

CANADA  SNOWBOARD
COACHING
PROGRAM

**Portfolio Assessment Guidelines &
Evaluation Standards**

**Competition Introduction:
Advanced Graduation**

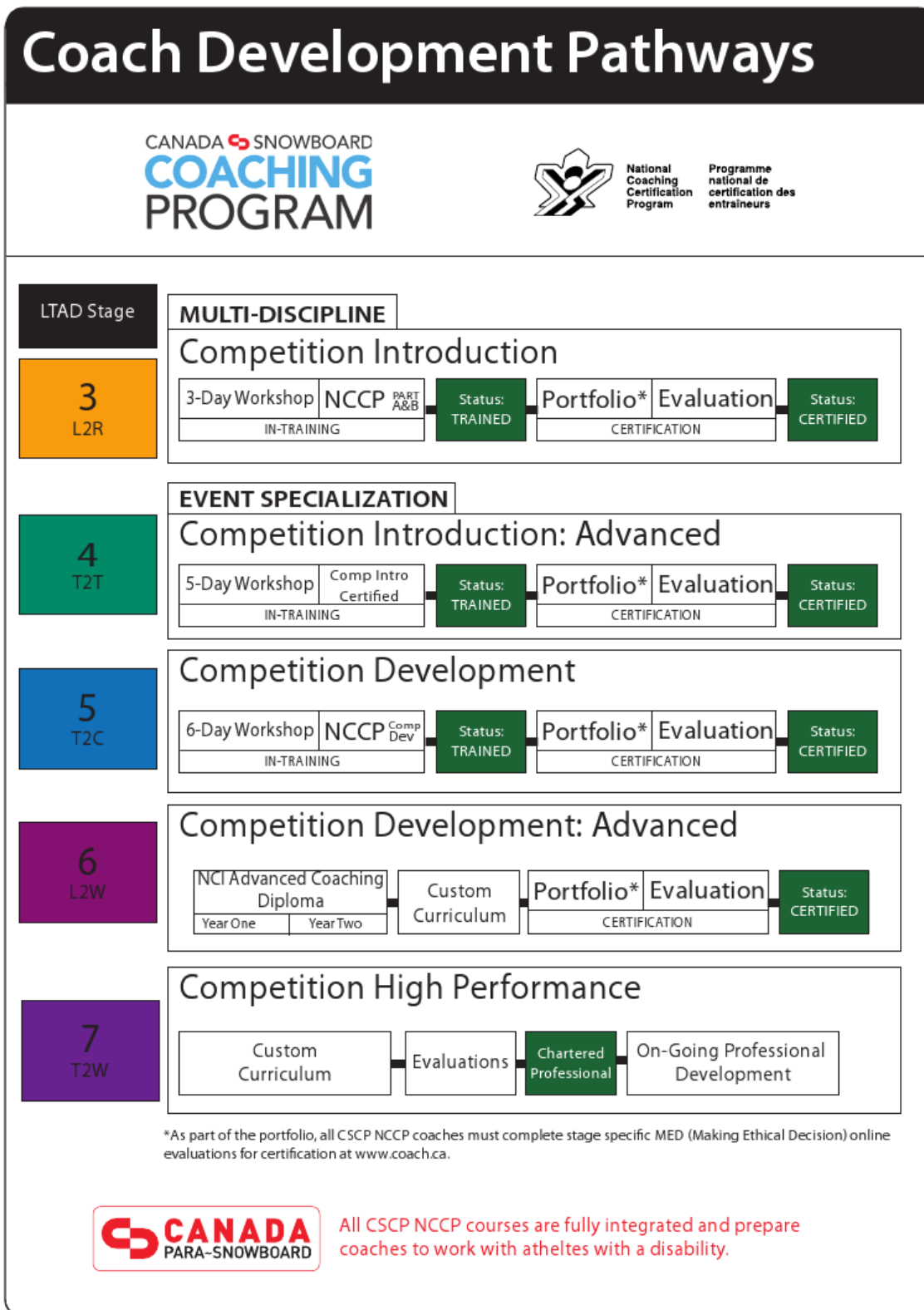
Revised through October 12, 2011

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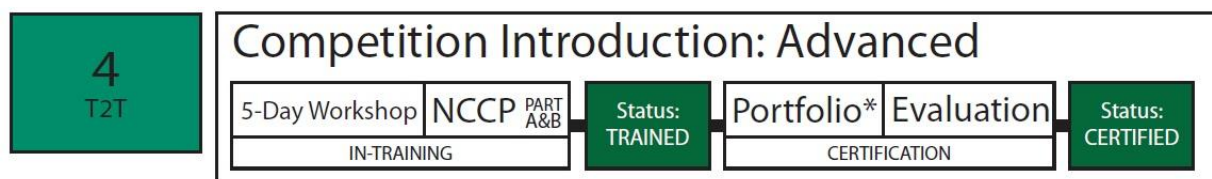
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The Coach Development Pathway



The Competition Introduction Advanced Pathway



It is expected that before a coach is able to enter the Competition Introduction – Advanced Pathway that they have completed their Competition Introduction (previously Basic Coach) pathway and achieved a “certified” status.

To move from ‘Trained’ to ‘Certified’ status at the Competition Introduction: Advanced Gradation level, a coach must submit a portfolio containing the following documents (below) followed by the completion of an In-Competition Evaluation. This guide is designed to assist coaches in developing their portfolio documents to complete the Competition Introduction Advanced coaching portfolio and preparing for the on-snow evaluation.

Coach Core Competencies

Both the Coach Portfolio and the On-Snow Evaluation have been created based on the NCCP/CSCP's five (5) Coach Competencies and seven (7) Coaching Skills. These are outlined below as a reference.

Valuing

The ability to choose an effective response to a specific coaching situation, that is consistent with principles of ethical practice defined within the NCCP. It may be understood as a two-step process:

1. Awareness of personal values
2. Awareness of values in Canadian Coaching

Problem Solving

The ability to bring about a positive outcome to meet a specific coaching challenge. It may be understood as a four-step process:

1. Analyze the conditions in a specific coaching situation.
2. Identify possible coaching responses
3. Choose an effective response.
4. Turn decisions into action.

Interaction

The ability to interact effectively with individuals, groups or teams in a specific context. It may be understood as a dynamic interpersonal process performed with a clear purpose which requires the ability to:

- Communicate effectively
- Give and receive feedback
- Interact with others both in coaching and in a social context
- Intervene with others to manage and/or resolve conflict.

Critical Thinking

The ability to reflect upon and/or monitor the outcome of situations, experiences, decisions and/or actions in which one or others are involved, and to assess their relevance and importance as a basis for future action.

Leadership

The ability to influence others to accept, willingly, the leader's purpose and goal to help bring about some better future outcome or result, and to work together, voluntarily, towards achieving that end.

Summary of Evaluated Coach Skills

Coaching Skill 1: Makes Ethical Decisions

(Core Competency: Valuing)

- Coach correctly applies the NCCP MED process

Coaching Skill 2: Plan A Session

(Core Competency: Critical thinking, problem solving)

- Identifies appropriate logistics for practice
- Identify appropriate activities in each part of the practice
- Design an emergency action plan EAP

Coaching Skill 3: Support Athletes in Training

(Core Competency: Leadership, interaction)

- Ensures that the practice environment is safe.
- Implements an appropriately structured and organized practice.
- Makes interventions that promote leaning

Coaching Skill 4: Analyze Performance

(Core Competency: Interaction, critical thinking)

- Detect & Correct technical performance.
- Detect & Correct tactical performance

Coaching Skill 5: Support Athletes in Competition

(Core Competency: Leadership, interaction, Critical thinking)

- Pre-competition: Implements procedures that promote readiness for performance.
- During event: Makes decisions and interventions that promote sport specific performance
- Post event: Uses the competitive experience in a meaningful manner for the development process of the athletes.

Coaching Skill 6: Design a Snowboard Program

(Core Competency: Problem solving)

- Outlines structure of own program based on training and competition opportunities.
- Identifies appropriate measures to promote athlete development within own program.
- Integrates seasonal training priorities into own practice plans.

