



NCCP Instruction Beginner Certified CanSkate Coach



Mentor Coach/Evaluator Manual



**National
Coaching
Certification
Program**

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2006-07 Education and Training Coaching Subcommittee
2006-07 Club and Recreation Coaching Subcommittee
2006-07 Phase 1 CanSkate Learning Facilitators
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INTRODUCTION

This package describes the evaluation and certification process for evaluating Certified CanSkate Coaches. It has been developed based on the NCCP Competency Matrix as prepared by the Coaching Association of Canada and Skate Canada. It is intended to be a transparent, fair, equitable and standardized evaluation system. The evaluation criterion and rubrics will be available to every candidate and/or individual who is interested in the process.

The Certified CanSkate Coach will teach basic skating skills to CanSkaters of all ages with little or no skating experience. To become certified in this context, the candidate must prove that he/she is capable of performing certain coaching tasks that have been identified as important in the Certified CanSkate Coach context.

All candidates who have attained the “trained” status and have taught CanSkate for two consecutive years must become “certified” as CanSkate coaches should he/she decided to only coach CanSkate and not pursue a full certification as a Primary STARSkate Coach.

There are several steps in the evaluation process. Each step is linked directly to a coaching outcome. Each outcome includes several criteria, and these must be fulfilled to the minimum standard (as described in the evaluation rubric) to meet certification requirements. Candidate’s performance will be evaluated in and out of the arena by qualified and accredited Skate Canada mentor coaches/mentor coach/evaluators. All outcomes must be successfully completed before certification is granted.

OBJECTIVES

NCCP Certified CanSkate Coaches will be able to:

1. Observe and reflect on a CanSkate session run by a Mentor Coach
2. Develop and teach a CanSkate Group Lesson Plan (NCCP Task #1)
3. Develop an Emergency Action Plan (EAP) relevant to their club environment (NCCP Task #1)
4. Provide Support to Athletes in Training by Teaching CanSkaters (NCCP Task #1)
5. Analyze Performance of CanSkaters (NCCP Task #2)
6. Make ethical decisions (Evaluated on-line) (NCCP Task # 3)
7. Plan a CanSkate session (NCCP Task #4)

Status of NCCP Outcomes:

T = Trained

E = Evaluated

PURPOSE OF THE EVALUATION

The evaluation process provides the candidate an opportunity to demonstrate competency in the tasks provided in the evaluation tool and learned at the CanSkate Course. The candidate's competency will be assessed against the standards outlined in the evaluation rubric and the marking guidelines for the portfolio. Although the mentor coach/evaluators are to evaluate and not teach, feedback will be provided to each candidate in a formal debriefing session. The areas in which more practice/training is required will be clearly outlined to each candidate in the debriefing after the evaluation. An action plan for further training to enhance performance and/or a plan for the future will be discussed. Candidates are being evaluated and not assessed.

Please see **Appendix A** for an explanation of the difference.

ASSUMPTIONS FOR CERTIFICATION AND EVALUATION IN NCCP



The four outcomes adopted by Skate Canada for this contexts form the fundamental reference for the development of a system for evaluating and certifying Certified CanSkate Coaches.



Certification should identify and confirm that the coach is capable of doing certain things deemed important in his/her context.



Certification should promote favorable coaching behaviors that have a positive impact on skater development.



Certification is not about recognizing "the perfect coach", but rather about acknowledging that a coach has demonstrated evidence of competence in the minimum standards identified within the NCCP.



It is possible to recognize and respect individual coaching styles while validating the presence of critical evidence.



Adequate training activities should prepare coaches adequately to meet the standards in place for certification.



Evidence demonstrated during the evaluation may not reflect all of the elements or objectives identified during training activities.

