

NCCP

Competition 1

(Introduction)

COACH

EVALUATION

Guidelines for Success

A guide to becoming a Certified Comp 1 coach



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

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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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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.

Evaluation Process for Competition 1

How do AB coaches get certified?

1. Visit : evaluation.abgym.ab.ca to review the *Competition 1 Evaluation Guidelines for Success*. Then , utilize the *Competition 1 Coach Evaluation Templates document* to assist you in completing your Evaluation Application , and to upload your Coach Portfolio items. Payment will also be required at time of application.
2. The Evaluator will review your portfolio using the evaluation tool and communicate feedback to you in a timely manner.
3. The portfolio evaluation (STEP 1) enables the Evaluator to determine your readiness for the Lesson Observation evaluation (STEP 2).
4. If your portfolio evaluation (STEP 1) is successful, the Evaluator has determined that you are ready for the Lesson Observation evaluation (STEP 2).
5. The Evaluator will contact you for a pre-brief. Around that same time you will also receive an email providing you with a link to schedule your Lesson Observation (in-gym or via video). If your portfolio requires changes , the Evaluator will provide feedback and instructions to help you to complete and /or correct your portfolio . Once the Evaluator approves the changes (and your readiness) they will notify the coach to schedule the Lesson Observation).
6. The Evaluator and coach agree on an observation time and location (in-gym or via video).
7. The Evaluator observes you coaching a gymnastics lesson.
8. The Evaluator debriefs with you, and together you agree on Action Items.
9. A copy of the results are sent to your provincial gymnastics office, where they will be entered into The Locker.
10. A copy of the evaluation results and certificate are mailed to the coach.

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 sample Evaluation Form to 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 (MAG, WAG, TG, Acro ONLY)
- 8. Coach Self-Assessment & Action Plan
- 9. Making Ethical Decisions Online Evaluation proof of completion

Completing A Yearly Training Plan

- A template is provided in this Coach Evaluation Templates document. Other variations of a year plan are acceptable provided that they meet the evaluation criteria.
- Identify the number of practices per week and the number of hours per practice.
- Identify the major events occurring in the year or season. Include competitions, demonstrations, testing/monitoring days, and other major events.
- Identify the testing and monitoring dates for physical/skill ability tests, and mock competitions.
- Include when important milestones should be achieved; such as ½ routines, skill combinations, etc.
- Divide the season into appropriate pre-competitive, competitive & transition periods.
- Comment on the important objectives that will guide your lesson plan objectives (for example, identify the months that will be focused on skill based learning versus practicing routines).
- Include when you will introduce, develop, and refine Mental Prep and Physical Prep.

Completing A Lesson Plan

- A template is provided in the Coach Evaluation Templates document. Other variations of a lesson plan are acceptable provided that they meet the evaluation criteria.
- Recall that lesson planning was covered in Gymnastics Foundations Theory.
- Identify your athletes and the total time for this training session.
- State the training period. You may also include the date/week from the yearly training plan for more detail of where the week falls in the year.
- Identify the lesson objective or focus. This may include objectives from all areas of physical, technical, or artistic.
- State your introduction and conclusion activities.
- Insert appropriate warm-up and cool-down activities.
- For the main part of the lesson, state each apparatus, a specific apparatus warm-up, and the activities on each apparatus, including equipment required. Note where the inherent risks are and safety considerations.
- Be sure to include the timeline for all sections of the plan.
- The evaluation section is to be completed by the coach after the lesson as a review of its effectiveness and potential changes for improvement.

Completing an Understand/Teach Model

The following steps are provided to assist you in completing an Understand/Teach Model:

UNDERSTAND:

STEP ONE: IDENTIFY THE SKILL

Indicate the chosen skill and provide an illustration of the skill. The use of a combination of pictures and words can be useful. Also provide a description including some of the following: the Fundamental Movement Patterns, anatomical muscles and actions that are involved, competitive code of points or program rules that describe the skill (element group or requirements fulfilled). The description should include the difference between how the skill is clearly achieved or not achieved.

STEP TWO: MECHANICS (F.M.P.'s)

Indicate which fundamental movement patterns are involved in the skill (Stationary, Spring, Rotation, Swing, Landing, and Locomotion).

STEP THREE: BODY POSITION/ACTIONS (P.B.A.'s)

Correctly state the body (anatomical) actions are involved in the skill (trunk extension, hip flexion, etc.).

TEACH:

STEP ONE: PREREQUISITES

Indicate strength, flexibility or progression skills that are required before teaching this skill.

STEP TWO: PHYSICAL PREPARATION FOR THE SKILL

Determine what type of physical abilities you will target (ESPF, ABC'S), and include the best methods to improve the athlete's fitness. Use gymnastics and discipline-specific terminology.

STEP THREE: MOTOR PREPARATION FOR THE SKILL

Explain how you will lead the athlete to learn the proper technique and execution of the skill. Include progressions, drills, movement pattern training, and artistic emphasis.

STEP FOUR: ERROR DETECTION, CAUSE and CORRECTIONS

Identify the potential causes of performance error and identify what intervention may be required. Where appropriate, indicate the most common correction to have the greatest improvement in performance. This analysis may extend beyond the common corrections and include changes to program design, yearly planning objectives, or teaching method.

Portfolio Guidelines for Success

We are providing you with these Portfolio Guidelines for Success to use as a reference as you complete your portfolio.

You don't have to complete this document, but to make sure that you have completed your portfolio well, read over these Guidelines for Success. They list what the Coach Evaluator will be looking for when they evaluate your portfolio.

