2025

NCCP
Competition 3
MAG/WAG
(Development)

COACH
EVALUATION
Guidelines for Success

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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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Competition 3 (Development) Certification

The Coaching Association of Canada certifies coaches who can demonstrate their competence by achieving level specific outcomes. In the Competition Development level, you are evaluated on your ability to:

- Make Ethical Decisions;
- Design A Sport Program;
- Manage A Program;
- Support the Competitive Experience; and
- Analyze Performance

Certified Status
To become CERTIFIED, you must:
1. Successfully complete the Coaching Portfolio evaluation; and
2. Successfully complete the Competition Observation evaluation

Principles of Evaluation in the NCCP

- Outcomes are the foundation of the NCCP approach to evaluating and certifying coaches.
- Evaluation in the NCCP reflects the ethical coaching practices promoted in the Canadian sport system.
- Evaluation in the NCCP reflects the diversity among sports in a given context.
- Evaluation recognizes and respects individual coaching styles.
- Evaluation in the NCCP is evidence-based.
- The evidence in NCCP evaluations consists of observable coaching behaviour that is used to determine whether a coach meets a given criterion.
- The evidence in NCCP evaluations may come from several sources.
- Evidence demonstrated during an evaluation may not reflect all of the elements or objectives identified in training activities.
- Coaches are fully advised of the evidence that will be used to determine whether they meet a given criterion. This helps them achieve certification.
- Coaches seeking certification are evaluated by NCCP-accredited Evaluators.

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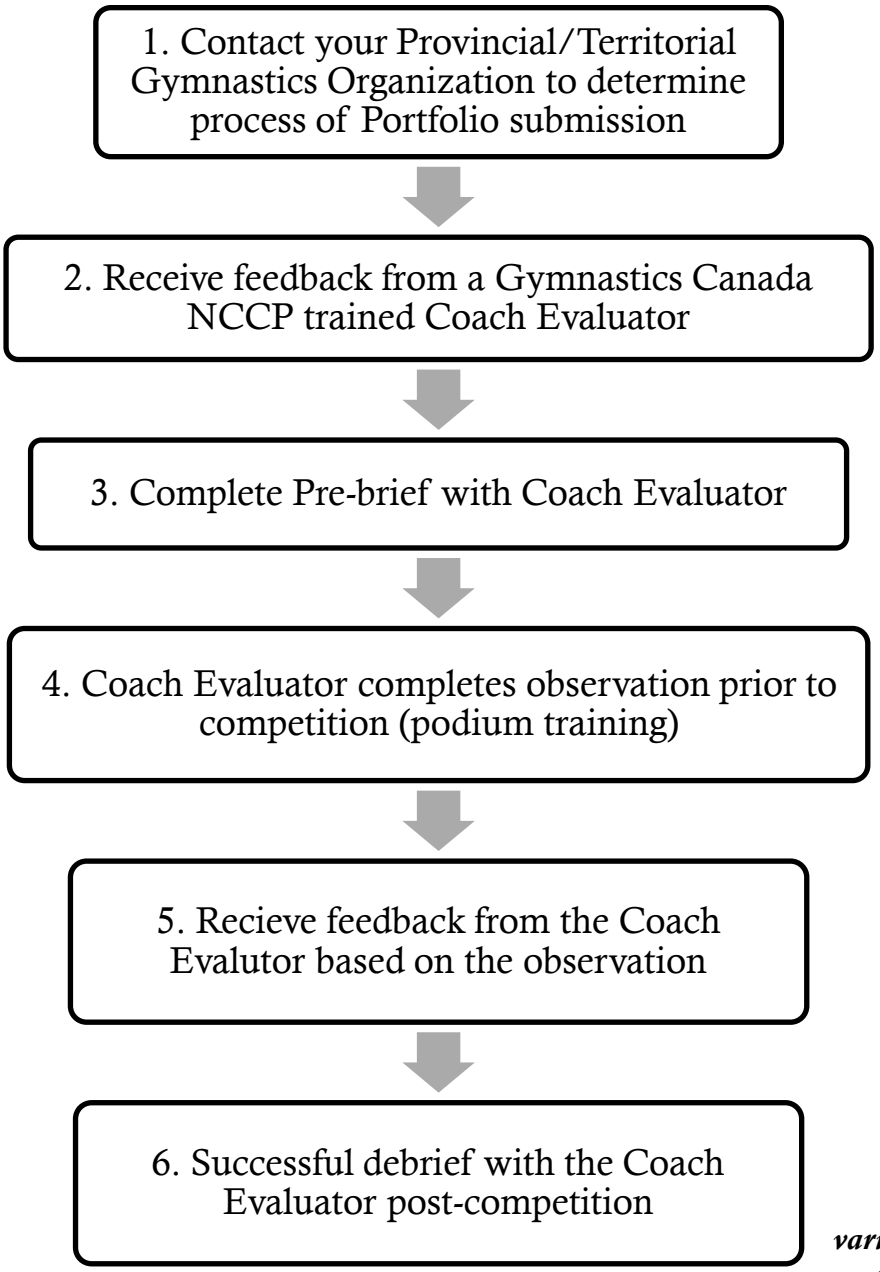
Evaluation Process for Competition 3*

How do coaches get certified?



Exact process varies by province, please contact your P/TSO for more information

http://gymcan.org/programs/coaching/provincial-offices

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Competition 3 Portfolio

THE DOCUMENTS ON THE FOLLOWING PAGES ARE THE DOCUMENTS YOU HAVE TO COMPLETE IN ORDER TO BUILD YOUR PORTFOLIO

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 the guidelines to guide you through the minimum standards for success.

Checklist of Portfolio Contents

1. Coach Information
   - ❑ Coach Profile
   - ❑ Coach Philosophy
2. Planning
   - ❑ Program Description
   - ❑ Athlete Inventory
   - ❑ Training Plan with two periodization's
     - One-year plan with two peak cycles OR a two-year plan
3. Athlete Monitoring
   - ❑ Athlete Efficacy Assessment (Pre-competition)
   - ❑ Skill Inventory and Forecast (5 skills each event) (2 athletes)
   - ❑ 2 Progress Reports
     - *You are encouraged to also enclose a sample of your monitoring and testing program*
4. Pre-Competition
   - ❑ Readiness Plan for Athletes
   - ❑ Focus Plan
5. Competition Information for Athletes (and Parents)
   - ❑ Competition Plan
   - ❑ Emergency Action Plan for the event/venue

❑ 6. Proof of successful completion of the NCCP Make Ethical Decisions eLearning module

❑ 7. Proof of Managing Conflict Online evaluation completed on The Locker

❑ 8. Proof of Clean Sport (Untracked) completed through Canadian Centre for Ethics in Sport: https://cces.ca/online-learning OR proof of Leading Drug Free Sport Online evaluation completed on the Locker

9. Post-Competition
   - ❑ Competition Report
   - ❑ Coach self-assessment
   - ❑ 2 athlete feedback surveys
   - ❑ Co-coach feedback survey

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Coach Profile and Philosophy

Submit the following background information for your evaluator:

- Name and NCCP #
- Your primary coaching environment: gym sport(s), levels coaching, frequency and duration of training for the level(s)
- Yearly plan for the athlete(s), indicating the periods of their training, major events
- Name of the program(s) you are coaching, i.e. High Performance, National L10,
- Number of years of experience in coaching and other programs you have coached
- Other involvement in sport, i.e. athlete, judge, administrator
- NCCP training or certification held in other gymnastics sports or other sports

Coaching Philosophy

Attach a separate sheet to describe your coaching philosophy. Use the following questions to guide you. You are also encouraged to review the NCCP Code of Ethics:
https://coach.ca/sites/default/files/2020-03/NCCP_Code_of_Ethics_2020_EN.pdf
And review the 3 steps to developing a coaching philosophy:
https://www.coach.ca/develop-a-coaching-philosophy-in-3-easy-steps-p159158

Required to answer:
Why do I coach (my purpose)?
What do I like most about coaching?
My leadership style is….
What is important for me when I coach/what are my coaching values?
What are my coaching objectives?
What is my personal goal in coaching? Who is the coach I desire to be?
The coaching requirements for me based on the gymnastics rules in effect for the level of my athletes are found in this document_____ , dated _____ *(put all documents if several are needed: i.e. FIG Code of Points, Gymnastics Canada national program manuals)*

Ideal to include:
What is my goal for my athletes?
What are my expectations for my athletes?
What are my athlete's expectations of me?
Which rules are important to me, and what consequences will I enforce if they are broken?
What are my expectations of their parents/guardians?
What are my expectations of other coaches (in training or at competition)? (If applicable)
My approach to competition is...
How I communicate my philosophy to the athletes, other coaches, parents, etc.

