2025

NCCP
Competition 2
(Introduction Advanced)

COACH EVALUATION
Guidelines for Success

A guide to becoming a Certified Comp 2 coach

National Coaching Certification Program

GYM CAN

Acknowledgements

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



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Evaluation Process for Competition 2*

How do coaches get certified?

1. Contact your Provincial/Territorial Gymnastics Organization to determine process of **Portfolio submission**

2. Receive feedback from a Gymnastics Canada NCCP trained Coach Evaluator

3. Complete Pre-brief with Coach Evaluator.

4. Coach Evaluator completes observation of the **Skill Presentation**

5. Receive feedback from the Coach Evalutor based on the **Skill Presentation**

Exact process varies by province, please contact your PTSO for more information

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STEP 1: Competition 2 Portfolio

THE DOCUMENTS ON THE FOLLOWING PAGES ARE REQUIRED IN ORDER TO COMPLETE YOUR PORTFOLIO. THE TEMPLATES THAT ARE PROVIDED MAY BE USED, OR YOU MAY USE YOUR OWN FORMAT TO MEET THE EVALUATION EXPECTATIONS.

The portfolio is a compilation of tasks required of the coach to prove their understanding of the coaching expectations in this level.

By building a portfolio, coaches develop competencies and increase the likelihood that they will be successful in the evaluation/certification process.

Use the Evaluation Form and Guidelines for Success to guide you.

Checklist of Portfolio Contents

1. Coach Information
   - Coach Profile & Philosophy

2. Program Information
   - Description and Objectives
   - Communication tool
   - Club Handbook

3. Program Planning
   - Detailed Yearly Training Plan
   - 3 Weekly Training Plans (one for each period)
   - 3 Lesson Plans (one from each week)
   - Training and Competition Schedule Communication
   - Emergency Action Plan

4. Athlete Inventory and Forecasting
   - 2 Athlete Inventory and Forecasts (for each apparatus)

5. Skill Development Model

6. Spotting Skills Assessment

7. Coach Self-Assessment and Action Plan

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Program Planning

Outcomes
A Competition 2 coach is able to:

- Identify major program goals and objectives and communicate them to athletes and parents
- Identify an annual training and competition schedule and calculate a training-to-competition ratio
- Determine the length of time in Preparation, Competition, and Transition Periods
- Prioritize athletic abilities and training objectives (development versus maintenance) to be emphasized at different periods in the season
- Present a year plan that integrates sport-specific needs, physical preparation, technical strategies, and psychological strategies
- Design weekly outlines & lesson plans that are consistent with the priorities in each training period

Completing A Yearly Training Plan

- Coaches can use an electronic template, located on GymCan's Learning Management System (https://gymcan.didacte.com/)
- Other variations of a year plan are acceptable provided that they meet the evaluation criteria
- Identify the major events occurring in the year. Include competitions, demonstrations, testing/monitoring days, and other major events
- Divide the season into appropriate Preparation, Competition, and Transition periods
- In detail, determine the area of physical preparation to be emphasized at different times in the season (i.e. aerobic vs. anaerobic; strength vs. power)
- In detail, show the type of strategic preparation under techniques and tactics for apparatus specific skills, routines, competition rules and when they will be emphasized at different times in the season
- Investigate whether your training priorities align with optimal development or performance for the stated period. Use your Competition 1 and Competition 2 planning resources

Completing Weekly Training Plans

- Submit three weekly plans, one for each of the periods of your program
- Take into account the total training time available for the given week and show how you will allocate practice time to each of the training areas of need: physical, technical (motor), and psychological development. Show the time allocation for training to be done on each apparatus
- Indicate the time to be spent on additional training needs such as artistic preparation, injury prevention, recovery, strategic planning, team meetings, hydration/nutrition breaks, etc.

Completing Daily Lesson Plans

- Submit three daily lesson plans, one from each of your three weeks
- Ensure the activities within the practice are appropriately aligned to the weekly and yearly objectives

Be prepared to answer the following questions:

- *What are some of the similarities and differences in abilities amongst your training group of gymnasts? How did you accommodate for individual needs?*
- *Are the program goals the same as the athletes' (families') goals? How can you (or did you) find out the goals and objectives for each gymnast?*
- *How did you monitor your athletes and evaluate if they were on track to your major events?*
- *How did your gymnasts perform at the major events within the year?*
- *What strategies and tactics did you plan with your gymnasts?*
- *Do you believe your year plan was effective in developing each athlete's potential?*
- *Was your original plan modified during the training year? How and why was it modified?*
- *What will you do differently next year?*
- *How do you evaluate your own coaching performance over the year?*

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Completing Athlete Inventory and Forecasting

Monitoring is the act of gathering, recording, and reporting progress. A Competition 2 Coach tracks and analyzes athlete abilities.

Prior to creating your year plan, conduct a detailed inventory and forecast for **2 athletes** and include them in your portfolio.

Recall the inventory is a description of current physical, motor, psychological qualities along with skill lists that the athlete is currently capable of (where they are now), and the forecast is the desired qualities and skills (where we want to be).

The inventory may include additional information about the athlete(s):

- Attendance at practice
- Physical preparation/ability
- Skill learning and advancement
- Routine preparation
- Psychological preparation/ability
- Competition performance (scores)
- Goal setting, evaluation and if necessary, re-setting of goals

You are encouraged to include data you collected using any of the following:

- Scanned copies of paper record keeping
- Electronic records (i.e. typed data such as an excel program)
- Data collected using electronic devices and applications
- Graphs or charts to display current abilities, or changes over time

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Completing a Skill Development Model

A Competition 2 coach is able to:

- **Understand** the physical and motor preparation of skills.
- **Identify** factors that have a direct impact on performance
- **Make** interventions that support learning
- **Reinforce** corrections for execution and performance.

