



## COMPETITION INTRODUCTION

## COACH EVALUATION PACKAGE



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# RINGETTE CANADA

## NATIONAL COACHING CERTIFICATION PROGRAM

### Context: COMPETITION-INTRODUCTION

#### INTRODUCTION

This package describes the evaluation and certification requirements for the *Competition-Introduction* context in Ringette. It has been developed based on the NCCP Competency Matrix as prepared by the Coaching Association of Canada.

To become a certified coach, the candidate must prove that he/she is capable of performing certain coaching tasks that have been identified as important for the *Competition-Introduction* context. Athletes in this context compete in the following divisions:

- U12 B, A (under 12 years old)
- U14 B, A (under 14 years old)
- U16 B, A (under 16 years old)
- U19 B, A (under 19 years old)

- Candidates who have completed the Ringette Canada *Competition-Introduction* workshop, have received training that supports the evaluation process.
- Candidates who have considerable experience in the sport of ringette, may choose to move directly to the evaluation process, without completing the workshop.
- It is the responsibility of the candidate to schedule evaluation when he/she feels ready. All participants in the Competition – Introduction workshop will receive a copy of the Evaluation Package. Candidates who do not complete the workshop may obtain a copy of the package through their Provincial Sport Organization (PSO) (ex: Ringette Alberta).
- There are several steps in the evaluation and certification process. Each step is linked directly to a coaching outcome, or description of a task that the coach must be able to perform. Each outcome includes several evaluation criteria, and these must be fulfilled to a minimum standard to meet certification requirements. Candidate performance will be evaluated on- and off-ice by accredited Ringette Canada evaluators. All outcomes must be successfully completed before certification is granted.

#### Timing of Evaluation

- The candidate and the evaluator will work together to determine when each component will be evaluated.
- Evaluation is not to take place during or immediately following a Competition-Introduction (CI) workshop
- It is recommended that candidates allow approximately four (4) weeks between completion of the workshop and evaluation (*exception is Making Ethical Decisions module – see below*). During this time, it is expected that the candidate will be actively coaching a team.
- Candidates may complete the requirements of all evaluation components on the same day, or may wait a week or more between evaluation components.
- Evaluation of *Making Ethical Decisions* will be done online, using a Multisport format, and may be done at any time following completion of the training.

## Role of the Evaluator

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 evaluator to record subjective comments. The evaluator may use this opportunity to provide praise on tasks particularly well done, thus reinforcing positive coaching behaviours. He/she may also use the opportunity to explain why he/she did not believe that some coaching behaviours were adequately demonstrated. In the case of the latter, the 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 the course materials, etc.). It is essential that every candidate walk away from the process feeling that they have learned something regardless of the outcome.

## Certification Requirements

To achieve certification a candidate must meet the minimum standards for each outcome as determined by the evaluator. If a candidate does not adequately meet the minimum standards of a particular outcome, he or she must undergo another evaluation for that outcome. All re-evaluations are up to the discretion of the evaluator. There should be a minimum of one week between the initial evaluation and a re-evaluation. When the candidate has met all the minimum standards and is accredited with all four outcomes, he/she will be certified as a Competition-Introduction I coach.

### **Automatic Score of 0, meaning “Not Ready – Needs to be Re-evaluated in this outcome”**

The demonstration of one or more of the following behaviours during an evaluation will result in an automatic score of 0 of the specific outcome being evaluated. This in turn means the coach is not ready and needs to be re-evaluated in this outcome.

1. SAFETY -- Endangering the health of an athlete or any other person regardless of whether the behaviour was accidental or intentional.
2. HARASSMENT AND/OR ABUSE -- Demonstrating harassing or abusive behaviour towards an athlete or any other person. Harassing behaviour may consist of repeatedly humiliating or intimidating someone, making racist comments, threatening someone with physical harm, making cruel personal jokes or teasing someone about their body or sexual orientation. Abusive behaviour may consist of name calling, swearing, threatening, ridiculing, intimidating, isolating, hazing, ignoring a person's needs, slapping, hitting, shaking, kicking, pulling hair, pulling ears, striking, shoving, grabbing or excessive exercise as a form of punishment
3. DISREGARD FOR FAIRPLAY – Violating Ringette Canada rules and/or the Coaching Association of Canada Code of Ethics/Conduct.
4. LOSS OF CONTROL OF ATHLETE GROUP – Athletes clearly not responding to directions of coach by wandering off, and/or not following instructions, and/or displaying unsafe, abusive and/or harassing behaviour.
5. DEMONSTRATION OF DISRESPECT FOR ATHLETES, PEERS, VOLUNTEERS & EQUIPMENT – Violation of the Coaching Association of Canada Code of Ethics/Conduct.

