



TAEKWONDO CANADA

Training/Practice Observation Portfolio

Competition-Development



National
Coaching
Certification
Program



613-695-5425 | info@taekwondo-canada.com | taekwondo-canada.com

House of Sport, 2451 Riverside Drive, Ottawa, Ontario, K1H 7X7

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National
Coaching
Certification
Program



PARTNERS IN COACH EDUCATION

The National Coaching Certification Program is a collaborative program of the Government of Canada, provincial/territorial governments, national/provincial/territorial sport organizations, and the Coaching Association of Canada.

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The programs of this organization are
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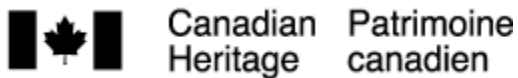


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Performance Coach

Taekwondo Practice Observation Checklist

Date			
Coach			CC number:
	Surname	First Name	

	Portfolio Requirements	Check	Date (dd/mm/yyyy)
Tasks	Task 1: Technical and Tactical Practice and Observation plan <ul style="list-style-type: none"> Use assigned scenario to create activity with practice plan Include Referent model or deterministic model for skill / tactic being trained. (This can be the one used in your analyzing performance module) Produce and develop practice plan with other coaches. 		
	Task 2: Developing Athletic Abilities Plan <ul style="list-style-type: none"> Use assigned scenario to create suitable activity to train ability Produce and develop practice plan with other coaches. 		
	Task 3: Observation in Practice <ul style="list-style-type: none"> Implementation of practice to improve athletic ability Implementation of practice to improve physical ability Review video of practice and complete self assessment Peer / Evaluator assessment of practice 		
	Task 4: Practice Observation Debrief <ul style="list-style-type: none"> Conduct debrief to identify coaching strengths and areas for improvement Assess coach based on evaluation criteria Identify Action plan for further development and or completion of evaluation standard. 		

Portfolio Marking Checklist

Check	Evidence of Achievement	Comments
Safe Practice	Reinforce rules for safety:	
	Present an EAP	
	Minimize risks	
	Adjust practice to reduce risks	
	Adapted EAP	
	Model and teach safe practices	
	Reflect on safety implementation:	
Structured Practice	Welcome athlete / Dress appropriately	
	Communicate goals/objectives	
	Present Practice Plan	
	Equipment Ready	
	Space Appropriate	
	Practice effectively structured	
	Developmentally Appropriate	
	Effectively Sequenced	
	Implementation consistent to plan	
	Integrate mental skill	
	Enable Decision Making	
	Facilitate cue recognition	
	Individualized practice	
	Organizes other coaches	
	Use innovative strategies	
	Enable ownership over practice structure	

Check	Evidence of Achievement	Comments
Interventions Enhance Learning	Interacts with athletes	
	Positioned for effect demonstrations	
	Clear and concise explanations	
	Reinforce Competitive Rules	
	Key factors identified	
	KPF aligned to LTAD	
	Uses referent model	
	Constructive feedback	
	Expectations identified	
	Uses questioning to facilitate awareness	
	Positive image of sport	
	Appropriate language	
	Rationalizes interventions	
	Interventions enhance decision making	
	Use appropriate feedback	
	Encourage calculated risks	
	Uses technology effectively	
	Model effective interventions	
	Work with other coaches	
	Create independent learning	
Correct Technique or Tactics	Identify Corrective Measures	
	Indicate why and how to improve	
	Use demonstrations	
	Prescribe activity to make correction	
	Task difficulty relevant to capabilities	
	Decisions based on fight analysis	
	Corrections replicate competition	
	Use external focus / cues	
	Reinforce Competitive Rules	
	Consent when using physical contact	
	Individualizes / adapt activities	
	Reinforces purpose (why) of correction	
	Uses questions to increase awareness	
	Model for other coaches	
	Uses other coaches effectively	
	Ensures adequate time / volume	
Oversee Logistics	Indicates athlete information	
	Indicates logistics	
	Positioned in yearly training plan	
	Organized into segments	
	Identify timeline	
	Provision for multiple athletes and tasks	
Plan appropriate Activities	Identify appropriate goals / objectives	
	Segment duration appropriate	
	Controls for risk factors	
	Identify purpose / outcomes	
	Identify teaching points	
	Description of activities clear	
	Athletic abilities consistent with LTAD	
	Work rest ratios appropriate for objective	
	Integrates mental skill	
	Provide rationale for activities (debrief)	
	Modifications to increase challenge	

Check	Evidence of Achievement	Comments
	Activities enhance decision making	
	Integrates Innovation	
	Reflect on design (debrief)	
	Identify progression of activities	
	Optimally sequences activities:	
	Sequences speed and technical acquisition with low fatigue	
	Sequences technique and speed endurance with light fatigue:	
	Sequences aerobic and strength endurance with moderate fatigue	
	Plans training load based on monitoring	
	Identify monitoring strategy	
Rank (NI, MS, ES)	Criteria	
	Ensure practice environment is safe	
	Implement an appropriately structured and organized practice	
	Make interventions that enhance learning and are aimed at improving athlete's performance	
	Correct technical elements that have to be improved or refined to enhance performance or reduce injuries	
	Correct tactical elements that have to be improved or refined to enhance performance	
	Identify logistics and appropriate background info to practice	
	Identify appropriate activities in each part of the practice	
	Design and sequence activities appropriately within the practice to enhance performance or create optimal adaptations	
Evaluator		
Signed		Date
Evaluator	Surname	First Name

Evaluators **MUST NOT** recommend any coach as a Certified if they observe **ANY** of the following behaviours, as they undermine values of Taekwondo Canada and the National Coaching Certification program.

