



HOCKEY CANADA

High Performance 1 Field Evaluator Procedure Manual

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National
Coaching
Certification
Program



PARTNERS IN COACH EDUCATION

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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.

FIELD EVALUATION PROCEDURES: FIELD EVALUATOR

This field evaluation is designed to confirm the coach's abilities in the following areas:

- 1 Plan, execute and evaluate a Practice
- 2 Provide Support to Players in the Training environment
- 3 Provide Support to Players in the Game environment
- 4 Manage a Sports Program

The field evaluation includes three components:

- Component 1 – Practice* (Plan a Practice, Practice Implementation and Evaluation)
- Component 2 – Game* (Game Plan, Plan Adaptation, Bench Management, Post Game Evaluation)
- Component 3 – Program Management Interview (Review Yearly Plan, Player Selection/Evaluation, Goaltending Coaching and Review of the Drug Free Sport Program)

*You may need to observe more than one event if an accurate evaluation is not possible.

Evaluation Procedures

The coach will be 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, the coach must **meet expectations** (ME) in each component.

It is the coach's responsibility to communicate the practice and game time to the evaluator, as well as submit the team profile form (pages 11 and 12, *Hockey Canada High Performance 1 Evaluation Procedures: Coach Candidate*).

Procedures for Completing a Successful Field Evaluation

- 1 Branch will notify you with details that include the coach's contact information and other relevant information.
- 2 You will review with the coach the documentation received from the Branch and establish dates for practice, game and interview.
- 3 You must ensure the coach accommodates you full access to dressing room and ice during the entire practice.
- 4 You will conduct pre and post-practice interviews with the coach to gain greater insight and give the coach an opportunity to clarify any concerns.
- 5 The coach must ensure you have full access to dressing room and bench (or in close proximity) before, during and after the game.
- 6 Develop a series of interview questions to address COMPONENT #3 of the field evaluation.
- 7 Provide the coach with a verbal summary of the field evaluation at the conclusion.
- 8 Let the Branch know via e-mail that the field evaluation was completed.
- 9 Send all documentation to the Branch in order to complete the process including anecdotal report outlining the verbal summary given to the coach.

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 Sport Program.
 - Practice Evaluation Form, Game Evaluation Form and a Yearly Training Plan checklist are provided
- 2 Provide the coach with an opportunity to develop and grow based on the interchange with the evaluator/mentor.
- 3 If all criteria are met and evidence is demonstrated, certify the coach within the High Performance I context.

Summary of Responsibilities

Tasks to be completed	Evaluator/Mentor Responsibility
Branch to Contact Evaluator	Evaluator to receive coaches information along with evaluation procedures from Branch
Meeting Prior to Practice Observation	<p>Evaluator to bring all documentation received from the Branch. Evaluator to walk coach through the procedure and set up appropriate practices and games to observe. Provide the coach:</p> <ul style="list-style-type: none"> ■ Process for observation, including evidence sought ■ Clarification of any questions or concerns ■ Identify and discuss overall goals and objectives ■ Identify any necessary logistics
Practice Observation	Evaluator to have full access to dressing room and ice during entire practice
Practice Debrief	Evaluator to conduct post-practice interview with coach to gain greater insight and give coach an opportunity to clarify any concerns. Coach and evaluator to complete Post-Practice evaluation form and compare results.
Meeting Prior to Game Observation	Coach will provide the evaluator any pre-scouting information on the opposition, outline the game plan for competition and identify the keys for success in his/her team's performance
Game Observation	Evaluator to have full access to dressing room and bench (or in close proximity) before, during and after game
Game Debrief	The evaluator conducts a post-game interview with the coach to gain greater insight and identify concerns. Coach and evaluator will complete the Post-Game evaluation form and compare results.
Program Management Interview	Evaluator to prepare a series of interview questions for the coach based on the seasonal plan and other identified areas
Debrief	If evaluator requires further observation of any of the elements above, set up a 2 nd evaluation
Summary	Evaluator to provide coach a verbal summary of the evaluation
Submission	Evaluator to send all documentation to the Branch for registration including an anecdotal report on the verbal summary provided to the coach

Field Evaluator's Report

Coach's Name:

Field Evaluator:

Component 1 - Practice Observation and Evaluation Notes:

Date:

Rank: (NI ME EE)

