

National Coaching Certification Program



Competition Introduction Coach Evaluation Guide



*National
Coaching
Certification
Program*





The National Coaching Certification Program is a collaborative program of the Government of Canada, provincial/territorial governments, national/provincial/territorial sport organizations, and the Coaching Association of Canada.



The programs of this organization are funded in part by the Government of Canada.



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Version Control

Date	Details
2023	First content development

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Translation:**The Collection, Use, and Disclosure of Personal Information**

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CEC NCCP Competition Introduction Coach Pathway

TRAINING PATHWAY

**CEC Safety in Indoor Climbing
eLearning Module
(prerequisite to Sport-Specific Module)**
Status: In-Training



CEC NCCP Competition Introduction module
Status: In-training



**NCCP Make Ethical Decisions (MED) module
NCCP Planning a Practice module
Mental Health in Sport module
Safe Sport module
Making Head Way in Sport
Rules of Two**
Status: Trained



Additional RECOMMENDED Modules
NCCP Basic Mental Skills
NCCP Design a Basic Sport Program
NCCP Manage a Sport Program
NCCP Managing Conflict

EVALUATION PATHWAY

NCCP MED online evaluation
Status: Trained



Develop & Submit coach portfolio
1 practice plan
1 Emergency Action Plan
Status: Trained



**Observation
Debrief
Action Plan**
Status: Certified

CLIMBING ESCALADE CANADA NCCP COMPETITION INTRODUCTION COACH EVALUATION GUIDE

Introduction

This Climbing Escalade Canada NCCP Competition Introduction Coach Evaluation Guide describes the evaluation and certification requirements for Competition Introduction climbing coaches.

To become a certified coach, coaches must prove that they are capable of performing certain coaching tasks that have been identified as important for the Competition Introduction context. Athletes in this context are at the Learn to Train or Train to Train stage.

Coaches who have completed the Climbing Escalade Canada NCCP Competition Introduction course have received training that supports the evaluation process.

It is the responsibility of the coach to schedule evaluation when they feel ready to be evaluated. All participants in the Climbing Escalade Canada NCCP Competition Introduction course will receive a copy of this Climbing Escalade Canada NCCP Coach Evaluation Guide.

There are several steps in the evaluation and certification process. Each step is linked directly to a coaching outcome, or a description of a task that the coach must be able to perform. Each outcome includes several evaluation criteria, which must be fulfilled to a minimum standard to meet certification requirements. Coaches will be evaluated by trained NCCP coach evaluators. All outcomes must be successfully completed before certification is granted.

Timing and Structure of Evaluation

The coach and the coach evaluator will work together to determine when each component will be evaluated. Evaluation should not take place during or immediately following the Climbing Escalade Canada NCCP Competition Introduction course. It is recommended that coaches allow a minimum of four (4) weeks between completion of the workshop and evaluation.

Coach Certification Process



Role of the Coach Evaluator

The evaluation process has been designed to be a positive learning experience, and the evaluation tools are designed to allow for the provision of objective and helpful feedback. Each tool has room for the coach evaluator to record comments and provide praise on tasks that are well done, thus reinforcing positive coaching behaviours. They may also use the opportunity to explain why they did not believe that some coaching behaviours were adequately demonstrated. In the case of the latter, the coach evaluator's comments are to be constructive and provide the coach with clear direction for improvement.

It is essential that every coach walk away from the evaluation process feeling that they have learned something regardless of the outcome.

Certification Requirements

To achieve certification a coach must meet the minimum standards for each outcome as determined by the coach evaluator. If a coach does not adequately meet the minimum standards of a particular outcome, they must undergo another evaluation for that outcome. All re-evaluations are at the discretion of the coach evaluator. There should be a minimum of one week between the initial evaluation and a re-evaluation. When the coach has met all the minimum standards, they will be certified as a Competition Introduction coach.

The demonstration of one or more of the following behaviours during an evaluation will result in **an automatic score of zero (0)** for the specific outcome being evaluated. This in turn means the coach is not ready and must be re-evaluated in that outcome.