The following steps are provided to assist you in completing a Skill Development Model:

STEP ONE: IDENTIFY THE SKILL
Indicate the chosen skill and provide a description including some of the following: the Fundamental Movement Patterns, anatomical muscles and actions that are involved, competitive code of points or program rules that describe the skill (element group or requirements fulfilled). The description should include the difference between how the skill is clearly achieved or not achieved.

STEP TWO: DESCRIBE THE ATHLETE
Each athlete has individual physical, motor and mental capabilities that facility the acquisition of skills (or, if lacking, will challenge). In this section describe these capabilities relevant to the identified skill. Include physical abilities (ESP&F= endurance, strength, power, and flexibility), motor abilities (ABC'S = agility, balance, coordination and spatial orientation) and mental abilities (motivation, fear, focus, concentration, understanding, etc). The individuality of the athlete should guide your decisions in Steps Three, Four and Five for the athlete to have success in learning and performing the desired skill.

STEP THREE: PHYSICAL PREPARATION FOR THE SKILL
Correctly state the body (anatomical) actions are involved in the skill (trunk extension, hip flexion, etc). Determine what type of physical abilities you will target (ESPF, ABC'S), and include the best methods to improve the athlete's fitness. Use gymnastics and discipline-specific terminology.

STEP FOUR: MOTOR PREPARATION FOR THE SKILL
Explain how you will lead the athlete to learn the proper technique and execution of the skill. Include progressions, drills, and movement pattern training emphasis.

STEP FIVE: TECHNICAL PERFECTION
Identify the potential causes of performance error and identify what intervention may be required. Where appropriate, indicate the most common correction to have the greatest improvement in performance. This analysis may extend beyond the common corrections and include changes to program design, yearly planning objectives, or teaching methods.

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WAG/MAG ASSESSMENT FORM - Coach Spotting Skills

Coach's Name:_____ **Spotting Assessor:** _____

- Arrange a time for an assessment of your spotting. Contact your club supervisor/Head Coach or a co-coach that is at least **Competition 2 Certified (or NCCP Level 3)** to complete this form while they assess you.
- **Choose 10 of skills listed below.**
- Include this completed assessment form in your portfolio.

***NOTE: If you do not have access to a suitable observer, you may submit your portfolio and discuss the need to complete "Spotting Skills" with your Coach Evaluator in your pre-brief*

Head Coach / Supervisor / Co-Coach Task

- Assess the coach's ability using this form (if the coach requires more time to refine their spotting skills, please give them specific feedback)

TUMBLING
- ❑ Roundoff backward handspring series
- ❑ Roundoff backward handspring salto backward
- ❑ Salto backward "timer" for Double Back (takeoff phase)
- ❑ Handspring forward to salto forward

VAULT
- ❑ Handspring front "timer" (spot in front)
- ❑ Tsukahara "timer" (spot in front or from the side) or Tsukahara post flight
- ❑ Yurchenko "timer" (spot in front or from the side)

BAR
- ❑ Giants backward on any Bar (no straps)
- ❑ Giants forward on any Bar (no straps)
- ❑ Flyaway backward
- ❑ Flyaway forward
- ❑ "Blind Change" from Giants
- ❑ Pirouette forward from Giants
- ❑ Stalder series (straps or bar)
- ❑ Endo series (straps or bar)

WAG Asymmetric BARS
- ❑ Long swing release half turn to handstand on mats ("Overshoot")
- ❑ Sole circle backward series (not required to handstand)
- ❑ Kip cast handstand series

WAG BEAM
- ❑ Handspring backward series
- ❑ Handspring backward layout step-out on a line or low Beam

MAG RINGS
- ❑ Long swing to Dislocates above Ring height (with or without straps)
- ❑ Long swing to Inlocates above Ring height (with or without straps)
- ❑ Strength training sequence (minimum 7 different skills)

MAG P BARS
- ❑ Long hang swing to either giant or moy to support
- ❑ Diamadov series (Boxes or low Bars)
- ❑ Salto backwards dismount

Coach's Position
- *Stable*
- *Relation to Athlete*
- *Relation to Apparatus*
- *Moves with the athlete*

Coach's Actions
- *Verbally explain to athlete what they are doing*
- *Movements are supportive of the athlete in the most important phases*
- *Follows the athlete appropriately*

Setup / Equipment
- *Safe*
- *Stable*
- *Minimizes risk*

Results

☐ *Spotting Skills Assessment Complete*

or

☐ *Re-assess Spotting Skills in Lesson Observation*

Feedback

Assessor Signature:_____ Date: _____

NCCP Number:_____

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TG ASSESSMENT FORM - Coach Spotting Skills

Coach's Name:_____ **Spotting Assessor:** _____

- Arrange a time for an assessment of your spotting. Contact your club supervisor/Head Coach or a co-coach that is at least **Competition 2 certified (or NCCP Level 3)** to complete this form while they assess you.
- **All skills listed below must be completed.**
- Include this completed evaluation form in your portfolio.

