



NCCP - CSCP Outcomes, Criteria and Evidence

Context: Competition Introduction

SNOWBOARDING

(Minimal standards)



Coaching
Association
of Canada



Association
canadienne
des entraîneurs

Valuing

Outcome 1: Make Ethical Decisions

Criteria	Evidence	Critical Evidence for Emphasis	NCCP Requirement
Applies correctly the NCCP make ethical decisions process.	• Facts are established for the situation		TE
	• “What is at stake” is determined – ethical, legal		
	• Potential decisions are identified and possible consequences are outlined in each case		
	• Pros and cons of each decision are identified		
	• The best decision option is selected		
	• An action plan and a plan to manage the consequences is designed		

Leadership

Outcome 2: Plan a Practice

Criteria	Evidence	Critical Evidence for Emphasis	Required in NSF Training (T) or Evaluation (E)
Identifies appropriate logistics for practice <i>(MSM: Planning a Practice)</i>	<ul style="list-style-type: none"> Athletes' age, abilities and performance levels are identified. 		TE
	<ul style="list-style-type: none"> The practice has a clearly identified goal, consistent with snowboarding's LTAD and the timing of the year. 		
	<ul style="list-style-type: none"> Main segments of the practice are identified: intro, warm-up, main part, cool-down and a conclusion/reflection 		
	<ul style="list-style-type: none"> Use of facilities and equipment are outlined and match practice goals. 		
	<ul style="list-style-type: none"> A timeline for the activities is provided. 		T
	<ul style="list-style-type: none"> Potential risk factors (environmental, mechanical) are identified 		Optional
	<ul style="list-style-type: none"> Location of practice in seasonal plan is identified 		
Identifies appropriate activities in each part of the practice <i>(MSM: Planning a Practice)</i>	<ul style="list-style-type: none"> Planned activities are effectively described through illustration, diagram, explanation 		TE
	<ul style="list-style-type: none"> Activities indicate key factors (coaching points) that will be identified in the practice activities. 		
	<ul style="list-style-type: none"> Duration of overall practice and each practice segment is clearly identified, and consistent with athlete abilities and CSF LTAD. 		
	<ul style="list-style-type: none"> Activities are purposeful and linked to overall practice goal (purposeful means that the activities match snowboarding's LTAD). 		
	<ul style="list-style-type: none"> Planned activities reflect awareness of and control for potential risk factors. (Equipment, environmental, Physical and Psycho) 		
	<ul style="list-style-type: none"> Planned activities contribute to the development of skill (s) and are appropriate to the stage of skill development (Acquisition, Consolidation, Refinement or PPARVIC) 		
	<ul style="list-style-type: none"> Planned activities contribute to the development of athletic abilities, are appropriate for the sport, and are consistent with CSF LTAD. 		
Design an Emergency Action Plan <i>(MSM: Planning a Practice)</i>	<ul style="list-style-type: none"> Location of telephones are identified (cell or land lines) 		TE
	<ul style="list-style-type: none"> Emergency telephone numbers are listed 		
	<ul style="list-style-type: none"> Location of medical profiles for each athlete under the coach's care is identified 		
	<ul style="list-style-type: none"> Location of Fully-stocked first-aid kit identified 		
	<ul style="list-style-type: none"> Advance "call person" and "control person" are designated 		
	<ul style="list-style-type: none"> Directions to reach the activity site are provided 		
	<ul style="list-style-type: none"> Is able to provide critical reflection on past EAP effectiveness 		Optional