Design a Basic Program Criteria & Evidence *(Coach Profile & Yearly Training Plan)*

Criterion: Outline program structure based on available training and competition opportunities	
Achievement	Evidence:
Exceeds Expectations	"Meets Expectations" and: <ul style="list-style-type: none"> <input type="checkbox"/> Identify the importance of competitions in order to promote athlete long-term development <input type="checkbox"/> Identify sufficient opportunities for recovery and learning/athlete development between important competitions <input type="checkbox"/> Indicate the importance of the training factors (physical, technical, artistic preparation) for each period (e.g., weighted line, colour, percentage)
Meets Expectations – Minimum NCCP Standard	<ul style="list-style-type: none"> <input type="checkbox"/> On a Yearly Training Plan <ul style="list-style-type: none"> o Identify major program goals and objectives o Identify basic athlete information (age, stage of sport development, differences in growth and development) o Identify competition/major event schedule and number of competitions/major events during the program o Identify length of each period of the program (preparation, competition, and transition) o Identify number, duration, and frequency of training sessions in each period of the program (preparation, competition, transition)
Needs Improvement	<ul style="list-style-type: none"> <input type="checkbox"/> Present only basic information and logistics (practices vs. competitions/major events) <input type="checkbox"/> Does not present a calendar outlining program plan

Questions the evaluator may ask in regards to the year plan:

- What did you first think about when setting out your calendar?
- How did you determine the start and end points of each period?
- Are the program goals the same as the athletes' (families') goals? How can you (or did you) find out the goals and objectives for each gymnast?
- How did you monitor your athletes and evaluate if they were on track to your major events?
- How did your gymnasts perform at the peak events within the year?
- What strategies and tactics did you plan with your gymnasts?
- What were the highlights of the year?
- Was your original plan modified during the training year? How and why was it modified?
- What will you do differently next year?

Plan a Practice Criteria & Evidence (*Lesson Plan & Emergency Action Plan*)

Criterion 1: Identify appropriate logistics for practice	
Achievement	Evidence:
Exceeds Expectations	<p>“Meets Expectations” and:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Provide a clear rationale for each goal and objective, based on objectively identified athletes’ needs <input type="checkbox"/> Provide 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 <input type="checkbox"/> Identify potential risk factors (environmental, mechanical) <input type="checkbox"/> Identify the location of the practice in the yearly plan <input type="checkbox"/> Provide justification for chosen practice goals <input type="checkbox"/> Include detailed logistical evidence that would allow an assistant or other coach to implement the practice and achieve the desired learning or training effect
Meets Expectations – Minimum NCCP Standard	<ul style="list-style-type: none"> <input type="checkbox"/> Identify athletes’ ages, abilities, and performance levels <input type="checkbox"/> Clearly identify a practice goal that is consistent with the sport’s long-term athlete development / Canadian Sport for Life principles and the level of the athletes <input type="checkbox"/> Identify main segments of the practice: intro, warm-up, main part, cool-down, and conclusion or reflection <input type="checkbox"/> Outline facilities and equipment required to achieve practice goal <input type="checkbox"/> Provide a timeline for the activities
Needs Improvement	<ul style="list-style-type: none"> <input type="checkbox"/> Do not identify practice plan goals <input type="checkbox"/> Identify vague practice plan goals <input type="checkbox"/> Do not clearly identify main segments or timeline of practice <input type="checkbox"/> Do not include athlete information (i.e. level) <input type="checkbox"/> Do not identify required facilities and equipment

Questions the evaluator may ask in regards to the lesson plan:

- Can you expand on the goals for the practice and what you are trying to achieve on this day?
- Do the athletes understand the goal or plan for the day?
- Do you feel your warm-up is preparing the athletes physically and mentally for the rest of the practice?
- Are there any safety considerations for this activity (referring to specific apparatus drills)?
- What coaching points, cues and descriptive words will you use while coaching ___ skill?
- Is there a drill in this circuit that you plan to be the spotter at? If so, why did you choose that drill?
- Do you have a set order you would like the drills/skills to be completed in?
- Do you feel this plan is/was effective at achieving your goal?
- Is the practice the right length to sustain athlete focus and energy? Are the appropriate segments ordered to maintain athlete focus and energy?
- Will athletes be given the opportunity to choose any activities within the lesson?

Criterion 2: Identify appropriate activities in each part of the practice	
Achievement	Evidence:
Exceeds Expectations	<p>“Meets Expectations” and:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Sequence activities appropriately in the main part to promote learning, skill development, and to induce desired training effects <input type="checkbox"/> Adequate sequencing refers to the timing of practice activities within the practice. E.g., the sequence of the activities provides a progression that builds towards execution under realistic competitive situations <input type="checkbox"/> Include variations of activities or practice conditions that can be used to create specific challenges to elicit a particular training effect <input type="checkbox"/> Include activities that promote basic concepts of decision training <input type="checkbox"/> Identify appropriate work–rest ratios, target training loads, or target intensities for activities <input type="checkbox"/> Select activities that address the specific needs of the athlete or team based on analysis of performance during competition <input type="checkbox"/> Include activities that integrate mental skill development (goal setting, visualization, arousal control, focus) <input type="checkbox"/> Adapt activities to assist an athlete returning from injury (physical, mental, and emotional considerations) <input type="checkbox"/> Ensure optimal types of practice are purposely selected to promote skill development. (Optimal types of practice could relate to relevant “decision training tools” like random practice, variable practice, modeling)
Meets Expectations – Minimum NCCP Standard	<ul style="list-style-type: none"> <input type="checkbox"/> Describe planned activities through illustration, diagram, and explanation <input type="checkbox"/> Select activities that are appropriate to the time and apparatus <input type="checkbox"/> Indicate key factors (coaching points) that will be identified in the practice activities <input type="checkbox"/> Identify duration of overall practice and each practice segment and ensure consistency with the sport’s long-term athlete development / Canadian Sport for Life principles <input type="checkbox"/> Ensure activities are purposeful and linked to overall practice goal (purposeful means that the activities match the sport’s long-term athlete development / Canadian Sport for Life principles) <input type="checkbox"/> Ensure activities reflect awareness / control for potential risk factors <input type="checkbox"/> Ensure activities contribute to the development of skill(s) and are appropriate to the stage of skill development (Acquisition, Consolidation, Refinement) <input type="checkbox"/> Ensure activities contribute to the development of athletic abilities (as outlined in the sport’s long-term athlete development / Canadian Sport for Life principles)
Needs Improvement	<ul style="list-style-type: none"> <input type="checkbox"/> Do not link activities to overall purpose of practice. <input type="checkbox"/> Do not reflect awareness of safety concerns in plan <input type="checkbox"/> Do not ensure activities are consistent with NCCP growth and development principles

