ATHLETICS CANADA PERFORMANCE COACH
PORTFOLIO EVALUATION

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)		
Show proof of an annual plan (written summary, explain any abbreviations used in the plan)		
All elements must be present for certification		**Complete Incomplete (circle)**

Portfolio – Annual Plan

The coach is able to . . .	Check List	Comments
Present a yearly plan that outlines the following:		
Weeks in the program		
Loading		
Competitions		
Training Priorities		
Peak		
Testing Dates		
Recovery Periods		
Phases of training (general prep, specific prep, competition, transition/recovery) – specific dates should be outlined		
All elements must be present for certification		**Complete Incomplete (circle)**

Portfolio – Microcycles

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

The Coach is able to . . .	Mark/ Debrief	Comments
Provide 2 microcycles from each phase of training		
Identify where microcycles fit into the annual plan		
Plan activities are appropriate to the identified phase of the training plan		
Demonstrate that the training sessions in the microcycle are sequenced to account for anticipated fatigue levels (i.e. endurance activities are not done before speed), recovery between workouts and competitions		
Demonstrate that recovery and regeneration practices are built into the weekly plan		
Demonstrate that training activities are appropriate for the age and training experience of the athlete (Athletics Canada LTAD guidelines are followed)		
Plan training for the following areas (speed, strength, endurance, flexibility and skill) so they are correctly developed and maintained for the specific event group		
Develop speed/endurance/strength, skill and flexibility or agility progressively, leading to the effective execution of the event in competition.		
Needs Improvement: 8-21 **Certified: 21-32**		

Portfolio – Final Phase Preparation (last 2 weeks 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 the microcycles for the last 2 weeks preceding the key competition for the year. The plan must be developed for a specific athlete		
Identify the key competitions s for the year in the annual plan.		
Identify competitions where final phase preparation will be tested		
Describe the competition/training activities for the last two weeks preceding the most important competition identified in the annual plan		
Adapt activities for tapering and peaking using the following principles: Training volume is reduced; Sufficient volume of high intensity training is maintained; Fatigue generated in training sessions is reduced; Maintenance/slight reduction in the frequency of training sessions; Activities performed are specific to the athlete's event		
Identify a specific strategy to manage nutrition, hydration and mental preparation in the two weeks preceding the identified competition		
Needs Improvement: 6-15 **Certified: 16-24**		

Athletics Canada Performance Coach Portfolio Evaluation

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		
Demonstrate how athlete's privacy is considered and communication only includes relevant stakeholders.		
Provide a schedule of training and competition to athletes, parents, assistant coaches and other stake holders(IST)		
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		
5 of 7 element must be present for certification		

Portfolio – Leadership Plan

The leadership plan . . .	Check List	Comments
Helps the group work well together.		
Clearly demonstrate his or her coaching philosophy (actions should match philosophy)		
Assists the athletes or the group of athletes learn the skills, tactics, or strategies.		
Assist athletes or the group in the process of achieving their goals.		
Fosters collaboration by building trusting relationships.		
Strengthens others by assisting them with self determination and strategies to increase their confidence.		
Provides a clear and concise message that athletes and their supporters understand.		
5 of 7 elements must be present for certification		

Athletics Canada Performance Coach Portfolio Evaluation

The coach is able to . . .	Check List	Comments
Visualization		
Identify the visualization exercise that are planned throughout the season		
Identify the visualization exercises that are planned for use in competition settings		
Identify the specific visualization activities in the debrief as needed for example : (examples of visualization activities include visualizing a daily activity, an element of performance, an entire event, etc)		
Demonstrate that the visualization plan is realistic		
DISTRACTION CONTROL		
Demonstrate that distraction control exercises are planned throughout the season		
Demonstrate that distraction control exercises are planned for use in competition settings		
Identify the specific distraction control activities or the coach may provide this information in the debrief for examples include focus on a clock face, an object, environmental cues, positive self talk)		
Demonstrate that the distraction control plan is realistic		
GOAL SETTING		
Demonstrate the use of performance and outcome goal setting in their program		
Demonstrate the it is the athletes that have done the goal setting, not the coach		
Demonstrate their plan to review the goals throughout the season		
Show that the goals are specific and measurable		
Debrief Performance		
Demonstrate his / her plan for debrief of the athletes performance.		
Identify key questions they would ask as part of the debrief (see examples that follow this table)		
For Certification: 1 evidence from each area and 10 of 14 overall		

Athletics Canada Performance Coach Portfolio Evaluation

Scoring Summary

	Required for Certification	Coach Score
Emergency Action Plan	Pass	
General Portfolio Overview	Pass	
Annual Plan	Pass	
Microcycles	21-32	
Final Phase Preparation	16-24	
Manage a Sport Program	5	
Leadership Plan	5	
Focus Plan	10	

Athletics Canada Performance Coach Portfolio Evaluation

DEBRIEF GUIDELINES

Each portion of the Athletics Canada Performance Coach evaluation (Portfolio, Practice Observation and Competition Observation) involves the opportunity for the coach and evaluator to engage in discussion. The debrief is an opportunity for the evaluator to draw out knowledge from the coach that may not have been evident in the portfolio or directly observed in either the practice or competition setting.

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.

A debrief guide has been created for each of the evaluation sections noted above. These documents contain statements and questions that an evaluator _may_ wish to use as part of the debrief, the statements and questions are there to guide the evaluator. 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.

Portfolio Debrief –Annual Plan

The coach is able to . . .	Mark or Debrief	Comments
Show consideration for the training density in the plan (combined effect of accumulated fatigue, training volume and life outside of training). Identify how coaching is altered due to this effect on the athletes.		
Walk you through their annual plan. How does training change (number of sessions, length of sessions, and focus of sessions) throughout the year? What is the rationale?		
Outline why they think the training program will result in successful athlete development? Tell you how they are planning and how they determine that they have planned for the athletes to be successful within their goal setting plan.		Do they use normative data or performance standards? Need to explain
Reflect on their season by asking themselves Are there areas the program could be improved? What are they? How will you improve them?		Answers should be LTAD consistent and specific to comp dev athletes
Identify whether single or double periodization was appropriate?		
Demonstrate how goal setting is used in the annual planning process?		

Portfolio Debrief – Microcycles

Evidence The coach is able to . . .	Mark or Debrief	Comments
Explain how they account for logistical challenges when they are planning microcycles		
Explain the critical decisions made when planning workouts. What do they see as critical when addressing overall athlete preparation?		
Explain how they incorporate mental training into daily/weekly training routines? How? Why not (if you don't)		

Portfolio Debrief – Leadership Plan

Evidence	Mark or Debrief	Comments
Reflect on missing elements or things that need to be changed?		
Reflect on the plan and determine what changes may need to be made.		

Portfolio Debrief – Focus Plan

An important objective of debriefing performance is for athletes to come up with both the positive and the not-so-good aspects of their performance. Athletes are always good at the negative, the things they don't do well; there is a need for a balance between the two, because for most athletes, confidence comes from the positive.

Listed below are some examples of What?, So what?, and Now what? questions that can get at that balance. Note that you would not use all of the questions in one debriefing session.

What? Questions
These are questions that collect data about what happened and what athletes felt during the performance:

- ❑ How do you get your athlete's to reflect on their performance (before getting into the questions below)
- ❑ What did you feel?
- ❑ What do you think was the outcome of the performance?
- ❑ What were you thinking?
- ❑ What happened during the performance?
- ❑ What important points can you recall in the performance?
- ❑ What strategies did you execute well?
- ❑ What strategies need improvement?
- ❑ What did you do to handle an opponent performing unusually well?
- ❑ What did you do to handle an opponent performing unusually badly?
- ❑ What distractions did you have to handle?

So What? Questions
So what? Questions ask athletes to draw and discuss conclusions, as well as discuss the relevance of the performance in their overall program:

- ❑ So, how well did you follow your focus plan?
- ❑ So, what external factors, for instance, the weather, affected your ability to follow your focus plan?
- ❑ So, what did you do to handle them, and how well did that work?
- ❑ So, how does this relate to your overall performance?
- ❑ So, what should we do differently for the next competition?
- ❑ So, what did you learn?
- ❑ So, what other conclusions might make sense?
- ❑ So, what data supports or doesn't support the conclusions?

Now What? Questions
These questions engage athletes in the planning process by encouraging athletes to apply their insights to other activities or situations.

