



HOCKEY CANADA

Development 1 Coach Evaluation Criteria

Version 1.0, 2019





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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TABLE OF CONTENTS

Evaluation Components	1
Analyze Performance	2
Detect Individual Skill Performance	2
Correct Individual Skill Performance	2
Plan a Practice	3
Identify Appropriate Logistics for Practice	3
Identify Appropriate Activities in Each Part of the Practice	3
Plan a Practice Evidence of Achievement	4
Design an Emergency Action Plan	5
Field Evaluation	6
Ensure that the practice environment is safe	6
Run an appropriately structured and organized practice	6
Make interventions that promote learning.....	6
Observation/Evaluation Form	7
Appendix 1: Standard of Evidence for Coach Evaluation for Development 1	9

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 COMPONENTS

At the completion of the Development 1 clinic you are considered Development 1 trained under the auspices of Hockey Canada. This training provides the foundation of your education and gives you the necessary qualifications to coach within your branch. In order to be certified in the Development Stream (Titled the Intro to Competition by the Coaching Association of Canada) you must complete a formal evaluation. This evaluation gives you the opportunity to demonstrate the abilities/competencies that you possess as a coach relative to the expectations of a Development stream certified coach. An evaluation matrix has been designed by Hockey Canada that serves as the “mark guide” for your field evaluator. This matrix ensures that the evaluation that you receive and the “measurement” of your abilities is accurate relative to other coaches who are pursuing certification in the Development Stream. There are 4 evaluation components of evaluation within the Development Stream:

- Completion of the Written Assignment that will be submitted to your Provincial Member or Member Partner as part of the evaluation request
 - Correct Individual Skill Performance (Analyzing Skill)
 - Three (3) sequential practice plans
- Develop of an Emergency Action Plan
 - To be submitted to your Field Evaluator prior to practice observation
- A field evaluation completed by a qualified branch evaluator – including observation of 1 practice
- Completion of the Make Ethical Decisions online evaluation through the Coaching Association of Canada, which is located at www.coach.ca

Within Canada the method to request a field evaluation varies from region to region. Ensure that prior to leaving this training session you have clarified with the course facilitator how you go about requesting a field evaluator once you are ready to be evaluated.

The following pages detail the expectations of the coach within each of these 3 components.

ANALYZE PERFORMANCE

Detect Individual Skill Performance

- Coach moves around ice to observe skills from the most optimal vantage points and scans all the athletes
- Coach is able to select the most critical factor that has a direct impact on performance
- Coach is able to reflect on potential causes of skill error (Cognitive / Affective / Motor)
- Errors identified are consistent with athlete development guidelines for the appropriate stage of athlete development

Coach evaluation on performance detection will be evaluated in 2 ways:

- Coach will be observed in practice and the coach's ability to detect errors will be analyzed based on the evidence outlined on the following page
- Coach will submit to their evaluator an analysis of player performance based on the support video that they have received at the training session

Correct Individual Skill Performance

- Coach makes specific corrections that identify **how** to improve the performance, by prescribing key performance factors
- Coach uses adequate demonstrations to model correct performance
- Skill/performance corrections are prescriptive (emphasize how to improve, not just what to improve)

PLAN A PRACTICE

Identify Appropriate Logistics for Practice

- Practice plan identifies a goal or a series of key elements that will be addressed in the practice
- 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 and Hockey Canada's 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

Identify Appropriate Activities in Each Part of the Practice

- Activities/drills are purposeful and link to overall practice goal
- The duration of the practice and each practice segment are consistent with NCCP growth and development principles
- Planned activities/drills reflect awareness of, and control for potential risk factors
- Practice activities/drills are effectively described (i.e. diagrams, explanations, key points)
- Planned activities/drills 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 hockey, and are consistent with NCCP growth and development principles