1. **Safety:** Endangering the health of an athlete or any other person regardless of whether the behaviour was accidental or intentional.
2. **Harassment or Abuse:** Demonstrating harassing or abusive behaviour towards an athlete or any other person. Harassing behaviour may consist of repeatedly humiliating or intimidating someone, making racist comments, threatening someone with physical harm, making cruel personal jokes or teasing someone about their body or sexual orientation. Abusive behaviour may consist of name calling, swearing, threatening, ridiculing, intimidating, isolating, hazing, ignoring a person's needs, slapping, hitting, shaking, kicking, pulling hair, pulling ears, striking, shoving, grabbing or excessive exercise as a form of punishment
3. **Loss of control of athlete group:** Athletes clearly not responding to directions of coach by wandering off, and/or not following instructions, and/or displaying unsafe, abusive and/or harassing behaviour.
4. **Demonstration of disrespect for athletes, peers, volunteers & equipment:** Violation of the Coaching Association of Canada and/or CEC Code of Ethics/Conduct.

Summary of Coaching Outcomes, Performance Criteria, and Evaluation Method

NCCP Outcome	Performance Criteria	Evaluation Method
Make Ethical Decisions	<ul style="list-style-type: none"> • Reflect on the importance of behaving respectfully toward participants, officials, parents, and spectators. • Identify key issue in a common scenario that could be encountered in the Competition-Introduction context. • Describe a course of action for dealing with this situation that is consistent with the values and philosophy of the NCCP. 	<ul style="list-style-type: none"> • Make Ethical Decisions online evaluation. https://coach.ca/nccp-make-ethical-decisions
Provide Support to Athletes in Training	<ul style="list-style-type: none"> • Deliver a 1 – 2 hour practice session that is appropriate for the given group. The coach must: <ul style="list-style-type: none"> • Identify potential risk factors and provide a safe and enjoyable training environment. This includes designing a climbing-appropriate EAP. • Select and teach skills and tactics appropriate to their group. • Demonstrate proper practice structure and organization. • Demonstrate and effectively apply appropriate teaching principles. • Make interventions that promote learning. • Demonstrate an understanding of climbing rules. 	<ul style="list-style-type: none"> • Formal observation (in-person or via video) of the coach working with climbers of appropriate level during training. • Evaluation of an Emergency Action Plan (EAP).
Plan a Practice	<ul style="list-style-type: none"> • Design a practice plan that includes the following: <ul style="list-style-type: none"> • Identification of objectives • Appropriate structure and organization • Identification of risk factors • Appropriate use of time and space • Appropriate selection and sequencing of activities • Adapted pre-designed drills and/or new drills that are appropriate for the age group and skill level. • An Emergency Action Plan (EAP) 	<ul style="list-style-type: none"> • Evaluation of one practice plan. • Evaluation of an Emergency Action Plan (EAP).
Analyze Performance	<ul style="list-style-type: none"> • Learn to detect and correct technical errors related to basic climbing skills. 	<ul style="list-style-type: none"> • Formal observation (in-person or via video) of the coach working with climbers of appropriate level during training.

EVALUATION PROCEDURE

OUTCOME: Plan a Practice

The coaching portfolio provides evidence to help the coach evaluator make a decision on the coach's competence to Plan a Practice. The portfolio evaluation also helps the coach evaluator determine the readiness of the coach for the formal observation.

The following elements must be included in the **coach portfolio**:

- Coach Evaluation Registration form
- Coach self-assessment form
- One (1) Emergency Action Plan (EAP)
- One (1) Practice Plan

Process:

1. The portfolio must be submitted to the coach's Provincial/Territorial Sport Organization (PTSO), with a registration fee, made payable to the PTSO.
2. The PTSO will assign a coach evaluator, and send the coach's portfolio to them.
3. The coach will be contacted by the assigned coach evaluator to determine a time for the formal observation to take place and to confirm all of the logistics surrounding the formal observation, such as the time and location of the observation.
4. The coach evaluator will evaluate the portfolio. If the portfolio does not meet the minimum standard, the coach will be contacted by the coach evaluator and told what areas they need to improve.

OUTCOMES: PROVIDE SUPPORT TO ATHLETES IN TRAINING and ANALYZE PERFORMANCE

In this component of evaluation, the coach will coach a climbing practice that they have designed. The focus of this evaluation is on delivering the practice (provide support to athletes in training) and error detection and correction (analyze performance). There are three sections to this part of the evaluation: a pre-brief (before practice meeting), the formal observation, and a debrief (after practice meeting). The entire evaluation will require a minimum of two hours.

