list-style-type: none"> Coach does not calculate training-to-competition ratios. 	<ul style="list-style-type: none"> No sequencing of competitive experiences.

Note: In Competition – Introduction, the focus is on using competition for developmental purposes rather than emphasizing winning.

APPENDIX 1

Additional evidence may be gathered during the debrief with reference to the season plan.

<i>Outcome: Design a Sport Program</i>		
Criterion	Develop Practice Plans that Integrate Seasonal Training Priorities	
Achievement	Evidence	Sport-Specific Examples
5 (Highly Effective)	<p>As in #4 plus:</p> <ul style="list-style-type: none"> Coach develops and presents a seasonal planning template that integrates sport-specific components, physical components, and specific mental strategies into program design (e.g., visualization, goal setting, etc.). Coach develops and presents a sport-specific template for LTPAD that is consistent with SSC LTPAD principles, growth and development principles, principles for training athletic abilities, and stages of skill development. 	<ul style="list-style-type: none"> A yearly planning instrument that can be used from year to year to create the season plan How can this planning instrument be used by others to create a season plan? A template for LTPAD that could be the basis of a multi-year planning instrument for the coach in their context, club or region. What are the long-term implications of your template?
4 (Advanced)	<p>As in #3 plus:</p> <ul style="list-style-type: none"> Coach can identify adjustments to NCCP template to better reflect own program situation while remaining consistent with SSC LTAD principles, growth and development principles, principles for training athletic abilities, and stages of skill development. Coach presents a seasonal planning template that prioritizes key training factors, components, and objectives and provides appropriate sequencing of these items within each period of the plan. 	<ul style="list-style-type: none"> Customized planning a practice template What changes have you made or considered to the provided templates, planning a practice, to better reflect your coaching context? Sequencing identified, acquire and consolidate
3 (NCCP Standard) 	<p>As in #2 plus:</p> <ul style="list-style-type: none"> Coach determines the total number of training or practice sessions and their duration and calculates the total training or practice time within weekly plan. Coach determines whether there is a gap between the time required and the time available for athlete preparation based on SSC guidelines. Coach presents a strategy to develop athletic abilities based on analysis of weekly program and identifies how to manage time based on training priorities and objectives. Coach presents a one-week plan for each period of the seasonal program that correctly identifies main objectives and priorities for athletic abilities. Coach provides a practice plan that identifies appropriate types of exercises for athletic abilities, and practice conditions for technical or tactical factors within each of the weekly plans. 	<ul style="list-style-type: none"> Units of training provided, minutes, laps. Use of intensity descriptors or scale, easy, medium, hard Coaching diary, normative data collection, lap times, performance standards Are there gaps in the training that have been identified through your collection of data? Practice plan includes a timeline related to training priorities Corner drills, balance drills, passing drills, blocked practice or decision type training, skill acquisition or consolidation
2 (Foundation)	<ul style="list-style-type: none"> Coach uses NCCP template or procedures to correctly identify the most important athletic abilities for a given week in the preparatory and competition periods of the program. Coach correctly identifies the specific objectives (development-maintenance or acquisition-consolidation) for each of the athletic abilities based on the location in the preparatory period. 	<ul style="list-style-type: none"> Preparatory period, aerobic capacity Competition period, technical tactical skills
1 (Not Sufficient)	<ul style="list-style-type: none"> Coach is unable to correctly prioritize athletic abilities within a given week of the preparatory period of a seasonal plan. Coach is unable to identify objectives for each of the athletic abilities within a given week of the preparatory period of a seasonal plan. 	<ul style="list-style-type: none"> Athletic abilities listed but not in a particular prioritized order Athletic abilities listed but no indication if the ability is to be either developed or maintained.

Additional evidence may be gathered during the debrief.

