

NCCP Competition 1 TG (Introduction)

COACH EVALUATION Templates



This resource has been compiled from several resources produced by the Coaching Association of Canada, in particular the Evaluation Toolkit.

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We would also like to thank Alynn Brischuk who contributed many hours towards the development, piloting, and revisions of this tool.

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



National Coaching Certification Program



PARTNERS IN COACH EDUCATION

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coach.ca
Coaching Association of Canada
Association canadienne des entraîneurs







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Gymnastics Canada certifies Competition 1 coaches who can demonstrate their ability to:

1. Make Ethical Decisions;
2. Design a Basic Sport Program;
3. Plan a Practice;
4. Provide Support to Athletes in Training; and
5. Analyze Performance.

If you do all those things well, you will have a successful EVALUATION.

SUCCESSFUL EVALUATION = CERTIFICATION

There are 2 steps to the Competition 1 Evaluation:

- STEP 1: Successfully complete the Coaching Portfolio evaluation; and
STEP 2: Successfully complete the Lesson Observation evaluation.

STEP 1: Competition 1 Portfolio

THE DOCUMENTS ON THE FOLLOWING PAGES ARE THE DOCUMENTS YOU HAVE TO COMPLETE IN ORDER TO BUILD YOUR PORTFOLIO

The portfolio is a compilation of tasks required of the coach to prove their understanding of the coaching expectations in this level.

By building a portfolio, coaches develop competencies and increase the likelihood that they will be successful in the evaluation/certification process.

Use the Guidelines for Success document guide you through the minimum standards for success.

Checklist of Portfolio Contents

- 1. Coach Profile Form
- 2. Emergency Action Plan
- 3. Yearly Training Plan
- 4. Detailed Lesson Plan
- 5. Understand/Teach Model
Select a level appropriate skill
- 6. Nutrition Quiz
- 7. Coach Spotting Skills
- 8. Coach Self-Assessment & Action Plan
- 9. Making Ethical Decisions Online Evaluation proof of completion

Coach Profile Form

Name: _____

E-mail address: _____ NCCP # _____

Club: _____

Completed Competition Introduction Course:
Date: _____ Location: _____

Gymnastics Foundations Status:
 Trained Certified

Level you are Coaching		Number of years coaching	
Other coaching experience, or involvement in sport (athlete, judge, admin, etc.)		Personal goal in coaching (what you want to achieve)	
Number of Athletes		Athlete age range, and differences in athletes age/stage of growth	
Average years of experience of athletes		My athlete's goal(s)	

Coach's Supervisor's Endorsement
I have verified and confirm that this applicant has completed the Competition 1 (Introduction) Coaching Portfolio and is ready for evaluation.

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

Supervisor's signature: _____ Email: _____

Select your Discipline:

- | | |
|--|--|
| <input type="checkbox"/> Women's Artistic Gymnastics | <input type="checkbox"/> Trampoline Gymnastics |
| <input type="checkbox"/> Men's Artistic Gymnastics | <input type="checkbox"/> Rhythmic Gymnastics |
| <input type="checkbox"/> Acrobatic Gymnastics | |

Coach's signature: _____ Date: _____

My Coaching Portfolio (containing all required documents) is complete.

Emergency Action Plan

Provide location of medical profile for each athlete and for all members of the coaching staff.

Emergency phone numbers:	
Cell phone number of coach(es):	
Location of First-aid Kit:	
Address of home facility:	
Phone number of home facility:	
Location of telephones (cell and landline):	
Charge person (1st option):	
Charge person (2nd option)	
Call person (1st option):	
Call person (2nd option)	

Address of nearest hospital:

Nearest cross street to Facility:

Directions to Hospital from Facility:

Roles and Responsibilities:

Charge Person

1.

2.

Call Person

1.

2.

Competition 1 Lesson Plan Template

Coach: _____	Date: _____
Group: _____	Start Time: _____ End Time: _____
Level: _____	Period of Season Plan: _____

Lesson Objective /Focus		Time:
Introduction		Time:
General Warm-Up		Time:
Main Part Apparatus _____	Specific Warm-Up	Time:
	Activities	Time:

Main Part Apparatus <hr/>	Specific Warm-Up	Time:
	Activities	Time:
Main Part Apparatus <hr/>	Specific Warm-Up	Time:
	Activities	Time:
Cool Down		Time:
Conclusion		Time:
Evaluation		

Understand/Teach Model Template

Skill Planning – Understand/Teach Worksheet

Understand

Skill: _____

Identify (Diagram of Skill):

Fundamental Movement Patterns: in order

(Locomotion, Spring, Rotation, Stationary Positions, Landings, Swing)