***NOTE: If you do not have access to a suitable observer, you may submit your portfolio and discuss the need to complete "Spotting Skills" with your Coach Evaluator in your pre-brief*

Head Coach / Supervisor / Co-Coach Task

- Assess the coach's ability using this form (if the coach requires more time to refine their spotting skills, please give them specific feedback)

Trampoline: ❑ Cody (step in) **Trampoline or DMT:** ❑ Half out (catch landing) **Any (Trampoline, DMT or TUM)** ❑ Double Back Tuck or Pike	**For each skill spotted…**	
	…is the coach's position: - *Stable, with wide base of support?* - *Close enough to the athlete to be effective?* - *Centered in relation to athlete (prepared to spot both over and under-rotation)?* - *Correct; regarding hand placement for good leverage as well as comfort for the athlete?*	**Comments**
	… do the coach's actions: - *Include verbal explanation to athlete re: what to expect (spotting)?* - *Include clear communication and, if it applies, counting (1, 2, skill on 3)* - *On trampoline: have correct timing of the bounce (in synch with the athlete)? Does the coach stay on the trampoline when spotting?* - *Include movements that are supportive of the athlete in the most important phases?*	**Comments**
	… is the set-up and equipment: - *Safe?* - *Stable?* - *Minimizing risk?*	**Comments**

Results	**Feedback**
☐ *Spotting Skills Assessment Complete* *or* ☐ *Re-assess Spotting Skills in Lesson Observation*	

Assessor Signature:_____ Date: _____

NCCP Number:_____

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Portfolio Guidelines for Success

We are providing you with these Portfolio Guidelines for Success to use as a reference as you complete your portfolio.
You don't have to complete this document, but to make sure that you have completed your portfolio well, read over these Guidelines for Success. They list what the Coach Evaluator will be looking for when they evaluate your portfolio.

Outcome 1: Program Planning Criteria & Evidence

Criterion 1: Outline a program based on available training and competition opportunities	
Achievement	**Evidence**
Exceeds Expectations	"Meets Expectations" and: ❑ Identifies the importance of competitions in order to promote athlete long-term development ❑ Identifies sufficient opportunities for recovery and learning/athlete development between important competitions ❑ Presents an analysis of 2 different athletes' physical, motor (technical) and psychological abilities and desired goals along with the inventory and forecast ❑ Track and assess objective indicators of performance in relation to athlete or team goals (competition scores/results, fitness testing results, attendance, training diary, training loads/volumes, etc.)
Meets Expectations – Minimum NCCP Standard	**On a Yearly Training Plan** ❑ **Identifies major program goals and objectives (may be in the program description)** ❑ **Identifies basic athlete information (age, stage of sport development, differences in growth and development)** ❑ **Identifies competition/major event schedule and number of competitions/major events during the program** ❑ **Determines the length of each period of the program (preparation, competition, and transition)** ❑ **Determines the frequency of training sessions (days of the week), duration of training sessions (length of time for each practice), and total number of training sessions in each period of the program (preparation, competition, transition)** **Inventory and Forecasting** ❑ **Presents a skill inventory and forecast that is consistent with the gymnast's level and stage of development**
Needs Improvement	❑ Presents only basic information and logistics (practices vs. competitions/major events) ❑ Does not present a calendar outlining program plan

Questions the evaluator may ask in regard to the year plan:
- Are the program goals the same as the athletes' (families') goals? How can you (or did you) find out the goals and objectives for each gymnast?
- How did you monitor your athletes and evaluate if they were on track to your major events?
- How did your gymnasts perform at the peak events within the year?
- What strategies and tactics did you plan with your gymnasts?
- Was your original plan modified during the training year? How and why was it modified?
- What will you do differently next year?

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Criterion 2: Structure a program to promote athlete development	
Achievement	**Evidence**
Exceeds Expectations	"Meets Expectations" and: ❑ Indicates the importance of the training factors (physical, motor, artistic preparation) for each period (e.g., weighted line, colour, or percentage) ❑ Competition calendar and volume of training promotes athlete long-term development ❑ Identifies sufficient opportunities for recovery and learning/athlete development between important competitions (tapering, recovery, growth considerations) ❑ Compares the ratio of training-to-competition to the Gymnastics long-term athlete development norms http://www.gymcan.org/resources/ltad
Meets Expectations – Minimum NCCP Standard	**On a Yearly Training Plan** ❑ **Shows strategies that will lead to improvements of physical (athletic) abilities (may be shown through a prescription or detailed plan not on the YTP template)** ❑ **Shows strategies that will lead to improvements of motor (technical) abilities (consider the density of training and appropriate timing of skill combinations, ½ routines and 1/1 routines)** ❑ **Shows strategies that will lead to improvements of psychological abilities** ❑ **Determines the ratio of training-to-competition opportunities within the program (in program description)**
Needs Improvement	❑ Does not calculate training-to-competition ratios ❑ Training strategies do not lead to efficient development of physical, motor or psychological abilities

