

GYMNASTICS FOUNDATIONS

COACH EVALUATION Guide

*A guide to becoming a CERTIFIED
Gymnastics Foundations coach*



Acknowledgements

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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.

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Gymnastics Canada certifies Gymnastics Foundations coaches who can demonstrate their ability to:

1. Make Ethical Decisions;
2. Plan A Lesson; and
3. Provide Support to Athletes in Training.

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

SUCCESSFUL EVALUATION = CERTIFICATION

There are 2 steps to the Gymnastics Foundations Evaluation:

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

Evaluation Process for Gymnastics Foundations

HOW DO YOU GET CERTIFIED?

STEP 1:

1. Visit: evaluation.abgym.ab.ca to complete your Evaluation Application and to upload your Coach Portfolio items. Payment of \$50 will also be required at time of application.
2. The Evaluator will review your portfolio and communicate feedback to you in a timely manner. This portfolio evaluation helps the Evaluator to decide if you are ready for the Lesson Observation evaluation. If your portfolio evaluation is successful, the Evaluator has determined that you are ready for the Lesson Observation evaluation.
3. You will be notified via email and provided with a link so that you can schedule the Lesson Observation or upload a video of your lesson.

(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 you to schedule the Lesson Observation).

STEP 2:

4. You and the Evaluator agree on an observation time and location (in-gym observation);
OR
If the Evaluator is unable to observe you in person, or if you prefer to send video footage of your lesson, you will upload a file to a site provided to you (video observation).
5. The Evaluator observes you coaching one of your gymnastics lessons.
6. Following the Lesson Observation, your Coach Evaluator will discuss your lesson with you and you will develop an action plan together. If PART 1 (portfolio) and PART 2 (lesson) were successful, you will be granted CERTIFIED status.

NOTE: If the Lesson Observation is not successful, the Coach Evaluator may tell you that additional steps must be taken before you become certified, or you may even require another observation. Your Provincial/Territorial Gymnastics Federation may require the evaluation fee be paid in part or in full again, if a second observation is required, or if a second Coach Evaluator is needed.

*Your Evaluator acts as one of your mentors.
If your Coaching Portfolio or Lesson Observation
have areas that need improvement,
your Evaluator will work with you
to help you develop your skills in these areas.*

STEP 1: Building your Coaching Portfolio

WHAT IS A COACHING PORTFOLIO AND HOW DO YOU MAKE ONE?

Your Coaching Portfolio is a collection of documents, and must include ALL the following:

- Completed Evaluation Application Form (completed online @ evaluation.abgym.ab.ca)**
- Make Ethical Decisions online evaluation (proof of completion)**
 - *You learned how to Make Ethical Decisions in your Gymnastics Foundations Theory course. To be a Certified Gymnastics Foundations coach, you have to complete an online module to confirm that you have learned how to Make Ethical Decisions. To complete the Make Ethical Decisions online evaluation go to www.coach.ca, log-in to the Locker and select the “eLearning” option from the drop-down menu on the right hand side of the screen. Select the Making Ethical Decisions LTAD stage that is applicable to the athletes that you coach or plan on coaching.*
- Emergency Action Plan (see the Gymnastics Foundations Theory manual)**
 - *You may submit your club’s EAP or the EAP you designed during your Gymnastics Foundations Theory course.*
 - *Your EAP must include: the phone location, emergency phone numbers, address of the training facility, address of the nearest hospital and/or medical clinic, specific directions to the training facility, location of medical files, location of first aid kit, identification of call and charge persons as well as their emergency/first aid qualifications.*
- 1 lesson plan (see the Gymnastics Foundations Theory manual)**
 - *You learned how to Plan a Lesson in your Gymnastics Foundations Theory course.*
 - *Make sure your Coach Evaluator knows if this is the lesson plan you will use during your observation or if you will provide another one.*
- Completed Program Description form (see page 3)**
- Completed Coaching Profile form (see page 4)**

Program Description Form

**1. What are the logistics of your program?
(available space, equipment and time - refer to your GF Theory manual)?**

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2. Who are your participants? (age/stage, gender, number, special needs)

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3. What are you trying to accomplish (what you hope the participants will achieve)?

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.....

Coaching Profile Form

On the form below, rate your level of confidence on a scale from 1 (low) to 5 (high).

How confident do you feel in your ability to:



Planning:	1	2	3	4	5
Plan warm-up and cool-down activities					
Plan gymnastics games					
Plan activities to develop physical abilities					
Plan activities to develop motor abilities					
Plan activities to develop the FMPs					
Plan circuit-type activities to maximize the time and space available					
Plan activities that are fun, challenging and safe, and ensure continuous activity					
Develop a lesson plan					
Teaching:	1	2	3	4	5
Teach warm-up and cool-down activities					
Teach gymnastics games					
Teach activities that develop physical and motor abilities					
Teach activities that develop the FMPs/basic skills					
Teach circuits that are safe and that maximize the time and space available					
Teach activities that are fun, challenging, safe and ensure continuous activity					
Assess gymnasts' progress and provide feedback					

STEP 2: Lesson Observation

WHAT IS A LESSON OBSERVATION AND HOW DO YOU PREPARE FOR IT?