Plan a Practice Evidence of Achievement

Coach Name			CC number:	C	C				
		Surname	First						
Mark	Evidence of Achievement	Comments			Scoring				
Logistics & Structure	<ul style="list-style-type: none"> Practice plan identifies a goal or a series of key elements that will be addressed in the practice 				0	Not There: No evidence appears on plan.	1	All There: Sufficient detail of evidence.	
	<ul style="list-style-type: none"> Practice plan identifies basic information including date, time, location, number of athletes, level of athletes 								
	<ul style="list-style-type: none"> Practice plan indicates basic logistical needs (i.e. facilities and equipment) to match the overall goal 								
	<ul style="list-style-type: none"> Practice plan has a clearly identified goal that is consistent with NCCP growth and development principles 								
	<ul style="list-style-type: none"> Practice plan is organized into main segments that include an introduction, warm-up, main part, cool-down and a conclusion 								
	<ul style="list-style-type: none"> Duration of the practice and each practice segment are identified on a timeline 								
	<ul style="list-style-type: none"> Plan includes a list of key factors or teaching points that relate to the overall goal 								
	Total Points								
Emergency Action	<ul style="list-style-type: none"> The location of telephones and emergency telephone numbers 								
	<ul style="list-style-type: none"> Specific directions to reach the activity site, which may include a map or a list of key instructions 								
	<ul style="list-style-type: none"> Location of medical profiles for each athlete under the coach's care 								
	<ul style="list-style-type: none"> Location of a fully stocked first aid kit 								
	<ul style="list-style-type: none"> Designated charge person and call person with roles and responsibilities 								
Total Points									
Mark	Evidence of Achievement	Comments			Scoring				
Appropriate Activities	<ul style="list-style-type: none"> Practice activities are effectively described (i.e. diagrams, explanations, key points) 				0	1	2	3	
	<ul style="list-style-type: none"> Planned activities are allotted enough time to develop the skills and or tactics identified by the goal 								
	<ul style="list-style-type: none"> Planned activities contribute to the development of skill(s) and are appropriate to the stage of skill development (Acquisition, Consolidation, Refinement) 								
	<ul style="list-style-type: none"> The practice plan indicates key factors (coaching points) that will be identified in the practice activity 								
	<ul style="list-style-type: none"> Planned activities contribute to the development of athletic abilities, are appropriate for the sport, and are consistent with NCCP growth and development principles 								
	<ul style="list-style-type: none"> Activities are purposeful and link to overall practice goal 								
	<ul style="list-style-type: none"> The duration of the practice and each practice segment are consistent with NCCP growth and development principles 								
	<ul style="list-style-type: none"> Planned activities reflect awareness of, and control for potential risk factors 								
	<ul style="list-style-type: none"> Activities are purposeful and link to overall practice goal 								
Total Points									
Rank (NI, ME, EE)	Planning Element	NI = Needs Improvement	ME = Meets Expectations	EE = Exceeds Expectations					
	Identifies appropriate logistics for practice	< 5	6	> 6					
	Design an Emergency Action Plan	< 3	4	> 4					
	Identifies appropriate activities in each part of the practice	< 8	9-14 (No 0s)	> 15					
Recommendation									
	Certification		Re-submit		Attend training				
Evaluator									
Signed			Date						
Evaluator			Surname			First			

Design an Emergency Action Plan

- A one or two-page Emergency Action Plan includes:
 - The location of telephones and emergency telephone numbers
 - Specific directions to reach the activity site, which may include a map or a list of key instructions
 - Location of medical profiles for each athlete under the coach's care
 - Location of a fully stocked first aid kit
 - Designated charge person and call person with roles and responsibilities

FIELD EVALUATION

Ensure that the practice environment is safe

Provide evidence of creating a safe environment for practices, games and other team events.

This evidence should include:

- Emergency Action Plan
- First Aid Kit
- Completed Player Medical Forms
- An awareness of the risks that potentially arise in the hockey environment

Run an appropriately structured and organized practice

Provide evidence of delivering an appropriate and organized practice.

This evidence should include:

- A practice that matches the practices goals and objectives
- Athletes engaged in activity a minimum of 50% of the time
- Breaks are provided for appropriate recovery and hydration
- Practice demonstrates a clear timeline for drills and activity time is maximized
- Coach demonstrates adequate use of space and equipment
- Coach implements activities that contribute to the development of skills, tactics and or athletic abilities

Field evaluators will also assess the coach's ability to:

- Effectively sequence teaching and drills in a progressive manner
- Make modifications and adjustments during practice based on the players understanding of the skills and tactics that are being taught

Make interventions that promote learning

Provide evidence of making appropriate interventions that include:

- Clear identification of **what** to improve and **how** to improve
- Use of feedback during the drill to constructively reinforce athletes' effort and performance
- Clarify key learning objectives and or performance factors (feedback / instruction) with players prior to practice/drill
- Identification of appropriate expectations for athlete behavior and reinforces these expectations when appropriate

