



## **Competition Introduction Evaluation Guide**

This guide is designed as a tool to assist evaluators and coach candidates in determining what is an acceptable portfolio by providing samples of each portfolio piece as well as outlining the on-snow and video evaluation guidelines for completion.

**The CSCP Competition Introduction Portfolio shall contain the following;**

1. A Session plan
2. An Emergency Action Plan (EAP)
3. A communications plan/sample letter to parents

**1. A Session Plan**

The session plan should be structured to outline the six parts of a snowboard session as taught in the Basic Coach course. It should contain significant detail for a coach to understand the idea of the session and have a plan B or stalling strategies to ensure the session will be successful in any situation.

The evaluator is looking to ensure that the coach candidate is able to plan a safe and structured session for athletes at the Learn to Ride level.

**Sample: A 'Good' Session Plan**

Coach: Dwayne Smith  
Lesson Goal: Teach athletes first day on Rails  
Introduction: Learning how to ride rails today.  
Session is 70 minutes long.  
Warm-up on the hill, rest will be in the park.  
Goal is to get us all at least 50-50ing small box and t-bar rail comfortably  
PARK Rules: helmets needed, call drop-in, open/closed, be aware  
Warm up: Ride to park switch  
Side slip through park (inspection)  
Ride to bottom regular thinking about good alignment  
Main: Bamboo exercise  
50-50 Small box  
50-50 t-bar rail  
• Those advancing moving into boardslides if time allows  
Cool Down: Ride out of park relaxed and to bottom.  
Conclusion: Summarize session and ask for questions.  
Reflection: What worked well today and what didn't?

**Positives:**

- Session is correctly broken into the 6 main parts of a snowboard session.
- Includes clear goal for coach & athletes
- Reviews park rules/safety relating to the session
- Has an option for more advanced riders or to turn to if moving quickly through the session

**Potential Recommendations:**

- Include both a general warm up to get blood flowing and a specific.
- List stalling strategies or a Plan B if the box/rail were closed/in rough condition.
- Give some time estimates for each section so coach knows if on track.

**Sample: A 'Great' Session Plan**

Coach: Dan Smith

Date: January 4<sup>th</sup>, 2010

Lesson Goal: Generating Lift, Spin Progression

**Introduction (2):** Prepare site, welcome athletes

What: Generating Lift, spin progression

When: 70 minutes

Where: Warm up on hill, generating lift and spin progression on bunny hill, hill again if time permits

Why: Goals for the session are to gain skills of getting air and then adding spinning to develop freestyle skills and increase control overall riding.

EAP will be discussed on chair lift; discuss what happens in the case of an emergency, someone will block train in front of injured athlete, coach contacts ski patrol.

**Warm up (13):** *General:* Grape vine, arm circles, leg swings, torso twists, warm up run.

At bottom of hill: 4 ways to generate lift – coast, pop, Ollie, nollie Pop, Ollie, nollie without and with board on.

*Specific:* 1/3 run generate lift anyway you want. 2/3 follow the leader in pairs generating air (switch partners half way)**Main Part (40):** Bunny Hill.

Pop, Ollie, nollie over bamboo. Reverse bamboo if time permits

Top of hill, no board – 4 ways to spin (frontside/backside – regular &amp; switch).

Side Slipping 180's back and forth.

Sideways across hill, bend, straighten, turn 180, bend – frontside &amp; backside.

Sideways across hill, pop 180's all four directions.

On hill if time permits: practice 180's working on arm windup, sucking legs up, spotting, and completing full 180.

Plan B: If the bunny hill is closed we will work on the hill on the transition that matches the bunny hill. If bamboo is not available or the hill is too busy to leave the bamboo, we will use blue Gatorade to draw lines in the snow.

**Cool Down (10):** Full run riding regular and switch relaxed. Stretch at bottom of hill.**Conclusion (5):** Today we learned the 4 ways to generate lift – review them. Learned the 4 directions of spin – review them. These skills will help with freestyle riding and freeriding.

Reminder that practice will increase comfort with these new skills.

