**ATHLETICS CANADA CLUB COACH
Competition Introduction**

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

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

**PORTFOLIO EVALUATION**

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

**Portfolio - Emergency Action Plan**

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

**Portfolio – General Overview**

|  |  |  |
| --- | --- | --- |
| **The coach is able to . . .** | **Check List** | **Comments** |
| Identify the athlete’s age and performance level  |  |  |
| Identify the timelines of the practice (warm up, main part, cool down etc.) |  |  |
| Provide a description of the training group (number of athletes, training site, number of group sessions a week, etc) |  |  |
| Show proof of a seasonal (12 – 16 weeks) (written summary, explain any abbreviations used in the plan) |  |  |
| **All elements must be present for certification** |  | **Complete Incomplete (circle)** |

**Portfolio – Design a Sport Program (Seasonal Plan)**

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

**Portfolio – Practice Plans**

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

**General Preparation Phase**

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

**Specific Preparation Phase**

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

**Competition Phase**

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

**Transition/Recovery Phase**

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

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

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

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

Scoring Summary

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

**ATHLETICS CANADA CLUB COACH
PRACTICE EVALUATION**

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

For the Analyze Performance section the evaluator may bring videos of athletes performing the events within the event group for the coach to review and analyze or the analysis may be done in the context of the practice observation using the coach’s athletes as subjects for that section.

**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 |  |  |
| Identify practice segments (warm up, main part, cool down) |  |  |
| Take steps to minimize risk to athletes before and throughout the practice (appropriate use of equipment, respect for other groups use of space, adapting to environmental factors, surveying the practice site, etc) |  |  |
| Welcome athletes to practice and dress appropriately |  |  |
| 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 and all stakeholders |  |  |
| 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 ensure the athletes can hear and see. Provides a safe environment encouraging athletes to ask questions. |  |  |
| Outline 1-3 key learning points |  |  |
| Check for understanding (so all athletes understand the workout); question the athletes to facilitate athlete awareness and promote critical thinking |  |  |
| Provide positive and specific feedback on both what and how to improve |  |  |
| Show that practice activities contribute to the development of skills, athletic abilities, tactics and/or athlete fitness (work/rest ration, loading, etc.) |  |  |
| Show that practice activities are adequately sequenced to enhance specific training effects |  |  |
| Show that practice activities are developmentally appropriate (the selection of activities and the length of each segment) |  |  |
| Use appropriate demonstrations (self, other athlete, video) when introducing activity |  |  |
| Feedback is selective and constructive (as opposed to constant). Directed at both the group and individuals |  |  |
| Allow athletes time to practice skills |  |  |
| Demonstrate that the delivery of the practice is the same as the practice plan provided and its goals |  |  |
| Organize breaks for hydration and appropriate recovery |  |  |
| Reinforce competitive rules (if appropriate to activity) |  |  |
| Request consent from an athlete before physically contacting an athlete to correct an error |  |  |
| Modify the practice to deal with specific circumstances or logistics (weather, timing, injury, resources, etc.) |  |  |
| Needs Improvement: 15-40Certified: 41-60 |  |  |

**Analyze Performance (3 of 4 events in the event group for jumps and throws; hurdles and sprints for sprint coaches; running and steeple for endurance coaches)**

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

|  |  |  |
| --- | --- | --- |
| **The coach is able to . . .** | **Mark/****Debrief** | **Comments** |
| Observe athlete performance from more than one vantage point |  |  |
| Identify errors athletes are making |  |  |
| Prescribe corrections for the identified errors |  |  |
|  Provide rationale for correction prescription |  |  |
| Outline how why the error is detrimental to performance |  |  |

|  |  |  |
| --- | --- | --- |
| **The coach is able to . . .** | **Mark/****Debrief** | **Comments** |
| Observe athlete performance from more than one vantage point |  |  |
| Identify errors athletes are making |  |  |
| Prescribe corrections for the identified errors |  |  |
|  Provide rationale for correction prescription |  |  |
| Outline how why the error is detrimental to performance |  |  |

|  |  |  |
| --- | --- | --- |
| **The coach is able to . . .** | **Mark/****Debrief** | **Comments** |
| Observe athlete performance from more than one vantage point |  |  |
| Identify errors athletes are making |  |  |
| Prescribe corrections for the identified errors |  |  |
|  Provide rationale for correction prescription |  |  |
| Outline how why the error is detrimental to performance |  |  |

Scoring Summary

|  |  |  |
| --- | --- | --- |
|  | Required for Certification | Coach Score |
| General Overview | 7  |  |
| Main Part | 43-64 |  |
| Analyze Performance Jumps/Throws- | 45-60 |  |
| Analyze Performance Sprints/Endurance | 30-40 |  |

**ATHLETICS CANADA CLUB COACH EVALUATION DEBRIEF GUIDE**

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

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

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

**1 – Opening:** The opening stage of the debriefing provides an opportunity to continue data collection about the coach. Opening remarks should use a language that invites the candidate to reflect, to self-assess, and to present more information about their knowledge or experience. This type of communication should try to put the candidate at ease and allow 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 their experiences. Finally, it is important that the evaluator uses active listening skills. While it may be tempting to review various evaluation tools during the debrief, the Evaluator should be focused on the candidate and their responses to various questions. This communication skill can be developed and all Evaluators should hone this trait.

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

**Club Coach Action Plan**

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

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