Coaching Skill 7: Manage a Snowboard Program

(Core Competency: Interaction)

- Manages administrative aspects of program and oversees logistics

- Coach reports on athlete progress throughout the program
- Develops and implements fair selection procedures
- Implements recruitment and talent identification procedures

The Coach Portfolio:

The coach portfolio is a compilation of tasks that will be assessed by the Canada~Snowboard Sport Development Manager before the coach's evaluation process. This requires that the coach completes tasks within the portfolio before the actual evaluation in order to provide evidence that he or she is ready and able to successfully meet the required standards set out in the evaluation. By building a portfolio, coaches increase their coaching competency and in turn the likelihood that they will be successful during the evaluation/certification process.

The CSCP has identified six (6) elements for the snowboard coach portfolio, including:

1. Complete NCCP Making Ethical Decisions (MED) Online Test for Comp Intro Advanced Gradation with a 90% or better. (*Making Ethical Decisions*)
2. A Seasonal Plan (*Design a Program*)
3. Three (3) session plans (*Plan a Session*)
4. Complete Canadian Acrobatics Group 'Air 1' Course (*Support Athletes in Training*)
This course will be required starting in the fall of 2012.
5. Officials Level One Course (Canada~Snowboard). (*Support to Athletes in Competition*)
6. Program Management Planning Tool (*manage a program*)

Portfolio Elements

1. Proof of completion of NCCP Making Ethical Decisions Online Test

Coaches must successfully complete the NCCP online Make Ethical Decisions evaluation exercise. This segment of evaluation is administered through the Coaching Association of Canada's (CAC) website (www.coach.ca)

The generic evaluation criteria and standards are provided in the Appendix: Make An Ethical Decision.

2. Design a Snowboard Program

The seasonal plan is a document that you will create annually and format in a way that is easy to understand, yet contains enough information that you can refer back to it throughout the year to ensure your sessions have the correct focus.

Use the Design a Snowboard Program Checklist workbook activity to gather the information on the overall structure of your season, then use the sample Seasonal Plan (in excel) from the Competition Introduction Reference Material as a starter and modify it as you need to meet your needs.

Use the Plan a Session Checklist from your coach workbook before completing each plan. Sessions should be realistic based on the athletes the coach is currently working with. The sessions should meet the following requirements as a minimum:

- Identify appropriate logistics for practice
- Identify athletes age, abilities, and performance levels.
- Outline facilities and equipment required for training goal.
- Provide a timeline for activities.
- Identify potential risk factors
- Identify the location of the session in season plan
- Provide an appropriate rationale for chosen session goal.
- Identify appropriate activities in each part of the practice
- Indicate key factors (coaching points) for each practice activity.
- Identify duration of practice and each practice segment.
- Ensure activities reflect awareness and control for potential risk factors.
- Ensure activities contribute to the development of skills and are appropriate for the stage of skill development.
- Ensure activities contribute to the development of athletic abilities.

The generic evaluation criteria and standards are provided in the Appendix: Plan A Session.

5. Proof of Canadian Acrobatics Air Module 1 Course Completion.

This course will be required starting in the fall of 2012.

- *Course Goal:* Introduce acrobatic/gymnastic foundational skills on trampoline.
- *Equipment:* Comfortable athletic clothing – full legs – no jeans.
- *Performance expectations:* Demonstrate basic uprights, hand, front knee, seat drop, an spotting introductory inverts.
- *Prerequisites:* Current Canada Snowboard membership license
- *Equivalents:* Gymnastics Canada Tramp 1
- *How to Find a Course:* See www.canadasnowboard.ca
- *Recommended Cost:* \$225
- *Number of Days:* 2

For more information on upcoming Air Module 1 courses, please visit www.canadasnowboard.ca and look under “Coaching: Workshops” or email Canada~Snowboard Sport Development Manager (natasha@canadasnowboard.ca).

5. Proof of Canada~Snowboard Level 1 Officials Course completion.

The purpose of the CSF Level 1 certification course is to ensure that all participants receive the basic knowledge regarding the execution of snowboard competitions in all disciplines. Having completed the

necessary steps in achieving this certification standard, a Level 1 official will be able to assist in a variety of roles on the hill and/or indoor, at Regional, National and Continental level events.

In this Level 1 official course a participant will learn skills, rules, format of snowboard competitions and get some practical experience. For more information on upcoming courses, please visit www.canadasnowboard.ca under the 'Officiating' link.

6. Submit a Program Management Planning Tool

Similar to the Seasonal Training Plan for athletes, the Program Management Tool is useful to ensure that aspects of your program are kept on track throughout the season. Clubs and teams that have a clear vision of what and when tasks are needed to be initiated or completed will likely be more successful. Your Program management Tool should meet the following minimum requirements:

- Outlines the philosophy and objectives of your program.
- Identifies expectations for behaviour and commitment for athletes, coaches, parents and staff and outlines appropriate consequences when behaviours are not met.
- Provides a schedule of competition and commitments for presentation to parents and athletes.
- Presents an assessment of relevant performance factors that the coaches training plan is based on.
- A privacy of information policy outlining steps to maximize confidentiality.
- Method of collecting emergency medical information and the handling of this information.
- Report on Athlete progress through program:
- List relevant performance factors
- Identify appropriate level of progression for an athlete at this stage and 'next steps' for athletes.

The generic evaluation criteria and standards are provided in the Appendix: Manage a Program

Portfolio Submission

Once completed, all documents and supporting documents should be submitted to the Canada Snowboard Sport Development Manager at natasha@canadasnowboard.ca. The Portfolio must be submitted and approved prior to booking an on-snow evaluation. Please allow for 2-3 weeks for the portfolio to be reviewed.

On Snow Evaluations – Introduction

This section describes the evaluation and certification requirements for the Canadian Snowboard Coaching Program Competition Introduction Advanced context. These requirements meet the minimum standards of the National Coaching Certification Program (NCCP).

- The CSCP Speed and Style courses prepare coaches for the discipline-specific evaluation process.
- Technical skill content is based on CSCP Technical skill Progressions. Candidates are expected to know and use the CSCP skill progressions and key points.
- Coaches who have considerable experience in competitive snowboarding and feel they do not require context training should contact a Master Evaluator (ME) to discuss the possibility of moving directly to evaluation. A list of MEs is posted on the CSCP website. “Challenging” the evaluation is done at your own risk and may not result in successfully passing all evaluation requirements. It is strongly recommended that all coaches complete training in Make Ethical Decisions before evaluation.
- The Coach Evaluation Package is posted on the C~S website (www.canadasnowboard.ca) for coaches to download and print.
- Coaches must complete an evaluation process to move from NCCP Trained status to NCCP Certified status. It is the responsibility of the coach candidate to schedule evaluation when he/she feels ready.
- There are several steps in the evaluation/certification process. Each step is linked directly to one of four coaching outcomes, or task descriptions, that the coach must be able to perform. Each outcome includes several evaluation criteria and these must be fulfilled to a minimum standard to meet certification requirements. Accredited regional Competition - Introduction evaluators will evaluate candidate performance. All four outcomes must be successfully evaluated before certification is granted

Evaluation Process

To become certified in the CSCP Competition Introduction Advanced context, coaches must complete evaluation requirements in all seven (7) outcomes. The process for evaluation of each outcome is described in this section.

Note that Make Ethical Decisions is the only outcome that is evaluated in a generic (not snowboard specific) format. All other outcomes are snowboard specific, and interdependent.

Access to Evaluators

The Canadian Snowboard Coaching Program has completed training of a core group of regional Evaluators. The Evaluators have been selected on a regional basis to ensure coaches in all provinces/territories will have an opportunity to move from trained to certified status.

Coaches can book evaluations online at www.canadasnowboard.ca under the “Coaching” tab, or if one is not listed in your area, email Canada~Snowboard Sport Development Manager at natasha@canadasnowboard.ca to request one. Scheduling evaluations will depend on CSCP Evaluator availability, and the event calendar. Please remember, the coach portfolio must be submitted and marked prior to attending an in-competition evaluation.