**Reflection:** What worked well today and what didn't?**Positives:**

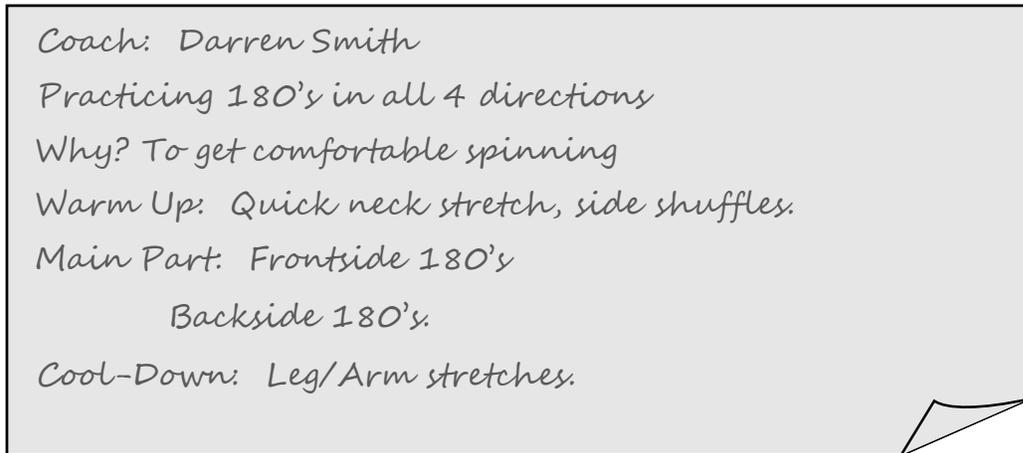
- Great detail & options if time allow

- Session plan time breakdown
- Each part of the session is broken into its part and it includes a full warm-up and cool down.
- Reviews safety aspects related to session
- Includes a Plan B

Potential Recommendations:

- Include notes on next practice/competition at the end of the practice.

**Sample: A session plan that requires improvement**



Positives:

- Some evidence of session breakdown (Warm-Up, Main, Cool down)

Potential Recommendations:

- Fully break session plan down into the six parts of a snowboards session
- Include more detail in each section on what will be covered
- Define a session goal.
- Define a session length and break down the sections with estimated times.
- Include a plan B or stalling strategies.
- Expand on current Warm-Up and Cool-Down activities.

## 2. An Emergency Action Plan (EAP)

The EAP is required to demonstrate that the new coach has a plan to assist them in responding to emergency situations. The idea behind having such a plan prepared in advance is that it will help you respond in a reasonable and clear-headed way if an emergency occurs.

The Evaluator should be looking to ensure the candidates EAP includes the following;

- Who is in charge in the case of an emergency and an assistant.
- Telephone location or cell phone plan
- Emergency telephone numbers as well as contact numbers (list where they are kept).
- Basic medical profile of each athlete

- Directions to provide to Emergency Medical Services (EMS)

**Sample EAP: Requires some improvement**

Emergency Action Plan (EAP)

Training Venue: Martock 902-798-9501

Emergency Contact Info: (Repeat for each athlete)  
Athlete Name: \_\_\_\_\_ Phone: \_\_\_\_\_  
Emergency Contact: \_\_\_\_\_ Phone: \_\_\_\_\_

Direction to Martock: Take Exit 7, turn right, turn left onto the Chest Rd. Drive. Turn left onto road at Martock Sign.

**Feedback Suggestions:**

- Should include who is in charge as well as an assistant.
- Detailed directions to the hill with a note on where the directions start from.

**Sample: An improved 'Good' EAP**

Emergency Action Plan (EAP)

Ambulance: 9-1-1  
In Charge: Sarah Smith (Coach) Assistant: Same M. (Coach) or Matt D. (Senior Athlete)  
Training Venue: Ski Patrol #: 902-798-5671  
Martock Ski Hill Tel: 902-798-9501  
Telephone: Cell phone with Coach Sarah. Pay phone located near bathrooms through mail lodge doors. Office phone located in main office on left.

