ATHLETICS CANADA CLUB COACH
PORTFOLIO EVALUATION

This is an example of the form the evaluator will access through the Athletics Canada online evaluation system to score a Club coach on their portfolio. The coach will upload the documents required for the Club 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.)		
Provide a description of the training group (number of athletes, training site, number of group sessions a week, etc)		
Show proof of a seasonal (12 – 16 weeks) (written summary, explain any abbreviations used in the plan)		
All elements must be present for certification		**Complete Incomplete (circle)**

Portfolio – Seasonal Plan

The coach is able to . . .	Check List	Comments
Present a seasonal plan that outlines the following:		
Weeks in the program		
Basic Loading		
Competitions		
Most important competition of season		
Phases of training (general prep, specific prep, competition, transition/recovery) – specific dates should be outlined		
Prioritizes the training of athletic abilities through the plan		
Integrates mental preparation into the plan		
Correctly calculate the length of training phases in the plan		
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

The Coach is able to . . .	Mark/ Debrief	Comments
Provide 1 practice plan from each phase of training		
Plan activities that are appropriate to the identified phase of the seasonal plan		
The provided practices develop speed/endurance/strength, skill and flexibility and agility as required for the event group		
Sequence practice activities properly to maximize the development of athletic abilities (speed before endurance, new elements at the outset of practice, et)		
Demonstrate appropriate recovery is provided within each practice plan		
Demonstrate that training activities are appropriate for the age and training experience of the athlete (Athletics Canada LTAD guidelines are followed)		
Needs Improvement: 6-15 **Certified: 16-24**		

Athletics Canada Club Coach Portfolio Evaluation

Portfolio – Final Phase Preparation (last week preceding most important competition)

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

The coach is able to . . .	Mark/ Debrief	Comments
Produce a plan for the week preceding the most important competition in the seasonal plan		
Describe the training activities for the last week preceding the most important competition identified in the seasonal plan		
Adapt activities for tapering and peaking using the following principles: Training volume is reduced; intensity is maintained; activities performed are specific to the athlete's event; athlete is fully recovered		
Identify a specific strategy to manage nutrition, hydration and mental preparation in the week preceding the key competition		
Needs Improvement: 4-13 **Certified: 14-16**		

Portfolio – Manage a Sport Program

The coach is able to . . .	Check List	Comments
Provide a communication tool which outlines the philosophy and the outcomes of the program		
Provide a communication tool for athletes and parents outlining competition and training schedules		
Identify expectations for behaviour and commitment and consequences for breeches in behaviour		
Show a plan for logistics for away competitions (travel arrangements, food, chaperones, etc)		
Present a plan to meet periodically with athletes (and other stakeholders – parents/club officials if applicable) to athlete progress (based on testing, workouts and competition results)		
Present evidence of a debriefing session or interview with the athlete (and other stakeholders – parents if appropriate) to discuss goals and progress towards them		
4 of 6 elements must be present for certification		

Scoring Summary

	Required for Certification	Coach Score
Emergency Action Plan	Pass	
General Portfolio Overview	Pass	
Seasonal Plan	Pass	
Practice Plan	16-24	
Final Phase Preparation	4-13	
Manage a Sport Program	4	