CERTIFICATION REQUIREMENTS

NCCP TASK	NCCP OUTCOME
Task 1: Develop a safe CanSkate Group Lesson Plan & relevant an EAP	Support Athletes in Training
Task 2: Teach One Group Lesson and analyze CanSkate skills	Support Athletes in Training & Analyze Performance of CanSkaters
Task 3: On-line evaluation of Make Ethical Decisions	Make Ethical Decisions
Task 4: Plan a 45-60 minute CanSkate session	Plan a Practice

To achieve certification, a candidate must meet the minimum standard for each task, as described in the evaluation rubric and as evaluated by the mentor coach/evaluator. If a candidate does not adequately meet the minimum standard of a particular outcome, he/she must undergo another evaluation for that outcome. It is recommended that the Certified CanSkate Coach Portfolio (along with the Lesson Plan and EAP) be sent to the mentor coach/evaluator at least 4 weeks before evaluation.) These will be marked by mentor coach/evaluator and returned to candidate before evaluation day. All re-evaluations are up to the discretion of the mentor coach/evaluator. The action plan will clearly outline when re-evaluation is recommended and what additional training may be required/recommended for the candidate. When the candidate has met all the minimum standards, he/she will be a Certified CanSkate Coach.

TIMING OF THE EVALUATION

After being registered as a CanSkate Coach and having taught CanSkate for two consecutive years, a candidate must become a Certified CanSkate Coach by completing the requirements listed in the portfolio. Scheduling of the evaluation will depend on the availability of the mentor coaches/evaluators. For example, candidates may complete the requirements of all the evaluation components on the same day, or may wait a week or more between evaluation components. Candidates can arrange to be evaluated at their home arena. The Section Office will regulate the selection of Mentor Coaches/Evaluators and cost of the evaluation.

ROLE OF THE MENTOR COACH/EVALUATOR

During the evaluation, the mentor coach/evaluator's job is to EVALUATE, not to TEACH. However, the evaluation process has been designed to be a positive learning experience and some feedback is required. The evaluation tools are designed to allow for the provision of objective feedback. Each tool has room for the mentor coach/evaluator to record comments. The mentor coach/evaluator will use this opportunity to provide praise for tasks particularly well done, thus reinforcing positive coaching behaviors. The mentor coach/evaluator will also use the

opportunity to explain why he/she did not believe that some coaching behaviors were adequately demonstrated. The mentor coach/evaluator should use the rubric provided to help explain the results to the candidate orally and in written form. The mentor coach/evaluator's comments are to be constructive and provide the candidate with a clear direction for improvement. (i.e. more practice, talking to more experienced coaches, reviewing course material, etc.) It is essential that all candidates walk away from the experience feeling that they have learned something, regardless of the outcome.

RESPONSIBILITIES OF THE MENTOR COACH/EVALUATOR

A mentor coach/evaluator is:

- considered an “expert” in the context and in the sport
- well versed in the NCCP evaluation standards and process
- a leader in the skating coaching community
- free of bias and subjectivity
- selected and trained by Skate Canada, according to NCCP and Skate Canada standards

The mentor coach/evaluator is responsible for the following:

- **Attire** – to present himself/herself in a professional manner
- **Positive/welcoming** – to ensure that the evaluation process is a POSITIVE experience
- **Punctuality** – to arrive at the arena early
- **Professionalism** – to conduct himself/herself in a professional manner at all times
- **Organization** – to supply schedules and paperwork in a timely fashion
- **Fairness** – to evaluate each candidate fairly without bias using the tools provided
- **Feedback** – to provide constructive and positive feedback orally and in written form. Feedback will CLEARLY indicate how the candidate can improve if required
- **Communication** – to communicate clearly ensuring that all candidates understand instructions and explanations
- **Knowledge** – to ensure that he/she understands the minimum standard required and that the rubric is well understood
- **Common Sense** – to apply common sense when dealing with situations such as illness, nerves, etc
- **Credibility** – to ensure that all areas of the process are covered as prescribed; that the candidates are left with a positive impression of the process; and that the evaluation process is credible
- **Timely Results** – to return Lesson Plan, EAP and portfolio to candidate before evaluation so candidate can review results
 - to return final results to the Section Office within 10 days