- Any incident of disrespectful, offensive, abusive, racist or sexist comments or behaviours directed towards others, including but not limited to athletes, coaches, officials, administrators, spectators and sponsors.
- Repeated unsportsmanlike conduct such as angry outbursts or arguing.
- A single physically abusive incident with willful intent to injure.
- Activities or behaviours that interfere with a competition or with any athlete's preparation for a competition.
- Pranks, jokes or other activities that endanger the safety of others.

- *Use of techniques or programs that may endanger the safety of others.*
- *Use or promotion of banned performance enhancing drugs or methods.*
- *Willfully and knowingly plagiarizing or copying work from other coaches for the purpose of providing evidence for evaluation.*

If any of the above actions are observed during the observation, the coach must fail. The incident must be documented and notification sent to Taekwondo Canada. In order to be considered for re-evaluation the coach must initiate an appeal procedure as outlined in the Taekwondo Canada NCCP operations manual

Task 1: Technical and Tactical Practice and Observation Plan

Instructions:

- Read your assigned scenario below and create a practice activity (10-15 minutes) that you can integrate into an overall practice plan.
- Include Referent model or deterministic model for skill / tactic being trained. (This can be the one used in your analyzing performance module)
- Work with other coaches to produce and develop fully integrated practice plan that is optimally sequenced.

Scenario 1 (Tactical):

18 year old male athlete completed 4 fights in last competition. Notational analysis of fight revealed the following data on a per fight basis:

- Attacks initiated: 7
- Counter attack initiated: 4
- Low section: 9
- Hi section: 2
- Left foot: 6
- Right foot: 21
- Scoring efficiency: 22%

First three fights were won by scores of 8-2, 7-3, and 6-5 respectively. The last fight was lost 8 – 5 to an opponent who was taller and used a counter attacking style. Develop a tactical training activity to address potential weaknesses.

Scenario 2 (Technical)

17 year old female heavy weight with 3 years of taekwondo experience. 5' 10" tall and weighs 145 lbs. Has competed in 12 competitions and a total of 28 competitive fights. Very good ability to use front kicks in competition with both feet. Back kicks are seldom used consistently in competition and spinning kick only attempted in training. Back kicks and spinning kicks do not effectively hit target. Develop a training session aimed at greater consistency in target effectiveness.

Scenario 3 (Tactical)

A national level athlete who has been competing at international open competitions for more than 5 years. This athlete has the technical components, explosiveness in his kicks, quickness and speed, as well as physical attributes to be a high level athlete. However, this athlete has

been struggling with advancing past the first round in the past few competitions. Most recently, this athlete competed at the U.S. Open, in the final round he was leading his opponent by 3 points, with 20 seconds left in the 3rd round he lost a head kick and a body shot, when the clock had expired he lost the match by 1 point. This has become a repeated pattern like previous matches. Develop a tactical training activity to address potential solutions.

Scenario 4 (Technical)

20-year-old Senior Male athlete with 3 years of provincial level experience competing at his 2nd Nationals. This athlete weighs 62 kg, is very explosive, can throw offence and defense techniques to body, high section and continues to show very good development in competitive taekwondo. In the past 12 months the athlete and coach have been working specifically on developing the effective use of “back leg attack axe kick” in order to execute with some success at upcoming Nationals. At local preparatory competitions the athlete has been regularly attempting the execution of this technique but keeps either jamming his kick against the opponent, kicking foot gets caught under the opponent’s arm or kick goes behind the opponent’s shoulder and target area. Develop a training session aimed at helping the athlete with greater target effectiveness.

Scenario 5 (Tactical)

18-year-old female athlete light weight with 5 years fighting experience in taekwondo. In her last competition she was concussed by a kick to the head. You have determined that the athlete is at stage 4 in the return to play protocol and has been cleared by a medical doctor (letter from Doctor). She has been told that she must stop training if there are any symptoms. Her next competition is in 4 weeks. This was the athlete’s first concussion and she has some fear of returning to competition. Develop a tactical training activity that would assist this athlete to return to play.

Scenario 6 (Technical)

16-year-old male, welter weight. PHV predicted adult height of 5’ 6”. He is currently 5’ 5”. Right leg dominant, with very good power. Uses dominant leg back kick, but never uses left leg back kicks so he’s become predictable. He has good experience, going to a fifth match in the 2012 Canada Open before losing. Flexibility is getting better so his high section kicking has improved. He is short for this division, so needs techniques to fight inside and protect his head. Put together a plan to develop a left leg back kick with provisions for protecting the head that athlete will attempt often enough in competition.

Task 2: Developing Athletic Abilities Plan

Instructions:

- Use assigned scenario to create suitable activity to train ability
- Produce and develop practice plan with other coaches to appropriately sequence abilities

Scenario 1 (Physical)

16-year-old Junior Male athlete with 2 years of provincial level experience and competing at his first Nationals. Athlete's physical strength is above average for his age group as per some recent physical abilities testing done on maximum # of push ups and sit-ups, vertical jump and standing triple jump. During competitions you notice when he's competing against opponents same size or slightly heavier and similar speed, he is able to perform well. He's able to score with offence and defense techniques and defend well. However, when he competes against slightly lighter and/or faster opponents, he often loses points by moving straight back, standing still or by countering too late. Identify an athletic ability you believe needs to be tested & developed and prepare a training session to maximize the potential improvement.

Scenario 2 (Physical)

16-year-old male middle weight with 8 year taekwondo experience. The athlete is returning from a concussion and you have determined that the athlete is at stage 5 in the return to play protocol. He has been cleared by a medical doctor (letter from Doctor), but told that he must stop training if there are any recurring symptoms. The next competition is in 3 weeks. You were able to retest the athlete on Hexagon Obstacle test was 13.5 seconds and 0.5 sec slower than before the concussion. Fighter has good kicking speed, but cannot maintain power, particularly in later rounds. Develop a training activity to maximize physical ability.

