



GYMnastics
nastique
CANADA

Coach Evaluation Package

**Community Sport stream
Gymnastics Foundations Coach context**



**National
Coaching
Certification
Program**



Coaching
Association
of Canada

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Acknowledgements

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Partners in Coach Education

		
		
		
		
		

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Introduction

This document describes the training, evaluation and certification requirements for the Gymnastics Foundations Coach certification program, which meets the minimum standards of the National Coaching Certification Program (NCCP).

A coach is considered to be a *TRAINED* Gymnastics Foundations coach after having completed the following courses:

1. Gymnastics Foundations Introduction (*2-day multi-gymnastics course*)
2. Gymnastics Foundations Theory (*1-day multi-gymnastics theory course*)
3. Gymnastics Foundations Sport-Specific (*gymnastics sport specific 1-day course*)

These courses and the *Gymnastics Foundations Coach's Workbook* are designed to prepare you for the Gymnastics Foundations evaluation process. You will be expected to know and apply the philosophy, progressions and learning objectives presented in the Gymnastics Foundations manuals.

To move from *TRAINED* status to *CERTIFIED* status you must complete the evaluation process. When you feel you are ready to be evaluated, you must complete and submit an Evaluation Application form to schedule your Gymnastics Foundations Coaching evaluation.

To become *CERTIFIED*, you must:

1. Successfully complete the Coaching Portfolio evaluation
2. Successfully complete the on-site evaluation (or evaluation of a video)

The coach evaluation and certification process is administered through your Provincial / Territorial Gymnastics Association, on behalf of Gymnastics Canada.

The cost of evaluation ranges between \$75.00 and \$100.00, and is payable by you (the coach) to your Provincial/Territorial Gymnastics Association when you submit your Evaluation Application form.

The goal of the evaluation process is to verify that you can develop, implement and evaluate a safe, age- and level-appropriate gymnastics lesson.

Evaluation Process

When you have completed all 3 Gymnastics Foundations coach training courses, you are eligible to apply for evaluation. A qualified Evaluator will be assigned to you. Your Evaluator will then contact you and be available to guide you through the evaluation process.

Requirements for Evaluation:

- ☑ You must be working in a Gymnastics Foundations environment and be responsible for planning and implementing your own class lesson plans.
- ☑ You must accumulate evidence of your work in your *COACHING PORTFOLIO*.
- ☑ **Your Coaching Portfolio must be submitted with your Evaluation Application form for your on-site evaluation.** All documents, including your payment, must be sent to your Provincial/Territorial Gymnastics Association. Please refer to Gymnastics Canada's website (www.gymcan.org) for contact information.
- ☑ Your portfolio will be evaluated by your Evaluator who will provide feedback to you during the on-site evaluation.
- ☑ You and your Evaluator will set a time to meet for your *ON-SITE EVALUATION*. Your on-site evaluation may be preceded by a meeting, phone call or email to outline your Evaluator's expectations, to clarify the evaluation process and to answer any questions that may arise before your evaluation occurs.
- ☑ After your on-site evaluation, you and your Evaluator will meet to *DEBRIEF* your evaluation. This allows your Evaluator to ask questions and clarify points on the evaluation form. Following the debrief meeting, you will receive a copy of your Coaching Portfolio Evaluation and On-site Evaluation forms with the evaluator's comments and recommendations. A summary report of your evaluation will be provided to your supervisor coach.
- ☑ After your evaluation, you will be awarded a Sport-Specific Gymnastics Foundations Coach *CERTIFICATION unless further improvement is needed*.
- ☑ *If further improvement is needed*, you will be required to complete a second on-site evaluation with the same Evaluator.
- ☑ To be awarded *CERTIFICATION* in a second, third, etc. Gymnastics sport, you must complete the evaluation process in each Gymnastics sport.

**The Evaluator acts as a mentor to the Foundations coach.
Mentorship implies a continuing, guiding relationship with a resource person who you can call on while you are developing your portfolio.**

If your portfolio or on-site evaluation have areas that need improvement, your Evaluator will work with you to help develop your skills in these areas.

On-site Evaluation Application form

Send a copy of this form and all documents to your Provincial/Territorial Gymnastics Association.