Observation/Evaluation Form

Coach Name						
		First	Last	NCCP / CC#		
	Mark	Evidence of Achievement	Comments	Scoring		
Safety		Coach surveys the practice environment and ensures that there are minimal safety risks	Please comment in space below:	0	1	2
		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		Not There. No evidence is observed.	Evidence is observed, however there is limited attention and or quality in the presentation of the practice, or not entirely complete.	Evidence is observed consistently throughout the practice. Exceptional quality and attention to detail throughout the whole practice.
		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				
Structure & Organization		Coach is appropriately dressed	Please comment in space below:	Not There. No evidence is observed.	Evidence is observed, however there is limited attention and or quality in the presentation of the practice, or not entirely complete.	Evidence is observed consistently throughout the practice. Exceptional quality and attention to detail throughout the whole practice.
		Equipment is available and ready to use				
		There are clear practice segments, which includes an appropriate warm-up, main segments and cool down				
		Coach provides evidence of planning				
		Delivery of practice matches practice plan's goal(s)				
		Breaks are provided for appropriate recovery and hydration				
		Practice demonstrates a clear timeline for activities and drills and activity time is maximized				
		Coach demonstrates optimal use of space and equipment				
		Activities contribute to the development of skills and or tactics				
		Total Points				
Coach Intervention		Coach uses explanation and identifies 1-3 key learning points	Please comment in space below:	Not There. No evidence is observed.	Evidence is observed, however there is limited attention and or quality in the presentation of the practice, or not entirely complete.	Evidence is observed consistently throughout the practice. Exceptional quality and attention to detail throughout the whole practice.
		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 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 what to improve and how to improve			
	Coach selectively uses feedback during the drill to constructively reinforce athletes' effort and performance			
	Coach clarifies key learning objectives and or performance factors (feedback / instruction) with athletes prior to engaging in the activity			
	Coach promotes a positive image of hockey and models the image to athletes and other stakeholders			
	Coach identifies appropriate expectations for athlete behaviour and reinforces these expectations when appropriate			
	Total Points			
Score	Standard	Please comment in space below:		
	Ensures that the practice environment is safe			
	Implements an appropriately structured and organized practice			
	Makes interventions that promote learning			
Coaches Total:	NI = Needs Improvement ≤ 20	ME = Meets Expectation 21 – 36	EE = Exceeds Expectation ≥ 37	
Please check one of the following based on the coaches evaluation score – NOTE, NI can be a Re-Observe or Attend Further Training				
Certification (ME or EE)		Re-Observe (NI)		Attend Further Training (NI)
Evaluator				
First		Last		
Signed		Date		

APPENDIX 1: STANDARD OF EVIDENCE FOR COACH EVALUATION FOR DEVELOPMENT 1

Outcome: Provide Support to Athletes in Training		
1. Ensure that the practice environment is safe		
1 – Does Not Yet Meet Expectations	2 – Meets Expectations	3 – Exceeds Expectations
<ul style="list-style-type: none"> ▪ Coach does not survey practice environment prior to practice. E.g. Clearly there are dangerous factors in the playing environment, which should have been addressed. ▪ Coach recognizes the potential risks but does nothing to adjust the practice environment to enable safety. ▪ Coach is not able to present an Emergency Action Plan or the EAP has 4 or less of the following critical elements: <ol style="list-style-type: none"> 1 Locations of telephones are identified (cell or land lines) 2 Emergency telephone numbers are listed 3 Location of medical profile for each athlete under the coach’s care is identified 4 Location of fully-stocked first-aid kit is identified 5 Team Safety Person identified as the “call person” and a “control person” is identified 6 Directions to reach the activity site are provided 7 Role of the Team Safety Person is identified 	<ul style="list-style-type: none"> ▪ Coach surveys the practice environment and ensures that there are minimal safety risks. E.g. All entry doors to the ice are closed, ice free of debris, ice free of ruts, cracks, etc., nets properly placed and secured, players wearing neck guards, helmets and properly fitting equipment; players not on ice when zamboni is present. ▪ Coach can identify adjustments to the practice only after a dangerous situation has become evident. E.g. Coach adjusts player positioning in a drill AFTER it becomes evident that players are in an unsafe position. ▪ Coach reinforces and teaches the correct application of competitive rules that enable a safe practice where appropriate. E.g. Coach reinforces Hockey Canada rules emphasis within practice – checking from behind, head checking, stick fouls, clutching and grabbing. ▪ Coach is able to present an Emergency Action Plan with 5 or more of the following critical elements: <ol style="list-style-type: none"> 1 Locations of telephones are identified (cell or land lines) 2 Emergency telephone numbers are listed 3 Location of medical profile for each athlete under the coach’s care is identified 4 Location of fully-stocked first-aid kit is identified 5 Team Safety Person identified as the “call person” and a “control person” is identified 6 Directions to reach the activity site are provided 7 Role of the Team Safety Person is identified 	<ul style="list-style-type: none"> ▪ Coach is able to critically reflect on safety concerns before practice. E.g. Coach consciously positions athletes so that they are not in a dangerous position on the ice during a drill. ▪ Coach forecasts dangerous factors and makes immediate adjustments so that participants in all activities are not at risk. ▪ Coach can identify potentially dangerous situations and makes adjustments before engaging participants in most activities. ▪ Coach is able to present an Emergency Action Plan with all 6 critical elements.