Process:

1. Coach must submit a copy of their Practice Plan and Emergency Action Plan (EAP) to the coach evaluator prior to the formal observation.
2. Coach must complete the Coach Self-Assessment form (contained in this guide). Upon completion, the coach must submit the self-assessment portion to the coach evaluator

- prior to the practice evaluation.
3. Coach must coach a climbing practice designed by them, not by another coach or specialist.
 4. **Pre-brief:** The coach will meet with the coach evaluator for approximately 20 minutes prior to the beginning of practice. The coach should have completed any preparations for the practice prior to this meeting (i.e., submitted practice plan and EAP).
 5. The athlete group must:
 - a. Be a group that the coach works with on a regular basis
 - b. Have at least ten (10) participants and no more than twenty-five (25) participants
 - c. Be at the Learn to Train or Train to Train Stages
 6. The practice must:
 - a. Be a minimum of 1 to 2 hours;
 - b. Be run in an indoor climbing gym;
 - c. Focus on technical climbing skills, not physical conditioning.
 7. **Debrief:** The coach will meet with the coach evaluator for approximately 40 minutes after the practice has concluded to review the completed Coaching Checklist and the Coach Self-Assessment form. Debrief doesn't need to be conducted right after the observation, but must take place within a week of the observation.

OBSERVATION PROCEDURE

Pre-brief:

- The coach evaluator will review the overall procedure for the formal observation.
- The coach evaluator will review and discuss the coach's practice plan and EAP. It is possible that the coach's practice plan and EAP will be evaluated at this time.
- The coach evaluator will ask the coach for a completed Coach Self-Assessment form at the beginning of the evaluation session, and will review and discuss it with the coach.
- The coach evaluator will review the "dealbreakers" with the coach
 - lack of safety;
 - harassment or abuse;
 - loss of control of athlete group;
 - demonstration of disrespect for athletes, peers, volunteers, equipment

Formal Observation:

- The coach evaluator will ask the coach to begin the practice.
- The coach will run the practice using the practice plan that has been provided to the coach evaluator.
- The coach evaluator will:

- Safely position themselves to be able to hear and see the practice
- Record comments on the Coach Observation Tool, using the rubric as reference.
- Refrain from commenting during the practice, unless there is an obvious safety hazard or breach of coaching ethics occurring.

Coach performance will be evaluated on a scale from zero (0) to two (2).

Zero (0): No evidence is observed, needs improvement

One (1): Meets expectations

Two (2): Exceeds expectations

The NCCP Pass Standard is a mark of 1 (meets expectations).

Any score of zero (0) means the coach is not ready and that re-evaluation is required.

Debrief:

- Prior to the debrief:
 - The coach evaluator will complete the Coach Observation Tool, and the bottom portion of the Coach Self-Assessment form.
- During the debrief:
 - The coach evaluator will review both documents with the coach. Emphasis should be placed on areas where there is a discrepancy between the coach evaluator's mark and the coach's self-assessment, and on how the coach can improve coaching performance. The coach evaluator should also highlight the skills performed well by the coach. The coach should receive a copy of both forms.
 - The coach may ask questions about the assessment of their performance. If the coach was not successful in demonstrating competence for the practice section, the coach evaluator will outline some basic strategies as to how they can improve for next time.
- Every coach should finish the evaluation feeling that it was a positive learning experience, regardless of the outcome.

The coach evaluator's comments will be recorded on the Coach Observation Tool forms. A rubric is provided to assist the coach evaluator in determining if the coach meets the NCCP Standard. The coach evaluator's comments should indicate where the coach does not meet the minimum standard and provide constructive suggestions for improvement. The coach evaluator should also provide contact information in case the coach needs a resource person for assistance.



Competition Introduction Evaluation Registration Form

This form should be submitted to the appropriate provincial/territorial sport organization (PTSO). The coach and coach evaluator should each retain a copy for their records.

COACH'S CONTACT INFORMATION

Name of Coach: _____

NCCP Number: _____

Mailing Address: _____
Street Address, City, Province and Postal Code

Phone Number: _____

Email Address: _____

ACCREDITATION INFORMATION *[check appropriate outcome(s)]*

	Module completed on	Outcome evaluated on	Coach evaluator's signature
NCCP Make Ethical Decisions			
NCCP Plan a Practice			
Analyze Performance			
Provide Support to Athletes in Training			

