

2024

NCCP

Competition 2

(Introduction Advanced)

TG

COACH EVALUATION

Templates



Acknowledgements

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Canada

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STEP 1: Competition 2 Portfolio

THE DOCUMENTS ON THE FOLLOWING PAGES ARE REQUIRED IN ORDER TO COMPLETE YOUR PORTFOLIO. THE TEMPLATES THAT ARE PROVIDED MAY BE USED, OR YOU MAY USE YOUR OWN FORMAT TO MEET THE EVALUATION EXPECTATIONS.

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 Evaluation Form and Guidelines for Success to guide you.

Checklist of Portfolio Contents

1. Coach Information
 - Coach Profile & Philosophy
2. Program Information
 - Description and Objectives
 - Communication tool
 - Club Handbook
3. Program Planning
 - Detailed Yearly Training Plan
 - 3 Weekly Training Plans (one for each period)
 - 3 Lesson Plans (one from each week)
 - Training and Competition Schedule Communication
 - Emergency Action Plan
4. Athlete Inventory and Forecasting
 - 2 Athlete Inventory and Forecasts (for each apparatus)
5. Skill Development Model
6. Spotting Skills Assessment
7. Coach Self-Assessment and Action Plan

Coach Profile & Philosophy

Name										
	<i>First Name</i>	<i>Last Name</i>	<i>NCCP number</i>							
Head Coach / Supervisor										
Gym sport and levels(s) / disciplines coaching										
Name of program you are coaching										
Number of years coaching and other programs you have coached										
Other involvement in sport (athlete, judge, admin)										
Other NCCP Training/Certifications										
Personal goal in coaching (what you want to achieve)										
My goal for my athletes										
What is important for me when I coach/what are my coaching values?										
What are my athlete's expectations of me?										
What are my expectations for my athletes?										
What are my expectations of their parents/guardians?										
What are my expectations of other coaches (in training or at competition)? (If applicable)										

You may include these expectations for behaviour, commitment and any consequences if the expectations are not upheld by submitting a copy of a club/program handbook.

Program Description and Objectives

Number of athletes		Athlete ages and years of experience	
Athlete performance level(s)		Total number of practices in the season	
Gymnastics LTD Stage(s)		Number of competitions in the season	
Differences in my athletes ages/stages of growth		Ratio of training to competition	
Season start and end dates		Similarities or differences in my program ratio to the LTD expectations	
Number of practices / week		Length of preparation period, and # of training sessions within	
Days of the week training will occur (frequency vs. rest)		Length of competition period, and # of training sessions within	
Duration of practice times (note if different with period of the season)		Length of transition period, and # of training sessions within	
The goals of my program:			
The physical abilities priorities of my program <ul style="list-style-type: none"> • Pre-competition: • Competition: • Transition: 			
The skill development objectives of my program <ul style="list-style-type: none"> • Pre-competition: • Competition: • Transition: 			
The psychological training objectives of my program <ul style="list-style-type: none"> • Pre-competition: • Competition: • Transition: 			
Performance objectives of my program (if applicable):			

Communication Tool

Newsletter Template

Name of Club:

Name of Program:

Program Philosophy:

Program Description:

Logo:

Program Goals:

Program Objectives:

Club Handbook

Club Name:

History:

Club Mission:

Club Vision:

Club Values:

Policies and Procedures (including complaints and clear disciplinary steps)

Goal-Setting Strategy between Coach and Athlete

Expectations for Behaviour* (coach, athlete, parent/guardian, volunteer)

****True Sport Resource:***

https://truesportpur.ca/sites/default/files/content/docs/pdf/truesportagreementenjan2019_1.pdf

Codes of Conduct (athletes, parents/guardians, coaches, volunteers)

Yearly Training Plan

Name of Athlete:																																																						
Sport:																																																						
1	Dates	Months																																																				
2		Week Date																																																				
3	Events	Competitions																																																				
4																																																						
5	Details	Rating of importance																																																				
6		of competitions																																																				
7																																																						
8	Training	Periods																																																				
9		Phases																																																				
10		Macrocycles																																																				
11		Microcycles	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52
12																																																						
13	Techniques																																																					
14																																																						
15																																																						
16	Tactics																																																					
17	Strategies																																																					
18																																																						
19	Mental Training	Stage 1 Positive Environment																																																				
20		Stage 2 Emotional Control																																																				
21		Stage 3 Attentional Control																																																				
22		Stage 4 Strategies																																																				
23		Stage 5 Application																																																				
24		Assessment																																																				
25	Physical Prep	Aerobic																																																				
26		Anaerobic																																																				
27		Speed																																																				
28		Strength																																																				
29		Power																																																				
30		Flexibility																																																				
31		Nutrition																																																				
32		Test, Monitor, Evaluate																																																				
33																																																						
34	Peaking index	Volume* (H,M,L)																																																				
35		Intensity* (H,M,L)																																																				
36	% Emphasis	Physical																																																				
37		Mental																																																				
38		Techniques																																																				
39		Tactics/Strategies																																																				
40	Total Hours/Week																																																					