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Planning

A Competition 3 coach is able to:

- Identify major program goals and objectives
- Identify long-term competition schedules
  - Be prepared to provide rationale for decisions on the number of major events, the choice of events (travel distance, importance, etc.), order of competitions and how these choices are developmentally appropriate for the athlete
- Plan two periodized training schedules leading athletes in several phases of Preparation, Competition, and Transition Periods
- Prioritize athletic abilities and training objectives (development versus maintenance) to be emphasized at specific points in the season
- Present a plan that integrates sport-specific needs, physical preparation, technical strategies, and psychological strategies

Program Description:

- Identify the program goals and objectives
- Set: season start and end dates, number of practices / week, days of the week training will occur (frequency vs. rest), the duration of practice times (note if different with different periods of the season)
- Plan the number of hours in a week spent on technical training (event specific, artistry), physical training, psychological training
- Calculate the total number of practices in the season, number of competitions in the season and find the ratio of training to competition (hours and days)
  - Compare this ratio (similarities or differences) to the LTAD expectations for the stage
- List major events and goal dates
- Calculate the length of preparation period(s), and # of training sessions within
- Calculate the length of competition period(s), and # of training sessions within
- Calculate the length of transition period(s), and # of training sessions within
- Identify options to the plan if sudden changes are required (illness, injury)
- Provide rationale for decisions on the number of major events, the choice of competitions (travel distance, importance), order of competitions and how those choices are appropriate for the development of the athlete in the level

  OR

  In reflection, identify major issues negatively impacting athlete progression within own program plans, and present realistic solutions that maintain integrity to the program philosophy and to the athlete

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Athlete Inventory:
Select one athlete or a small group of athletes at the same level for your planning and your observation. Submit the following background information to accompany your planning.

- Athlete information: ages, years of experience, time working with the athlete as their coach, Gymnastics LTAD Stage(s) of the athletes currently and in near future if changes are expected in the next year or two (http://www.gymcan.org/resources/ltad)
- Stages of growth and growth considerations for the next year/two years (i.e. possible changes expected)
- Athlete performance level(s) and short- and long-term goals for the next year to two years. Include longer term goals if applicable.
- Athlete specific goals for competition (including outcome goals) and process goals (training goals) for the next year to two years
- Assessment of the athlete's commitment to training and to competition
- Assessment of the athlete's motivation for training and for competing
- Assessment of the athlete's ability to manage distractions before and during competition
- Assessment of the athlete's ability to focus and concentrate at critical moments of competition
- Assessment of the athlete's ability to manage stress before and during competition
- Assessment of the athlete's ability to effectively cooperate with others
- Assessment of the athlete's ability to effectively apply knowledge of the rules (strategies, execution, timing, etc.)
- Assessment of the athlete's general nutrition/hydration status
- Assessment of the athlete's general health status (i.e. physical condition including injuries and type or lack of, sleep and recovery habits, psychological, social, emotional)

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Completing A Multi-Year Training Plan:

- Find a computer-based program to create a long-term (around 24 month) plan, that can be easily edited and understood
- Identify the major events occurring in the short and long term. Include competitions, demonstrations, testing/monitoring days, and other major events
- Divide the program into appropriate Periods (Preparation, Competition, and Transition)
- Show the difference in time allocation for physical preparation, artistic preparation, and technical preparation between the periods
- In detail, show the type of strategic preparation (skills, routines, competition regulations and rules) and when they will be emphasized throughout the season
- Investigate whether your training priorities align with optimal development or performance for the stated period

Appropriately adapt activities for tapering and peaking during the week preceding an important competition, based on the correct application of the following principles:

- Reduce the training volume throughout the taper phase
- Maintain sufficient volume of high-intensity training
- Decrease the level of fatigue generated during training sessions
- Maintain or schedule a slight reduction in the weekly frequency of training sessions
- Activities performed during the taper period are highly specific to the athlete's competitive demands

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Athlete Monitoring

Monitoring is the act of gathering, recording, and reporting progress. A Competition 3 Coach tracks and analyzes athlete abilities and completes annual reports. More frequent monitoring and reporting is encouraged**.** Coaches must be prepared to document and provide feedback to athletes on goal setting, progress, and performance.

Athlete Efficacy Assessment

- Athlete information: ages, years of experience, time working with the athlete as their coach, Gymnastics LTAD Stage(s) of the athletes currently and in near future if changes are expected in the next year or two (http://www.gymcan.org/resources/ltad)
- Stages of growth and growth considerations for the next year/two years (i.e. possible changes expected)
- Athlete performance level(s) and short- and long-term goals for the next year to two years. Include longer term goals if applicable.
- Athlete specific goals for competition (including outcome goals) and process goals (training goals) for the next year to two years
- Assessment of the athlete's commitment to training and to competition
- Assessment of the athlete's motivation for training and for competing
- Assessment of the athlete's ability to manage distractions before and during competition
- Assessment of the athlete's ability to focus and concentrate at critical moments of competition
- Assessment of the athlete's ability to manage stress before and during competition
- Assessment of the athlete's ability to effectively cooperate with others
- Assessment of the athlete's ability to effectively apply knowledge of the rules (strategies, execution, timing, etc.)
- Assessment of the athlete's general nutrition/hydration status
- Assessment of the athlete's general health status (physical condition including injuries and type or lack of, sleep and recovery habits, psychological, social, emotional)

Skills Inventory and Forecast for a minimum of 2 athletes:
Use an excel sheet provided to you or design your own spreadsheet or document with the following:

a) Inventory of five most difficult skills this gymnast can perform on all apparatus
b) Forecast of the five skills (or combinations) that this gymnast hopes to compete in the first competition period
c) Forecast of the five skills (or combinations) that this gymnast hopes to compete in the second competition period

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2 Progress Reports
In your portfolio, include 2 progress reports. Choose from either 2 different athletes, or complete 2 for the same athlete at 2 different points in the season. Your report may be directed towards giving feedback, or summarizing athlete abilities you've collected through your forecast, monitoring, or testing processes.

Consider who the audience is. Will your feedback be directed to the athlete (age/maturity), or to a parent/guardian, or both?

Your report must include recommendations of future steps to take, or results of discussions with the athlete where together next steps were determined. Consider the role of "action planning" that coaches are continually asked to do throughout the NCCP – *start, stop, continue.*

Progress Reports may also include the following feedback about the athlete(s):

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

The reports may 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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Pre-Competition

Focus Plan (to implement mental training strategies):

- Develop outcome, performance, and process goals with athletes
- Show athletes had input into their plans
- Integrate strategies for dealing with distractions and maintaining focus
- Integrate visualization strategies
- Integrate strategies to control anxiety
- Integrate strategies to manage social factors
- Create a debrief plan for post-competition performance review with athletes

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Competition Information for Athletes (and Parents)

Consider that this plan is/will be circulated to athletes, parents, assistant coaches in advance of the competition.