- ❑ Now, what should we do differently for the next competition?
- ❑ Now, what if … and how might it affect your performance?
- ❑ Now, what changes will we make as a result of the insights gained from this debriefing process?

ATHLETICS CANADA PERFORMANCE COACH
PRACTICE EVALUATION

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.		
Demonstrate that the practice plan and activities are appropriate given the phase of training the athletes are in as identified in the annual plan		
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		
Implement or adapt (including work intensity) to provide appropriate challenges – technically, tactically, physically or from a decision making perspective		
Observe athletes from appropriate vantage points (more than one angle, close enough to see technical execution)		
Provide positive and specific feedback on both what and how to improve		
Provide rationale for coaching decisions and justify how adjustments contribute to practice outcomes.		
Show that practice activities contribute to the development of skills, 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)		
Demonstrate that the planned activities integrate appropriate mental strategies (visualization, relaxation, refocusing, arousal control) to assist athletes to achieve the practice outcome or practice mental skills needed for competition		
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)		
Modify the practice to deal with specific circumstances or logistics (weather, timing, injury, resources, etc)		
Needs Improvement: 16-42 Certified: 43-64		

Analyze Performance

The event technical model is developed in the face to face portion of the Athletics Canada Performance Coach Course.

Video requirements: the coach will bring the required video and a player with them to practice. The video and the analysis will be done with the evaluator at practice

- Sprints/Hurdles: sprint start, hurdle start, sprint stride, hurdle clearance
- Endurance: start and stride
- Jumps: Any two events from the event group
- Throws: Any two events from the event group
- Wheelchair Racing: start and stride

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

The coach is able to . . .	Mark/ Debrief	Comments
Analyze & correct the event execution using the AC technical model		
Detect key errors in performance based on the AC technical model		
Identify the biomechanical principles that apply to the event		
Identify the critical error in the performance		
Identify the main cause of the error (athletic ability, equipment, mental strategies)		
Prescribe drill or activity that assists the athlete in correcting the performance		
Identify why the correction will enhance performance		
Reinforce application of competitive rules when appropriate		
When appropriate the coach asks participant's consent for physical contact when assisting in correcting a skill error		
Needs Improvement: 9-23 Certified: 24-36		

Scoring Summary

	Required for Certification	Coach Score
General Overview	7	
Main Part	43-64	
Analyze Performance* Element 1	24-36	
Analyze Performance* Element 2	24-36	
Analyze Performance* Element 3	24-36	
Analyze Performance* Element 4	24-36	

Note there will be four areas scored for sprints/hurdles and just two for the other event groups. Online the scoring is automatically adjusted, on paper, the scores will be noted in the space provided.

Athletics Canada Performance Coach Practice Evaluation

DEBRIEF GUIDELINES

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Practice Observation Debrief

Evidence **The coach is able to . . .**	Mark or Debrief	Comments
Determine when to give feedback and when to question athletes to allow critical thinking		.
Teach the athletes to self analyze and monitor their own performance? Outline how the coach works with he over critical athlete so they can just turn their brains off and train/race/compete (if applicable)		
Explain behavioural expectations of the athletes at practice and outline reinforcement of these expectations.		
Identify where there is a risk of injury or accident within a typical practice plan or training setting?		
Indicate where the practice fits within the yearly plan?		
Outline how he/she works with their athletes to develop mental skills? What strategies are used and when in the practice and seasonal plan?		

Analyze Performance – Debrief

Evidence **The coach is able to . .**	Mark or Debrief	Comments
Identify how and why the error impact performance		
Identify programming decisions that have to be made (if any) to correct the errors. Short term and long term decisions should be outlined.		
Identify if there are there key decisions that the athlete must consider when performing the skill		
Indicate when they would intervene to re-teach a skill or use a demonstration?		

Performance 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. The notes made on this form as part of the portfolio/practice observation debrief will need to be entered into an electronic portion of this form online.

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 coaching them – could be other coaches in their community. Try to provide the coach with key resources.

ATHLETICS CANADA PERFORMANCE COACH
COMPETITION EVALUATION

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.		
Present a competition plan that outlines strategies for achieving the desired performance		
Demonstrate their understanding of the qualification process for the final and the strategy for making the final. The coach is able to demonstrate that they communicate in a manner that shows that the athlete understands.		
Provide a consistent message to the athlete through the competition (key messages, no rambling, focused on goal for competition)		
Reinforce competition rules if necessary (call room, strategy, start rule, qualification requirements)		
Monitor and provide guidance for nutritional and hydration considerations		
Oversee final adjustments to equipment (if applicable) in order to maximize performance		
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: 8-20 Certified: 21-32		

Support the Competitive Experience – Warm Up

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

The coach is able to . . .	Mark/ Debrief	Comments
Assist their athlete in performing an appropriate warm up (consider weather, rounds, other events)		
Assess the athlete's mental state relative to the demands of the competition		
Assess the athlete's ability to achieve an adequate mental state for performance by managing focus, distractions, negative anxiety and athlete interaction		
Demonstrate that the Strategies and tactics are appropriate for the athlete's level of development and align with the annual plan		
Demonstrate that all advice and strategies are consistent with the rules of Athletics and fair play practices		
Needs Improvement: 5-12 Certified: 13-20		

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		
Identify strategies to analyze performance during the competition (eye, video, peer observation) to assist in identifying error and areas for improvement		
Needs Improvement: 3-8 Certification : 9-12		

Athletics Canada Performance Coach - Competition Evaluation

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
Identify tactical errors in performance (if applicable)		
Identify how and why an identified error impacts performance (error could be technical, mental or related to athletic ability – fitness)		
Discuss with their athlete what needs to be improved and how it can be improved to achieve greater performance		
Provide their athlete with recovery and fatigue management strategies regardless of whether the athlete is no longer competing or if they have more events so optimal performance is achieved		
Demonstrate how he or she uses the outcome of the competition to modify athlete goals and future programming		
Needs Improvement: 4-12 Certification: 13-20		

Scoring Summary

	Certification	Coach Score
General Overview	21-32	
Warm Up	13-20	
Competition	9	
Debrief with Athlete	13-20	

Athletics Canada Performance Coach - Competition Evaluation

DEBRIEF GUIDELINES

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Support the Competitive Experience – Debrief Discussion

Evidence **The coach will be able to . . .**	Mark/Debrief	Comments
Identify program revisions required to address errors made in competition		
Assess the competitive plan and identify the elements that were successful and the elements that need improvement		
Explain how to adjust the warm up and preparation if there were unforeseen circumstances (delay, bad weather, sudden schedule change, shortened warm up required)		
Explain how they would engage their athletes in finding solutions to issues that arise in competition? (poor performance, delays, etc)		
Reflect on their "performance" throughout the competition – how did they behave? What impact did they have on athlete performance? What would/could be improved?		

Athletics Canada Performance Coach - Competition Evaluation

Athletics Canada Performance Coach Evaluation Marking Rubric

The following rubric provides you with guidelines regarding how to mark the coach portfolio and your observations of the coach's portfolio as well as in your observations of the coach in practice and competition. The use of the rubric or marking guide provides objective parameters for all evaluators, insuring the evaluation process is fair and the expectations are the same for all coaches.

The document is broken up into sections that are are titles based on section titles the Coaching Association of Canada (CAC) works within. The evaluation forms for Athletics Canada are separated by the type of observation and the section of the practice or competition an evaluator is observing. Noted below you will find the CAC titles in bold and the link to the Athletics Canada component. There are scoring summary reminder tables on all of the evaluation forms.

Provide Support to Athletes in Training: Practice Observation and Portfolio

Plan a Practice: Practice Observation and Portfolio

Analyze Performance: Analyze Performance

Support the Competitive Experience: Competition Observation

Design an Athletics Program: Portfolio

Manage a Sport Program: Portfolio

The rubric sections for specific Athletics Canada elements can be found on the following pages:

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General Overview	p.6	Main Part	p. 2, 3, & 4	Warm Up	p.11, 13
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These elements found in the Portfolio: Emergency Action Plan and Practice Observation: Main Part

Outcome: Provide Support to Athletes in Training	
Criterion	Safety
Achievement	**Evidence**
4 Exceeds AC Standards	**As in #3 PLUS:** • Coach critically reflects on safety concerns prior to and following practice. • Coach forecasts dangerous factors and makes immediate adjustments so participants are not at risk in **all** activities. • Coach can effectively implement an emergency procedure adapted to the Athletics in case of injury or accident. • Coach implements safety measures and preventative actions that reflect learning from past experiences. • Coach recommends actions or procedures that can contribute to enhancing established safety practices. • Coach can teach others how to effectively implement safety measures and preventative actions. • The coach's safety measures and preventative actions are used as a model within the Athletics.