- **Debriefing** – to ensure that all candidates are debriefed, with specific reference to the performance as compared to the rubric. He/she **MUST** clearly understand where more practice/training is needed
- **Action Plan** – all candidates must leave the evaluation with an action plan designed to assist them with training and/or future endeavors within the sport

EXTENUATING CIRCUMSTANCES

Mentor coach/evaluators must consider extenuating circumstances during an evaluation. Safety in all circumstances is paramount. If the lights go out or power is down, the mentor coach/evaluator must accommodate the candidates. Altering the schedule or allowing time for lights or power to come back on must be considered.

SCORING PROCEDURE

Each **EVIDENCE OF ACHIEVEMENT** must be scored from 1 to 3:

- 1 – Evidence is incorrect or missing
- 2 – Minimum standard observed as described in the outcome rubrics
- 3 – Exceptional quality and attention to detail is observed as described in the outcome rubrics

Although the scoring scale is 1-3, an **AUTOMATIC SCORE OF “0”** will be awarded in any of the following circumstances. A score of “0” means **RE-EVALUATION**. The re-evaluation will take place for the section in which the “0” was awarded.

1. **SAFETY** – Endangering the safety of any CanSkater, PA, or other athlete, whether the behavior was accidental or intentional.
2. **HARASSMENT OR ABUSE** – Demonstrating harassing or abusive behavior towards any CanSkater, PA, other athlete or parent.
3. **DISREGARD FOR FAIR PLAY** – Violating Skate Canada Rules and/or the Coaches Code of Ethics.
4. **LOSS OF CONTROL OF CANSKATE GROUP** – CanSkaters clearly not responding to direction of the coach by wandering off, and/or not following instruction, and/or displaying unsafe, abuse/and/or harassing behavior.
5. **DEMONSTRATION OF DISRESPECT FOR ALL SKATERS, COACHING COLLEAGUES, VOLUNTEERS & EQUIPMENT** – Violating the Coaching Association of Canada Code of Ethics/Conduct and/or Skate Canada’s Coaching Code of Ethics.

Note: In some areas a candidate can receive a score (1 – below standard) in one section or more and still achieve an overall acceptable standard. This is noted in the scoring section of the evaluation tool at the end of each task. Candidates are **NOT** expected to be perfect in all areas. No allowances are made for any of the infractions noted above.

EVALUATION TOOL

Each candidate will receive a copy of the completed evaluation tool at the end of the assessment day or within two weeks following the evaluation.

Task 1 – Group Lesson Plan and Emergency Action Plan: The mentor coach/evaluator will complete and return (if possible) the evaluation of the EAP and Group Lesson Plan to the candidate prior to the evaluation day.

Tasks 2 & 4 – Analyzing CanSkate Skills and Plan a 45-60 minute CanSkate Session: The mentor coach/evaluator will complete the evaluation on evaluation day.

(Note: **Task #3 – Make Ethical Decisions** will be completed on-line by the candidate at www.coach.ca)

Evaluation Debriefing and Action Planning – This section will be filled at the end of the evaluation. Questions are included to assist the candidate and the examiner to reflect and plan for the future.

OBSERVATION TOOL – RUBRICS

Three NCCP outcomes are evaluated by the Mentor Coach/Evaluator for the Certified CanSkate Coach:

1. Planning a Practice
2. Providing Support to Athletes in Training
3. Analyzing Performance

Evidence for each task are listed in a corresponding rubric with clear descriptions of the performance required by the candidate when he/she is at the required standard, below the required standard or above the required standard.

Task 1: Develop a Safe CanSkate Group Lesson Plan and EAP

Task 2: Teach a Safe Group Lesson and analyze CanSkate skills

Task 4: Plan a 45-60 minute CanSkate session.