Your Lesson Observation is an opportunity for a Coach Evaluator to observe you while you are coaching a gymnastics lesson. The Coach Evaluator is not expecting a perfect lesson. Their role is to support you and provide feedback to you that will help you grow as a coach.

Here are some tips to help you get ready for your Lesson Observation:

- Check with your club supervisor when you set the date and time for your Lesson Observation.**
- Plan 15 – 20 minutes prior to your lesson time to pre-brief with the Coach Evaluator with time for pre-lesson organization**
 - *The pre-brief gives you a chance to speak to the Coach Evaluator about any concerns, considerations or changes you may have to your planned lesson.*
- Plan 30 minutes following the class to debrief.**
- Make sure your Coach Evaluator knows if you are using the Lesson Plan submitted in your portfolio. If you are using a different Lesson Plan, make sure the Coach Evaluator has a copy before the Lesson Observation date.**
- The Coach Evaluator wants to observe you coaching a gymnastics lesson that you would usually coach.**

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 5 parts of the lesson (Introduction, 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.

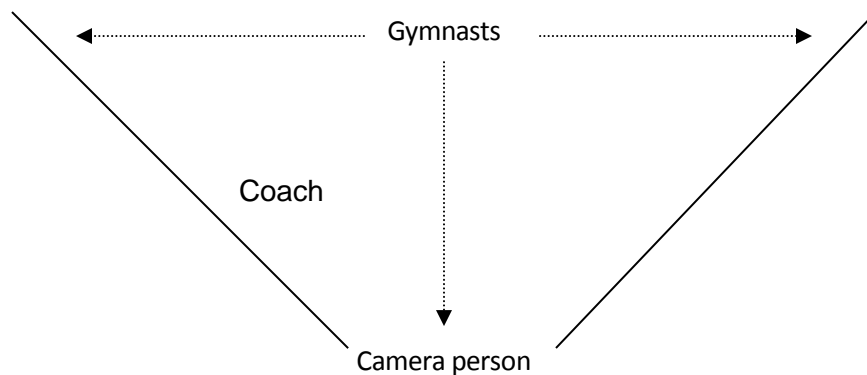
If Evaluator cannot properly assess your video footage:

- 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.



Ready To Be Evaluated? A Checklist

- Complete your portfolio.
 - ✓ Evaluation Application form;
 - ✓ MED online evaluation proof of completion;
 - ✓ Emergency Action Plan;
 - ✓ 1 Lesson Plan;
 - ✓ Completed Program Description form; and
 - ✓ Complete Coaching Profile form

- Visit: evaluation.abgym.ab.ca, complete your Application form and upload your portfolio documents.
Payment of \$50 will also be required at time of application.

- Your Portfolio will be evaluated and you will receive an email with results from Alberta Gymnastics.

- You may be contacted by a Coach Evaluator for Pre-Brief.

- Upon successful completion of Portfolio you will receive a private link to make arrangements for your Lesson Observation (onsite or video upload).

- The Coach Evaluator will observe you coaching a gymnastics lesson at your club OR

The Coach Evaluator will observe a video of you coaching a gymnastics lesson.

- Results from observation will be provided to you and a debrief with the Coach Evaluator may take place.

Sample Evaluation Forms

To give you an idea of what you are being evaluated on, the documents on the following pages are the forms that your Coach Evaluator will use to evaluate you.

They are:

- Portfolio Evaluation Form; and
- Lesson Observation Form; and
- Coaching Competency Assessment Results.

Portfolio Evaluation Form

(to be completed by the assigned Coach Evaluator)

Coach's name: _____ NCCP number: _____

Address: _____
Street including apartment number City P/T Postal Code

Phone: _____ Email: _____

Supervisor's name: _____

Club: _____ Location: _____
City P/T

Phone: _____ Email: _____

Gym Sport being evaluated: Active Start Artistic Rhythmic Trampoline

Coaching Portfolio Item

Complete Incomplete

- | | | |
|--|--------------------------|--------------------------|
| 1. MED Online Evaluation proof of completion | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Emergency Action Plan | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. 1 Lesson Plan | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Program Description form | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Coaching Profile form | <input type="checkbox"/> | <input type="checkbox"/> |

Comments: _____

Next steps: _____

Evaluator's name: _____ Date: _____

Phone: _____ Email: _____

Lesson Observation Form

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.