Competition Plan

- Select a major competition that requires training in the competition facility prior to the event (strongly consider "podium training"). Suggested events include trial competitions, regional championships, major national or international invitationals, Canadian Championships, or Elite Canada
- Outline the objectives for the competition and where in the season the event occurs
- Describe the competition and plan the training activities for the week preceding
- Determine the competition and training schedule (provide detailed timelines)
- Determine the travel and logistics (coordinate safe and timely athlete transportation)
- Determine roles and responsibilities for assistants, other coaches, managers/chaperones, parents
- Provide clear procedures and team regulations pertaining to expected standards of behaviours
- Provide options for nutrition or include nutritional plans in the detailed schedule
- Provide athletes and parents with information and guidance on hydration, nutrition, and sleep that will contribute to optimal performance in training and competition
- Develop and communicate written guidelines pertaining to expectations of self, athletes, parents, and other stakeholders before, during, and after competitions

Emergency Action Plan

- Include an Emergency Action Plan for the competition venue

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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: Make Ethical Decisions

Criterion 1: Develop and communicate a coaching philosophy that adheres to the NCCP Code of Ethics	
Achievement	**Evidence**
Exceeds Expectations	"Meets Expectations" and: ❑ The coach's philosophy shows considerable time, personal experiences and growth in coaching ❑ Includes a desire and timeline to reflect on the philosophy (scheduled time to review and make changes if necessary) ❑ Specific examples are included of how the coach wishes to implement their philosophy and behave in the context while upholding their philosophy
Meets Expectations – Minimum NCCP Standard	❑ **Ensures that your coaching philosophy adheres to the NCCP Code of Ethics** https://coach.ca/sites/default/files/2020-03/NCCP_Code_of_Ethics_2020_EN.pdf ❑ **Ensures that your coaching philosophy adheres to the Gymnastics Canada Code of Ethics and Conduct (or Provincial/Territorial Code of Ethics)** ❑ **Identifies the purpose of your coaching in the philosophy** ❑ **Identifies your coach values in the philosophy** ❑ **Provides evidence of communication of philosophy to athletes, parents, and other stakeholders as appropriate** ❑ **Includes clear messaging**
Needs Improvement	❑ Any of the required 6 evidences are not included ❑ Ethics and philosophy are not upheld throughout the remaining outcomes. Coach Evaluator to provide specific feedback and comments

Outcome 2: Design a Sport Program

Criterion 1: Outline a program structure based on training and competition opportunities	
Achievement	**Evidence**
Exceeds Expectations	"Meets Expectations" and: ❑ Plans are made for individual athletes, showing consideration for individual athlete weaknesses, individual performances on evaluations and in competitions, and individual athlete rate of progression ❑ Objectives for each competition or major event are related to the current and future stages of athlete long-term development ❑ Sufficient opportunities for recovery and learning/athlete development between important competitions are included ❑ Program plan can be used as a model for other coaches in the context
Meets Expectations – Minimum NCCP Standard	**Program Description** ❑ **Identifies major program goals and objectives** ❑ **Identifies athlete short and long-term goals** ❑ **Identifies basic athlete information (age, stage of sport development, physical growth and development considerations)** **On the Training Plan** ❑ **Identifies competition/major event schedule (training camps, evaluations, testing events) and number of competitions/major events during the plan** ❑ **Clearly shows the length of each period of the program (preparation, competition, and transition)** • In a double periodization approach, the periods/phases are appropriately timed, and are of an appropriate duration ❑ **Determines frequency of training sessions (days of the week), duration of training sessions (length of time for each practice), total number of training sessions in each period of the program, and total number of training versus competition hours are calculated in each period**
Needs Improvement	❑ Key program objectives and athlete information is absent ❑ Presents only basic information and logistics (practices vs. competitions/major events) ❑ Does not present a calendar outlining a program plan

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Criterion 2: Identify appropriate measures to promote athlete development	
Achievement	**Evidence**
Exceeds Expectations	"Meets Expectations" and: ❑ Uses data from training, testing and competition analyses to identify whether training and competition opportunities within the program plan are adequate for athlete progression or if changes are needed
Meets Expectations – Minimum NCCP Standard	❑ **Uses evidence-based training built on testing for athlete strengths and weaknesses** ❑ **Optimizes the gymnasts sport and life balance** ❑ **1 of these 2:** **Provides rationale for decisions on the number of major events, the choice of competitions (travel distance, importance), order of competitions and how those choices are appropriate for the development of the athlete in the level** **OR** **Identifies major issues negatively impacting athlete progression within own program plans, and present realistic solutions that maintain integrity to the program philosophy and to the athlete**
Needs Improvement	❑ Does not calculate training-to-competition ratios ❑ Program plan does not lead to efficient development of physical, motor or psychological abilities

Criterion 3: Develop a tapering and peaking program in preparation for important competitions	
Achievement	**Evidence**
Exceeds Expectations	"Meets Expectations" and: ❑ Peaking and tapering decisions are based on evidence from previous learning ❑ The peaking and tapering within the program are adapted for specific individual athlete needs ❑ The coach uses a tool or method to monitor the effects of planned tapering and peaking procedures as the athlete experiences them in hopes to use this information to contribute to future plans ❑ The program plan can be used as a model for other coaches in the context
Meets Expectations – Minimum NCCP Standard	❑ **Tapering and peaking procedures are used for key competitions of the Year Training Plan(s)** ❑ **Appropriate activities for tapering and peaking during the time preceding an important competition are based on the correct application of the following principles:** o **Reduce the training volume and training time throughout the taper phase.** *This may be done through scheduling a slight reduction in the weekly frequency or duration of training sessions* o **Maintain sufficient density of training** o **Decrease the level of fatigue generated during training sessions** o **Activities performed during the taper period are highly specific to the athlete's competitive demands**
Needs Improvement	❑ Activities aimed at ensuring a tapering and peaking effect are not consistent with established guidelines and available scientific evidence ❑ Does not clearly reflect established principles for tapering and peaking, plans for only a few days and not longer (at minimum the week prior) ❑ Does not change activities and training loads during the week (or longer) preceding the important competition

