**Athletics Canada Sport Coach Marking Rubric – Portfolio Review**

Instruction-Beginner

Outcome: Plan a practice

Coach evaluated through:

* Submission of an Emergency Action Plan
* Submission of four practice plans (a run, a jump, a throw and a wheel practice)

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| --- | --- | --- | --- | --- |
| Criteria | **Not Sufficient**(1) | Needs Improvement **(2)** | **Meets AC Standards** **(3)** | **Exceeds AC Standards** **(4)** |
| Emergency Action Plan (EAP)\*\* | * The emergency action plan is not in writing, but may include very basic elements like location of a telephone or cellular phone. * Coach does **not** present an emergency action plan | * A one- or two-page emergency action plan includes: * The location of telephones and emergency telephone numbers. * Specific directions to reach the activity site, which may include a map or a list of key instructions. * Coach is able to present an emergency action plan with **some (3-4)** of the following critical elements: | * The location of telephones and emergency telephone numbers. * Specific directions to reach the activity site, which may include a map or a list of key instructions * Location of medical profiles for each athlete under the coach’s care. * Location of a fully stocked first aid kit. * Designated charge person and call person with roles and responsibilities. * Coach is able to present an emergency action plan with **five** of the following critical elements. | * As in 3 plus * Coach presents a checklist of necessary equipment found in a first-aid kit, which has been checked and updated on a regular basis. * Specific steps or procedures are identified in the plan for what to do if an injury occurs. * Medical profiles are available and have been updated to reflect athletes’ most current medical conditions. * Coach is able to respond to athletes’ pre-existing medical conditions * Profiles are well organized and are kept in a secure location to protect privacy |

\*\*Key Information in the EAP includes the following:

1. Locations of telephones are identified (cell or land lines)

2. Emergency telephone numbers are listed;

3. Location of medical profile for each athlete under the coach’s care is identified

4. Location of fully-stocked first-aid kit is identified

5.Advance “call person” and “control person” are designated

6. Directions to reach the activity site are provided.

**Athletics Canada Sport Coach Marking Rubric – Portfolio Review**

Instruction-Beginner

Outcome: Plan a practice

Coach evaluated through:

* Submission of an Emergency Action Plan
* Submission of four practice plans (a run, a jump, a throw and a wheel practice)

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| --- | --- | --- | --- | --- |
| Criteria | **Not Sufficient**(1) | Needs Improvement **(2)** | **Meets AC Standards** **(3)** | **Exceeds AC Standards** **(4)** |
| Practice logistics, structure and goals | * Coach presents a written practice plan that lacks purpose and direction. | * Coach presents a written practice plan that identifies a practice goal but it is not consistent with AC LTAD or the developmental stage of the athletes * Coach presents a written practice plan that is missing a major practice element (warm up, main workout and cool down) | * Coach presents a written practice plan that identifies a practice goal and is consistent with AC LTAD and the developmental stage of the athletes * Coach presents a written practice plan that encompasses an appropriate warm up, main workout and cool down | As in 3 plus   * Coach can identify where the practice falls into the seasonal plan * Coach provides appropriate rationale for the choice of practice goals |
| Appropriate practice activities | * Coach does not present a written plan | * Coach presents a written practice plan that incorporates skill and training elements that are not consistent with AC LTAD principles * Skill elements are out of sequence and/or not progressive. * Coach’s written plan is missing certain elements of a well managed practice | * Coach presents a written practice plan that incorporates skill and training elements consistent with AC LTAD principles * Skill elements are progressive and developmentally appropriate * Coach’s written plan indicates that the group will be well managed | As in 3 plus   * Coach produces various practice plans depending on developmental age |

**Athletics Canada Sport Coach Marking Rubric – Portfolio Review**

Instruction-Beginner

*Outcome: Provide Support to Athletes in Training*

Coach evaluated through:

* Submission of a practice plan for the practice that is being observed
* Observation