The next pages provide an overview of the coaching outcomes and main performance criteria for the *Competition-Introduction* context.

# SUMMARY OF COACHING OUTCOMES AND CRITERIA

## **THE COMPETITION-INTRODUCTION COACH WILL:**

### **1. ANALYZE PERFORMANCE**

Use appropriate reference models to identify aspects of performance that the athletes need to improve.

### **2. PLAN A PRACTICE**

Plan/design a practice plan that is purposeful, organized and appropriate for the age group, and that reflects safety considerations.

### **3. PROVIDE SUPPORT TO THE ATHLETE IN TRAINING**

Implement the above plan during an on-ice session that is enjoyable, safe and structured, consistent with the NCCP philosophy and values.

### **4. DESIGN A BASIC SEASON PLAN**

Consistent with the guidelines of Ringette Canada's Athlete Development Model for the age group coached, design a sport program aimed at improving performance.

### **5. MAKE ETHICAL DECISIONS**

Complete the Competition Introduction MED online evaluation.

## **1. ANALYZE PERFORMANCE**

**Use appropriate reference models to identify aspects of performance that the athletes need to improve.**

- *Identify the basic skills required for performance in this context.*
- *Observe the skill ability of the athlete and/or team vs. basic skills and tactics needed for optimal performance in community, regional or provincial competitions.*
- *Identify appropriate corrective measures.*
- *Communicate the result of the analysis to the athlete.*

## **2. PLAN A PRACTICE**

**Plan/design a practice plan that is purposeful, organized and appropriate for the age group, and that reflects safety considerations.**

- *Identify suitable objective(s) for the practice.*
- *Set appropriate structure for the practice.*
- *Create a practice plan that features sequential technical skill development*
- *Include an Emergency Action Plan (EAP) for the practice site.*
- *Match activities to practice objectives.*

## **3. PROVIDE SUPPORT TO THE ATHLETE IN TRAINING**

**Implement the above plan during an on-ice session that is enjoyable, safe and structured, consistent with the NCCP philosophy and values.**

- *Demonstrate and enforce common safety protocol and adhere to safety regulations.*
- *Teach basic skill progressions consistent with the Performance Analysis checklist.*
- *Assess/correct basic skills.*
- *Apply appropriate drills that teach and refine selected basic skills.*
- *Modify drills to accommodate the needs of the athletes.*
- *Communicate with parents, athletes, and peers in a positive, constructive, effective and informative manner.*
- *Demonstrate appropriate teaching principles.*
- *Provide equal attention to each child in the group.*

## **4. DESIGN A BASIC SEASON PLAN**

**Consistent with the guidelines of Ringette Canada's Athlete Development Model for the Petite and Tween age groups, design a sport program aimed at improving performance.**

- *Outline season plan structure based on available training and competition opportunities*
- *Identify season plan measures to promote athlete development*
- *Develop a practice plan that integrates seasonal training priorities*

## **5. MAKE ETHICAL DECISIONS**

**Using the NCCP ethical decision-making framework, reflect on a simple ethical dilemma commonly encountered at the club level, identify what is at stake and indicate how s/he would deal with the situation.**

