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

**Competition Introduction**

Outcome: Plan a practice

Coach evaluated through:

* Submission of an Emergency Action Plan
* Submission of practice plans from each phase

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

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

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

 2. Emergency telephone numbers are listed;

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

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

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

 6. Directions to reach the activity site are provided.

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

**Competition Introduction**

Outcome: Plan a practice

Coach evaluated through:

* Submission of an Emergency Action Plan
* Submission of practice plans from each phase

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

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

Competition Introduction

Outcome: Design a Sport Program

Coach evaluated through:

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

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| --- | --- | --- | --- | --- |
| Criteria | **Not Sufficient**(1) | Needs Improvement**(2)** | **Meets AC Standards****(3)** | Exceed Expectations**(4)** |
| Outline program structure based on available training and competition opportunities | * Produces a seasonal plan that does not incorporate the principles of LTAD
* Seasonal does not incorporate elements of periodization
 | * Produces a seasonal plan that does not incorporate key principles of LTAD
* Seasonal plan incorporates elements of periodization
 | * Produces a seasonal plan that incorporates the principles of LTAD
* Seasonal plan incorporates elements of periodization
 | As in 3 plus* Effective use of single and/or double periodization
 |

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

Competition Introduction

Outcome: Design a Sport Program

Coach evaluated through:

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

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

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

Competition Introduction

Outcome: Design a Sport Program

Coach evaluated through:

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

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

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

Competition Introduction

Outcome: Manage a Sport Program

Coach evaluated through:

* a communication tool which outlines the philosophy and the outcomes of the program
* a communication tool for athletes and parents outlining competition and training schedules
* document that identifies expectations for behaviour and commitment and consequences for breaches in behaviour
* a plan for logistics for away competitions (travel arrangements, food, chaperones, etc)

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| --- | --- | --- | --- | --- |
| **Criteria** | **Not Sufficient****(No check)** |  | **Meets AC Standards****(Check)** |  |
| Manage administrative aspects of the program and oversee logistics | * Communication tools not presented
* Communication tools unrealistic/inappropriate
* Plan for logistics not presented
 |  | * Communication tools outline program philosophy and outcomes
* Communication tools clearly state training and competition schedules
* Code of conduct is sufficient and realistic for the context.
 |  |

Outcome: Manage a Sport Program

Coach evaluated through:

* a plan to meet periodically with athletes (and other stakeholders – parents/club officials if applicable) to discuss athlete progress (based on testing, workouts and competition results)
* evidence of a debriefing session or interview with the athlete (and other stakeholders – parents if appropriate) to discuss goals and progress towards them

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| --- | --- | --- | --- | --- |
| **Criteria** | **Not Sufficient****(no check)** |  | **Meets AC Standards****(Check)** |  |
| Report on athlete progress throughout the program | * No plan is presented
* No evidence is presented
* Plan/evidence is not realistic or feasible
 |  | * Plan outlines when/where/how of meeting
* Evidence mentions athlete goals and plan to achieve them
 |  |

**Athletics Canada ClubCoach Marking Rubric – Practice Observation**

Competition Introduction

Outcome: Provide Support to Athletes in Training

Coach evaluated through:

* Observation
* Discussion

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

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

Competition Introduction

Outcome: *Provide Support to Athletes in Training*

Evaluation Tool:

* Observation
* Discussion

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

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

Competition Introduction

Outcome: Provide Support to Athletes in Training

Coach evaluated through:

* Observation
* Discussion

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Criteria** | **Not Sufficient**(1) | Needs Improvement**(2)** | **Meets AC Standards****(3)** | Exceed Expectations**(4)** |
| Makes interventions that Promote Learning | * Coach does not provide learning objectives and performance factors (feedback, instruction) with athletes before engaging in the activity.
* Coach does not provide sufficient instruction
* Coach uses incorrect key learning points
* Coach creates misunderstanding through instructions
* Coach does not provide tools for demonstration
* Coach has only one teaching style and provides no opportunity for practice.
 | * Coach does not clarify specific learning objectives and performance factors (feedback, instruction) with athletes before engaging in the activity.
* Athletes cannot hear and/or see what coach is communicating
* Coach uses more than 3 key learning points
* Coach is unaware of misunderstanding of instructions
* Coach uses inappropriate models for demonstration
* Coach selects in appropriate teaching style and and/or provides inadequate opportunity for practice.
 | * Coach clarifies key learning objectives and performance factors (feedback, instruction) with athletes before engaging in the activity.
* Coach is positioned so that athletes can see and hear
* Coach uses 1-3 key learning points that match Athletics Canada’s skill development model
* Coach checks for understanding
* Coach uses appropriate models for demonstration
* Coach selects appropriate teaching style and provides adequate opportunity for practice.
 | As in 3 plus* Coach demonstrates the ability to adapt instructional (language) strategies to meet the needs of their athletes
* Coach demonstrates an understanding of various learning styles and applies them to individuals as required
 |

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

Competition Introduction

Outcome: Provide Support to Athletes in Training

Coach evaluated through:

* Observation
* Discussion

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| --- | --- | --- | --- | --- |
| **Criteria** | **Not Sufficient**(1) | Needs Improvement**(2)** | **Meets AC Standards****(3)** | Exceed Expectations**(4)** |
| Uses feedback strategies that promote learning | * Coach does not provide sufficient feedback
* All feedback is negative
 | * Coach provides feedback and instruction that clearly identifies ***what*** to improve and but not ***how*** to improve.
* Coach inappropriately uses feedback (negative, incorrect, inappropriate language, too much motivational, too general timing)
* Coach reinforces incorrect performances
* Feedback is negative and/or not specific
 | * Coach provides feedback and instruction that clearly identifies ***what*** to improve and ***how*** to improve.
* Coach selectively uses feedback during the workout to constructively reinforce athletes’ effort and performance.
* Coach reinforces correct performance by facilitating appropriate interventions (e.g., motivational and objective feedback, questioning the athlete, using a demonstration) to identify the key factors that were properly executed.
* Feedback is positive and specific; directed at the group and individual athletes
 | As in 3 plus* + Coach can identify individual learning styles and provides appropriate interventions (such as individual cues) that optimize learning.
	+ Coach integrates and teaches basic decision making
	+ Quality questions are used that promote learning
	+ Coach emphasizes the athlete’s ability to think independently and problem solve
 |

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

Competition Introduction

Outcome: Provide Support to Athletes in Training

Evaluation Tool:

* Observation
* Discussion

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

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

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

Competition Introduction

Outcome: Analyze Performance

Coach evaluated through:

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Criteria** | **Not Sufficient**(1) | Needs Improvement**(2)** | **Meets AC Standards****(3)** | Exceed Expectations**(4)** |
|  Assess Performance | * Coach is unable use Athletics Canada’s skill development and progression checklist to assess performance.
 | * Coach observes overall performance from a single vantage point
* Coach does not use Athletics Canada skill development and progression checklist to scan basic movement phases.
* Coach can identify skill errors but not their potential causes.
* Coach can identify individual or team skills and tactics that need improvement, but cannot provide adequate solutions
* Coach does not relate the level of difficulty in the task to athletes’ capabilities.
 | * Coach observes overall performance from skills from adequate vantage point(s) (2 different angles)
* Coach uses Athletics Canada skill development and progression checklist to scan basic movement phases.
* Coach identifies potential causes of skill error (cognitive, affective, motor, fitness).
* Coach provides a rationale for identifying individual or team skills and tactics that need improvement or analysis of performance.
* Coach identifies if level of difficulty in the task is relevant to athletes’ capabilities.
 | As in 3 plus* Coach uses a variety of observational strategies (e.g., positioning, video, other coaches, etc.) to identify the most critical aspects of performance.
 |

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

Competition Introduction

Outcome: Analyze Performance

Coach evaluated through:

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

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

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

 Competition Introduction

Outcome: Analyze Performance

Coach evaluated through:

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

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