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Criteria | **Not Sufficient**(1) | Needs Improvement **(2)** | **Meets AC Standards** **(3)** | **Exceeds AC Standards** **(4)** |
| Safety | * Coach does not survey practice environment prior to practice. * Clearly there are dangerous factors in the playing environment, which should have been addressed. | * Coach surveys the practice environment but does not make adjustments to minimize risks. * Coach surveys the practice equipment but does not take steps to minimize risk | * Coach surveys the practice environment and ensures that there are minimal safety risks. * Coach surveys the equipment and ensures that there are minimal safety risks. * Coach reinforces and teaches the correct application of competitive rules that enable a safe practice where appropriate. * Coach can identify potentially dangerous situations and makes adjustments before engaging participants in **most** activities. | * Coach takes proactive measures to insure the practice environment is safe |

**Athletics Canada Sport Coach Marking Rubric – Portfolio Review**

Instruction-Beginner

*Outcome: Provide Support to Athletes in Training*

Coach evaluated through:

* Submission of a practice plan for the practice that is being observed
* Observation

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Criteria** | **Not Sufficient**  **(1)** | **Needs Improvement**  **(2)** | **Meets AC Standards**  **(3)** | **Exceeds AC Standards**  **(4)** |
| Implements an appropriately structured practice and has a  backup plan\*  \*the back up plan may need to be covered in the debrief, i.e. “what would you do if . . .” | * Practice plan is not presented * Delivery of practice does not match practice plan’s goal(s). * No break time provided * Practice does not follow a clear timeline and/or activity time is poorly managed * Equipment has not been prepared and/or placement of equipment interferes with flow of practice * Equipment has been placed in an unsafe manner and/or presents a safety risk. * Coach demonstrates inefficient and/or dangerous use of space. * Coach implements activities that are not developmentally appropriate * Drills, exercises, methods, and training loads are detrimental to athlete development * Coach is unable to adapt to unexpected changes | * Delivery of practice does not match practice plan’s goal(s). * Break times are inappropriate for recovery and hydration (insufficient or exceeds AC recommendations) * Practice does not follow a clear timeline and/or activity time is poorly managed * Placement of equipment interferes with flow of practice * Coach demonstrates inefficient use of space. * Coach implements activities that hinder the development of skills and athletic abilities (i.e. skills are not developmentally appropriate for all athletes) * Drills, exercises, methods, and training loads are in inconsistent with the training objective(s) outlined in the AC LTAD * Coach’s decision making process is delayed and causes major interruption in the practice plan | * Delivery of practice matches practice plan’s goal(s). * Breaks are provided for appropriate recovery and hydration. * Practice demonstrates a clear timeline for activities and drills, and activity time is maximized (as recommended by event group within AC LTAD) * Coach ensures that equipment is placed in appropriate spaces on the field or on the track so as not to interfere with other event group * Coach demonstrates adequate use of space and equipment. * Coach implements activities that contribute to the development of skills and athletic abilities. Drills, exercises, methods, and training load are in accordance with the training objective(s) outlined in the AC LTAD * Coach has flexibility to adjust to unexpected conditions | As in 3 plus   * Coach adapts practice activity for individual athletes to increase challenge or to ensure optimal learning opportunities. * The activity clearly identifies the performance factors and learning objectives that were outlined at the beginning of practice and create specific cues to enhance learning. * Warm up, drills, exercise methods and training loads are related to overall practice objectives. * Coach has a collection of alternative back up plans |

**Athletics Canada Sport Coach Marking Rubric – Portfolio Review**

Instruction-Beginner

Outcome: Provide Support to Athletes in Training

Coach evaluated through:

* Submission of a practice plan for the practice that is being observed
* Observation