## HOW EACH OUTCOME WILL BE EVALUATED

<b>OUTCOME</b>	<b>METHOD OF EVALUATION</b>	<b>PERFORMANCE CRITERIA</b>
ANALYZE PERFORMANCE	<ul style="list-style-type: none"> <li>• Formal observation during on-ice evaluation</li> <li>• Analysis of scenarios during on-ice evaluation. (Coach will select one skill scenario from the list provided on page 10; must include corrective drills in practice plan and during on-ice evaluation)</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the basic skill abilities and technical elements</li> <li>• Observe performance and perform a skill analysis using Ringette Canada's skill checklist (detect performance)</li> <li>• Apply Ringette Canada's suggested drill list for skill correction</li> <li>• Provide appropriate feedback to participant</li> </ul>
PLAN A PRACTICE	<ul style="list-style-type: none"> <li>• Written submission to be evaluated</li> <li>• <i>Practice plan may be evaluated separately, prior to on-ice evaluation date, or may be evaluated at the time of the on-ice evaluation. If a different practice plan is used during the on-ice evaluation, the evaluator must also review this plan with the candidate</i></li> </ul>	<ul style="list-style-type: none"> <li>• Adapt pre-designed activities and/or design an activity appropriate for the age group and skill/performance level</li> <li>• Design a practice plan that includes the following:               <ul style="list-style-type: none"> <li>- identification of objectives</li> <li>- appropriate structure and organization</li> <li>- identification of risk factors</li> <li>- appropriate use of time and space</li> <li>- appropriate selection and sequencing of activities</li> <li>- identification of key performance factors</li> <li>- emergency action plan (EAP)</li> </ul> </li> </ul>
PROVIDE SUPPORT TO THE ATHLETE IN TRAINING	<ul style="list-style-type: none"> <li>• Formal on-ice evaluation</li> </ul>	<ul style="list-style-type: none"> <li>• Deliver a practice session that is adapted for the given athlete group and is age/skill appropriate including the following elements:               <ul style="list-style-type: none"> <li>- demonstrate common safety protocol including equipment adjustment check</li> <li>- teach basic skill progression consistent with performance analysis checklist</li> <li>- demonstrate and effectively apply appropriate teaching principles</li> <li>- demonstrate proper practice structure and organization</li> <li>- include an appropriate fitness training component</li> </ul> </li> </ul>

<b>OUTCOME</b>	<b>METHOD OF EVALUATION</b>	<b>PERFORMANCE CRITERIA</b>
MAKING ETHICAL DECISIONS	<ul style="list-style-type: none"> <li>• On-line, NCCP evaluation</li> <li>• <i>Is not included in this package</i></li> </ul>	<ul style="list-style-type: none"> <li>• Reflect on the importance of behaving respectfully toward participants, officials, parents and spectators</li> <li>• Identify key issue in a common scenario that could be encountered in the Competition-Introduction 1 context</li> <li>• Describe a course of action for dealing with this situation that is consistent with the values and philosophy of the NCCP.</li> </ul>
DESIGN A BASIC SEASON PLAN	<ul style="list-style-type: none"> <li>• Written submission to be evaluated by submitting a Season Plan Workbook; along with a Practice Plan that demonstrates the coach is using the information in the Season Plan for time of season of the evaluation.</li> <li>• The evaluated workbook will be returned to the coach after the evaluation is complete.</li> </ul>	<ul style="list-style-type: none"> <li>• Outline program structure based on available training and competition opportunities <ul style="list-style-type: none"> <li>- identify competition schedule and number of competitions</li> <li>- identify length of each period of the program (preparation, competition, transition)</li> <li>- identify number, duration and frequency of training sessions in each period of the program</li> </ul> </li> <li>• Identify program measures to promote athlete development <ul style="list-style-type: none"> <li>- identify and analyze training to competition ratios in the program</li> <li>- identify strategies to address aspects of the program that are inconsistent with the Ringette Canada Long Term Athlete Development (LTAD) model</li> </ul> </li> <li>• Develop a practice plan that integrates seasonal training priorities <ul style="list-style-type: none"> <li>- identify athletic ability and training objectives at a specific point of the season</li> <li>- demonstrate effective use of available training time during this week of the season</li> <li>- design a practice plan that is consistent with the analysis described above.</li> </ul> </li> </ul>



**Outcome: Plan a Practice**

The candidate must submit a written practice plan, including an emergency action plan (EAP), for evaluation.

The plan may be submitted in one of two ways:

1. As a stand-alone component of evaluation, where the candidate will only be evaluated on the plan that is submitted, OR;
2. As the first portion of the on-ice evaluation session. The candidate will then be required to teach the practice that has been submitted for evaluation.

For coaches with limited experience in practice plan design, option 1 provides an opportunity for evaluation of the lesson plan well before being evaluated on its implementation on-ice. This allows the candidate to make adjustments to the plan, based on the feedback from the evaluator.