Role of the Evaluator

During an evaluation, the evaluator’s job is to EVALUATE, not TEACH. However, the evaluation process should be a positive learning experience, and some feedback is required. The evaluation tools are designed to allow for the provision of objective feedback. Each form has room for the evaluator to record subjective comments. The evaluator may use this opportunity to validate those tasks particularly well done, thus reinforcing positive coaching behaviours. He/she may also use the opportunity to explain why he/she did not believe that some coaching behaviours were adequately demonstrated. In such cases, the evaluator’s comments must be constructive and provide the candidate with a clear direction for improvement (e.g. more practice, talking to more experienced coaches, reviewing the course materials, etc.). It is essential that every candidate walk away from the process feeling that they have learned something, regardless of the outcome.

Before the Evaluation

- The candidate and the evaluator will work together to determine when each component will be evaluated.
- Evaluation will not take place during or immediately following a CSCP Competition Introduction Advance course.
- It is strongly recommended that candidates must complete a minimum of four (4) weeks of coaching between completion of the workshop and evaluation (exception is the Make Ethical Decisions module – see below). During this time, it is expected that the candidate will be working with athletes on a regular basis and applying the concepts they have learned from the training.
- Candidates must submit practice and season plans, with an EAP for the practice plan, for evaluation a minimum of two (2) weeks before the scheduled date of an on-site evaluation. On-site evaluations will only be done after practice and season plans have been evaluated and meet the minimum standards.
- Evaluation of Make Ethical Decisions (MED) will be done online, using a multisport format, and may be done at any time following completion of the workshop. For more information on the MED evaluation, visit the Coaching Association of Canada website at www.coach.ca.

How Each Outcome Will Be Evaluated

Outcome	Method of Evaluation	Performance Criteria
Make an Ethical Decision	<p>On-line, NCCP evaluation is not included in this package.</p> <p>Details of registration for online evaluation are available on the CAC website (www.coach.ca).</p>	<p>Reflect on the importance of behaving respectfully toward participants, officials, parents and spectators.</p> <p>Identify key issues in a common scenario that could be encountered in the Competition - Introduction context.</p> <p>Describe a course of action for dealing with this situation that is consistent with the values and philosophy of the NCCP.</p>
Design a Basic Program	<p>Written submission to be evaluated by submitting an 8-12 week season program planning calendar, as well as 3 practice plans that demonstrates that the coach is using the information in the season plan for early, mid and late season training.</p> <p>Must be submitted for evaluation at the same time as practice plan and EAP.</p>	<p>Outline program structure based on available training and competition opportunities.</p> <ul style="list-style-type: none"> • Identify competition schedule and number of competitions. • Identify length of each period of the program (preparation, competition, transition). • Identify number, duration and frequency of training sessions in each period of the program. <p>Identify program measures to promote athlete development.</p> <ul style="list-style-type: none"> • Identify and analyze training to competition ratios in the program. • Identify strategies to address aspects of the program that are inconsistent with the C~S Long Term Athlete Development (LTAD) model. <p>Develop practice plans that integrate seasonal training priorities.</p> <ul style="list-style-type: none"> • Identify athletic ability and training objectives for early, mid and late season training. • Demonstrate effective use of available training time during these times of the season. • Design practice plans that are consistent with the analysis described above.

Plan A Session	<p>Written submission to be evaluated.</p> <p>The practice plan and EAP must be submitted and evaluated at least two weeks prior to the scheduled on-site evaluation.</p> <p>The practice plan that is evaluated must match the practice that is delivered for the on-site evaluation session.</p> <p>If the practice plan does not meet the minimum evaluation standard, it must be resubmitted and meet standard prior to on-site evaluation.</p>	<p>Adapt pre-designed activities and/or design an activity appropriate for the age group and skill/performance level.</p> <p>Design a practice plan that includes the following:</p> <ul style="list-style-type: none"> • Identification of objectives • Appropriate structure and organization • Identification of risk factors • Appropriate use of time and space • Appropriate selection and sequencing of activities • Identification of key performance factors • Emergency action plan (EAP)
Provide Support to Athletes in Training	<p>Formal on-site evaluation during delivery of a practice session.</p>	<p>Deliver a practice session that is adapted for the given athlete group, is age/skill appropriate and includes the following elements:</p> <ul style="list-style-type: none"> • Demonstrate common safety protocol including equipment adjustment check. • Teach basic skill progressions as per CSCP Technical Skills Progression. • Demonstrate and effectively apply appropriate teaching principles. • Demonstrate proper practice structure and organization. • Include an appropriate fitness training component.
Support the Competitive Experience	<p>Formal on-site evaluation during a regional level event.</p>	

Manage a Program	Written Submission to be evaluated.	Submit a collection of documents containing the following information: <ul style="list-style-type: none"> • Outlines the philosophy and objectives of your program. • Identifies expectations for behaviour and commitment for athletes, coaches, parents and staff and outlines appropriate consequences when behaviours are not met. • Provides a schedule of competition and commitments for presentation to parents and athletes. • Presents an assessment of relevant performance factors that the coaches training plan is based on. • A privacy of information policy outlining steps to maximize confidentiality. • Method of collecting emergency medical information and the handling of this information. • Report on Athlete progress through program: • List relevant performance factors • Identify appropriate level of progression for an athlete at this stage and 'next steps' for athletes
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Marking System

NOTE: Automatic Score of 0, meaning “Not Ready – Needs to be Re-evaluated in this Outcome”

The demonstration of one or more of the following behaviours during an evaluation will result in an automatic score of 0 of the specific outcome being evaluated. The coach must be re-evaluated in this outcome.

1. SAFETY -- Endangering the health of an athlete or any other person regardless of whether the behaviour was accidental or intentional.
2. HARASSMENT AND/OR ABUSE -- Demonstrating harassing or abusive behaviour towards an athlete or any other person. Harassing behaviour may consist of repeatedly humiliating or intimidating someone, making racist comments, threatening someone with physical harm, making cruel personal jokes or teasing someone about their body or sexual orientation. Abusive behaviour may consist of name calling, swearing, threatening, ridiculing, intimidating, isolating, hazing, ignoring a person’s needs, slapping, hitting, shaking, kicking, pulling hair, pulling ears, striking, shoving, grabbing or excessive exercise as a form of punishment
3. DISREGARD FOR FAIRPLAY – Violating CSCP rules and/or the Coaching Association of Canada Code of Ethics/Conduct.
4. LOSS OF CONTROL OF ATHLETE GROUP – Athletes clearly not responding to directions of coach by wandering off, and/or not following instructions, and/or displaying unsafe, abusive and/or harassing behaviour.
5. DEMONSTRATION OF DISRESPECT FOR ATHLETES, PEERS, VOLUNTEERS & EQUIPMENT – Violation of the NCCP’s Code of Ethics/Conduct.
6. INADEQUATE TECHNICAL KNOWLEDGE – Coach does not incorporate and teach CSCP Techniques

The next pages provide an overview of the four coaching outcomes and main performance criteria for the CSCP Competition Introduction Advanced context

Cost of Evaluation

MAKE ETHICAL DECISIONS

Estimated cost of online evaluation: \$20.00 - \$30.00

Note: This fee is paid online, directly to CAC

PROVIDE SUPPORT TO ATHLETES IN TRAINING

PROVIDE SUPPORT TO ATHLETES IN COMPETITION

PLAN A PRACTICE

DESIGN A BASIC SPORT PROGRAM

Estimated cost of on-site evaluation: \$75.00

plus travel expenses for evaluator (+ Evaluator Expenses)

CIA Evaluation includes:

- Evaluation of practice and season plans
- Onsite evaluation

Approximate Total Evaluation Cost: \$100.00

(Exclusive of evaluator travel expenses)

Note: There will be an additional \$25.00 charge for the video submission option. The video submission option will be dealt with on a case by case basis and is intended for use in extreme cases such as remote geographical locations. A specific protocol and set of minimum quality standards will be in place for video submissions.