COACH EVALUATOR'S INFORMATION

Name of Coach Evaluator: _____

NCCP Number: _____

Mailing Address: _____
Street Address, City, Province and Postal Code

Phone Number: _____

Email Address: _____



Coach Observation Tool – Competition Introduction

Coach			NCCP number:								
	Last Name		First Name								

Coach Observation Tool – Plan a Practice

	Mark	Evidence of Achievement	Comments	Scoring			
Logistics, Structure, and Goals		<ul style="list-style-type: none"> Practice plan identifies a goal that is consistent with Climbing Escalade Canada’s long-term development plan and the level of the athletes. 		0	1		
		<ul style="list-style-type: none"> Practice plan identifies basic information including date, time, location, number of athletes, and level of athletes. 		Not there. No evidence appears on plan.	All there. Sufficient detail of evidence.		
		<ul style="list-style-type: none"> Practice plan indicates basic logistical needs (e.g., facilities, equipment) to achieve the practice goal. 					
		<ul style="list-style-type: none"> Practice plan is organized into main segments that include an introduction, a warm-up, a main part, a cool-down and a conclusion. 					
		<ul style="list-style-type: none"> Duration of the practice and each practice segment are identified on a timeline. 					
		<ul style="list-style-type: none"> Plan includes a list of key factors or teaching points that relate to the overall goal. 					
		TOTAL POINTS					
Emergency Action Plan		<ul style="list-style-type: none"> The locations of telephones and emergency telephone numbers are identified. 					
		<ul style="list-style-type: none"> Specific directions are given on how to reach the activity site, which may include a map or a list of key instructions. 					
		<ul style="list-style-type: none"> Location of medical profile for each athlete under the coach’s care is identified. 					
		<ul style="list-style-type: none"> Location of a fully stocked first-aid kit is identified. 					
		<ul style="list-style-type: none"> “Call person” and “charge person” are designated and their roles and responsibilities outlined. 					
	TOTAL POINTS						

	Mark	Evidence of Achievement	Comments	Scoring			
Appropriate Activities		<ul style="list-style-type: none"> Practice activities are effectively described (e.g., diagrams, explanations, key points). 		0	1	2	3
		<ul style="list-style-type: none"> Planned activities are allotted enough time to develop the skills identified. 		No evidence present.	Some evidence. Plan has limited detail and insufficient accuracy to meet overall criteria. A different coach would have difficulty implementing the practice.		
		<ul style="list-style-type: none"> Planned activities contribute to the development of skill and are appropriate to the stage of skill development (acquisition, consolidation, refinement). 					
		<ul style="list-style-type: none"> The practice plan indicates key factors (coaching points) that will be identified in the practice activity. 					
		<ul style="list-style-type: none"> Planned activities contribute to the development of athletic abilities, are appropriate for the sport, and are consistent with long-term development principles. 					
		<ul style="list-style-type: none"> The duration of the practice and each practice segment are identified and ensure consistency with long-term development principles. 					
		<ul style="list-style-type: none"> Planned activities reflect awareness of and control for potential risk factors. 					
		<ul style="list-style-type: none"> Activities are purposeful and link to overall goal. 					
	TOTAL POINTS						

Rank (NI, ME, EE)	NI = Needs Improvement	ME = Meets Expectations	ES = Exceeds Expectations
Identifies appropriate logistics for practice	< 6	7	N/A
Design an emergency action plan	< 4	5	N/A
Identifies appropriate activities in each part of the practice	< 8	9–14 (No 0s)	> 15

Recommendation

Attend training	Another observation	Credit towards certification
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Coach Evaluator