GYMNASTICS FOUNDATIONS OBSERVATION

Before their lesson, did the coach...	<i>Excellent</i>	<i>Good</i>	<i>Fair</i>	<i>Insufficient</i>
Arrive early?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dress appropriately for the lesson?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Setup equipment to be available, ready and safe for use in the lesson?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Greet each participant?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

Within the Warm-Up, did the coach...	<i>Excellent</i>	<i>Good</i>	<i>Fair</i>	<i>Insufficient</i>
Assemble participants appropriately to start the warm-up?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Conduct a balanced warm-up (were all major muscle groups worked)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Begin the lesson with enjoyable and energetic activities to increase participant body temperature?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Incorporate activities to develop physical components (such as Endurance, Strength, Power or Flexibility)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use activities appropriate to the participants' age/abilities?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Involve all the participants?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maintain good class control?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Move participants onto the 1 st activity (main part) quickly and appropriately?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

Within the Main Part of the lesson, did the coach...	<i>Excellent</i>	<i>Good</i>	<i>Fair</i>	<i>Insufficient</i>
Provide clear and concise instructions?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teach skills by sequential steps (drills/progressions)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teach to the participants' age and abilities?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teach to ensure many little successes?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recognize and adapt for an individual's needs?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Correct errors as they occur by providing constructive & specific feedback?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provide feedback to reinforce effort, trying, etc.?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Keep participants moving through continuous activity (such as stations/circuits)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Supervise the participants within their view at all times?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use supplementary equipment to assist with teaching / learning of skills?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use equipment (large and small) effectively?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Incorporate activities to develop both physical (ESPF) and motor components (ABCS)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Follow their lesson plan and use activities that match the objectives of their lesson?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maintain good class control?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

Within the Cool-Down, did the coach...	<i>Excellent</i>	<i>Good</i>	<i>Fair</i>	<i>Insufficient</i>
Assemble participants appropriately to start the cool-down?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Involve all participants?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maintain good class control?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
End the class with an enjoyable activity?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Within the Conclusion, did the coach...	<i>Excellent</i>	<i>Good</i>	<i>Fair</i>	<i>Insufficient</i>
End the class on a positive note?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

Overall communication: did the coach...	<i>Excellent</i>	<i>Good</i>	<i>Fair</i>	<i>Insufficient</i>
Catch the participants' attention quickly?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provide clear and concise feedback and instructions?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ask if the participants understand or if they have questions?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maintain good, clear voice control?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use non-verbal communication with the participants?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Address participants with respect and kindness?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Have fun with the participants (ex.use humour)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Handle any unplanned situations appropriately such as equipment/safety/disciplinary/emergency)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

General points - Personal: did the coach...	<i>Excellent</i>	<i>Good</i>	<i>Fair</i>	<i>Insufficient</i>
Act in a professional manner at all times?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Show enthusiasm?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Display a positive attitude towards their coaching?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

General points - Presentation: did the coach...	<i>Excellent</i>	<i>Good</i>	<i>Fair</i>	<i>Insufficient</i>
Present the right amount of material?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Present material in a logical way?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Present material at the right level for the participants?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrate a sound knowledge of the material being presented?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cover all key points / information relevant to the desired learning experience?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

Coaching Competency Assessment Results

For Certification of Coaching Gymnastics Foundations, the coach is evaluated on their ability to implement a safe, age and level-appropriate gymnastics lesson.

<p>Expert</p>	<p>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.</p>	<p><input type="checkbox"/></p>	<p style="text-align: center;">COMPLETE</p>	<p style="writing-mode: vertical-rl; text-orientation: mixed;">COMPLETE</p>
<p>Proficient</p>	<p>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.</p>	<p><input type="checkbox"/></p>		
<p>Competent</p>	<p>Coach implements the expected procedures of a safe, age and level appropriate lesson, while displaying a desire to see athletes learn, develop and grow.</p>	<p><input type="checkbox"/></p>		
<p>Beginner</p>	<p>Coach requires more knowledge and experience to successfully implement a safe, age and level appropriate lesson.</p>	<p style="text-align: center;">INCOMPLETE</p> <ul style="list-style-type: none"> <input type="checkbox"/> The lesson shows that the coach is not ready to be certified. <input type="checkbox"/> The lesson has issues concerning safety. <input type="checkbox"/> The lesson shows harmful or unethical coaching behaviours. <p style="text-align: center;"><i>The evaluator has provided feedback and will discuss action plan items to lead to future success.</i></p>	<p style="writing-mode: vertical-rl; text-orientation: mixed;">INCOMPLETE</p>	

Comments:

Action Plan:

Evaluator's signature: _____ Date: _____

Coach signature: _____ Date: _____



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