



HOCKEY CANADA

High Performance 1 Evaluation Procedures: Coach Candidate

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National
Coaching
Certification
Program

PARTNERS IN COACH EDUCATION

The National Coaching Certification Program is a collaborative program of the Government of Canada, provincial/territorial governments, national/provincial/territorial sport organizations, and the Coaching Association of Canada.



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The Collection, Use, and Disclosure of Personal Information

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

EVALUATION PROCEDURES: COACH CANDIDATE

High Performance 1 – Part C

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

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

Your field evaluation includes two components: the evaluation of two practices, the evaluation of two games. Coach interviews (virtual or in person) reflecting on the practices and games will be included. These two components should take place within a relatively short time. The games to be supervised should normally follow the practices.

A maximum of one practice and one game may be submitted on video. If the coach is video taping practice or a game for submission, there are standards the video must meet. Please refer to Appendix B for a complete list of those standards.

Evaluation Procedures

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

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

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

- Component 1 - Practice (Plan a Practice, Practice Implementation, Practice Evaluation and Feedback)
- Component 2 - Game (Game Plan, Plan Adaptation, Post Game Evaluation and Feedback)

It is your responsibility to communicate your practice and game times 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 Complete and submit the **Evaluation Request Form** (see Appendix A) to the Branch Technical Director.
- 2 Once the Branch Technical Director receives your Evaluation Request Form a Field Evaluator will be assigned.
- 3 The Technical Director will provide the Field Evaluator with your request and schedules.
- 4 The Field Evaluator will contact you and arrange a meeting to walk you through the field evaluation procedure and set up a schedule to observe practices and games. This walk-through may be conducted in person or virtually. The Field Evaluator will provide you with information on the following:
 - Process for observation, including evidence sought/criteria.
 - Clarification of any questions or concerns.
 - Identify and discuss overall goals and objectives.
 - Identify any necessary logistics.
 - Identify and review all documents and forms required as part of the process.
- 4 The Field Evaluator will conduct pre-practice meetings before each practice observation (virtual or in person) to gain greater insight and give you an opportunity to clarify any concerns.
- 5 The Field Evaluator will conduct practice observations. The coach must ensure the Field Evaluator has full access to the dressing room and bench for any practice observation being conducted in person. Video practice observations will not require these accesses to be arranged.
- 6 The Field Evaluator will conduct post-practice meetings with you after each practice observation (virtual or in person) to share feedback and discuss the practice. The coach will submit their **Post Practice Self Assessment** (see Appendix A) prior to these meetings.
- 7 The Field Evaluator will conduct pre-game meetings with you before each game observation (virtual or in person) to gain greater insight and give you an opportunity to clarify any concerns. The coach will provide the Field Evaluator with a completed **Game Observation Pre Scout** (see Appendix A) prior to the first pre-game meeting.
- 8 The Field Evaluator will conduct game observations. The coach must ensure the mentor/evaluator has full access to the dressing room and bench for each game. Video game observations will not require these accesses to be arranged.
- 9 The Field Evaluator will conduct post-game meetings with you after each game (virtual or in person) to share feedback and discuss the game. The coach will submit their **Post Game Self Assessment** (see Appendix A) prior to these meetings.
- 10 The Field Evaluator will provide you with a summary of the evaluations.
- 11 The Field Evaluator will send all documentation to the Branch in order to complete the process.

Objectives of the Field Evaluation

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

PROCEDURES FOR THE COACH

The coach must:

- 1 Complete and return the **Field Evaluation Request** (see appendix A) to the Branch Technical Director.
- 2 Be prepared to meet with the mentor/evaluator for at least an hour before and after each practice and game observation.
- 3 After each practice submit the **Post Practice Self Assessment** (see appendix A) and after each game submit the **Post Game Self Assessment** (see appendix A).
- 4 Prior to the first game to be evaluated, complete and return to the mentor/evaluator the **Game Observation Pre-Scout** (see appendix A)
- 5 Assist with the evaluation process by permitting the mentor/evaluator access to the dressing room, to the ice surface during the practice and close to or on the player's bench for the supervised game.