Leadership - Interaction

Outcome 3: Provide Support to Athletes in Training

Criteria	Evidence	Critical Evidence for Emphasis	Training (T) or Evaluation (E)
Ensures that the practice environment is safe	• Surveys the practice site		TE
	• Takes steps to minimize risk to participants before and throughout the practice -- Includes equipment, adapting to environmental factors		
	• Reinforce and teach appropriate competitive rules to enable a safe practice environment		
	• Present an Emergency Action Plan (EAP) that contains elements specific to the practice facility being used.		
Implements an appropriately structured and organized practice <i>MSM – Teaching and Learning</i>	• Welcomes athletes prior to practice		TE
	• Present a practice plan outlining goals and activities supported by rational to the athletes		
	• Dresses appropriately for active coaching in snowboarding		
	• Equipment is available and ready to use		
	• Adequate use of space and equipment is demonstrated		
	• Main practice segments are evident (warm up, main part, cool down)		
	• Delivery of practice matches practice plan's goal(s)		
	• Breaks are provided for appropriate recovery and hydration		
	• Activities contribute to development of skill(s), tactic(s) and or athletic abilities.		
• Practice time is maximized where participants have appropriate duration, transition, and waiting times.			
Makes interventions that promote learning <i>NCCP – Teaching and Learning</i>	• Coach creates opportunities to interact with all athletes		TE
	• Coach and/or demonstrator is position so that athletes can see and hear		
	• Explanation/demonstration has 1-3 key learning points		
	• Explanations or demonstration provide opportunities for athletes to ask questions		
	• Key learning points match snowboarding skill development model		
	• Coach constructively reinforces athletes' efforts and correct performance		
	• Provides feedback and instruction that clearly identifies what to improve and how to improve		
	• Feedback is positive, specific and directed towards both the group and individuals		
	• Identifies appropriate expectations for athlete behavior and reinforces these expectations when appropriate		
	• Promotes a positive image of snowboarding and models the image to athletes and other stakeholders.		
• Uses respectful language towards athletes when providing verbal interventions			
• Maintains a positive outlook and acknowledges athletes needs and thoughts			

Critical thinking - Problem solving
Outcome 4: Analyze Performance

Criteria	Evidence	Critical Evidence for Emphasis	Required in NSF Training (T) or Evaluation (E)
Coach detects performance	<ul style="list-style-type: none"> Observes skills from adequate vantage point(s) as defined by the snowboarding 		TE
	<ul style="list-style-type: none"> Identifies or selects factors that has a direct impact on performance 		
	<ul style="list-style-type: none"> Explains how the error relates to overall skill performance 		
	<ul style="list-style-type: none"> Uses sport approved skill development / progression checklist to scan basic movement phases 		
	<ul style="list-style-type: none"> Error identified for correction is consistent with the sport approved skill development / progression checklist. 		
	<ul style="list-style-type: none"> Identifies potential causes of skill error (EEPPTT) 		
	<ul style="list-style-type: none"> Reinforces application of competitive rules that relate to skill execution when appropriate. 		
	<ul style="list-style-type: none"> Facilitates athletes to increase awareness of skill errors by asking appropriate questions. 		
	<ul style="list-style-type: none"> Communicates how and why the critical error contributes to the performance. 		
	<ul style="list-style-type: none"> Provides a rationale for identifying individual/team skills and or tactics that need improvement, based on sport specific or analysis of performance. 		
Coach corrects performance	<ul style="list-style-type: none"> Analyzes a variety of factors that could contribute to increased performance (i.e. Athletic abilities, environmental factors, recovery and regenerative strategies, mental strategies etc..) 		TE
	<ul style="list-style-type: none"> Provides specific evidence (i.e. Notational analysis, biomechanical analysis, etc..) to reinforce analysis of performance 		
	<ul style="list-style-type: none"> Identifies specific correction based on observation of movement phases and in accordance with the skill / development progression checklist. 		
	<ul style="list-style-type: none"> Skill/performance corrections are prescriptive (emphasize how to improve, not just what to improve) 		
	<ul style="list-style-type: none"> Explains how the correction relates to improved performance 		
	<ul style="list-style-type: none"> Explains why the correction contributes to improved performance 		
	<ul style="list-style-type: none"> Facilitates athletes to increase awareness of corrections by asking appropriate questions 		
	<ul style="list-style-type: none"> Prescribes an appropriate activity and or drill that assists athlete to make correction in performance. 		
	<ul style="list-style-type: none"> Identifies corrections that focus athlete(s)' attention towards external cues, or on the anticipated effects of the movement rather than focusing on more internal aspects of the movement. External focus: "Concentrating on keeping a specific part of the body in a certain position during the movement" vs Internal focus: "Concentration on keeping a specific object of implement in a certain position during the movement". 		
	<ul style="list-style-type: none"> Asks participant's consent for physical contact when assisting in correcting a skill error 		
Coach corrects performance	<ul style="list-style-type: none"> Identifies if level of difficulty in the task is relevant to athletes' capabilities. 		TE
	<ul style="list-style-type: none"> Ensures that adequate motor engagement in the task or activity for each athlete 		