<i>Outcome: Manage a Program</i>		
Criterion	Manage Administrative Aspects of Program and Oversees Logistics	
Achievement	Evidence	Sport-Specific Examples
5 (Highly Effective)	<p>As in #4 plus:</p> <ul style="list-style-type: none"> Coach demonstrates ability to work with other coaches (assistants) using optimal leadership qualities. 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 some better future outcome or result, and to work together, voluntarily, towards achieving that end. 	<ul style="list-style-type: none"> Coach works with a variety of assistants on and off the ice in the delivery of a skating program Coach can articulate a vision for the future. "Where do you see this program going in two years? In five year?" Coach identifies how others have influenced the delivery of the program. "Who has been your role model, what ideas have contributed to the development of your program?" Coach acts as a role model for others. "What if any mentorship activities have you participated in?"
4 (Advanced)	<p>As in #3 plus:</p> <ul style="list-style-type: none"> Coach delegates activities appropriately to other coaches (assistants) and acknowledges their ideas and input into the program. Coach can present written criteria for selection of athletes to competitions or specific competitive events. 	<ul style="list-style-type: none"> Coach can articulate the coaching communication network within their club Coach can identify the roles and responsibilities of head and assistant coaches Coach can define the criteria used to identify skaters, seed times or performance standard, development age, chronological age, acquired skill set (pin program)
3 (NCCP Standard) 	<p>As in #2 plus:</p> <ul style="list-style-type: none"> Coach identifies expectations for behaviour and commitment and identifies appropriate consequences. Coach facilitates logistics for away competitions (travel arrangements, food, chaperones, etc.). Coach works with program volunteers and administrators to prepare budgets and other financial logistics. 	<ul style="list-style-type: none"> Presentation of a fair play code Coach can identify expectations for skaters, parents and coaches, a written document as part of process of communicating the program. Evidence of logistical factors: a budget for the program, facility rental agreements, timetable/schedule of events Further evidence may be gathered by interviewing skaters, parents, or other key stakeholder and reviewing this data with the coach during the de-brief.
2 (Foundation)	<ul style="list-style-type: none"> Coach can present documentation that outlines the philosophy, objectives, basic financial demands, and schedules of competition events and training commitments. There is evidence of ongoing communication with athletes, parents, and other key stakeholder. 	<ul style="list-style-type: none"> A meeting with parents and skaters outlines expectations for practices and competitions. A season outline of practices is provided A list of recommended competitions is provided Evidence of a communication strategy: athlete letter, newsletter, e-mail distribution, website, or phone tree
1 (Not Sufficient)	<ul style="list-style-type: none"> Coach provides a basic schedule of competition and training commitments to athletes and key stakeholders. There is limited use of communication tools or other forms of program information. 	<ul style="list-style-type: none"> Coach provides a basic training schedule, times and locations and dates for competitions, no further details.

APPENDIX 1

Additional evidence may be gathered during the debrief.

<i>Outcome: Manage a Program</i>		
Criterion	Report on Athlete Progress Throughout Program	
Achievement	Evidence	Sport-Specific Examples
5 (Highly Effective)	<p>As in #4 plus:</p> <ul style="list-style-type: none"> Coach presents evidence of debriefing session or interview with athlete or parents to discuss progress in relation to individual goals. 	<ul style="list-style-type: none"> Audio tape or notes of parent/skater meetings Detailed notes related to skater individual goals and progress
4 (Advanced)	<p>As in # 3 plus:</p> <ul style="list-style-type: none"> Coach tracks specific athlete performance factors over an extended period of time (e.g., one season) and can clearly identify athlete progress. Evidence for the assessment includes objective indicators of performance in relation to athlete or team goals (e.g., fitness testing results, attendance, training diary, training loads or volumes, etc.). 	<ul style="list-style-type: none"> Coach maintains a logbook that details skater progress. (A log book may be a written document or maintained in an electronic form) Log book contains fitness testing results, attendance, training loads and training volume Program assessment includes planned versus actual training Target training times are indicated relative to actual skating goals
3 (NCCP Standard) 	<ul style="list-style-type: none"> Coach presents basic individual athlete assessment tool that identifies key performance factors and recommends areas for improvement. Coach ensures the privacy of athlete information and takes steps to maximize confidentiality. 	<ul style="list-style-type: none"> Maintains individual skater report cards Lap times for different types of training particular for the training group are known Personal Best database is maintained Documentation is stored in a club office filing system or in a coach maintained binder
2 (Foundation)	<ul style="list-style-type: none"> Coach presents documentation that provides general assessment of athlete performance and level of progression. Athlete assessment tends to be anecdotal or subjective and does not clearly identify key performance factors or areas for improvement. 	<ul style="list-style-type: none"> Training notes are maintained in a notebook Training notes indicate general progress Reporting is identified by phrase such as “skating better now...” “I see some improvement”, lacks specifics
1 (Not Sufficient)	<ul style="list-style-type: none"> Assessment of performance is vague and unclear. There is limited documentation on athlete progress within the program. 	<ul style="list-style-type: none"> Does not maintain a notebook for the training group Limited documentation evident