Signed		Date	
Coach Evaluator			
	Last Name	First Name	

Coach Observation Tool – Competition Introduction

Coach			NCCP number:							
	Last Name	First Name								

Coach Observation Tool – Provide Support to Athletes in Training

	Mark	Evidence of Achievement	Comments	Scoring		
Safety		<ul style="list-style-type: none"> Coach surveys the practice environment and ensures that safety risks are minimized. 		0	1	2
		<ul style="list-style-type: none"> Coach can identify adjustments before and throughout the practice to ensure safety of athletes. (have coach reflect on a specific scenario in the debriefing if a safety situation did not present itself during the practice). 		Not there. No evidence is observed.	Evidence is observed, however, there is limited attention or quality in the presentation of the practice, or it is not entirely complete.	Evidence is observed consistently throughout the practice. Exceptional quality and attention to detail throughout the whole practice.
		<ul style="list-style-type: none"> 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. 				
		<ul style="list-style-type: none"> Coach reinforces and teaches appropriate climbing rules to enable a safe practice environment. 				
		<i>TOTAL POINTS</i>				
Structure and Organization		<ul style="list-style-type: none"> Coach presents a practice plan for the practice that is being implemented. 				
		<ul style="list-style-type: none"> Coach is appropriately dressed and greets athletes upon arrival. 				
		<ul style="list-style-type: none"> Equipment is available and ready to use. 				
		<ul style="list-style-type: none"> There are clear practice segments, which include introduction, appropriate warm-up, main part, cool-down, and conclusion. 				
		<ul style="list-style-type: none"> Delivery of practice matches practice plan's goals. 				
		<ul style="list-style-type: none"> Breaks are provided for appropriate recovery and hydration. 				
		<ul style="list-style-type: none"> Practice demonstrates a clear timeline for activities and drills, and activity time is maximized to ensure participants have appropriate duration, transition, and waiting times. 				
		<ul style="list-style-type: none"> Coach demonstrates optimal use of space and equipment. 				
		<i>TOTAL POINTS</i>				
Coach Intervention		<ul style="list-style-type: none"> Coach creates opportunities to interact with all athletes. 				
		<ul style="list-style-type: none"> Coach uses explanations that are clear and concise, identify 1–3 key learning points, and provide opportunities for athletes to ask questions. 				
		<ul style="list-style-type: none"> Coach uses demonstrations (using self or others to model desired performance) and participants are in an optimal position to see and hear. 				
		<ul style="list-style-type: none"> Learning objectives and/or performance factors are clarified with participants prior to engaging in the activity. 				
		<ul style="list-style-type: none"> Feedback is positive, specific, and communicated to both individuals and the group. 				
		<ul style="list-style-type: none"> Coach provides feedback and instruction that clearly identifies what to improve and how to improve. 				
		<ul style="list-style-type: none"> Coach maintains a positive outlook and acknowledges athletes' needs and thoughts. 				
		<ul style="list-style-type: none"> Coach uses respectful language when providing verbal interventions. 				
		<ul style="list-style-type: none"> Key learning points match Climbing Escalade Canada's long term development model. 				
		<ul style="list-style-type: none"> Coach selectively uses feedback during the drill to constructively reinforce athletes' effort and correct performance. 				
		<ul style="list-style-type: none"> Coach promotes a positive image of climbing and models the image to athletes and others. 				
	<ul style="list-style-type: none"> Coach identifies appropriate expectations for athlete behaviour and reinforces these expectations when appropriate. 					
		<i>TOTAL POINTS</i>				

RANK <small>(NI, ME, EE)</small>		NI = Needs Improvement	ME = Meets Expectations	EE = Exceeds Expectations
	<i>Ensures that the practice environment is safe</i>	< 3	4 (no 0s)	> 5
	<i>Implements an appropriately structured and organized practice</i>	< 8	9–14 (no 0s)	> 15
	<i>Makes interventions that promote learning</i>	< 11	12–18 (no 0s)	> 19

Recommendation			
	Attend training		Another observation
			Credit towards certification

<i>Coach Evaluator</i>	
Signed	Date
<i>Coach Evaluator</i>	
Last Name	First Name

Coach Observation Tool – Competition Introduction

Coach			NCCP number:								
	Last Name	First Name									

Coach Observation Tool – Analyze Performance

Mark		Evidence of Achievement	Comments	Scoring		
Detects Performance		<ul style="list-style-type: none"> Coach observes skills from adequate vantage point(s) as appropriate for climbing. 		0	1	2
		<ul style="list-style-type: none"> Coach can identify how and why the critical error contributes to the performance of the skill. 		Evidence is observed consistently throughout the practice. Exceptional quality and attention to detail throughout the whole practice. Evidence is observed; however, there is limited attention or quality in the presentation of the practice, or it is not entirely complete. Not there. No evidence is observed.		
		<ul style="list-style-type: none"> Coach explains how an error relates to overall skill performance. 				
		<ul style="list-style-type: none"> Coach demonstrates adequate knowledge of basic climbing skills. 				
		<ul style="list-style-type: none"> Coach is able to identify potential causes of skill error (cognitive, affective, motor). 				
		<ul style="list-style-type: none"> Coach uses Climbing Escalade Canada Athlete Development Matrix to scan basic movement phases. 				
		<ul style="list-style-type: none"> Coach identifies errors for correction that are consistent with the Climbing Escalade Canada Athlete Development Matrix. 				
		TOTAL POINTS				
Corrects Performance		<ul style="list-style-type: none"> Coach identifies specific correction based on observation of movement phases and in accordance with the Climbing Escalade Canada Athlete Development Matrix. 				
		<ul style="list-style-type: none"> Coach uses adequate demonstrations to model correct performance. 				
		<ul style="list-style-type: none"> Skill or performance corrections are prescriptive (i.e., they emphasize how to improve, not just what to improve). 				
		<ul style="list-style-type: none"> Coach explains how the correction relates to improved performance. 				
		<ul style="list-style-type: none"> Coach explains why the correction contributes to improved performance. 				
		<ul style="list-style-type: none"> Coach helps athletes increase awareness of corrections by asking appropriate questions. 				
		<ul style="list-style-type: none"> Coach prescribes an appropriate activity or drill that assists the athlete to make correction in performance. 				
		<ul style="list-style-type: none"> Coach asks for participant's consent prior to engaging in physical contact in situation where physical contact would assist the athlete in understanding how to correct a skill error. 				
		<ul style="list-style-type: none"> Coach identifies if level of difficulty in the task is relevant to athletes' capabilities. 				
	TOTAL POINTS					