Name: _____

Address: _____

Phone: _____ Email: _____

Coaching location: _____

Coaching assignment: (brief description) _____

Gymnastics Foundations Courses completed:

Introduction course: Date & location: _____

Theory course: Date & location: _____

Gym-sport course: Date & location: _____ Sport: _____

Timeline:

The session runs from _____ to _____

I will submit my Coaching Portfolio by _____
(at least one month before the end of the session)

I would like the on-site evaluation to take place between _____ and _____

Coach Supervisor Endorsement

I, _____, verify that this applicant has completed all requirements needed to request an on-site evaluation.

Signature: _____

Phone: _____ Email: _____

With this application, I signify my intention to become certified as a Gymnastics Foundations Coach.

Signature: _____ Date: _____

- My Coaching Portfolio is enclosed
- My Coaching Portfolio contains all the required documents
- My cheque, payable to my P/T Gymnastics Association, is enclosed

Building your Coaching Portfolio

To become certified as a Gymnastics Foundations coach you will be evaluated on your ability to:

- ✓ Make Ethical Decisions (evaluated online at www.coach.ca)
- ✓ Plan a lesson
- ✓ Provide support to the participant during the lesson
- ✓ Understand the design of a gymnastics program, or session
- ✓ Manage a small part of a gymnastics program

Evaluation criteria have been established for each of these areas. These criteria are described in Appendix 1. Each criterion relates directly to training and resources you have received throughout the Gymnastics Foundations coach training program. Be sure to use these resources!

There are two components to the evaluation. First, you must prepare and submit a *COACHING PORTFOLIO*, which will be evaluated. Second, you will be evaluated while coaching a group of gymnasts (*ON-SITE EVALUATION*). Both evaluations will be done by the same Gymnastics Canada trained Evaluator.

Your submitted Coaching Portfolio must include ALL the following documents:

- Completed Gymnastics Foundations workbook**
- Completed Program Description form**
- A 10 Week Session Plan for your Program**
(transfer your club's program onto the template or design your own template)
- Emergency Action Plan**
(submit the club's EAP or the EAP you designed during the Foundations Theory course)
- A sample **promotional flyer** or **information handout** used by your club for the general public. Note: website-based content is acceptable as a submission.
- A copy of a **progress report** provided to parents/caregivers at the end of the session
(filled in, delete participant's name)
- 2 Lesson plans** that you have already taught (e.g. 1st lesson and 4th or 5th lesson)
(please include your evaluation of each lesson plan directly on your lesson plan or on a separate sheet of paper)
- Completed "Coaching Profile" form**
 - Complete the form at the end of your Gymnastics Foundations Gym Specific course.
 - Complete the form again when you are ready to apply for evaluation.
 - Compare the before and after 'pictures'.
- Completed Goal Setting Questionnaire**

Program Description form

1. Describe the logistics of your program (available space, equipment and time).

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2. Describe your participants (age/stage, gender, number, special needs).

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3. What are the goals of your program (what you hope the participants will achieve)?

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Lesson Plan template

Group: _____ Location: _____

Coach: _____ Date: _____

Helpers: _____ Time: _____

GOALS / FOCUS <i>FUN:</i> <i>FITNESS: Focus on (circle): E S P F A B C S</i> <i>FUNDAMENTALS: Review:</i> <i>New:</i>	
PRE-CLASS STUFF	
Introduction	Time.....
Warm-up (Cardio, ROM, Skill Review)	Time.....
Main Part (backside of this page)	Time.....
Cool-down	Time.....
Conclusion	Time.....

Main Part (Stations, Circuits, Activities, with/without Task Cards, etc.)	Time.....
	KEY COACHING POINTS
	EASIER/HARDER variations
	SAFETY CONSIDERATIONS
EVALUATION	

Session Plan template

Club: _____ Coach: _____

Session (# of weeks): _____ Start & end dates: _____

Class (day & time): _____ Staff meeting dates: _____

Other information: _____

Program Component	Week										Comments
	1	2	3	4	5	6	7	8	9	10	
Physical Abilities											
♦ Endurance											
♦ Strength											
♦ Flexibility											
Motor Abilities											
♦ Agility											
♦ Balance											
♦ Spatial Orientation											
FMPs (Special focus)											
♦ Landings											
♦ Statics											
♦ Locomotions											
♦ Rotations											
♦ Springs											
Apparatus											
♦											
♦											
♦											
♦											
♦											
Special Days (list)											
♦											
♦											

My Coaching Profile form

PRE and POST SELF-ASSESSMENT instructions:

- At the end of the Gymnastics Foundations Sport-Specific course, circle the numbers that reflect your confidence level for each statement & connect them with a line.
- A week before sending in your On-site Evaluation Application form, repeat the process **using a different colour of ink** so you can compare your responses.