Summary of Responsibilities

Task to be completed	Evaluator Responsibility	Coach Responsibility
Request for Evaluation	None	Submit the Evaluation Request Form to the Branch along with a complete practice schedule and game schedule.
Branch Assigns Evaluator	Field Evaluator receives coach's request form and schedules.	None
Initial Meeting	Field Evaluator contacts coach to schedule meeting. Field Evaluator brings all documentation received from the Branch. Field Evaluator walks coach through the procedure and sets up appropriate practices and games to observe.	Coach brings a copy of all material submitted to the Branch.
1st Pre-Practice Meeting	Field Evaluator to conduct pre-practice meeting prior to 1st practice with coach to gain greater insight and give coach an opportunity to clarify any concerns. Can be conducted in person or virtually.	Attend pre-practice meeting.
1st Practice Observation	Field Evaluator observes practice session. Field Evaluator to have full access to dressing room and ice during entire practice if observing in person.	Coach provides Field Evaluator with a copy of the practice plan. Coach to arrange access to dressing room and bench if observation is in person. If video being used coach submits video to Field Evaluator. Coach submits Post Practice Self-Assessment within 24 hours of practice ending.
1st Post Practice Meeting	Field Evaluator to conduct post-practice meeting with coach to provide feedback and engage coach in Q&A. Can be conducted in person or virtually.	Coach to attend and ensure Field Evaluator has Post Practice Self-Assessment prior to this meeting.
2nd Practice Meetings and Observation	All the same responsibilities listed above for the 1 st Practice Observation. The process for the 2 nd practice observation is a repeat of the 1 st practice observation.	All the same responsibilities listed above for the 1 st Practice Observation. The process for the 2 nd practice observation is a repeat of the 1 st practice observation.

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Task to be completed	Evaluator Responsibility	Coach Responsibility
1st Pre-Game Meeting	Field Evaluator to conduct pre-game meeting with coach prior to game to gain greater insight and give coach an opportunity to clarify any concerns. Can be conducted in person or virtually. The Game Observation Pre-Scout will be used in this meeting.	Attend pre-game meeting. Coach to submit the Game Observation Pre-Scout to Field Evaluator before this first meeting.
1st Game Observation	Field Evaluator observes game. Field Evaluator to have full access to dressing room and bench (or in proximity) before, during and after each game.	Provide Field Evaluator with full access to game environment. If video being used coach submits video to Field Evaluator. Coach submits Post Game Self-Assessment within 24 hours of game.
1st Post-Game Meeting	Field Evaluator to conduct post-game meeting with coach to provide feedback and engage coach in Q&A. Can be conducted in person or virtually.	Coach to attend. Coach to ensure Field Evaluator has the Post Game Self-Assessment.
Summary	Field Evaluator to provide coach a summary of the evaluation	
Submission	Field Evaluator to send all documentation to the Branch for registration	

APPENDIX A

FIELD EVALUATION REQUEST

Coach Candidate Request Form

Please complete this form, attach your Season Plan and Schedule, and submit to:

Branch:

Technical Director:

Phone:

Address:

City:

Postal Code:

Name: _____ Res. Phone: _____

Mailing Address: _____ Bus. Phone: _____

_____ Mobile: _____

City: _____ Province: _____

Postal Code: _____

Email: _____

NCCP – CC#: _____

For Office Use Only:

Date Received: _____

Branch Contacted – staff person: _____

Evaluator Contacted

Documentation sent to evaluator

Evaluator Assigned: _____

Email: _____

Date: _____



HP1 Practice Observation Form

CC#:	Last Name:	First Name:		
	Criteria	ME	NI	Comments
Safety	Coach surveys the practice environment and ensures that there are minimal safety risks			
	Coach adjusts the practice to ensure safety of athletes			
	Coach can present a suitable Emergency Action Plan			
	Coach reinforces and teaches the correct application of competitive rules to ensure a safe practice			
	TOTAL (must meet 4/4)	/ 4		
Practice Design	Practice plan identifies a theme, primary objective or a series of related objectives			
	Practice plan is organized into segments that include an effective warm-up, main body, and a closing			
	Practice plan activities have key teaching points, clear diagrams, explanations, and equipment requirements			
	Practice plan activities are age and stage appropriate and contribute to the development of skills and/or tactics			
	Practice plan activities are linked to the theme or objectives and are progressive over the course of the practice			
	Practice plan provides an overall duration, and each practice activity specifies an appropriate duration			
	Practice activities are designed to provide effective transfer of learning to the game context			
	Practice is designed to make optimal use of available ice/space using effective grouping, stations, and staff			
	Practice plan indicates roles and responsibilities of staff.			
	Practice plan clearly supports the current team situation, point in the schedule, point in the season plan.			
	TOTAL (must meet 10/10)	/ 10		
Practice Execution	Coach communicates with staff to review practice format, activities, roles, and key teaching points			
	Coach is well organized and optimizes time on task throughout the practice			
	Coach detects breakdowns in learning, errors in execution and makes effective interventions for correction			
	Coach modifies work intensity; work periods or provides breaks to account for fatigue and/or fitness levels			
	Activities are effectively communicated with athletes in optimal position to see or hear.			
	Coaches are engaged in teaching throughout activities and provide positive, effective feedback to individual athletes to correct or reinforce performance.			
	Coach identifies and reinforces appropriate athlete behaviour and corrects inappropriate behaviour			
	Coach promotes a positive, professional image and models the image to images and other stakeholders			

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	Delivery and execution of the practice matches the practice plan			
	Coach pre-ices athletes to prepare them for the practice			
	Coach meets with athletes and staff post practice to review, summarize, and evaluate			
	TOTAL (must meet 11/11)	/ 11		
Summary	PLANNING ELEMENT	SCORE		COMMENTS
	Safety	/ 4		
	Practice Design	/ 10		
	Practice Execution	/ 11		
	TOTAL	/ 25		



Practice Evaluation Criteria Explanations

	Criteria	Explanation
Safety	Coach surveys the practice environment and ensures that there are minimal safety risks	Survey the ice, benches, staff and players to ensure all gates are closed, nets are pegged, helmets are strapped up, neck guards are being worn, equipment is properly worn, etc.
	Coach adjusts the practice to ensure safety of athletes	Coach displays an ability or knowledge of how to adjust drills, games, activities to provide greater safety. Adjustments can be in the use of equipment, changes in space, number of players, rules or other constraints.
	Coach can present a suitable Emergency Action Plan	The emergency action plan contains the proper details and information for the facility being used for the practice
	Coach reinforces and teaches the correct application of competitive rules to ensure a safe practice	Coach ensures players are competing in activities in a manner that abides by the proper rules of the game and the coach reinforces such rules to ensure that actions such as body checking, and defending is done in a safe and legal manner.
Practice Design	Practice plan identifies a theme, primary objective or a series of related objectives	The practice plan has a clearly stated theme/objective or a set of objectives.
	Practice plan is organized into segments that include an effective warm-up, main body, and a closing	Practice plan contains an effective warm up activity and appropriate closing activity. All other activities are grouped within a logical practice body. The body may be further organized into appropriate sections.
	Practice plan activities have key teaching points, clear diagrams, explanations, and equipment requirements	Activities in the plan are clearly diagrammed with well articulated explanations. Diagrams use proper symbols and the key teaching points of each drill are clearly defined on the plan.
	Practice plan activities are age and stage appropriate and contribute to the development of skills and/or tactics	Activities in the plan contain the appropriate level of complexity for the age and level in questions. Activities target the development of individual skills, tactics and team tactics.
	Practice plan activities are linked to the theme or objectives and are progressive over the course of the practice	Practice plan activities tie together to present a common teaching theme or objective and link progressively. If practice plan has more than one objective, then activities are properly grouped and linked to address them in logical order.
	Practice plan provides an overall duration, and each practice activity specifies an appropriate duration	Activities in the practice plan have been allocated appropriate times to ensure adequate time on task as well as activity change over. Overall time for the practice reflects the total time of the activities.
	Practice activities are designed to provide effective transfer of learning to the game context	The plan contains activities that provide players with game like context and the need to execute technique and skills under pressure and within decision making constraints. Activities are not all blocked drills. Random drills, SAGs, compete drills are used as well.
	Practice is designed to make optimal use of available ice/space using effective grouping, stations, and staff	The plan makes use of the total available ice allocated for the practice. Example: if the practice is full ice, then activities do not concentrate in one end only. Groups and stations are used to take advantage of available ice.
	Practice plan indicates roles and responsibilities of staff.	All coaches have been assigned roles and they are clearly defined in the plan. Plan should indicate who is leading the activity and what the other coaches should be doing and where they should be located.
	Practice plan clearly supports the current team situation, point in the schedule, point in the season plan.	There is a clear link between the practice plan and its content and where the team is in their season plan and schedule. The practice should not be disconnected or a reactionary practice to a game result.