Emergency Contact Info: (Repeat for each athlete)  
Athlete Name: \_\_\_\_\_ Phone: \_\_\_\_\_  
Emergency Contact: \_\_\_\_\_ Phone: \_\_\_\_\_  
Brief Medical History:

Directions to Martock: From Highway 101 heading East, take exit 7. Turn right at the bottom of the exit and left onto the Chest Rd. Drive 8 km's and turn left at the Martock Ski Hill sign just past the corner store on your right.

### 3. A Communications Plan/Sample Letter to parents.

Good communication from coaches to parents and athletes will be the key to the success in any snowboard program. Athletes and Parents need to know what is going on before they will support what you're doing.

The coach can submit either a full communications plan outlining who initiates communication in a program, main contacts, forms of communication, etc. Or they can submit a simple 'welcome to the program' letter that outlines;

- Parents main point of contact
- Details of programming

ABC Snowboard Club

[www.abcsnowboard.com](http://www.abcsnowboard.com)

Welcome parents & athletes to the 2011 season with the ABC Snowboard Club.

Communication through the season will occur primarily through emails sent from the head coach each Thursday as well as regular website updates. If you have specific questions or concerns not dealt with our regular communications, please feel free to contact the head coach via email.

Practices will take place Tuesday's and Thursday's from 6-8pm at the Hongel Ski Hill. The group meets at the base of the Erase Run and spends 10 minutes warming up. Late athletes are asked to meet the group and wait at the line up for the chair lift.

The club's athletes will be competing in two RBC Riders events this winter which will take place at Hongel Ski Hill on January 31<sup>st</sup> and February 20<sup>th</sup>. Please schedule full days for these events and details will be sent out as the season gets rolling.

Thank you & we look forward to a great season.

Joe Doe, Head Coach.

Email: [joedoecoach@gmail.com](mailto:joedoecoach@gmail.com)

## The Competition Introduction Video or On-Snow Evaluation

### Introduction

The goal of the CSCP Competition Introduction program is to ensure that coaches are gaining guidance and gaining experience during their early coaching careers and to assist the coach in completing the certification pathway for this stage.

### Video Evaluation

- 1. Participant registers for Competition Introduction evaluation through website**
  - a. Canada Snowboard Coaching Program (“CSCP”) or Provincial/Territory Coaching Coordinator (“PTCC”) will set you up with an Evaluator. Please Be Patient!
    - i. Your Evaluator will contact you to set up a time to discuss the entire process, what the expectations are in more detail and answer any questions you may have
- 2. Submit your Competition Introduction portfolio (details here) to your Evaluator**
  - a. Please ensure your session plan matches the session you will be filming for evaluation
  - b. Your Evaluator will touch base with you post portfolio grading to provide feedback and insight!
    - i. They will also go through the evaluation and answer any questions you may have
- 3. Video Evaluation:**
  - a. See the attached details regard criteria and time length
    - i. Please review and ensure you have all the details (for video evaluation) before beginning
  - b. Submit the two video clips that contain the required components to your Evaluator
    - i. Your Evaluator will touch base with you post video review to go over the evaluation, what worked and what needs to be improved on.
    - ii. Keep in mind as a coach we are always growing and learning! This is a fantastic opportunity to get some feedback on your coaching

### On-Snow Evaluation

- 1. Participant registers for Competition Introduction evaluation through website**
  - a. Canada Snowboard Coaching Program (“CSCP”) or Provincial/Territory Coaching Coordinator (“PTCC”) will reach out to you regarding a date, time and Evaluator. Please Be Patient!
    - i. Your Evaluator will contact you to set up a time to discuss the entire process, what the expectations are in more detail and answer any questions you may have
    - ii. Evaluator may be a multi-sport Evaluator if a snowboard specific one is not available
- 2. Submit your Competition Introduction portfolio (details here) to your Evaluator**
  - a. Please ensure your session plan matches the session you will be filming for evaluation
  - b. Your Evaluator will touch base with you post portfolio grading to provide feedback and insight!
    - i. They will also go through the evaluation and answer any questions you may have

Evaluation Criteria to be met by the end of observations:

**\*\* Enter “P” or “I” based on the observed evidences**

### ANALYZE PERFORMANCE (“AP”)

Method	Outcome	Date Evaluated	Evaluated By	Result **
<b>Outcome: Analyze Performance</b> <b>Criterion: Detect Performance</b>				
Achievement	Evidence			
<b>Highly Effective</b>	<b>Meet “Above Standard” and:</b>			
	Provide specific evidence (e.g., notational analysis, biomechanical analysis, etc.) to reinforce analysis of performance			
	Analyze a variety of factors that could contribute to increased performance (e.g., athletic abilities, environmental factors, recovery and regenerative strategies, mental strategies, etc.)			
	Help athletes to detect key performance factors and to understand how and why errors affect overall performance			
<b>Above Standard</b>	<b>Meet “Standard for Core Certification” and:</b>			
	Reinforce application of competitive rules that relate to skill execution when appropriate			
	Facilitate athletes to increase awareness of skill or errors by asking appropriate questions			
	Communicate how and why the critical error contributes to the performance			
	Provide a rationale for identifying individual or team skills or tactics that need improvement, based on the sport or analysis of performance			
	Use a variety of observational strategies (e.g., positioning, video, other coaches, etc.) to identify the most critical aspects of performance			
<b>CSCP Standard for Core Certification</b>	Observe skills from adequate vantage point(s) as appropriate to the sport			
	Identify or select factors that have direct impact on performance			
	Explain how an error relates to overall skill performance			
	Use sport-approved skill development and progression checklist to scan basic movement phases			
	Identify any correction is consistent with the sport-approved development & progression checklist			
	Identify potential causes of skill error (cognitive, affective, motor)			
<b>Below Standard</b>	Scan practice environment infrequently and pay little attention to skill execution			

	Identify effort and motivational factors that contribute to lack of performance rather than key technical or tactical factors			
	Do not use sport's approved skill development and progression checklist			
<b>Criterion Complete:</b>				

Method	Outcome	Date Evaluated	Evaluated By	Result **
<b>Outcome: Analyze Performance</b> <b>Criterion: Correct Performance</b>				
Achievement	Evidence			
<b>Highly Effective</b>	<b>Meet "Above Standard" and:</b>			
	Involve athletes in a critical thinking process. This often involved asking open ended questions: "What did you do?" "What should you do?" "What are you going to do to get better results?" "How can you generate greater force upon release?"			
	Identify why the correction will have a beneficial effect on the performance and consistently identify how to improve performance			
<b>Above Standard</b>	<b>Meet "Standard for Core Certification" and:</b>			
	Ensure adequate motor engagement in the task or activity for each athlete			
	Ask participant's consent for physical contact when assisting in correcting a skill error			
	Identify if level of difficulty in the task is relevant to athlete's capabilities			
	Identify corrections that focus athlete's attention towards external cues or the anticipated effects of the movement rather than focusing on 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			
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?" "Is your leg extended or flexed at the end of the movement?"				
<b>CSCP Standard for Core Certification</b>	Identify specific correction based on observation of movement phases and in accordance with the skill development and progression checklist			
	Ensure skill or performance corrections are prescriptive (i.e., they emphasize how to improve, not just what to improve)			
	Explain how the correction related to improved performance			
	Explain why the correction contributes to improved performance			
	Facilitate athletes to increase awareness of corrections by asking appropriate questions			

	Prescribe an appropriate activity or drill that assists athlete to make correction in performance			
<b>Below Standard</b>	Provide corrections that identify vague external factors rather than specific factors that contribute to improved performance: “Concentrate more” “Work harder”			
	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 your 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.”			
<b>Criterion Complete:</b>				

<b>Comments</b>	<ul style="list-style-type: none"> <li>• This allows various points to be made on different lines</li> <li>• Clear these comments when you are preparing the evaluation</li> </ul>	
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**PROVIDE SUPPORT TO ATHLETES IN TRAINING (“PSAT”)**