How confident do you feel in your ability to:	Not confident	Very Confident
a) Develop a variety of warm-up and cool down activities	1 2 3 4 5 6 7 8 9 10	
b) Plan gymnastics games	1 2 3 4 5 6 7 8 9 10	
c) Plan activities that develop physical and motor abilities	1 2 3 4 5 6 7 8 9 10	
d) Plan activities that develop the fundamental gymnastics movement patterns	1 2 3 4 5 6 7 8 9 10	
e) Plan circuit-type activities to maximize the time and space available	1 2 3 4 5 6 7 8 9 10	
f) Plan activities that are fun, challenging, safe, and ensure continuous activity	1 2 3 4 5 6 7 8 9 10	
g) Develop and present a thematic lesson	1 2 3 4 5 6 7 8 9 10	
h) Incorporate cooperative activities into your lessons	1 2 3 4 5 6 7 8 9 10	
i) Use music to teach rhythm and dance	1 2 3 4 5 6 7 8 9 10	
j) Assess and respond to the needs of your participants	1 2 3 4 5 6 7 8 9 10	
k) Use a variety of teaching styles	1 2 3 4 5 6 7 8 9 10	
l) Apply basic risk management strategies in your gym setting	1 2 3 4 5 6 7 8 9 10	
m) Manage a group of children	1 2 3 4 5 6 7 8 9 10	
n) Communicate with parents	1 2 3 4 5 6 7 8 9 10	
o) Assess the progress of your participants	1 2 3 4 5 6 7 8 9 10	
p) Evaluate your lesson	1 2 3 4 5 6 7 8 9 10	
q) Evaluate yourself as a Gymnastics Foundations coach	1 2 3 4 5 6 7 8 9 10	

Goal-Setting questionnaire

1. Is there any difference between your first coaching profile and the final coaching profile? What is the difference? To what do you attribute this difference?

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2. In which 3 areas do you feel particularly strong?

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3. In which 3 areas do you feel you still need to improve? How do you plan to improve in these areas?

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4. Did you encounter any difficulties during your coaching? How did you deal with it? What did you learn from it?

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5. What was your most positive experience? What did you learn from it?

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6. What new objectives will you set for yourself as a Gymnastics Foundations coach?

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7. What would help you achieve your objectives? Where will you get this help?

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Gymnastics Foundations Portfolio Evaluation form

(to be completed by Evaluator)

Coach Name: _____ CC#: _____ Date: _____ Evaluator Name: _____

Refer to Appendix 1 for description of evaluation criteria

0 = BELOW STANDARD

1 = MEETS STANDARD

2 = EXCEEDS STANDARD

CERTIFICATION STANDARD = 80%

Outcome	Evaluation Criteria	Score	Comments
Plan a Lesson	Identify appropriate logistics for the lesson	0 1 2	
	Plan appropriate activities in each part of the lesson	0 1 2	
	Design an Emergency Action Plan	0 1 2	
Design a Gymnastics Program	Design a 10 week gymnastics session	0 1 2	
Manage a Gymnastics Program	Communicate program philosophy and logistical factors	0 1 2	
	Report on participants' progress throughout the session	0 1 2	

Total 0's =

Total 1's =

Total 2's =

Total Score =

/6 points (80% = 5 points, distributed over all areas)

GYMNASTICS FOUNDATIONS PORTFOLIO EVALUATION FORM

(back side of page)

Overall Result:

- Below standard
- Meets standard
- Exceeds standard

Comments:

Areas for improvement:

Action Plan for Coach:

Evaluator Signature: _____ Date: _____

On-site Evaluation form - to be completed by Evaluator

Name: _____ Club/Facility: _____
 CC#: _____ Date: _____ Evaluator: _____

- On-Site Evaluation
 Video Evaluation

0 = BELOW STANDARD

1 = MEETS STANDARD

2 = EXCEEDS STANDARD

CERTIFICATION STANDARD = 80% (= 20 points)

		Evaluation Standard	Score	Comments
Provide support to the participant during the lesson	Ensure the practice environment is safe:		0 1 2	
	• Performs a safety check of the facility		0 1 2	
	• Takes appropriate steps to minimize risk to participants		0 1 2	
	• Modifies lesson activities to address basic scenarios that occur		0 1 2	
	• Reinforces and teaches appropriate gym rules		0 1 2	
	• Ensures participants are comfortable with physical contact		0 1 2	
	• Provides an emergency action plan for the facility		0 1 2	
	Lead participants in age-appropriate activities:		0 1 2	
	• Key learning points are appropriate to the participants		0 1 2	
	• Active engagement time is maximized, according to developmental level of participants		0 1 2	
	Implement a structured and organized lesson:		0 1 2	
	• Coach is dressed for active coaching		0 1 2	
	• Coach greets participants as they arrive		0 1 2	
	• Lesson matches the goals outlined in the lesson plan		0 1 2	
	• Use of time, space and equipment is maximized and age-appropriate; appropriate breaks are provided		0 1 2	
	• Activities contribute to development of fundamental movement patterns and basic skills		0 1 2	
	• Speaks to each participant at the end of the lesson		0 1 2	
	Interventions promote learning through a fun approach:		0 1 2	
	• Provides explanations and demonstrations that all can see and hear		0 1 2	
	• Explains 1 - 2 key learning points and checks for understanding		0 1 2	
• Learning points match the CANGYM (or equivalent) model		0 1 2		
• Constructively reinforces participants' efforts and performance		0 1 2		
• Maintains a positive outlook and acknowledges participant needs		0 1 2		
• Offers appropriate feedback at the right time and frequency		0 1 2		
• Behaves respectfully towards participants and parents		0 1 2		
• Creates opportunities to interact with all participants		0 1 2		
• Identifies and reinforces appropriate behaviour expectations		0 1 2		
• Uses strategies to develop participants' self-esteem		0 1 2		
• Creates an enjoyable learning environment		0 1 2		

Total 0's = Total 1's = Total 2's = Total Score = /25 points (80% = 20 points, distributed over all 4 areas)

GYMNASTICS FOUNDATIONS ON-SITE EVALUATION FORM

(back side of page)

Overall Result:

- Below standard
- Meets standard
- Exceeds standard

Comments:

Areas for improvement:

Action Plan for Coach:

Evaluator Signature: _____ Evaluator e-mail: _____ Date: _____

A1

Description of Evaluation Criteria

OUTCOME: Plan a Lesson	
Criterion	Evidence
Identify appropriate logistics for the lesson	• Duration of the overall lesson and each lesson segment are clearly identified and consistent with participants' age and abilities.
	• Participants' ages, abilities and performance levels are identified.
	• The lesson has a clearly defined goal or focus, consistent with the gymnastics sport and the level of the participants.
	• The main segments of the lesson are identified: intro, warm-up, main part, cool-down, and conclusion or reflection.
	• The uses of the gym facilities and equipment are outlined and match the lesson goal or focus.
	• A timeline for the various activities is provided.
Plan appropriate activities in each part of the lesson	• Identify the participants' needs in relation to age, ability and performance level.
	• Gym-sport specific tool box activities are integrated into the lesson plan.
	• Planned activities are purposeful and linked to overall lesson goal or focus.
	• Planned activities are effectively described through illustration, diagram and explanation.
	• Key coaching points are identified for all planned lesson activities.
	• Planned activities reflect an awareness of and control for potential risk factors.
	• Planned activities match the appropriate segment of the lesson (intro, warm-up, main part, cool-down, conclusion).
	• Planned activities contribute to the development of fundamental gymnastics movement patterns and/or skills and are appropriate to the participants' stage of development.
Design an Emergency Action Plan (EAP)	• Present an Emergency Action Plan that contains elements specific to the practice facility (as identified in the Plan a Practice training module).
	• Locations of telephones are identified.
	• Emergency phone numbers are listed.
	• Location of medical profile for each athlete under the coach's care is identified.
	• Location of fully stocked first aid kit is identified.
	• Advance "call person" and "control person" are designated.
	• Directions to reach the facility are provided.