Scenario 3 (Physical)

18-year-old female fighter with several years of taekwondo experience and limited background in other sports. Athlete has very good sport specific speed, however, you have never tested for generic athletic abilities. During competitions, the athlete is able to perform well in early fights, but has consistently faded in later fights toward the end of the day. During competition you have noticed that the athlete is not as energized in later fights and tends to use less attack and counterattack options in later rounds. Develop a training activity to maximize potential improvements in physical ability.

Scenario 4 (Physical)

A talent transfer athlete who had previous training in her other sport - cheer leading, has great flexibility, but has little explosiveness in her kicks. Plan a training session to improve this physical ability.

Scenario 5 (Physical)

19-year-old male light weight is very athletic, but has poor flexibility, so struggles with high section kicks, especially spin hook and outside in and inside out ax kicks. He has a very poor high section scoring efficiency of less than 10%. He has reached full adult height of 6'. He has elite level jump and reach scores. Side split is around 140° but he struggles to get to that mark. He has been a black belt for 4 years, but has 7 years' taekwondo sparring experience, but none at nationals. He also suffers from exercise induced asthma that is especially problematic in warm weather or during long intense matches. Design a training plan to take advantage of his athleticism and increase flexibility and addresses his asthma.

Scenario 6 (Physical)

After returning from summer vacation your 15-year-old male fighter has grown 7 cm from your last measurement prior to the summer break. Fitness tests reveal a score of 6 on the Leger beep test. You also notice that the athlete's speed testing is below what it was last year. It is early in the preparatory period with the first trial competition in 3 months. Design an activity you could use to throughout this phase of the YTP to assist the athlete in achieving better beep test score, while returning the athlete to original speed indicators.

Pre-brief (During the practice design with other coaches)

Coaches will work with other coach to design an appropriately sequenced practice and ensure that:

- Necessary practice parameters are identified to the coach
- Practice plan is made available and evaluated before practice
- EAP made available and evaluated before practice
- Evidence required in the practice (evaluation tools) made available to the coach

Coaches should discuss process for observation, including evidence sought with the aim to:

- Clarify any questions or concerns.
- Identify goals and objectives and discuss with the coach.
- Identify the context and logistics — Location in Season, Athlete Development Stage, etc.

Task 3: Observation in Practice

- Implementation of practice to improve athletic ability
- Implementation of practice to improve physical ability
- Review video of practice and complete self-assessment
- Peer / Evaluator assessment of practice

Based on practice designed with the peer coaches, each coach will have 10 - 15 minutes to sample a training activity that they have planned to address in a particular scenario. The coach(es) should observe their assigned athlete(s) in the warm-up and identify any adjustments or modifications to the planned activities. Coaches will rotate through different roles throughout the practice segment.

- Coach (Technique or Tactic, or physical ability)
- Coach Observer (Use checklist to assess coach)
- Coach Video (Video session)
- Floater – this coach can walk around and observe coaching in other stations.

The coaches will use the following checklist for self-evaluation and peer observing the other coach.

Coach Practice Assessment Template

Date							
Coach				CC number:			
		Surname		First Name			
Type	Criteria	Never	Seldom	Sometimes	Fairly Often	Usually	Always
Safe and Structured Practice	Reinforce rules to enable safe practice						
	Has an emergency action plan for practice						
	Minimizes safety risks within practice						
	Adjusts practice to reduce risks						
	Greets athletes and is appropriately dressed						
	Communicates practice goals and or objectives						
	Equipment and other logistics available on ready						
	Uses space effectively to achieve practice objectives						
	Structures practice for optimal progression						
	Activities implemented aligned to LTAD						
	Activities sequenced to enhance development						
	Implementation consistent to plan						
	Integrate mental skills into practice						
	Enable Decision Making						
	Facilitates recognition of cues in the practice						
	Provides opportunities to individualize training						
	Works effectively with other coaches						
	Use innovative training strategies						
	Enable greater athlete ownership over practice						
	Interventions Enhance Learning	Interacts with all athletes					
Use demonstrations that are easy for athlete to see							
Uses clear and concise explanations							
Reinforces relevant competitive rules							
Identifies clear key teaching points							
Relates corrections to referent model							
Feedback indicate what and how to improve							
Uses questioning to facilitate awareness							
Uses appropriate language							
Adjusts training task based on capabilities							
Teaches decision making on fight analysis							
Uses corrections to enable external focus							
Asks for consent when using physical contact							
Reinforces purpose or why correction is necessary							
Enhances athletes' decision making ability							
Encourage calculated risks in relation to NCCP ethics							
Uses technology to enhance feedback / correction							
Enables athlete to be independent learner							
Evaluator							
Signed		Date					
Evaluator	Surname		First Name				

Task 4: Practice Observation Debrief

- Conduct debrief to identify coaching strengths and areas for improvement
- Assess coach based on evaluation criteria
- Identify Action plan for further development and or completion of evaluation standard.

Conducting the debrief

It is important that the Evaluator be thoroughly prepared for the debrief session and have a good understanding of the criteria that has been evaluated. It is important that the debrief focuses on the criteria and utilize the specific evidences to assist in justifying the attainment of the criterion. By doing this, the Evaluator minimizes the risk criticizing the person, but rather, identifying or clarifying specific behaviours that could improve the coaching environment. In order to maintain the effectiveness of the debrief the following elements are recommended.

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

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.

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.

The debrief template below can be used to summarize the debrief. Any notes or comments that arise during the debrief should be sent to the coach to assist in supporting their portfolio.

Action Planning

The action planning segment should aid the coach in establishing her or his 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 dossier for the coach and can be a good source of data for future deliberations about the coach, talent identification, succession planning within the sport, and so on.

The timing of the action plan must be considered in relation to the debrief and the overall outcome of the certification process. In most instances the action plan may occur in conjunction with the debrief, allowing greater feasibility in completing the process. In some situations (review of portfolio) the debrief may occur over the phone and an action plan could be generated during a follow-up with the coach via email or other means. If a candidate clearly does not meet the standard, it may be difficult to discuss action planning immediately following the debrief, 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 coach and the Evaluator should merely facilitate the coach in exploring possible options. The three main areas that an Evaluator should consider in action planning are as follows.

