**ATHLETICS CANADA SPORT COACH
Instruction-Beginner**

There are four parts to the Athletics Canada Sport Coach evaluation. To be certified, a coach must successfully complete the following:

1. The Make Ethical Decisions multisport module the associated online evaluation.
2. The Athletics Canada Sport Coach portfolio
3. The Athletics Canada Sport Coach practice observation
4. Coach Action Plan

**PORTFOLIO EVALUATION**

This is an example of the form the evaluator will access through the Athletics Canada online evaluation system to score a Sport coach on their portfolio. The coach will upload the documents required for the Sport Coach portfolio through the Athletics Canada evaluation portal. When the portfolio is marked the coach will be observed leading a practice. Following the practice observation, the evaluator and coach will have a discussion and debrief both the portfolio submission and practice observation. The marks for the portfolio and observation will be recorded online and the coach can review them at anytime once the evaluation is completed.

**Portfolio - Emergency Action Plan**

|  |  |  |
| --- | --- | --- |
| **The coach is able to . . .**  | **Check List** | **Comments** |
| Identify the location of telephones (land or cell phones) |  |  |
| Identify the list of the Emergency phone numbers  |  |  |
| Identify the location of medical profiles for each athlete |  |  |
| Identify the location of fully stocked first-aid kit identified |  |  |
| Identify the call person and the control person  |  |  |
| Directions to reach the activity site are provided |  |  |
| **All elements must be present for certification** |  | **Complete Incomplete (circle)** |

**Portfolio – General Overview**

|  |  |  |
| --- | --- | --- |
| **The coach is able to . . .** | **Check List** | **Comments** |
| Identify the athlete’s age and performance level  |  |  |
| Identify the timelines of the practice (warm up, main part, cool down etc.) |  |  |
| Explain the description of the training group (number of athletes, training site, number of group sessions a week, etc) |  |  |
| Provide a run, a jump, a throw, and wheel practice |  |  |
| **All elements must be present for certification** |  | **Complete Incomplete (circle)** |

**Portfolio – Practice Plans**

**Scoring Guide:** 1: Not sufficient, 2: Needs Improvement, 3: Meets Standard, 4: Exceeds Standard

Please review the run, jump and throw practices and score as a whole below. If there is an issue with one practice, be sure to address the issue in the debrief.

|  |  |  |
| --- | --- | --- |
| **The coach is able to . . .** | **Mark/Debrief** | **Comments** |
| Practice plan identifies a goal or a series of key elements that will be addressed in the practice. |  |  |
| Practice plan identifies basic information including date, time, location, number of athletes, and level of athletes.  |  |  |
| Practice plan indicates basic logistical needs (e.g., facilities, equipment) to match the overall goal. |  |  |
| Practice plan has a clearly identified goal that is consistent with Athletics Canada LTAD growth and development principles |  |  |
| Practice plan is organized into main segments that include an introduction, a warm-up, a main part, a cool-down and a conclusion. |  |  |
| Duration of the practice and each practice segment are identified on a timeline.  |  |  |
| Plan includes a list of key factors or teaching points that relate to the overall goal. |  |  |
| Practice activities are effectively described (e.g., diagrams, explanations, key points).  |  |  |
| Planned activities are allotted enough time to develop the skills identified by the goal. |  |  |
| Planned activities contribute to the development of skill and are appropriate to the stage of skill development  |  |  |
| The practice plan indicates key factors (coaching points) that will be identified in the practice activity.  |  |  |
| Planned activities contribute to the development of athletic abilities, are appropriate for the sport, and are consistent with Athletics Canada LTAD growth and development principles.  |  |  |
| The duration of the practice and each practice segment are consistent with Athletics Canada LTAD growth and development principles.  |  |  |
| Planned activities reflect awareness of and control for potential risk factors. |  |  |
| Activities are purposeful and link to overall practice goal. |  |  |
| Needs Improvement: 15-40Certified: 41-60 |  |  |

Scoring Summary

|  |  |  |
| --- | --- | --- |
|  | Required for Certification | Coach Score |
| Emergency Action Plan | Pass |  |
| General Portfolio Overview | Pass |  |
| Practice Plan | 41-60 |  |

**ATHLETICS CANADA SPORT COACH
PRACTICE OBSERVATION**

This is an example of the form the evaluator will access through the Athletics Canada online evaluation system to score a Sport Coach on the observation of their practice. The evaluator may print this form off and fill in the scores online at a later time or access it online on a mobile device or laptop at the practice. The coach should provide the evaluator with a copy of the practice that will be observed. Following the practice observation, the evaluator and coach will have a discussion and debrief both the portfolio submission and practice observation. Once the debrief is complete the evaluator and the coach complete an action plan for the coach which outlines steps the coach can take to continue to improve. The marks for the portfolio and observation will be recorded on line and the coach can review them at anytime once the evaluation is completed.