(Outcomes: Plan a Practice, Design a Basic Sport Program, Provide Support to the Athlete in Training, Support to the Athlete in Competition)

Evaluation Process Timelines


Action	Timeline
Complete the CIA On-Snow Workshop	5 days
Applied Active Coaching	4 weeks minimum
Coach contacts C~S Sport Development Manager (SDM) to initiate evaluation process and coordinate fee payment	5 weeks prior to onsite evaluation date
C~S SDM selects evaluator; Evaluator contacts coach to set up date & location of on-site evaluation	4 weeks prior to onsite evaluation date
Coach submits to Evaluator: <ul style="list-style-type: none"> • EAP for on-site evaluation facility • 8-12 week season plan • 3 practice plans (early, mid and late-season, one of which must be identified for on-site evaluation) 	2-3 weeks prior to onsite evaluation date
Plans are evaluated and meet minimum standard; Evaluator confirms date of on-site evaluation	1 week prior to on-site evaluation date
On-site evaluation and debrief day 1 (Support in Training)	Date of on-site evaluation
On-site evaluation and debrief day 2 (Support in Competition)	Date of on-site evaluation
Evaluator will: <ul style="list-style-type: none"> • Provide final results to coach • Complete and submit a NCCP Course Registry form to C~S SDM. The Evaluator will keep a copy for his/herself. • An NCCP Course Registry Form cannot be completed or submitted until all Four snowboard-specific outcomes are evaluated and successfully completed. • Copies of NCCP Course Registry Form will be forwarded to the CAC & CSCP by the Evaluator • A copy of the CSCP on-site evaluation summary sheet, pre-observation checklist and action plan template should be provided to the coach, Evaluator and provincial/territorial office if one exists 	1-2 weeks after on-site evaluation


Note: Evaluation of the outcome: Make Ethical Decisions is done directly online by the coach when he or she feels ready through the Coaching Association of Canada.


APPENDIX 1: Make an Ethical Decision (MED)

Criterion: Apply a six-step ethical decision-making process	
Achievement	Evidence: Add Sport-specific Examples
Highly Effective	<input type="checkbox"/> Score 100% for the Make Ethical Decisions online evaluation Competition – Introduction context
Above Standard	<input type="checkbox"/> Score 90% or above for the Make Ethical Decisions online evaluation for Competition – Introduction context
CSCP Standard for Core Certification 	<input type="checkbox"/> Complete Make Ethical Decisions online evaluation for Competition – Introduction context with a passing score (75%) using the following steps: <ul style="list-style-type: none"> ○ Establish the facts of the situation ○ Determine whether an issue is legal or ethical ○ Identify potential decisions and possible consequences for the situation ○ Identify pros and cons of each decisions ○ Select the best decision option ○ Design an action plan and a plan to manage the consequences
Below Standard	<input type="checkbox"/> Do not complete the Make Ethical Decisions online evaluation for Competition – Introduction context <input type="checkbox"/> Score below the pass standard for the Make Ethical Decisions online evaluation for Competition – Introduction context

APPENDIX 2: Design a Snowboard Program


Criterion: Outline program structure based on available training and competition opportunities	
Achievement	Evidence: Add Sport-specific Examples
Highly Effective	<p>Meet “Above Standard” and:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify the relative importance of competitions in order to promote athlete long-term development <input type="checkbox"/> Identify sufficient opportunities for recovery and learning/athlete development between important competitions
Above Standard	<p>Meet “Standard for Core Certification” and:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Indicate on the program plan the relative importance of the training factors and training components for each period (e.g., weighted line, colour, percentage)
<p>CSCP Standard for Core Certification</p> 	<p>On a seasonal planning calendar:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify major program goals and objectives <input type="checkbox"/> Identify basic athlete information (age, stage of sport development, differences in growth and development) <input type="checkbox"/> Identify competition schedule and number of competitions during the program <input type="checkbox"/> Identify length of each period of the program (preparation, competition, and transition) <input type="checkbox"/> Identify number, duration, and frequency of training sessions in each period of the program (preparation, competition, transition)
Below Standard	<ul style="list-style-type: none"> <input type="checkbox"/> Present only basic athlete information and seasonal logistics (practices and competitions) <input type="checkbox"/> Do not present calendar outlining program plan
Outcome: Design a Snowboard Program	
Criterion: Identify program measures to promote athlete development	
Achievement	Evidence: Add Sport-specific Examples
Highly Effective	<p>Meet “Above Standard” and:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify systemic strategies or measures to offset critical program elements that show major inconsistencies with CSCP or NSO long-term athlete development framework and that are prevalent in the sport
Above Standard	<p>Meet “Standard for Core Certification” and:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Determine if trends observed in own program are generalized in the sport


Criterion: Outline program structure based on available training and competition opportunities	
Achievement	Evidence: Add Sport-specific Examples
<p>CSCP Standard for Core Certification</p> 	<p>On seasonal planning calendar:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Prioritize athletic abilities for development in the program plan <input type="checkbox"/> Determine the ratio of training to competition opportunities within the program <input type="checkbox"/> Compare and assess the ratio of training to competition opportunities within the program to the recommended CSCP or NSO norms pertaining to long-term athlete development <ul style="list-style-type: none"> <input type="checkbox"/> Identify whether there are adequate training and competition opportunities for developmental potential based on CSCP or NSO long-term athlete development norms as a reference <input type="checkbox"/> Coach provides a brief rationale that identifies whether seasonal program promotes adequate developmental potential <input type="checkbox"/> Identify strategies used in program to improve alignment of development of athletic abilities with NSO norms pertaining to long-term athlete development / Canadian Sport for Life principles <ul style="list-style-type: none"> <input type="checkbox"/> i.e., identify major issues within the seasonal program and presents realistic solutions that are consistent with CSCP or NSO long-term athlete development norms
<p>Below Standard</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Do not calculate training-to-competition ratios <input type="checkbox"/> Do not compare training-to-competition ratios to CSCP or NSO long-term athlete development norms <input type="checkbox"/> Do not present any strategies or solutions to assist in aligning training-to-competition ratios to NCCP or NSO long-term athlete development norms


Outcome: Design a Snowboard Program	
Criterion: Develop practice plans that integrate seasonal training priorities	
Achievement	Evidence: Add Sport-specific Examples
<p>Highly Effective</p>	<p>Meet “Above Standard” and:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Present a seasonal planning template that prioritizes key training factors, components, and objectives and provides appropriate sequencing of these items within each period of the plan that is adopted by the Sport and modeled by other coaches
<p>Above Standard</p>	<p>Meet “Standard for Core Certification” and:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify adjustments to NSO template to better reflect own program situation while remaining consistent with CSCP or NSO long-term athlete development framework, growth and development principles, principles for training athletic abilities, and stages of skill development <ul style="list-style-type: none"> <input type="checkbox"/> Provide rationale to support suggested adjustments <input type="checkbox"/> Develop and present a seasonal planning template that integrates sport-specific components, physical components, and specific mental strategies into program design (e.g., visualization, goal setting, etc.)
<p>CSCP Standard for Core Certification</p> 	<ul style="list-style-type: none"> <input type="checkbox"/> Use CSCP template and procedures to correctly identify athletic abilities and training objectives (development, maintenance, consolidation) to be emphasized at specific points of the season <input type="checkbox"/> Taking into account own program logistics, use NCCP or NSO procedures to determine how to effectively break down the total training time available for a given week of the program into each practice <ul style="list-style-type: none"> <input type="checkbox"/> Determine the total number of training or practice sessions and their duration

Outcome: Design a Snowboard Program	
Criterion: Develop practice plans that integrate seasonal training priorities	
Achievement	Evidence: Add Sport-specific Examples
	<p>and calculate the total training or practice time within weekly plan</p> <ul style="list-style-type: none"> ❑ Design weekly outlines and practice plan(s) that are consistent with the above for the beginning, the middle, and the end of the season <ul style="list-style-type: none"> ○ i.e., present a one-week plan for each period of the seasonal program that correctly identifies main objectives and priorities for athletic abilities ○ i.e., provide a practice plan that identifies appropriate types of exercises for athletic abilities, and practice conditions for technical or tactical factors within each of the weekly plans
Below Standard	<ul style="list-style-type: none"> ❑ Do not correctly prioritize athletic abilities within a given week of the preparatory period of a seasonal plan ❑ Do not identify objectives for each of the athletic abilities within a given week of the preparatory period of a seasonal plan ❑ Do not design weekly outlines or submit practice plans for the weekly outlines