Component 2 - Game Observation and Evaluation Notes:

Date:

Rank: (NI ME EE)

Component 3 – Program Management Interview Notes:

Date:

Rank: (NI ME EE)

Comments:

Field Evaluator's Signature: _____ Date: _____

Practice Observation and Evaluation Form (Page 1 of 2)

Coach Name				CC number:									
		Surname		First									
	Mark	Evidence of Achievement			Comments		Scoring						
Logistics & Structure		■ Practice plan identifies a goal or a series of key elements that will be addressed in the practice.					0	1					
		■ Practice plan includes a list of key factors or teaching points and physical intensity (work: rest) that relate to each activity.					<div>Not There. No evidence appears on plan</div> <div>All There. Sufficient detail of evidence</div>						
		■ Practice plan indicates roles and responsibilities of staff.											
		■ Practice plan clearly supports the scheduled Micro Cycle goal.											
		■ Practice plan clearly supports the current team situation and schedule.											
		■ 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.											
		■ Implement protocol that contribute to athlete development											
		■ Makes adjustments to the practice based on athletes response to the training											
		TOTAL POINTS											
Safety		■ Coach surveys the practice environment and ensures that there are minimal safety risks. IE, Neck guards, gates closed and mouth guards.					<div>Not There. No evidence appears on plan</div> <div>All There. Sufficient detail of evidence</div>						
		■ Coach can identify adjustments to the practice to ensure safety of the players.											
		■ Coach is able to present an emergency action plan that contains most of the critical elements and is suitable to provide immediate care in case of an emergency.											
		■ Coach reinforces and teaches the correct application of competitive rules that enable a safe practice where appropriate.											
		TOTAL POINTS											
	Safety score MUST total 4. If any of the four safety expectations are not being met and cannot be corrected during the practice the evaluation will need to be re-scheduled												

Practice Observation and Evaluation Form (Page 2 of 2)

	Mark	Evidence of Achievement	Comments	Scoring		
Appropriate Activities and Practice Adaptation		■ Practice activities are effectively communicated (i.e. diagrams, key points).		1	2	3
		■ Planned activities are allotted enough time to develop the skills and or tactics identified by the goal.		Some evidence, limited detail and accuracy to meet overall criteria. A different coach would have difficulty implementing the practice - NI Good evidence, sufficient detail and accuracy to meet overall criteria. A different coach could implement the practice - ME Exceptional evidence with excellent detail and accuracy to meet overall criteria. Plan would assist a different coach in enhancing the practice. EE		
		■ Planned activities contribute to the development of skill (s) and are appropriate to the stage of skill development				
		■ Coach recognizes breakdowns and makes effective interventions that promote learning during practice.				
		■ Coach provides effective feedback to individual players in correcting or reinforcing performance.				
		■ Activities are purposeful and link to overall practice goal.				
		■ Planned activities reflect awareness of, and control for potential risk factors.				
		■ Coach is flexible and adaptable where necessary to provide appropriate challenges from a technical, tactical, physical or decision making point of view.				
		■ Coach modifies work intensity, work periods or length of pauses as necessary to account for players' fatigue and/or fitness consistent with practice goals.				
		■ Detect and Correct Technical and Tactical Skills				
		■ Coach can make adjustments to a practice plan based on the level of fatigue of his/her athletes				
		TOTAL POINTS				
Score	Planning Element	Comments:				
	Identifies appropriate logistics for practice					
	Safety					
	Identifies appropriate activities in each part of the practice					
	Coaches Total:	NI = Needs Improvement <26	ME = Meets Expectations 26-35	EE = Exceeds Expectations >35		

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 Field Evaluator should use this evaluation form in the practice de-briefing process

Scores for both the Coach and the FE should be reported in this report

Game Day Coaching

This form should be completed subsequent to each game observed.