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Criterion 3: Develop practice plans that integrate seasonal training priorities	
Achievement	**Evidence**
Exceeds Expectations	"Meets Expectations" and: ❑ Presents a logical sequencing from yearly overview, through weekly objectives, to daily application of training principles while addressing the key factors in a model that can be viewed as the ideal for other coaches in the sport for the age and stage of the athletes ❑ Identifies adjustments to the templates and provide rationale as to how the adjustments better reflect own program situation while remaining consistent with the long-term athlete development framework, growth and development principles, principles for training athletic abilities, and stages of skill development
Meets Expectations – Minimum NCCP Standard	❑ **Designs 3 separate weekly plans, one for each period of the season, that emphasize training objectives (i.e. development, consolidation, maintenance)** o Determines the total number of training sessions and calculate the total training time within each of the 3 weekly plans o Shows objectives are consistent with the year plan for the beginning, the middle, and the end of the season o Includes an appropriate allotment of time towards physical, motor and psychological training that is consistent for the period ❑ **Designs 3 separate practice plans, one from each of the 3 weeks, to show emphasis on appropriate training objectives for each period** o Identifies duration of overall practice and each practice segment (warm-up, apparatus, conditioning, cool-down, etc.) that is consistent with the weekly plan o Selects appropriate activities for the age, level of the athlete(s), and time of the season o Includes practice conditions that are favourable for the development of the athlete's abilities at the time in the season (i.e. volume, intensity, density). Answer the question, how is the athlete expected to practice? Conditions may include individually, in groups or teams, with direct coaching, independently, or include focus on psychological training such as simulation of what will occur during a competition o Describes planned activities through illustration, diagram, and explanation o Lists key factors or coaching points (cues/reminders). These may be specific to individual athlete needs. o Lists any potential risk factors. These may be specific to individual athlete needs. o Ensures activities contribute to the development of skill(s) and are appropriate to the stage of skill development (acquisition, consolidation, refinement)
Needs Improvement	❑ Does not design weekly outlines or submit practice plans for each week ❑ Does not correctly prioritize athletic abilities within a given week of the pre-competition period of a year plan ❑ Does not correctly prioritize technical abilities and competitive strategies within a given week of the competitive period of a year plan ❑ Practice plans do not show effective integration of weekly or yearly priorities

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Outcome 2: Manage a Program Criteria & Evidence

Criterion: Manage administrative aspects of program and oversees logistics	
Achievement	**Evidence:**
Exceeds Expectations	"Meets Expectations" and: ❑ Demonstrates ability to work with other coaches (assistants) using optimal leadership qualities • Leadership for this context is defined as the ability to influence others to accept, willingly, the leader's purpose and goal to help bring about a better future outcome or result, and to work together, voluntarily, towards achieving that end • Evidence of leadership may include working collaboratively with others, acknowledging others' ideas and input, recognizing effort and goal achievement, acting as a role model, maintaining a positive vision of the future, active listening skills, etc. ❑ Delegates activities appropriately to other coaches (assistants) and acknowledge their ideas and input into the program ❑ Ensures talent identification and selection procedures are available to athletes and parents
Meets Expectations – Minimum NCCP Standard	❑ **Presents a communication tool that outlines the philosophy and objectives of the program** • **Communication tools may include letter to athletes and/or parents, emails, newsletters, website pages, etc.** ❑ **Provides a schedule of competition and training commitments** ❑ **Identifies expectations for behaviour and commitment, and identify appropriate consequences (expectations may be outlined in a fair-play code or developed through a mutual goal-setting strategy between coach and athlete)**
Needs Improvement	❑ Does not use communication tools or other forms of program information to outline philosophy and objectives of program ❑ Does not provide a schedule of competition and training commitments ❑ Does not identify expectations for behaviour and commitment or identify appropriate consequences

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Outcome 3: Analyze Performance Criteria & Evidence

Criterion: Detect Performance	
Achievement	**Evidence:**
Exceeds Expectations	"Meets Expectations" and: ❑ Displays knowledge of developmental link beyond the skill selected to achieve more advanced skills in the future ❑ Uses a variety in teaching methods to target different learning types (auditory, visual, kinesthetic) ❑ Uses competition-based rules and strategies that relate to execution ❑ Provides details of training principles (physiology, biomechanics) that vary based on the seasonal training period for optimal performance ❑ Displays variety to target individual needs when necessary (changes in environmental factors, mental training strategies, and competition strategies)
Meets Expectations – Minimum NCCP Standard	❑ **Displays knowledge of sport terminology** ❑ **Uses appropriate physical, motor, and technical progressions that will lead to successful skill development** ❑ **Chooses progressions/activities that are relevant to the needs of the athlete identified** ❑ **Technical perfection shows awareness of factors that have a direct impact on performance** ❑ **Technical perfection includes common errors and the coaching cues for skill refinement to achieve maximal execution (especially in a competition)**
Needs Improvement	❑ Shows vague understanding of physical and motor preparation required for skill development ❑ Selected activities will not have greatest impact on performance. Better options should be utilized ❑ More knowledge of sport terminology required

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Evaluation Form - Coach Portfolio

This form will be completed by the Coach Evaluator when they evaluate your portfolio.

Coach's Name:	
NCCP #:	
Gym Discipline:	
Evaluator Name:	
Evaluator NCCP #:	
Evaluator Email Address:	

Coaches must successfully pass outcomes 1 to 4 before the coach can submit the skill presentation or attend an evaluation workshop.

<table>
<tr><td rowspan="2">Outcome 1</td><td colspan="2">Program Planning
The evaluator will review these sections of the portfolio to evaluate this outcome:
○ Program Description
○ Skill inventory and forecast for 2 athletes
○ Yearly Training Plan
○ 3 Weekly Training Plans
○ 3 Lesson Plans</td></tr>
<tr><td>Standard Achieved
❑ Exceeds Expectations
❑ Meets Expectations
❑ Needs Improvement</td><td>Comments</td></tr>
<tr><td rowspan="2">Outcome 2</td><td colspan="2">Manage A Program
The evaluator will review these sections of the portfolio to evaluate this outcome:
○ Coach Profile and Philosophy
○ Communication Tool
○ Club Handbook</td></tr>
<tr><td>Standard Achieved
❑ Exceeds Expectations
❑ Meets Expectations
❑ Needs Improvement</td><td>Comments</td></tr>
</table>

<table>
<tr><td>Outcome 3</td><td colspan="2">Analyze Performance
The evaluator will review these sections of the portfolio to evaluate this outcome:
○ Skill Development Model