For the Analyze Performance section the evaluator may bring videos of athletes performing running, jumping and throwing events for the coach to review and analyze or the analysis may be done in the context of the practice observation using the coach’s athletes as subjects for that section. \* Analyze Performance for WHEEL to be added to evaluation in 2022.

**General Practice Observations**

|  |  |  |
| --- | --- | --- |
| **The coach will be able to . . .** | **Check List** | **Comments** |
| Present a practice plan that outlines the goals and outcomes of the practice  |  |  |
| Identify practice segments (warm up, main part, cool down) |  |  |
| Take steps to minimize risk to athletes before and throughout the practice (appropriate use of equipment, respect for other groups use of space, adapting to environmental factors, surveying the practice site, etc.) |  |  |
| Welcome athletes to practice |  |  |
| Describe practice activities clearly and effectively (diagrams or descriptions) |  |  |
| Insure equipment is available and ready to use |  |  |
| Promote a positive image of Athletics and models the image to athletes and other stakeholders |  |  |
| Use respectful language towards athletes |  |  |
| **6 of 8 required for certification** |  |  |

**Main Part Observations**

**Scoring Guide:** 1: Not sufficient, 2: Needs Improvement, 3: Meets Standard, 4: Exceeds Standard

|  |  |  |
| --- | --- | --- |
| **The coach will be able to . . .** | **Mark/****Debrief** | **Comments** |
| Deliver a practice matching the goals identified in the practice plan. |  |  |
| Dress appropriately and greets athletes as they arrive |  |  |
| Demonstrate that main practice segments are evident and developmentally appropriate |  |  |
| Provide breaks for appropriate recovery and hydration |  |  |
| Plan activities that contribute to development of skills and athletic abilities as outlined in the AC LTAD |  |  |
| Maximize practice time |  |  |
| Create opportunities to interact with athletes |  |  |
| If demonstration is required, coach utilizes appropriate models to demonstrate skill (self, athlete, video) |  |  |
| Position themselves such that athletes can see and hear |  |  |
| Provide an explanation or demonstration has 1-3 key learning principles |  |  |
| Explain key factors or teaching points; coach checks if any athlete requires clarification |  |  |
| Identify appropriate expectations for athlete behaviour and reinforces these expectations when appropriate |  |  |
| Acknowledge athletes’ needs |  |  |
| Constructively reinforce athletes’ efforts and corrects performance |  |  |
| Provide feedback and instruction that clearly identifies what and how to improve technically |  |  |
| Provide feedback that is positive, specific and directed towards the group and individuals |  |  |
| Have a backup plan if needed due to weather changes |  |  |
| Use respectful language towards all stakeholders |  |  |
| Ask for participant’s consent for physical contact when assisting in correcting a skill error |  |  |
| Needs Improvement: 19-51Certified: 52-76 |  |  |

**Analyze Performance - RUN**

**Scoring Guide:** 1: Not sufficient, 2: Needs Improvement, 3: Meets Standard, 4: Exceeds Standard

|  |  |  |
| --- | --- | --- |
| **The coach will be able to . . .** | **Mark/****Debrief** | **Comments** |
| Identify the basic technical elements for running |  |  |
| Identify errors athletes are making |  |  |
| Prescribe corrections for the identified errors |  |  |
|  Provide rationale for correction prescription |  |  |

**Analyze Performance - JUMP**

**Scoring Guide:** 1: Not sufficient, 2: Needs Improvement, 3: Meets Standard, 4: Exceeds Standard

|  |  |  |
| --- | --- | --- |
| **The coach will be able to . . .** | **Mark/****Debrief** | **Comments** |
| Identify the basic technical elements for jumping |  |  |
| Identify errors athletes are making |  |  |
| Prescribe corrections for the identified errors |  |  |
|  Provide rationale for correction prescription |  |  |

**Analyze Performance - THROW**

**Scoring Guide:** 1: Not sufficient, 2: Needs Improvement, 3: Meets Standard, 4: Exceeds Standard

|  |  |  |
| --- | --- | --- |
| **The coach will be able to . . .** | **Mark/****Debrief** | **Comments** |
| Identify the basic technical elements for throwing |  |  |
| Identify errors athletes are making |  |  |
| Prescribe corrections for the identified errors |  |  |
|  Provide rationale for correction prescription |  |  |