Coach Name				CC number:							
		Surname	First								
	Mark	Evidence of Achievement		Comments	Scoring						
Prepares for Game Readiness		■ Game card, statistical collectors and game analysis instruments are in place.			1	2	3				
		■ Coach manages time effectively in order to ensure players' physical readiness (ie. warm-up, taping, etc.), equipment checks, and sport specific logistics (i.e. coaches meeting).			Limited detail and accuracy to meet overall criteria. A different coach would have difficulty implementing the game plan - NI	Sufficient detail and accuracy to meet overall criteria. A different coach could implement the game plan - ME	Exceptional detail with excellent detail and accuracy to meet overall criteria. Plan would assist a different coach in enhancing the game plan. - EE				
		■ Coach ensures that on and off-ice warm-up provides adequate physical readiness for competition.									
		■ Coach provides individual players with clear information regarding their roles in order to enhance performance									
		■ Coach can produce a competition plan that identifies tactics, strategies and or team expectations.									
		■ Coach implements pre-game procedures that assist the players to achieve an adequate mental state for performance									
		■ Coach manages their own anxiety/stress level in an effective way									
		TOTAL POINTS									
Coach makes effective interventions during game		■ Coach is positive and provides players with specific information that identifies what is needed to improve performance.			Limited detail and accuracy to meet overall criteria. A different coach would have difficulty implementing the game plan - NI	Sufficient detail and accuracy to meet overall criteria. A different coach could implement the game plan - ME	Exceptional detail with excellent detail and accuracy to meet overall criteria. Plan would assist a different coach in enhancing the game plan. - EE				
		■ Coach gives team based motivational and or directional prompts during the competition or between periods.									
		■ Coach meets with players after the competition and provides encouragement and reinforces achievement.									
		■ Coach delegates responsibilities to staff for effective bench management									
		■ Coach makes sure players are focused on the task not the result or scoreboard.									
		■ Coach communicates with other staff on and off the bench									
		■ Coach uses interventions that provide strategic information, manages players, makes adjustments for flow of game									
		■ Detect and Correct Technical and Tactical Skills									
		■ Coach shows respect toward officials, opponents, spectators and players									

Coach makes effective interventions after the game		■ Assess competitive plan after the competition and identify what aspects of the plan were successful and a rationale for what could be improved			
		■ Debrief performance with athletes, and provide constructive feedback that identifies what and how to develop greater performance			
		■ Use analysis taken during the competition to review, interpret, and modify individual and/or team goals			
		■ Use post-competition assessment to identify goals or objectives of future practices or competitions			
		■ Assist athlete to reflect upon, and choose successful tactics/strategies for subsequent competitive performances			
		■ Implement recovery and regeneration strategies to maintain optimal performance for the next training session or competition			
	TOTAL POINTS				
Score	Planning Element	Comments			
	Prepares for Game Readiness				
	Makes Effective Interventions During and After Games				
	Total	NI = Needs Improvement <39	ME = Meets Expectations 39-53	EE = Exceeds Expectations >53	

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 Field Evaluator should use this evaluation form in the game de-briefing process

Scores for both the Coach and the FE should be reported in this report

Seasonal Plan Review

Coach Name			Coach Certification (Locker – NCCP) number:							
	Last		First							
Identified		Evidence of Achievement								
Outline a program structure based on training and competition opportunities		Present a Seasonal Plan that identifies periodization strategies in evaluating team and player performance to accommodate program planning (goals /objectives) related to skill development, physical conditioning, player performance, and general stages of player development for each period of the program, consistent with Hockey's LTPD								
		Identify schedule and number of competitions (Games and Tournaments) during the Season								
		Identify length of each period of the program Pre-, Competition, Competition and Transition and break down each into Macro Blocks								
		Present logistical information								
		Identify relative importance of the competitions, including qualifying tournament and the playoffs in your Seasonal Training Plan								
		Use game statistical and analytical data to identify training needs- technical, tactical, physical, or mental								
Integrate Seasonal Plan training priorities		Use HP1 Seminar Player and Team Evaluation templates to prioritize skill tactic and team play training objectives during a specific Macro Block.								
		Use HP1 sample Player and Team Evaluation templates to identify training objectives (development-maintenance/acquisition-consolidation) for specific individual / team performances								
Manage administrative aspects of program and oversee logistics, manages expertise		Effectively communicating coaching philosophy and key principles guiding program decisions.								
		Providing a schedule of competition and training commitments to players, parents and other key stakeholders.								
		Facilitating logistics and managing a group of players during competitions requiring extended travel.								
		Identifying the roles and responsibilities required of assistant coaches, developing job descriptions and managing the coaching staff appointment process								
		Identifies one or more specialists in performance related areas (e.g. nutrition; mental preparation; fitness).								
		Managing equipment and financial resources necessary for successful program implementation.								
Comments										

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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