Method	Outcome	Date Evaluated	Evaluated By	Result **
<b>Outcome: Provide Support to Athletes in Training</b> <b>Criterion: Ensure that the Practice Environment is Safe</b>				
<b>Achievement</b>	<b>Evidence</b>			
<b>Highly Effective</b>	<b>Meet “Above Standard” and:</b>			
	Develop safety standards and guidelines which are used as a model for others (e.g., for a league, provincial office, etc.) Forecast dangerous factors and make immediate adjustments so participants are not at risk in all activities			
<b>Above Standard</b>	<b>Meet “Standard for Core Certification” and:</b>			
	Critically reflect on safety guidelines (e.g., provision of a letter written by coach reflecting on safety concerns) Certified first aid provider			
<b>CSCP Standard for Core Certification</b>	Survey the practice site (e.g., use a safety checklist)			
	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)			
	Identify terrain, features or condition that may lead to, or contribute to a dangerous situation			
	Present an Emergency Action Plan specific to the facility being used with all of the following critical elements			
	Location of telephones are identified (cell and land lines)			
	Emergency telephone numbers are listed			
	Location of medical profiles for each participant under the coach’s care is identified			
	Location of fully-stocked first aid kit identified			
Advance “call person” and “charge person” are designated				

	Directions to reach the activity site are provided			
<b>Below Standard</b>	Do not survey practice environment prior to practice			
	Obvious dangerous factors in the practice environment are not addressed			
	Do not present an Emergency Action Plan			
	Emergency Action Plan is incomplete with only some (<4) of the following critical elements			
	Location of telephones are identified (cell and land lines)			
	Emergency telephone numbers are listed			
	Locational of medical profiles for each participant under the coach’s care is identified			
	Location of fully-stocked first aid kit identified			
	Advance “call person” and “charge person: are designated			
Directions to reach the activity site are provided				
<b>Criterion Complete:</b>				

Method	Outcome	Date Evaluated	Evaluated By	Result **
<b>Outcome: Provide Support to Athletes in Training</b> <b>Criterion: Implement an Appropriately Structured and Organized Practice</b>				
<b>Achievement</b>	<b>Evidence</b>			
<b>Highly Effective</b>	<b>Meet “Above Standard” and:</b>			
	Adapt practice activities to increase challenge or to ensure optimal learning opportunities			
<b>Above Standard</b>	Adjust the practice parameter (time, space), player roles, and training environment to elicit a specific technical or tactical training response			
	<b>Meet “Standard for Core Certification” and:</b>			
	Modify practice activities to deal with context-specific circumstances or logistics (e.g., weather, timing, resources)			
	Sequence activities to enhance learning or specific training effects – sequencing refers to the timing of practice activities within the practice. (e.g., the sequence of the activity provides a progression that builds towards execution under realistic competitive situations)			
	Make adjustments to practice based on an analysis of athlete performance			
<b>CSCP Standard for Core Certification</b>	Implement a variety of options for adjusting the practice to ensure adequate learning			
	Present a practice plan for the practice that is being implemented			
	Ensure main practice segments are evident and include: introduction, warm-up, main part, cool-down, and conclusion			
	Ensure equipment is available and ready to use			
	Demonstrate adequate use of space and equipment			
	Provide breaks for appropriate recovery and hydration			
	Greet athletes as the arrive at practice			
	Dress appropriately for active coaching			

	Ensure activities contribute to the development of skills and/or athletic abilities (i.e., the specific drills, exercise, methods and training load match the training objectives pursued)			
	Maximize practice time: ensure participants have appropriate transition, duration and waiting times:			
	<ul style="list-style-type: none"> <li>Practice demonstrates a clear timeline for activities so that activity time is maximized</li> </ul>			
	<ul style="list-style-type: none"> <li>Participants are engaged in activity at least 50% of the practice time</li> </ul>			
	<ul style="list-style-type: none"> <li>Participants move effectively from one activity to another</li> </ul>			
<b>Below Standard</b>	Do not provide a clear structure to the practice as demonstrated by the following elements:			
	<ul style="list-style-type: none"> <li>No practice plan is provided</li> </ul>			
	<ul style="list-style-type: none"> <li>Practice goal is not clearly identified</li> </ul>			
	<ul style="list-style-type: none"> <li>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)</li> </ul>			
	<ul style="list-style-type: none"> <li>Delivery of practice does not match practice plan</li> </ul>			
	<ul style="list-style-type: none"> <li>No cool-down is provided</li> </ul>			
	Do not ensure equipment is ready			
	Do not provide breaks for recovery and hydration			
	Dress inappropriately for active coaching			
	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)			
<b>Criterion Complete:</b>				