Athletics Canada Club Coach Portfolio Evaluation

ATHLETICS CANADA CLUB 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 CLUB COACH
PRACTICE EVALUATION

This is an example of the form the evaluator will access through the Athletics Canada online evaluation system to score a Club 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 as well as key factors and/or teaching points		
Indentify 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		
Explain the practice goals and outcomes expected and provides a rationale to athletes regarding the choice of activity		
Individual athlete needs are addressed in a way that preserves the practice structure and organization of the group		
7 of 10 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
Explain the practice outline and ensures the athletes can hear and see. Provides a safe environment encouraging athletes to ask questions.		
Outline 1-3 key learning points		
Check for understanding (so all athletes understand the workout); question the athletes to facilitate athlete awareness and promote critical thinking		
Provide positive and specific feedback on both what and how to improve		
Show that practice activities contribute to the development of skills, athletic abilities, tactics and/or athlete fitness (work/rest ration, loading, etc)		
Show that practice activities are adequately sequenced to enhance specific training effects		
Show that practice activities are developmentally appropriate (the selection of activities and the length of each segment)		
Use appropriate demonstrations (self, other athlete, video) when introducing activity		
Feedback is selective and constructive (as opposed to constant). Directed at both the group and individuals		
Allow athletes time to practice skills		
Demonstrate that the delivery of the practice is the same as the practice plan provided and its goals		
Organize breaks for hydration and appropriate recovery		
Reinforce competitive rules (if appropriate to activity)		
Request consent from an athlete before physically contacting an athlete to correct an error		
Modify the practice to deal with specific circumstances or logistics (weather, timing, injury, resources, etc)		
Needs Improvement: 15-40 Certified: 41-60		

Scoring Summary

	Required for Certification	Coach Score
General Overview	7	
Main Part	43-64	

Athletics Canada Club Coach Practice Evaluation

Club 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 CLUB COACH COMPETITION 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.

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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 CLUB COACH
COMPETITION EVALUATION

This is an example of the form the evaluator will access through the Athletics Canada online evaluation system to score a Club coach in competition. 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 competition. The coach will be evaluated in warm up, during competition and in the debrief with their athlete following the competition. Following the competition observation the evaluator and coach will have a discussion and debrief the competition. The marks for the competition evaluation will be recorded on line and the coach can review them at anytime once the evaluation is completed.

Support the Competitive Experience – General

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

The coach will be able to . . .	Mark/Debrief	Comments
Demonstrate that the coach and athlete have appropriate goals for the competition.		
Provide a competition schedule for athletes and parents indicating arrival times and overall plan for competition		
Demonstrate that all advice and strategies are consistent with the rules of Athletics and fair play practices		
Show evidence that a nutrition and hydration plan for the competition has been discussed with the athletes		
Manage his or her own anxiety/stress level in an effective way. Strategies are demonstrated so the coach is not a distraction for the athletes.		
Needs Improvement: 5-12 Certified: 13-20		

Support the Competitive Experience – Warm Up

The coach is able to . . .	Mark/Debrief	Comments
Demonstrate an understanding of qualification procedures from heats/flights to finals and shares this effectively with the athletes		
Work with each athlete to create a plan for the execution of their event (could be reference to a written plan or verbal confirmation of what has been discussed previously)		
Assist the athlete in achieving an adequate mental state (restatement of goals, focus exercises, distraction control, etc). This can be through reminders (cueing) or the athlete running through a specific mental preparation plan		
Ensure that athletes perform an event specific warm up		
Needs Improvement: 4-10 Certified: 11-16		

Support the Competitive Experience – Competition

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

The coach is able to . . .	Mark/Debrief	Comments
Demonstrate that they observe the event from an ideal vantage point (based on what is available due to field of play access)		
Behave in a controlled manner and show respect to officials, opponents, coaches and their athletes		
Needs Improvement: 2-4 Certification : 5-8		

Support the Competitive Experience – Debrief with athlete

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

The coach is able to . . .	Mark/Debrief	Comments
Provide each athlete positive feedback that identifies what they need to do to improve		
Work with the athlete to review the competition plan and determine what worked, what didn't and how to improve for the future		
Needs Improvement: 2-4 Certification: 5-8		

Scoring Summary

	Certification	Coach Score
General Overview	13-20	
Warm Up	11-16	
Competition	5-8	
Debrief with Athlete	5-8	

Athletics Canada Competition Introduction Club Coach Marking Rubric – Portfolio Review

Outcome: Design a Seasonal Plan

Coach evaluated through:
- Seasonal Plan submission
- Practice plan submission (one from each phase plus the practice that will be observed)
- Description of how the training will change through the phases of training
- Weekly overview of practices