RANK (NI, ME, EE)	NI = Needs Improvement	ME = Meets Expectations	EE = Exceeds Expectations
Detects performance errors	< 7	8–12 (no 0s)	> 13
Corrects performance errors	< 9	10–15 (no 0s)	> 16

Recommendation

<input type="checkbox"/>	Attend training	<input type="checkbox"/>	Another observation	<input type="checkbox"/>	Credit towards certification
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Coach Evaluator

Signed		Date	
Coach Evaluator			
	Sumame	First Name	



Competition Introduction
Coach Evaluation Data Collection Form

Outcome	Standard	Score	Comments
Provide Support to Athletes in Training	<ul style="list-style-type: none"> Ensures that the practice environment is safe. 		
	<ul style="list-style-type: none"> Implements an appropriately structured and organized practice. 		
	<ul style="list-style-type: none"> Makes interventions that promote learning. 		
Plan a Practice	<ul style="list-style-type: none"> Identifies appropriate logistics for practice. 		
	<ul style="list-style-type: none"> Identifies appropriate activities in each part of the practice. 		
	<ul style="list-style-type: none"> Designs an emergency action plan. 		
Analyze Performance	<ul style="list-style-type: none"> Detects performance. 		
	<ul style="list-style-type: none"> Corrects performance. 		

Competition Introduction
Coach Evaluation
Outcomes and Recommendations



Date:												
Coach												
Name						NCCP number:						
	Last Name					First Name						
Address	Apt.		Street									
	City					Province			Postal Code			
	()					()			()			
Phone	Home					Business			Fax			
E-mail												

								NI	ME	EE
<i>Provide Support to Athletes in Training</i>										

Recommendation											
<i>Attend training</i>				<i>Another observation</i>				<i>Credit towards certification</i>			

COMMENTS:

								NI	ME	EE
<i>Plan a Practice</i>										

Recommendation											
<i>Attend training</i>				<i>Another observation</i>				<i>Credit towards certification</i>			

COMMENTS:

								NI	ME	EE
<i>Analyze Performance</i>										

Recommendation											
<i>Attend training</i>				<i>Another observation</i>				<i>Credit towards certification</i>			

COMMENTS:

NI = Needs Improvement

ME = Meets Expectations

EE = Exceeds Expectations

Coach Evaluator												
Signed								Date				
Coach Evaluator						Last Name		First Name				
	Apt.		Street									
Address												
	City					Province			Postal Code			
	()					()			()			
Phone	Home					Business			Fax			
E-mail												

Coach Self-Assessment Form

Before the practice evaluation, the coach will complete this self-assessment form and submit it to the coach evaluator. The coach and coach evaluator will review and discuss the coach's responses before beginning the evaluation. After the evaluation, the coach evaluator will compare the coach's self-assessment with the actual evaluation and discuss the results with the coach.

Before the coach meets with the coach evaluator, they should circle the appropriate number for each statement below, and add comments if applicable.

KEY:

- 1 - This is definitely a weak area for me.
- 2 - I'm somewhat comfortable but could use some help
- 3 - I do this very well.

Coaching Task	Coach self-assessment	Coach's comments
I ensure a safe practice environment.	1 2 3	
I run a structured and organized practice.	1 2 3	
I demonstrate appropriate coaching behaviours.	1 2 3	
I manage the training environment (includes awareness, creation of functional learning environment and adapting to "unforeseen" circumstances.)	1 2 3	
I detect performance errors effectively.	1 2 3	
I apply proper correction of performance errors.	1 2 3	
I show enthusiasm for and while coaching.	1 2 3	
I demonstrate good rapport with athletes.	1 2 3	

Coach Evaluator's Comments:

(use the back of this form if more room is required)