Method	Outcome	Date Evaluated	Evaluated By	Result **
<b>Outcome: Provide Support to Athletes in Training</b> <b>Criterion: Make Interventions that Promote Learning</b>				
<b>Achievement</b>	<b>Evidence</b>			
<b>Highly Effective</b>	<b>Meet "Above Standard" and:</b>			
	Identify the difference between learning and performance			
	Select from a variety of intervention strategies to achieve specific learning objectives that will result in greater transfer to the competitive environment			
	Reinforce correct performance by facilitating interventions that promote reflection (e.g., feedback, questioning the participant, or using a demonstration) to identify the key factors that were properly executed			
	Ensure intervention is specific to individuals and enable the participant to take great 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)			
<b>Above Standard</b>	<b>Meet “Standard for Core Certification” and:</b>			
	Analyze when to inhibit feedback to promote critical thinking			
	Identify interventions that are evaluative, prescriptive, and descriptive			
	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			
	Integrate and teach basic decision making			
	Emphasize independent thinking and problem solving			
	<ul style="list-style-type: none"> <li>• Use quality questions that promote critical thinking</li> </ul>			
	<ul style="list-style-type: none"> <li>• Implement interventions that identify when to make appropriate decisions to enhance participants’ performance of a skill or tactic</li> </ul>			
	Integrate mental preparation strategies into practice			
	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"> <li>• Auditory learning – verbal feedback</li> <li>• Visual learning – demonstration or modeling</li> <li>• Kinesthetic learning – doing or feeling</li> </ul>			
	Encourage calculated risks to enhance performance in accordance with the CSCP Code of Ethics			
	<b>CSCP Standard for Core Certification</b>	Create opportunities to interact with all athletes		
Position demonstrations so that athletes can see and hear				
Provide 1 – 3 key learning points in explanation or demonstration				
Clarify key learning objective and/or performance factors (feedback/instruction) with participants prior to engaging in the activity				
Constructively reinforce athletes’ efforts and correct performance				
Provide feedback and instruction that clearly identifies what and how to improve				
Provide feedback that is positive, specific, and directed towards both the group and individuals				
Identify expectations for athlete behavior and reinforce these expectations when appropriate				
Promote positive image of the sport and model the image to athletes and other stakeholders				
Use respectful language towards athletes when providing verbal interventions. Respectful language is non-discriminatory and void of profanity and insults				
Maintain a positive outlook and acknowledge athletes’ needs and thoughts				

	Ensure explanations are clear and concise and provide opportunities for athletes to ask questions			
	Use self or others model desired performance			
<b>Below Standard</b>	Do not identify key learning points in explanation			
	Demonstrate with participants NOT in a position to see and hear			
	Make limited intervention to clarify key learning objectives			
	Provide feedback and instruction that only identifies what to improve and not how to improve			
	Provide feedback that tends to emphasize motivational prompts rather than specific corrections (e.g., frequent use of reinforcement or “hustle” comments)			
	Do not use respectful language. Language is discriminatory and uses profanity and insults			
<b>Criterion Complete:</b>				

<b>Comments</b>	<ul style="list-style-type: none"> <li>• This allows various points to be made on different lines</li> <li>• Clear these comments when you are preparing the evaluation</li> </ul>	
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### SUPPORT THE COMPETITIVE EXPERIENCE (“SCE”)