EVALUATION OF TASKS USING THE RUBRIC

It is the responsibility of the mentor coach/evaluator to be familiar with the evidences in each outcome and to recognize the appropriate standard. The rubric is to be used as a reference and to assist in developing appropriate feedback comments.

TASK 1 – PLAN A SAFE GROUP LESSON AND DEVELOP AN EMERGENCY ACTION PLAN (EAP)

Criteria and Evidence: The candidate shall submit a:

- Structured lesson plan which includes the following: **(Appendix B)**
 - Basic logistics information identified
 - Required equipment identified
 - Appropriate key elements for lesson
 - Clear lesson segments and appropriate timelines for activities
 - Appropriate activities
 - Activities clearly described
 - Key teaching points for each activity

- Emergency action plan **(Appendix C)**
 - Location of phones and emergency numbers including fire
 - Specific directions to reach arena
 - Location of medical profiles
 - Location of first aid kits
 - Identification of call and charge persons

TASK 2 – TEACH ONE GROUP LESSON AND ANALYZE PERFORMANCE OF CANSKATERS

Teach One Group Lesson - Criteria and Evidence:

- Safety
 - Ice and equipment ready
 - Safe group management
 - Emergency Action Plan
 - Risk Management

- Structure and Organization
 - Appropriate lesson plan
 - Equipment is ready
 - Activities match lesson goals
 - CanSkaters actively engaged
 - Optimal use of space and equipment

- Teach Skills
 - Appropriate content for CanSkaters
 - Lesson objectives are introduced
 - Effective explanations
 - Effective demonstrations
 - Effective feedback
 - Facilitates skill practice
 - Reinforcement of effort and performance

- Use of 2 way communication
- Model Professional Conduct - The mentor coach/evaluator is to consider the professional appearance of the candidate. His/her manner of presentation, maturity and attitude, his/her ability to establish rapport with the students and decision-making skills throughout the assessment are important.
 - Appropriate clothing
 - Professional communication
 - Positive outlook
 - Respects CanSkaters needs/thoughts
 - Communicates/reinforces expectations of CanSkaters

Analyze Performance of CanSkaters - Criteria and Evidence:

- Detects Skill Errors
 - Effective observation of performance
 - Appropriate errors identified
 - Identifies potential causes of error
 - Appropriate explanation of error
- Prescribes Corrections
 - Appropriate correction applied
 - Communicates prescriptive skill correction
- Talent Identification
 - Identifies talented skaters

TASK 4 – OUTLINE A CANSKATE SESSION

The candidate will submit a 45-60 minute CanSkate session on paper and will receive feedback on the components described. This should include details of the four main parts of a CanSkate session.

Warm-up
 Group Lesson time
 Group activities
 Cool-down

The candidate should detail a conclusion of the outlined session.

Upon reviewing the CanSkate session outline, you must provide feedback on the evaluation form included at the back of the portfolio. During the one-on-one debriefing session, you may also point out strengths and future strengths directly with the candidate.

Participants will receive a “Trained” status for this outcome.

CONDUCTING THE DEBRIEFING SESSION

The mentor coach/evaluator must be thoroughly prepared for the debriefing session and have a good understanding of the criteria that have been evaluated. It is important that the debriefing focuses on the criteria and utilizes the specific evidences to assist in justifying the attainment of the criterion. By doing this, the mentor coach/evaluator minimizes the risk of criticizing the candidate, but instead can identify or clarify specific behaviors that could improve the instructional environment. An effective debriefing should have the following components:

1. Opening:

The opening stage of the debriefing provides an opportunity to continue data collection about the candidate. Opening remarks should use language that invites the candidate to reflect, to self-assess and to present more information about his/her knowledge or experience. This type of communication should try to put the candidate at ease and allow him/her to express feelings and frustrations that may have occurred in the certification process. By doing this, the mentor coach/mentor coach/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 debriefing will tend to stifle coach expression. Rather the mentor coach/evaluator should use guiding questions that enable the candidate to reflect on his/her experiences. Finally, it is important that the mentor coach/evaluator uses active listening skills. While it may be tempting to review various evaluation tools during the debriefing, the mentor coach/evaluator should be focused on the candidate and his/her responses to various questions. This communication skill can be developed and all mentor coach/evaluators should hone this trait.