A written practice plan must still be submitted 2 weeks prior to the on-ice evaluation, regardless of whether the candidate has already been evaluated on the practice plan. The plan must correspond to the practice that is being taught, and must include an EAP.

Practice plans will be according to the NCCP Minimum Standard, as accepted by the National Coaching Certification Council.

The evaluator's comments will be recorded on a summary sheet. The evaluator's comments should indicate where weaknesses occur (i.e. not meeting the pass standard) and provide constructive suggestions for improving the plan. The evaluator should also provide contact information in case the candidate needs a resource person for assistance.

# EVALUATION PROCEDURE



National  
Coaching  
Certification  
Program

Programme  
national de  
certification des  
entraîneurs

## OUTCOME: ANALYZE PERFORMANCE

The candidate will select one scenario from the list below to analyse during the on-ice evaluation. The candidate will provide corrective drills for this scenario during the on-ice evaluation.

- **READ** your scenario
- **IDENTIFY** the problem
- **DETERMINE** the skills needed
- **CREATE** the drills necessary to correct the problem
- **INCLUDE** full description in your practice plan and in on-ice time

The evaluator's comments will be recorded on the Performance Analysis evaluation form on page 112, and on the summary sheet on page 16. The evaluator's comments should indicate where weaknesses occur (i.e. not meeting the pass standard) and provide constructive suggestions for improving the plan. The evaluator should also provide contact information in case the candidate needs a resource person for assistance.

### SKATING SKILLS SCENARIOS

1. Your team has 4 weak skaters who only stop one way. They stop and lose sight of their opponent.
2. Your team has 4 weak skaters who do not stop well. They do a big not so tight turn and lose opportunities to gain the ring.
3. Your team has 4 weak skaters who cannot skate backwards and avoid it at all costs
4. Your goalkeeper never challenges the break-away ring carrier and gets caught too far back in the goal.
5. Your forwards do not break away from a person to person check quickly. They lose speed when they change directions.
6. Your centers do not make fast transitions from offence to defense and vice versa. They do not accelerate quickly.
7. Your defense is getting caught at the free play line. They are facing the wrong direction and are not changing directions quickly.

### RING SKILLS SCENARIOS

1. Your team gets many penalties when they stick check their opponent's stick.
2. Your forwards do not get the advantage when there is a cross crease pass. They miss the pass.
3. Your team has 4 weak players who cannot do a wrist shot.
4. When some of your offensive players set a pick, they get interference penalties.
5. Your defensive players get beaten in a one on one situation.
6. After a shot, often the goalkeeper cannot pick up the ring and distribute it in 5 seconds.
7. When your team loses possession in their offensive zone, they do not regain possession of the ring until it is back in their own defensive zone.

You may use one your own team's deficiencies if not listed above. If you do so, it must be clearly stated in your practice plan, and the corrective action well explained and diagramed.