Outcome: Provide Support to Athletes in Training		
2. Run an appropriately structured and organized practice		
1 – Does Not Yet Meet Expectations	2 – Meets Expectations	3 – Exceeds Expectations
<ul style="list-style-type: none"> ▪ Coach has no written practice plan. ▪ Not all players participate in drills. ▪ Coach does not run warm-up activities. ▪ Coach is inappropriately dressed – not wearing skates, does not have hockey gloves, is wearing jeans. ▪ Players do not have access to water during practice. 	<ul style="list-style-type: none"> ▪ Coach presents a practice plan that includes length of session, goals and objectives of session, drill purpose, key teaching points and key execution points. ▪ All athletes have their own water bottle and are able to take fluids when required. ▪ Athletes are active in drills or modified games for at least 50% of the practice time. ▪ Coach demonstrates adequate use of space and equipment: E.g. Over the course of the practice, the entire available ice surface is used. Drills are moved around the surface to take advantage of ice time availability. ▪ Coach uses Hockey Canada curriculum and skill matrix to develop age/ability appropriate skills, tactics and athletic abilities. ▪ Coach is appropriately dressed: E.g. Wearing skates, gloves, track suit, and has a hockey stick. ▪ Pucks, pylons, additional nets etc. are available and ready to use. ▪ There are clear practice segments: E.g. Runs warm up activities before introducing drills and modified games. Coach gives athletes an opportunity to cool down before practice ends. 	<ul style="list-style-type: none"> ▪ Coach adjusts drills to number of players that show up for practice. ▪ Activities progress from technical skills to individual tactical skills to the application within a game environment. ▪ Coach can discuss how practice was adjusted according to recent game and practice schedule. ▪ Coach can discuss how the drill design and training load meet the season training objective(s) pursued.

