



HOCKEY CANADA

Instructional Stream Evaluation Procedures: Instructor 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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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: INSTRUCTOR CANDIDATE

Instructional Stream – Field Evaluation

The field evaluation is designed to confirm the instructor candidate's abilities in the following areas:

- Provide support to players and/or coaches in skills sessions
- Analyze performance
- Plan a skills session
- Manage a Hockey Program

Your field evaluation includes one component: the evaluation of a **skills** practice.

*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

The field evaluation for the instructor candidate is marked in the following manner:

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

It is your responsibility to communicate your practice 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 Hockey Canada receives your practice 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 Hockey Canada and walk you through the field evaluation procedure and set up a schedule to observe your practice. 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 The mentor/evaluator will prepare a series of interview questions to ask you based on the Yearly plan.
- 7 The mentor/evaluator will provide you with a summary of the evaluation.
- 8 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 skills session, Provide Support to players and/or coaches in skills sessions, Analyze performance 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 Instructional Stream context.

Procedures for the Instructor Candidate

The Instructor must:

- 1 Complete and return the following materials from **Appendix A** to Hockey Canada's Director of Development.
 - **Part A: Request for Evaluation Form**
 - **Part B: Coach Development Plan**
 - **Part C: Schedule of practices**
- 2 Be prepared to meet with the mentor/evaluator for at least an hour before and after each observation.
- 3 Assist with the evaluation process by permitting the mentor/evaluator access to the dressing room and to the ice surface during the practice.
- 4 Prepare for an interview with the evaluator to examine Yearly plans, planning procedures for 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	Instructor Responsibility
Request for Evaluation Form		Send to Hockey Canada along with practice schedule.
Hockey Canada to Contact Evaluator	Mentor/evaluator to receive Instructor information along with evaluation procedures from Hockey Canada	
Initial Meeting Prior to Observation	Mentor/evaluator to bring all documentation received from Hockey Canada. Mentor/evaluator to walk Instructor through the procedure and set up appropriate practices to observe. Provide the Instructor: <ul style="list-style-type: none"> ■ Process for observation, including evidence sought ■ Identify and discuss overall goals and objectives ■ Identify any necessary logistics 	Instructor to bring a copy of all material submitted to Hockey Canada.
Practice Observation	Mentor/evaluator to have full access to dressing room and ice during entire practice	Provide mentor/evaluator with full access to practice. Instructor also to provide mentor/evaluator with a copy of the practice plan.
Practice Debrief	Mentor/evaluator to conduct post-practice interview with Instructor to gain greater insight and give Instructor an opportunity to clarify any concerns.	
Summary	Mentor/evaluator to provide Instructor a summary of the evaluation	
Submission	Mentor/evaluator to send all documentation to Hockey Canada for registration	

APPENDIX A

EVALUATION REQUEST

Field Evaluation Document Package

Part A: Instructor Candidate Request Form

Name: _____ Res. Phone: _____

Mailing Address: _____ Bus. Phone: _____

Mobile: _____

City: _____ Province: _____

Postal Code: _____

Email: _____

NCCP – CC#: _____

Email or Mail Evaluation Request Package to:

Corey McNabb

Director, Hockey Development Programs

cmcnabb@hockeycanada.ca

Suite 201, 151 Canada Olympic Road SW

Calgary, Alberta T3B 6B7

For Office Use Only:

Date Received: _____

☐ Hockey Canada Contacted – staff person: _____

☐ Evaluator Contacted

☐ Documentation sent to evaluator

Evaluator Assigned: _____

Email: _____

Date: _____

Part B: Instructor Development Plan

Name: _____ Cell. Phone: _____

Mailing Address: _____ Res. Phone: _____

Email: _____

Recent Instructional Experiences:

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

Instructional Aspirations (What's next?)

Short term goal(s): _____

Long term goal(s): _____

List 3 Instructional areas you consider strengths:

1. _____

2. _____

3. _____

List 3 Instructional 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 TO YOUR REQUEST FORM AND INSTRUCTOR DEVELOPMENT PLAN.