**NCCP Competency for Ringette Competition – Introduction**

<b>Coach Name</b>				<b>CC #</b>	CC							
		Surname	First									
<b>Plan A Practice Including Performance Analysis and Correction</b>												
<b>Mark</b>		<b>Evidence of Achievement</b>					<b>Comments</b>			<b>Scoring</b>		
										0	1	2
<b>Logistics &amp; Structure</b>		Practice plan identifies a goal or a series of key elements that will be addressed in the practice								Not There. No evidence is observed.	Acceptable evidence is observed. Coach is able to correctly select and apply drills from Ringette Canada resources.	Evidence is observed consistently throughout the practice. Coach displays ability to create and modify drills to address specific problems.
		Practice plan identifies basic information include, date, time, location, number of athletes, level of athletes.										
		Practice plan indicates basic logistical needs (i.e. facilities and equipment) to match the overall goal.										
		Practice plan has a clearly identified goal that is consistent with NCCP growth and development principles										
		Practice plan is organized into main segments that include an introduction, warm-up, main part, cool-down and a conclusion.										
		Duration of the practice and each practice segment are identified on a timeline.										
		Plan includes a list of key factors or teaching points that relate to the overall goal.										
<b>Emergency Action Plan</b>		Designated bench staff /parents with roles and responsibilities. List of phone numbers for each member and emergency contact telephone numbers for bench staff and team members								Not There. No evidence is observed.	Acceptable evidence is observed. Coach is able to correctly select and apply drills from Ringette Canada resources.	Evidence is observed consistently throughout the practice. Coach displays ability to create and modify drills to address specific problems.
		Location of a fully stocked first aid kit and concussion protocol support documents										
		Identify where and who will care for the medical profiles for each athlete under the coach's care										
		Specific directions to reach the various activity sites regularly, which may include a map or a list of key instructions for support at those sites										
		Identify emergency facilities located close to sites that will be visited by the team at tournaments and provincial championships										
<b>Appropriate Activities</b>		Practice activities are effectively described (i.e. diagrams, explanations, key points)								Not There. No evidence is observed.	Acceptable evidence is observed. Coach is able to correctly select and apply drills from Ringette Canada resources.	Evidence is observed consistently throughout the practice. Coach displays ability to create and modify drills to address specific problems.
		Planned activities are allotted enough time to develop the skills and or tactics identified by the goal.										
		Planned activities contribute to the development of skill (s) and are appropriate to the stage of skill development (Acquisition, Consolidation, Refinement)										
		The practice plan indicates key factors (coaching points) that will be identified in the practice activity.										
		Planned activities contribute to the development of athletic abilities, are appropriate for the sport, and are consistent with NCCP growth and development principles.										
		New skills are presented early in the practice to minimize the effects of fatigue.										
		The duration of the practice and each practice segment are consistent with NCCP growth and development principles.										
		Planned activities reflect awareness of, and control for potential risk factors										
<b>Scenario Identification of the Problem Correction of the Problem</b>		Coach has identified a scenario for Performance Analysis (either original or from the reference material)								Not There. No evidence is observed.	Acceptable evidence is observed. Coach is able to correctly select and apply drills from Ringette Canada resources.	Evidence is observed consistently throughout the practice. Coach displays ability to create and modify drills to address specific problems.
		The scenario is fully developed in the practice plan										
		Coach identifies the most important problem in the scenario										
		Coach identifies the most important skills that apply in the scenario										
		Coach identifies 2-3 appropriate drills to correct the problem										
		Coach identifies key coaching points of each drill										
		Coach includes 1-2 of the drills identified above during on-ice time										
		Coach provides feedback and instruction that are appropriate to the drills that have been selected										
		<b>TOTAL POINTS</b>										
<b>Recommendation</b>		Certification		Resubmit with suggested improvements								
<b>Evaluator</b>												
Signed												
Date												
<b>Evaluator</b>		Surname					First					

# EVALUATION PROCEDURE

## OUTCOMES: PROVIDE SUPPORT TO THE ATHLETE IN TRAINING and PERFORMANCE ANALYSIS

In this component of evaluation, the candidate will coach a technical ringette practice that s/he has designed. The focus of this evaluation is on delivering the practice and error detection and correction (performance analysis). There are three sections to the on-ice evaluation; a before-practice meeting, the on-ice evaluation (practice) and a post-practice review time. The entire evaluation will require a minimum of two hours.

### Process:

1. Candidate must submit a copy of his/her Practice Plan and Emergency Action Plan (EAP) to the evaluator 2 weeks prior to the on-ice assessment.
2. Candidate must complete the self-assessment portion of the **Coaching Behaviours Profile**, contained in this package. Upon completion of this profile, the candidate must submit the self-assessment portion to the evaluator prior to the on-ice assessment.
3. Candidate must coach a technical ringette practice designed by the candidate.
4. Candidate will meet with the evaluator for approximately 20 minutes prior to the beginning of practice. The candidate should have completed any preparations for the practice prior to this meeting (i.e. submitted practice plan and EAP).
5. The athlete group must:
  - be a group that the candidate works with on a regular basis OR a group of athletes in one of the following divisions: U12,14,16,19 or Open B, A or AA, must have at least ten (10) participants and no more than eighteen (18) participants.
6. The practice must:
  - be a minimum of 50 minutes;
  - be run on half-ice or full ice.
7. The candidate will meet with the evaluator for approximately 40 minutes after the practice has concluded to review the completed Coaching Checklist and Behaviour Profile.