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Practice Execution	Coach communicates with staff to review practice format, activities, roles, and key teaching points	Prior to meeting with players, the coaches should meet to pre-brief the practice and review the plan and clarify any unknowns, make adjustments, etc.
	Coach is well organized and optimizes time on task throughout the practice	Teaching occurs within the activities with minimal interruptions. Stopping activities repeatedly is avoided. The time from one activity to the next is minimized and when players have to come to the board or water the coach does not speak for long periods.
	Coach detects breakdowns in learning, errors in execution and makes effective interventions for correction	The coach is able to target corrections and teachable moments with individual players during the activity and extract them momentarily. Coach does not always have to stop the entire group. Coach has staff making corrections and teaching in a similar manner.
	Coach modifies work intensity; work periods or provides breaks to account for fatigue and/or fitness levels	Adequate water breaks are provided. The coach is able to detect when players are reaching exhaustion and high levels of fatigue and adjust the pace or size of an activity. Coach is able to adjust the length of reps or adjust the work to rest ratios.
	Activities are effectively communicated with athletes in optimal position to see or hear.	When drills and activities have to be communicated on ice the coach makes use of a large white board, the board is properly mounted for all to see, and players are in the right location to see and hear. When demos are carried out players are well positioned to observe, and the coach moves at a speed that allows players to understand and retain it.
	Coaches are engaged in teaching throughout activities and provide positive, effective feedback to individual athletes to correct or reinforce performance.	During all activities the coach has his/her staff effectively located around the entire practice space and giving their attention to groups, stations or components of the activity. Assistants in the activity are not just watching but engaged in providing feedback to players one on one. Coaches are not involved in the activities but serving as coaches. Coach provides a balance of positive reinforcement to good actions and positive critique to mistakes. Positive language is used in all cases. Coach does not shout at the entire group, brings them together to speak in a supportive tone. Speaks with players one on one during activities and points out the positive and negative in a healthy manner.
	Coach identifies and reinforces appropriate athlete behaviour and corrects inappropriate behaviour	Coach reinforces proper behaviour throughout the practice as well as off ice prior to and after the practice. Coach works with players to ensure that they are respectful of one another, positive teammates and treat staff in an appropriate manner. Coach helps players learn to be attentive and focused at the right times and avoid being distractions.
	Coach promotes a positive, professional image and models the image to images and other stakeholders	Coach is professionally dressed with helmet strapped up and safe gloves. Coach uses appropriate language and speaks respectfully to players and staff
	Delivery and execution of the practice matches the practice plan	The coach delivers the practice as it was designed, addressing the theme and objective for the plan. Small adjustments are acceptable but a significant move away from the plan should be avoided.
	Coach pre-ices athletes to prepare them for the practice	Prior to going on the ice, the coach reviews the opening activities with the team and ensures players are ready to go on to the ice and get organized into their warmup right away and then move into the next activities without requiring time at the board, demos, etc.
Coach meets with athletes and staff post practice to review, summarize, and evaluate	After the practice the coach meets with staff quickly to review points that need to be reviewed with players. The coach then meets with the team in the dressing room to review the practice and provide players a chance to ask questions and get clarifications. Coach meets with players one on one if need be.	

POST PRACTICE SELF ASSESSMENT

1 = Poor 2 = Average 3 = Good 4 = Very Good 5 = Excellent

<i>Element</i>	<i>Description</i>	<i>Self Assessment (1-5)</i>				
PRACTICE PACE	Drill progress-rate of activity-allocation of drill time applied-intensity-work/rest ratio-volume of work	1	2	3	4	5
SKILL DEVELOPMENT	drill focus on skills-skating-shooting-puck control-passing-checking	1	2	3	4	5
TACTICAL DEVELOPMENT	Drill focus on individual and team offensive and defensive tactics	1	2	3	4	5
TEAM PLAY DEVELOPMENT	Drill focus on offensive and defensive team play-power play and penalty kill	1	2	3	4	5
SPECIFICITY/APPLICATION	Game-like drills-focus on key execution points-read and react practice- Application of skills-tactics and systems-individual and team	1	2	3	4	5
DRILL SELECTION	number of drills-teaching points-key execution points-specificity	1	2	3	4	5
WORK ETHIC	Intensity-attention to detail-compete level-determination	1	2	3	4	5
TEACHING	Provide instruction-use of technology-use of resources-observe/correct/direct (repetition) all coaches active teachers	1	2	3	4	5
COMMUNICATION	Coaches connect with players-effective instruction-coach connect with coaches-pre practice review-motivational tactics	1	2	3	4	5