Additional evidence may be gathered during the debrief.

<i>Outcome: Support the Competitive Experience</i>		
Criterion	Prepare for Readiness in Competition	
Achievement	Evidence	Sport-Specific Examples
5 (Highly Effective)	<p>As in #4 plus:</p> <ul style="list-style-type: none"> Coach is able to present contingency plans to deal with unforeseen or ambiguous factors that may affect the competition. Contingency plans reduce or minimize distractions for athletes or provide alternatives to ensure optimal athlete performance. 	<ul style="list-style-type: none"> Evidence may be obtained during debriefing session by having coach respond to a specific scenario for example, a schedule change, warm-up order or start times, equipment malfunction, injury or illness
4 (Advanced)	<p>As in #3 plus:</p> <ul style="list-style-type: none"> Coach ensures the use of basic mental strategies to assist in creating an ideal performance state. Coach plans and organizes the roles and responsibilities of assistants and other stakeholders (e.g., other coaches, trainers, parents, managers, etc.). Coach adjusts athlete or team preparation based on changes in the competitive environment or other extraneous factors (e.g., athlete injury). Coach can present a strategy to monitor competition goals or gather evidence of athlete performance. Coach reinforces key nutritional considerations (e.g., hydration, pre-event eating) before the competition. 	<ul style="list-style-type: none"> Evidence may be obtained during the debriefing session regarding the implementation of mental strategies used in practice for example, the coach may facilitate the athlete in a visualization exercise to manage focus A planning sheet with roles and responsibilities of other coaches and additional support personnel, may be part of coach supplied briefing notes for a particular competition Training plans modified to suit the competitive environment, time of practice, track or facility conditions Use of athlete goal sheet, individual performance objectives for an event, maintained in a log book or folder specific for a competition Nutritional plan present for the competition
3 (NCCP Standard) 	<p>As in #2 plus:</p> <ul style="list-style-type: none"> Coach can produce a competition plan that identifies tactics, strategies, or athlete expectations before, during, and after the competition. Coach clarifies competitive rules before the competition (e.g., eligibility, modification of game rules) and communicates appropriate information to athletes and other stakeholders (e.g., parents). Coach ensures that tactics and strategies are consistent with athletes' stage of development, skill level, and fitness level; seasonal objectives; and the rules of competition. 	<ul style="list-style-type: none"> Uses a competition plan which may include coach and athlete inspection of facility/competitive environment to point out critical factors that will develop optimal performance Race plans presented for each distance including specific strategies that develop athlete strengths A plan that includes meeting times and locations, warm-up times, meet schedule Equipment checklists Information letter provided to communicate with parents regarding competition plan
2 (Foundation)	<ul style="list-style-type: none"> Coach ensures that sport-specific logistics and procedures (equipment, facility, rules) are accounted for to enable a safe and positive competition environment. Coach manages time effectively to ensure athlete physical readiness (e.g., warm-up, taping, etc.), equipment checks, and sport-specific logistics (e.g., coaches meeting). Coach ensures that warm-up provides adequate physical readiness for competition. Coach identifies performance or process goals for competition and has planned a strategy to monitor these goals. 	<ul style="list-style-type: none"> The coach reviews the meet schedule and competitor's list to ensure all athletes are in the correct category with proper seed times submitted The coach attends coaches meeting prior to competition to gain information to be relayed to athletes regarding rule interpretations or changes in schedule The coach reviews race plans with individual skaters to set realistic goals for each race in competition
1 (Not Sufficient)	<ul style="list-style-type: none"> Coach is not prepared and has difficulty organizing athletes for competition. Athletes are unaware of competition schedule or plan. Pre-competition preparation is rushed, and equipment is not readily available. 	<ul style="list-style-type: none"> Competition location provided, schedule unknown or not shared