THE STRUCTURE OF EVALUATION IN THE NCCP

The structure of evaluation in the NCCP is based on a systematic approach to gathering evidence on instructional abilities. These abilities are tracked by the NCCP Database and substantiate instructional competency. The structure is based on outcomes, criteria, and evidence, which establish a clear link between the key components of training and evaluation.

Outcomes: What an instructor should be able to do in specific areas deemed important in the NCCP

The outcomes provide the framework for the NCCP and identify a generic foundation that presents a consistent structure across all sports. The NCCP has endorsed seven (7) outcomes that validate coaching in the Canadian sport system. Of these seven outcomes, Hockey will evaluate 5 outcomes in the Instructional Stream:

- Make ethical decisions
- Provide support to players and/or coaches in skills sessions
- Analyze performance
- Plan a skills session
- Manage a program

The other two outcomes — Support the competitive experience and Design a sport program — are not relevant in the Instructional Stream. The former is not relevant, as instructors do not work with players in competitive situations. The latter is not relevant, because the program design is provided by Hockey Canada.

Criteria: What will be evaluated within a given outcome

One or more criteria may be associated with a given outcome. The number of criteria also contributes to the scope of the evaluation. Instructors will be evaluated based on achievement of each criterion. These criteria will provide indicators of the instructor's ability to fulfil the 5 prescribed outcomes.

Evidence: What the evaluator must see to confirm the attainment of a given criterion

Evidence can be (1) discrete, observable coaching behaviours or (2) specific elements that are involved in determining the achievement of particular criteria. Depending on the criterion, one or more pieces of evidence may be used. The evidence identifies the depth of the evaluation and provides specific points of reference to help instructors develop and grow.

OUTCOMES, CRITERIA, AND EVIDENCE MATRIX FOR THE INSTRUCTIONAL STREAM

The following tables present the outcomes, criteria, and evidence for Hockey Canada's Instructional Stream. The matrix also outlines the training and evaluation method to be used. This matrix is the foundation of the tools used to evaluate Instructor candidates.

Outcome: Make ethical decisions					
Criterion	Evidence	Trained? (Y/N)	Evaluated? (Y/N)	Module	Method of Evaluation
Correctly apply the six-step NCCP process for making ethical decisions	■ Correctly identifies the sequence of steps in the NCCP process for making ethical decisions	Y	Y	Make Ethical Decisions	Online Evaluation
	■ Correctly applies the six-step process to resolve an ethical dilemma	Y	Y		

Outcome: Provide support to players and/or coaches in skills sessions					
Criterion	Evidence	Trained? (Y/N)	Evaluated? (Y/N)	Module	Method of Evaluation
Use teaching methods that enhance learning	■ Provides instruction in skills sessions that is appropriate for each player and/or coach	Y	Y	Teaching and Learning	Observation of Skills Session
	■ Models appropriate behaviour and skill performance	Y	Y		
	■ Inspires players and/or coaches to perform to the best of their ability	Y	Y		
	■ Provides drills and instructions in skills sessions that challenge players' and/or coaches' current level of skill performance	Y	Y		
	■ Recognizes players' and/or coaches' efforts to learn and master skills	Y	Y		
	■ Recognizes improvements in players' and/or coaches' performance	Y	Y		
Minimize the risks involved in instructing an on-ice skills session	■ Identifies risks involved in instructing a skills session	Y	Y	Safety and Risk Management	Observation of Skills Session
	■ Ensures that the risks to safety are minimized	Y	Y		
	■ Develops an EAP for the training venue	Y	Y		
	■ Ensures players are properly equipped	Y	Y		
	■ Incorporates safety measures into planned activities, e.g., spacing, equipment placement, and adequate warm-up	Y	Y		
	■ Teaches and reinforces the correct application of rules that make possible a safe skills session	Y	Y		