Outcome: Provide Support to the Participant During the Lesson	
Criterion	Evidence
Ensure that the practice environment is safe	• Coach use sport-specific checklist to inspect the gym before the lesson begins.
	• Coach takes steps to minimize risk to participants throughout the lesson. This includes adapting equipment to age and ability level of participants as identified during Gymnastics Foundations courses.
	• Coach can modify lesson activities to address basic scenarios that occur (e.g. gym too hot or cold, distractions etc.).
	• Coach reinforces and teaches appropriate gym rules to ensure safe environment.
	• Coach ensures participants are comfortable with physical contact when assisting during skill learning.
	• An Emergency Action Plan for the facility is provided
	• Coach can explain his/her various roles in planning a safe learning environment.
Lead participants in age-appropriate activities	• Key learning points are appropriate for the age & ability level of the participants.
	• Active engagement time is maximized, consistent with growth and maturation guidelines.
Implement a structured and organized gymnastics lesson	• Dressed for active coaching, wearing club uniform if required.
	• Greets participants as they arrive.
	• Delivers lesson that matches the goals identified in the lesson plan.
	• Main lesson segments are evident.
	• Use of space and equipment is maximized and appropriate to the age of the participants.
	• Activities contribute to the development of fundamental gymnastics movement patterns and basic skills.
	• Lesson time is maximized and inactive time is minimized; participants have appropriate duration, transition and waiting times.
	• Lesson is structured to allow appropriate breaks for recovery, hydration, nutrition.
	• Coach speaks to each participant at the end of the lesson.
	• Coach speaks to each participant at the end of the lesson.
Make interventions that promote learning through a fun approach	• Demonstrations can be seen and heard by all participants.
	• Coach clearly and concisely explains 1-3 learning points.
	• Key teaching points are explained and checked for clarification.
	• Key teaching points match the CANGYM (or equivalent) model.
	• Coach constructively reinforces participants' efforts and corrects performances.
	• Feedback and instruction identifies WHAT and HOW to improve.
	• Feedback is positive, specific and directed toward both the group and individuals.
	• Coach behaves respectfully toward participants.
	• Coach maintains a positive outlook and acknowledges participants' needs and thoughts.
	• Coach creates opportunities to interact with all participants.
	• Appropriate behaviour expectations for participants are identified and consistently reinforced.
	• Coach uses appropriate strategies to develop self-esteem.
	• Coach creates an enjoyable learning environment.

Outcome: Design a Gymnastics Program	
Criterion	Evidence
Design a 10 week gymnastics session	<ul style="list-style-type: none"> • Identify and prioritize goals and objectives of the program.
	<ul style="list-style-type: none"> • Incorporate each of the Fundamental Gymnastics Movement Patterns throughout the session.
	<ul style="list-style-type: none"> • Identify an appropriate progression of skill development.
	<ul style="list-style-type: none"> • Identify where the key athletic abilities (ESPF: endurance, strength, power and flexibility) will be developed during the session.
	<ul style="list-style-type: none"> • Identify how growth and development factors will be considered.
	<ul style="list-style-type: none"> • An Emergency Action Plan for the facility is included.

Outcome: Manage a Gymnastics Program	
Criterion	Evidence
Communicate program philosophy and logistical factors	<ul style="list-style-type: none"> • Present a communication tool that outlines information about the program (i.e. newsletter, letter, flyer, etc.).
	<ul style="list-style-type: none"> • Identify and define behaviour expectations of participants to ensure fair play during the lesson.
	<ul style="list-style-type: none"> • Demonstrate an understanding of the Fun-Fitness-Fundamentals (FFF) philosophy.
	<ul style="list-style-type: none"> • Explain the key parts of the session, including holiday cancellations and special days.
Report on participants' progress throughout the session	<ul style="list-style-type: none"> • Complete a progress report card using the CANGYM (or equivalent) resource.
	<ul style="list-style-type: none"> • Identify appropriate level of progression and steps for improvement of participants.
	<ul style="list-style-type: none"> • Ensure privacy of information and restrict access to appropriately identified stakeholders.

