



HOCKEY CANADA

High Performance 1 Evaluation Procedures: Coach Candidate

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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 Collection, Use, and Disclosure of Personal Information

The Coaching Association of Canada collects your NCCP qualifications and personal information and shares it with all NCCP partners according to the privacy policy detailed at www.coach.ca. By participating in the NCCP you are providing consent for your information to be gathered and shared as detailed in the privacy policy. If you have any questions or would like to abstain from participating in the NCCP please contact coach@coach.ca.

EVALUATION PROCEDURES: COACH CANDIDATE

High Performance I – Part C

Part C is a field evaluation designed to confirm the coach candidate's abilities in the following areas:

- Plan and execute a Practice
- Provide Support to Athletes in Training
- Support the Game Environment
- Manage a Hockey Program

Your field evaluation includes three components: the evaluation of a minimum of **one** practice, the evaluation of a minimum of **one** game; and coach interviews reflecting on the Yearly Plan and management of the program. These three components should take place within a relatively short time period. The game to be supervised should normally follow the practice, and the oral examination concludes the field evaluation.

*A field evaluator may need to observe more than one practice if an accurate evaluation is not possible in one practice or if the coach fails to 'meet expectations' and scores 'need improvement'.

Evaluation Procedures

Similar to Part A and B, the field evaluation for the coach candidate is marked in the following manner:

- exceeds expectations (EE)
- meets expectations (ME)
- needs improvement (NI)

Each of the three components listed above requires an independent evaluation – and yet the three are interconnected. To successfully achieve High Performance I, you must **meet expectations** (ME) in each component.

- Component 1 - Practice (Plan a Practice, Practice Implementation, Practice Evaluation and Feedback)
- Component 2 - Game (Game Plan, Plan Adaptation, Post Game Evaluation and Feedback)
- Component 3 - Oral Exam (Review of Yearly plan, objective demonstration of coaching competencies)

It is your responsibility to communicate your practice and game time to the evaluator, as well as provide all necessary documentation. In this document you will find the sequence of events along with who is responsible for each component of the field evaluation.

Procedures for Completing a Successful Field Evaluation

- 1 Once the Branch receives your team details a Field Evaluator will be assigned the task.
- 2 The mentor/evaluator will receive your information along with Hockey Canada's evaluation procedures.
- 3 The mentor/evaluator will bring all documentation received from the Branch and walk you through the field evaluation procedure and set up a schedule to observe practice(s) and game(s). The field evaluator will provide you with information on the following:
 - Process for observation, including evidence sought
 - Clarification of any questions or concerns
 - Identify and discuss overall goals and objectives
 - Identify any necessary logistics
- 4 Ensure the mentor/evaluator has full access to dressing room and ice during the entire practice.
- 5 The mentor/evaluator will conduct post-practice interview with you to gain greater insight and give you an opportunity to clarify any concerns.
- 6 Ensure the mentor/evaluator has full access to dressing room and bench (or in close proximity) before, during and after the game.
- 7 The mentor/evaluator will prepare a series of interview questions to ask you based on the Yearly plan.
- 8 If the mentor/evaluator requires further observation of any of the above elements, a 2nd evaluation will be scheduled.
- 9 The mentor/evaluator will provide you with a summary of the evaluation.
- 10 The mentor/evaluator will send all documentation to the Branch in order to complete the process.

Objectives of Field Evaluation

- 1 Evaluate the coach's abilities to Plan a Practice, Provide Support to Athletes in Training, Support the Game Environment and Manage a Hockey Program.
- 2 Provide the coach with an opportunity to develop and grow based on the feedback from the mentor/evaluator.
- 3 If all criteria are met and evidence is demonstrated, certify the coach within the High Performance I context.

Procedures for the Coach

The coach must:

- 1 Complete and return the following materials from **Appendix A** to the **Branch Technical Director**.
 - **Part A: Request for Evaluation Form**
 - **Part B: Coach Development Plan**
 - **Part C: Schedule of practices and games and an outline of your Yearly plan**
- 2 Be prepared to meet with the mentor/evaluator for at least an hour before and after each observation.
- 3 Prior to the game to be evaluated, complete and return to the mentor/evaluator the form **Evaluation** – (see appendix A)
- 4 Assist with the evaluation process by permitting the mentor/evaluator access to the dressing room, to the ice surface during the practice and close to or on the player's bench for the supervised game.
- 5 Prepare for an interview with the evaluator to examine Yearly plans, planning procedures for games and practices and philosophies/objectives of the program. This session will also permit the mentor/evaluator to provide feedback to the coach.