Outcome: Provide Support to Athletes in Training		
3. Make interventions that promote learning		
1 – Does Not Yet Meet Expectations	2 – Meets Expectations	3 – Exceeds Expectations
<ul style="list-style-type: none"> ▪ Coach provides In-effective feedback: instruction only identify what to improve, and not how to improve, feedback is constantly delivered throughout practice, “skate faster”, “go hard”, coach does not clarify the key teaching points. Coach runs drills, but doesn’t teach the skill. ▪ Identified teaching points are not used during practice, so many teaching points are provided that players cannot identify the 1-3 points that are the key to improving performance. ▪ Players are positioned behind a demonstration, players cannot see the Coachmate board, players are too far away to hear the coach. 	<ul style="list-style-type: none"> ▪ Coach pre-ices players and explains practice and drill goals. ▪ Coach uses the 1-3 key teaching points identified on their practice plan. They do not overload the players with additional teaching points. ▪ Coach uses demonstrations, Coachmate board, etc. Players are positioned in front of the demonstration/board, away from distractions are close enough to hear what the Coach is saying. ▪ Coach provides constructive feedback which identifies what to improve and how to improve. E.g. Backwards skating – “You need to improve your position/balance, Try to keep your head up and your back straight”; attacking 1v1 – “You need to make your move outside the range of the defender, Try keeping your head up and accelerate past the defender”. Feedback is not constantly being delivered; Feedback is positive, specific, and communicated to both individuals and the group. ▪ Coach is a positive role model: Coach uses respectful language (non-discriminatory, no profanity or insults), dresses appropriately for coaching, follows League, Branch and Hockey Canada fair play codes. ▪ Coach encourages positive team discipline during practice -- Coach identifies appropriate expectations for athlete behaviour and reinforces these expectations when appropriate: E.g. Work ethic, response to whistle, assisting with organization of drill set up, players are accountable / respectful to each other and the team staff. ▪ Coach provides players with adequate time to practice: drill length allows for enough repetitions for players to improve the skills, time is allotted during practice for individual skill improvement, players divided by position to work on specific skills/tactics. 	<ul style="list-style-type: none"> ▪ Coach selects from a variety of strategies to achieve specific learning that will transfer to the competitive environment. Strategies may include delayed or summative feedback, questioning, focusing external attention, video, modeling, and learning aids. ▪ Intervention is specific to individuals and enables the athlete to take greater ownership over specific performance factors and learning objectives. ▪ Coach emphasizes independent thinking and problem solving. ▪ Coach uses questioning to help athletes to reflect on performance. ▪ Coach can identify individual learning styles and provides appropriate interventions that optimize learning. ▪ Coach reinforces correct performance by facilitating appropriate interventions (e.g., feedback, questioning the athlete, using a demonstration) to identify the key factors that were properly executed. ▪ Coach encourages calculated risks to enhance performance in accordance with the <i>NCCP Code of Ethics</i>.

Outcome: Plan a Practice		
1. Identify appropriate logistics for practice		
1 – Does Not Yet Meet Expectations	2 – Meets Expectations	3 – Exceeds Expectations
<ul style="list-style-type: none"> ▪ Practice plan goals and objectives are vague and not clearly identified. ▪ Plan has a basic structure, but does not clearly identify main segments or time line of practice. ▪ It would be very difficult for an assistant or other coach to implement the practice using the plan. 	<ul style="list-style-type: none"> ▪ Practice goal aligns with Hockey Canada skill development curriculum, LTAD and NCCP growth and development principles. ▪ Plan is organized: Warm up activities, drills, modified games and cool-down activities are clearly identified and timelines are identified. ▪ Each drill or modified game has 1-3 key teaching points identified. ▪ Logistics are identified: date, time, location, number of athletes, level of athletes, and length of practice. ▪ Role of assistant coach is clearly outlined with enough detail that this coach can implement the drill/modified game independently. 	<ul style="list-style-type: none"> ▪ The practice plan provides 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. ▪ Plan identifies where the practice is located within context of season or annual plan. ▪ Training priorities and objectives are appropriate for the time of the season and reflect the sport’s recommendations and guidelines.

Outcome: Plan a Practice		
2. Identify appropriate activities in each part of the practice		
1 – Does Not Yet Meet Expectations	2 – Meets Expectations	3 – Exceeds Expectations
<ul style="list-style-type: none"> ▪ Activities do not link to overall purpose of practice. ▪ Activities may not reflect awareness of safety. ▪ Activities may not be consistent with NCCP growth and development principles. 	<ul style="list-style-type: none"> ▪ Coach completes practice plan template including diagrams and key teaching points. ▪ Chosen activities align with identified goal and with Hockey Canada skill development curriculum for the age/ability of the players. ▪ Breakdown of skills, tactics and systems align with Hockey Canada’s skill development pyramid recommendations. ▪ Drills and modified games contribute to the achievement of specifically identified skills and/or tactics. ▪ Players have the opportunity to practice skills and tactics in both a structured (drill) and unstructured (free practice) environment. 	<ul style="list-style-type: none"> ▪ Practice activities are created or designed for the specific needs of the participant or team based on analysis of performance in competition. ▪ Practice plan integrates mental skills and strategies such as visualization, goal setting, and focusing strategies. ▪ Practice plan includes the use of goal setting and indicates specific criteria for assessing athlete achievement. ▪ Planned activities are appropriate to the time and location in the seasonal program.