### Before-Practice meeting:

- The evaluator will review the overall procedure in conducting an On-Ice Assessment.
- The evaluator will review and discuss the candidate's practice plan and EAP. It is possible that the candidate's practice plan and EAP will be evaluated at this time.
- The evaluator will ask the candidate for a completed Coaching Behaviours Profile (self assessment) at the beginning of the evaluation session. Evaluator will review and discuss the profile with the candidate.

### **On-Ice Assessment:**

- The evaluator will ask the candidate to begin the practice.
- Candidate will run the practice, using the practice plan that has been provided to the evaluator.
- Evaluator will position him/herself to be able to hear and see the practice, either on the ice or in the stands/benches. Evaluator will record comments on the *Coach Observation Tool*, using the rubric as reference.
- Evaluator should refrain from commenting during the practice, unless there is an obvious safety hazard or breach of coaching ethics occurring.

### **Post-Practice Review:**

- Evaluator will complete the *Coach Observation Tool*, and complete the *Coaching Behaviours Profile* form
- Evaluator will review the *Coaching Behaviours Profile* and *Coach Observation Tool* forms with the candidate. Emphasis should be placed on areas where there is a discrepancy between the evaluator's mark and the candidate's self-assessment, and on how the candidate can improve coaching performance. The evaluator should also highlight the skills performed well by the candidate. The candidate should receive a copy of both forms.
- Candidate may ask questions about his/her assessment of their performance. If the candidate was not successful in demonstrating competence for the on-ice section, the evaluator will outline some basic strategies as to how he/she can improve for next time.
- Every candidate should finish this evaluation feeling that it was a positive learning experience, regardless of the outcome.

Candidate performance will be evaluated on the following scale:

0 = No evidence is observed

1 = Meets Expectations

2 = Exceeds Expectations

The NCCP Pass Standard is a mark of 1. Any score of 0 means the coach is “not ready” and that re-evaluation is required.

The evaluator's comments will be recorded on the *Coach Observation Tool* form. A rubric is provided to assist the evaluator in determining if the candidate meets the NCCP Pass Standard. The evaluator's comments should indicate where weaknesses occur (i.e. not meeting the minimum standard) and provide constructive suggestions for improvement. The evaluator should also provide contact information in case the candidate needs a resource person for assistance.

# NCCP Competency for Ringette – Competition Introduction

<b>Coach Name</b>				<b>CC number:</b>	C	C						
		<small>Surname</small>	<small>First</small>									
<b>Provide Support to Athletes in Training (On-ice Evaluation)</b>												
<b>Mark</b>	<b>Evidence of Achievement</b>					<b>Comments</b>						
√IX												
<b>Safety</b>		Coach surveys the practice environment and ensures that there are minimal safety risks.										
		Coach can identify adjustments to the practice to ensure safety of athletes. Have coach reflect on a specific scenario in the debrief if a dangerous situation did not present itself during the practice.										
		Coach is able to present an emergency action plan that contains <b>most</b> of the critical elements and is suitable to provide immediate care in case of an emergency										
		Coach performs equipment safety check										
		<b>Ensures that the practice environment is safe (MS or ES)</b>										
<b>Structure &amp; Organization</b>		Coach is appropriately dressed and equipment is available and ready to use.										
		Coach demonstrates optimal use of space and equipment.										
		There are clear practice segments, which includes an appropriate warm-up, main segments and cool down.										
		An appropriate fitness training component is included, or an explanation of why it was not appropriate for this practice.										
		Delivery of practice matches practice plan's goal(s).										
		Breaks are provided for appropriate recovery and hydration.										
		Activity time is maximized. Athletes are engaged in activity at least 50% of the time.										
		The practice has specific objectives that relate to the priorities identified for the particular point in the season.										
		Activities contribute to the development of skills and or tactics and are consistent with the Ringette Canada Development Program.										
	<b>Implements an appropriately structured and organized practice (MS or ES)</b>											
<b>Coach Intervention</b>		Coach uses explanation and identifies 1-3 key learning points.										
		Coach clarifies key learning objectives and or performance factors (feedback / instruction) with athletes prior to engaging in the activity.										
		Coach uses demonstrations, and participants are in an optimal position to see and hear.										
		Feedback is positive, specific and is communicated to both individuals and the group.										
		Coach makes interventions so that participants have adequate time to practice skill or tactic.										
		Coach is enthusiastic and patient with all participants										
		Coach maintains a positive outlook and acknowledges athletes' needs and thoughts.										
		Coach uses respectful language when providing verbal interventions										
		Coach provides feedback and instruction that clearly identifies <i>what</i> to improve and <i>how</i> to improve.										
		Coach selectively uses feedback during the drill to constructively reinforce athletes' effort and performance.										
		Coach promotes a positive image of the SPORT and models the image to athletes and other stakeholders. Is a good role model.										
		Coach identifies appropriate expectations for athlete behaviour and reinforces these expectations when appropriate										
		<b>Makes interventions that promote learning (MS or ES)</b>										
<b>Certification</b>		<b>Re-observe</b>										
<small>Signed</small>												
<b>Evaluator</b>												
	<small>Surname</small>											