Body Positions or Actions: in order

{**Shoulder Girdle:** (Protraction, Retraction, Elevation, Depression); **Shoulder Joint:** (Flexion, Extension, Abduction, Adduction); **Trunk:** (in/out); **Hip:** (Flexion, Extension, Abduction, Adduction)}

Teach

Prerequisites:

Physical Preparation (Endurance, Strength, Power, Flexibility):

Motor Preparation (Progressions, Drills and Spotting):

Error Detection:

Common causes:

Corrections:

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Nutrition Quiz

1. The time between eating and training (less than 2 hours) will NOT be long enough for complete digestion of a large meal.
 True
 False
2. Pepperoni and double cheese pizza is high in PROTEIN and low in FAT.
 True
 False
3. Rehydration CAN continue during activity.
 True
 False
4. As there are only 1 hour between a school sporting activity and a training session, athletes should eat only ONCE during this period.
 True
 False
5. Athletes should always wait 30-60 minutes after the end of the training session to rehydrate and eat foods rich in carbohydrates but low in fat.
 True
 False
6. It is a good idea to include a drink with the meal to ensure being hydrated.
 True
 False
7. Athletes SHOULD drink coffee because of its hydrating effect.
 True
 False
8. Athletes SHOULD consume small quantities of foods high in carbohydrate until their next meal.
 True
 False
9. DO NOT encourage athletes to continue drinking water for the next few hours they CAN trust their thirst to determine how much water to drink.
 True
 False
10. Athletes should drink plenty of fluid every day, particularly before a practice session or competition.
 True
 False

Assessment Form - Coach Spotting Skills

Coach's Name: _____ **Spotting Assessor:** _____

Coach's Tasks

- Arrange a time for an assessment of your spotting. Contact your club supervisor/Head Coach or a co-coach that is at least NCCP Comp 1 Certified, to complete this form while they assess you.
- Include this completed assessment form in your portfolio.

****NOTE:** *If you do not have access to a suitable assessor, you may submit your portfolio and discuss the need to complete "Spotting Skills" with your Coach Evaluator during your lesson observation.*

Head Coach / Supervisor / Co-Coach

- Assess the coach's ability using this form (if the coach requires more time to refine their spotting skills, please give them specific feedback)

<p>Trampoline:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Front tuck (on the bed) <input type="checkbox"/> Front tuck (step in) <input type="checkbox"/> Back tuck (on the bed) <input type="checkbox"/> Back tuck (step in) <input type="checkbox"/> ¾ Back (on the bed) <p>Floor or tumbling:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Back tuck <input type="checkbox"/> Front tuck <input type="checkbox"/> Back handspring <input type="checkbox"/> Roundoff + backhandspring <input type="checkbox"/> Flayspring <p>Double mini-trampoline:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Back tuck dismount 	<p>For each skill spotted...</p>						
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%; padding: 5px;"> <p>...is the coach's position:</p> <ul style="list-style-type: none"> - Stable, with wide base of support? - Close enough to the athlete to be effective? - Centered in relation to athlete (prepared to spot both over and under-rotation)? - Correct; regarding hand placement for good leverage as well as comfort for the athlete? </td> <td style="width: 40%; padding: 5px; vertical-align: top;"> <p>Comments</p> </td> </tr> <tr> <td style="padding: 5px;"> <p>... do the coach's actions:</p> <ul style="list-style-type: none"> - Include verbal explanation to athlete re: what to expect (spotting)? - Include clear communication and, if it applies, counting (1, 2, skill on 3) - On trampoline: have correct timing of the bounce (in synch with the athlete)? Does the coach stay on the trampoline when spotting? - Include movements that are supportive of the athlete in the most important phases? </td> <td style="padding: 5px; vertical-align: top;"> <p>Comments</p> </td> </tr> <tr> <td style="padding: 5px;"> <p>... is the set-up and equipment:</p> <ul style="list-style-type: none"> - Safe? - Stable? - Minimizing risk? </td> <td style="padding: 5px; vertical-align: top;"> <p>Comments</p> </td> </tr> </table>	<p>...is the coach's position:</p> <ul style="list-style-type: none"> - Stable, with wide base of support? - Close enough to the athlete to be effective? - Centered in relation to athlete (prepared to spot both over and under-rotation)? - Correct; regarding hand placement for good leverage as well as comfort for the athlete? 	<p>Comments</p>	<p>... do the coach's actions:</p> <ul style="list-style-type: none"> - Include verbal explanation to athlete re: what to expect (spotting)? - Include clear communication and, if it applies, counting (1, 2, skill on 3) - On trampoline: have correct timing of the bounce (in synch with the athlete)? Does the coach stay on the trampoline when spotting? - Include movements that are supportive of the athlete in the most important phases? 	<p>Comments</p>	<p>... is the set-up and equipment:</p> <ul style="list-style-type: none"> - Safe? - Stable? - Minimizing risk? 	<p>Comments</p>
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<p>... is the set-up and equipment:</p> <ul style="list-style-type: none"> - Safe? - Stable? - Minimizing risk? 	<p>Comments</p>						