3
Meets AC Standards
	• Coach surveys the practice environment 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 is able to present an emergency action plan with **all (6)** of the following critical elements.
	  1. Location of telephones are identified (cell or land lines)
	  2. Emergency telephone numbers are listed
	  3. Location of medical profiles for each athlete under the coach's care is identified
	  4. Location of Fully-stocked first-aid kit identified
	  5. Advance "call person" and "control person" are designated
	  6. Directions to reach the activity site are provided

2
Needs Improvement
	• Coach recognizes the potential risks but does nothing to adjust the practice to enable safety.
	• Coach is able to present an emergency action plan with **some (3-5)** of the following critical elements
	  1. Location of telephones are identified (cell or land lines)
	  2. Emergency telephone numbers are listed
	  3. Location of medical profiles for each athlete under the coach's care is identified
	  4. Location of Fully-stocked first-aid kit identified
	  5. Advance "call person" and "control person" are designated
	  6. Directions to reach the activity site are provided

1 Not Sufficient	• Coach does not survey practice environment prior to practice. • Coach seems unaware of potential risks to safety: clearly there are dangerous factors in the playing environment, which should have been addressed. • Coach is **not** able to present an Emergency action plan.

These elements found in the Practice Observation: Main Part

Outcome: Provide Support to Athletes in Training	
Criterion	**Implements a structured and organized practice**
Achievement	**Evidence**
4 Exceeds AC Standards	**AS IN #3 PLUS:** • Implements practice activities to assist athletes to read appropriate cues that can be recognized by both the athlete and coach while the athlete is performing a given task or activity (attentional primes). • Implements practice activities that enhance effective decision-making require by the athlete, and enables athletes to take greater ownership over decisions that may be required during competition. • Implements appropriate mental strategies (visualization, relaxation, re-focusing, arousal control) during the practice to assist athlete to achieve task goal or practice objective based on demands that may be encountered during competition. • Although the practice is well structured and organized, athletes seem to be enjoying what they do, and have the opportunity to be creative and offer suggestions. • As a result of appropriate training, athletes are actively engaged in maintaining a high degree of structure, organization and efficiency for the practice. • Coach uses creative and innovative methods or strategies, organization, transitions between activities, use of space and equipment, and effective use of time are all optimal. • The structure and organization of the coach's practice are used as a model for other coaches. • Coach provides opportunities for athletes to apply creative solution and to offer suggestions that enhance the learning environment • Works with other coaches to define appropriate roles in the organization and structure of practice
3 Meets AC Standards	**AS IN # 2 PLUS:** • The coach clearly communicates the practice goals/objectives to athletes. • Practice goals/objectives suit the needs of the athletes and are adequate for the time of the year. • The activities clearly relate to the performance factors and learning objectives that were outlined for the practice. • Practice demonstrates a clear timeline for activities and drills. • Activity time is high and athletes are on task. • Duration of activities is adequate for each segment of the practice. • Activities are adequately sequenced during the practice to enhance learning or specific training effects • Coach demonstrates adequate use of space and equipment to achieve practice goals. • Given the training objectives identified, activity and practice time are adequate to induce training effects. • Transitions from one activity to the next are done in a time effective manner. • Breaks are provided for appropriate recovery and hydration. • Activity and practice time are maximized given the training objectives sought.
2 Needs Improvement	Practice has some structure as identified by all of the following elements: • Coach provides evidence of planning. • There are clear practice segments, which includes an appropriate warm-up, main segments and cool down. • Equipment is available and ready to use. • Some activities are appropriate for athletes of the Competition-Development context. • Coach is appropriately dressed.
1 Not Sufficient	There is no clear structure to the practice as demonstrated by the following elements: • Coach does not use appropriate warm-up activities. • Coach cannot provide evidence of planning (Practice Plan). • Practice is not clearly divided into main segments. • Practice goals are not clear. • The use of space and time is poor. • Activities are not appropriate for athletes of the Competition-Development context.

***Note**: It is recommended that evidence observed for this outcome is gathered during direct observation of the coach either through an on-site formal observation, or observation of a video submission.   NSOs must identify the parameters of the practice to be observed, outlining specific element that will allow the candidate the best opportunity for evidence to be observed.*

These elements found in the Practice Observation: Main Part

Outcome: Provide Support to Athletes in Training	
Criterion	**Makes practice adjustments based on athlete response**
Achievement	**Evidence**
4 Exceeds AC Standards	**AS IN #3 PLUS:** • Coach selects from a variety of progressions the ones that have the highest probability of enhancing learning and achieving the desired training effects, and provides adequate rationale for his/her decisions based on observations made during the practice. • Coach selects appropriate mental strategy (visualization, relaxation, re-focussing, distraction control) to facilitate athlete to achieve practice goal or objective based on observation made during the practice. • Coach adjusts individualized mental training activities for each athlete based on performance needs and personal characteristics. • Coach systematically and effectively makes adjustments to practice based on an assessment of how the athletes respond to the tasks and challenges that are proposed. • Coach provides an appropriate rationale for his/her decisions. Coach creates/invents modifications that can be made to activities given specific (1) training objectives; and (2) athlete needs. • Coach works with other coaches to identify and implement adjustments during the practice to enhance achievement of practice goals and objectives. • Coach makes appropriate adjustments to activities in order to verify the degree of learning by the athlete, as opposed to limiting his or her judgments to performance alone. • Coach makes appropriate adjustment to practice based on consultation with other training specialists (physiotherapists, doctors, trainers, and Athletics psychologists)
3 Meets AC Standards	• Coach intervenes and makes adequate adjustments to practice activities when safety is at stake. • Coach modifies practice activities to deal with specific circumstances or logistics (e.g. weather, timing, resources etc.) when necessary. • Coach adapts practice activities or practice conditions where necessary to provide appropriate challenges from a technical, tactical, physical, or decision-making point of view. • Coach reduces or increases work intensity, work periods, or length of pauses as necessary to account for athletes' fitness and/or fatigue, consistent with practice goals. • Coach makes adaptation to facilitate achievement of task goal (training objective) by modifying practice conditions to increase cognitive effort, promote effective decisions, and regulate intensity based on fitness and/or fatigue. • Provide appropriate rationale for coaching decisions and justify how adjustments enhance the practice objectives.
2 Needs Improvement	• Coach makes some adjustments to practice activities when safety is at stake, but the remaining risk is still too high. • Coach correctly uses pre-identified performance criteria to determine if athletes are in a situation of success or failure while performing a task/activity. • Coach can recognize likely causes (emotional, cognitive, physical/motor) in situation where athletes are not learning. • Adjustments made to activities in which athletes are not learning are incomplete and improve the situation only partly. • Adjustments made to elevate the degree of difficulty of tasks that are too easy do so only marginally. • Coach provides an incomplete rationale for his/her decisions to adjust activities during the practice. • Coach cannot justify how adjustments made to activities during the practice relate to the objectives.

1
Not Sufficient
	• Coach cannot recognize that an activity clearly requires adjustments for safety reasons.
	• In a situation where learning is clearly not occurring during an activity:
	  – Coach does not/cannot recognize the causes of the situation (emotional, cognitive, physical/motor).
	  – Coach does not/cannot adjust the demands of the task in order to make it a reasonable challenge for athletes
	• In a situation where the task is clearly too easy for the athletes:
	  – Coach does not/cannot recognize the situation.
	  – Coach does not/cannot adjust the demands of the task in order to make it a reasonable challenge for athletes
	• Coach is incapable of providing a rationale for any adjustment made to activities during the practice.