Needs Improvement – For outcomes or criteria that were below standard, the Evaluator must indicate what the coach needs to improve. Here, the Evaluator should identify what the coach needs to do to complete a successful evaluation of particular outcome or criteria. An evaluator may use specific evidence to help identify areas for improvement, and depending on sport policies this may involve a re-submission or a re-observation.

Meets Expectations – In this section, the Evaluator notes outcomes for which the coach has met the standards. The Evaluator should identify to the coach what needs to happen to obtain credit towards certification (e.g., identifying appropriate professional development opportunities, mentorship, etc.). Once again this will depend on the policies, expectations and horizontal development opportunities that are available in the sport.

Exceeds Expectations – For outcomes where the coach has performed exceptionally well, the Evaluator should identify opportunities to move to a more expert level. This may involve further evaluation or training and depends on the sport's coach development structure.

Competition Development Debriefing Template

Date			
Instructor Information			
Name			CC number:
	Surname	First	

Steps in Process

1. Opening: Asking key questions

Examples:

- What did you think went well and why?
- What might you have done better and how you would change it?
- Did you consider other ways to do that?

2. Facilitation: Leading the instructor in guided discovery to probe areas for further evidence

Examples:

- If [safety situation] occurred, explain what you could have done?
- I noticed that you did _____. Why did you do that, or what might you have done differently?

3. Closing: Summarizing key points and providing feedback

Examples:

- Overall I thought that you did _____ well. You may want to consider trying _____ in the future.
- I observed that [a specific scenario] occurred and thought that you should be aware of its impact during the practice.


Debriefing (Reflections and Comments)


Competition Development Action Plan Template


Date			
Coach Information			
Name			CC number:
	Surname	First	

Action Planning (Next Steps)	NEEDS IMPROVEMENT		
	MEETS EXPECTATIONS		
	EXCEEDS EXPECTATIONS		
Evaluator			
Signed		Date	
Coach			
Signed		Date	
Evaluator	Surname		First
Phone	()	()	()
	Home	Business	Fax
E-mail			

Performance Coach Context: Outcomes, Criteria for Training and Evaluation


Module	Outcome	Criteria	Training	Evaluation
Training Observation	Analyze Performance	Correct tactical elements that have to be improved or refined to enhance performance	 Taekwondo Canada - Supporting Athletes in Training (4 Days) In conjunction with National Training Camp 1 Day PD Session (Selected Topics) 1 Day Coaching Effectively 1 Practical Coaching (Sparring or Poomsae) Evaluation 1 Day Debrief	Task 1: Technical and Tactical Practice and Observation plan Task 2: Developing Athletic Abilities Plan Task 3: Observation in Practice
		Correct technical elements that have to be improved or refined to enhance performance or reduce injuries		
	Plan a Practice	Identify logistics and appropriate background info to practice		
		Identify appropriate activities in each part of the practice		
		Design and sequence activities appropriately within the practice to enhance performance or create optimal adaptations		
	Provide Support to Athletes in Training	Make interventions that enhance learning and are aimed at improving athlete's performance		
		Implement an appropriately structured and organized practice		
		Ensure practice environment is safe		


Outcome: Provide Support to Athletes in Training	
Criterion: Ensure that the practice environment is safe	
Achievement	Evidence: Add Sport-specific Examples
Highly Effective	<input type="checkbox"/> Meet “Above Standard” and: <input type="checkbox"/> Reflect on safety implementation: Implement safety measures and preventative actions that reflect learning from past experiences; Recommend actions or procedures that can contribute to enhancing established safety practices <input type="checkbox"/> Model and teach safe practices: Teach and model safety measures and preventative actions to other coaches. The coach’s safety measures and preventative actions are used as a model within the sport. Share reflections on established sport risk management guidelines and make decisions that ensure athlete safety (short-term and long-term) and to enhance safety practices in sport
Above Standard	<input type="checkbox"/> Meet “Standard for Core Certification” and: <input type="checkbox"/> Adapted EAP: Present an emergency action plan (EAP) that reflects improvements based on previous implementation; Effectively implement an emergency procedure adapted to the sport in case of injury or accident <input type="checkbox"/> Adjust practice to reduce risks: Forecast on potential safety issues and make appropriate preventative adjustments to the practice environment <input type="checkbox"/>
NCCP Standard for Core Certification 	<input type="checkbox"/> Minimize risks: Survey the practice site[Minimize risk to athletes before and throughout the practice (e.g., appropriate use of equipment, adapting to environmental factors, and other factors as identified by the sport) <input type="checkbox"/> Reinforce rules for safety: Reinforce and teach appropriate competitive rules to enable a safe practice environment <input type="checkbox"/> Present an EAP: Present an emergency action plan (EAP) that contains elements specific to the practice facility being used: <ul style="list-style-type: none"> ○ Location of telephones are identified (cell and land lines) ○ Emergency telephone numbers are listed ○ Location of medical profiles and coordinates for each athlete under the coach’s care is identified ○ Location of fully-stocked first-aid kit identified ○ Advance “call person” and “charge person” are designated ○ Directions to reach the activity site are provided
Below Standard	<input type="checkbox"/> Recognize the potential risks but does nothing to adjust the practice to enable safety. <input type="checkbox"/> Present an incomplete emergency action plan (less than six of the critical elements) <input type="checkbox"/> Do not survey practice environment prior to practice <input type="checkbox"/> Seem unaware of potential risks to safety <input type="checkbox"/> Do not address dangerous factors in the training environment <input type="checkbox"/> Do not reinforce or teach competitive rules to enable a safe practice environment