To be completed by the Coach within 24 hours of the conclusion of a practice observation and submitted to the field evaluator.

GAME OBSERVATION PRE-SCOUT

This document **MUST** be completed and sent to the mentor/evaluator prior to the first game to be evaluated.

Name: _____

Team: _____

League: _____

Level: _____

Game Date: _____

Game Time: _____

Location: _____

Opposition: _____

Team Statistics Prior to Game

Team	GP	W	L	T	PTS	GF	GA	PP%	PK%	Position in Standings
My Team										
Opposition										

Team Record vs. This Opponent During the Year

GP	W	L	T	PTS	GF	GA	PP%	PK%

MY TEAM PRE-SCOUT

Offensively:

Strengths	Vulnerabilities

Defensively:

Strengths	Vulnerabilities

Power Play:

Strengths	Vulnerabilities

Penalty Kill:

Strengths	Vulnerabilities

Face Offs:

Strengths	Vulnerabilities

OPPOSITION PRE-SCOUT

Strengths	How we will adjust/counter

Vulnerabilities	How we will exploit

1. How many players will dress for the game? Forwards _____
 Defense _____
 Goaltenders _____

2. Who are your top two forwards? _____

Who are your top two defensemen? _____

Who is your top goaltender? _____

3. Who is/are your undisciplined player(s) and how do you manage them during the game?

4. What type of team can we expect to see from the stands? A team that...

5. Before, during and after the game, what are the responsibilities of each of your staff?

Coach Role	Before	During	After
Head Coach			
Assistant #1			
Assistant #2			
Assistant #3/Video			
Trainers			

6. Outline your routine from the time the players arrive at the rink to the opening faceoff. (add more rows if required)

Time	What Players Do	Who is in Charge

7. Describe what type of coach you are behind the bench when managing the game. (body language, vocal, dealing with officials, giving feedback, talking with staff, adjusting, self-control, enthusiasm, focus, support, yelling, dealing with mistakes, etc.)



HP1 Game Observation Form

CC#:	Last Name:	First Name:		
	Criteria	ME	NI	Comments
Before the Game	Coach implements a pre-game routine to ensure player's physical and mental readiness.			
	Coach meets with players (individually or small groups) to ensure key information is reviewed about different aspects of the game.			
	Coach pre-ices the team and provides specific game keys/plans to enhance performance, identify specific tactics and strategies, and remind team of expectations.			
	Coaches makes use of a game card, statistical collectors and game analysis instruments.			
	Coach manages their anxiety/stress level in an effective way.			
	Coach can demonstrate that he/she did some specific game preparation at the last practice.			
	Coach has implemented and effective on ice warm up that provides physical and mental readiness for competition.			
	TOTAL (must attain 7/7)	/ 7		
During the Game	Coach provides players with specific feedback, tips, reminders and uses interventions that provide different kinds of information to improve individual and team performance			
	Coach and staff stay focused and alert to detect adjustments in the opponents' strategy and tactics and react right away to ensure players adjust.			
	Coach communicates with staff on the bench.			
	Coach and staff demonstrate self-control on the bench and throughout the game.			
	Coach and staff demonstrate effective bench management.			
	Coach ensures that time-outs and time between periods are well utilised, specific and effective.			
	Coach and staff show respect toward officials.			
	Coach supports, provides encouragement and reinforces achievement during the game.			
	Coach controls the players and ensures they keep their composure and focus.			
	Coach adopts a positive body language during the game and presents a professional image.			
Coach promotes fair-play and respect toward opponents and spectators.				
	TOTAL (must attain 11/11)	/ 11		
After the Game	Coach meets with players to debrief performance.			
	Coach debriefs performance with the staff.			
	Recovery and regeneration strategies are implemented.			
	TOTAL (must attain 3/3)	/ 3		

