2025

# NCCP
# Competition 2
## (Introduction Advanced)

# TG

# COACH EVALUATION
# Templates

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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# 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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# Coach Profile & Philosophy

| | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Name** | | | | | | | | | | | | |
| | *First Name* | | *Last Name* | *NCCP number* | | | | | | | | |

| | |
|---|---|
| **Head Coach / Supervisor** | |
| **Gym sport and levels(s) /disciplines coaching** | |
| **Name of program you are coaching** | |
| **Number of years coaching and other programs you have coached** | |
| **Other involvement in sport** (athlete, judge, admin) | |
| **Other NCCP Training/Certifications** | |
| **Personal goal in coaching** (what you want to achieve) | |
| **My goal for my athletes** | |
| **What is important for me when I coach/what are my coaching values?** | |
| **What are my athlete's expectations of me?** | |
| **What are my expectations for my athletes?** | |
| **What are my expectations of their parents/guardians?** | |
| **What are my expectations of other coaches (in training or at competition)?** (If applicable) | |

You may include these expectations for behaviour, commitment and any consequences if the expectations are not upheld by submitting a copy of a club/program handbook.


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# Program Description and Objectives

| | | | |
|---|---|---|---|
| **Number of athletes** | | **Athlete ages and years of experience** | |
| **Athlete performance level(s)** | | **Total number of practices in the season** | |
| **Gymnastics LTD Stage(s)** | | **Number of competitions in the season** | |
| **Differences in my athletes ages/stages of growth** | | **Ratio of training to competition** | |
| **Season start and end dates** | | **Similarities or differences in my program ratio to the LTD expectations** | |
| **Number of practices / week** | | **Length of preparation period, and # of training sessions within** | |
| **Days of the week training will occur** (frequency vs. rest) | | **Length of competition period, and # of training sessions within** | |
| **Duration of practice times** (note if different with period of the season) | | **Length of transition period, and # of training sessions within** | |

**The goals of my program:**

**The physical abilities priorities of my program**

- Pre-competition:
- Competition:
- Transition:

**The skill development objectives of my program**

- Pre-competition:
- Competition:
- Transition:

**The psychological training objectives of my program**

- Pre-competition:
- Competition:
- Transition:

**Performance objectives of my program (if applicable):**

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# Communication Tool

Newsletter Template

**Name of Club:**

**Name of Program:**

**Program Philosophy:**

**Program Description:**

**Logo:**

**Program Goals:**

**Program Objectives:**


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# Club Handbook

Club Name:
History:

Club Mission:

Club Vision:

Club Values:

Policies and Procedures (including complaints and clear disciplinary steps)

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| Goal-Setting Strategy between Coach and Athlete |
| --- |
| |

| Expectations for Behaviour* (coach, athlete, parent/guardian, volunteer) |
| --- |
| |

***True Sport Resource:***
https://truesportpur.ca/sites/default/files/content/docs/pdf/truesportagreementenjan2019_1.pdf


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Codes of Conduct (athletes, parents/guardians, coaches, volunteers)

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# Yearly Training Plan

| | | |

# Weekly Training Plan

Period: Dates:

| Day: | Day: | Day: | Day: | Day: |
|---|---|---|---|---|
| | | | | |

Period: Dates:

**Routine:**
**½ routines:**
**Parts:**

| Day: | Day: | Day: | Day: | Day: |
|---|---|---|---|---|
| | | | | |

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# Lesson Plan

| | |
|---|---|
| Coach: _____ | Date: _____ |
| Group: _____ | Start Time: _____ End Time: _____ |
| Level: _____ | Period of Season Plan: _____ |

| | | |
|---|---|---|
| Lesson Objective /Focus | | Time: |
| Introduction | | Time: |
| General Warm-Up | | Time: |
| Main Part<br><br>Apparatus<br>_____ | Specific Warm-Up | Time: |
| | Activities | Time: |