Outcome 3: Support the Competitive Experience

Criterion 1: Prepare for readiness in competition And Criterion 2: Oversee logistics to create favourable conditions for performance	
Achievement	**Evidence**
Exceeds Expectations	"Meets Expectations" and: ❑ Develops highly individualized pre-competitive procedures that reflect past experiences and prepares for the demands of higher competitive levels ❑ Adjusts to athlete (or team) preparation as necessary depending on changes in the competitive environment or other extraneous factors (i.e., athlete injury) ❑ Presents contingency plans to deal with unforeseen or ambiguous factors that may affect the competition ❑ Plans for and communicates the roles and responsibilities of assistants and other stakeholders (i.e., other coaches, trainers, parents, managers, etc.), and ensures that athletes understand the roles for each member before, during and after competition ❑ Discusses any concerns regarding the facility or athlete safety with the host committee ❑ Works with experts to enhance pre-competition and competition procedures (i.e., nutritionist, physiotherapist, sport psychologist) ❑ Manages expenses and financial considerations related to competitive event
Meets Expectations – Minimum NCCP Standard	**In a Competition Plan:** ❑ **Identifies the objective of the competition and the importance of it within the season** ❑ **Identifies the most current rules and regulations in effect for the age and level of the athletes, including warm-up times and equipment and communicate appropriate information to athletes** ❑ **Composes a comprehensive schedule including training, competition, team activities, relaxation & rehabilitation, nutrition** o **Ensures athletes meet nutritional expectations by providing appropriate information on when and what to eat** o **Coordinates safe and timely athlete transportation (and equipment if applicable)** ❑ **Includes all athlete expectations before, during and after the competition** o **Provide clear procedures and team regulations pertaining to expected standards of behaviours while travelling (especially if under the guidance of chaperones/managers)** ❑ **Ensures athletes have a copy of the competition-specific warm-up** ❑ **Develops a competition plan that outlines the routine composition and expected D-score/Start Value for each athlete. Alternate routines for strategic purposes should also be included** ❑ **Ensures the competition strategies are consistent with athletes' stage of development and seasonal objectives**
Needs Improvement	❑ Coach's plan has gaps that show difficulty in organizing athletes for competition ❑ Athletes are unaware of competition schedule or expectations for behaviour ❑ Does not address major organizational details that have adverse effects on the athletes' preparation for competition that were clearly within coaches' control

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Criterion 3: Implement pre-competition mental training strategies	
Achievement	**Evidence**
Exceeds Expectations	"Meets Expectations" and: ❑ Incorporates focus strategies into the many phases and periods of athletes' training plans ❑ Assesses individual mental states of athletes relative to the specific demands of the current competition ❑ Shows athletes were involved in development of the focus plans (individualization)
Meets Expectations – Minimum NCCP Standard	**In a Focus Plan:** ❑ **Develops outcome, performance, and process goals with athletes (meets expectations if 3 types of goals are shown for 1 athlete)** ❑ **Includes a strategy to monitor competition goals and provide feedback to athletes** ❑ **Includes in the plan which strategies athletes will use to achieve their competitive mental state for performance and when they will use the strategies (before or during competition):** o **focus** o **managing/minimizing distractions** o **visualization** o **controlling negative anxiety** o **managing social factors** ❑ **Creates a debrief plan for post-competition performance review with athletes**
Needs Improvement	❑ Does not set outcome, performance or process goals ❑ Athletes are poorly prepared to integrate their mental training strategies

Criterion 4: Design an emergency action plan	
Achievement	**Evidence**
Exceeds Expectations	"Meets Expectations" and: ❑ Identifies specific steps or procedures in the plan if an injury occurs ❑ Designs an EAP that reflects learning from past experiences, including previous implementation ❑ The EAP can be used as a model of best practice in the sport ❑ Includes additional emergency handling for situations that may be encountered through any time athletes are chaperoned by managers or coaches
Meets Expectations – Minimum NCCP Standard	**Presents a complete emergency action plan (EAP) with the six following critical elements for the competition venue:** o **Emergency telephone numbers** o **Locations of telephones in case of emergency (if not using cellular)** o **Location of medical profile for each athlete under the coach's care** o **Location of fully stocked first-aid kit** o **Advance "call person" and "charge person". Identify who oversees handling medical whether for the event or for your team specifically.** o **Directions or map to reach the activity site**
Needs Improvement	❑ Includes less than six critical elements outlined in the Minimum Standard above ❑ No emergency action plan submitted

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Outcome 4: Analyze Performance

Criterion 1: Evaluate the efficacy of athletes to perform up to potential in competition	
Achievement	**Evidence**
Exceeds Expectations	"Meets Expectations" and: ❑ Develops a system to collect and manage relevant information about the athletes' efficacy to perform in competition ❑ The approach used by the coach to assess and monitor his or her athletes' efficacy to perform in competition can be used as a model for other coaches ❑ Identifies optimal strategies that effectively enable athletes to enhance preparedness for competition and/or efficacy to perform ❑ Makes correct links between a variety of elements found in the evidence-based report when assessing the athletes' efficacy to perform up to potential in competition ❑ Shows a timeline/schedule to regularly assess the athletes' efficacy to perform up to potential in competition, and how you will monitor progress of the athlete in their stated areas of weakness
Meets Expectations – Minimum NCCP Standard	**Produces an evidenced-based report that documents the following aspects:** o **athletes' short and long-term goals** o **assessment of the athlete's commitment to training and to competition** o **assessment of the athlete's motivation for training and for competing** o **assessment of the athlete's ability to manage distractions before and during competition** o **assessment of the athlete's ability to focus and concentrate at critical moments of competition** o **assessment of the athlete's ability to manage stress before and during competition** o **assessment of the athlete's ability to effectively cooperate with others** o **assessment of the athlete's ability to effectively apply knowledge of the rules (strategies, execution, timing, etc.)** o **assessment of the athlete's general nutrition/hydration status** o **assessment of the athlete's general health status (physical condition including injuries and type or lack of, sleep and recovery habits, psychological, social, emotional)**
Needs Improvement	❑ Does not address all identified elements in the report ❑ Insufficient level of detail and/or does not identify specific strategies aimed at enabling athletes to enhance preparedness for competition and/or efficacy to perform

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Outcome 5: Manage a Program Criteria & Evidence

Criterion 1: Report on athlete progress throughout the program	
Achievement	**Evidence:**
Exceeds Expectations	"Meets Expectations" and: ❑ Coach's tracking and assessment tools can be used as models to be shared with other coaches ❑ Evidence shows effective communication and leadership strategies, such as collaboration, recognition of effort and goal achievements, role modeling, etc. ❑ Skill forecast takes into consideration individual athlete needs ❑ Skill inventory is expanded to include a detailed prescription
Meets Expectations – Minimum NCCP Standard	❑ **Presents a skill inventory and forecast that is consistent with the gymnast's level and stage of development** ❑ **Tracks and analyzes objective indicators of performance in relation to athlete or team goals (competition scores/results, fitness testing results, attendance, training diary, training loads/volumes, etc.)** ❑ **Presents evidence of a debriefing session or interview with athlete and/or parents to discuss progress in relation to individual goals (meeting notes or adjustments to reports)** ❑ **Feedback is provided that identifies steps for improvement that align with the athlete and program goals**
Needs Improvement	❑ Provides an assessment of performance that is ineffective at assessing the needs of the program (may be vague, unclear) ❑ Provides limited documentation on athlete progress within the program ❑ Athlete assessment is anecdotal or subjective and does not clearly identify key performance factors or areas for improvement ❑ Does not ensure privacy of information or take steps to maximize confidentiality

EVALUATION FORM – Competition 3 Coach Portfolio

Completed by Coach Evaluator

Coach's Name:	
Gym Discipline:	
Evaluator Name:	
Evaluator Email Address:	
Evaluator Phone:	

Coaches must successfully pass outcomes 1 to 5 before the evaluator proceeds with an observation.