2. Facilitation:

The facilitation phase assists in leading the candidate in guided discovery to probe areas for further evidence. To this end, the mentor coach/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 mentor coach/evaluator to gather more information, and clarify concerns about elements that may have been missed in the evaluation. For example, if a safety issue did not present itself in the evaluation, the mentor coach/evaluator may ask the coach what he/she would have done if a safety-related scenario had occurred.

3. Closing:

The closing phase of the debriefing allows the mentor coach/mentor coach/evaluator to summarize key points and provide feedback. The mentor coach/evaluator may provide comments on specific evidences or provide suggestions for improvement. Remember that any opinion should focus on the coaching behaviors, rather than personal qualities of the candidate. The mentor coach/evaluator should consider what the candidate could do to

become better, based on the criteria and evidences. In cases where the candidate is clearly below the standard, the mentor coach/evaluator may ask if he/she understood the expectations of the evaluation as this may identify areas to consider in the action plan.

ACTION PLANNING (Appendices D & E)

The action planning segment should aid the candidate in establishing his/her short-term and long-term goals as well as the sequence of activities to accomplish these. The action plan may become part of the overall portfolio for the candidate and can be a good source of data for future deliberations about the candidate. The timing of the action plan must be considered in relation to the debriefing and the overall outcome of the certification process. In most instances, the action plan may occur in conjunction with the debriefing, allowing greater feasibility in completing the process.

In some situations the debriefing may occur over the phone and an action plan could be generated during a follow-up with the candidate via e-mail or other means. If a candidate clearly does not meet the standard, it may be difficult to discuss action planning immediately following the debriefing and in these circumstances a follow-up conversation may be warranted at a later date.

Regardless of the result of the evaluation, the action plan should ultimately come from the candidate, and the mentor coach/evaluator should merely facilitate the candidate in exploring possible options. To assist in identifying possible options, there must be clear policies and expectations surrounding the certification of Certified CanSkate Coaches.

The mentor coach/evaluator should use these tools to guide the action plan rather than using superfluous opinions about what the candidate could do in the future. The three main areas that a mentor coach/mentor coach/evaluator should consider in action planning are as follows:

Needs Improvement – For outcomes or criteria that were below standard, the mentor coach/evaluator must indicate what the candidate needs to improve. Here, the mentor coach/evaluator should identify what the candidate needs to do to complete a successful evaluation of a particular outcome or criteria. A mentor coach/evaluator may use specific evidence from the rubric to help identify areas for improvement, and this may involve a re-evaluation.

Meets Minimum Standard – In this section, the mentor coach/evaluator notes outcomes for which the candidate has met the standards. The mentor coach/evaluator should identify to the candidate what needs to happen to obtain credit towards certification

Exceeds Minimum Standard – For outcomes where the candidate has performed exceptionally well, the mentor coach/evaluator should identify opportunities to move to a more expert level. This may involve further evaluation or training.

OUTLINE OF THE DAY

The tasks may be organized in any order during the day. The outline in this manual follows the order as listed on the cover of the rubric and the evaluation tool.

INTRODUCTION/BRIEFING

- Introduce yourself – brief background
- Introduction of candidate – brief background
- Explain the purpose of the day
- Outline the schedule
- Make changes as required
- Address candidate concerns if any
- Encourage questions and participation in discussion
- Discuss feedback that will be provided – remind candidate that the day is an EVALUATION, not a clinic

A sample schedule has been provided to give an example of how the evaluation of the 3 tasks might be organized. The mentor coach/evaluator will need to work with the candidate ahead of time on the club's CanSkate schedule. **(Appendix F)**

CONCLUDING THE DAY/DEBRIEFING

The day should conclude with a group meeting (mentor coach/evaluator, candidate, and club president). The mentor coach/evaluator should:

- Thank the candidate for presenting himself/herself
- Thank the Club President for allowing the evaluation to take place
- Provide evaluation sheet for the candidate to fill in personal information
- Personal remarks re: enjoying the day, working with this particular club

An individual meeting with each candidate must follow the group meeting.