Criterion 3: Design an emergency action plan	
Achievement	Evidence:
Exceeds Expectations	<p>“Meets Expectations” and:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify a process for updating and maintaining medical profiles <input type="checkbox"/> Maintain well organized participant profiles in a secure location to protect privacy <input type="checkbox"/> Present a checklist of necessary equipment found in a first aid kit, which has been checked/updated on a regular basis <input type="checkbox"/> Identify specific steps or procedures in the plan if an injury occurs <input type="checkbox"/> Design an EAP that reflects learning from past experiences, including previous implementation <input type="checkbox"/> The EAP can be used as a model of best practice in the sport
Meets Expectations – Minimum NCCP Standard	<ul style="list-style-type: none"> <input type="checkbox"/> Present a complete emergency action plan (EAP) with all of the six following critical elements: <ul style="list-style-type: none"> o Locations of telephones (cell and land lines) o Emergency telephone numbers o Location of medical profile for each athlete under the coach’s care o Location of fully-stocked first-aid kit o Advance “call person” and “charge person” o Directions or map to reach the activity site
Needs Improvement	<ul style="list-style-type: none"> <input type="checkbox"/> Include less than six critical elements outlined in the Minimum Standard above <input type="checkbox"/> No emergency action plan submitted

Analyze Performance Criteria & Evidence (*Understand/Teach Model*)

Criterion: Detect Performance	
Achievement	Evidence:
Exceeds Expectations	<p>“Meets Expectations” and:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Knowledge displayed shows developmental link beyond the skill selected to achieve more advanced skills in the future <input type="checkbox"/> Display variety in teaching methods to target different learning types (auditory, visual, kinesthetic) <input type="checkbox"/> Use competition based rules and strategies that relate to execution <input type="checkbox"/> Provide details of training principles (physiology, biomechanics) that vary based on the seasonal training period for optimal performance <input type="checkbox"/> Display variety in environmental factors, mental training strategies, and competition strategies
Meets Expectations – Minimum NCCP Standard	<ul style="list-style-type: none"> <input type="checkbox"/> Display knowledge of sport terminology <input type="checkbox"/> Level of difficulty of the tasks is relevant to the individual athlete <input type="checkbox"/> Use appropriate physical, motor, and technical progressions that will lead to successful skill development <input type="checkbox"/> Identify factors that have a direct impact on performance <input type="checkbox"/> Skill refinement
Needs Improvement	<ul style="list-style-type: none"> <input type="checkbox"/> Vague understanding of physical and motor preparation required for skill development <input type="checkbox"/> Selected activities will not have greatest impact on performance. Better options should be utilized <input type="checkbox"/> More knowledge of sport terminology required

Provide Support to Athletes in Training (*Coach Spotting Skills, Nutrition*)

Achievement	Evidence:
Meets Expectations – Minimum NCCP Standard	<ul style="list-style-type: none"> <input type="checkbox"/> Coach Spotting Skills Complete (MAG, WAG, TG, Acro ONLY) <input type="checkbox"/> Nutrition Quiz Complete

Sample Evaluation Form - Coach Portfolio

This form will be completed by the Coach Evaluator when they evaluate your portfolio.

Coach's Name:	
NCCP #:	
Gym Discipline:	
Evaluator Name:	
Evaluator NCCP #:	
Evaluator Email Address:	

Coaches must successfully pass outcomes 1 to 4 before the evaluator schedules an observation.

Outcome 1	<p>Make Ethical Decisions</p> <p><input type="checkbox"/> MED Online Evaluation - Competition Introduction (passed)</p>	
Outcome 2	<p>Design a Basic Sport Program</p> <p><i>The evaluator will review these sections of the portfolio to evaluate this outcome:</i></p> <p><input type="checkbox"/> Coach Profile</p> <p><input type="checkbox"/> Yearly Training Plan</p>	
	<p>Standard Achieved</p> <p><input type="checkbox"/> Exceeds Expectations</p> <p><input type="checkbox"/> Meets Expectations</p> <p><input type="checkbox"/> Needs Improvement</p>	Comments
Outcome 3	<p>Plan a Practice</p> <p><i>The evaluator will review these sections of the portfolio to evaluate this outcome:</i></p> <ul style="list-style-type: none"> • Lesson Plan • Emergency Action Plan 	
	<p>Standard Achieved</p> <p><input type="checkbox"/> Exceeds Expectations</p> <p><input type="checkbox"/> Meets Expectations</p> <p><input type="checkbox"/> Needs Improvement</p>	Comments

Outcome 4	Analyze Performance <i>The evaluator will review these sections of the portfolio to evaluate this outcome:</i> <ul style="list-style-type: none"> • <i>Understand/ Teach Model</i> 	
	Standard Achieved <input type="checkbox"/> Exceeds Expectations <input type="checkbox"/> Meets Expectations <input type="checkbox"/> Needs Improvement	Comments
Outcome 5	Provide Support to Athletes in Training <input type="checkbox"/> Coach Spotting Skills (MAG, WAG, TG, Acro ONLY) <input type="checkbox"/> Nutrition Quiz	Comments

Portfolio Evaluation Results and Action Plan

Next Steps in Certification Process:

- The coach is ready for observation. The evaluator will notify the Coach to set up an observation either via video or in-gym.
- The portfolio requires changes. The evaluator will provide feedback to enable the coach to complete the portfolio. Follow the instructions from the Evaluator and work to achieve greater readiness for the observation. Once the evaluator approves the changes and the coach's readiness, they will notify the coach to begin the observation process.