<h1 style="margin: 0;">Weekly Training Plan</h1>
--

Period:
Dates:

Day:	Day:	Day:	Day:	Day:

Period:
Dates:

Routine:
½ routines:
Parts:

Day:	Day:	Day:	Day:	Day:

Lesson Plan

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		

Training and Competition Schedule Communication

Competition Schedule

Event	J	F	M	A	M	J	J	A	S	O	N	D

Training Schedule

Training Days:	
Training Times:	
Time Off:	

Emergency Action Plan

Attach the medical profile for each athlete and for all members of the coaching staff. The EAP should be printed two-sided, on a single sheet of paper.

Emergency phone numbers:	
Cell phone number of coach(es):	
Location of First-aid Kit:	
Address of home facility:	
Phone number of home facility:	
Charge person (1st option):	
Charge person (2nd option)	
Charge person (3rd option):	
Call person (1st option):	
Call person (2nd option)	
Call person (3rd option):	

Address of nearest hospital:

Directions to Hospital from Facility:

Roles and Responsibilities:

Charge Person

1.

2.

3.

Call Person

1.

2.

Athlete Inventory and Forecast

Athlete Name:

Athlete Level:

INVENTORY Planning Sheet

Skills NOW Performing

Trampoline:

1
2
3
4
5

Tumbling:

1
2
3
4
5

DMT:

1
2
3
4
5

Synchro:

1
2
3
4
5

FORECAST Planning Sheet

Skills to COMPETE this planning cycle

Trampoline:

1
2
3
4
5

Tumbling:

1
2
3
4
5

DMT:

1
2
3
4
5

Synchro:

1
2
3
4
5

Skill Development Model

SKILL • Name, Description, Apparatus	ATHLETE • Gender, Age, Abilities
PHYSICAL PREPARATION	
MOTOR PREPARATION	
TECHNICAL PERFECTION	
COACH'S CONSIDERATIONS	

TG ASSESSMENT FORM - Coach Spotting Skills

Coach's Name: _____

Spotting Assessor: _____

- Arrange a time for an assessment of your spotting. Contact your club supervisor/Head Coach or a co-coach that is at least **Competition 2 certified (or NCCP Level 3)** to complete this form while they assess you.
 - **All skills listed below must be completed.**
 - Include this completed evaluation form in your portfolio.
- **NOTE:** If you do not have access to a suitable observer, you may submit your portfolio and discuss the need to complete "Spotting Skills" with your Coach Evaluator in your pre-brief

Head Coach / Supervisor / Co-Coach Task

- 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: <input type="checkbox"/> Cody (step in)</p> <p>Trampoline or DMT: <input type="checkbox"/> Half out (catch landing)</p> <p>Any (Trampoline, DMT or TUM) <input type="checkbox"/> Double Back Tuck or Pike</p>	For each skill spotted...	
	<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? 	Comments
	<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? 	Comments
	<p>... is the set-up and equipment:</p> <ul style="list-style-type: none"> - Safe? - Stable? - Minimizing risk? 	Comments
<p>Results</p> <p><input type="checkbox"/> Spotting Skills Assessment Complete or <input type="checkbox"/> Re-assess Spotting Skills in Lesson Observation</p>		<p>Feedback</p>

Assessor Signature: _____

Date: _____

NCCP Number: _____

Competition 2 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-2 skills.

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

Date: _____

I Use A Program to Guide My Coaching By...	Always	Often	Some-times	Never
Planning a competition schedule and determining the number of competitions during the program				
Identifying the length of each period (preparation, competition, transition)				
Identifying the number, duration and frequency of training sessions in each period (preparation, competition, transition)				
Selecting weekly and daily activities appropriate for the training period				
Identifying areas in my program that may need adjustments to better develop athlete weaknesses				
Teaching competitive strategies that are age and level appropriate				
Ensuring program objectives are consistent with athletes' level, age and stage of development				
Adapting activities to the skill and fitness level of the athlete				

I Analyze My Athlete's Performance By...	Always	Often	Some-times	Never
Predicting and preparing physical preparation for the athletes to learn and refine skills				
Understanding the technical progression of level appropriate skills for all 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 performances				
Observing skills from adequate vantage points				
Asking questions to athletes that facilitate their own awareness of skill errors				
Understanding the competitive rules and relating them to my athletes				
Making decisions in the benefit of the athlete today and in their long term future in the sport				

<i>I Manage A Program By...</i>	Always	Often	Some-times	Never
Teaching appropriate practice and competition rules				
Ensuring a safe practice environment				
Identifying expectations for behaviour and commitment along with appropriate consequences				
Demonstrating ability to work with other coaches				
Presenting reports of athlete progress throughout the program				
Ensuring privacy of athlete information and take steps to maximize confidentiality				
Allowing athletes and/or parents opportunities to discuss progress in relation to individual goals				
Using effective communication skills to promote program objectives				

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 do you plan to do to improve? By when do you plan to improve?