Standard Achieved
❑ Exceeds Expectations
❑ Meets Expectations
❑ Needs Improvement

Comments</td></tr>
<tr><td>Outcome 4</td><td>Provide Support to Athletes in Training

❑ Coach Spotting Skills</td><td>Evaluation form completed by Head Coach/Supervisor/Co-Coach.</td></tr>
<tr><td>Outcome 5</td><td colspan="2">Make Ethical Decisions
❑ Successful completion of the NCCP Make Ethical Decisions eLearning module</td></tr>
</table>

Portfolio Evaluation Results and Action Plan

Next Steps in certification process:

- ❑ The coach is ready for practical skill presentation evaluation.
- ❑ The portfolio requires changes. The evaluator will provide feedback to enable the coach to complete the portfolio. Follow the instructions from the Evaluator and work to achieve greater readiness for the skill presentation evaluation.

Feedback: _____

_____

_____

_____

_____

_____

_____

Evaluator Signature: _____ Date: _____

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STEP 2: Competition 2 Skill Presentation Evaluation

WE ARE PROVIDING YOU WITH THE DOCUMENTS ON THE FOLLOWING PAGES SO THAT YOU KNOW WHAT TO EXPECT WHEN THE EVALUATOR OBSERVES YOU IN THE SKILL PRESENTATION.

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Sample Pre-Brief Checklist – Completed by Evaluator

Coach Name	
Evaluator Name	

	Item	Complete	Date (dd/mm/yyyy)
1	Portfolio evaluated and returned to the coach		
2	Coach notified about formal observation date and procedure		
3	Coach given a copy of the skill presentation evaluation tools		
4	Coach is given details of the required skill development model parameters for the observation (video)		
5	Pre-brief discussion includes the process for the observation, including the evidence the evaluator is looking for		
6	Coach is given an opportunity to ask questions and clarify concerns		

In the Pre-Brief the evaluator must:

- ❑ Ensure the coach has a copy of the observation evaluation tools
- ❑ Instruct the coach about the formal observation procedure
- ❑ **Discuss the moments that the evaluator may discontinue the evaluation and the coach will need to be re-evaluated if the following is seen:**
  - ❑ The presentation has issues concerning safety
    - For example: Loss of control of gymnast group
  - ❑ The presentation shows harmful or unethical coaching behaviours
    - Harassment and/or abuse
    - Disregard for Fair Play
    - Demonstration of disrespect for athletes, peers, others or equipment
  - ❑ The presentation shows that the coach is not ready to be certified
    - Inadequate technical knowledge
    - Too many tasks are poorly shown or are not shown (10 or more Insufficient ratings)
- ❑ Give the coach an opportunity to ask questions and clarify concerns

Questions the Evaluator may ask in the evaluation:

- What are your goals and objectives for this athlete?
- How did you set these goals (i.e. with the athlete)?
- What type and how frequent do you provide feedback to the athletes to reinforce their goals and measure their success?
- When in the year did you prioritize the physical, technical or tactical skills needed by this athlete?
- How did you monitor the athlete's physical abilities?
- How did you monitor and develop the athlete's technical or tactical skills?
- How does this skill fit into your athlete's competitive level requirements currently or in the future?
- How did you plan to develop this skill throughout your yearly training plan?
- Would you do anything next time?
- Was your original plan modified during the training year? How and why was it modified?
- Did you have to adapt for individual injuries, and if yes how?
- What do you take into consideration to prevent injuries (overuse or acute)?
- How did your gymnast perform in competition?
- How would you evaluate your own coaching performance?
- What areas do you still feel you need to improve in? How do you plan to improve?

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Skill Presentation Outline

- Produce a video showing how you applied the Skill Development Model approach to an athlete. Include all aspects of Physical, Motor and Technical Preparation. The coach should include the spotting of a progression or the skill.

- Track the progress of the athlete through your developmental activities. The final stage should be the performance of the skill in a competition setting. This may take several months of tracking, be prepared early in the season rather than waiting until after the season to try to compile your athlete's progress.

- Confirm with your provincial/territorial office where you should submit your video presentation
  OR
  when a workshop is scheduled to be held and register for the workshop

- Review the expectations by reading the Evaluation Evidence. They are categorized into:
  - Describing the Athlete – Age, gender, level, years in the sport, training schedule, seasonal plan/objectives, short- and long-term goals, commitment, motivation, focus and concentration, stress management, cooperation, nutrition and overall health
  - Describing the Skill – Name it, describe it and show it when it is done correctly by a model performer
  - Describing how athletes are monitored. What in gym/lab tests did you use to evaluate the athlete's abilities. When did they occur in your seasonal plan? How did you assess the athlete? How often do you monitor these abilities? Did you make adjustments to your weekly or monthly training schedules based on the athlete's performance? Did you adjust goals because of the results?

- Prepare a 5-to-10-minute presentation on the skills selected. The presentation must describe the content of the video, beginning with a description of the athlete.

- The evaluation is not intended to have a "right" or "wrong" answer. Each participant works in an environment that is unique; however, coaches must be prepared to justify their reasons for their selection of drills and progressions, describe how their own coaching has progressed during the year, and discuss which techniques worked, which ones did not work (and why) and what they may do in the future.

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Presentation Guidelines

- Coaches should be prepared to show their videos and present their analysis of all skills selected. Coaches can create a visual presentation with programs they feel comfortable using. The ability to use technology is not evaluated; however, the ability to explain what the coach did and how it impacted their athlete is.