Summary of Responsibilities

Task to be completed	Evaluator Responsibility	Coach Responsibility
Request for Evaluation Form	None	Send to the Branch along with practice schedule, game schedule and an outline of the Yearly plan
Branch to Contact Evaluator	Mentor/evaluator to receive coaches information along with evaluation procedures from Branch	None
Initial Meeting Prior to Observation	Mentor/evaluator to bring all documentation received from the Branch. Mentor/evaluator to walk coach through the procedure and set up appropriate practices and games to observe. Provide the coach: <ul style="list-style-type: none"> ■ Process for observation, including evidence sought ■ Identify and discuss overall goals and objectives ■ Identify any necessary logistics 	Coach to bring a copy of all material submitted to the Branch.
Practice Observation	Mentor/evaluator to have full access to dressing room and ice during entire practice	Provide mentor/evaluator with full access to practice. Coach also to provide mentor/evaluator with copies of a copy of the practice plan: <ul style="list-style-type: none"> ◆ Coach must complete a post-practice evaluation to identify the achievement of practice objectives.
Practice Debrief	Mentor/evaluator to conduct post-practice interview with coach to gain greater insight and give coach an opportunity to clarify any concerns.	Coach must complete a post-game evaluation form to identify strengths and weaknesses in team performance.
Game Observation	Mentor/evaluator to have full access to dressing room and bench (or in close proximity) before, during and after game	Provide mentor/evaluator with full access to game environment. Coach to also provide evaluator with a copy of game card and any other preparation details.
Yearly Training Plan Review Interview	Mentor/evaluator to prepare a series of interview questions for the coach based on the Yearly plan	Coach to bring a copy of the Yearly plan as well as notes on what has worked well, what has not worked well and proposed changes.
Debrief	If mentor/evaluator requires further observation of any of the elements above, set up a 2 nd evaluation	
Summary	Mentor/evaluator to provide coach a summary of the evaluation	
Submission	Mentor/evaluator to send all documentation to the Branch for registration	

APPENDIX A

EVALUATION REQUEST

Field Evaluation Document Package

Part A: Coach Candidate Request Form

Please complete this form along with Part B: the Coach Development Plan and Part C: the Yearly Training Plan (YTP) and Schedule to:

Branch -

Technical Director:

Phone:

Address:

City:

Postal Code:

Name: _____ Res. Phone: _____

Mailing Address: _____ Bus. Phone: _____

_____ Mobile: _____

City: _____ Province: _____

Postal Code: _____

Email: _____

NCCP – CC#: _____

For Office Use Only:

Date Received: _____

☐ Branch Contacted – staff person: _____

☐ Evaluator Contacted

☐ Documentation sent to evaluator

Evaluator Assigned: _____

Email: _____

Date: _____

Part B: Coach Development Plan

Name: _____ Res. Phone: _____

Mailing Address: _____ Bus. Phone: _____

Facsimile: _____

Email: _____

Recent Coaching Experiences:

Yearly:	Team:	Organization/Level:	Coaching Role:
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Coaching Aspirations (What's next?)

Short term goal(s): _____

Long term goal(s): _____

List 3 coaching skill areas you consider strengths:

1. _____

2. _____

3. _____

List 3 coaching skill areas you wish to improve:

1. _____

2. _____

3. _____

List the steps necessary to achieve your goal(s):

Signed: _____ **Date:** _____

Part C: Schedules

Attach a full schedule of all practices and games along with an outline of your Yearly training (YTP) plan to your Request Form and Coach Development Plan.