These elements found in the Practice Observation: Main Part

Outcome: Provide Support to Athletes in Training	
Criterion	**Make interventions that enhance learning and performance**
Achievement	**Evidence**
4 Exceeds AC Standards	**As in #3 PLUS:** • Coach appropriately uses technology to gather information about athletes' performance and learning, or to enhance learning in athletes. • Coach implements interventions that identify **when** to make appropriate decisions to enhance performance of a skill or tactic • Coach identifies interventions that are evaluative, prescriptive and descriptive, and consciously selects the right type given the circumstances. • Coach can recognize the difference between learning and performance and reflects these distinctions in the choice of activities or practice conditions. • Coach provides feedback or questioning strategies that assist the athlete to recognize **what to** focus on and **how to** do it in order to achieve positive mental training throughout the practice • Coach uses individualized mental training strategies for each athlete based on performance needs and personal characteristics. • Coach encourages calculated risks in order to enhance performance in accordance to the NCCP code of ethics. • Coach can provide a rationale for choosing interventions that are used during the practice. • Interventions are specific to individuals, and enable athletes to take greater ownership over specific performance factors and learning objectives. • Coach teaches athletes to self-analyze and self-monitor their own performance in order to become more independent in solving training and performance related decision-making problems. • Coach works with other coaches (assistants) to identify optimal corrective measures to enhance athlete performance. • Coach can train and model to other coaches of the same context on how to make effective interventions that promote learning.
3 Meets AC Standards	**As in # 2 PLUS:** • Coach identifies appropriate expectations for athlete behaviour and reinforces these expectations when appropriate.. • Coach implements corrective measure based on defined "referent model" use to analyze athlete performance during the practice. • Coach provides feedback, questioning and instruction that clearly identifies *what* to improve and *how* to improve. • Coach selectively uses feedback during the activities to positively reinforce athletes' effort and performance. • When providing feedback or giving instructions, coach clarifies key learning objectives and/or performance factors with athletes <u>prior to</u> engaging in the activity.
2 Needs Improvement	• Coach promotes a positive image of the ATHLETICS and models the image to athletes and other stakeholders. • Coach uses explanation and identifies 1-3 key learning points. • Coach uses demonstrations, and participants are in an adequate position to see and hear. • Feedback is positive, specific and is communicated to both individuals and the group. • Coach makes interventions so that participants have adequate time to practice skill, tactic or athletic ability. • Feedback and/or instruction only identify <u>what</u> to improve. • Coach maintains a positive outlook and acknowledges athletes' needs and thoughts. • Coach uses respectful language when providing verbal interventions
1 Not Sufficient	• Coach uses an explanation but does not identify any key learning points. • Coach uses demonstration but participants are not in a good position to see and hear. • Limited intervention is made to clarify key learning objectives. • Coach cannot recognize when an interventions is needed in order to enhance the learning potential of a situation or activity. • The coach's interventions are not purposeful and do not contribute to enhancing learning for the athlete.

These elements found in the Portfolio: General Overview

	Outcome: Plan a Practice
Criterion	**Implement a Structured & Organized Practice**
Achievement	**Evidence**
4 Exceeds AC Standards	**AS IN #3 PLUS:** • Practice plan provides evidence of superior use of the available time and equipment to promote a high degree of active engagement time, learning, and training on the part of athletes. • Practice plan provides evidence of optimal use of the available time and equipment to promote a high degree of active engagement time, learning, and training on the part of athletes.
3 Meets AC Standards	**AS IN #2 PLUS:** • The plan clearly indicates where the practice fits within the yearly program. • The practice plan is organized into main segments that include an introduction, warm-up, main part, cool-down and a conclusion. • The duration of the practice and each practice segment are identified on a timeline. • Where applicable, and given logistics of the practice, potential risk factors are identified.
2 Needs Improvement	• Athletes' age and performance level are identified. • Practice plan identifies basic information including date, time, location, number of athletes, level of athletes. • Practice plan indicates basic logistical needs (i.e. facilities and equipment) to match the overall goal.
1 Not Sufficient	• Plan has a basic structure, but does not clearly identify main segments or time line of practice. • Athletes' age and performance level are not identified. • Plan does not adequately reflect or take into account available facilities and equipment.

These elements found in the Portfolio: Microcycles

	Outcome: Plan a Practice
Criterion	**Training Appropriately Sequenced**
Achievement	**Evidence**
4 Exceeds AC Standards	**AS IN #3 PLUS:** • Individual athlete needs are reflected in the planned activities through variations, notes, etc. • Practice activities are created and / or designed for the specific needs of the participant or team based on analysis of performance in competition. • Planned activities integrate modifications that increase athlete cognitive effort and provide appropriate challenges from a technical, tactical, physical, or decision-making point of view. • Planned activities are designed to enhance effective decision-making require by the athlete, and enables athletes to take greater ownership over decisions that may be required during competition. • Planned activities integrate strategies to assist athletes to read appropriate cues that can be recognized by both the athlete and coach while the athlete is performing a given task or activity (attentional primes). • The practice plan has specific objectives that are identified for each activity. • A clear rationale is provided for the goal and or objective of each activity • Planned activities are designed using new or innovative conditions that are highly adapted to the individual needs of the athlete. • Planned activities provide variations where athletes can offer modifications in order to enhance the achievement of practice goals or objectives. *Evidence would contribute to a state of deliberate practice where the athlete is highly engaged both cognitively and physically on a consistent basis.*
3 Meets AC Standards	**AS IN #2 PLUS:** • The practice plan features clearly identified goal(s) that is/are consistent with the following: ATHLETICS LTAD model; competitive level of the athletes; time of the yearly plan. • Planned activities are aimed at improving athletic abilities are appropriate for the Athletics are consistent with Athletics Canada's LTAD model. • Planned activities integrate the use of training methods (including loading parameters, work/rest ratios, recovery type and time, etc.) are suitable for the training goal and for the time of the year. • Practice activities are created and / or designed for the specific needs of the participant based on analysis of performance in competition. • A clear rationale is provided for the goal and or objective of each activity
2 Needs Improvement	• Practice plan identifies a goal or a series of key elements that will be addressed in the practice • Activities are purposeful and link to overall practice goal. • Main segments of the practice are identified: intro, warm-up, main part, cool-down and a conclusion/reflection • The duration of the practice and each practice segment are consistent with NCCP growth and development principles and with some of the accepted guidelines for the development of athletic abilities. • Planned activities reflect awareness of, and control for potential risk factors *Evidence is limited and will not create an adequate environment to learn or to improve performance*
1 (Not Sufficient)	• Practice plan goals and objectives are vague and not clearly identified. • Activities do not link to overall purpose of practice • Activities may not reflect awareness of safety. • Activities may not be consistent with NCCP growth and development principles. *No evidence is observed in the plan*

These elements found in the Portfolio: Microcycles

	Outcome: Plan a Practice
Criterion	**Training Appropriately Sequenced**
Achievement	**Evidences**
4 Exceeds AC Standards	**AS IN #3 PLUS:** • Coach systematically plans activities with the preoccupation of an appropriate sequence. • Given (1) the training objectives sought for the practice and (2) the tasks to be accomplished, the activities are sequenced in a manner that accounts for the anticipated level of fatigue of the athletes. • Coach documents the effects of specific sequences of activities for future references and for the purposes of conducting analyses. • Given (1) the training objectives sought for the practice and (2) the tasks to be accomplished, the sequence of the activities provides a progression that reflects knowledge and understanding of the athletes' response to specific loading parameters and patterns. • Based on experience and established scientific principles, coach refines available guidelines and recommendations for optimal sequencing of activities within a practice in ATHLETICS. • Coach works with other coaches to sequence activities optimally during a practice, and teaches / trains coaches how to sequence activities in practice. • Coach's approach/method for sequencing activities during a practice is used as a model by the Athletics.