<table>
<tr><td rowspan="2">Outcome 1</td><td colspan="2">Make Ethical Decisions
The evaluator will review these sections of the portfolio to evaluate this outcome:
o –NCCP Make Ethical Decisions eLearning module – successfully completed
o Coach Profile and Philosophy</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">Design A Sport Program
The evaluator will review these sections of the portfolio to evaluate this outcome:
o Program Description and Objectives
o Detailed Multi-Year Training Plan</td></tr>
<tr><td>Standard Achieved
❑ Exceeds Expectations
❑ Meets Expectations
❑ Needs Improvement</td><td>Comments</td></tr>
<tr><td rowspan="2">Outcome 3</td><td colspan="2">Support the Competitive Experience
The evaluator will review these sections of the portfolio to evaluate this outcome:
o Competition Plan
o Focus Plan
o Emergency Action Plan</td></tr>
<tr><td>Standard Achieved
❑ Exceeds Expectations
❑ Meets Expectations
❑ Needs Improvement</td><td>Comments</td></tr>
</table>

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<table>
<tr><td rowspan="2">Outcome 4</td><td colspan="2">Analyze Performance
The evaluator will review these sections of the portfolio to evaluate this outcome:
○ Athlete Efficacy Assessment</td></tr>
<tr><td>Standard Achieved
❑ Exceeds Expectations
❑ Meets Expectations
❑ Needs Improvement</td><td>Comments</td></tr>
<tr><td rowspan="2">Outcome 5</td><td colspan="2">Manage A Program
The evaluator will review these sections of the portfolio to evaluate this outcome:
○ Athlete Inventory (2)
○ Athlete Progress Report (2)
○ Managing Conflict online evaluation completed
○ Leading Drug Free Sport online evaluation completed OR True Sport Clean 101 online evaluation completed</td></tr>
<tr><td>Standard Achieved
❑ Exceeds Expectations
❑ Meets Expectations
❑ Needs Improvement</td><td>Comments</td></tr>
</table>

Portfolio Evaluation Results and Action Plan

Next Steps in Certification Process:

- ❑ The coach is ready for observation. The Evaluator will notify the Coach to set up an observation.
- ❑ 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 observation. Once the evaluator approves the changes and the Coach's readiness, they will notify the coach to begin the observation process.

Feedback: _____

_____

_____

_____

Evaluator Signature: _____ Date: _____

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Evaluation During Competition

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

In order to not compromise the performance of the athlete(s), and to see more critical coaching undertaken by the coach at a Competition 3 level, the observation by the evaluator will take place during a pre-competition training event. This is ideally during a training outside of the athlete's "home gym". It is ideal to select podium training or training in the competition venue on the week preceding the competition.

Planning Ahead for Evaluation

Coaches should contact evaluators in advance of their planning to decide on the competition time and date. Once this is agreed upon, the coach will be able to more accurately plan for the athlete and the event.

The coach should submit their portfolio to the evaluator with adequate time for the evaluator to review the portfolio and confirm the observation prior to a competition (preferably during podium training). The portfolio should be submitted a minimum of 4-6 weeks in advance of the scheduled training where the observation will take place. This amount of time is optimal to allow the evaluator time to review the portfolio, provide feedback, and allow the coach to make changes if necessary.

Due to the nature of the schedule around team or trial events, coaches may only receive confirmation of their athlete selection to attend a major competition with 4 weeks or less notice. Evaluators should accommodate the coach in these situations and assist them to complete all of the requirements in the portfolio and the observation. There may be limited opportunities in the season for the coach to complete the observation, therefore, the coach should be allowed the opportunity to complete their certification if possible. Coaches who are expecting their athletes to be in attendance should be working on the portfolio in anticipation of their evaluation **and prepare in advance**.

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Observation procedure:

	Item	Complete	Date (dd/mm/yyyy)
1	Portfolio evaluated and returned to the coach		
2	Coach notified about formal observation procedure and the evaluation outcomes		
3	Coach and evaluator agree to a day and time for the observation		
4	Evaluator receives a copy of the pre-competition training plan for the observation *(a plan for "podium training")*		
5	Coach is given an opportunity to ask questions and clarify concerns		
6	Pre-brief is completed		
7	Evaluator observes the coach and creates debrief questions		
8	Coach attends the competition with the athletes and debriefs the athletes		
9	Coach submits a competition report		
10	Coach and evaluator complete a debrief		
11	Evaluator provides feedback and together, action items are written		
12	Evaluator completes administration of the evaluation		

Pre-brief questions the evaluator may ask:

- What is the objective/goal for this competition?
- What rules are in effect at this competition?
- What have you done leading up to this competition (previous competitions, training strategies)?
- Why did you decide to attend this competition? Or did the athlete have to qualify to attend this competition, if so, what was required?
- Is there anything about the individual athletes that I should know? (i.e., injuries)
- How did you monitor and develop the athlete's routine skills?
- Are there any skills or combinations that the athlete is trying for the first time in competition?
- How has the athlete performed prior to this (in training or in competition)?
- How have you motivated your athlete or prepared them mentally?
- What do you expect to happen?
- If I watch you coaching in a competition, what would I see?
- Do you have assistant coaches or set roles between a coaching team? What role do you take?
- What would you like me to watch for? Is there an area you feel weak in and would like assistance or a mentor to help you?
- What are you most/least looking forward to?

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:**
  - There are issues concerning safety
  - The coach shows harmful or unethical coaching behaviours
    - Harassment and/or abuse
    - Disregard for Fair Play
    - Demonstration of disrespect for athletes, peers, others or equipment
  - The observation 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

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Competition Report

Complete a report and submit it to your evaluator prior to the planned debrief. Include the following in your report:

- Competition results
- Comparison of results to the pre-determined objectives and goals for the competition
- Analysis of the results and separate analysis of athlete performance that lead to the results
    - Identify factors that may have impacted performance (positively or negatively: the competition placement in the season, the number of competitions prior, the schedule of the competition, training at the competition site, travel/time-differences between home and the venue, logistics or accommodations, facilities and equipment, nutrition and general health status, or other distractions were of significance
- Reflection of the athlete readiness prior to competition and the effectiveness to meet the competition objectives. Review your pre-competition 'Athlete Efficacy Assessment' and identify solutions within to improve areas of weakness and better prepare for competition and improve efficacy to perform
- Reflection of the focus plan and its effectiveness to meet the competition objectives
- A list of debrief questions that were discussed post competition with the athlete
- Plans for changes to competition strategies or next steps for the athlete
- Reflection of any necessary changes to the year plan that may be needed for the next season
- Pros of the competition, new insights gained that are take-aways or best practices you want to incorporate in the future (i.e. technology)
- Cons of the competition, issues or concerns that need to be reported, and who you will report them to

Include:

- Self-Assessment Post-Competition
- 2 Athlete Feedback Survey's
- Co-coach or assistant coach Feedback Survey

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Questions the Evaluator May Ask (Debrief Day 1 "Podium Training")

- Did you meet your goals/objectives for the pre-competition performance?
- How did the athlete(s) perform today?
- What do you think went particularly well (nor not)?
- How is the athletes' overall health leading up to this competition?
- What critical errors did you see, and how did you intervene or correct them?
- How do you expect them to perform in the competition?
- What do you believe are the athletes' current strengths and weaknesses?
- Why do you think it's important for your gymnasts to do _____ prior to/during their competition?
- How do you plan to monitor the athlete performance during the competition?
- How will you debrief athletes' performance with them after the competition?
- Is there anything I can help you with/help you understand after today and prior to the competition?

Questions the Evaluator May Ask (Debrief Day 2 "Competition")

- How did the competition go? How did the athlete(s) perform?
- What do you think went particularly well (or not particularly well)?
- Did the athlete meet their competition goals/objectives?
- Did they perform as you expected? If not, why do you think they didn't?
- What factors had the largest impact on their performance? *(lists are categorized as external or internal)*
- Did you have to make any modifications to your competition plan because of special circumstances?
- Are there any aspects of the competition plan that could be improved?
- Did the training adequately prepare the athlete for the competition?
- Was the athlete able to manage distractions, maintain focus and concentration during critical moments of the competition?
- What feedback did you give the athlete? When did you deliver the feedback? (Did they do a competition debrief with the athletes? If they haven't, what will they do and when?)
- What coaching decisions or interventions (or decision to not intervene) did you make leading up to or during the competition? Were your actions and decisions relevant and timely? Would you do the same thing in the same situation next time?
- Based on the performance, what will you plan to do in upcoming trainings and/or competitions?
- What are the athletes' strengths and weaknesses? Are these evident in both training and competition?
- What recovery techniques if any are needed following this competition?
- How will you use this experience going forward?
- What help do you need, and who might you need to help you?