Outcome: Provide Support to Athletes in Training	
Criterion: Implement an appropriately structured and organized practice	
Achievement	Evidence: Add Sport-specific Examples
Highly Effective	<ul style="list-style-type: none"> <input type="checkbox"/> Meet “Above Standard” and: <input type="checkbox"/> Enable ownership over practice structure: Give athletes opportunities to apply creative solutions and to offer suggestions that enhance the learning environment. Engage athletes in maintaining a high degree of structure, organization, and efficiency for the practice <input type="checkbox"/> Use innovative strategies: Use creative and innovative methods or strategies to optimize organization, transitions between activities, and use of time during practice <input type="checkbox"/> Organizes other coaches: Work with other coaches to define appropriate roles in the organization and structure of practice; Structure and organization of the practice are used as a model for other coaches
Above Standard	<ul style="list-style-type: none"> <input type="checkbox"/> Meet “Standard for Core Certification” and: <input type="checkbox"/> Individualized practice: Address individual athlete needs in a way that preserves the practice structure and organization for the group <input type="checkbox"/> Facilitate cue recognition: Implement practice activities to assist athletes to read appropriate cues that can be recognized by both the athlete and coach while the athlete is performing a given task or activity <input type="checkbox"/> Enable Decision Making: Implement practice activities that enhance effective decision-making by the athlete(s), and enable athlete(s) to take greater ownership over decisions that may be required during competition <input type="checkbox"/> Integrate mental skill: Implement appropriate mental training strategies (visualization, relaxation, re-focusing, arousal control) during the practice to assist athletes to achieve task goal or practice objective based on demands that may be encountered during competition
NCCP Standard for Core Certification 	<ul style="list-style-type: none"> <input type="checkbox"/> Welcome athlete / Dress appropriately: Welcome athletes prior to practice; Dress appropriately for active coaching <input type="checkbox"/> Communicate goals/objectives: Communicate the practice goals/objectives to athletes <input type="checkbox"/> Present Practice Plan: Present a practice plan with well-defined goals and objectives (this could be the plan from the Plan a Practice outcome or a plan from the Design a Sport Program outcome) <input type="checkbox"/> Equipment Ready: Ensure equipment is available and used appropriately throughout the practice <input type="checkbox"/> Space Appropriate: Ensure available space is used appropriately throughout practice <input type="checkbox"/> Practice effectively structured: Ensure main practice segments are evident (warm-up; main part; cool-down); Ensure activities and their duration are appropriate for each segment; Maximize practice time such that participants have appropriate duration, transition, and waiting times <input type="checkbox"/> Developmentally Appropriate: Ensure practice activities are consistent with training priorities and developmental objectives of SPORT’s yearly program <input type="checkbox"/> Effectively Sequenced: Sequence practice activities adequately to enhance learning or specific training effects; Provide breaks for appropriate recovery and hydration <input type="checkbox"/> Implementation consistent to plan: Develop skill(s), tactics, and/or athletic abilities in the main part of the practice Match delivery of practice with practice plan’s goal(s)
Below Standard	<ul style="list-style-type: none"> <input type="checkbox"/> Do not use appropriate warm-up activities <input type="checkbox"/> Do not provide evidence of a practice plan <input type="checkbox"/> Do not clearly divide practice into main segments <input type="checkbox"/> Do not provide clear practice goals <input type="checkbox"/> Use space and time poorly <input type="checkbox"/> Use activities that are not appropriate for athletes of the Competition – Development context


Outcome: Provide Support to Athletes in Training

Criterion: Make interventions that enhance learning and are aimed at improving the athletes' performance

Achievement	Evidence: Add Sport-specific Examples
Highly Effective	<ul style="list-style-type: none"> <input type="checkbox"/> Meet "Above Standard for Core Certification" and: <input type="checkbox"/> Create independent learning: Teach athletes to self-analyze and self-monitor their own performance in order to become more independent in solving training- and performance-related decision-making problems. Enable athletes to take greater ownership over specific performance factors and learning objectives <input type="checkbox"/> Work with other coaches: Work with other coaches to identify optimal corrective measures to enhance athlete performance <input type="checkbox"/> Model effective interventions; Model and teach effective coaching interventions to other coaches at the same context
Above Standard	<ul style="list-style-type: none"> <input type="checkbox"/> Meet "Standard for Core Certification" and: <input type="checkbox"/> Uses technology effectively: Use technology to gather information about athletes' performance and learning, or to enhance learning in athletes <input type="checkbox"/> Encourage calculated risks: Encourage calculated risks in accordance to the NCCP Code of Ethics <input type="checkbox"/> Use appropriate feedback: Identify interventions that are evaluative, prescriptive, and descriptive, and consciously select the right type given the circumstances <input type="checkbox"/> Interventions enhance decision making: Implement interventions that identify when to make appropriate decisions to enhance performance of a skill or tactic <input type="checkbox"/> Integrates mental training: Provide individualized mental training strategies for each athlete based on performance needs and personal characteristics. Provide feedback or questioning strategies that assist the athlete to recognize what to focus on and how to do it in order to achieve positive mental training throughout the practice <input type="checkbox"/> Rationalizes interventions: Provide a rationale for choosing interventions that are used during the practice. Recognize the difference between learning and performance and reflect these distinctions in the choice of activities or practice conditions
NCCP Standard for Core Certification 	<ul style="list-style-type: none"> <input type="checkbox"/> Interacts with athletes: Create opportunities to interact with all athletes <input type="checkbox"/> Positioned for effect demonstrations: Position demonstrator so that all athletes can see and hear clearly when using self or others to model desired performance <input type="checkbox"/> Clear and concise explanations: Ensure explanations are clear and concise and provide opportunities for athletes to ask questions <input type="checkbox"/> Reinforce Competitive Rules: Identify individual learning styles (auditory, visual, kinesthetic) and provide appropriate interventions that optimize learning <input type="checkbox"/> Key factors identified: Explain 1-3 key factors or teaching points and check for clarification <input type="checkbox"/> KPF aligned to LTAD: Align key learning points with sport's skill development model and adapt to the level of the athletes <input type="checkbox"/> Uses referent model: Use sport's "referent model" to detect and correct performance <input type="checkbox"/> Constructive feedback: Provide constructive feedback and instruction towards both the group and individuals <input type="checkbox"/> Expectations identified. Identify appropriate expectations for athlete behaviour and reinforce these expectations when appropriate <input type="checkbox"/> Uses questioning to facilitate awareness: Facilitate awareness and promote critical thinking by using quality questions on a regular basis and by consciously determining when to inhibit feedback <input type="checkbox"/> Positive image of sport: Promote a positive image of the SPORT and model the image to athletes and other stakeholders <input type="checkbox"/> Appropriate language: Uses respectful language towards athletes when providing verbal interventions
Below Standard	<ul style="list-style-type: none"> <input type="checkbox"/> Use an explanation but do not identify any key learning points <input type="checkbox"/> Use demonstration but do not position participants to see and hear <input type="checkbox"/> Make limited intervention to clarify key learning objectives <input type="checkbox"/> Do not recognize when an intervention is needed in order to enhance the learning potential of a situation or activity <input type="checkbox"/> Make interventions that are not purposeful and do not contribute to enhancing learning for the athlete