Feedback: _____

Evaluator Signature: _____

Date: _____

STEP 2: Competition 1 Lesson Observation

WE ARE PROVIDING YOU WITH THE DOCUMENTS ON THE FOLLOWING PAGES SO THAT YOU KNOW WHAT TO EXPECT WHEN THE EVALUATOR OBSERVES YOU TEACHING A LESSON.

Sample Pre Brief Checklist – Completed by Evaluator

Surname	First Name
Date of Observation	NCCP #

	Item	Complete
1	Portfolio evaluated and returned to the coach	
2	Coach is contacted and a date and time for the pre-brief is scheduled	
3	Coach completes and submits the lesson plan for the observation	
4	Pre-brief is completed	
5	Date and time of formal observation confirmed	

In the Pre-Brief the evaluator must:

- Ensure the coach has a copy of the observation evaluation tools
- Instruct the coach about the formal observation procedure
- Give the coach an opportunity to ask questions and clarify concerns
- Discuss the moments that the evaluator may discontinue the evaluation and what the next steps will be**

The coach will need to be re-evaluated if the following is seen:

- The lesson has issues concerning safety
- The lesson shows harmful or unethical coaching behaviours
 - Harassment and/or abuse
 - Disregard for Fair Play
 - Demonstration of disrespect for athletes, peers, others or equipment
- The lesson shows that the coach is not ready to be certified
 - Inadequate technical knowledge
 - Too many tasks are poorly shown or are not shown (10 or more Insufficient ratings)

Questions the Evaluator may ask:

- Have you created your profile on the LMS and accessed the content?
- What are your goals for the practice?
- Where does this practice fit into your session or season plan?
- Tell me about what you have done in previous lessons to prepare the athletes for the lesson today?
- What is your comfort level with this particular group?
- What is your plan for reaching your goals?
- Is there anything new in this lesson you are trying for the first time?
- What do you see as the biggest challenge in reaching your goals?
- How will you be able to tell if your goals are being achieved?
- What adjustments have you prepared to ensure you meet your goals?
- How will you know if the athletes successfully learn what you plan for them to learn?
- What would you like me to look for during this practice?

Filming Your Lesson

If a Coach Evaluator cannot observe you coaching a gymnastics lesson in person, you will need to submit video footage of you coaching a gymnastics lesson.

Videotaped Lesson Evaluation

Your video footage must include the following:

- Filmed introduction (1 to 2 minutes maximum)**
 - *At the beginning of the video, you must introduce yourself (state your name, the club where you are working, the time you have spent working with these gymnasts, the gymnasts' age and their level).*
 - *Do this ahead of time so it does not interfere with your pre-lesson preparation.*
- Filmed lesson (length of the lesson)**
 - *Start filming 5 minutes before the arrival of the gymnasts so the Evaluator can see you preparing for the class.*
 - *Stop filming 5 minutes after the class is over so the Evaluator can see you 'cleaning' up after the class (if you do not have to coach another class immediately).*
 - *You must film the gymnasts' arrival in the gym, the entire lesson, and the gymnasts' departure from the gym.*
 - *Your footage needs to include all parts of the lesson (Introduction, Warm-up, Apparatus Warm-up, Main part, Cool-down and Conclusion).*
- Filmed self-evaluation (1 to 3 minutes maximum)**
 - *At the end of the video, you must briefly explain what worked, what didn't work, and what you would do differently next time.*
 - *If you deviated from your lesson plan you must explain how and why.*
 - *Do this at a later time if you have back-to-back classes or if you need to collect your thoughts or write down some notes, so your self-evaluation is clear and concise.*

Your footage will be returned to you unmarked if:

- If your voice is not clearly heard or understood.
- If the Lesson portion has been edited without explanation (see Filming Procedures)
- If it does not capture most of the interactions between you and the participants
- If it is incomplete (missing the introduction and the self-evaluation).
- It cannot be played.

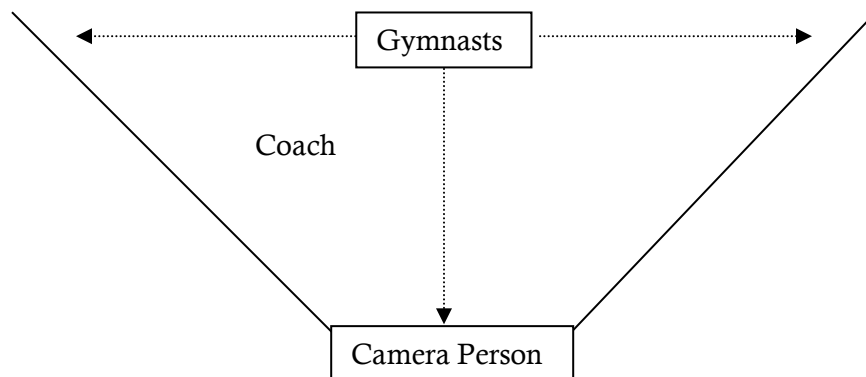
If your video footage is returned to you unmarked:

- You will need to re-film it and resubmit it at your expense. If your footage was returned because it could not be played, you will not have to pay an additional fee.
- If your video footage was returned for any other reasons, you may be required to pay additional fees.

Part 2: Filming Procedures

To assist you in producing quality video footage, we suggest that you consider the following when you film:

- ❑ **The film of the Lesson itself must be unedited** - if you have a planned break (snack or drink) you must indicate the start of the break on the film (before turning the camera off) and you must indicate the end of the break on the film (after turning the camera on). This can be done by the coach or the camera person.
- ❑ **Your voice must be clear and audible at all times.** This means that the camera cannot be too far from you. You should ask a parent or another coach to film if your gym is big or if you move around a lot. You can also use a portable microphone.
- ❑ **Background noise, including music, should be minimal.** You may need to prep the other coaches in the gym so they can help keep the noise level down as much as possible.
- ❑ **The camera must be held steady.** This is best done using a tripod, which can be moved, or by placing the camera on a steady surface.
- ❑ **The camera must focus on the coach and participants throughout.** You will need to make sure that the camera angle is wide enough to capture you and the participants as they complete the different activities you have planned. The camera person should stand behind and to the side about 8 to 10 feet away from you. The camera angle must be able to capture the demonstrations, discussions and performances of the gymnasts. If you move, the camera person also needs to move.