Criteria	Not Sufficient (1)	Needs Improvement (2)	Meets AC Standards (3)	Exceed Expectations (4)
Collect athlete goals for sport program	• No evidence of goal setting data collection	• Evidence of goal setting data collection, but is not reflected in seasonal plan	• Uses AC goal setting tool to collect long term and short term goal data and is reflected in the seasonal plan • Coach facilitates realistic goal setting session	As in 3 plus • Includes stakeholders in goal setting process • Coach works with athletes to reassess and monitor goals
Outline program structure based on available training and competition opportunities	• Produces a seasonal plan that does not incorporate the principles of LTAD • Seasonal does not incorporate elements of periodization	• Produces a seasonal plan that does not incorporate key principles of LTAD • Seasonal plan incorporates elements of periodization	• Produces a seasonal plan that incorporates the principles of LTAD • Seasonal plan incorporates elements of periodization	As in 3 plus • Effective use of single and/or double periodization

Athletics Canada Competition Introduction Club Coach Marking Rubric – Portfolio Review

Outcome: Design a Seasonal Plan

Coach evaluated through:
- Seasonal Plan submission
- Practice plan submission (one from each phase plus the practice that will be observed)
- Description of how the training will change through the phases of training
- Weekly overview of practices

Criteria	Not Sufficient (1)	Needs Improvement (2)	Meets AC Standards (3)	Exceed Expectations (4)
Identify program elements to promote athlete development	• Does not use testing • Training and competition ratios are higher then AC LTAD guidelines • Training volumes are too high or too low for the developmental age group • Does not create individualized training programs	• Does not use appropriate AC testing templates for benchmark and monitoring purposes • Training and competition ratios are higher then AC LTAD guidelines • Training volumes are too high or too low for the developmental age group • Creates individualized training programs based on chronological age only	• Uses appropriate AC testing templates for benchmark and monitoring purposes • Training and competition ratios meet AC LTAD guidelines • Creates individualized training programs based on developmental age	As in 3 plus • Demonstrates integration of testing data in program design • Uses testing plan to determine developmental differences between and modifies program appropriately

Athletics Canada Competition Introduction Club Coach Marking Rubric – Portfolio Review

Outcome: Design a Seasonal Plan

Coach evaluated through:
- Seasonal Plan submission
- Practice plan submission (one from each phase plus the practice that will be observed)
- Description of how the training will change through the phases of training
- Weekly overview of practices

Criteria	Not Sufficient (1)	Needs Improvement (2)	Meets AC Standards (3)	Exceed Expectations (4)
Develop practice plans that integrate seasonal training priorities	• Coach does not use the AC LTAD program template to identify training objectives and priorities at critical times of the season. • Coach does not correctly calculate the length of the season given breaks and other logistics. • Coach does not present logistical information on a planning calendar. • Coach does not divide program into three periods (preparation, competition, transition).	• Coach uses the AC LTAD program template but is unable to identify training objectives and priorities at critical times of the season. • Coach correctly calculates the length of the season given breaks and other logistics. • Coach presents incomplete logistical information on a planning calendar. • Coach incorrectly divides seasonal program into three main periods (preparation, competition, transition).	• Coach uses the AC LTAD program template to correctly identify training objectives and priorities at critical times of the season. • Coach correctly calculates the length of the season given breaks and other logistics. • Coach presents logistical information on a planning calendar. • Coach correctly divides seasonal program into three main periods (preparation, competition, transition).	As in 3 plus • Integrates acknowledges LTAD, goal setting and external pressures for the best development of the athlete

Athletics Canada Competiti*on Introduction Club* Coach Marking Rubric – Practice Observation

Outcome: Provide Support to Athletes in Training

Coach evaluated through:
- Observation
- Discussion

Criteria	Not Sufficient (1)	Needs Improvement (2)	Meets AC Standards (3)	Exceed Expectations (4)
Ensure that the practice environment is safe	• 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.	N/A

Athletics Canada Competition *Introduction Club* Coach Marking Rubric – Practice Observation

Outcome: *Provide Support to Athletes in Training*

Evaluation Tool:
- Observation
- Discussion

Criteria	Not Sufficient (1)	Needs Improvement (2)	Meets AC Standards (3)	Exceed Expectations (4)
Implement an appropriately structured and organized practice	- 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	- 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	- 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	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.