A2

Coaching self-assessment form

This self-assessment will allow you to reflect on your current coaching practices. The items that are listed in the self-assessment are the evidences that an Evaluator will be looking for during your assignments and observations. They will help determine if you have the required abilities/competencies and will help you identify areas of strength and areas for improvement.

Rate your ability to use effective teaching methods to optimize athletes' learning.

For each statement presented below, **circle the number that best represents whether you achieve the statement** (Never, Sometimes, Often, Always).

DATE: _____

I make my teaching as effective as possible by...	Never	Some- times	Often	Always
Having a lesson plan to follow	1	2	3	4
Ensuring that my lessons achieve the goals identified in my lesson plan	1	2	3	4
Having an introduction and a conclusion in each lesson	1	2	3	4
Providing suitable warm-up and cool-down activities	1	2	3	4
Making sure that the main segment of a lesson includes activities that help participants learn	1	2	3	4
Ensuring that equipment is available and ready to use	1	2	3	4
Using space and equipment effectively to enhance activity	1	2	3	4
Providing breaks for recovery and hydration	1	2	3	4
Greeting my participants as they arrive at lesson	1	2	3	4
Choosing activities that contribute to the development of physical and motor abilities or fundamental movement patterns	1	2	3	4
Making the best use of lesson time is maximized and making sure that participants are active most of the time	1	2	3	4
Sequencing lesson activities so they enhance learning or specific training effects	1	2	3	4
Modifying lesson activities as required to deal with context-specific circumstances or logistics (e.g., timing, resources, etc.)	1	2	3	4
Adapting lesson activities as required to challenge participants appropriately	1	2	3	4
Adjusting lessons as required after observing participants' performance	1	2	3	4

I encourage gymnasts' learning by...	Never	Some-times	Often	Always
Creating opportunities to interact with all participants	1	2	3	4
Ensuring participants are positioned appropriately to see and hear demonstrations	1	2	3	4
Having 1 to 3 key learning points in my explanations	1	2	3	4
Explaining key factors or teaching points and making sure participants understand those factors or points	1	2	3	4
Choosing key teaching points that are appropriate for the participant's age and stage of athletic development	1	2	3	4
Constructively reinforcing participants' efforts and correcting performance	1	2	3	4
Providing feedback and instructions that clearly identify what and how to improve	1	2	3	4
Providing feedback that is positive, specific, and directed toward both the group and individuals	1	2	3	4
Establishing appropriate expectations for participant behavior and reinforcing these expectations when appropriate	1	2	3	4
Modelling and promoting a positive image of the sport to participants and other stakeholders	1	2	3	4
Speaking respectfully to participants	1	2	3	4
Maintaining a positive outlook and acknowledging participants' needs and thoughts	1	2	3	4
Explaining things clearly and concisely and providing opportunities for participants to ask questions	1	2	3	4
Modelling desired performance myself or having other participants do so	1	2	3	4
Knowing when to promote critical thinking by withholding feedback from the participant	1	2	3	4
Asking questions to facilitate awareness and promote critical thinking	1	2	3	4
Getting participants to focus on the expected effects of a movement and on internal cues of the movement	1	2	3	4
Integrating decision-making into each practice and teaching participants basic decision-making	1	2	3	4
Integrating mental-preparation strategies into practices	1	2	3	4
Using a variety of interventions to reach as many learning styles as possible (auditory, visual, kinesthetic and imagery)	1	2	3	4
Emphasizing independent thinking and problem-solving	1	2	3	4
Encouraging safe risks in accordance with the NCCP Code of Ethics	1	2	3	4

How to be a better coach



Learn to listen, especially to the athletes – they are excellent teachers.

Help each athlete develop all of their capacities: physical, mental/emotional, and social.

Take a stand against doping and cheating in sport.

Thirst for knowledge
attend coaching courses, get certified, stay up to date.

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- update your coaching profile;
- print out copies of your coaching card or a transcript of your coaching courses;
- visit the Coaching Tips and Tools section;
- and so much more!



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