Responsibilities of the Evaluator:

- During an evaluation, the evaluator's task is to evaluate; however, the evaluation process should be a positive learning experience. An evaluator is also a mentor, present to challenge the learner and also provide valuable feedback in their coaching development.

- The evaluation tools are designed to allow for the provision of objective (clear) feedback. Each form has room for the evaluator to record subjective comments. The evaluator may use this opportunity to highlight the coach's strengths, thus reinforcing positive coaching behaviours. they may also use the opportunity to explain why they did not believe that some coaching behaviours were adequately demonstrated. In such cases, the evaluator's comments must be constructive and provide the candidate with a clear direction for improvement (e.g., more practice, talking to more experienced coaches, reviewing the course materials, etc.). It is essential that every candidate walk away from the process feeling that they have learned something, regardless of the outcome.

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Responsibilities of the Coach:

MAG/WAG: Select one skill for each apparatus (skill should have been covered in the Comp 2 course). Begin applying the Comp 2 course material to your coaching.
TG: Select 4 skills from the list below. One skill must be from Trampoline, one skill must be from Tumbling and one skill must include variation notes for DMT.

MAG/WAG Vault:	• Handspring Full Twist • Tsukahara/Kasamatsu tuck or pike • Yurchenko tuck, pike or layout • Handspring Forward Salto
MAG/WAG Tumbling:	• Roundoff Backward Handpsring to Salto series • Any 1/1 twisting layout forward or backward • Double salto forward or backward
WAG Asymmetric Bars:	• Free hip to handstand • Giant forward or backward • Flyaway • High to low transfer (“overshoot”) • Low to high transfer
WAG Balance Beam:	• Backward salto • Backward handspring series • Backward handspring to salto series • Roundoff to salto dismount • Aerial cartwheel • Aerial walkover
MAG Pommel:	• Magyar • Sivado • Kehre • Czechkehre • Russians • Stockli
MAG Rings:	• Press to handstand • Planche • Back uprise • Homna • Yamawaki
MAG Parallel Bars	• Healy • Stutzkehre • Diamidov • Moy • Tippelt • Felge • Dismount with backward salto off the side
MAG Horizontal Bar	• Giant • Flyaway • Free hip circle • Stalder • Endo • Blind change/Pirouette

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Trampoline:	• Back full • Rudolph • Back Double full • Barani ball out • Rudy ball out • Cody • 1 ¾ front Tuck, Pike • 1 ¼ back Tuck, Pike, Straight • Double back Tuck, Pike, Straight • Half out Tuck, Pike, Straight
Tumbling:	• Barani • Whip full • Back 1 ½ twist • Double back at the end of a pass
Double Mini Trampoline:	• Back full spotter • Rudolph mount • Half out mount • Doubles in transition

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Skill Presentation Evaluation Tool – Completed by Evaluator

The following tasks are observed and categorized from *Insufficient to Excellent.* Coaches are encouraged to use the Coach Evaluator's ratings and the comments provided as feedback on the strengths and weaknesses of their coaching.

Excellent (E) - The coach performs the task in an outstanding way; exceptional coaching that reflects mastery of the task.
Good (G) - The coach performs the task successfully. The actions taken are appropriate, though a few opportunities were missed that can be improved upon to reach mastery.
Fair (F) - The coach attempts the task but is missing some elements of a successful performance.
Insufficient (I) - The coach attempts the task but requires significant improvement to be successful. Or the coach did not provide evidence of the task (not shown).

The results of the ratings will help the Coach Evaluator make an overall competency assessment.

A. ATHLETE DESCRIPTION

Coaching Task: Evaluate the efficacy of the athlete to perform up to potential. Identify factors that impact the individual athlete's ability to prepare or perform in the sport.					
Evidence	***Excellent (E)***	***Good (G)***	***Fair (F)***	***Insufficient (I)***	***Comments***
Athlete's general health status Ex. Athlete's nutrition or hydration status Sleeping habits Stage of growth and development	☐	☐	☐	☐	
Athlete's physical abilities and weaknesses	☐	☐	☐	☐	
Athlete's psychological abilities and weaknesses Ex. Athlete's motivation for training and to competition Athlete's ability to focus and concentrate Athlete's ability to manage stress before and during competition Athlete's ability to manage distractions before and during training or competition	☐	☐	☐	☐	
Athlete's technical and apparatus specific abilities	☐	☐	☐	☐	
Athletes' short and long term goals	☐	☐	☐	☐	
Athlete's ability to effectively utilize feedback	☐	☐	☐	☐	
Optional: Any specific strategies aimed at the individual athlete to prepare and perform to their potential	☐	☐	☐	☐	

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B. SKILL DESCRIPTION

Coaching Task: Define (through showing and describing) the optimal performance of a sport-specific skill									
Evidence	**SKILL 1**				**SKILL 2**				***Comments***
	E	**G**	**F**	**I**	**E**	**G**	**F**	**I**	
Coach shows understanding of the desired skill	☐	☐	☐	☐	☐	☐	☐	☐	
Correct application of biomechanical principles in the analysis of the skill	☐	☐	☐	☐	☐	☐	☐	☐	
Correct description of the prevailing body actions (anatomical joints involved) in the skill	☐	☐	☐	☐	☐	☐	☐	☐	
Shows a model of the optimal performance of the skill	☐	☐	☐	☐	☐	☐	☐	☐	
Explain what teaching was done to allow the athlete to understand the desired performance	☐	☐	☐	☐	☐	☐	☐	☐	
Select factors that have a direct impact on performance	☐	☐	☐	☐	☐	☐	☐	☐	
Communicate how and why critical errors contribute to the performance	☐	☐	☐	☐	☐	☐	☐	☐	