<p>Results</p> <ul style="list-style-type: none"> <input type="checkbox"/> Spotting Skills Assessment Complete <li style="text-align: center;"><i>or</i> <input type="checkbox"/> Re-assess Spotting Skills in Lesson Observation 	<p>Feedback</p>
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Assessor Signature: _____

Date: _____

Competition 1 Coach Self-Assessment

Coaches who perform self-reflections are able to advance their coaching because of their skill to reflect on and think critically about their current coaching practices.

Read through each of the following Competition 1 skills.

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

Date: _____

<i>I Use A Program to Guide My Coaching By...</i>	Always	Often	Some- times	Never
Identifying training objectives for specific periods in the season (development, maintenance, etc.)				
Identifying the length of each period (preparation, competition, transition)				
Calculating the total amount of training time available in a season				
Determining program goals appropriate to the athletes age, stage of development, and level of competition				
Using strategies that improve multiple abilities of my athletes (physical, motor, technical, psychological)				
Looking for areas in my program where I can be flexible and adapt to individual needs				
<i>I Plan Effective Practices By...</i>	Always	Often	Some- times	Never
Applying practice plans that are well organized				
Scheduling practice lengths and apparatus segments appropriate for the age and ability level of the athletes				
Effectively using the equipment available				
Selecting activities appropriate for the training period (i.e. competition)				
Adapting activities to the skill/fitness level of the athlete				
Applying challenges while still allowing success				
Understanding how the activities are appropriate to the athlete's stage of the growth and development				
<i>I Analyze My Athlete's Performance By...</i>	Always	Often	Some- times	Never
Predicting and preparing physical preparation for the athletes to learn and refine skills				
Understanding the technical progression of introductory skills for all of my sport specific apparatus				
Prescribing an appropriate activity or drill to assist the athlete to improve their performance				
Selecting appropriate corrections, and explaining how and why that correction changes performance				
Giving athletes corrections that focus their attention to internal cues				

<i>I Provide Support To Athletes In Training By...</i>	Always	Often	Some- times	Never
Teaching appropriate practice and competition rules				
Ensuring a safe practice environment				
Ensuring equipment is available and ready to use				
Using a variety of options to adapt the practice to promote skill learning				
Understanding my athlete's learning styles (auditory, visual, kinesthetic) and intervene in ways for their optimal learning				
Providing clear and concise instructions and allow athletes to ask questions				
Providing positive and constructive feedback to reinforce athlete's efforts				
Developing trust with athletes and role modeling respectful language and behaviours				

Self-Assessment Questions / Coach Development Action Plan

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

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

3. What is the most positive experience you have had coaching the Comp 1 content, and what has been one challenge you experienced while coaching the Comp 1 content?

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

What will help you achieve them?

NCCP Coach Evaluation Video Consent, Waiver, Indemnity and Release



To become a certified coach in the National Coaching Certification Program (NCCP), coaches are evaluated while they are teaching a gymnastics lesson.

A Gymnastics Canada trained NCCP Coach Evaluator will watch a video of my coach teaching a lesson.

I, the undersigned, understand my coach will submit video clips that will be accessed by a coach evaluator, and, as a participant, I agree to the following:

- I understand that the video will be used for the purposes of evaluating my coach.
- I waive all rights of compensation now or future, which I may have in connection with use of such video.
- I release, defend, indemnify and hold harmless the Coach Evaluator, PTSO, and/or Gymnastics Canada from and against any claims, damages or liability arising from, or related to, my participation in videotaping lessons and the use of the video for purposes of coach evaluation.
- By participating in the video, the participant, on behalf of the participant or the participant's child, expressly releases the Coach Evaluator, PTSO, and/or Gymnastics Canada from all claims arising out of the use of a photograph or video, including claims for invasion of privacy.

PARTICIPANT NAME

Participant Name (please print) _____ E-mail _____

Full Address: _____ Phone _____

PARTICIPANT CONSENT

I am over 18 years of age and have read this release and am fully familiar with its contents. This consent, waiver, indemnity and release is binding on me, my heirs, executors, administrators, and assigns.