Summary	PLANNING ELEMENT	SCORE	COMMENTS
	Before the Game	/ 7	
	During the Game	/ 11	
	After the Game	/ 3	
	TOTAL	/ 21	



Game Observation Criteria Explanations

CC#:	Last Name:	First Name:
	Criteria	Explanation
Before the Game	Coach implements a pre-game routine to ensure player's physical and mental readiness.	Coach can explain the pregame routine in order of activity and time; the evaluator can observe the players readiness inside and outside of the dressing room; coach can explain how he supports the players in their preparation; evaluator can observe that the pre-game routine is well organized and meaningful
	Coach meets with players (individually or small groups) to ensure key information is reviewed about different aspects of the game.	Evaluator observes the way the coach communicates and assesses the quality of the information; evaluator will try to observe that key info shared is being made use of during the game.
	Coach pre-ices the team and provides specific game keys/plans to enhance performance, identify specific tactics and strategies, and remind team of expectations.	Evaluator should observe the pre-ice warm up to be specific and the coach was well prepared; info should be to the point and the time in the room short; information overload should be avoided; the pre-ice should be conducted at an effective time prior to the game, not minutes before players have to leave the room
	Coaches makes use of a game card, statistical collectors and game analysis instruments.	Evaluator should be able to observe the coaching using such tools in game; the coach should be able to present and explain the tools and their value
	Coach manages their anxiety/stress level in an effective way.	Evaluator to observe the coach and note his mental/emotional control; body language; demeanor around players and staff; the way the coach speaks; evaluator can discuss with the coach how he/she manages stress and anxiety
	Coach can demonstrate that he/she did some specific game preparation at the last practice.	Evaluator can discuss with coach prior to game or virtually. Inquire on such things as...what s/he did at practice that could support players for the game; what was the fine tuning; what specific aspects were practiced; what s/he expects from the players concerning those things that were practiced.
	Coach has implemented an effective on ice warm up that provides physical and mental readiness for competition.	Observation of the on ice warm up should illustrate appropriate activities to warm up players and goalies; coach will be observing players to assess energy/motivation/spirit
During the Game	Coach provides players with specific feedback, tips, reminders and uses interventions that provide different kinds of information to improve individual and team performance	Coach should be observed communicating with players on the bench, providing information, going over things on a white board, etc. Coach should be able to articulate some of this info post game.
	Coach and staff stay focused and alert to detect adjustments in the opponents' strategy and tactics and react right away to ensure players adjust.	Coach and staff should be focused on the game, taking notes, sharing info during the play, making adjustments when the opponent changes.
	Coach communicates with staff on the bench.	Coach should be observed communicating with bench staff. Post game discussion can draw upon moments in the game that communication was noted for clarification.
	Coach and staff demonstrate self-control on the bench and throughout the game.	Coach and bench staff should be observed remaining calm, excessive reactions to officials' calls should be avoided, over reactions to mistakes by the players should be avoided
	Coach and staff demonstrate effective bench management.	Coach demonstrates a sound bench management philosophy; line change methods and approaches are effective; use of players in key situations is effective and fair; coach makes effective use of entire bench; if appropriate coach is able to make line changes and line choices in response to the opponent
	Coach ensures that time-outs and time between periods are well utilised, specific and effective.	Time outs are taken at an appropriate point in the game and the coach can clarify why post game; messaging in the time out is direct and clear; time outs provide positive support to players; intermission messages are