Outcome: Analyze performance	
Criterion: Correct technical elements that have to be improved or refined to enhance performance and/or to prevent injuries	
Achievement	Evidence: Add Sport-specific Examples
Highly Effective	<ul style="list-style-type: none"> <input type="checkbox"/> Meet “Above Standard” and: <input type="checkbox"/> Ensures adequate time / volume - Identify the amount of time/volume of work that may be necessary to achieve the desired effects in correcting/enhancing technical performance. Based on the estimate of the amount of time/volume of work necessary to achieve the desired effects, assess the impact of implementing technical corrections on future training activities <input type="checkbox"/> Uses other coaches effectively - Work with other coaches to correct athlete performance and mentor other coaches to identify optimal corrective measure <input type="checkbox"/> Model for other coaches - Coach’s approach/method for correcting technical performance is used as a model by the sport <input type="checkbox"/> Uses questions to increase awareness - Facilitate athlete(s) to identify individual technical corrections by asking open-ended questions and by involving them in a critical thinking process (e.g., What did you do? What should you do? What are you going to do to get better results?)
Above Standard	<ul style="list-style-type: none"> <input type="checkbox"/> Meet “Standard for Core Certification” and: <input type="checkbox"/> Individualizes / adapt activities: Prescribe highly individualized or adapted activities to assist the athlete in making technical performance correction <input type="checkbox"/> Reinforces purpose (why) of correction - Consistently identify <i>why</i> the correction will have a beneficial effect on performance, <i>what</i> to improve, and <i>how</i> to improve technical performance <input type="checkbox"/> Uses questions to increase awareness- Help athletes to increase awareness of errors in technical execution by asking appropriate questions <input type="checkbox"/> Consistently focus athletes’ attention towards external cues or on the anticipated effects of the movement
NCCP Standard for Core Certification 	<ul style="list-style-type: none"> <input type="checkbox"/> Identify Corrective Measures -Identify specific corrective measures based on analysis of potential causes of performance errors, consistent with the skill/development progression checklist or “referent model’ defined by SPORT <input type="checkbox"/> Indicate why and how to improve - Identify why the correction will have a beneficial effect on performance and how to improve performance using prescriptive interventions <input type="checkbox"/> Use demonstrations - Use adequate demonstrations to model correct performance <input type="checkbox"/> Prescribe activity to make correction - Prescribe an appropriate activity and/or drill to assist athlete to make correction in performance <input type="checkbox"/> Task difficulty relevant to capabilities - Ensure adequate motor engagement in the corrective task or activity for each athlete, and identify if level of difficulty in the task is relevant to athletes’ capabilities <input type="checkbox"/> Use external focus / cues- Ensure corrections focus athletes’ attention towards external cues, or on the anticipated effects of the movement rather than the way the movement is performed (Internal focus). E.g., external focus: “Concentrate on keeping a specific object or implement in a certain position during the movement” versus Internal focus: “Concentrating on keeping a specific part of the body in a certain position during the movement” <input type="checkbox"/> Reinforce Competitive Rules - Reinforce application of competitive rules that relate to skill execution when appropriate <input type="checkbox"/> Consent when using physical contact - Where appropriate, ask participant’s consent for physical contact when assisting in correcting a skill error