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| | | |
|---|---|---|
| Main Part<br>Apparatus<br>_____ | Specific Warm-Up | Time: |
| | Activities | Time: |
| Main Part<br>Apparatus<br>_____ | Specific Warm-Up | Time: |
| | Activities | Time: |
| Cool Down | | Time: |
| Conclusion | | Time: |
| Evaluation | | |

# Training and Competition Schedule Communication

**Competition Schedule**

| **Event** | J | F | M | A | M | J | J | A | S | O | N | D |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | | | |
| | | | | | | | | | | | | |
| | | | | | | | | | | | | |
| | | | | | | | | | | | | |
| | | | | | | | | | | | | |

**Training Schedule**

| | |
|---|---|
| Training Days: | |
| Training Times: | |
| Time Off: | |


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# Emergency Action Plan

**Attach the medical profile for each athlete and for all members of the coaching staff. The EAP should be printed two-sided, on a single sheet of paper.**

| | |
|---|---|
| **Emergency phone numbers:** | |
| **Cell phone number of coach(es):** | |
| **Location of First-aid Kit:** | |
| **Address of home facility:** | |
| **Phone number of home facility:** | |
| **Charge person (1st option):** | |
| **Charge person (2nd option)** | |
| **Charge person (3rd option):** | |
| **Call person (1st option):** | |
| **Call person (2nd option)** | |
| **Call person (3rd option):** | |

***Address of nearest hospital:***
***Directions to Hospital from Facility:***

***Roles and Responsibilities:***
**Charge Person**

1.

2.

3.

**Call Person**

1.

2.

# Athlete Inventory and Forecast

Athlete Name:

Athlete Level:

| **INVENTORY Planning Sheet**<br><br>**Skills NOW Performing** | | **FORECAST Planning Sheet**<br>**Skills to COMPETE this planning cycle** | |
|---|---|---|---|
| **Trampoline:** | | **Trampoline:** | |
| 1 | | 1 | |
| 2 | | 2 | |
| 3 | | 3 | |
| 4 | | 4 | |
| 5 | | 5 | |
| **Tumbling:** | | **Tumbling:** | |
| 1 | | 1 | |
| 2 | | 2 | |
| 3 | | 3 | |
| 4 | | 4 | |
| 5 | | 5 | |
| **DMT:** | | **DMT:** | |
| 1 | | 1 | |
| 2 | | 2 | |
| 3 | | 3 | |
| 4 | | 4 | |
| 5 | | 5 | |
| **Synchro:** | | **Synchro:** | |
| 1 | | 1 | |
| 2 | | 2 | |
| 3 | | 3 | |
| 4 | | 4 | |
| 5 | | 5 | |


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# Skill Development Model

| SKILL<br>• Name, Description, Apparatus | ATHLETE<br>• Gender, Age, Abilities |
|---|---|
| | |

| PHYSICAL PREPARATION |
|---|
| |

| MOTOR PREPARATION |
|---|
| |

| TECHNICAL PERFECTION |
|---|
| |

| COACH'S CONSIDERATIONS |
|---|
| |

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

| **Results** | **Feedback** |
|---|---|
| ☐ *Spotting Skills Assessment Complete*<br>*or*<br>☐ *Re-assess Spotting Skills in Lesson Observation* | |

Assessor Signature:_____ Date: _____

NCCP Number:_____


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# Competition 2 Coach Self-Assessment

Coaches who perform self-reflections are able to advance their coaching because of their skill to reflect on and think critically about their current coaching practices.