Sample Lesson Observation Evaluation Tool – Completed by Evaluator

The following tasks are observed and categorized from *Insufficient to Excellent*. Coaches are encouraged to use the Coach Evaluator’s ratings and the comments provided as feedback on the strengths and weaknesses of their coaching.

Excellent - The coach performs the task in an outstanding way; exceptional coaching that reflects mastery of the task.

Good - The coach performs the task successfully. The actions taken are appropriate, though a few opportunities were missed that can be improved upon to reach mastery.

Fair - The coach attempts the task but is missing some elements of a successful performance.

Insufficient - The coach attempts the task but requires significant improvement to be successful. Or the coach did not provide evidence of the task (not shown).

The results of the ratings will help the Coach Evaluator make an overall competency assessment.

Required Evidence

A. Evidence Prior to the Practice:

Coaching Task: Implement an appropriately structured and organized practice					
Evidence Prior to Practice	Excellent	Good	Fair	Insufficient	Comments
Present a practice plan with well-defined goals/objectives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Ensure main practice segments are evident and include an introduction, warm-up, main part, cool-down, and conclusion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Ensure activities and their duration are appropriate for each segment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Planned activities contribute to development of age and level appropriate skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Planned activities are consistent with the training priorities for the period in the yearly training plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Coaching Task: Ensure that the practice environment is safe					
Evidence Prior to Practice	Excellent	Good	Fair	Insufficient	Comments
Survey the practice site	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Minimize risk to participants before the practice (includes safe equipment, safe environment)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Dress appropriately for active coaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

B. Evidence During the Practice/Lesson

Coaching Task: Implement an appropriately structured and organized practice					
Evidence During the Practice	Excellent	Good	Fair	Insufficient	Comments
Greet athletes as they arrive at practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Ensure equipment and space is available and used appropriately.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Maximize practice time to ensure participants have appropriate activity, transition, waiting times, appropriate breaks for recovery and hydration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Practice is highly structured, organized and efficient	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Address individual athlete needs in a way that preserves the practice structure and organization for the group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Minimize risk to participants throughout the practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Coaching Task: Make interventions that promote learning					
Evidence During the Practice	Excellent	Good	Fair	Insufficient	Comments
Provide 1–3 key learning points. Ensure explanations and demonstrations are clear and concise	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Explanations are appropriate to the skill development (physical, motor)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Provide feedback & instruction that clearly identifies what & how to improve	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Provide positive, specific feedback that is directed towards the group & individuals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Constructively reinforce athletes' efforts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Athletes are given the opportunity to ask questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Identify appropriate expectations for athlete behaviour and reinforce these expectations when appropriate. May include rules to maintain a safe practice environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Promote a positive image of the sport	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Treat athletes with respect	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Maintain a positive outlook and acknowledge athletes' needs and thoughts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Coaching Task: Implement protocols and methods that contribute to the development of athletic abilities relevant to the sport					
Evidence During the Practice	Excellent	Good	Fair	Insufficient	Comments
Coach uses general and sport-specific training methods to appropriately develop and/or maintain physical attributes such as: <ul style="list-style-type: none"> • coordination • flexibility • balance • agility • maximum strength • strength-endurance • speed • power 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Select and implement specific training protocols to address individual athlete weaknesses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Activities are consistent with the plan's goals and objectives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Selected training protocols and methods are adapted to the age and training experience of the athletes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Coaching Task: Detect Performance					
Evidence During the Practice	Excellent	Good	Fair	Insufficient	Comments
Observe skills from adequate vantage point(s) as appropriate to the sport	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Identify causes of errors from physical abilities (ESPF)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Identify causes of errors from motor abilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Identify causes of errors from psychological or attention abilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Coaching Task: Correct Performance					
Evidence During the Practice	Excellent	Good	Fair	Insufficient	Comments
Correctly and consistently apply biomechanical principles while performing analyses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Facilitate athletes to increase awareness of skill errors by asking appropriate questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Communicate to the athlete(s) how and why the critical error contributes to the performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Prescribe an appropriate activity/drill to assist athlete to make correction in performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

C. Post Practice Debrief between Evaluator and Coach:

Evidence In <i>Debrief Post Practice</i>	<i>Excellent</i>	<i>Good</i>	<i>Fair</i>	<i>Insufficient</i>	<i>Comments</i>
Provide rationale for choosing interventions that are used during practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Provide appropriate rationale to justify how adjustments to the plan helped achieve or enhance the objectives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Analyze a variety of factors that could contribute to increased performance (e.g., athletic abilities, environmental factors, recovery and regenerative strategies, mental strategies, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Explain how an error relates to overall skill performance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Questions the Evaluator May Ask:

- How do you feel the practice went?
What do you think went particularly well (or not)?
What was supposed to happen? What did happen? Why was there a difference between what you expected and what did happen?
- Did you meet your objectives in your plan?
- Why do you think it's important for your gymnasts to train ___?
- What is your rationale for using ___ technique?
- Did you learn something new today?
- How will today's practice affect your next plan/practice?
- How will you use this experience going forward?
- What can I do to help you?

OPTIONAL EVIDENCE – These evidences are not required to meet the minimum standard. They may be observed during the lesson and allow evaluators to provide more feedback. Coaches should be aware of these evidences as opportunities to advance their coaching.