3
Meets AC Standards
	• The sequence of the activities provides a progression that builds towards execution (speed; conditions; decision-making; etc.) under realistic / competitive situations.
	• When several performance factors/athletic abilities are intended to be trained/developed during the main part of the practice, coach sequences most of the activities consistent with the following principles and guidelines pertaining to the state of fatigue of the athletes:
	
	Athletic abilities not likely to be improved when trained in a state of fatigue, and that should be planned early during the main part of the practice after an appropriate warm-up:
	    • *Pure speed (alactic power)*
	    • *Acquisition of new motor patterns*
	    • *Coordination/technique at high speed*
	    • *Speed-strength (power)*
	    • *Maximum strength*
	Athletic abilities that can be improved in a state of light fatigue:
	    • *Speed endurance (alactic capacity; lactic power)*
	    • *Technique (consolidation of motor patterns)*
	Athletic abilities that can be improved in a state of moderate fatigue:
	    • *Lactic capacity*
	    • *Maximal aerobic power*
	    • *Strength endurance*
	    • *High power aerobic endurance*
	    • *Technique (stabilization of already acquired motor patterns in difficult/fatigued conditions)*
	Athletic abilities that can be improved in a state of moderate to high fatigue:
	    • *Low power aerobic endurance*
	    • *Flexibility*
	
	• All the key activities (i.e. those that contribute the most towards achieving the main goals and objectives of the practice), are sequenced consistent with the recommended principles and guidelines. Given (1) the training objectives sought for the practice and (2) the tasks to be accomplished, the sequence of the activities provides a progression that reflects knowledge and understanding of the athletes' response to specific loading parameters and patterns
	•

2 Needs Improvement	• The sequence of the activities during the practice provides a progression that builds towards execution (speed; conditions; decision-making; etc.) under realistic / competitive situations. • When several performance factors/athletic abilities are intended to be trained/developed during the main part of the practice, only some of the activities are sequenced consistent with the recommended principles and guidelines. • Only some of the key activities (i.e. those that contribute the most towards achieving the main goals and objectives of the practice), are sequenced consistent with the recommended principles and guidelines.
1 Not Sufficient	• The order or sequence of the activities planned within the session reflects neither the awareness nor the integration of recommended principles and guidelines.

These elements found in the Practice Observation: Analyze Performance

Outcome: Analyze performance	
Criterion	**Detects Errors that must be improved to prevent injury & enhance performance**
Achievement	**Evidence**
4 Exceeds AC Standards	**AS IN #3 PLUS:** • Coach consistently observes technical elements from the best vantage points and scans all the athletes. • Coach uses a variety of observational strategies (i.e. Positioning, video, other coaches, etc.) to identify the most critical aspects of performance. • Coach makes appropriate use of technology/methods to conduct technical analyses (notational analysis; specialized software; video; etc.) and provides specific evidence to reinforce analysis of performance. • Coach correctly and consistently applies biomechanical principles while performing analyses of advanced Athletics-specific technical elements. • Coach correctly and consistently applies biomechanical principles to identify potential risks of Athletics injury resulting from incorrect technical execution. • Coach is able to consistently communicate **how** and **why** the critical error contributes to the performance. • Coach facilitates the athlete(s) to detect key technical performance factors and to understand how and why these errors affect overall performance. • Athletes can effectively self-monitor the quality of their technical performance. • Coach works with other coaches to detect athlete performance and facilitates / trains other coaches to identify critical elements in the detection of performance. • Coach's approach/method for analyzing technical performance is used as a model by the Athletics.
3 Meets AC Standards	• Coach moves around practice environment to observe technical elements from an adequate vantage point, and scans all the athletes. . • Coach can identify outcome (intention) of a technical skill and specific performance factors that define optimal performance based on Athletics specific referent model. • Coach can identify critical cause(s) that, may contribute to an enhancement of technical performance (i.e. athletic abilities, equipment, environmental factors, mental strategies etc.), and is able to select the most critical one(s) that impact performance. • Coach communicates **how** and **why** the critical error(s) impact(s) performance, including implications from an injury prevention or from a tactical point of view where appropriate. • Coach identifies critical programming decisions that have to be made in the short-term to correct the technical elements identified. • Uses a variety of observational strategies (i.e. Positioning, video, other coaches, etc.) to identify the most critical aspects of performance. • Correctly applies biomechanical principles while performing analyses of the event or event elements.
2 Needs Improvement	• Coach observes the skill from a single vantage point to detect performance factors. • Coach is only able to explain **how** the error relates to the overall performance but cannot indicate **why**. • Coach is able to identify some performance factors that contribute to errors in performance, but cannot select the most critical factor that will have the greatest impact on performance.
1 Not Sufficient	• Coach scans practice environment infrequently and pays little attention to skill execution. • Coach identifies effort and motivational factors that contribute to lack of performance rather than key technical or tactical factors. • Coach cannot correctly use or refer to the skill development/progression checklist of ATHLETICS to evaluate technical execution.

These elements found in the Practice Observation: Analyze Performance

Outcome: Analyze performance	
Criterion	**Corrects errors that must be improved to prevent injury & enhance performance**
Achievement	Evidence
4 Exceeds AC Standards	**AS IN # 3 PLUS:** • Coach consistently identifies *why* the correction will have a beneficial effect on performance, *what* to improve, and *how* to improve technical performance. • Coach prescribes highly individualized or adapted activities to assist athlete in making technical performance correction. • Coach helps athletes to increase awareness of errors in technical execution by asking appropriate questions. • Coaching corrections consistently focus athletes' attention towards external cues or on the anticipated effects of the movement. • Coach identifies the amount of time/volume of work that may be necessary to achieve the desired effects in correcting/enhancing technical performance. • Coach facilitates athlete(s) to identify individual technical corrections by asking open-ended questions and by involving them in a critical thinking process (e.g. What did you do? What should you do? What are you going to do to get better results?) • Athletes demonstrate the ability to correct their own technical performance. • Based on the estimate of the amount of time/volume of work necessary to achieve the desired effects, the coach identifies the impact of implementing technical corrections on future training activities, including those that are related to other performance factors. • Based on the estimate of the amount of time/volume of work necessary to achieve the desired effects, the coach identifies the impact of implementing technical corrections on the athlete's ability to perform in competition, and make appropriate decisions regarding athlete's participation in such competitions, or goals and objectives for the competition. • Works with other coaches to correct athlete performance and facilitates / trains other coaches to identify optimal corrective measure. • Coach's approach to correcting technical elements is used as a model in ATHLETICS.
3 Meets AC Standards	• Coach identifies *why* the correction will have a beneficial effect on performance and *how* to improve performance using prescriptive interventions. • Coach evaluates when a specific intervention (teaching / modification of activity) is needed based on systematic observation of athlete performance and whether corrective measure will produce desired effects. • Coach uses adequate demonstrations to model correct performance. • Coach prescribes an appropriate activity and or drill that assists athlete to make correction in performance. • Coach reinforces application of competitive rules that relate to skill execution when appropriate. • Where appropriate, coach asks participant's consent for physical contact when assisting in correcting a skill error.
2 Needs Improvement	• Coach understands how to observe movement phases consistent with the skill/development progression checklist of ATHLETICS, but has difficulties implementing these guidelines in the field. • Coach corrects the athlete(s) by indicating **what** they did rather than identifying specific strategies for how to improve technical performance. • Coach prescribes activities and/or drills that only partially assist the athletes in correcting technical performance.
1 Not Sufficient	• Coach provides corrections that identify vague external factors rather than specific factors that contribute to improved technical performance. • Coach cannot prescribe appropriate activities and/or drills to assist athlete in correcting technical elements.

These elements found in the Competition Observation: General Overview and Warm up

	Outcome: Analyze performance
Criterion	**Detects tactical elements that need refinement for enhanced performance**
Achievement	**Evidence**
4 Exceeds AC Standards	**AS IN #3 PLUS:** • Coach consistently observes tactical elements from the best vantage points and scans all the athletes. • Coach uses a variety of observational strategies (i.e. Positioning, video, other coaches, etc.) to identify the most critical aspects of tactical performance. • Coach makes appropriate use of technology/methods to conduct tactical analyses (notational analysis; specialized software; video; etc.) and provides specific evidence to reinforce analysis of performance. • Coach is able to consistently communicate **how** and **why** the critical error contributes to the performance. • Coach provides a rationale for identifying tactical elements that need improvement, based on Athletics specific or analysis of performance. • Coach facilitates the athlete(s) to detect key tactical performance factors and to understand how and why these errors affect overall performance. • Athletes effectively self-monitor the quality of their tactical performance. • Works with other coaches to detect individual or team tactics / strategies and facilitates / trains other coaches to identify critical elements in the detection of tactic or strategy. • Coach approach/method of analyzing tactical performance is used as a model by the Athletics.
3 Meets AC Standards	• Coach reviews start list and evaluates the field, for strengths, weaknesses and opportunities. • Coach observes tactical execution from adequate vantage point(s) as defined by the Athletics. . • Coach identifies critical cause(s) that, may contribute to an enhancement of a tactic / strategy (i.e. athletic abilities, equipment, environmental factors, mental strategies etc.), and is able to select the most critical one(s) that impact performance. • Coach communicates how and why the critical error(s) impact(s) performance. • Coach identifies critical decisions and/or decision-making factors (including timing of decision) that must be considered by athletes while performing specific tactics / strategies. • Coach correctly identifies potential technical elements that may impact the execution of individual or team tactics / strategies. • Coach reinforces application of competitive rules that relate to tactics / strategies when appropriate.
2 Needs Improvement	• Coach observes the tactical elements from a single vantage point to detect performance factors. • Coach is only able to explain **how** the error relates to the overall tactical performance but cannot indicate **why**. • Coach is able to identify some performance factors that contribute to errors in tactical performance, but cannot select the most critical factor that will have the greatest impact on performance.
1 Not Sufficient	• Coach scans practice environment infrequently and pays little attention to the execution of tactical elements. • Coach identifies effort and motivational factors that contribute to lack of performance rather than key tactical factors. • Coach cannot correctly use or refer to the tactical development/progression checklist of ATHLETICS to evaluate tactical execution.