C. SKILL DEVELOPMENT

Coaching Task: Detect physical abilities that have to be improved or refined to enhance performance and/or to prevent injuries									
Evidence	**SKILL 1**				**SKILL 2**				***Comments***
	E	**G**	**F**	**I**	**E**	**G**	**F**	**I**	
Explain the physical preparation required for the athlete to successfully demonstrate the skill	☐	☐	☐	☐	☐	☐	☐	☐	
Identify at least one cause of performance errors from a physical weakness that is individual to the athlete in their attempts to learn the skill	☐	☐	☐	☐	☐	☐	☐	☐	
Identify the correction to that error	☐	☐	☐	☐	☐	☐	☐	☐	
Prescribe highly individualized or adapted activities to assist the athlete in making physical performance correction	☐	☐	☐	☐	☐	☐	☐	☐	
Identify the amount of volume of work (or time) that may be necessary to achieve the desired effects in correcting/enhancing performance	☐	☐	☐	☐	☐	☐	☐	☐	
Show an understanding of injury risk when performance is incomplete, incorrect or poorly executed	☐	☐	☐	☐	☐	☐	☐	☐	

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Coaching Task: Detect technical elements that have to improved or refined to enhance performance and/or to prevent injuries									
Evidence	**SKILL 1**				**SKILL 2**				***Comments***
	E	**G**	**F**	**I**	**E**	**G**	**F**	**I**	
State the responsibilities the coach has to improve the technical performance of the athlete (equipment, environment)	☐	☐	☐	☐	☐	☐	☐	☐	
Make appropriate use of technology/methods to conduct technical analyses (notational analysis; specialized software; video; etc.)	☐	☐	☐	☐	☐	☐	☐	☐	
Highlight the moments in the athlete's performance that requires attention	☐	☐	☐	☐	☐	☐	☐	☐	
State why the video evidence of the performance is valuable from a coach's perspective in analyzing the skill	☐	☐	☐	☐	☐	☐	☐	☐	
Identify at least one technical cause of performance errors individual to the athlete in their attempts to learn the skill	☐	☐	☐	☐	☐	☐	☐	☐	
Identify the correction to that error	☐	☐	☐	☐	☐	☐	☐	☐	
Prescribe highly individualized or adapted activities to assist the athlete in making technical performance correction	☐	☐	☐	☐	☐	☐	☐	☐	

Coaching Task: Detect tactical elements that have to be improved or refined to enhance performance and/or to prevent injuries									
Evidence	**SKILL 1**				**SKILL 2**				
	E	**G**	**F**	**I**	**E**	**G**	**F**	**I**	
State the mental strategies critical to achieve optimal performance of this skill	☐	☐	☐	☐	☐	☐	☐	☐	
State the critical decision making skills required by the athlete to perform this skill. This may include any concerns for the athlete if the skill is poorly executed or technically incorrect.	☐	☐	☐	☐	☐	☐	☐	☐	
Identify competition rules or regulations that relate to the skill	☐	☐	☐	☐	☐	☐	☐	☐	
Communicate how and why a critical error contributes to the performance	☐	☐	☐	☐	☐	☐	☐	☐	
Prescribe an appropriate activity/drill to assist athlete to make correction in performance	☐	☐	☐	☐	☐	☐	☐	☐	
Correctly and consistently apply biomechanical principles while performing analyses	☐	☐	☐	☐	☐	☐	☐	☐	

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OPTIONAL EVIDENCE – These evidences are not required to meet the minimum standard. They may be observed during the lesson and allow evaluators to provide more feedback. Coaches should be aware of these evidences as opportunities to advance their coaching.	
Coaching Task	**Comments**
Make appropriate use of technology/methods to conduct technical analyses (notational analysis; specialized software; video; etc.) and provide specific evidence to reinforce analysis of performance	
Encourage athletes to self-detect technical performance factors and to show to the coach how and why these errors affect overall performance	
Work with other coaches to detect athlete performance and mentor other coaches to identify critical elements in the detection of athlete performance	
Use new and innovative evaluation protocols, consistent with current and emerging scientific research data and sport-specific practices at the elite level	
Maintain records of athlete performance and monitoring and ensure confidentiality of records	
Understand the sport demands at the elite level	

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Skill Presentation Guidelines for Success

We are providing you with these Guidelines for Success to use as a reference before you are evaluated for the skill presentation.
You don't have to complete this document, but to make sure that you are prepared to be evaluated read over these Guidelines for Success. They list what the Coach Evaluator will be looking for when they evaluate your coaching.

Analyze Performance

Criterion 1: Detect Performance	
Achievement	**Evidence:**
Expert	"**Proficient**" **and:** ❑ Displays variety in teaching methods to target different learning types (auditory, visual, kinesthetic) ❑ Provides specific evidence to reinforce learning points (e.g. notation, biomechanical analysis) ❑ Analyzes a variety of factors that could contribute to increased performance ❑ Encourages athletes to self-detect key performance factors and to understand how and why errors affect overall performance ❑ Uses competitive rules and strategies to reinforce learning points
Proficient	**"Competent" and:** ❑ Displays knowledge beyond the skill selected to achieve more advanced skills in the future ❑ Communicates how and why the critical error contributes to the performance ❑ Provides rationale for identifying individual skills that need improvement ❑ Uses a variety of observational strategies (e.g., positioning, video, other coaches, etc.) to identify the most critical aspects of performance ❑ Facilitates athletes to increase awareness of skill errors by asking appropriate questions
Competent	❑ Displays knowledge of sport terminology ❑ The difficulty of the tasks chosen is relevant to the individual athlete ❑ Uses appropriate physical, motor, and technical progressions that will lead to successful skill development ❑ Identifies factors that have a direct impact on performance and/or skill refinement
Beginner	❑ Has vague understanding of physical and motor preparation required for skill development ❑ Selects activities that will not have greatest impact on performance. Better options should be utilized ❑ Requires more knowledge of sport terminology, training protocols