Coaching Task	Comments
Communicate the practice goals/objectives to the athletes	
Make adjustments to practice based on an analysis of athlete performance	
Give athletes opportunities to apply creative solutions and to offer suggestions that enhance the learning environment	
Modify practice activities to deal with specific circumstances (e.g. timing, resources, equipment, etc.)	
Adapt practice activities or practice conditions where necessary to provide appropriate challenges from a technical, tactical, physical, or decision-making point of view	
Reduce or increase work intensity, work periods, or length of rest (pauses) as necessary to account for athletes' fitness and/or fatigue, consistent with practice goals	
Use technology to gather information about athletes' performance or to enhance learning	
Identify individual learning styles (auditory, visual, kinesthetic) and provide individual interventions to optimize learning	
Use a variety of observational strategies (positioning, video, other coaches, etc.) to identify the most critical aspects of performance	
Reinforce competitive rules, or performance related to achievement of sport and level technical requirements	

Lesson Observation Evaluation Results

For Certification in Competition 1 (Introduction), the coach is evaluated on their ability to coach athletes in a safe, age and level-appropriate gymnastics lesson.

Coach Name: _____ NCCP #: _____ Gym Discipline: _____

LEVEL	DESCRIPTORS	CHECK	COMPLETE or INCOMPLETE LESSON OBSERVATION
Expert	Coach demonstrates an extensive base of knowledge and expertise through perfectly meaningful activities and a naturally superior performance for the age and level of the athletes. (Generally, all 40 evidences rated <i>Excellent</i> or <i>Good</i>)	<input type="checkbox"/>	COMPLETE <i>The observation portion of the evaluation is successfully completed.</i>
Proficient	Coach displays intuitive control of a safe, age and level appropriate lesson and uses sophisticated instructional techniques that focus on the most critical components for individual athlete success. (Generally, 0 <i>Insufficient</i> , 20+ <i>Good</i>)	<input type="checkbox"/>	
Competent	Coach implements the expected procedures of a safe, age and level appropriate lesson, while displaying a desire to see athletes learn, develop and grow. (Generally, 30+ <i>Fair</i> , <i>Good</i> or <i>Excellent</i>)	<input type="checkbox"/>	
Beginner	Coach requires more knowledge and experience to successfully implement a safe, age and level appropriate lesson.		<p style="text-align: center;">INCOMPLETE</p> <ul style="list-style-type: none"> <input type="checkbox"/> The lesson has issues concerning safety <input type="checkbox"/> The lesson shows harmful or unethical coaching behaviours <input type="checkbox"/> The lesson shows that the coach is not ready to be certified (10 or more <i>Insufficient</i> ratings) <p style="text-align: center;"><i>The evaluator will provide feedback and will discuss action plan items to lead to your future success.</i></p>

Comments and Action Items:

Evaluator Name: _____ NCCP #: _____

Evaluator Signature: _____ Coach Signature: _____

Date: _____

Lesson Observation Guidelines for Success

We are providing you with these Lesson Observation Guidelines for Success to use as a reference before you are evaluated coaching a lesson.

You don't have to complete this document, but to make sure that you are prepared to be evaluated while coaching a lesson, read over these Guidelines for Success. They list what the Coach Evaluator will be looking for when they evaluate your coaching.

Provide Support to Athletes in Training

Criterion 1: Implement an appropriately structured and organized practice	
Achievement	Evidence:
Expert	<p>“Proficient” and:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Adapts practice activities to increase challenge or to ensure optimal learning opportunities <input type="checkbox"/> Adjusts practice parameters (time, space) or training environment to elicit a specific technical or tactical training response
Proficient	<p>“Competent” and:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Modifies practice activities when unforeseen circumstances arise <input type="checkbox"/> The sequence of activities (timing of the activity in the practice) leads to enhanced learning or training effects <input type="checkbox"/> Makes appropriate adjustments to practice after analysis of athlete performance <input type="checkbox"/> Implements a variety of options for adapting the practice to ensure adequate learning
Competent	<ul style="list-style-type: none"> <input type="checkbox"/> Presents a practice plan for the practice that is being implemented <input type="checkbox"/> Ensures delivery of practice matches practice plan's goal(s) <input type="checkbox"/> Ensures main practice segments are evident and include: intro, warm-up, main part with specific apparatus warm ups, cool-down, conclusion <input type="checkbox"/> Ensures equipment is available and ready to use <input type="checkbox"/> Uses space and equipment adequately <input type="checkbox"/> Provides breaks for appropriate recovery and hydration <input type="checkbox"/> Greets athletes as they arrive at practice <input type="checkbox"/> Dresses appropriately for active coaching <input type="checkbox"/> Activities contribute to the development of skills and/or athletic abilities, i.e., the specific drills, exercises, methods and training load match the training objective pursued <input type="checkbox"/> Maximize practice time: practice demonstrates a clear timeline for activities so that activity time is maximized, participants are engaged the majority of the time