4. What help do you need from others (i.e. your club) to help you improve?

5. What is the most positive experience you have had coaching the Comp 2 content?

6. What has been one challenge you experienced while coaching the Comp 2 content?

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

8. 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.

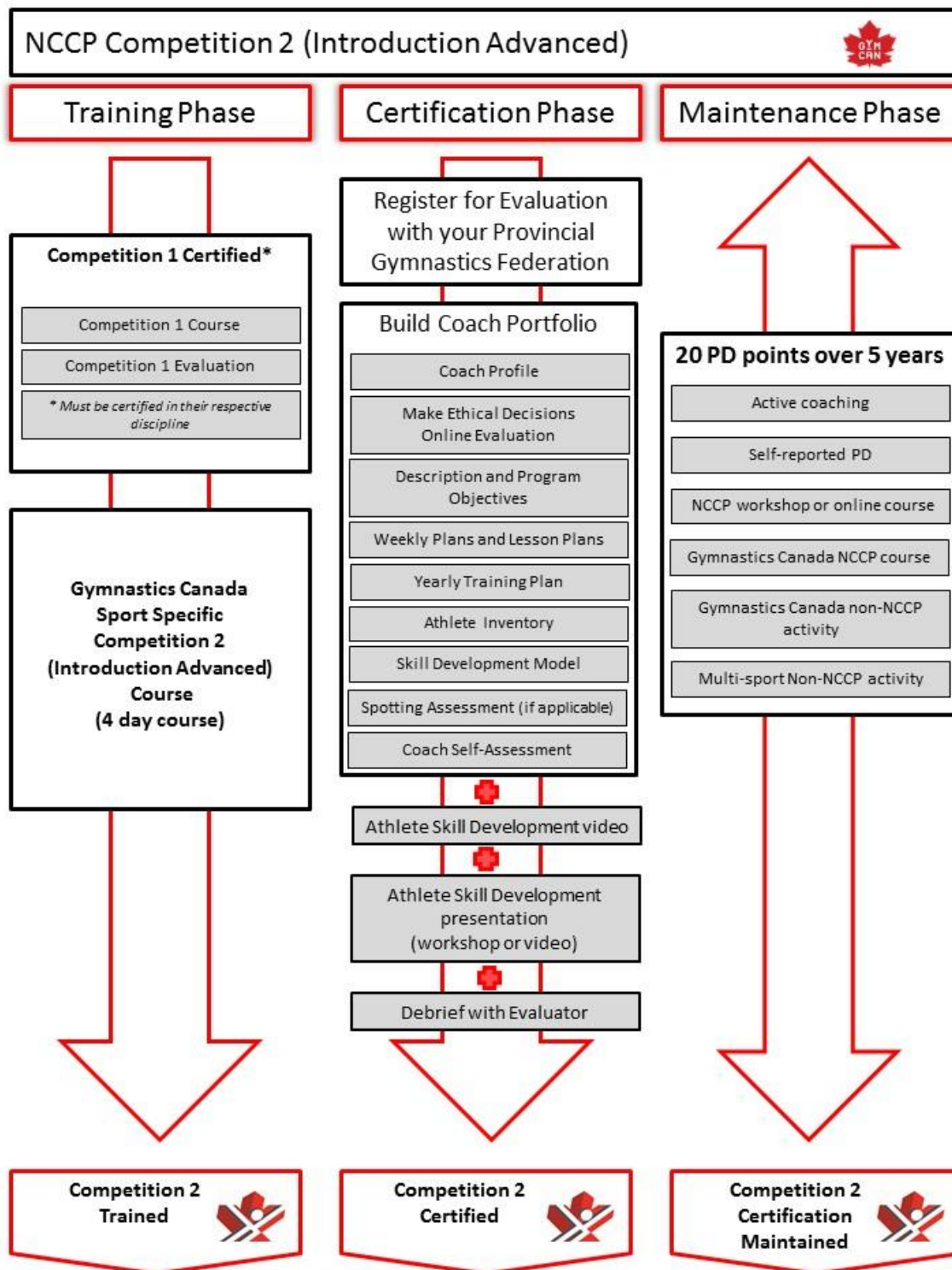
Name (please print) _____ E-mail _____

Full Address: _____ Phone _____

Signature of Parent / Guardian (if under age 18)

Date

Competition 2 Coach Certification Pathway





Visit **coach.ca** – Canada's most dynamic coaching community.
Check your certification, complete online evaluations, access
sport nutrition tips, read coach stories and more!