Outcome: Plan a Practice		
3. Design an Emergency Action Plan		
1 – Does Not Yet Meet Expectations	2 – Meets Expectations	3 – Exceeds Expectations
<ul style="list-style-type: none"> ▪ The Emergency Action Plan is not in writing, but may include very basic elements like location of a telephone or cellular phone. 	<ul style="list-style-type: none"> ▪ Coach is able to present an Emergency Action Plan with 5 or more of the following critical elements. <ol style="list-style-type: none"> 1 Locations of telephones are identified (cell or land lines) 2 Emergency telephone numbers are listed 3 Location of medical profile for each athlete under the coach’s care is identified 4 Location of fully-stocked first-aid kit is identified 5 Team Safety Person identified as the “call person” and a “control person” is identified 6 Directions to reach the activity site are provided 7 Role of the Team Safety Person is identified 	<ul style="list-style-type: none"> ▪ Coach presents a checklist of necessary equipment found in a first-aid kit, which has been checked and updated on a regular basis. ▪ Specific steps or procedures are identified in the plan for what to do if an injury occurs.

Outcome: Analyze Performance		
1. Detect individual skill performance		
1 – Does Not Yet Meet Expectations	2 – Meets Expectations	3 – Exceeds Expectations
<ul style="list-style-type: none"> ▪ Coach observes the skill from only a single vantage point to detect performance factors: E.g. Coach conducts practice without leaving the bench. ▪ Coach is able to identify key performance factors that contribute to errors in performance, but cannot select the most critical factor that will have the greatest impact on performance: E.g. Coach identifies tactic correction when individual skill improvement is required. – working on the breakout before working on passing. 	<ul style="list-style-type: none"> ▪ Coach observes practice from various positions on the ice surface; coach’s position does not interfere with the safety of the coach or the athletes. ▪ Coach is able to select the most critical factor that has a direct impact on performance: E.g. Balance and agility should be corrected before stride; individual skill performance is corrected before tactics. Puck control is corrected before passing technique. ▪ Coach is able to explain how the error relates to the overall performance and why it is important: E.g. A player is unable to pivot from backwards to forwards skating, this can affect puck retrieval in a game. This is important b/c regaining possession of the puck is a fundamental game tactic. ▪ Coach is able to reflect on potential causes of skill error: E.g. Coach is able to determine if error is primarily caused by lack of understanding versus, physical ability to perform the skill, versus fear of performing the skill. ▪ Coach is focusing on errors that are relevant to the athlete’s age/ability as per the Hockey Canada skill development pyramid. 	<ul style="list-style-type: none"> ▪ Coach identifies additional factors that could contribute to performance including nutrition, sleep patterns, mental strategies, physical preparation. ▪ Coach uses assistant coaches to assist in the detection of individual skill performance. ▪ Coach relates to the athlete the link between skill development, individual tactical play and game performance.

Outcome: Analyze Performance		
2. Correct individual skill performance		
1 – Does Not Yet Meet Expectations	2 – Meets Expectations	3 – Exceeds Expectations
<ul style="list-style-type: none"> ▪ Coach corrects the athletes by indicating what they did rather than identifying specific strategies for how to improve the performance. “You missed the pass, next time get it.” ; “Stop swiping at the puck. Shoot it harder” “We need to get the puck to the open player; can’t you see who is wide open?” ▪ Coach provides corrections that identify vague external factors rather than specific factors that contribute to improved performance: <ul style="list-style-type: none"> • “Concentrate more.” “Skate faster” “Shoot it”, “Get it out”; “Work harder.” 	<ul style="list-style-type: none"> ▪ Coach makes specific corrections that identify how to improve the performance by prescribing key performance factors: “You are losing control of the pass. Reach your stick towards the puck and cushion the puck as it arrives.”; “The puck is too far in front of your skates, think of pulling the puck off your front foot and striking the puck with the stick just behind the puck.” ▪ Coach uses adequate demonstrations to model correct performance. ▪ Skill or performance corrections are prescriptive (i.e., emphasize how to improve, not just what to improve). 	<ul style="list-style-type: none"> ▪ Coach helps athletes to identify individual corrections by asking open-ended questions: <ul style="list-style-type: none"> • “What do you think will help you to maximize your options when you receive the puck?” • “How can you generate greater force upon release?” ▪ Coach identifies why the correction will have a beneficial effect on the performance and consistently identifies how to improve performance: <ul style="list-style-type: none"> • “If you move into that position you will have more options to attack.” • “That arm and stick position will allow greater application of force and provide more efficiency in your shot.” ▪ Coach uses external cues in the environment to help improve performance: <ul style="list-style-type: none"> • “Extend your leg out past your shoulder and bring your toes back together to recover.” • “When moving the puck across your body, allow your top hand to move to the other side of your body.” • “I want you to keep you stick in front of your body when receiving the pass.” ▪ Coach helps athletes to increase awareness of basic corrections by asking closed questions: <ul style="list-style-type: none"> • “What options are available after you receive the pass?” • “Is your arm extended or flexed at the end of the movement?”