Athletics Canada Competiti*on Introduction Club* Coach Marking Rubric – Practice Observation

Outcome: Provide Support to Athletes in Training

Coach evaluated through:
- Observation
- Discussion

Criteria	Not Sufficient (1)	Needs Improvement (2)	Meets AC Standards (3)	Exceed Expectations (4)
Provides Instruction that Promotes 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 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 clarifies key learning objectives and performance factors (feedback, instruction) with athletes before engaging in the activity. - 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 selects appropriate teaching style and provides adequate opportunity for practice.	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

Athletics Canada Competition *Introduction Club* Coach Marking Rubric – Practice Observation

Outcome: Provide Support to Athletes in Training

Coach evaluated through:
- Observation
- Discussion

Criteria	Not Sufficient (1)	Needs Improvement (2)	Meets AC Standards (3)	Exceed Expectations (4)
Uses feedback strategies that promote learning	• Coach does not provide sufficient feedback • All feedback is negative	• 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 provides feedback and instruction that clearly identifies *what* to improve and *how* to improve. • Coach selectively uses feedback during the workout to constructively reinforce athletes' effort and performance. • Coach reinforces correct performance by facilitating appropriate interventions (e.g., motivational and objective feedback, questioning the athlete, using a demonstration) to identify the key factors that were properly executed. • Feedback is positive and specific; directed at the group and individual athletes	As in 3 plus • 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 *Introduction Club* Coach Marking Rubric – Practice Observation

Outcome: Provide Support to Athletes in Training

Evaluation Tool:
- Observation
- Discussion

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)	Exceed Expectations (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 Competition *Introduction Club* Coach Marking Rubric – Practice Observation

Outcome: Analyze Performance

Coach evaluated through:
- Video review (identification of error, identification of the reason for the error, description of how feedback would be given, prescription of how error would be fixed)
- Video review done as part of practice observation

Criteria	Not Sufficient (1)	Needs Improvement (2)	Meets AC Standards (3)	Exceed Expectations (4)
Assess Performance	• Coach is unable use Athletics Canada's skill development and progression checklist to assess 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 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 identifies potential causes of skill error (cognitive, affective, motor, fitness). • Coach provides a rationale for identifying individual or team skills and tactics that need improvement or analysis of performance. • Coach identifies if level of difficulty in the task is relevant to athletes' capabilities.	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.

Athletics Canada Competition *Introduction Club* Coach Marking Rubric – Practice Observation

Outcome: Analyze Performance

Coach evaluated through:
- Video review (identification of error, identification of the reason for the error, description of how feedback would be given, prescription of how error would be fixed)
- Video review done as part of practice observation

Criteria	Not Sufficient (1)	Needs Improvement (2)	Meets AC Standards (3)	Exceed Expectations (4)
Identify Performance Errors	• Coach is unable to identify errors that have an impact on performance	• Coach identifies or selects factors that have a indirect impact on performance • Coach analyzes only 1 factor that could contribute to improved performance (e.g., mechanics, athletic development) • Coach does not provide evidence to reinforce analysis of performance.	• Coach identifies or selects factors that have a direct impact on performance • Coach analyzes 2 factors that could contribute to improved performance (e.g., mechanics, athletic development) • Coach provides specific evidence to reinforce analysis of performance based on Athletics Canada's common technical elements	As in 3 plus • Coach analyzes a variety of factors that could contribute to improved performance (e.g., environmental factors, recovery and regenerative strategies, mental strategies, etc.). • Coach provides specific evidence (e.g., notational analysis, biomechanical analysis, etc.) to reinforce analysis of performance.

