

ATHLETICS CANADA SPORT COACH 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. When the portfolio is marked the coach will be observed running 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 on line 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 and a throw 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: 15-40 Certified: 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 EVALUATION

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 his or her knowledge or experience. This type of communication should try to put the candidate at ease and allow him or her 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 his or her 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 his or her 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 he or she 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.

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 tablet 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.

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: 19-51 Certified: 52-76		

Scoring Summary

	Required for Certification	Coach Score
General Overview	6	
Main Part	52-76	

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 instructor 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 instructors – within the NCCP materials or outside of them – could be other instructors in their community. Try to provide the instructor with key resources.

MEETS EXPECTATIONS

Identify to the instructor what needs to happen to maintain certification. This may include identifying appropriate professional development opportunities, mentorship, etc. Identify possible resources for the instructors – within the NCCP materials or outside of them – could be other instructors in their community. Try to provide the instructor with key resources.

EXCEEDS EXPECTATIONS

In outcomes where the instructor 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 instructors in their community. Try to provide the instructor with key resources.

Athletics Canada Competition Introduction Sport Coach Marking Rubric – Portfolio Review

Outcome: Plan a practice

Coach evaluated through:

- Submission of an Emergency Action Plan
- Submission of three practice plans (a run, a jump and a throw practice)
- Observation of coach implementing a practice

Criteria	Not Sufficient (1)	Needs Improvement (2)	Meets AC Standards (3)	Exceeds AC Standards (4)
Practice logistics, structure and goals	<ul style="list-style-type: none"> • Coach presents a written practice plan that lacks purpose and direction. 	<ul style="list-style-type: none"> • 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) 	<ul style="list-style-type: none"> • 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 	<p>As in 3 plus</p> <ul style="list-style-type: none"> • Coach can identify where the practice falls into the seasonal plan • Coach provides appropriate rationale for the choice of practice goals
Appropriate practice activities	<ul style="list-style-type: none"> • Coach does not present a written plan 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<p>As in 3 plus</p> <ul style="list-style-type: none"> • Coach produces various practice plans depending on developmental age

Athletics Canada Competition Sport Coach Marking Rubric – Portfolio Review

Outcome: Plan a practice

Coach evaluated through:

- Submission of an Emergency Action Plan
- Submission of three practice plans (a run, a jump and a throw practice)
- Observation of coach implementing a practice

Criteria	Not Sufficient (1)	Needs Improvement (2)	Meets AC Standards (3)	Exceeds AC Standards (4)
Emergency Action Plan (EAP)**	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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: 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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 Competition Sport Coach Marking Rubric – Practice Observation

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	<ul style="list-style-type: none"> • Coach does not survey practice environment prior to practice. • Clearly there are dangerous factors in the playing environment, which should have been addressed. 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Coach takes proactive measures to insure the practice environment is safe

Athletics Canada Competition Sport Coach Marking Rubric – Practice Observation

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)
<p>Implements an appropriately structured practice and has a backup plan*</p> <p>*the back up plan may need to be covered in the debrief, i.e. “what would you do if . . .”</p>	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<p>As in 3 plus</p> <ul style="list-style-type: none"> • 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 Competition Sport Coach Marking Rubric – Practice Observation

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)
Provides instruction and uses feedback strategies that promote learning	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<p>As in 3 plus</p> <ul style="list-style-type: none"> • 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 Competition Sport Coach Marking Rubric – Practice Observation

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.

Criteria	Not Sufficient (1)	Needs Improvement (2)	Meets AC Standards (3)	Exceeds AC Standards (4)
Professional Conduct	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Not applicable 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Not applicable

Athletics Canada Competition Sport Coach Marking Rubric – Practice Observation

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	<ul style="list-style-type: none"> • Coach is unable use Athletics Canada’s skill development and progression checklist to assess performance. • Cannot prescribe intervention that is related to the performance. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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). 	<p>As in 3 plus</p> <ul style="list-style-type: none"> • 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.