Mentor coach/evaluators must use the evaluation tool and the debriefing outline to structure the debriefing session. The form and checklist is designed as a guide and can be filled in during the meeting. **(Appendix G)**

WRITING COMMENTS

It is very important that the comments are written in such a way that the candidate is left feeling positive about his/her experience. A positive comment should be included wherever possible and critique should be constructive. **(Appendix H)**

APPENDICES

APPENDIX A: COACH ASSESSMENT VERSUS COACH EVALUATION

Assessment is a step in the learning process whereby the learner is informed of his/her performance or progress towards the achievement of a given outcome. It is a formative process, which provides information and feedback on coaching performance at a given time.

Evaluation is the process whereby a judgment is made on the ability of the candidate to demonstrate one or more outcomes to an established standard. It is a summative process, which is cumulative and may require several assessment methods. Evaluation is objective and provides a benchmark.

An Assessor:

- Provides feedback and information to candidates based on outcomes and criteria
- Uses valid and objective assessment tools to gather information on candidate performance for a given outcome
- Makes recommendations to improve candidate performance

A Mentor coach/evaluator:

- Passes a judgment on coaching competency in a specific context based on outcomes and criteria that have a defined standard (rubric)
- Uses valid and objective evaluation tools that define performance for a given outcome and criterion (rubric)
- Has been trained according to Skate Canada guidelines to conduct an evaluation of a candidate
- Grants certification

|

APPENDIX B2 – CANSKATE GROUP LESSON PLAN

Prepared by _____ Date _____

Basic Logistics

Date:	Time:
Location:	Number of skaters in group lesson:
Stage/s skaters are working on:	Phase of learning: (introduction/review)
Equipment or teaching aids required:	Diagram of how equipment is to be used: (Y/N)
Attached facility map: (Y/N)	Attached EAP: (Y/N)
Facility safety check: What will you check?	
Warm-up logistics: (i.e. indicate who led the warm up and list what it included)	

CanSkate Lesson Plan
LESSON TOPIC: Skill/s to be covered
INTRODUCTION & MOTIVATION:
TEACHING POINTS:

TEACHING PROGRESSIONS:

PROGRESSION CIRCUIT:

LESSON SUMMARY:

SELF-EVALUATION:

APPENDIX C – EMERGENCY ACTION PLAN

The Coaching Association of Canada (CAC) requires the following information for an Emergency Action Plan (EAP)

1. Location of Telephones (cell and land lines)
2. List of Emergency numbers
3. Location of medical profiles for each CanSkater under the Coach’s care
4. Location of a fully stocked first aid kit
5. Advance “call person” or “control person” is designated
6. Clear directions to the arena are available

Every coach must have this information or know exactly where it can be found for EVERY facility at which he/she coaches.

EMERGENCY ACTION PLAN
Event:
Site:
Charge Person:
Alternate Charge Person:
Call Person:
Alternate Call Person:
Location of Club First Aid Kit:
Location of Arena First Aid Kit:
Location of Medical Profiles:

NUMBER CARD	
Location of phones near lesson site:	
PHONE NUMBERS	
Emergency:	Ambulance:
Fire:	Poison Control:
Police:	Hospital:
Facility (where you are located):	
LOCATION DIRECTIONS FOR EMERGENCY PERSONNEL:	

APPENDIX D

ACTION PLAN – Mentor coach/evaluator Copy Only (Copy of this is in the Recording tools)