Athletics Canada Competition *Introduction Club* Coach Marking Rubric – Practice Observation

Outcome: Analyze Performance

Coach evaluated through:
- Video review (identification of error, identification of the reason for the error, description of how feedback would be given, prescription of how error would be fixed)
- Video review done as part of practice observation

Criteria	Not Sufficient (1)	Needs Improvement (2)	Meets AC Standards (3)	Exceed Expectations (4)
Prescribe Possible Interventions	• Cannot prescribe intervention that is related to the performance.	• 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 explains how an error relates to overall skill performance. • Coach provides 2 skills or performance interventions that are prescriptive (i.e., they emphasize how to improve, not just what to improve). • Coach explains how and why the correction relates to improved performance. • Coach prescribes two appropriate activities or drills that assists athlete to make correction in performance. • Coach identifies specific correction based on observation of movement phases and in accordance with Athletics Canada's skill development and progression checklist.	As is 3 plus • 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.

Athletics Canada Competiton *Introduction Club* Coach Marking Rubric – Competition Observation

Outcome: Support the Competitive Experience

Evaluation Tool:
- Submission of outline of logistical information provided to parents and athletes
- Athlete and peer survey

Criteria	Not Sufficient (1)	Needs Improvement (2)	Meets AC Standards (3)	Exceed *Expectations* (4)
Prepare for readiness in competition	• Coach is not prepared and has difficulty organizing athletes for competition. • Athletes are unaware of competition schedule or plan. • Pre-competition preparation is rushed, and equipment is not readily available.	• Coach is not prepared and has difficulty organizing athletes for competition. • Coach does not manage time effectively to ensure athlete physical readiness (e.g., warm-up, taping, etc.), equipment checks, and sport-specific logistics (e.g., coaches meeting). • Coach ensures that warm-up provides adequate physical readiness for competition. • Event selection is not appropriate for the and/or developmental level of the athletes	• Coach can produce a competition plan that identifies tactics, strategies, or athlete expectations before, during, and after the competition (Global things like general goals from meet to meet and logistical items like bus leaving times. • Coach clarifies competitive rules before the competition (e.g., eligibility, modification of game rules). • Competition event selection is appropriate to this age group • Coach ensures that tactics and strategies are consistent with athletes' stage of development, skill level, and fitness level; seasonal objectives; and the rules of competition.	As in #3 plus: • Coach ensures the use of basic mental strategies to assist in creating an ideal performance state. • Coach plans and organizes the roles and responsibilities of assistants and other stakeholders (e.g., other coaches, trainers, parents, managers, etc.). • Coach adjusts athlete or team preparation based on changes in the competitive environment or other extraneous factors (e.g., athlete injury). • Coach can present a strategy to monitor competition goals or gather evidence of athlete performance. • Coach reinforces key nutritional considerations (e.g., hydration, pre-event eating) before the competition.

Athletics Canada Competition Introduction Club Coach Marking Rubric – Competition Observation

Outcome: Support the Competitive Experience

Evaluation Tool:
- Submission of outline of logistical information provided to parents and athletes
- Athlete and peer survey

Criteria	Not Sufficient (1)	Needs Improvement (2)	Meets AC Standards (3)	Exceed *Expectations* (4)
Make effective interventions before and after the competition	- Coach criticizes athletes' performance during the competition or between competitive events. - Coach ignores athletes after the competition or berates athletes' performance.	- Debrief or post comp evaluation Coach is positive and provides athletes with basic information that identifies what they need to improve performance. - Interventions tend to be non-specific or vague.	As in #2 plus: - Debrief with information for event to event. Coach is positive and provides athletes with basic information that identifies **what** and **how** to develop greater performance. For example, coach gives basic strategic information and provides ways in which to achieve successful performance during the competition or between competitive events. - Not results oriented approach. Coach makes sure athletes are focused on the task, not the result or scoreboard. - Coach meets with athletes after the competition to review competitive objectives. - Interventions empower athlete to make successful performances.	As in #3 plus: - Coach uses interventions that provide strategic information (event specific), manage athletes (substitutions, replacements), make adjustments for equipment (fine tuning, etc.), or implement mental strategies (arousal control). - Coach assesses the timing and interventions (or decisions to not intervene) made during the competition as appropriate to the sport and can justify which interventions may be repeated or modified in the next competition situation. - Interventions are more complex and are predominantly coach directed with the aim of empowering athletes to achieve successful performance.