Outcome: Provide support to players and/or coaches in skills sessions

Criterion	Evidence	Trained? (Y/N)	Evaluated? (Y/N)	Module	Method of Evaluation
Develop an Emergency Action Plan	■ Specifies the location of telephones and emergency telephone numbers	Y	Y	Safety and Risk Management	Observation of Skills Session
	■ Includes directions for reaching the venue, including a map	Y	Y		
	■ Specifies location of a fully stocked first aid kit	Y	Y		
	■ Specifies designated charge person and call person, along with roles and responsibilities	Y	Y		
Instruct and intervene appropri- ately	■ Is positioned so that players and/or coaches can see and hear	Y	Y	On-ice session	Observation of Skills Session
	■ Explanation/demonstration has 1-3 key learning points	Y	Y		
	■ Explains key factors or teaching points and checks/confirms players' and/or coaches' understanding	Y	Y		
	■ Key learning points match Hockey Canada's <i>Reference Material</i>	Y	Y		
	■ Creates opportunities to interact with each player and/or coach	Y	Y		
	■ Constructively reinforces players' and/or coaches' efforts and corrects performance	Y	Y		
	■ Provides feedback and instruction that clearly identifies what to improve and how to improve	Y	Y		
	■ Provides feedback that is positive, specific, and directed toward both the group and individuals	Y	Y		
	■ Encourages players and/or coaches to ask questions during the skills session	Y	Y		
	■ Differentiates between learning and performance	Y	N		
	■ Represents Hockey Canada well through professional appearance and behaviour	Y	Y		

Outcome: Analyze performance

Criterion	Evidence	Trained? (Y/N)	Evaluated? (Y/N)	Module	Method of Evaluation
Detect and correct errors	■ Moves around the rink to observe skills from optimal vantage points	Y	Y	On-ice session	Observation of Skills Session
	■ Is able to identify the most critical factors that affect performance	Y	Y		
	■ Is able to identify key potential causes of the error in the skill	Y	Y		
	■ Detects discrepancies between observed performance and the performance described in the <i>Reference Material</i>	Y	Y		
	■ Uses demonstrations that modelled correct performance	Y	Y		
	■ Provides skill/performance corrections that were prescriptive (emphasized how to improve, not just what to improve)	Y	Y		
	■ Provides corrections that are consistent with Hockey Canada's <i>Reference Material</i>	Y	Y		
	■ Modifies drills and activities as needed to help players achieve the prescribed performance	Y	Y		

Outcome: Plan a skills session

Criterion	Evidence	Trained? (Y/N)	Evaluated? (Y/N)	Module	Method of Evaluation
Use an appropriate ice plan	■ Follows the sequence/progression outlined in his/her ice plan	Y	Y	<Skill>	Observation of Skills Session
	■ Ice plan is consistent with Hockey Canada's LTPD model	Y	Y		
	■ Ice plan shows <i>clearly</i> the length of the entire skills session and each segment	Y	Y		
	■ Ice plan indicates key performance indicators (learning points)	Y	Y		
	■ Ice plan describes planned activities well through illustrations, diagrams, explanations, etc.	Y	Y		

Outcome: Plan a skills session

Criterion	Evidence	Trained? (Y/N)	Evaluated? (Y/N)	Module	Method of Evaluation
Use appropriate teaching progressions	■ Teaches skills not only for technique, but also for results	Y	Y	Instructional Stream Overview	Observation of Skills Session
	■ Uses repetition of skills to develop consistent performance	Y	Y		
	■ Has players practise at speeds where they can learn the skill	Y	Y		
	■ Uses a variety of drills to teach the same skill	Y	Y		
	■ Provides drills in which players need to “figure it out”	Y	Y		
	■ Once technique has been acquired, introduces drills that apply the technique in game situations	Y	Y		