Summary of Coach Criteria Evaluated

Results (NI, MS, ES,)	NCCP TASK	NCCP Outcome
	Task 1: Develop a safe CanSkate Group Lesson Plan & EAP	Support Athletes in Training
	Task 2: Teach a CanSkate Group Lesson & Assess CanSkate Skills	Support Athletes in Training & Analyze Performance of CanSkaters
	Task 4: Plan a 45-60 minute CanSkate session	Plan a Practice

Result	Summary of Contents	Recommended Next Steps
Needs Improvement	Identify what the candidate needs to do in order to complete the successful evaluation. This may involve a re-submit or or a re-observation on a particular criteria.	
Meets Minimum Standard	Identify to the candidate what needs to happen in order to maintain certification.	
Exceeds Minimum Standard	Identify ways the candidate can continue to develop as a professional coach.	

APPENDIX E

Results (NI, MS, ES,)	TASKS	NCCP Outcome
	Task 1: Develop a safe CanSkate Group Lesson Plan & EAP	Support Athletes in training
	Task 2: Teach a CanSkate Group Lesson & Assess CanSkate Skills	Analyze Performance of CanSkaters
	Task 4: Plan a 45-60 minute CanSkate session	Plan a Practice

Result	Summary of Contents	Recommended Next Step
Needs Improvement		
Meets Minimum Standard		
Exceeds Minimum Standard		

APPENDIX F

SAMPLE EVALUATION SCHEDULE

5:00 pm

Introduction/briefing

- Discuss process of observation including expected performance of candidate
- Explanation of Program (Mentor coach/evaluator will be informed of which group lesson will be evaluated for the teaching and assessing of skills)
- Review of Timetable
- Review of Lesson Plan and EAP that were submitted prior to evaluation

5:30 – 6:30 pm

- Teaching CanSkate Group Lesson
- Assessing CanSkate Skills

6:45 p.m.

- Review of the 45-60 minute CanSkate session plan
- Wrap-Up
- Debriefing Session

- All candidates should present themselves in a clean, professional manner.
- All candidates should be organized and on time. Please bring pen and paper for debriefing session.
- All inquiries should be directed to the Mentor coach/evaluator or Section
- Mentor coach/evaluator: _____

APPENDIX G

EVALUATION DEBRIEFING AND ACTION PLANNING

Debriefing Session:

- praise, clarify, question and raise concerns
- review logistics of evaluation: time in the season, participants' abilities, etc.
- identify and discuss candidate's goals

Reflections and Comments:

1. Identify your key questions
e.g. What did you think went well and why? What might you have done better and how would you change it? Did you consider other ways to do that?

2. Plan your guided discovery with candidate to probe for further evidence
e.g. If << safety situation >> occurred, explain what you could have done?
I noticed that you did _____ , why did you do that?

3. Ask questions on things you may have seen in detecting skill errors that you would like clarification on.

4. What is your club's Talent ID policy?

5. What is the procedure you take when a skater has mastered all the skills on his/her badge?
(This question only needs to be answered if not observed during lesson.)

APPENDIX H

SAMPLE COMMENTS FOR CANDIDATE FEEDBACK

“NB” – All the comments are built directly on the content of the outcome rubrics.

Group Lesson Plan:

- **Score 3** – “Your logistics are detailed enough for another coach to implement the plan. This is great and efficient planning.”
- **Score 2** – “You identified all the required equipment and your lesson plan was clearly identified”.
- **Score 1** – “Although your plan is organized it does not clearly identify the main segments of the practice” i.e. warm-up, lesson time, group activity, cool down, etc.

Emergency Action Plan – EAP:

- **Score 3** – “Your EAP is excellent. You included all the required information as well as a map of the facility and alternate call and charge persons.”
- **Score 2** – “Your EAP included most of the required information, however, please include phone numbers for the fire department.”
- **Score 1** – “You have not identified the location of the medical profiles and first aid kits.”