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Observation Guidelines for Success

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

Outcome 1: Provide Support to Athletes in Training

Criterion 1: Implement an appropriately structured and organized competition preparation	
Achievement	**Evidence**
Expert	"**Proficient**" **and:** ❑ Adapts activities to meet objectives when unforeseen circumstances arise ❑ Adapts practice parameters or training environment to elicit a specific response or to ensure optimal learning opportunities
Proficient	**"Competent" and:** ❑ Sequences activities for optimal performance and learning ❑ Makes appropriate adjustments to performance plan through analysis of athlete performance
Competent	❑ Presents a practical plan for the practice with well-defined goals/objectives ❑ Plans activities are appropriate for the athlete(s) ❑ Ensures activities are meaningful, purposeful and link to overall objective ❑ Ensures equipment is available and ready to use ❑ Includes a list of key coaching cues that relate to performance ❑ Dresses appropriately for coaching and follows the competition dress code ❑ Ensures activities integrate the use of training methods (routines in part or full, work/rest ratios, recovery type and time, etc.) that are suitable for the intensity of the event ❑ Ensures the duration of the events and athlete time available on each event is sufficient and not overly rigorous to cause fatigue ❑ Integrates appropriate mental strategies (visualization, relaxation, re-focusing, arousal control) ❑ Provides breaks for appropriate recovery and hydration
Beginner	❑ Has unclear structure to the practice as demonstrated by the following elements: no plan or poorly designed plan; goals and objectives are not clearly defined; no warm-up is provided, or inappropriate warm-up activities are used; implementation of activities do not match the plan ❑ Does not prepare equipment, or placement and use of equipment is unsafe or not in line with the rules in effect ❑ Does not provide sufficient breaks relative to the activities ❑ Dresses inappropriately for the event, without regard for the competition requirements ❑ Leads activities of an inappropriate duration to meet the objectives (i.e., activities are not sufficient for performance; or activities are so long that participants become fatigued and de-motivated; use of time is not efficient)

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Outcome 2: Support the Competitive Experience

Criterion 1: Prepare for readiness in competition And Criterion 2: Oversee logistics to create favourable conditions for performance	
Achievement	**Evidence**
Expert	"**Proficient**" **and:** ❑ Works with experts to enhance pre-competitive procedures (i.e., nutritionist, physiotherapist, sport psychologist) ❑ Discusses any concerns regarding the facility or athlete safety with the host committee ❑ Presents or develops contingency plans to deal with unforeseen or ambiguous factors that may affect the competition. Contingency plans reduce or minimize distractions for athletes or provide alternatives to ensure optimal athlete performance ❑ Monitors and debriefs with other coaches, support staff and/or other key stakeholders in regard to their roles and responsibilities prior to and during the competition. Discusses changes to the competition plan roles and responsibilities for future competitions
Proficient	**"Competent" and:** ❑ Develops highly individualized pre-competitive procedures (for individual athletes) that reflect past experiences and prepare for the demands of higher competitive levels ❑ Makes adjustments to athlete (or team) preparation as necessary depending on changes in the competitive environment or other extraneous factors (i.e., athlete injury) ❑ Works with other coaches, support staff and/or other key stakeholders to ensure roles and responsibilities are outlined and followed prior to and during the competition
Competent	❑ Ensures that any athlete specific equipment is ready, safe and available to use (at all events) ❑ Sets and moves the equipment in accordance with the rules ❑ Takes steps to minimize risks and maximize safety ❑ Prepares equipment and ensure safety of the equipment at each event ❑ Explains tactics and strategies in a way that is clear for the athletes and check for understanding ❑ Ensures athletes perform the competition-specific warm-up ❑ Monitors athletes for potential distractions or environmental factors and make adjustments to enhance performance ❑ Manages own anxiety/stress level in an effective way, in order not to become a source of distraction for the athletes ❑ Communicates effectively with assistant coaches, other coaches, managers, parents and uphold the planned roles and responsibilities
Beginner	❑ Coach is not prepared and has difficulty organizing athletes ❑ Gives poor or conflicting guidance to athletes ❑ Athletes are unaware of the competition plan ❑ Strategies are inconsistent for the age, level, rules in effect, or period in the season ❑ Does not address major organizational details that have adverse effects on the athlete preparation that were clearly within the coach's control

Criterion 3: Make decisions and interventions that promote high quality performance during competition	
Achievement	**Evidence**
Expert	"**Proficient**" **and:** ❑ Uses or develops tools to gather notational data during the competition (paper/video/computer software, etc.) ❑ Helps athletes to reflect critically by prompting them to identify solutions that will enhance their performance
Proficient	**"Competent" and:** ❑ Makes effective decisions for subsequent performances when an athlete is struggling ❑ Involves non-competing athletes in meaningful roles and learning situations related to the competition ❑ Communicates with assistants and/or other specialists to identify solutions, opportunities, or provide pertinent information about the competitive environment to assist the athlete or team in maximizing performance
Competent	❑ Observes athletes from the most optimal vantage point while maintaining integrity of the competition rules ❑ Behaves in a controlled manner and shows respect towards officials, opponents, and own athletes ❑ During or between events, uses instruction and questioning skills to help athletes reflect critically on their performance (engage athletes in the problem solving) ❑ Provides athletes with feedback that identifies what and how to achieve greater performance ❑ Provides a rationale for decisions and/or interventions made during the pre-competition that impacted athlete performance ❑ Ensures that athletes or team are focused on the task (and not distracted by other competitors, the audience, the environment, or the results/scores) ❑ Assists and/or facilitate athletes in managing mental state during competition that positively impacts athlete or team performance (ensure they are utilizing their focus plan) ❑ Correctly interprets competitive rules and makes necessary adjustments that positively impact athlete or team performance
Beginner	❑ Criticizes athlete performance ❑ Acts distracted during their performance and do not focus on key elements ❑ Does not observe athlete performances

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Criterion 4: Use the competitive experience in a meaningful manner to further athletes' development after competition	
Achievement	**Evidence**
Expert	"**Proficient**" **and:** ❑ Assists athletes to take greater ownership over the analysis of competition results and/or performance ❑ Works with athletes to identify possible adjustments to future training or practice goal and/or objectives ❑ Works with other coaches and/or sport-specific specialists in the analysis of the competition to report on and implement strategies to improve future training or competition ❑ Consults specialists to ensure implementation of appropriate recovery or regenerative strategies to assist athletes return from injury where appropriate ❑ Critically reflects on training orientations and priorities in the year (multi-year) periodized plan and determine if adjustments are warranted based on athletes' results and/or behaviour in competition
Proficient	**"Competent" and:** ❑ Critically reflects on the effectiveness of training and preparation for competition, based on athletes' behaviour and performance in the competition ❑ Critically reflects upon and implements confidence building interventions after the competition ❑ Identifies and coordinates a recovery plan that can be accessed by the athlete post-competition ❑ Critically reflects on the relevance and timing of interventions (or decisions to not intervene) and coaching decisions made during the competition, and identify which ones may be repeated and/or modified in the next competition situation ❑ Uses novel technology or methods to analyze athlete performance
Competent	❑ Analyzes athlete performance through data collected during the competition to monitor, interpret, and modify individual and/or team goals ❑ Assesses competitive plan after the competition and identify what aspects of the plan were successful, which were unsuccessful, and provide rationale for each ❑ Debriefs performance with athletes, and provide constructive feedback that identifies what and how to develop greater performance ❑ Assists the athlete to reflect upon their performance, and allow them to have input and understanding in the selection of routine strategies for future practices or competitive performances ❑ Identifies areas of weakness in the pre-competition 'Athlete Efficacy Assessment' and determine a solution to improve efficacy to perform in the future ❑ Uses post-competition assessments to identify goals or objectives of future practices or competitions (if appropriate)
Beginner	❑ Does not provide athletes with an analysis of the competition, nor debriefs athletes to get their input on the analysis ❑ Identifies areas of improvement but does not provide solutions or strategies to implement them ❑ Ignores athletes after the competition, or berates athlete performance