<p>Beginner</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Unclear structure to the practice as demonstrated by the following elements: no or poorly designed practice plan; goal/focus of practice is not clearly identified; no warm-up is provided or inappropriate warm-up activities are used; delivery of practice does not match practice plan <input type="checkbox"/> Does not ensure equipment is ready, or does not address if original setup has changed since <input type="checkbox"/> Insufficient breaks provided relative to the activities <input type="checkbox"/> Inappropriate dress for active coaching <input type="checkbox"/> Inappropriate duration of practice activities (e.g., activities are so short that there is not enough time to learn or practice; activities are so long that participants become fatigued and de-motivated; there is more waiting time than engagement time for participants)
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Criterion 2: Make Interventions that promote learning	
Achievement	Evidence:
Expert	<p>“Proficient” and:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Selects from a variety of intervention strategies to achieve specific learning objectives that are impactful to the both training and competition <input type="checkbox"/> Reinforces correct performance by facilitating interventions that promote reflection (e.g., feedback, questioning the participant, or using a demonstration) to identify the key factors that were properly executed <input type="checkbox"/> Ensures intervention is specific to individuals, enabling participants to take greater ownership over specific performance factors & learning objectives. (intervention strategies may include: delayed or summative feedback, questioning, focusing external attention, modeling, learning aids)
Proficient	<p>“Competent” and:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Provides feedback to promote critical thinking <input type="checkbox"/> Provides interventions that are evaluative, prescriptive, and descriptive <input type="checkbox"/> Integrates and teaches basic decision making (emphasize independent thinking and problem solving; use quality questions that promote critical thinking; implement interventions that identify when to make appropriate decisions to enhance participants’ performance of a skill) <input type="checkbox"/> Integrates mental preparation strategies into practice <input type="checkbox"/> Identifies individual learning styles (auditory, visual, kinesthetic) and provide appropriate interventions to optimize learning. Appropriate interventions for learning style may include the following: Auditory learning – verbal feedback, Visual learning – demonstration or modeling, Kinesthetic learning – doing or feeling
Competent	<ul style="list-style-type: none"> <input type="checkbox"/> Clarifies key learning objectives and/or performance factors (feedback/instruction) with participants prior to engaging in the activity <input type="checkbox"/> Creates opportunities to interact with all athletes <input type="checkbox"/> Provides demonstrations so that all athletes can see and hear <input type="checkbox"/> Provides 1–3 key learning points in explanation or demonstration <input type="checkbox"/> Ensures key learning points match sport’s skill development model <input type="checkbox"/> Constructively reinforces athletes’ efforts and corrects performance <input type="checkbox"/> Provides feedback & instruction clearly identifying what & how to improve <input type="checkbox"/> Provides feedback that is positive, specific, and directed towards both the group and individuals <input type="checkbox"/> Identifies and reinforces appropriate expectations for athlete behaviour <input type="checkbox"/> Promotes a positive image of the sport and model the image to athletes and other stakeholders <input type="checkbox"/> Uses respectful language towards athletes when providing verbal interventions. Respectful language is non-discriminatory and void of profanity and insults <input type="checkbox"/> Maintain a positive outlook and acknowledge athletes’ needs and thoughts <input type="checkbox"/> Ensures explanations are clear and concise and provide opportunities for athletes to ask questions

	<input type="checkbox"/> Uses models of desired performance
Beginner	<input type="checkbox"/> Does not identify key learning points in explanation <input type="checkbox"/> Participants are not positioned to see or hear demonstrations (or attention not gained) <input type="checkbox"/> Limited interventions made to clarify key learning points <input type="checkbox"/> Provides feedback that only identifies what to improve, and not how to improve <input type="checkbox"/> Provides feedback that tends to emphasize motivational prompts rather than specific corrections (e.g., frequent use of reinforcement comments) <input type="checkbox"/> Does not use respectful language

Criterion 3: Implement protocols and methods that contribute to the development of athletic abilities relevant to the sport	
Achievement	Evidence:
Expert	<p>“Proficient” and:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Develops new and innovative general and/or sport-specific training protocols that are consistent with scientific principles <input type="checkbox"/> Mentors other coaches to effectively implement training methods <input type="checkbox"/> The methods and protocols used by the coach to develop and/or maintain athletic abilities could be used as a model for other coaches <input type="checkbox"/> Uses new and innovative training protocols and methods consistent with current scientific research data and sport-specific observations at the elite level <input type="checkbox"/> Consults with specialist(s) (physiotherapists, doctors, trainers) to identify advanced strategies to address individual fitness training needs of athletes to enhance training of physical abilities in practice
Proficient	<p>“Competent” and:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Selects and implements training protocols to address individual athlete weaknesses <input type="checkbox"/> Adapts loading parameters to reflect individual variables such as training background, previous injuries, etc. <input type="checkbox"/> Correctly implements training methods and protocols to develop and/or maintain all athletic abilities relevant to the gym sport
Competent	<ul style="list-style-type: none"> <input type="checkbox"/> Implements general and sport-specific training protocols and methods to appropriately develop and/or maintain Coach uses general and sport-specific training methods to appropriately develop and/or maintain physical attributes: coordination, flexibility, balance, agility, maximum strength, strength-endurance, speed-strength, speed <input type="checkbox"/> Training protocols and methods are adapted to the age and training experience of the athletes <input type="checkbox"/> Training protocols and methods are appropriate to the time of the yearly program
Beginner	<ul style="list-style-type: none"> <input type="checkbox"/> Uses a limited number of methods to effectively contribute to the development of sport specific physical and motor abilities <input type="checkbox"/> Training protocols and methods are inadequate for either the age of the athletes or their experience <input type="checkbox"/> Training protocols and methods that are not adequate or sufficiently sport-specific given the time of the yearly program <input type="checkbox"/> Does not create conditions to train athletic abilities relevant to the sport during practice <input type="checkbox"/> Does not implement methods that effectively contribute to the development of physical and motor abilities (or methods are inconsistent with Competition-Introduction theory)