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		supportive and provide corrective info or adjustments where required; messaging is short and specific
	Coach and staff show respect toward officials.	Coaches remain professional and calm in their interactions with officials; coach does not stand on bench to speak down to officials; yelling from the bench is avoided; emotional responses to poor calls or missed calls is avoided
	Coach supports, provides encouragement and reinforces achievement during the game.	Coach supports positively; looks for positive ops to give feedback more than negative; rewards effort and encourages achievements over failures; evaluator should note moments when coach is interacting with player to follow up; coach maintains a positive bench; gives players permission to fail and permission to make plays
	Coach controls the players and ensures they keep their composure and focus.	Coach uses effective ice time management to assist player with anxiety levels; coach leads by example; coach creates bench atmosphere based solely on what players can control; coach provides feedback to players that remind them of their focus
	Coach adopts a positive body language during the game and presents a professional image.	Coach stands behind the bench, not on it; coach dressed professionally (no jeans, back cap, etc.); coach does not demonstrate physical reactions to bad plays, mistakes, etc.; when bad things happened, coach remain composed
	Coach promotes fair-play and respect toward opponents and spectators.	Coaches' actions line up with standards of fair play, sportsmanship and the rules of play; coach rewards opponents for the game, win or lose; coach does not react to negative fan energy
After the Game	Coach meets with players to debrief performance.	Post game coach will meet with staff to discuss the game; discuss messages to the team; who will deliver; purpose of the message. Documents key achievements and successes; areas to improve.
	Coach debriefs performance with the staff.	Post game message is kept short and positive; outlines successes within the game; sharing areas to improve is delivered with support and positiveness
	Recovery and regeneration strategies are implemented.	Coach has a post game "cool down" implemented for recovery; coach provides players points to follow up upon leaving the rink and arriving home; players are reminded of next training and competition

POST GAME SELF ASSESSMENT

1 = Poor 2 = Average 3 = Good 4 = Very Good 5 = Excellent

Element	Description	Assessment (1-5)				
FORECHECK	Pressure-contain-trap-create turnovers in offensive and neutral zone-focus on opposition's weakness and strengths	1	2	3	4	5
BACKCHECK/TRACKING	Forwards transition from offense to defense-pressure from behind the puck-outnumber the opposition-protect the middle of the ice and the house	1	2	3	4	5
POWER PLAY	Productivity-breakout-entry-set up-adjustments to opposition PK	1	2	3	4	5
PENALTY KILL	Productivity-forecheck-refuse entry-defensive zone-adjust to opposition PP	1	2	3	4	5
DEFENSIVE ZONE	Outnumber opposition-protect the house-net protection-block shots-eliminate scoring chances-shots against	1	2	3	4	5
BREAKOUTS	Versus pressure-versus trap-stretch passes-support-speed-defense joining rush	1	2	3	4	5
FACE OFFS	WWLL-draw win-possession win-centre matches-left and right matches	1	2	3	4	5
OFFENSIVE ZONE	Shots from the house-shots from the point-shots on opposition goal - screens-rebounds-concentration-deflections - pinching-cycling-shots through traffic-puck control	1	2	3	4	5
HITS / TAKEAWAYS	Finish checks-1 on 1 battles-angling-gap control-net protection	1	2	3	4	5
GOALTENDING	Performance rating-save percentage-goals against average-puck handling-rebound control	1	2	3	4	5
LINE CHANGES	Length of shift-3 + 2 line changes-delayed penalties-line matches	1	2	3	4	5
WORK ETHIC	Commitment to defensive play-concentration in offensive attack-battles won and lost	1	2	3	4	5
DISCIPLINE	Apply the game plan-penalty minutes-retaliation and unsportsmanlike penalties	1	2	3	4	5
TEACHING/COACHING	Mental prep-use of technology-instruction and adjustments during competition-use of assistant coaches-use of statistics-intermission messages-pregame and post game messages	1	2	3	4	5
COMMUNICATION	Coach with coach-coach with players-players with players=motivation-instruction-direction	1	2	3	4	5

To be completed by the Coach within 24 hours of the conclusion of a game observation and submitted to the field evaluator.

APPENDIX B

STANDARDS FOR PRACTICE AND GAME VIDEO SUBMISSION

1. The video angle should be from as high a vantage point as possible to ensure a view of the entire ice surface, but no higher than is necessary to ensure optimal detail. It is acceptable to use a video angle from one end of the rink in order to show the entire ice surface.
2. The video should be shot from a static position...no panning in the video.
3. The video must be unobstructed. The rink must be in clear view without spectators or other obstacles impeding the view.
4. If submitting a video for game observation the video must clearly show the bench in its entirety. The video should be shot from a position that has your bench closer to the camera than the opponent bench.
5. If possible, the coach should be mic'd in any video submission.
6. The video and audio file must be uploaded to a file share system (Google Drive, Drop Box, etc.) and access to the files must be granted to the Field Evaluator. It is acceptable to upload the video and audio files as separate files.



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