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| --- | --- | --- | --- | --- |
| **Criteria** | **Not Sufficient**(1) | Needs Improvement **(2)** | **Meets AC Standards** **(3)** | **Exceeds AC Standards** **(4)** |
| Provides instruction and  uses feedback strategies that promote learning | * Coach does not provide learning objectives and performance factors (feedback, instruction) with athletes before engaging in the activity. * Coach does not provide sufficient instruction * Coach uses incorrect key learning points * Coach creates misunderstanding through instructions * Coach does not provide tools for demonstration * Coach has only one teaching style and provides no opportunity for practice. * Coach does not provide sufficient feedback * All feedback is negative | * Coach does not clarify specific learning objectives and performance factors (feedback, instruction) with athletes before engaging in the activity. * Athletes cannot hear and/or see what coach is communicating * Coach uses more than 3 key learning points * Coach is unaware of misunderstanding of instructions * Coach uses inappropriate models for demonstration * Coach selects in appropriate teaching style and and/or provides inadequate opportunity for practice. * Coach provides feedback and instruction that clearly identifies ***what*** to improve and but not ***how*** to improve. * Coach inappropriately uses feedback (negative, incorrect, inappropriate language, too much motivational, too general timing) * Coach reinforces incorrect performances * Feedback is negative and/or not specific | * Coach is positioned so that athletes can see and hear * Coach uses 1-3 key learning points that match Athletics Canada’s skill development model * Coach checks for understanding * Coach uses appropriate models for demonstration * Coach provides feedback and instruction that clearly identifies ***what*** to improve and ***how*** to improve. * Feedback is positive and specific; directed at the group and individual athletes | As in 3 plus   * Coach demonstrates the ability to adapt instructional (language) strategies to meet the needs of their athletes * Coach demonstrates an understanding of various learning styles and applies them to individuals as required   + Coach can identify individual learning styles and provides appropriate interventions (such as individual cues) that optimize learning.   + Coach integrates and teaches basic decision making   + Quality questions are used that promote learning   + Coach emphasizes the athlete’s ability to think independently and problem solve |

##### Athletics Canada Sport Coach Marking Rubric – Portfolio Review

Instruction-Beginner

##### *Outcome: Provide Support to Athletes in Training*

Coach evaluated through:

* Observation

Note: The coach either meets this standard (3) or does not; gradations in professional behavior will not be accepted. The coach must be deemed certified in this section of Provide Support to Athletes in Training in order to be deemed certified.

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| --- | --- | --- | --- | --- |
| **Criteria** | **Not Sufficient**(1) | Needs Improvement **(2)** | **Meets AC Standards** **(3)** | **Exceeds AC Standards** **(4)** |
| Professional Conduct | * Coach does not ask participant’s consent for physical contact when assisting in correcting a skill error * Coach is dressed inappropriately * Coach does not resolve conflicts positively * Coach uses language that is disrespectful. | * Not applicable | * Coach asks participant’s consent for physical contact when assisting in correcting a skill error * Coach is dressed for active coaching as appropriate for Athletics event * Coach takes action to positively resolve conflicts with all stakeholders * Coach uses respectful and appropriate language when addressing all stakeholders | * Not applicable |

**Athletics Canada Sport Coach Marking Rubric – Portfolio Review**

Instruction-Beginner

Outcome: Analyze Performance

Coach evaluated through:

* Observation
* Discussion/Debrief

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Criteria** | **Not Sufficient**(1) | Needs Improvement **(2)** | **Meets AC Standards** **(3)** | **Exceeds AC Standards** **(4)** |
| Assess, identify and correct performance | * Coach is unable use Athletics Canada’s skill development and progression checklist to assess performance. * Cannot prescribe intervention that is related to the performance. | * Coach observes overall performance from a single vantage point * Coach does not use Athletics Canada skill development and progression checklist to scan basic movement phases. * Coach can identify skill errors but not their potential causes. * Coach can identify individual or team skills and tactics that need improvement, but cannot provide adequate solutions * Coach does not relate the level of difficulty in the task to athletes’ capabilities.  Coach cannot explain how an error relates to overall skill performance.  * Coach provides 1 skill or performance intervention that are prescriptive (i.e., they emphasize how to improve, not just what to improve). * Coach prescribes 1 appropriate activity or drill that assists athlete to make correction in performance. * Coach cannot identify specific correction or their specific correction is not based on Athletics Canada’s skill development and progression checklist. | * Coach observes overall performance from skills from adequate vantage point(s) (2 different angles) * Coach uses Athletics Canada skill development and progression checklist to scan basic movement phases. * Coach provides 2 skills or performance interventions that are prescriptive (i.e., they emphasize how to improve, not just what to improve). | As in 3 plus   * Coach uses a variety of observational strategies (e.g., positioning, video, other coaches, etc.) to identify the most critical aspects of performance. * Coach explains how an error relates to overall skill performance using notational and/or biomechanical analysis * Coach prescribes three or more appropriate activities or drills that assists athlete to make correction in performance. |