Outcome 3: Analyze Performance

Criterion 1: Detect and correct elements that have to be improved or refined to enhance performance and/or to prevent injuries.	
Achievement	**Evidence**
Expert	"**Proficient**" **and:** ❑ Facilitates the athletes to think critically about their own performances, and detect key performance factors, while increasing the athlete understanding of how and why these errors affect overall performance (i.e., What did you do? What should you do? What are you going to do to get better results?) ❑ Works with other coaches to detect and correct athlete performance and mentor other coaches to identify critical elements in the detection of athlete performance ❑ Coach's approach/method for analyzing performance can be seen as an ideal model for other coaches in the sport
Proficient	**"Competent" and:** ❑ Correctly and consistently applies biomechanical principles while performing analyses ❑ Prescribes highly individualized activities or interventions to assist the athlete in improving performance ❑ Identifies critical decisions that must be made by athletes while performing specific elements (only if applicable) ❑ Seeks information on the rules from competition head judges or event head judges when discrepancies or questions arise, within the competition appropriate lines of communication
Competent	❑ Identifies critical error(s) in technical performance (rule-based criteria such as skill being credited or devalued, connection values, or execution) and selects the most critical one(s) that impact performance ❑ Communicates why a critical error(s) impacts performance, and follows-up with what the athlete should improve, and how they should improve ❑ Reinforces application of competitive rules that relate to skill execution when appropriate (coach should correctly predict the result from incorrect execution of technical elements) ❑ Helps athletes to increase awareness of errors by asking appropriate questions ❑ Provides individualized feedback (and interventions if necessary) to assist the athlete in making technical corrections (such as changes to impact skills being credited versus devalued, connection values, or execution) ❑ Uses demonstrations or visual feedback to model correct performance
Beginner	❑ Corrects the athletes by indicating what they did rather than identifying strategies for how to improve performance ❑ Uses vague explanations that do not include how or why the error relates to the overall performance ❑ Does not select or correct the most critical errors that will have the greatest impact on performance ❑ Prescribes activities, interventions, or drills that are not appropriate to correcting the errors in performance

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Criterion 2: Identify competition-specific factors that impact performance	
Achievement	**Evidence**
Expert	"**Proficient**" **and:** ❑ Based on previous experiences, identifies new and innovative strategies to address competition-specific factors ❑ Identifies novel strategies to effectively enable athletes to perform optimally given the conditions ❑ Coach's approach/method for analyzing performance can be seen as an ideal model for other coaches in the sport
Proficient	**"Competent" and:** ❑ Documents additional factors not listed that impacted performance, and for each identifies appropriate strategies ❑ Uses effective ways of gathering information and assessing factors that influence individual athlete performances
Competent	❑ Determines which external factor(s) have the largest impact on the athlete's performance: o Schedule / timing of the competition o Time differences between home and the competition site o Travel time or travel conditions o Schedule of the week, or several weeks leading up to the competition (training volume, density, etc.) o Venue environment (i.e. temperature, size, lighting, audience, position of judges, etc.) o Equipment differences between home and the competition site o Logistics or accommodations o Nutrition o Training opportunity or schedule of training available at the competition site ❑ Determines which internal factor(s) have the largest impact on the athlete's performance: o Commitment to training/competition o Motivation o Ability to stay focused, manage distractions, or concentrate o Ability to manage stress before and/or during competition o Ability to effectively apply competition plans and follow the competition strategy o Ability to make decisions when faced with changes to the plan o Athlete's general health status ❑ Explains what competition data will be collected and the procedures that will be used to monitor athletes in competition ❑ Provides rationale for coaching decisions, interventions, or changes to the initial plan (during the week prior and/or during the competition)
Beginner	❑ Does not select the most critical factors that have the greatest impact on performance ❑ Produces anecdotal reports rather than evidence-based ❑ Does not provide sufficient details in rationale for decisions, or makes recommendations that are inconsistent with established knowledge or standards of practice

Observation 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 - The coach performs the task in an outstanding way; exceptional coaching that reflects mastery of the task.
Good - 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 - The coach attempts the task but is missing some elements of a successful performance.
Insufficient - The coach attempts the task but requires significant improvement to be successful. Or the coach did not provide evidence of the task (not shown).

Required Evidence
A. Evidence Prior to the Pre-Competition Training Session

Evidence	***Excellent***	***Good***	***Fair***	***Insufficient***	***Comments***
Present a practice plan with well-defined goals/objectives	☐	☐	☐	☐	
Planned activities are meaningful, purposeful and link to overall objective	☐	☐	☐	☐	
Planned activities are appropriate for the athlete(s) - *may require individualization*	☐	☐	☐	☐	
Plan includes key coaching cues / points that relate to performance	☐	☐	☐	☐	
Plan includes equipment needs, modifications or other safety considerations	☐	☐	☐	☐	
Ensure the duration of the events and time available on each event is sufficient but also will not lead to unnecessary fatigue	☐	☐	☐	☐	
Plan includes a list of key coaching cues/points that relate to performance	☐	☐	☐	☐	
The training methods (i.e., routines in part or full, work/rest ratios, recovery time and type, etc.) are suitable for the intensity of the event	☐	☐	☐	☐	
Plan includes mental strategies (visualization, relaxation, re-focusing, arousal control, etc.)	☐	☐	☐	☐	
Explain what data will be collected and the procedures that will be used to monitor athletes during competition	☐	☐	☐	☐	

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B. Evidence During the Pre-Competition Training

Coaching Task: Prepare for readiness in competition and oversee logistics					
Evidence	***Excellent***	***Good***	***Fair***	***Insufficient***	***Comments***
Dress appropriately for coaching, and follow the competition dress code	☐	☐	☐	☐	
Ensure that any athlete specific equipment is ready, safe and available to use (at all events). If appropriate, steps are taken to minimize risks and maximize safety.	☐	☐	☐	☐	
Move and set equipment in accordance with the rules	☐	☐	☐	☐	
Explain tactics and strategies in a way that is clear for the athletes and checks for understanding	☐	☐	☐	☐	
Ensure athletes perform a competition-specific warm-up	☐	☐	☐	☐	
Monitor athletes for potential distractions or environmental factors and make adjustments to enhance performance	☐	☐	☐	☐	
Manage own anxiety/stress level in an effective way, in order not to become a source of distraction for the athletes	☐	☐	☐	☐	
Communicate effectively with assistant coaches, other coaches, managers, parents and uphold the planned roles and responsibilities	☐	☐	☐	☐	

Coaching Task: Make decisions and interventions that promote high quality performance during competition					
Evidence	***Excellent***	***Good***	***Fair***	***Insufficient***	***Comments***
Observe athletes from the most optimal vantage point while maintaining integrity of the competition site/rules (if applicable)	☐	☐	☐	☐	
Behave in a controlled manner and show respect towards athletes, other competitors, event organizers, officials	☐	☐	☐	☐	
Ensure that athletes are focused on the task (and not distracted by other competitors, the audience, the environment, or the results/scores)	☐	☐	☐	☐	
Collect athlete input and engage them in problem-solving	☐	☐	☐	☐	
Assist and/or facilitate athletes in managing their mental state and use the focus plan to positively impact	☐	☐	☐	☐	