Outcome: Manage a program

Criterion	Evidence	Train	Evaluate	Module	Method of Evaluation
Instruction reflects the goals of the Instructional Stream and the LTPD model	■ Clearly articulates the goals of the Instructional Stream	Y	Y	Instructional Stream Overview	Observation of Skills Session
	■ Stresses the importance of implementing a standardized technical curriculum and methodology for instruction	Y	Y		
	■ Provides instruction that is consistent with Hockey Canada’s LTPD model	Y	Y		
Manage skills sessions effectively	■ Arrives early enough to complete all pre-session tasks	Y	Y	N/A	Observation of Skills Session
	■ Arrives well prepared for the session (class list, EAP, pinnies, etc.)	Y	Y		
	■ Ensures there is enough equipment for the number of players and/or coaches attending	Y	Y		
	■ Takes attendance	Y	Y		
	■ Meets with players and/or coaches before the on-ice session to outline the session and clarify expectations	Y	Y	<Skill>	
	■ Starts the session on time	Y	Y		
	■ Provides positive feedback throughout the session	Y	Y		
	■ Keeps to the recommended schedule for the session	Y	Y		
	■ Provides information on other Instructional Stream clinics	Y	Y		
	■ Completes the on-ice session on a positive note	Y	Y		
■ Finishes the session on time	Y	Y	N/A		

OBSERVATION TOOL**Evaluation Form for Observing Skills Sessions (Page 1 of 4)**

This form should be completed for each skills session observed.

Note: The Make Ethical Decisions outcome is evaluated online.

Instructor's Name		First	Last	NCCP#:								
Provide support to players and/or coaches in skills sessions												
Criterion	Mark	Evidence	Comments	Scoring								
Use teaching methods that enhance learning		Provides instruction in skills sessions that is appropriate for each player and/or coach		1	2	3						
		Models appropriate behaviour and skill performance		Limited indication of evidences, negatively affecting learning and the development of skills	Evidences readily apparent, creating an effective skills session for learning and developing skills	Great attention to detail and accuracy in fulfilling the evidences, enhancing learning and skill development						
		Inspires players and/or coaches to perform to the best of their ability										
		Provides drills and instructions in skills sessions that challenge players' and/or coaches' current level of skill performance										
		Recognizes players' and/or coaches' efforts to learn and master skills										
		Recognizes improvements in players' and/or coaches' performance										
		TOTAL POINTS										
Minimize the risks involved in instructing an on-ice skills session		Identifies risks involved in instructing a skills session		Limited indication of evidences, negatively affecting learning and the development of skills	Evidences readily apparent, creating an effective skills session for learning and developing skills	Great attention to detail and accuracy in fulfilling the evidences, enhancing learning and skill development						
		Ensures that the risks to safety are minimized										
		Develops an EAP for the training venue										
		Ensures players are properly equipped										
		Incorporates safety measures into planned activities, e.g., spacing, equipment placement, and adequate warm-up										
		Teaches and reinforces the correct application of rules that make possible a safe skills session										
		TOTAL POINTS										
Develop an Emergency Action Plan		Specifies the location of telephones and emergency telephone numbers		Limited indication of evidences, negatively affecting learning and the development of skills	Evidences readily apparent, creating an effective skills session for learning and developing skills	Great attention to detail and accuracy in fulfilling the evidences, enhancing learning and skill development						
		Includes directions for reaching the venue, including a map										
		Specifies location of a fully stocked first aid kit										
		Specifies designated charge person and call person, along with roles and responsibilities										
		TOTAL POINTS										

Evaluation Form for Observing Skills Sessions (page 2 of 4)