## EVALUATION PROCEDURE

### **OUTCOME: DESIGN A BASIC SEASON PLAN**

The candidate must submit a written seasonal plan, a copy of the coach's Season Plan Workbook, as well as a practice plan corresponding to a specific training sessions at the beginning, middle or end of season. Plans will be submitted directly to the Evaluator. The coach's Season Plan Workbook will be returned to the coach after the evaluation is complete.

Season and Practice plans will be evaluated according to the NCCP Minimum Standard, as accepted by the National Coaching Certification Council.

The evaluator's comments will be recorded on a summary sheet. The evaluator's comments should indicate where weaknesses occur (i.e. not meeting the pass standard) and provide constructive suggestions for improving the plan. The evaluator should also provide contact information in case the candidate needs a resource person for assistance.

# NCCP Competency for Ringette Competition-Introduction

Coach Name			CC number:	C	C						
	Surname	First									

## Design a Basic Season Plan

Mark		Evidence of Achievement	Comments	Scoring		
Program Structure		Plan identifies basic athlete information (age, number, differences in growth and development).		0	1	2
		Plan indicates the length of the season, practice dates, and main competitions.		Little or No Evidence Plan has limited detail and insufficient accuracy to meet overall criteria.	Good evidence: Plan has sufficient detail and accuracy to meet overall criteria. A different coach could implement the program.	Exceptional evidence: Plan has excellent detail and accuracy to meet overall criteria. Plan would assist a different coach in enhancing the program.
		Plan identifies entry point for the majority of athletes in the season plan.				
		Plan correctly identifies training objectives and priorities at critical times of the season based on program template developed by ringette.				
		Length of the season is correctly calculated given breaks and other logistics.				
		Seasonal plan is correctly divided into three main periods (preparation, competition, transition).				
		<b>Outline of the program structure meets the needs of the athletes training and competition opportunities (MS or ES)</b>				
Identification of Program Measures		Plan identifies correctly calculated competition to training ratio		Little or No Evidence Plan has limited detail and insufficient accuracy to meet overall criteria.	Good evidence: Plan has sufficient detail and accuracy to meet overall criteria. A different coach could implement the program.	Exceptional evidence: Plan has excellent detail and accuracy to meet overall criteria. Plan would assist a different coach in enhancing the program.
		Competition ratio is consistent with NCCP guidelines				
		Plan correctly prioritizes key training elements to maximize and promote athlete developmental potential in relation to training and competition				
		Rationale is provided for prioritizing training elements in order to maximize developmental potential for each stage of the plan				
		Strategies are identified to overcome potential weaknesses in program compared to Sport LTAD planning template.				
		<b>Program identifies and meets the needs of athlete development that follows NCCP guidelines (MS or ES)</b>				
Season Plan		Season plan identifies athletic abilities and training objectives (initiation, acquisition, consolidation and refinement) to be emphasized during the different phases of the season.		Little or No Evidence Plan has limited detail and insufficient accuracy to meet overall criteria.	Good evidence: Plan has sufficient detail and accuracy to meet overall criteria. A different coach could implement the program.	Exceptional evidence: Plan has excellent detail and accuracy to meet overall criteria. Plan would assist a different coach in enhancing the program.
		Intensity levels are indicated for Physical and tactical training components and are relevant to the time of the season				
		Rationale is provided to justify optimizing training time if there are inconsistencies with the amount of actual practice time.				
		The plan prioritizes athletic abilities and training objectives that are consistent with this phase of the seasonal plan.				
		<b>Season plan meets the needs of the athletes development by integrating all components outlined in the course (MS or ES)</b>				
Evaluator						
Signed			Date			
Evaluator	Surname	First				