Criterion 2: Correct Performance	
Achievement	**Evidence:**
Expert	"**Proficient**" **and:** ❑ Involves athletes in a critical thinking process, such as asking open ended questions: "What did you do?" "What should you do?" "What are you going to do to get better results?" "How can you generate greater force upon release?" ❑ Identifies why the correction will have a beneficial effect on the performance and consistently identify how to improve performance
Proficient	**"Competent" and:** ❑ Ensures adequate motor engagement in the task or activity for each athlete ❑ Selects corrective tasks that are sufficiently challenging of the athletes' capabilities ❑ Identifies corrections that focus athletes' attention towards the most appropriate cues (internal or external cues) ❑ Helps athletes to increase awareness of basic corrections by asking closed questions (e.g. "If you move into that position will you have more/less __?" "Will that arm position allow greatest force/push?")
Competent	❑ Identifies specific corrections based on observation of movement phases and in accordance with the sport development model (physical, motor, technical) ❑ Uses prescriptive performance corrections (i.e., they emphasize how to improve, not just what to improve ❑ Explains how the correction relates to improved performance ❑ Explains why the correction contributes to improved performance ❑ Facilitates athletes to increase awareness of corrections by asking appropriate questions ❑ Prescribes an appropriate activity or drill that assists athlete to make correction in performance
Beginner	❑ Provides vague corrections rather than specific factors that contribute to improved performance: "Concentrate more" "Work harder" ❑ Corrects the athletes by indicating what they did rather than identifying specific strategies for how to improve the performance.

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COACH EVALUATION RESULTS

For NCCP Competition 2 certification, the coach is evaluated on their ability to prepare, analyze and correct an athlete developing a sport and level-appropriate skill. Evaluators should send a copy of this form to their provincial/territorial administrative office to record in The Locker.

Coach Name: _____ **NCCP #:** _____ **Gym Discipline:** _____

<table>
<tr><td>Expert</td><td>Coach demonstrates an extensive base of knowledge and expertise through perfectly meaningful activities and a naturally superior performance for the age and level of the athletes. (Generally, all 60 evidences rated Excellent or Good)</td><td>☐</td><td rowspan="3">COMPLETE

The observation portion of the evaluation is successfully completed.</td><td rowspan="3">COMPLETE</td></tr>
<tr><td>Proficient</td><td>Coach displays intuitive knowledge and abilities for the discipline and level and uses sophisticated instructional techniques that focus on the most critical components for individual athlete success. (Generally, 0 Insufficient, 40+ Good)</td><td>☐</td></tr>
<tr><td>Competent</td><td>Coach implements the expected procedures for the discipline and level, while displaying a desire to see athletes learn, develop and grow. (Generally, 50+ Fair, Good or Excellent)</td><td>☐</td></tr>
<tr><td>Beginner</td><td>Coach requires more knowledge and experience to successfully achieve discipline and level appropriate instruction.</td><td colspan="2">INCOMPLETE
❑ The presentation shows that the coach is not ready to be certified. (10 or more Insufficient ratings)
❑ The presentation has issues concerning safety.
❑ The presentation shows harmful or unethical coaching behaviours.
The evaluator has provided feedback and will discuss action plan items to lead to your future success.</td><td>INCOMPLETE</td></tr>
</table>

Action Items: _____

_____

_____

_____

Evaluator Name: _____ NCCP #: _____

Evaluator Signature: _____Coach Signature: _____

Date: _____

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Competition 2 Coach Certification Pathway

NCCP Competition 2 (Introduction Advanced)

Pre-requisite:
NCCP Competition 1 Certified*
**must be certified in their respective discipline*

LTD STAGE(S):
- Learn to Train
- Train to Train

SPORT ENVIRONMENT
- Provincial
- National

IN TRAINING
REQUIRED GymCan WORKSHOP
1. Sport Specific Competition 2 (Introduction Advanced) course (4-day course)

TRAINED
REQUIRED NCCP MODULES
1. NCCP Make Ethical Decisions

CERTIFIED
EVALUATION
1. Portfolio
   - Coach Profile & Philosophy
   - Program Description, Objectives, Communication Tool, and Handbook
   - Yearly Training Plan
   - 3 Weekly Plans, 3 Lesson Plans
   - Emergency Action Plan
   - Training/Competition Schedule
   - 2 Athlete Inventory & Forecasts
   - Skill Development Model
   - Spotting Assessment
   - Self-Assessment & Action Plan
2. Skill Development Evaluation

Gymnastics Canada

Maintenance of Certification:

20 professional development points every 5 years.
- Active coaching
- Self-reported professional development
- NCCP workshop or eLearning module
- GymCan NCCP course
- GymCan non-NCCP activity
- Multi-sport non-NCCP activity

To register:

Contact your PTSO to register for Required GymCan Workshops

Visit www.coach.ca/training-modules to complete Required NCCP Modules

National Coaching Certification Program

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Visit coach.ca Canada's most dynamic coaching community.
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coach.ca
Coaching Association of Canada
Association canadienne des entraîneurs