Outcome: Analyze performance	
Criterion: Correct tactical elements that have to be improved or refined to enhance performance	
Achievement	Evidence: Add Sport-specific Examples
Highly Effective	<ul style="list-style-type: none"> <input type="checkbox"/> Meet “Above Standard” and: <input type="checkbox"/> Ensures adequate time / volume Identify the amount of time/volume of work that may be necessary to achieve the desired effects in correcting/enhancing tactical performance. Based on the estimate of the amount of time/volume of work necessary to achieve the desired effects, assess the impact of implementing tactical corrections on future training activities <input type="checkbox"/> Model for other coaches Coach’s approach/method for correcting tactics/strategies is used as a model by the sport <input type="checkbox"/> Uses other coaches effectively Work with other coaches to correct tactic/strategy and mentor other coaches to identify optimal corrective measure <input type="checkbox"/> Uses questions to increase awareness Facilitate athlete(s) to identify individual tactical corrections by asking open-ended questions and by involving them in a critical thinking process (e.g., What did you do? What should you do? What are you going to do to get better results?)
Above Standard	<ul style="list-style-type: none"> <input type="checkbox"/> Meet “Standard for Core Certification” and: <input type="checkbox"/> Individualizes / adapt activities: Prescribe highly individualized or adapted activities to assist the athlete or team in applying the appropriate tactic/strategy <input type="checkbox"/> Reinforces purpose (why) of correction Consistently identify <i>why</i> the correction will have a beneficial effect on performance, <i>what</i> to improve, and <i>how</i> to improve tactical performance <input type="checkbox"/> Uses questions to increase awareness Help athletes to increase awareness of errors in tactical execution by asking appropriate questions
NCCP Standard for Core Certification 	<ul style="list-style-type: none"> <input type="checkbox"/> Identify Corrective Measures Identify specific corrective measures based on analysis of potential causes of tactical/strategic errors, consistent with the skill/development progression checklist or “referent model” defined by SPORT <input type="checkbox"/> Indicate why and how to improve Identify why the correction will have a beneficial effect on performance and how to improve tactic/strategy using prescriptive interventions <input type="checkbox"/> Use demonstrations Use adequate demonstrations to model tactic or strategy <input type="checkbox"/> Prescribe activity to make correction Prescribe an appropriate activity and/or drill that assists athlete to make correction in tactic/strategy <input type="checkbox"/> Task difficulty relevant to capabilities Ensure adequate motor engagement in the corrective task or activity for each athlete and identify if level of difficulty in the task is relevant to athletes’ capabilities <input type="checkbox"/> Decisions based on fight analysis: Make appropriate tactical/strategic decisions based on specific analysis of competitive event <input type="checkbox"/> Corrections replicate competition: Ensure that corrective measures replicate competition-like situations that will allow athletes to implement tactical/strategic corrections <input type="checkbox"/> Reinforce Competitive Rules Reinforce application of competitive rules that relate to tactical/strategic intentions when appropriate
Below Standard	<ul style="list-style-type: none"> <input type="checkbox"/> Observe tactical execution consistent with the progression checklist of SPORT, but do not implement these guidelines in the field <input type="checkbox"/> Correct the athlete(s) by indicating what they did rather than identifying specific strategies for how to improve tactical performance <input type="checkbox"/> Prescribe activities that only partially assist the athletes in correcting tactical performance <input type="checkbox"/> Provide corrections that identify vague external factors rather than specific factors that contribute to improved tactical performance <input type="checkbox"/> Do not prescribe appropriate activities and/or to assist athlete in correcting tactical performance

Outcome: Plan a Practice	
Criterion: Identify logistics and appropriate background information for practice	
Achievement	Evidence: Add Sport-specific Examples
Highly Effective	<input type="checkbox"/> Meet “Above Standard” and: <input type="checkbox"/> Provide evidence of optimal use of the available time and equipment to promote a high degree of active engagement time, learning, and training on the part of athletes
Above Standard	<input type="checkbox"/> Meet “Standard for Core Certification” and: <input type="checkbox"/> Provision for multiple athletes and tasks: Provide evidence of superior use of the available time and equipment to promote a high degree of active engagement time, learning, and training on the part of athletes. Plan identifies how multiple athletes can be engaged and organized. Plan identifies how different tasks can be trained at the same time.
NCCP Standard for Core Certification 	<input type="checkbox"/> Indicates athlete information: Identify athletes’ age, abilities, and performance level <input type="checkbox"/> Indicates logistics: Identify basic information including date, time, location, number of athletes, level of athletes. Identify basic logistical needs (i.e. facilities and equipment) to match the overall goal: Where applicable, and given logistics of the practice, identify potential risk factors <input type="checkbox"/> Positioned in yearly training plan: Indicate where the practice fits within the yearly program <input type="checkbox"/> Organized into segments: Organize plan into main segments that include an introduction, warm-up, main part, cool-down, and a conclusion <input type="checkbox"/> Identify timeline: Identify the duration of the practice and each practice segment on a timeline
Below Standard	<input type="checkbox"/> Athletes’ age and performance level are not identified <input type="checkbox"/> Do not identify basic information including date, time, location, number of athletes, level of athletes <input type="checkbox"/> Do not indicate basic logistical needs (i.e. facilities and equipment) to match the overall goal <input type="checkbox"/> Do not clearly identify main segments or timeline of practice <input type="checkbox"/> Do not adequately reflect or take into account available facilities and equipment