**Analyze Performance – WHEEL (Analyze Performance for WHEEL to be added to evaluation in 2022)**

**Scoring Guide:** 1: Not sufficient, 2: Needs Improvement, 3: Meets Standard, 4: Exceeds Standard

|  |  |  |
| --- | --- | --- |
| **The coach will be able to . . .** | **Mark/****Debrief** | **Comments** |
| Identify the basic technical elements for wheeling |  |  |
| Identify errors athletes are making |  |  |
| Prescribe corrections for the identified errors |  |  |
|  Provide rationale for correction prescription |  |  |

Scoring Summary

|  |  |  |
| --- | --- | --- |
|  | Required for Certification | Coach Score |
| General Overview | 6 |  |
| Main Part | 52-76 |  |
| Analyze Performance | 48-64 |  |

**ATHLETICS CANADA SPORT COACH EVALUATION DEBRIEF GUIDE**

Throughout the evaluation process, the evaluator may need to note specific questions for the coach or areas where discussion is warranted. In some cases, the evaluator may return to the evaluation scoring to adjust or finalize a mark in an area after the debrief, in other cases this may not be necessary. The comments you make as part of the debrief will need to be entered into the online form, so they are part of the final evaluation documents for each coach.

There are areas for your comments and these will be recorded as part of the official evaluation. The debrief section is not scored specifically; however, in some circumstances it may be necessary to adjust or complete the scoring of the evaluation form once you have had the opportunity to question the coach in person.

The Coaching Association of Canada has prepared some helpful guidelines for the debrief process. They can be reviewed below.

**1 – Opening:** The opening stage of the debriefing provides an opportunity to continue data collection about the coach. Opening remarks should use a language that invites the candidate to reflect, to self-assess, and to present more information about their knowledge or experience. This type of communication should try to put the candidate at ease and allow them to express feelings and frustrations that may have occurred in the certification process. By doing this, Evaluator validates the coach’s feelings and thoughts and creates opportunities to build greater trust and confidence in the certification process. Offering opinions too early in the debrief will tend to stifle coach expression. Rather the Evaluator should use guiding questions that enable the candidate to reflect on their experiences. Finally, it is important that the evaluator uses active listening skills. While it may be tempting to review various evaluation tools during the debrief, the Evaluator should be focused on the candidate and their responses to various questions. This communication skill can be developed and all Evaluators should hone this trait.

**2 – Facilitation:** The facilitation phase assists in leading the coach in guided discovery to probe areas for further evidence. To this end, the Evaluator should use the evidences to justify the attainment of a criterion and to form specific questions or to generate scenarios. This will enable the Evaluator to gather more information, and clarify concerns about elements that may have been missed in the evaluation (portfolio or formal observation). For example, if a safety issue did not present itself in the evaluation, the Evaluator may ask the coach what they would have done if a safety-related scenario had occurred. Key debrief questions are included at the end of each section to aid in this process.

**3 – Closing:** The closing phase of the debriefing allows the Evaluator to summarize key points and provide feedback. The Evaluator may provide comments on specific evidence or provide suggestions for improvement. Remember that any opinion should focus on the instructional behaviours rather than personal qualities of coach. The Evaluator should consider what the coach could do in order to become better based on the criteria and evidences. In the cases where the candidate is clearly below the standard, the Evaluator may ask if they understood the expectations of the evaluation as this may identify areas to consider in the action plan.

**Sport Coach Action Plan**

To assist the coach with further development, please summarize the outcomes of the evaluation of the coach’s portfolio and the observation of their practice and together, create an action plan for further growth.

|  |
| --- |
| ***NEEDS IMPROVEMENT***Identify what the coach needs to do to complete a successful evaluation in a particular outcome. This may involve a re-submission or a re-observation. Identify possible resources for the coaches – within the NCCP materials or outside of them – could be other coaches in their community. Try to provide the coach with key resources. |
| ***MEETS EXPECTATIONS***Identify to the coach what needs to happen to maintain certification. This may include identifying appropriate professional development opportunities, mentorship, etc. Identify possible resources for the coaches – within the NCCP materials or outside of them – could be other coaches in their community. Try to provide the coach with key resources. |
| ***EXCEEDS EXPECTATIONS***In outcomes where the coach has performed exceptionally well, identify opportunities to move to a more expert level. This may involve further evaluation or training. Identify further opportunities to continue to excel in instruction them – could be other coaches in their community. Try to provide the coach with key resources. |