APPENDIX 3: Plan a Session


Criterion: Identify appropriate activities in each part of the practice	
Achievement	Evidence: Add Sport-specific Examples
Highly Effective	<p>Meet “Above Standard” and:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Select activities that address the specific needs of the athlete or team based on analysis of performance during competition <input type="checkbox"/> Include activities that integrate mental skill development (goal setting, visualization, arousal control, focus) <input type="checkbox"/> Adapt activities to assist an athlete returning from injury (physical, mental, and emotional considerations) <input type="checkbox"/> Ensure optimal types of practice are purposely selected to promote skill development and are consistent with the NCCP skill development guidelines <ul style="list-style-type: none"> ○ Optimal types of practice could relate to relevant “decision training tools” (e.g., random practice, variable practice, modelling)
Above Standard	<p>Meet “Standard for Core Certification” and:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Include variations of activities or practice conditions that can be used to create specific challenges to elicit a particular training effect <input type="checkbox"/> Include activities that promote basic concepts of decision training <input type="checkbox"/> Identify appropriate work–rest ratios, target training loads, or target intensities for activities <input type="checkbox"/> Select activities that are appropriate to the time and location in seasonal plan <input type="checkbox"/> Sequence activities appropriately in the main part to promote learning, skill development, and to induce desired training effects <ul style="list-style-type: none"> ○ Adequate sequencing refers to the timing of practice activities within the practice. For example, the sequence of the activities provides a progression that builds towards execution under realistic competitive situations
CSCP Standard for Core Certification 	<ul style="list-style-type: none"> <input type="checkbox"/> Describe planned activities through illustration, diagram, and explanation <input type="checkbox"/> Indicate key factors (coaching points) that will be identified in the practice activities <input type="checkbox"/> Identify duration of overall practice and each practice segment and ensure consistency with the sport’s long-term athlete development / Canadian Sport for Life principles <input type="checkbox"/> Ensure activities are purposeful and linked to overall practice goal (purposeful means that the activities match the sport’s long-term athlete development / Canadian Sport for Life principles) <input type="checkbox"/> Ensure activities reflect awareness and control for potential risk factors <input type="checkbox"/> Ensure activities contribute to the development of skill(s) and are appropriate to the stage of skill development (Acquisition, Consolidation, Refinement) <input type="checkbox"/> Ensure activities contribute to the development of athletic abilities (as outlined in the sport’s long-term athlete development / Canadian Sport for Life principles)
Below Standard	<ul style="list-style-type: none"> <input type="checkbox"/> Do not link activities to overall purpose of practice. <input type="checkbox"/> Do not reflect awareness of safety concerns in plan <input type="checkbox"/> Do not ensure activities are consistent with NCCP growth and development principles

Criterion: Identify appropriate logistics for practice	
Achievement	Evidence: Add Sport-specific Examples
Highly Effective	<p>Meet “Above Standard” and:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Provide a clear rationale for each goal and objective, based on objectively identified athletes’ needs <input type="checkbox"/> Provide evidence of optimal use of the available time and equipment to promote a high degree of active engagement time, learning, and training on the part of athletes
Above Standard	<p>Meet “Standard for Core Certification” and:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify potential risk factors (environmental, mechanical) <input type="checkbox"/> Identify the location of practice in the seasonal plan <input type="checkbox"/> Provide an appropriate rationale for chosen practice goals <input type="checkbox"/> Include detailed logistical evidence that would allow an assistant or other coach to implement the practice and achieve the desired learning or training effect
<p>CSCP Standard for Core Certification</p> 	<ul style="list-style-type: none"> <input type="checkbox"/> Identify athletes’ ages, abilities, and performance levels <input type="checkbox"/> Clearly identify a practice goal that is consistent with the sport’s long-term athlete development / Canadian Sport for Life principles and the level of the athletes <input type="checkbox"/> Identify main segments of the practice: intro, warm-up, main part, cool-down, and conclusion or reflection <input type="checkbox"/> Outline facilities and equipment required to achieve practice goal <input type="checkbox"/> Provide a timeline for the activities
Below Standard	<ul style="list-style-type: none"> <input type="checkbox"/> Do not identify practice plan goals <input type="checkbox"/> Identify vague practice plan goals <input type="checkbox"/> Do not clearly identify main segments or timeline of practice <input type="checkbox"/> Do not include athlete information <input type="checkbox"/> Do not identify required facilities and equipment <input type="checkbox"/> Do not identify potential risk factors


Criterion: Design an Emergency Action Plan	
Achievement	Evidence: Add Sport-specific Examples
Highly Effective	<p>Meet “Above Standard” and:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify a process for updating and maintaining medical profiles <input type="checkbox"/> Design an EAP that reflects learning from past experiences, including previous implementation <input type="checkbox"/> Identify aspects that can contribute to enhancing established practices for the design of an EAP <input type="checkbox"/> Sport uses EAP as a model of best practice
Above Standard	<p>Meet “Standard for Core Certification” and:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Maintain well organized participant profiles in a secure location to protect privacy <input type="checkbox"/> Present a checklist of necessary equipment found in a first aid kit, which has been checked/updated on a regular basis <input type="checkbox"/> Identify specific steps or procedures in the plan if an injury occurs
<p>CSCP Standard for Core Certification</p> 	<ul style="list-style-type: none"> <input type="checkbox"/> Present a complete Emergency Action Plan (EAP) with six of the six following critical elements. <ul style="list-style-type: none"> o Locations of telephones (cell and land lines) o Emergency telephone numbers 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” o Directions or map to reach the activity site
Below Standard	<ul style="list-style-type: none"> <input type="checkbox"/> Do not present an Emergency Action Plan in writing, <input type="checkbox"/> Include less than six critical elements outlined in the NCCP Standard for Core Certification


APPENDIX 4: Analyze Performance


Criterion: Detect performance	
Achievement	Evidence: Add Sport-specific Examples
Highly Effective	<p>Meet “Above Standard” and:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Provide specific evidence (e.g., notational analysis, biomechanical analysis, etc.) to reinforce analysis of performance <input type="checkbox"/> Analyze a variety of factors that could contribute to increased performance (e.g., athletic abilities, environmental factors, recovery and regenerative strategies, mental strategies, etc.) <input type="checkbox"/> Help athletes to detect key performance factors and to understand how and why errors affect overall performance
Above Standard	<p>Meet “Standard for Core Certification” and:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Reinforce application of competitive rules that relate to skill execution when appropriate <input type="checkbox"/> Facilitate athletes to increase awareness of skill errors by asking appropriate questions <input type="checkbox"/> Communicate how and why the critical error contributes to the performance <input type="checkbox"/> Provide a rationale for identifying individual or team skills or tactics that need improvement, based on the sport or analysis of performance <input type="checkbox"/> Use a variety of observational strategies (e.g., positioning, video, other coaches, etc.) to identify the most critical aspects of performance
<p>CSCP Standard for Core Certification</p> 	<ul style="list-style-type: none"> <input type="checkbox"/> Observe skills from adequate vantage point(s) as appropriate to the sport <input type="checkbox"/> Identify or select factors that have a direct impact on performance <input type="checkbox"/> Explain how an error relates to overall skill performance <input type="checkbox"/> Use sport-approved skill development and progression checklist to scan basic movement phases <input type="checkbox"/> Identify any error for correction is consistent with the sport-approved skill development and progression checklist <input type="checkbox"/> Identify potential causes of skill error (cognitive, affective, motor)
Below Standard	<ul style="list-style-type: none"> <input type="checkbox"/> Scan practice environment infrequently and pay little attention to skill execution <input type="checkbox"/> Identify effort and motivational factors that contribute to lack of performance rather than key technical or tactical factors <input type="checkbox"/> Do not use sport’s approved skill development and progression checklist