Outcome: Plan a Practice

Criterion: Identify appropriate activities in each part of the practice

Achievement	Evidence: Add Sport-specific Examples
Highly Effective	<ul style="list-style-type: none"> <input type="checkbox"/> Meet “Above Standard” and: <input type="checkbox"/> Integrates Innovation: Design activities using new or innovative conditions that are highly adapted to the individual needs of the athlete Provide variations where athletes can offer modifications in order to enhance the achievement of practice goals or objectives <input type="checkbox"/> Reflect on design (debrief): Individual athlete needs are reflected in the planned activities through variations, notes, etc. <p><i>Evidence would contribute to a state of deliberate practice where the athlete is highly engaged both cognitively and physically on a consistent basis.</i></p>
Above Standard	<ul style="list-style-type: none"> <input type="checkbox"/> Meet “Standard for Core Certification” and: <input type="checkbox"/> Activities enhance decision making: Include activities to enhance effective decision-making required by the athlete and enable athletes to take greater ownership over decisions that may be required during competition. Integrate strategies to assist athletes to read appropriate cues that can be recognized by both the athlete and coach while the athlete is performing a given task or activity (attentional primes) <input type="checkbox"/> Modifications to increase challenge: to Integrate activity modifications that increase athlete cognitive effort and provide appropriate challenges from a technical, tactical, physical, or decision-making point of view <input type="checkbox"/> Provide rationale for activities (debrief) Provide a clear rationale for the goal and/or objective of each activity. Create activities for the specific needs of the participant or team based on analysis of performance in competition <p><i>Evidence elicits optimal challenge for the athletes and will clearly enhance learning and/or training effects.</i></p>
NCCP Standard for Core Certification 	<ul style="list-style-type: none"> <input type="checkbox"/> Identify appropriate goals / objectives. Ensure the clearly identified goal(s) that is/are consistent with the following: SPORT long-term athlete development model; NCCP growth and development principles; competitive level of the athletes; time of the Yearly Training Plan <input type="checkbox"/> Segment duration appropriate: Ensure the duration of the practice and each practice segment is consistent with NCCP growth and development principles and the accepted guidelines for the development of athletic abilities <input type="checkbox"/> Controls for risk factors: Ensure, where appropriate, planned activities reflect awareness of and control for potential risk factors (environmental, mechanical, human) <input type="checkbox"/> Identify purpose / outcomes: Ensure activities are meaningful, purposeful and link to overall practice goal <input type="checkbox"/> Identify teaching points: Include a list of key teaching points that relate to the overall practice goal <input type="checkbox"/> Description of activities clear: Describe practice activities clearly and effectively (e.g., diagrams, explanations, key points) <input type="checkbox"/> Athletic abilities consistent with LTAD: Ensure activities are aimed at improving athletic abilities and are consistent with the SPORT long-term athlete development model <input type="checkbox"/> Work rest ratios appropriate for objective: Ensure activities integrate the use of training methods (including loading parameters, work/rest ratios, recovery type and time, etc.) that are suitable for the training goal and for the time of the year <input type="checkbox"/> Integrates mental skill: Integrate appropriate mental strategies (visualization, relaxation, re-focusing, arousal control) to assist athlete to achieve task goal or practice objective <p><i>Evidence contributes to an adequate learning environment and will elicit improvements in sport- specific performance factors. Types of practice relate to the following: Part practice, Progressive part practice, Whole practice, Massed practice, Distributed practice, Constant practice, Variable practice, Random practice. Stages of skill development relate to the following: Acquisition, Consolidation, Refinement.</i></p>
Below Standard	<ul style="list-style-type: none"> <input type="checkbox"/> Provide limited evidence to show how the plan will create an adequate environment to learn or to improve performance <input type="checkbox"/> Provide vague and not clearly identified practice goals <input type="checkbox"/> Do not link activities to overall purpose of practice <input type="checkbox"/> Do not reflect awareness of safety in activities <input type="checkbox"/> Include activities that are inconsistent with NCCP growth and development principles <input type="checkbox"/> No evidence is observed in the plan

Outcome: Plan a Practice	
Criterion: Design and sequence activities appropriately within the practice to enhance performance or create optimal adaptations	
Achievement	Evidence: Add Sport-specific Examples
Highly Effective	<ul style="list-style-type: none"> <input type="checkbox"/> Meet “Above Standard” and: <input type="checkbox"/> Based on experience and established scientific principles, refine available guidelines and recommendations for optimal sequencing of activities within a practice in SPORT <input type="checkbox"/> Work with other coaches to sequence activities optimally during a practice, and mentor coaches on how to sequence activities in practice <input type="checkbox"/> Coach’s approach/method for sequencing activities during a practice is used as a model by the sport
Above Standard	<ul style="list-style-type: none"> <input type="checkbox"/> Meet “Standard for Core Certification” and: <input type="checkbox"/> Plans training load based on monitoring: Given (1) the training objectives sought for the practice and (2) the tasks to be accomplished, provide a progression that reflects knowledge and understanding of the athletes’ response to specific loading parameters and patterns <input type="checkbox"/> Identify monitoring strategy: Maintain documentation of the effects of specific sequences of activities for the purpose of conducting future analyses
NCCP Standard for Core Certification 	<ul style="list-style-type: none"> <input type="checkbox"/> Identify progression of activities Provide a progression that builds towards execution (speed; conditions; decision-making; etc.) under realistic / competitive situations <input type="checkbox"/> Optimally sequences activities: When several performance factors/athletic abilities are intended to be trained/developed during the main part of the practice, sequence activities consistent with the following guidelines pertaining to the state of fatigue of the athletes: <ul style="list-style-type: none"> ○ Sequences speed and technical acquisition with low fatigue: Athletic abilities not likely to be improved when trained in a state of fatigue, and that should be planned early during the main part of the practice after an appropriate warm-up: <ul style="list-style-type: none"> ▪ <i>Pure speed (alactic power)</i> ▪ <i>Acquisition of new motor patterns</i> ▪ <i>Coordination/technique at high speed</i> ▪ <i>Speed-strength (power)</i> ▪ <i>Maximum strength</i> ○ Sequences technique and speed endurance with light fatigue: Athletic abilities that can be improved in a state of light fatigue: <ul style="list-style-type: none"> ▪ <i>Speed endurance (alactic capacity; lactic power)</i> ▪ <i>Technique (consolidation of motor patterns)</i> ○ Sequences aerobic and strength endurance with moderate fatigue: Athletic abilities that can be improved in a state of moderate fatigue: <ul style="list-style-type: none"> ▪ <i>Lactic capacity</i> ▪ <i>Maximal aerobic power</i> ▪ <i>Strength endurance</i> ▪ <i>High power aerobic endurance</i> ▪ <i>Technique (stabilization of already acquired motor patterns in difficult/fatigued conditions)</i> ○ Athletic abilities that can be improved in a state of moderate to high fatigue: <ul style="list-style-type: none"> ▪ <i>Low power aerobic endurance</i> ▪ <i>Flexibility</i>
Below Standard	<ul style="list-style-type: none"> <input type="checkbox"/> When several performance factors/athletic abilities are intended to be trained/developed during the main part of the practice, only some of the activities are sequenced consistent with the recommended principles and guidelines <input type="checkbox"/> Sequence only some of the key activities (i.e. those that contribute the most towards achieving the main goals and objectives of the practice), with the recommended principles and guidelines <input type="checkbox"/> Plan an order or sequence of activities that reflects neither the awareness nor the integration of recommended principles and guidelines