Practice Evaluation – To be completed individually by the Coach and Field Evaluator**1 = WEAK, 3 = GOOD, 5 = VERY GOOD**

(These are the only scores to be used)

Criteria	Description	Scores	
		Coach	Field Evaluator
<i>PACE</i>	progress-rate of activity-allocation of drill time applied-intensity		
<i>SKILL DEVELOPMENT</i>	drill focus on skills-skating-shooting-puck control-passing-checking		
<i>TACTICAL DEVELOPMENT</i>	Drill focus on individual and team offensive and defensive tactics		
<i>TEAM PLAY DEVELOPMENT</i>	Drill focus on offensive and defensive team play-power play and penalty kill		
<i>SPECIFICITY</i>	Game-like drills-focus on key execution points-read and react practice		
<i>EXECUTION</i>	Application of skills-tactics and systems-individual and team		
<i>TEACHING</i>	Provide instruction-use of technology-use of resources-observe/correct/direct (repetition) all coaches active teachers		
<i>WORK ETHIC</i>	Work/rest ratio-volume of work-intensity-attention to detail		
<i>COMMUNICATION</i>	Coaches connect with players-effective instruction-coach connect with coaches-pre practice review-motivational tactics		
<i>DRILL SELECTION</i>	number of drills-teaching points-key execution points-specificity		
		TOTAL	TOTAL

The coach is encouraged to use this Evaluation Form after every practice to evaluate player and coach performances

Practice Evaluation Comments	
Coach should reflect on the application of the assessment exercise.	
Discrepancies and correlation in scores, positives and areas of improvement.	
Directions as to strategies to improve areas identified as weak.	

Game Evaluation

This document MUST be completed and given to the mentor/evaluator prior to the game to be evaluated

Name: _____

Team: _____

League: _____

Level: _____

Game Day: _____ Game Time: _____

Day / Month / Year

Location: _____

Opposition: _____

Team Statistics Prior to Game

Team	GP	W	L	T	PTS	Position in Standings
My Team						
Opposition						

Team record vs. this opponent during the Year

GP	W	L	T	PTS

Team Evaluations

My Team

Strengths:

Weaknesses:

Opposition Team

Strengths:

Weaknesses:

Specific Strategies for this game:

Signed: _____ **Date:** _____

Game Evaluation – To be completed individually by the Coach and Field Evaluator**1 = WEAK, 3 = GOOD, 5 = VERY GOOD**

(These are the only scores to be used)

Criteria	Description	Scores	
		Coach	Field Evaluator
FORECHECK	Pressure-contain-trap-create turnovers in offensive and neutral zone-focus on opposition's weakness and strengths		
DISCIPLINE	Apply the game plan-penalty minutes-retaliation and un-sportsman penalties		
BACKSIDE PRESSURE	Forwards transition from offense to defense-pressure from behind the puck-outnumber the opposition-protect the middle of the ice and the house		
POWER PLAY	Productivity-breakout-entry-set up adjustments to opposition PK		
PENALTY KILL	Productivity-forecheck-refuse entry-defensive zone-adjust to opposition PP		
EXECUTION	Defensive systems-defensive systems-special teams-keys to success-individual and team tactics		
TEACHING	Mental prep-use of technology-instruction and adjustments during competition-use of assistant coaches-use of statistics		
COMMUNICATION	Coach with coach-coach with players-players with players=motivation-instruction-direction		
NET PRESENCE	Screens-rebounds-concentration-deflections		
SHOTS ON NET	From the house-from the point-on opposition goal-on own goal		
DEFENSIVE ZONE	Outnumber opposition-protect the house-net protection-block shots-eliminate scoring chances		

Criteria	Description	Scores	
		Coach	Field Evaluator
FACE OFFS	WWLL-draw win-possession win-centre matches-left and right matches		
LINE CHANGES	Length of shift-3 + 2 line changes-delayed penalties-line matches		
GOALTENDING	Performance rating-save percentage-goals against average-puck handling-rebound control		
BREAKOUTS	Versus pressure-versus trap-stretch passess-support-speed-defense joining rush		
WORK ETHIC	Commitment to defensive play-concentration in offensive attack-battles won and lost		
HOLD OFFENSIVE BLUELINE	Pinching-cycling-shots through traffic-puck control		
HITS / TAKEAWAYS	Finish checks-1 on 1 battles-angling-gap control-net protection		
		TOTAL	TOTAL

The coach is encouraged to use this Evaluation Form after every game to evaluate player and coach performances

Game Evaluation Comments	
Coach	should reflect on the application of the assessment exercise.
Discrepancies and correlation in scores, positives and areas of improvement.	
Directions as to strategies to improve areas identified as weak.	

Discrepancies and correlation in scores, positives and areas of improvement.

Directions as to strategies to improve areas identified as weak.

[illegible]

How to be a better coach



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

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

Take a stand against doping and cheating in sport.

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

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sport nutrition tips, read coach stories and more!