Signature Date

PARENTAL / GUARDIAN CONSENT (required for individuals under the age of 18)

I am the parent or guardian of the minor named above and have the legal authority to execute a waiver and release on his or her behalf as stated above. This consent, waiver, indemnity and release is binding on me, my heirs, executors, administrators, and assigns.

Name (please print) _____ E-mail _____

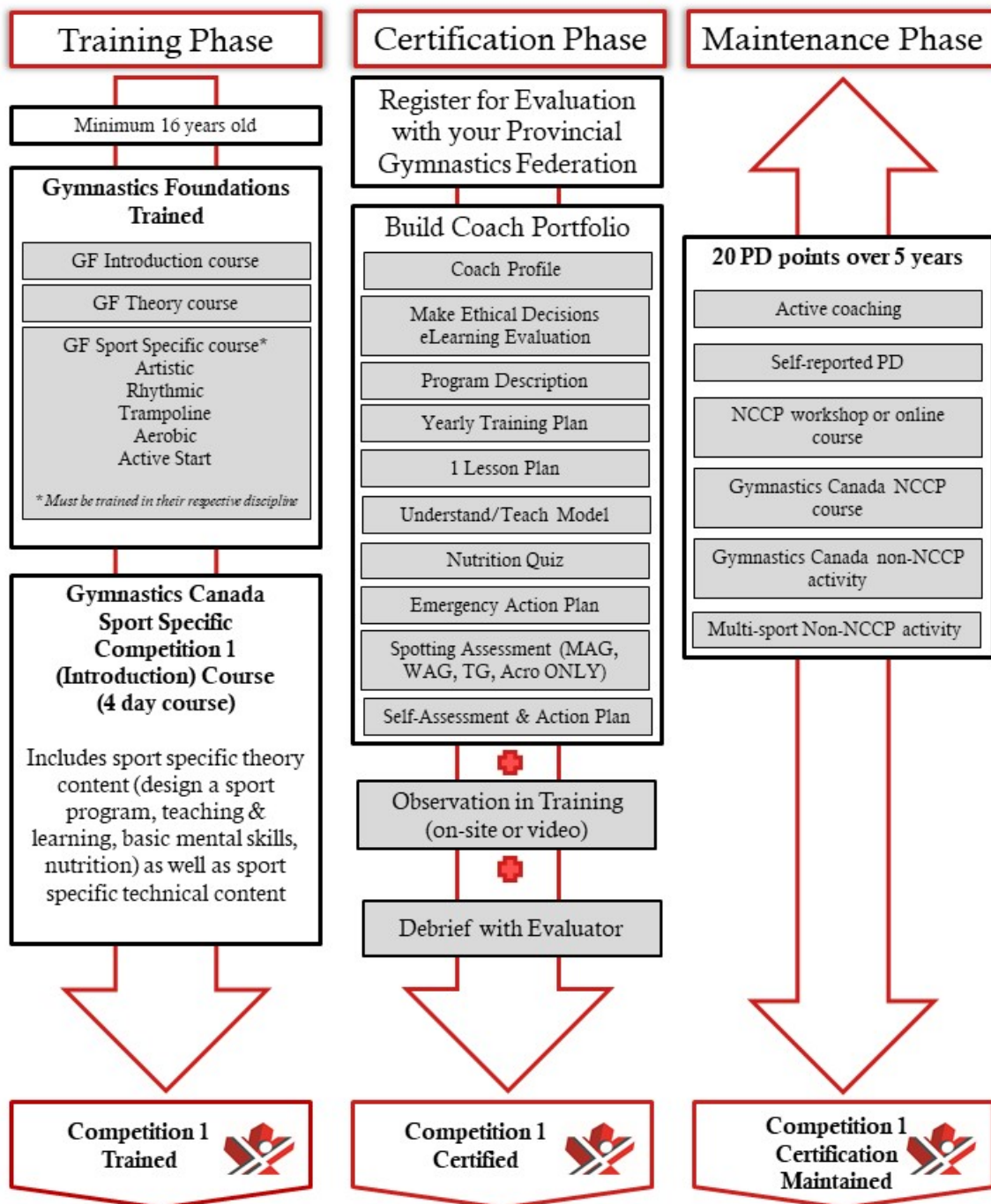
Full Address: _____ Phone _____

Signature of Parent / Guardian (if under age 18) Date

Competition 1 Coach Certification Pathway



NCCP Competition 1 (Introduction)





National
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Visit coach.ca Canada's most dynamic coaching community.

Check your certification, complete online evaluations,
access sport nutrition tips, read coach stories and more!


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