These elements found in the Competition Observation: Athlete Debrief

Outcome: Analyze performance	
Criterion	**Corrects tactical elements that need refinement for enhanced performance**
Achievement	**Evidence**
4 Exceeds AC Standards	**AS IN # 3 PLUS:** • Coach consistently identifies *why* the correction will have a beneficial effect on performance, *what* to improve, and *how* to improve tactical performance. • Coach prescribes highly adapted activities to assist athlete in making tactical performance correction. • Coach helps athletes to increase awareness of errors in tactical execution by asking appropriate questions. • Coach identifies the amount of time/volume of work that may be necessary to achieve the desired effects in correcting/enhancing tactical performance. • Coach facilitates athlete(s) to identify individual tactical corrections by asking open-ended questions and by involving them in a critical thinking process (e.g. What did you do? What should you do? What are you going to do to get better results?) • Athletes demonstrate the ability to correct their own tactical performance. • Based on the estimate of the amount of time/volume of work necessary to achieve the desired effects, the coach identifies the impact of implementing tactical corrections on future training activities, including those that are related to other performance factors. • Based on the estimate of the amount of time/volume of work necessary to achieve the desired effects, the coach identifies the impact of implementing tactical corrections on the athlete's ability to perform in competition, and make appropriate decisions regarding athlete's participation in such competitions, or goals and objectives for the competition. • Works with other coaches to correct tactic / strategy and facilitates / trains other coaches to identify optimal corrective measure. • Coach's approach to correcting tactical elements is used as a model in ATHLETICS.
3 Meets AC Standards	• Coach identifies why the correction will have a beneficial effect on performance and how to improve tactic / strategy using prescriptive interventions. • Coach prescribes an appropriate activity and or drill that assists athlete to make correction in tactic / strategy. • Coach can make appropriate tactical / strategic decisions based on specific analysis of competitive event Coach ensures that corrective measures replicate competition like situations that will allow athletes to implement tactical / strategic corrections. • Coach reinforces application of competitive rules that relate to tactical / strategic intentions when appropriate.
2 Needs Improvement	• Coach understands how to observe tactical execution consistent with the progression checklist of ATHLETICS, but has difficulties implementing these guidelines in the field. • Coach corrects the athlete(s) by indicating *what* they did rather than identifying specific strategies for how to improve tactical performance. • Coach prescribes activities and/or that only partially assist the athletes in correcting tactical performance.
1 Not Sufficient	• Coach provides corrections that identify vague external factors rather than specific factors that contribute to improved tactical performance. • Coach cannot prescribe appropriate activities and/or to assist athlete in correcting tactical performance.

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These elements found in the Competition Observation: General Overview and Warm Up

Support the Competitive Experience	
Criterion	**Pre-competition: Implements procedures that promote readiness for performance***
Achievement	**Evidence**
4 Exceeds AC Standards	**AS IN 3 PLUS** • Coach develops highly individualized pre-competitive procedures that reflect past experiences and prepare for the demands of higher competitive levels. • 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 works with other coaches, support staff and or other key stakeholders to ensure roles and responsibilities are outlined prior to the competition. • Coach monitors athletes for acclimatization to environmental factors and make adjustments to enhance performance. • Coach is able to present contingency plans to deal with unforeseen or ambiguous factors that may affect the competition • Contingency plans reduce or minimize distractions for athletes or provide alternatives to ensure optimal athlete performance. • Coach facilitates and or monitors other coaches, support staff, and or key stakeholder to implement prescribed pre-competitive roles and responsibilities. • Coach works with experts in specific areas to enhance pre-competitive procedures.
3 Meets AC Standards	**AS IN 2 PLUS**. • Coach clarifies competitive rules before the competition (e.g., eligibility, modification of game rules) and communicates appropriate information to athletes and other stakeholders (e.g., parents). • Coach Identifies tactics and strategies that are consistent with athletes' stage of development and yearly objectives, and reflect an analysis of both athletes coached and opponents. • Coach monitors and provides guidance for nutritional and hydration strategies that will assist athlete's physical performance in competition. • Coach oversees final adjustments in equipment (fine tuning, etc.) in order to maximize athlete performance where appropriate. • Coach assesses the individual mental state of athletes relative to the demands of the competition. • Coach implements pre-competitive procedures and measures that assist athletes/team achieve an adequate mental state for performance by managing the following appropriately: focus, distractions, negative anxiety, and/or social factors (e.g. team cohesion, athlete interaction). • Coach identifies tactics and strategies that are consistent with the rules of competition and principles of fair play. • Coach explains tactics and strategies in a way that is clear for the athletes, and checks for understanding. • Coach manages own anxiety/stress level in an effective way, in order not to become a source of distraction for the athletes.
2 Needs Improvement	• Coach ensures that Athletics-specific logistics and procedures (equipment, facility, rules) are accounted for to enable a safe and positive competition environment. • Coach manages time effectively to ensure athlete physical readiness (e.g., warm-up, taping, etc.), equipment checks, and Athletics-specific logistics (e.g., coaches meeting). • Coach ensures that warm-up provides adequate physical readiness for competition. • Coach identifies performance or process goals for competition and has planned a strategy to monitor these goals.
1 Not Sufficient	• 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.

These elements found in the Competition Observation: Competition

Support the Competitive Experience	
Criterion	**During competition: Makes decisions and interventions that promote performance****
Achievement	**Evidence**
4 Exceeds AC Standards	AS IN 3 PLUS • Coach involves non-competing athletes in meaningful roles and learning situations related to the competition. • Where appropriate, coach engages athletes to assist in identifying solutions that will enhance athlete or team performance. • Coach communicates to assistants and or other specialists to identify solutions, opportunities, or provide pertinent information about the competitive environment to assist the athlete or team in maximizing performance. • Coach uses or develops tools to gather notational data during the competition (Paper / Video / Computer Software, etc..) • During or between competitive events, the coach helps athletes to reflect critically by prompting them to choose successful strategies for subsequent performances. • Coach can provide a rationale for decisions and or interventions made during the competition that impacted athlete or team performance.
3 Meets AC Standards	AS IN 2 PLUS • Where appropriate, coach provides athletes with recovery and fatigue management modalities during the competition. • Coach identifies strategies to analyze key performance factors during the competition to assist in correctly identifying potential causes of error, and/or areas for improvement. • Coach assesses the timing and interventions (or decisions to not intervene) made during the competition as appropriate to the Athletics. • Coach assists and or facilitates athletes in managing mental state during competition that positively impacts athlete or team performance • Coach makes adjustments to tactics and strategies as necessary in response to how the competition unfolds or to significant events during the competition (e.g. injury). • Coach correctly interprets competitive rules and makes necessary adjustments that positively impact athlete performance.
2 Needs Improvement	• Coach is positive and provides athletes with basic information that identifies what they need to improve performance. • Coach gives frequent motivational or directional prompts during the competition or between competitive events. • Coach is able to observe athletes from the most optimal vantage point based on ATHLETICS rules and or competitive objectives / goals. • Coach behaves in a controlled manner and shows respect towards officials, opponents and own athletes. • Where appropriate, the coach makes use of the opportunities to interact directly with athletes during competition (time outs; breaks; etc.)
1 Not Sufficient	• Coach criticizes athletes' performance during the competition and or between competitive events. • Coach is distracted during the competition and cannot focus on key element in the athlete or team performance. • Coach does not observe athletes performance during the competition.