Additional evidence may be gathered during the debrief.

Outcome: Support the Competitive Experience

Criterion	Make Effective Interventions During and After the Competition	
Achievement	Evidence	Sport-Specific Examples
<p>5 (Highly Effective)</p>	<p>As in #4 plus:</p> <ul style="list-style-type: none"> • During or between competitive events, the coach helps athletes to reflect critically by prompting them to choose successful strategies for subsequent performances. 	<ul style="list-style-type: none"> • Interventions are complex and require athletes to take ownership over competitive decisions where appropriate. • “What do you think worked well in your race? What adjustments or modifications would you make? How can you make the appropriate adjustment next time?”
<p>4 (Advanced)</p>	<p>As in #3 plus:</p> <ul style="list-style-type: none"> • Coach uses interventions that provide strategic information (event specific), manage athletes (substitutions, replacements), make adjustments for equipment (fine tuning, etc.), or implement mental strategies (arousal control). • Coach assesses the timing and interventions (or decisions to not intervene) made during the competition as appropriate to the sport and can justify which interventions may be repeated or modified in the next competition situation. 	<ul style="list-style-type: none"> • Interventions are more complex and are predominantly coach directed with the aim of empowering athletes to achieve successful performance • “The 1000m race, maintain a pace that discourages passes from your competitors, stay in first or second position to control the pace and qualify for the next round.” • The outside temperature is really cold for Canada Cup 2, the coach informs the skaters to adjust apparel to keep from getting frostbite.
<p>3 (NCCP Standard)</p> 	<p>As in #2 plus:</p> <ul style="list-style-type: none"> • Coach is positive and provides athletes with basic information that identifies <i>what</i> and <i>how</i> to develop greater performance. For example, coach gives basic strategic information and provides ways in which to achieve successful performance during the competition or between competitive events. • Coach makes sure athletes are focused on the task, not the result or scoreboard. • Coach meets with athletes after the competition to review competitive objectives. 	<ul style="list-style-type: none"> • Interventions are still coach directed but empower the athlete to make successful performances • “The 1500m race allows you time to initiate a plan, knowing that three of your opponents are better sprinters use your greater endurance to set a pace a little faster to burn them off earlier.” • “Move into third position so when the break happens with three laps to go you will be ready and in a good position to go with the leaders and set up a pass in the final two laps.” • Coach reviews competitive objectives, successful execution of tactics or a technical skill, passing, pacing, tactical control of the race and placement
<p>2 (Foundation)</p>	<ul style="list-style-type: none"> • Coach is positive and provides athletes with basic information that identifies what they need to improve performance. • Coach gives frequent motivational or directional prompts during the competition or between competitive events. • Coach meets with athletes after the competition to provide encouragement and reinforce achievement. 	<ul style="list-style-type: none"> • Interventions are coach directed and tend to be non-specific or vague • “Move up, Move up!” • “Watch the space, look for the open spot!” • Next time you have to start your pass sooner then push hard coming out of the corner.” • “You did a good job today with your passes.”
<p>1 (Not Sufficient)</p>	<ul style="list-style-type: none"> • Coach criticizes athletes’ performance during the competition or between competitive events. • Coach ignores athletes after the competition or berates athletes’ performance. 	<ul style="list-style-type: none"> • “You did not skate to your potential” • “You stayed to far back in the race for too long. Why can’t you position yourself better?” • “You were great in practice but now you can’t do anything.”