Outcome: Analyze Performance	
Criterion: Correct performance	
Achievement	Evidence: Add Sport-specific Examples
Highly Effective	<p>Meet “Above Standard” and:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Involve athletes in a critical thinking process. This often involves asking open ended questions: “What did you do?” “What should you do?” “What are you going to do to get better results?” “What do you think will help you to maximize your options when you receive the ball?” “How can you generate greater force upon release?” <input type="checkbox"/> Identify why the correction will have a beneficial effect on the performance and consistently identify how to improve performance
Above Standard	<p>Meet “Standard for Core Certification” and:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Ensure adequate motor engagement in the task or activity for each athlete <input type="checkbox"/> Ask participant’s consent for physical contact when assisting in correcting a skill error <input type="checkbox"/> Identify if level of difficulty in the task is relevant to athletes’ capabilities <input type="checkbox"/> Identify corrections that focus athlete’s attention towards external cues or the anticipated effects of the movement rather than focusing on more internal aspects of the movement. External focus means concentrating on keeping a specific object or implement in a certain position during the movement; internal focus means concentrating on keeping a specific part of the body in a certain position during the movement <input type="checkbox"/> Help athletes to increase awareness of basic corrections by asking closed questions: “If you move into that position will you have more options to attack?” “Will that arm position allow greater application of force and provide more efficiency in your movement?” “Is your arm extended or flexed at the end of the movement?”
<p>CSCP Standard for Core Certification</p> 	<ul style="list-style-type: none"> <input type="checkbox"/> Identify specific correction based on observation of movement phases and in accordance with the skill development and progression checklist <input type="checkbox"/> Ensure skill or performance corrections are prescriptive (i.e., they emphasize how to improve, not just what to improve) <ul style="list-style-type: none"> o “You are dropping the ball. Reach your hands towards the ball, or move into a better position to receive it.” o “You are dropping your right arm. Think about pulling your elbow up before extending your fingers.” o “We need to get the ball to the open player. We need to create a passing lane by” <input type="checkbox"/> Explain how the correction relates to improved performance <input type="checkbox"/> Explain why the correction contributes to improved performance <input type="checkbox"/> Facilitate athletes to increase awareness of corrections by asking appropriate questions <input type="checkbox"/> Prescribe an appropriate activity or drill that assists athlete to make correction in performance
Below Standard	<ul style="list-style-type: none"> <input type="checkbox"/> Provide corrections that identify vague external factors rather than specific factors that contribute to improved performance: “Concentrate more” “Work harder” <input type="checkbox"/> Correct the athletes by indicating what they did rather than identifying specific strategies for how to improve the performance: “You dropped the ball; next time, catch it.” “You’re dropping you right arm; don’t drop your arm.” “We need to get the ball to the open player; be sure to pass it to the open player.”

APPENDIX 5: Provide Support to Athletes In Training


Criterion: Ensure that the practice environment is safe	
Achievement	Evidence: Add Sport-specific Examples
Highly Effective	<p>Meet “Above Standard” and:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Develop safety standards and guidelines which are used as model for others (e.g., for a league, provincial office, etc.) <input type="checkbox"/> Forecast dangerous factors and make immediate adjustments so participants are not at risk in all activities
Above Standard	<p>Meet “Standard for Core Certification” and:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Critically reflect on safety guidelines, e.g., provision of a letter written by coach reflecting on safety concerns <input type="checkbox"/> Certified first aid provider
<p>CSCP Standard for Core Certification</p> 	<ul style="list-style-type: none"> <input type="checkbox"/> Survey the practice site, e.g., use a safety checklist <input type="checkbox"/> Minimize risk to participants before and throughout the practice, e.g., ensure that required equipment is present and used correctly, participants are warned of potential hazards at beginning of practice <ul style="list-style-type: none"> o Identify sport-specific elements that may lead to, or contribute to a dangerous situation <input type="checkbox"/> Present an Emergency Action Plan specific to the facility being used with all of the following critical elements <ul style="list-style-type: none"> o Location of telephones are identified (cell and land lines) o Emergency telephone numbers are listed o Location of medical profiles for each participant under the coach’s care is identified o Location of fully-stocked first aid kit identified o Advance “call person” and “charge person” are designated o Directions to reach the activity site are provided <input type="checkbox"/> Reinforce and teach appropriate competitive rules to enable a safe practice environment
Below Standard	<ul style="list-style-type: none"> <input type="checkbox"/> Do not survey practice environment prior to practice <input type="checkbox"/> Obviously dangerous factors in the practice environment are not addressed <input type="checkbox"/> Do not present an Emergency Action Plan <input type="checkbox"/> Emergency Action Plan is incomplete with only some (<4) of the following critical elements <ul style="list-style-type: none"> o Location of telephones are identified (cell and land lines) o Emergency telephone numbers are listed o Location of medical profiles for each participant under the coach’s care is identified o Location of fully-stocked first aid kit identified o Advance “call person” and “charge person” are designated o Directions to reach the activity site are provided
Criterion: Implement an appropriately structured and organized practice	
Achievement	Evidence: Add Sport-specific Examples
Highly Effective	<p>Meet “Above Standard” and:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Adapt practice activities to increase challenge or to ensure optimal learning opportunities <input type="checkbox"/> Adjust the practice parameters (time, space), player roles, and training environment to elicit a specific technical or tactical training response


Criterion: Ensure that the practice environment is safe	
Achievement	Evidence: Add Sport-specific Examples
Above Standard	<p>Meet “Standard for Core Certification” and:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Modify practice activities to deal with context-specific circumstances or logistics (e.g., weather, timing, resources) <input type="checkbox"/> Sequence activities to enhance learning or specific training effects – sequencing refers to the timing of practice activities within the practice. For example, the sequence of the activity provides a progression that builds towards execution under realistic competitive situations <input type="checkbox"/> Make adjustments to practice based on an analysis of athlete performance <input type="checkbox"/> Implement a variety of options for adapting the practice to ensure adequate learning
CSCP Standard for Core Certification 	<ul style="list-style-type: none"> <input type="checkbox"/> Present a practice plan for the practice that is being implemented <input type="checkbox"/> Ensure delivery of practice matches practice plan’s goal(s) <input type="checkbox"/> Ensure main practice segments are evident and include: introduction, warm-up, main part, cool-down, and conclusion <input type="checkbox"/> Ensure equipment is available and ready to use <input type="checkbox"/> Demonstrate adequate use of space and equipment <input type="checkbox"/> Provide breaks for appropriate recovery and hydration <input type="checkbox"/> Greet athletes as they arrive at practice <input type="checkbox"/> Dress appropriately for active coaching <input type="checkbox"/> Ensure activities contribute to the development of skills and/or athletic abilities, i.e., the specific drills, exercises, methods and training load match the training objective pursued <input type="checkbox"/> Maximize practice time: ensure participants have appropriate transition, duration, and waiting times: <ul style="list-style-type: none"> o Practice demonstrates a clear timeline for activities so that activity time is maximized o Participants are engaged in activity at least 50% of the practice time o Participants move effectively from one activity to another
Below Standard	<ul style="list-style-type: none"> <input type="checkbox"/> Do not provide a clear structure to the practice as demonstrated by the following elements: <ul style="list-style-type: none"> o No practice plan is provided o Practice goal is not clearly identified o No warm-up is provided or inappropriate warm-up activities are used. E.g., inappropriate warm-up activities may include implementation of high intensity activities prior to progressive lower intensity activities. o Delivery of practice does not match practice plan o No cool-down is provided <input type="checkbox"/> Do not ensure equipment is ready <input type="checkbox"/> Do not provide breaks for recovery and hydration <input type="checkbox"/> Dress inappropriately for active coaching <input type="checkbox"/> Provide inappropriate duration of practice activities, e.g., activities are so short that there is not enough time to learn or practice; activities are so long that participants become fatigued and de-motivated; there is more waiting time than engagement time for participants
Outcome: Provide Support to Athletes in Training	
Criterion: Make interventions that promote learning	
Achievement	Evidence: Add Sport-specific Examples
Highly Effective	<p>Meet “Above Standard” and:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify the difference between learning and performance <input type="checkbox"/> Select from a variety of intervention strategies to achieve specific learning objectives that will result in greater transfer to the competitive environment <input type="checkbox"/> Reinforce correct performance by facilitating interventions that promote reflection (e.g.,