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performance					
Show correct interpretation and application of the competitive rules. If adjustments to plans are made, they are done with integrity and will positively impact athlete performance	☐	☐	☐	☐	

Coaching Task: Detect and correct elements that have to be improved or refined to enhance performance and/or to prevent injuries.					
Evidence	***Excellent***	***Good***	***Fair***	***Insufficient***	***Comments***
Communicate to the athlete what they should improve and how to improve it	☐	☐	☐	☐	
Communicate why error(s) impacts performance, the value of making the improvement	☐	☐	☐	☐	
Identify critical error(s) in technical performance (rule-based criteria such as skill being credited or devalued, connection values, or execution) and select the most critical one(s) impacting performance	☐	☐	☐	☐	
Correctly apply the competitive rules. Coach should correctly predict the result from incorrect execution of technical elements	☐	☐	☐	☐	
Help athletes to reflect and increase awareness of their performance/errors by asking appropriate questions	☐	☐	☐	☐	
Provide individualized feedback (and interventions if necessary) to assist the athlete in making technical corrections (such as changes to impact skills being credited versus devalued, connection values, or execution)	☐	☐	☐	☐	
Use a variety of feedback methods including demonstrations, visual, auditory, tactile and kinesthetic to model correct performance	☐	☐	☐	☐	
Instruct athletes about critical decisions they must make while performing specific elements (if applicable)	☐	☐	☐	☐	

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C. Evidence from Debrief between Evaluator and Coach

Coaching Task: Identify competition-specific factors that impact performance					
Evidence	***Excellent***	***Good***	***Fair***	***Insufficient***	***Comments***
Analyze athlete performance through critical thinking and data analysis	☐	☐	☐	☐	
Determine which external factor(s) have the largest impact on the athlete's performance: o Schedule / timing of the competition o Time differences between home and the competition site o Travel time or travel conditions o Schedule of the week, or several weeks leading up to the competition (training volume, density, etc.) o Venue environment (i.e., temperature, size, lighting, audience, position of judges, etc.) o Equipment differences between home and the competition site o Logistics or accommodations o Nutrition o Training opportunity or schedule of training available at the competition site	☐	☐	☐	☐	
Determine which internal factor(s) have the largest impact on the athlete's performance: o Commitment to training/competition o Motivation o Ability to stay focused, manage distractions, or concentrate o Ability to manage stress before and/or during competition o Ability to effectively apply competition plans and follow the competition strategy o Ability to make decisions when faced with changes to the plan o Athlete's general health status	☐	☐	☐	☐	
Provide rationale for coaching decisions, interventions, or strategic choices made during the competition (if applicable)	☐	☐	☐	☐	

Coaching Task: Use the competitive experience in a meaningful manner to further athletes' development after competition					
Evidence	***Excellent***	***Good***	***Fair***	***Insufficient***	***Comments***
Assess competitive plan after the competition and identify what aspects of the plan were successful, which were unsuccessful, and provide rationale for each	☐	☐	☐	☐	
Debrief performance with athletes, and provide constructive feedback that identifies what and how to develop stronger performances	☐	☐	☐	☐	
Assist the athlete to reflect upon their performance, and allow them to have input and understanding in the selection of routine strategies for future practices or competitions	☐	☐	☐	☐	
Use post-competition assessments to identify modifications to goals or new objectives for future practices or competitions (if appropriate)	☐	☐	☐	☐	

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OPTIONAL EVIDENCE – These evidences are not required to meet the minimum standard. They may allow evaluators to provide more feedback. Coaches should be aware of these evidences as opportunities to advance their coaching.	
Coaching Task	**Comments**
Use technology to gather information about athletes' performance or to enhance learning	
Develops new tools to gather notational data during the competition (paper/video/computer software, etc.)	
Collect feedback, data or additional information about the athlete's performance from other co-coaches, other coaches, sport medicine specialists (i.e. sport psychologist), officials, technical staff, etc.	
Public promotion of results of the event are positive and athlete-centered	
Edits to the 'Athlete Efficacy Assessment' are made based on new findings through their performance, and solutions to improve efficacy to perform in the future are included	
Create a plan to work with experts to enhance pre-competitive procedures (i.e., nutritionist, physiotherapist, sport psychologist)	
Present or develop contingency plans to deal with unforeseen or ambiguous factors that may affect the competition. Contingency plans reduce or minimize distractions for athletes or provide alternatives to ensure optimal athlete performance	
Monitor and debrief with other coaches, support staff and/or other key stakeholders in regard to their roles and responsibilities prior to and during the competition. Discusses changes to the competition plan roles and responsibilities for future competitions	
Critically reflect on training orientations and priorities in the year (multi-year) periodized plan and determine if adjustments are warranted based on athletes' results and/or behaviour in competition	

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Coach Evaluation Results

For certification of coaching in Competition 3, the coach is evaluated on their ability to prepare, support, and analyze competitive experiences for an athlete committed to a competitive program. Evaluators should send a copy of these results to their provincial/territorial administrative office to record in The Locker.

Coach Name: _____ **NCCP #:** _____

<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, stage and level of the athletes.
(Generally, all 40 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 competition level and uses sophisticated techniques that focus on the most critical components for athlete success at the age and stage.
(Generally, 0 Insufficient, 20+ Good)</td><td>☐</td></tr>
<tr><td>Competent</td><td>Coach implements the expected procedures for the level and stage of the athlete while displaying a desire to see them perform and develop in the sport over a long term.
(Generally, 30+ Fair, Good or Excellent)</td><td>☐</td></tr>
<tr><td>Beginner</td><td>Coach requires more knowledge and experience to successfully achieve age, stage and level appropriate performances.</td><td colspan="2">INCOMPLETE
❑ The coach is not ready to be certified. (10+ Insufficient ratings)
❑ The observation revealed issues concerning athlete safety.
❑ The observation revealed 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's signature: _____ **Date:** _____

Coach signature: _____ **Date:** _____

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Competition 3 Coach Certification Pathway

NCCP Competition 3 (Development)

Pre-requisite:
NCCP Competition 2 Certified*
**must be certified in their respective discipline*

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

SPORT ENVIRONMENT
- National
- NextGen

IN TRAINING
REQUIRED GymCan WORKSHOP
1. Sport Specific Competition 3 (Development) course (4-day course)

TRAINED
REQUIRED NCCP MODULES
1. NCCP Make Ethical Decisions
2. NCCP Coaching & Leading Effectively
3. NCCP Manage a Sport Program
4. NCCP Managing Conflict
5. NCCP Psychology of Performance
6. NCCP Leading Drug Free Sport (or Clean Sport Untracked)

CERTIFIED
EVALUATION
1. Portfolio
   - Coach Profile & Philosophy
   - Program Description
   - Athlete Inventory
   - Training Plan with 2 periodizations
   - Athlete Efficacy Assessment
   - Skill Inventory & Forecast
   - 2 Progress Reports
   - Focus Plan for Athletes
   - Emergency Action Plan
   - Managing Conflict online evaluation
   - Leading Drug Free Sport online evaluation (or Clean Sport Untracked)
2. Evaluation of Podium Training

Gymnastics Canada

Maintenance of Certification:

30 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

Visit www.cces.ca/clean-sport-untracked to complete Clean Sport Untracked

National Coaching Certification Program

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