Analyze Performance

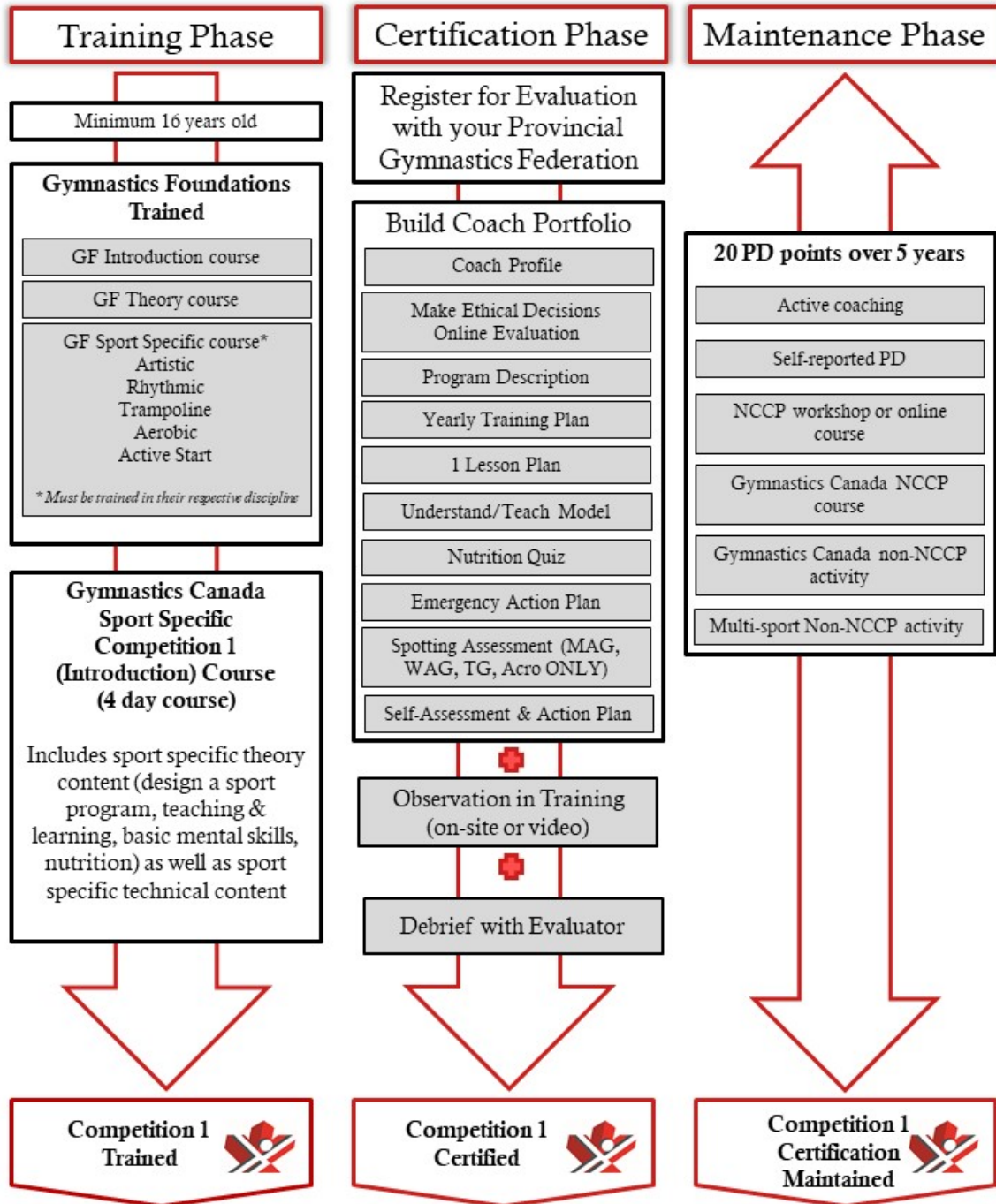
Criterion 1: Detect Performance	
Achievement	Evidence:
Expert	<p>“Proficient” and:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Displays variety in teaching methods to target different learning types (auditory, visual, kinesthetic) <input type="checkbox"/> Provides specific evidence to reinforce learning points (e.g. notation, biomechanical analysis) <input type="checkbox"/> Analyzes a variety of factors that could contribute to increased performance <input type="checkbox"/> Encourages athletes to self-detect key performance factors and to understand how and why errors affect overall performance <input type="checkbox"/> Uses competitive rules and strategies to reinforce learning points
Proficient	<p>“Competent” and:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Displays knowledge beyond the skill selected to achieve more advanced skills in the future <input type="checkbox"/> Communicates how and why the critical error contributes to the performance <input type="checkbox"/> Provides rationale for identifying individual skills that need improvement <input type="checkbox"/> Uses a variety of observational strategies (e.g., positioning, video, other coaches, etc.) to identify the most critical aspects of performance <input type="checkbox"/> Facilitates athletes to increase awareness of skill errors by asking appropriate questions
Competent	<ul style="list-style-type: none"> <input type="checkbox"/> Displays knowledge of sport terminology <input type="checkbox"/> The difficulty of the tasks chosen is relevant to the individual athlete <input type="checkbox"/> Uses appropriate physical, motor, and technical progressions that will lead to successful skill development <input type="checkbox"/> Identifies factors that have a direct impact on performance and/or skill refinement
Beginner	<ul style="list-style-type: none"> <input type="checkbox"/> Has vague understanding of physical and motor preparation required for skill development <input type="checkbox"/> Selects activities that will not have greatest impact on performance. Better options should be utilized <input type="checkbox"/> Requires more knowledge of sport terminology, training protocols

Criterion 2: Correct Performance	
Achievement	Evidence:
Expert	<p>“Proficient” and:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Involves athletes in a critical thinking process, such as asking open ended questions: “What did you do?” “What should you do?” “What are you going to do to get better results?” “How can you generate greater force upon release?” <input type="checkbox"/> Identifies why the correction will have a beneficial effect on the performance and consistently identify how to improve performance
Proficient	<p>“Competent” and:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Ensures adequate motor engagement in the task or activity for each athlete <input type="checkbox"/> Selects corrective tasks that are sufficiently challenging of the athletes’ capabilities <input type="checkbox"/> Identifies corrections that focus athletes’ attention towards the most appropriate cues (internal or external cues) <input type="checkbox"/> Helps athletes to increase awareness of basic corrections by asking closed questions (e.g. “If you move into that position will you have more/less ___?” “Will that arm position allow greatest force/push?”)
Competent	<ul style="list-style-type: none"> <input type="checkbox"/> Identifies specific corrections based on observation of movement phases and in accordance with the sport development model (physical, motor, technical) <input type="checkbox"/> Uses prescriptive performance corrections (i.e., they emphasize how to improve, not just what to improve) <input type="checkbox"/> Explains how the correction relates to improved performance <input type="checkbox"/> Explains why the correction contributes to improved performance <input type="checkbox"/> Facilitates athletes to increase awareness of corrections by asking appropriate questions <input type="checkbox"/> Prescribes an appropriate activity or drill that assists athlete to make correction in performance
Beginner	<ul style="list-style-type: none"> <input type="checkbox"/> Provides vague corrections rather than specific factors that contribute to improved performance: “Concentrate more” “Work harder” <input type="checkbox"/> Corrects the athletes by indicating what they did rather than identifying specific strategies for how to improve the performance.

Competition 1 Coach Certification Pathway



NCCP Competition 1 (Introduction)





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Coaching
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