These elements found in the Competition Observation: Athlete Debrief

Support the Competitive Experience	
Criterion	**After the competition: Uses the competitive experience to promote further development***
Achievement	**Evidence**
4 Exceeds AC Standards	AS IN 3 PLUS • Coach critically reflects on the effectiveness of training and preparation for competition, based on athletes' behaviour and performance in the competition. • Coach critically reflects on training orientations and priorities in the yearly plan and determines if adjustments are warranted based on athletes' results and/or behaviour in competition • Coach critically reflects upon and implements confidence and skill building interventions after the competition. • Coach identifies and coordinates a recovery plan that can be accessed by his/her athletes (self-administered-no equipment; self-administered-with equipment; assisted-no equipment; assisted-with equipment). • Coach critically reflects the relevance and timing of interventions (or decisions to not intervene) and coaching decisions made during the competition, and identifies which ones may be repeated and/or modified in the next competition situation. • Uses appropriate technology to analyze competition against key strategic or tactical outcomes and performance factors. • Coach plans and implements strategies to assist athletes to take greater ownership over the analysis of competition results and or performance. • Coach works with athletes to identify possible adjustments to future training or practice goal and or objectives. • Coach works with other coaches and or Athletics specific specialists in the analysis of the competition to report on and implement strategies to improve subsequent practices. • Coach consults Athletics specific specialists to ensure implementation of appropriate recovery or regenerative strategies to assist athletes return from injury where appropriate. • Where appropriate, coach provides opportunities to engage media after the competition to give objective comments on performance.
3 Meets AC Standards	• Coach assesses competitive plan after the competition and identifies what aspects of the plan were successful and a rationale for what could be improved. • Coach debriefs performance with athletes, and provides constructive feedback that identifies what and how to develop greater performance. • Coach Uses analysis taken during the competition to review, interpret and modify individual goals. • Coach uses post-competition assessment to identify goals or objectives of future practices or competitions, where appropriate. • Coach assists athlete to reflect upon, and choose successful tactics/strategies for subsequent competitive performances. • Coach implements recovery and regeneration strategies to maintain optimal performance for the next training session or competition.
2 Needs Improvement	• Coach provides athlete with an analysis of the competition, but does not debrief or ask the athletes for input on analysis. • Coach identifies some key areas for improvement, but cannot provide a plan for implementing improvements in subsequent practices. • Coach reflects on preparation for the competition and interventions used during competition, but cannot identify areas for improvement.
1 Not Sufficient	• Coach ignores athlete(s) after the competition, or berates athlete(s) performance. • Coach cannot identify how to factor the athlete / team performance during competition into subsequent practice. • Coach does not implement appropriate recovery or regenerative strategies after the competition.

These elements found in Portfolio: Manage a Sport Program

Support the Competitive Experience	
Criterion	**Oversees logistics and support to create favourable conditions for performance in competition***
Achievement	**Evidence**
4 Exceeds AC Standards	AS IN 3 PLUS • Coach implements strategies to manage adaptation or acclimatization to environmental factors prior to the competitive event (Eg. Thermal stress, altitude, jet lag, time zone changes, pollution). • Develops and communicates written guidelines pertaining to expectations of self, athletes, parents, and other stakeholders before, during and after competitions. • Manages expenses and financial considerations related to competitive event. • Coach implements adequate contingency plans when confronted with unforeseen or ambiguous factors that effect the competition. • Manages assistants and other stakeholders (i.e. other coaches, trainers, support experts, parents, managers, etc.) effectively and professionally.
3 Meets AC Standards	• Coach ensures that necessary equipment is ready and available to use, and is in good/safe condition where appropriate • Coach provides athletes/parents with necessary information pertaining to travel, accommodation, competition schedules, competition location, rallying points etc. • Coach provides clear procedures and team regulations pertaining to expected standards of behaviours while away from home. • Coach coordinates safe and timely athlete and equipment transportation • Coach clarifies competition rules prior to the competition (i.e. eligibility, modification of game rules) and communicates appropriate information to athletes and other stakeholders. • Coach ensures that Athletics specific elements and procedures (i.e. facility, rules) are accounted for to enable a safe and positive competition environment. • Coach ensures athlete's meet nutritional expectations by providing appropriate information on **when** and **what** to eat. • Coach plans for and communicates the roles and responsibilities of assistants and other stakeholders (i.e. other coaches, trainers, support experts, parents, managers, etc.).
2 Needs Improvement	• Coach organizes most of the logistical and administrative aspects in relation to the competition, however, there are adverse circumstances that effect athlete preparation which may or may not have been within the coaches control
1 Not Sufficient	• There are major organizational details that have not been address that have adverse effects on the athletes preparation for competition that were clearly within coaches control

These elements found in the Portfolio: Annual Plan

Outcome: Design a Athletics Program	
Criterion	**Program Structure**
Achievement	**Evidence**
4 Exceeds AC Standards	**AS IN 3 PLUS** • Coach presents yearly planning calendar that identifies major program orientations (Goals and objectives) related to skill development, physical conditioning, athlete performance and general stages of athlete development for each period of the program, consistent with ATHLETICS's Athlete Long Term Development model and/or generic NCCP guidelines. • Yearly plan identifies the relative importance of competitions. • Given the level of the athletes, the coach correctly determines if the yearly program should be based on a single or a double periodization approach, and provides a rationale that is sound. • If the yearly program should be based on a double periodization approach, Periods/Phases are identified as necessary throughout the program, and are of an appropriate duration. • Coach uses the results of evaluations or other performance analyses to identify training and competition needs for the program. • The coach identifies specific remedial and/or other corrective measures that are necessary to the structure of the program in order to (1) address specific weaknesses identified in individual athletes as a result of evaluations or other performance analyses and (2) ensure adequate progression in a way that is consistent with ATHLETICS's Athlete Long Term Development model and/or generic NCCP guidelines. • The structure of the coach's program is used as a model for other coaches of the Competition-Development context.
3 Meets AC Standards	**AS IN 2 PLUS:** • Coach presents logistical information on a planning calendar. • Coach correctly calculates the length of the season given breaks and other logistics. • Coach correctly calculates the total number of competition days in the yearly program. • Coach identifies number, duration, and frequency of training sessions in each period of the program (Preparation, Competition, Transition). • Coach correctly divides the program into three main periods (Preparation, Competition, Transition) based on training and competition opportunities.
2 Needs Improvement	• Coach can identify basic athlete information (age, number, differences in growth and development). • Coach can indicate the length of the season, practice dates and main competitions. • Coach can identify entry point for the majority of athletes in the season plan. • Coach reflects on possibility of starting earlier or finishing later in the season.
1 Not Sufficient	• Coach is only able to present basic athlete information and seasonal logistics (practices and competitions). • Coach does not present a planning calendar of logistical information.

These elements found in the Portfolio: Annual Plan

Outcome: Design a Athletics Program	
Criterion	**Athlete Development and Training Priorities**
Achievement	**Evidence**
4 Exceeds AC Standards	**AS IN 3 PLUS:** • Coach can identify adjustments to NCCP or NSO template to better reflect own program situation, while remaining consistent with NCCP or NSO LTAD guidelines, growth and development principles, principles for training athletic abilities, and stages of skill development. • Coach presents a yearly planning template that prioritizes key training / factors/ components, indicates training and developmental objectives, and provides appropriate sequencing of such factors/components/objectives with each period of the plan. • Coach develops his or her own yearly planning template that integrates Athletics specific components, physical components as well as specific mental strategies into program design. (i.e. visualization, goal setting, etc…) • Coach's own template for LTAD is consistent with NCCP LTAD principles, growth and development principles, principles for training athletic abilities, and stages of skill development. • Based on the results of performance analyses, the coach identifies critical programming decisions that have to be made to the yearly plan in order to address/correct specific performance factors, and re-adjusts training priorities and objectives in a way that (1) reflects the anticipated time required to induce desired training effects and (2) takes into account the anticipated effects of such changes on other performance factors. • The yearly program developed by the coach is used as a model for the Competition-Development context in the Athletics.
3 Meets AC Standards	**AS IN 2 PLUS:** For a given week of his or her program, the coach can: • Identify the total number of practices and the duration of each practice, and use this information to determine the total training/practice time within the week. • Use the above information to organize and sequence training priorities on a weekly basis (see specific criterion below)
2 Needs Improvement	• Coach is able to use the NCCP or NSO sample yearly program template to correctly prioritize athletic abilities to be trained at a given time of the yearly plan. • Coach is able to use the NCCP or NSO sample yearly program template to identify training objectives (development-maintenance / acquisition-consolidation) for specific athletic abilities at a given time of the yearly plan.
1 Not Sufficient	• Coach is unable to use the NCCP or NSO sample yearly program template to correctly prioritize athletic abilities to be trained at a given time of the yearly plan. • Coach is unable to use the NCCP or NSO sample yearly program template to identify training objectives (development-maintenance / acquisition-consolidation) for specific athletic abilities at a given time of the yearly plan.

