



HOCKEY CANADA

Instructional Stream Field Evaluator Procedure Manual

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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.

FIELD EVALUATION PROCEDURES: FIELD EVALUATOR

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.

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

Evaluation Procedures

The Instructor will be marked in the following manner:

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

To successfully achieve certification in the Instructional Stream, the coach must **meet expectations** (ME) in each component.

It is the coach's responsibility to communicate the practice time to the evaluator.

Procedures for Completing a Successful Field Evaluation

- 1 Hockey Canada will notify you with details that include the Instructors contact information and other relevant information.
- 2 You will review with the Instructor the documentation received from Hockey Canada and establish dates for the practice and interview.
- 3 You must ensure the Instructor accommodates you full access to dressing room and ice during the entire practice.
- 4 You will conduct pre and post-practice interviews with the Instructor to gain greater insight and give the Instructor an opportunity to clarify any concerns.
- 5 Provide the coach with a verbal summary of the field evaluation at the conclusion.
- 6 Let Hockey Canada know via e-mail that the field evaluation was completed.
- 7 Send all documentation to Hockey Canada 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 Skills Session, Provide Support to players and/or coaches in skills sessions, Analyze performance and Manage a Sport Program.
 - Practice Evaluation Form is provided
- 2 Provide the Instructor 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 Instructor within the Instructional Stream context.

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	<p>Mentor/evaluator to bring all documentation received from Hockey Canada.</p> <p>Mentor/evaluator to walk Instructor through the procedure and set up appropriate practices to observe. Provide the Instructor:</p> <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	

Field Evaluator's Report

Instructors Name:

Field Evaluator:

Component 1 - Practice Observation and Evaluation Notes:

Date:

Rank:

(NI ME EE)

Comments:

Field Evaluator's Signature: _____ Date: _____

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										
		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										
		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		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		
		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		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		
		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	
		Ice plan is consistent with Hockey Canada's LTPD model		No evidence in the plan or in its execution	Sufficient detail evident in the plan and in its execution	
		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.

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