Read through each of the following Competition-2 skills.
**Select the rating that best represents how you feel about your coaching today.**

*Date:* _____

| I Use A Program to Guide My Coaching By… | Always | Often | Some-times | Never |
|---|---|---|---|---|
| Planning a competition schedule and determining the number of competitions during the program | | | | |
| Identifying the length of each period (preparation, competition, transition) | | | | |
| Identifying the number, duration and frequency of training sessions in each period (preparation, competition, transition) | | | | |
| Selecting weekly and daily activities appropriate for the training period | | | | |
| Identifying areas in my program that may need adjustments to better develop athlete weaknesses | | | | |
| Teaching competitive strategies that are age and level appropriate | | | | |
| Ensuring program objectives are consistent with athletes' level, age and stage of development | | | | |
| Adapting activities to the skill and fitness level of the athlete | | | | |

| I Analyze My Athlete's Performance By… | Always | Often | Some-times | Never |
|---|---|---|---|---|
| Predicting and preparing physical preparation for the athletes to learn and refine skills | | | | |
| Understanding the technical progression of level appropriate skills for all apparatus | | | | |
| Prescribing an appropriate activity or drill to assist the athlete to improve their performance | | | | |
| Selecting appropriate corrections, and explaining how and why that correction changes performances | | | | |
| Observing skills from adequate vantage points | | | | |
| Asking questions to athletes that facilitate their own awareness of skill errors | | | | |
| Understanding the competitive rules and relating them to my athletes | | | | |
| Making decisions in the benefit of the athlete today and in their long term future in the sport | | | | |

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| *I Manage A Program By…* | Always | Often | Some-times | Never |
|---|---|---|---|---|
| Teaching appropriate practice and competition rules | | | | |
| Ensuring a safe practice environment | | | | |
| Identifying expectations for behaviour and commitment along with appropriate consequences | | | | |
| Demonstrating ability to work with other coaches | | | | |
| Presenting reports of athlete progress throughout the program | | | | |
| Ensuring privacy of athlete information and take steps to maximize confidentiality | | | | |
| Allowing athletes and/or parents opportunities to discuss progress in relation to individual goals | | | | |
| Using effective communication skills to promote program objectives | | | | |

**Coach Development Action Plan**

1. In which area(s) do you feel the strongest and why?

_____

_____

2. In which area(s) do you feel you still need to improve?

_____

_____

3. What do you plan to do to improve? By when do you plan to improve?

_____

_____

4. What help do you need from others (i.e. your club) to help you improve?

_____

_____

5. What is the most positive experience you have had coaching the Comp 2 content?

_____

_____


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6. What has been one challenge you experienced while coaching the Comp 2 content?

7. What are your short and long term coaching goals?

8. What will help you achieve them?

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# NCCP Coach Evaluation Video Consent, Waiver, Indemnity and Release

To become a certified coach in the National Coaching Certification Program (NCCP), coaches are evaluated while they are teaching a gymnastics lesson.
A Gymnastics Canada trained NCCP Coach Evaluator will watch a video of my coach teaching a lesson.
I, the undersigned, understand my coach will submit video clips that will be accessed by a coach evaluator, and, as a participant, I agree to the following:

- I understand that the video will be used for the purposes of evaluating my coach.
- I waive all rights of compensation now or future, which I may have in connection with use of such video.
- I release, defend, indemnify and hold harmless the Coach Evaluator, PTSO, and/or Gymnastics Canada from and against any claims, damages or liability arising from, or related to, my participation in videotaping lessons and the use of the video for purposes of coach evaluation.
- By participating in the video, the participant, on behalf of the participant or the participant's child, expressly releases the Coach Evaluator, PTSO, and/or Gymnastics Canada from all claims arising out of the use of a photograph or video, including claims for invasion of privacy.

**PARTICIPANT NAME**
Participant Name (please print)_____E-mail_____

Full Address:_____Phone_____

**PARTICIPANT CONSENT**
I am over 18 years of age and have read this release and am fully familiar with its contents. This consent, waiver, indemnity and release is binding on me, my heirs, executors, administrators, and assigns.

_____
Signature Date

**PARENTAL / GUARDIAN CONSENT (required for individuals under the age of 18)**
I am the parent or guardian of the minor named above and have the legal authority to execute a waiver and release on his or her behalf as stated above. This consent, waiver, indemnity and release is binding on me, my heirs, executors, administrators, and assigns.

Name (please print)_____ E-mail_____

Full Address:_____ Phone_____

_____
Signature of Parent / Guardian (if under age 18) 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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