Criterion: Ensure that the practice environment is safe	
Achievement	Evidence: Add Sport-specific Examples
	<p>feedback, questioning the participant, or using a demonstration) to identify the key factors that were properly executed</p> <ul style="list-style-type: none"> <input type="checkbox"/> Ensure intervention is specific to individuals and enable the participant to take greater ownership over specific performance factors and learning objectives. E.g., intervention strategies may include: delayed or summative feedback, questioning, focusing external attention, video, modeling, and learning aids
Above Standard	<p>Meet “Standard for Core Certification” and:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Analyze when to inhibit feedback to promote critical thinking <input type="checkbox"/> Identify interventions that are evaluative, prescriptive, and descriptive <input type="checkbox"/> Identify corrections that focus athletes’ attention towards external cues or on the anticipated effects of the movement rather than focusing on more internal aspects of the movement <input type="checkbox"/> Integrate and teach basic decision making <ul style="list-style-type: none"> o Emphasize independent thinking and problem solving o Use quality questions that promote critical thinking o Implement interventions that identify when to make appropriate decisions to enhance participants’ performance of a skill or tactic <input type="checkbox"/> Integrate mental preparation strategies into practice <input type="checkbox"/> Identify individual learning styles (auditory, visual, kinesthetic) and provide appropriate interventions to optimize learning. Appropriate interventions for learning style may include the following: <ul style="list-style-type: none"> o Auditory learning – verbal feedback o Visual learning – demonstration or modelling o Kinesthetic learning – doing or feeling <input type="checkbox"/> Encourage calculated risks to enhance performance in accordance with the NCCP Code of Ethics
CSCP Standard for Core Certification 	<ul style="list-style-type: none"> <input type="checkbox"/> Create opportunities to interact with all athletes <input type="checkbox"/> Position demonstrations so that athletes can see and hear <input type="checkbox"/> Provide 1–3 key learning points in explanation or demonstration <input type="checkbox"/> Clarify key learning objectives and/or performance factors (feedback/instruction) with participants prior to engaging in the activity <input type="checkbox"/> Ensure key learning points match sport’s skill development model <input type="checkbox"/> Constructively reinforce athletes’ efforts and correct performance <input type="checkbox"/> Provide feedback and instruction that clearly identifies what and how to improve <input type="checkbox"/> Provide feedback that is positive, specific, and directed towards both the group and individuals <input type="checkbox"/> Identify appropriate expectations for athlete behaviour and reinforce these expectations when appropriate <input type="checkbox"/> Promote a positive image of the sport and model the image to athletes and other stakeholders <input type="checkbox"/> Use respectful language towards athletes when providing verbal interventions. Respectful language is non-discriminatory and void of profanity and insults <input type="checkbox"/> Maintain a positive outlook and acknowledge athletes’ needs and thoughts <input type="checkbox"/> Ensure explanations are clear and concise and provide opportunities for athletes to ask questions <input type="checkbox"/> Use self or others to model desired performance

Criterion: Ensure that the practice environment is safe	
Achievement	Evidence: Add Sport-specific Examples
Below Standard	<ul style="list-style-type: none"> <input type="checkbox"/> Do not identify key learning points in explanation <input type="checkbox"/> Demonstrate with participants NOT in a position to see and hear <input type="checkbox"/> Make limited intervention to clarify key learning objectives <input type="checkbox"/> Provide feedback and instruction that only identifies what to improve, and not how to improve <input type="checkbox"/> Provide feedback that tends to emphasize motivational prompts rather than specific corrections (e.g., frequent use of reinforcement or “hustle” comments) <input type="checkbox"/> Do not use respectful language. Respectful language is non-discriminatory and void of profanity and insults


APPENDIX 6: Support the Competitive Experience



Criterion: Prepare for readiness in competition	
Achievement	Evidence: Add Sport-specific Examples
Highly Effective	<p>Meet “Above Standard” and:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Promote philosophies of fair play and drug-free sport as identified by the Canadian Centre for Ethics in Sport or by provincial legislation <input type="checkbox"/> Implement alternate strategies or make adjustments to athlete or team preparation as necessary depending on changes in the competitive environment or other extraneous factors (e.g., athlete injury) <input type="checkbox"/> Present contingency plans to deal with unforeseen or ambiguous factors that may affect the competition. <ul style="list-style-type: none"> o Contingency plans reduce or minimize distractions for athletes or provide alternatives to ensure optimal athlete performance
Above Standard	<p>Meet “Standard for Core Certification” and:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Plan for and communicate the roles and responsibilities of assistants and other stakeholders (e.g., other coaches, trainers, parents, managers, etc.) <input type="checkbox"/> Ensure that tactics and strategies are consistent with athletes’ stage of development and seasonal objectives <input type="checkbox"/> Develop a strategy to monitor competition goals
CSCP Standard for Core Certification 	<ul style="list-style-type: none"> <input type="checkbox"/> Ensure that necessary equipment is ready and available to use, and is in good, safe condition <input type="checkbox"/> Ensure that sport-specific elements and procedures (e.g., facility, rules) are accounted for to enable a safe and positive competition environment <input type="checkbox"/> Clarify competition rules before the competition (e.g., eligibility, modification of game rules) and communicate appropriate information to athletes and other stakeholders <input type="checkbox"/> Communicate an athlete or team competition plan or schedule that identifies athlete expectations before, during, and after the competition <ul style="list-style-type: none"> o The competition plan may involve the coach helping the athlete to inspect the competition environment and pointing out critical factors that develop optimal performance; presenting a plan for attacking and defending an opponent or team, including specific strategies that develop athlete strengths; or presenting a plan that outlines meeting times and locations, where to go if lost, equipment checklists, nutrition elements, other sport-specific logistics, or key tactics or strategies <input type="checkbox"/> Identify performance and/or process goals for competition <ul style="list-style-type: none"> o Performance goals may identify specific outcomes in the performance. Process goals identify the steps towards achieving particular outcomes. E.g., “We want to get 10 shots on goal in the first period.” or “Run at x pace for the first y distance, and then increase the pace for the remainder of the distance <input type="checkbox"/> Ensure athletes perform sport-appropriate physical warm-up <input type="checkbox"/> Develop a game or competition plan that outlines basic strategies or tactics for achieving desired performance during competition <input type="checkbox"/> Ensure that tactics and strategies are consistent with the rules of competition
Below Standard	<ul style="list-style-type: none"> <input type="checkbox"/> Coach is not prepared and has difficulty organizing athletes for competition <input type="checkbox"/> Athletes are unaware of competition schedule or plan <input type="checkbox"/> Pre-competition preparation is rushed, and equipment is not readily available

Outcome: Support the Competitive Experience	
Criterion: Make effective interventions during and after the competition	
Achievement	Evidence: Add Sport-specific Examples
Highly Effective	<p>Meet “Above Standard” and:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Assess strategy plan after the competition and identify what aspects of the plan were successful and a rationale for what could be improved <input type="checkbox"/> Provide interventions that encourage athletes to take ownership over competitive decisions where appropriate
Above Standard	<p>Meet “Standard for Core Certification” and:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Present a post competition assessment of performance and provide a link to the goals or objectives of the next practice or competition <input type="checkbox"/> Assist athletes, during or after the competitive events, to reflect upon and choose successful strategies for subsequent performances <input type="checkbox"/> Team sport: time substitutions during the game to maintain momentum or create desired changes in team performance <input type="checkbox"/> Individual sport: make changes to equipment before the event to adjust for environmental factors
<p>CSCP Standard for Core Certification</p> 	<ul style="list-style-type: none"> <input type="checkbox"/> Provide athletes with positive feedback that identifies what an athlete or team needs to do for greater performance and how to do it <input type="checkbox"/> Reflect upon and implement confidence and skill-building interventions during and after the competition <input type="checkbox"/> Use interventions that provide strategic information (event specific), manage athletes (substitutions, replacements), make adjustments for equipment (fine tuning, etc.), and implement mental strategies (arousal control) <ul style="list-style-type: none"> o Ensure athletes are focused on the task, not the result or scoreboard <input type="checkbox"/> Assess the timing and interventions (or decisions to not intervene) made during the competition as appropriate to the sport and can justify which interventions may be repeated or modified in the next competition situation
Below Standard	<ul style="list-style-type: none"> <input type="checkbox"/> Criticize athletes’ performance during the competition or between competitive events <input type="checkbox"/> Ignore athletes after the competition or berates athletes’ performance <ul style="list-style-type: none"> o “You know that you are better than this” o “Move your feet; get going; why can’t you get into position?” o “You were great in practice but now you can’t do anything” <input type="checkbox"/> Make interventions that tend to be non-specific or vague: <ul style="list-style-type: none"> o “Good job; hustle!”; “Get back; get back! Move!” o “Watch the space; look for the open player” o “You did a good job today”