**NCCP OBSERVATION FOR RINGETTE  
OUTCOMES & RECOMMENDATIONS  
COMPETITION – INTRODUCTION**



<b>Date</b>												
<b>Name</b>					CC number:	C	C					
	Surname			First								
<b>Address</b>	Apt.		Street									
	City			Province			Postal Code					
	( )			( )			( )					
<b>Phone</b>	Home			Business			Fax					
<b>Email</b>												
<b>Recommendation</b>										<b>MS</b>	<b>ES</b>	
<b>Design a Basic Season Plan</b>												
<i>Achieved Certification</i>												
COMMENTS:												
<b>Recommendation</b>										<b>MS</b>	<b>ES</b>	
<b>Analyze Performance</b>												
<i>Achieved Certification</i>												
COMMENTS:												
<b>Recommendation</b>										<b>MS</b>	<b>ES</b>	
<b>Plan a Practice</b>												
<i>Achieved Certification</i>												
COMMENTS:												
<b>Recommendation</b>										<b>MS</b>	<b>ES</b>	
<b>Provide Support to Athletes in Training (On-Ice Evaluation)</b>												
<i>Achieved Certification</i>												
COMMENTS:												
<b>Evaluator Information</b>												
<b>Evaluator</b>												
	Surname				First							
<b>Address</b>	Apt.		Street									
	City			Province			Postal Code					
	( )			( )			( )					
<b>Phone</b>	Home			Business			Fax					
<b>Email</b>												
Signed				Date								

# Candidate Self-Assessment

## COACHING BEHAVIOURS PROFILE

Before the on-ice assessment, the candidate will complete this self-assessment form and submit it to the evaluator. The candidate and evaluator will review and discuss the candidate's responses before beginning the on-ice time. After the on-ice time, the evaluator will compare the candidate's self-assessment with the actual evaluation and discuss the results with the candidate.

Before the candidate meets with the evaluator, he/she should circle the appropriate number for each statement below.

- KEY:**
- 1** This is definitely a weak area for me.
  - 2** I'm somewhat comfortable but could use some help
  - 3** I do this very well.

Coaching Task	candidate self-assessment	candidate's comments
▪ I ensure a safe practice area	1 2 3	
▪ I run a structured and organized practice	1 2 3	
▪ I make effective coaching interventions	1 2 3	
▪ I demonstrate appropriate coaching behaviours	1 2 3	
▪ I manage the training environment (includes awareness, creation of functional learning environment and adapting to "unforeseen" circumstances such as equipment breakage, etc.)	1 2 3	
▪ I detect performance errors effectively	1 2 3	
▪ I apply proper correction of performance errors	1 2 3	
▪ I show enthusiasm for and while coaching	1 2 3	
▪ I demonstrate good rapport with athletes	1 2 3	

**Evaluator's Comments:**

*(use the back of this form if more room is required)*

# APPENDIX 1

## Coaching Checklist

This checklist can be used as a quick reminder-reference for the candidate or the evaluator. Note that it does not replace the evaluation form.

Does the Candidate...	✓/x	Does the Candidate...	✓/x
Locate Medical Files and Contact #'s for athletes?		Articulate skill correction or problem solving steps in an easily understood manner?	
Clearly identify all existing and potential hazards in the training environment?		Check for clear understanding from athletes?	
Check athletes' equipment?		Include an appropriate cool-down component for age and ability of participants?	
Include an appropriate warm-up for age and ability of participants?		Assess whether the athletes enjoyed themselves during the session?	
Include an appropriate fitness training component & <i>basic</i> skill development for age and ability of participants?		Provide equal attention to each athlete in the group?	
Correctly use the key elements of technique to analyze athletes?		Use appropriate feedback on performance of athlete(s) that is positive, specific and timely?	
Identify the critical technical element that needs improving?		Use concise, clear and constructive communication?	
Correct the identified basic technical element that needs improving using appropriate drills and corrective measures to instruct athletes?		Communicate next practice location and time to participants?	

**ADDITIONAL COMMENTS:**