Criterion	Mark	Evidence	Comments	Scoring		
Instruct and intervene appropriately		Is positioned so that players and/or coaches can see and hear		1	2	3
		Explanation/demonstration has 1-3 key learning points		Great attention to detail and accuracy in fulfilling the evidences, enhancing learning and skill development session for learning and developing skills Limited indication of evidences, negatively affecting learning and the development of skills		
		Explains key factors or teaching points and checks/confirms players' and/or coaches' understanding				
		Key learning points match Hockey Canada's <i>Reference Material</i>				
		Creates opportunities to interact with each player and/or coach				
		Constructively reinforces players' and/or coaches' efforts and corrects performance				
		Provides feedback and instruction that clearly identifies what to improve and how to improve				
		Provides feedback that is positive, specific, and directed toward both the group and individuals				
		Encourages players and/or coaches to ask questions during the skills session				
		Differentiates between learning and performance				
		Represents Hockey Canada well through professional appearance and behaviour				
		TOTAL POINTS				
Analyze performance						
Criterion	Mark	Evidence	Comments	Scoring		
Detect and correct errors		Moves around the rink to observe skills from optimal vantage points		1	2	3
		Is able to identify the most critical factors that affect performance		Great attention to detail and accuracy in fulfilling the evidences, enhancing learning and skill development session for learning and developing skills Limited indication of evidences, negatively affecting learning and the development of skills		
		Is able to identify key potential causes of the error in the skill				
		Detects discrepancies between observed performance and the performance described in the <i>Reference Material</i>				
		Uses demonstrations that modelled correct performance				
		Provides skill/performance corrections that were prescriptive (emphasized how to improve, not just what to improve)				
		Provides corrections that are consistent with Hockey Canada's <i>Reference Material</i>				
		Modifies drills and activities as needed to help players achieve the prescribed performance				
		TOTAL POINTS				

Evaluation Form for Observing Skills Sessions (page 3 of 4)

Plan a skills session						
Criterion	Mark	Evidence	Comments	Scoring		
Use an appropriate ice plan		Follows the sequence/progression outlined in his/her ice plan		0	1	No evidence in the plan or in its execution Sufficient detail evident in the plan and in its execution
		Ice plan is consistent with Hockey Canada's LTPD model				
		Ice plan shows <i>clearly</i> the length of the entire skills session and each segment				
		Ice plan indicates key performance indicators (learning points)				
		Ice plan describes planned activities well through illustrations, diagrams, explanations, etc.				
		TOTAL POINTS				
Use appropriate teaching progressions		Teaches skills not only for technique, but also for results				
		Uses repetition of skills to develop consistent performance				
		Has players practise at speeds where they can learn the skill				
		Uses a variety of drills to teach the same skill				
		Provides drills in which players need to "figure it out"				
		Once technique has been acquired, introduces drills that apply the technique in game situations				
	TOTAL POINTS					
Manage a program						
Criterion	Mark	Evidence	Comments	Scoring		
Instruction reflects the goals of the Instructional		Clearly articulates the goals of the Instructional Stream		1	2	3
		Stresses the importance of implementing a standardized technical curriculum and methodology for instruction		Limited indication of evidences, negatively affecting learning and the development of skills	Evidences readily apparent; creating an effective skills session for learning and developing skills	Great attention to detail and accuracy in fulfilling the evidences, enhancing learning and skill development
		Provides instruction that is consistent with Hockey Canada's LTPD model				
		TOTAL POINTS				
Manage skills sessions effectively		Arrives early enough to complete all pre-session tasks				
		Arrives well prepared for the session (class list, EAP, pinnies, etc.)				
		Ensures there is enough equipment for the number of players and/or coaches attending				
		Takes attendance				
		Meets with players and/or coaches before the on-ice session to outline the session and clarify expectations				
		Starts the session on time				
		Provides positive feedback throughout the session				
		Keeps to the recommended schedule for the session				
		Provides information on other Instructional Stream clinics				
		Completes the on-ice session on a positive note				
		Finishes the session on time				
	TOTAL POINTS					

Evaluation Form for Observing Skills Sessions (page 4 of 4)

Observation Summary

Score	Outcome	Comments		
/81	Provide support to players and/or coaches in skills sessions			
/24	Analyze performance			
/11	Plan a skills session			
/42	Manage a program			
/158	Instructor's Total: _____	NI = Needs Improvement <108	ME = Meets Expectations 108-139	EE = Exceeds Expectations >139
Instructor Evaluator				
Signed		Date		

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.

Brought to you by
the Coaching Association of Canada www.coach.ca





coach.ca
REACH HIGHER

 **National
Coaching
Certification
Program**

Visit **coach.ca** – Canada's most dynamic coaching community.
Check your certification, complete online evaluations, access
sport nutrition tips, read coach stories and more!