Outcome: Analyze Performance		
3. Detect individual tactical performance		
1 – Does Not Yet Meet Expectations	2 – Meets Expectations	3 – Exceeds Expectations
<ul style="list-style-type: none"> ▪ Coach observes the skill from only a single vantage point – coach conducts practice without leaving the bench. ▪ Coach identifies systems correction when individual tactics improvement is required: E.g. Working on the breakout before working on passing. ▪ Coach pays more attention to execution of drill than to the improvement of individual tactics. ▪ Coach focuses on motivation and player effort over the development of skills and tactics. 	<ul style="list-style-type: none"> ▪ Coach observes practice from various positions on the ice surface; coach’s position does not interfere with the safety of the coach or the athletes. ▪ Coach is able to select the most critical factor that has a direct impact on performance: E.g. Passing skills emphasized before working on breakout. Give and go emphasized before power play. ▪ Coach is able to explain how the error relates to the overall performance and why it is important: E.g. The give and go allows for the creation of numerical advantage in a power play.” ▪ Coach is able to reflect on potential causes of skill error: E.g. Able to determine if error is primarily caused by lack of understanding versus, physical ability to perform the skill, versus fear of performing the skill. ▪ Coach is focusing on errors that are relevant to the athlete’s age/ability as per the Hockey Canada development pyramid. 	<ul style="list-style-type: none"> ▪ Coach identifies additional factors including nutrition, sleep patterns, mental strategies, physical preparation. ▪ Coach uses assistant coaches to assist in the detection of individual tactical performance. ▪ Coach relates to the athlete the link between skill development, individual tactical play and game performance.

Outcome: Analyze Performance		
4. Correct individual tactical performance		
1 – Does Not Yet Meet Expectations	2 – Meets Expectations	3 – Exceeds Expectations
<ul style="list-style-type: none"> ▪ Coach corrects the athletes by indicating what they did rather than identifying specific strategies for how to improve the performance: E.g. “You missed the pass, next time get it.” “Stop swiping at the puck. Shoot it harder” “We need to get the puck to the open player; can’t you see who is wide open?” ▪ Coach provides corrections that identify vague external factors rather than specific factors that contribute to improved performance: E.g. “Concentrate more.” “Skate faster” “Shoot it”, “Get it out” “Work harder.” 	<ul style="list-style-type: none"> ▪ Coach makes specific corrections that identify how to improve the performance by prescribing key performance factors: E.g. “You are losing control of the pass. Reach your stick towards the puck and cushion the puck as it arrives.” ; “The puck is too far in front of your skates, think of pulling the puck off your front foot and striking the puck with the stick just behind the puck.” ▪ Coach uses adequate demonstrations to model correct performance. ▪ Skill or performance corrections emphasize how to improve, not just what to improve: E.g. “We need to get the puck to the open player. The player without the puck needs to create a passing lane by moving into a position of close support.” 	<ul style="list-style-type: none"> ▪ Coach helps athletes to identify individual corrections by asking open-ended questions: <ul style="list-style-type: none"> • “What do you think will help you to maximize your options when you receive the puck?” ; “How can you generate greater force upon release?” ▪ Coach identifies why the correction will have a beneficial effect on the performance and consistently identifies how to improve performance: E.g. “If you move into that position you will have more options to attack.”; “That arm and stick position will allow greater application of force and provide more efficiency in your shot.” ▪ Coach uses external cues to help improve performance: E.g. “When coming back on defence, we want to outnumber the opposition on our blue line”; “Use the dots as a guideline to steer the attacker towards the boards”; “If you can see the number of the offensive player with the puck, pressure them to make a play with the puck.” ▪ Coach helps athletes to increase awareness of basic corrections by asking closed questions: <ul style="list-style-type: none"> • “What options are available after you receive the pass?” • “Is your arm extended or flexed at the end of the movement?”