Outcome: Support the Competitive Experience	
Criterion: Help athletes to be mentally prepared for competition	
Achievement	Evidence: Add Sport-specific Examples
Highly Effective	Meet “Above Standard” and: <ul style="list-style-type: none"> <input type="checkbox"/> Strategies are promoted by SPORT as models for new coaches
Above Standard	Meet “Standard for Core Certification” and: <ul style="list-style-type: none"> <input type="checkbox"/> React adequately to unforeseen situations and implement measures to reduce or minimize distractions for athletes
CSCP Standard for Core Certification 	<ul style="list-style-type: none"> <input type="checkbox"/> Work with athletes or team to identify appropriate performance goals and objectives <input type="checkbox"/> Present a pre-competition strategy that assists athletes or team to achieve an adequate mental state for performance by managing focus <input type="checkbox"/> Present a pre-competition strategy that assists athletes or team to achieve an adequate mental state for performance by managing negative anxiety <input type="checkbox"/> Present a pre-competition strategy that assists athletes or team to achieve an adequate mental state for performance by managing distractions
Below Standard	<ul style="list-style-type: none"> <input type="checkbox"/> Do not implement mental training strategies to manage focus <input type="checkbox"/> Do not implement mental training strategies to manage anxiety <input type="checkbox"/> Do not implement mental training strategies to manage distractions <input type="checkbox"/> Do not set performance goals or objectives
Outcome: Support the Competitive Experience	
Criterion: Give basic nutritional advice	
Achievement	Evidence: Add Sport-specific Examples
Highly Effective	Meet “Above Standard” and: <ul style="list-style-type: none"> <input type="checkbox"/> Educate athletes about the use of nutritional supplements
Above Standard	Meet “Standard for Core Certification” and: <ul style="list-style-type: none"> <input type="checkbox"/> Provide guidance to athletes or parents on post-competition nutrition and hydration
CSCP Standard for Core Certification 	<ul style="list-style-type: none"> <input type="checkbox"/> Provide guidance to athletes or parents on pre-competition nutrition <input type="checkbox"/> Take appropriate measures to ensure athletes can remain hydrated during the competition
Below Standard	<ul style="list-style-type: none"> <input type="checkbox"/> Do not provide guidance to athletes or parents on pre-competition nutrition <input type="checkbox"/> Do not take appropriate measures to ensure athletes can remain hydrated during the competition

APPENDIX 7: Manage a Snowboard Program

Outcome: Manage a Snowboard Program	
Criterion: Manage administrative aspects of program and oversee logistics	
Achievement	Evidence: Add Sport-specific Examples
Highly Effective	<p>Meet “Above Standard” and:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate ability to work with other coaches (assistants) using optimal leadership qualities <ul style="list-style-type: none"> ○ Leadership for this context is defined as the ability to influence others to accept, willingly, the leader's purpose and goal to help bring about some better future outcome or result, and to work together, voluntarily, towards achieving that end ○ Evidence of leadership may include working collaboratively with others, acknowledging others' ideas and input, recognizing effort and goal achievement, acting as a role model, maintaining a positive vision of the future, active listening skills, etc.
Above Standard	<p>Meet “Standard for Core Certification” and:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Delegate activities appropriately to other coaches (assistants) and acknowledge their ideas and input into the program <input type="checkbox"/> Ensure written criteria for talent identification and selection are available <input type="checkbox"/> Ensure selection procedures and criteria are outlined and made available to athletes
<p>CSCP Standard for Core Certification</p> 	<ul style="list-style-type: none"> <input type="checkbox"/> Present a communication tool that outlines the philosophy and objectives of the program <ul style="list-style-type: none"> ○ Communication tools may include letter to athletes or parents, email, newsletter, website, phone tree, etc. <input type="checkbox"/> Provide a schedule of competition and training commitments <input type="checkbox"/> Identify expectations for behaviour and commitment and identify appropriate consequences <ul style="list-style-type: none"> ○ Expectations may be outlined in a fair-play code or developed through a mutual goal-setting strategy <input type="checkbox"/> Facilitate logistics for away competitions (e.g., travel arrangements, food, chaperones, etc.) – if appropriate <input type="checkbox"/> Work with program volunteers and administrators to prepare budgets and other financial logistics – if appropriate
Below Standard	<ul style="list-style-type: none"> <input type="checkbox"/> Do not use communication tools or other forms of program information to outline philosophy and objectives of program <input type="checkbox"/> Do not provide a schedule of competition and training commitments <input type="checkbox"/> Do not identify expectations for behaviour and commitment or identify appropriate consequences

Outcome: Manage a Snowboard Program	
Criterion: Report on athlete progress throughout program	
Achievement	Evidence: Add Sport-specific Examples
Highly Effective	<p>Meet “Above Standard” and:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Sport identifies tracking and assessment tools as models to be shared with other coaches
Above Standard	<p>Meet “Standard for Core Certification” and:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Track and assess objective indicators of performance in relation to athlete or team goals (fitness testing results, attendance, training diary, training loads/volumes, etc.) <input type="checkbox"/> Present evidence of debriefing session or interview with athlete or parents to discuss progress in relation to individual goals <input type="checkbox"/> Use effective communication strategies and skills to promote program messages
<p>CSCP Standard for Core Certification</p> 	<ul style="list-style-type: none"> <input type="checkbox"/> Present an assessment of relevant performance factors <input type="checkbox"/> Identify appropriate level of progression and steps for improvement <input type="checkbox"/> Ensure privacy of information and take steps to maximize confidentiality
Below Standard	<ul style="list-style-type: none"> <input type="checkbox"/> Provide an assessment of performance that is vague and unclear <input type="checkbox"/> Provide limited documentation on athlete progress within the program <input type="checkbox"/> Provide athlete assessment that is anecdotal or subjective and do not clearly identify key performance factors or areas for improvement
Outcome: Manage a Snowboard Program	
Criterion: Develop strategies to address and resolve conflicts	
Achievement	Evidence: Add Sport-specific Examples
Highly Effective	<p>Meet “Above Standard” and:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Develop proactive strategies to address situations where athlete(s) do not meet expectations (performance, behaviour, or expectations), and deal with these situations in a manner that is assertive and conducive to the resolution of conflicts
Above Standard	<p>Meet “Standard for Core Certification” and:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify common causes of conflict in SPORT, and individuals/groups likely to find themselves in a conflict situation <input type="checkbox"/> Take proactive measures to prevent and resolve conflict resulting from misinformation, miscommunication, and/or misunderstanding <input type="checkbox"/> Enable athletes to resolve conflicts among themselves by facilitating the effective use of conflict resolution techniques
<p>CSCP Standard for Core Certification</p> 	<ul style="list-style-type: none"> <input type="checkbox"/> Act to prevent and resolve conflict due to misinformation, miscommunication, and misunderstanding <input type="checkbox"/> Empower and enable athletes to resolve conflicts <input type="checkbox"/> Resolve conflicts involving two or more individuals such that the conflict does not detract from athlete or team development and the coach can maintain a positive interpersonal relationship with those involved <input type="checkbox"/> Establish strategies to address situations where athlete(s) do not meet expectations (performance, behaviour, or expectations)
Below	<ul style="list-style-type: none"> <input type="checkbox"/> Do not act to prevent and resolve conflict due to misinformation, miscommunication, and

Outcome: Manage a Snowboard Program	
Criterion: Report on athlete progress throughout program	
Achievement	Evidence: Add Sport-specific Examples
Standard	<p>misunderstanding</p> <ul style="list-style-type: none"> <input type="checkbox"/> Do not empower nor enable athletes to resolve conflicts <input type="checkbox"/> Resolve conflicts involving two or more individuals such that the conflict does detract from athlete or team development and the coach cannot maintain a positive interpersonal relationship with those involved <input type="checkbox"/> Do not establish strategies to address situations where athlete(s) do not meet expectations (performance, behaviour, or expectations)