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These elements found in the Portfolio: Annual Plan and Microcycles

Outcome: Design a Athletics Program	
Criterion	**Training Appropriately Sequenced**
Achievement	**Evidence**
4 Exceeds AC Standards	**AS IN #3 PLUS:** • The coach takes into account fatigue indices from previous weeks' training and competition activities to organize and sequence weekly training priorities and objectives. • The coach takes into account fatigue indices from previous weeks' training and competition activities to select the most appropriate methods to use in specific training sessions. • The sequencing of training activities during the week reflects a thorough knowledge and understanding of factors such as (1) the effects of fatigue on learning, performance and adaptation, (2) recovery time needed following the use of specific types of loadings or methods, etc. • If appropriate, the coach alters the objectives, duration, and methods used in certain sessions to optimize adaptations, and provides rationale for such decisions based on specific evidences gathered from observation and athlete monitoring. • Given the logistics and constraints that apply to his or her program, the coach makes optimal use of the principles and guidelines related to the proper sequencing of training sessions during a week. • The organization and sequencing of training priorities identified by the coach for his or her program are used as a model for other coaches of the Competition-Development context.
3 Meets AC Standards	• Using NCCP and/or NSO guidelines, the coach manages and prioritizes training time appropriately, and presents a strategy to develop athletic abilities that is consistent with the training priorities and objectives identified in the NCCP or NSO template for the week of the program • The coach appropriately takes into account the logistical constraints that apply to his or her own program when sequencing the training activities within the week. • The coach presents a 2-week plan for each period of the yearly program that correctly identifies main objectives and priorities for athletic abilities. • The coach positions training sessions strategically relative to each other within the week, in a manner that reflects factors such as anticipated fatigue levels, time necessary to recover from specific activities, training priorities, overall performance goals, and competitions scheduled in the short term. • The coach provides a practice plan that identifies appropriate types of exercises for athletic abilities, and practice conditions for technical/tactical factors within each of the weekly plans. • Based on the results of specific performance analyses, the coach factors in critical programming decisions that have to be made to the weekly plan in order to address/correct specific performance factors.
2 Needs Improvement	• Using NCCP and/or NSO guidelines, the coach is capable of managing and prioritizing training time appropriately. • The coach presents a plan to develop athletic abilities, but the strategy is not entirely consistent with the training priorities and objectives identified for the week of the program. • The coach applies some of the principles and guidelines related to the proper sequencing of training sessions during a week, but the weekly schedule reveals some significant inaccuracies. • The coach does not take into account the logistical constraints that apply to his or her own program when sequencing the training activities within the week.
1 Not Sufficient	• There is no evidence whatsoever that the coach is able to apply the principles and guidelines related to the proper sequencing of training sessions during a week.

These elements found in the Portfolio: Final Phase Preparation

Outcome: Design a Athletics Program	
Criterion	**Develops a final preparation program for important competitions**
Achievement	**Evidence**
4 Exceeds AC Standards	**AS IN #3 PLUS:** • The coach designs tapering and peaking procedures adapted to key competitions of the yearly plan. • Where appropriate, the coach can design a peaking and tapering program that spans over a period longer than one week, consistent with established procedures in the ATHLETICS and/or scientific evidence. • Coach designs a peaking and tapering program that indicates an awareness of specific individual athlete needs. • Coach customizes programming decisions in the area peaking and tapering on the basis of evidences and analyses from previous implementations. • Coach designs peaking and tapering program and activities that take into account the needs and characteristics of individual athletes. • The coach uses objective means to document and record the effects of planned tapering and peaking procedures. • Information and documentation pertaining to the effects of planned tapering and peaking procedures produced by the coach contribute to the advancement of knowledge in this area within the Athletics. • The tapering and peaking procedures developed by the coach are used as models to follow within the Athletics.

3
Meets AC Standards
	• A description of the competition/training activities for 2 weeks preceding the most important competition of the year is provided
	• During the week preceding an important competition, activities are appropriately adapted for tapering and peaking based on the correct application of the following principles:
	
	  • *Reduction in the training volume throughout the taper phase.*
	  • *Maintenance of sufficient volume of high-intensity training.*
	  • *Decrease in the level of fatigue generated during training sessions.*
	  • *Maintenance/slight reduction in the weekly frequency of training sessions.*
	  • *Activities performed during the taper period are highly specific to the athlete's competitive demands.*
	
	• In addition to adjustments made to activities and weekly program, specific measures and strategies that contribute to maximizing the athletes' potential for performance are identified in areas such as: nutrition and hydration; adjustments to equipment; mental preparation; team cohesiveness; logistics; etc.

2 Needs Improvement	• Specific activities aimed at ensuring a tapering and peaking effect are described, but their characteristics are not consistent with established guidelines and available scientific evidence. • Planning for tapering and peaking reflects measures applicable to the few days that immediately precede the important competition, and do not extend to the whole week leading to the important competition.
1 Not Sufficient	• Established principles and guidelines for tapering and peaking are clearly not reflected in the weekly program developed by the coach. • Activities and training loads remain unchanged during the week preceding the important competition.

These elements found in the Portfolio: Manage a Sport Program

Manage a Athletics Program	
Criterion	**Manages administrative aspects of program and oversees logistics**
Achievement	**Evidence**

4
Exceeds AC Standards
	AS IN #3 plus
	
	• Coach can supervise 2 or 3 other coaches (assistants) using established guidelines and procedures.
	• Coach can effectively and objectively appraise the performance of other coaches (assistants) using established guidelines and practices.
	• Coach delegates activities appropriately to other coaches (assistants) and acknowledges their ideas and input into the program.
	• Coach develops budget for programs and activities, and allocates effectively financial resources.
	• Coach demonstrates ability to work with other coaches (assistants/peers) using established leadership qualities and practices such as:
	   - Formulating and sharing a vision
	   - Values-based decision-making
	   - Collaborative approaches
	   - Encouraging others
	   - Empowering others
	   - Celebrating accomplishments
	• Coach can effectively supervise a large pool of other coaches/assistants (numbers to be determined by the ATHLETICS).
	• Coach is an effective mentor for other coaches.
	• Coach can effectively and objectively appraise the performance of other coaches of the same context using established guidelines and practices.
	• Coach designs effective performance appraisal tools and procedures adapted to the coaching context.
	• Coach trains other coaches on how to effectively mentor or supervise other coaches, and how to conduct performance appraisals.
	• *Leadership for this context is defined as the ability to influence others to accept, willingly, the leader's purpose and goal to help bring about some better future outcome or result, and to work together, voluntarily, towards achieving that end.*

3 Meets AC Standards	**AS IN #2 plus** • Coach identifies expectations for behaviour and commitment in athletes, and identifies appropriate consequences. • Coach facilitates logistics for away competitions or training events (i.e. travel arrangements, reservation of facilities, food, chaperones, etc.) • Coach demonstrates evidence of goal setting with athletes
2 Needs Improvement	• Coach can present documentation that outlines the philosophy, objectives, basic financial demands, and schedules of competition events and training commitments. • There is evidence of ongoing communication with athletes, parents or other key stakeholders. • Coach provides assistance in the process of facilitating logistics for away competitions or training events (i.e. travel arrangements, reservation of facilities, food, chaperones, etc.) but cannot oversee all aspects on his or her own. *Communication strategies may include: Letter to athletes and / or parents, Email, Newsletter, Website, Phone trees, etc.*
1 Not Sufficient	• Coach provides a basic schedule of competition and training commitments to athletes and key stakeholders. • There is limited use of any communication tools or other forms of program information.