Outcome: Make Ethical Decisions (MUST BE EVALUATED ONLINE THROUGH THE COACHING ASSOCIATION OF CANADA)		
Criterion	Apply an ethical decision-making process	
Achievement	Evidence	Sport-Specific Examples
<p>5 (Highly Effective)</p>	<p>As in #4 however:</p> <ul style="list-style-type: none"> Coach correctly assigns all of the potential arguments (12) to two conflicting decisions for all three legal and ethical scenarios. Coach correctly selects all of the most effective actions (10) in implementing the chosen decision while avoiding all actions (5) that are not effective in all three legal and ethical scenarios. 	
<p>4 (Advanced)</p>	<p>As in #3 however:</p> <ul style="list-style-type: none"> Coach correctly assigns most of the potential arguments (> 8/12) to two conflicting decisions for all three legal and ethical scenarios. Coach correctly selects the majority of the most effective actions (> 8/10) in implementing the chosen decision while avoiding most of the actions (> 4) that are not effective in 1 intermediate and 1 complex legal or ethical scenario. 	
<p>3 (NCCP Standard)</p> 	<p>As in #2 however:</p> <ul style="list-style-type: none"> Coach correctly identifies most of the facts, including all of the critical ones, (15) in all three legal and ethical scenarios. Coach correctly identifies what is at stake (i.e., legal vs ethical, and potential reasons for ethical issues) for three ethical or legal scenarios. Coach correctly assigns some the potential arguments (> 6/12) to two conflicting decisions for 1 intermediate and 1 complex legal or ethical scenario. Coach correctly selects some of the most effective actions (> 5/10) in implementing the chosen decision while avoiding actions (< 5) that are not effective in 1 intermediate and 1 complex legal or ethical scenario. 	<ul style="list-style-type: none"> Complex scenario: Interpretation of a legal and ethical issue that has multiple (> 3) decisions including several (> 6) consequences and stakeholders (> 3). Intermediate scenario: Interpretation of only an ethical issue that has multiple (> 3) decisions and includes several (> 6) consequences and stakeholders (> 3).

Outcome: Make Ethical Decisions (MUST BE EVALUATED ONLINE THROUGH THE COACHING ASSOCIATION OF CANADA)		
Criterion	Apply an ethical decision-making process	
Achievement	Evidence	Sport-Specific Examples
2 (Foundation)	<ul style="list-style-type: none"> ▪ Coach correctly orders the six steps of the MED framework. ▪ Coach matches 7 critical MED terms with the appropriate definitions. ▪ Coach identifies all key values at play in a simple ethical scenario. ▪ Coach correctly identifies some of the facts and omits a few critical ones (> 10/15) in all three legal and ethical scenarios. ▪ Coach correctly identifies what is at stake (i.e., legal vs ethical, and potential reasons for ethical issues) for three ethical and legal scenarios. ▪ Coach chooses from three potential decisions (options) and prioritizes each decision based on an assessment of the potential consequences. ▪ Coach assesses three potential decisions against 6–8 criteria to determine the efficacy of each decision. ▪ Coach correctly assigns a few potential arguments (> 3/12) to two conflicting decisions for 1 intermediate and 1 complex legal or ethical scenario. ▪ Coach selects that the best decision option based on the arguments that are consistent with his or her values. ▪ Coach correctly selects a portion of the most effective actions (> 5/10) in implementing the chosen decision while avoiding a portion of actions (< 5) that are not effective in 1 intermediate and 1 complex legal or ethical scenario. 	<ul style="list-style-type: none"> ▪ Complex scenario: Interpretation of a legal and ethical issue that has multiple (> 3) decisions including several (> 6) consequences and stakeholders (> 3). ▪ Intermediate scenario: Interpretation of only an ethical issue that has multiple (> 3) decisions and includes several (> 6) consequences and stakeholders (> 3).
1 (Not Sufficient)	<ul style="list-style-type: none"> ▪ Coach identifies the six steps of the MED framework. ▪ Coach matches most (i.e., 4/7) critical MED terms with the definitions. ▪ Coach identifies some of key values at play in a simple ethical scenario. 	<ul style="list-style-type: none"> ▪ Critical MED terms: Code of ethics, unethical behaviour, legal situation, ethical dilemma, do no harm principle, fair play. ▪ Simple scenario: Interpretation of a single decision with ethical consequences.

How to be a better coach



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