Critical thinking

Outcome 5: Support the Competitive Experience

Criteria	Evidence	Critical Evidence	Training (T) or Evaluation (E)
Pre-competition: Implements procedures that prepare for readiness in competition	<ul style="list-style-type: none"> Monitors and provide guidance for nutritional and hydration strategies for competition. 		T
	<ul style="list-style-type: none"> Ensures athletes perform appropriate physical warm-up. 		
	<ul style="list-style-type: none"> Ensures athletes perform appropriate mental warm-up. 		
	<ul style="list-style-type: none"> Works to identify appropriate performance and process goals. 		
	<ul style="list-style-type: none"> Identifies tactics and strategies that are consistent with athletes' stage of development and yearly objectives, and reflect an analysis of both athletes coached and opponents. 		
	<ul style="list-style-type: none"> Identifies tactics and strategies that are consistent with the rules of competition and principles of fair play. 		
	<ul style="list-style-type: none"> Explains tactics and strategies in a way that is clear for the athletes, and checks for understanding. 		
<ul style="list-style-type: none"> Manages own anxiety/stress level in an effective way, in order not to become a source of distraction for the athletes. 			
<ul style="list-style-type: none"> • 			
During EVENT: Makes decisions and interventions that promote sport specific performance	<ul style="list-style-type: none"> Provides athletes with encouragements, confidence building comments, and motivating feedback. 		T
	<ul style="list-style-type: none"> Assists athletes in managing technical or tactical opportunities in competition (e.g. critical information about event, opponent behaviors or tactics, etc.) 		
	<ul style="list-style-type: none"> Assists athletes in managing mental abilities during competition. 		
	<ul style="list-style-type: none"> Adjusts tactics and strategies as necessary in response to how the competition unfolds or to significant tactical events. 		
<ul style="list-style-type: none"> Behaves in a controlled manner and shows respect towards officials, opponents and own athletes. 			
After EVENT: Uses the competitive experience in a meaningful manner for the development process of the athletes.	<ul style="list-style-type: none"> Assesses strategy plan after the competition and identifies what aspects of the plan were successful and a rationale for what could be improve 		T
	<ul style="list-style-type: none"> Debriefs performance with athletes, and provides constructive feedback that identifies what and how to develop greater performance. 		
	<ul style="list-style-type: none"> Implement recovery and regeneration strategies to maintain optimal performance for the next training session or competition. 		

Problem solving

Outcome 6: Design a Sport Program

Criteria	Evidence	Critical Evidence	Training (T) or Evaluation (E)
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Outlines program structure based on training and competition opportunities.	• Identifies competition schedule and number of competitions during the program, as well as other key events (training, evaluation, etc.).		T
	• Identifies length of each period of the program (Preparation, Competition and Transition) and breaks down each into Phases (GPP; SPP; PCP; CP; Transition).		
	• Determines if yearly program should be based on a single or double periodization approach, and identifies Periods/Phases as necessary.		
	• Identifies number, duration, and frequency of training sessions in each period of the program (Preparation, Competition, Transition).		
Identifies program measures to promote athlete development	• Using data obtained from performance analyses in key performance areas validates actual stage athletes are at relative to snowboarding's LTAD.		T
	• Determines the ratio of training to competition opportunities within own program.		
	• Compares the ratio of training to competition opportunities within own program to recommended NCCP or norms pertaining CSF LTAD.		
	• Makes judgment on developmental potential of own program using NCCP or CSF LTAD norms as a reference.		
	• Identifies short-term strategies or measures to offset some aspects of own program that show major inconsistencies with NCCP or CSF LTAD template.		

Develop practice plans that integrate seasonal training priorities <i>(MSM – Design a Basic Sport Program)</i>	• Coach uses NCCP or NSF template and procedures to correctly identify athletic abilities and training objectives (development, maintenance, consolidation) to be emphasized at specific points of the season.		T
	• Taking into account own program logistics, coach uses NCCP or NSF procedures to determine how to effectively break down the total training time available for a given week of the program into each practice.		
	• Coach designs weekly outlines and practice plan(s) that are consistent with the above for the beginning, the middle, and the end of the season.		