Method	Outcome	Date Evaluated	Evaluated By	Result **
<b>Outcome: Support the Competitive Experience</b> <b>Criterion: Prepare for Readiness in Competition</b>				
<b>Achievement</b>	<b>Evidence</b>			
<b>Highly Effective</b>	<b>Meet “Above Standard” and:</b>			
	Promote philosophies of fair play and drug-free sport as identified by the Canadian Centre for Ethics in Sport or by provincial legislation			
	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)			
	Present contingency plans to deal with unforeseen or ambiguous factors that may affect the competition <ul style="list-style-type: none"> <li>• Contingency plans reduce or minimize distractions for athletes or provide alternatives to ensure optimal athlete performance</li> </ul>			
<b>Above Standard</b>	<b>Meet “Standard for Core Certification” and:</b>			
	Plan for and communicate the roles and responsibilities of assistants and other stakeholders (e.g., other coaches, trainers, parents, managers, etc.)			
	Ensure that tactics and strategies are consistent with athletes’ stage of development and seasonal objectives			
	Develop a strategy to monitor competition goals			

<b>CSCP Standard for Core Certification</b>	Ensure that necessary equipment is ready and available to use, and is in good, safe condition			
	Ensure that sport-specific elements and procedures (e.g., facility, rules) are accounted for to enable a safe and positive competition environment			
	Clarify competition rules before the competition (e.g., eligibility, modification of game rules) and communicate appropriate information to athletes and other stakeholders			
	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"> <li>The competition plan may involve the coach helping the athlete to inspect the competition environment and pointing out critical factors that develop optimal performance; 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</li> </ul>			
	Identify performance and/or process goals for competition			
	<ul style="list-style-type: none"> <li>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.”)</li> </ul>			
	Ensure athletes perform sport-appropriate physical warm-up			
	Develop a game or competition plan that outlines basic strategies or tactics for achieving desired performance during competition			
Ensure that tactics and strategies are consistent with the rules of competition				
<b>Below Standard</b>	Coach is not prepared and has difficulty organizing athletes for competition			
	Athletes are unaware of competition schedule or plan			
	Pre-competition preparation is rushed, and equipment is not readily available			
<b>Criterion Complete:</b>				

Method	Outcome	Date Evaluated	Evaluated By	Result **
<b>Outcome: Support the Competitive Experience</b> <b>Criterion: Make Effective Interventions During and After the Competition</b>				
<b>Achievement</b>	<b>Evidence</b>			
<b>Highly Effective</b>	<b>Meet “Above Standard” and:</b>			
	Assess strategy plan after the competition and identify what aspects of the plan were successful and a rationale for what could be improved			

	Provide interventions that encourage athletes to take ownership over competitive decisions where appropriate			
<b>Above Standard</b>	<b>Meet “Standard for Core Certification” and:</b>			
	Present a post competition assessment of performance and provide a link to the goals or objectives of the next practice or competition			
	Assist athletes, during or after the competitive events, to reflect upon and choose successful strategies for subsequent performances			
	Team sport: time substitutions during the game to maintain momentum or create desired changes in team performance			
	Individual sport: make changes to equipment before the event to adjust for environmental factors			
<b>CSCP Standard for Core Certification</b>	Provide athletes with positive feedback that identifies what an athlete or team needs to do for greater performance and how to do it			
	Reflect upon and implement confidence and skill-building interventions during and after the competition			
	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"> <li>Ensure athletes are focused on the task, not the result or scoreboard</li> </ul>			
	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			
<b>Below Standard</b>	Criticize athletes’ performance during the competition or between competition events			
	Ignored athletes after the competition or berates athletes’ performance			
	<ul style="list-style-type: none"> <li>“You know that you are better than this”</li> <li>“Move your feet; get going; why can’t you get into position?”</li> <li>“You were great in practice but now you can’t do anything”</li> </ul>			
	Make interventions that tend to be non-specific or vague (i.e., “you did good today”)			
	<b>Criterion Complete:</b>			

Method	Outcome	Date Evaluated	Evaluated By	Result **
<b>Outcome: Support the Competitive Experience</b> <b>Criterion: Help Athletes to be Mentally Prepared for Competition</b>				
<b>Achievement</b>	<b>Evidence</b>			
<b>Highly Effective</b>	<b>Meet “Above Standard” and:</b>			
	Strategies are promoted by SPORT as models for new coaches			
	<b>Meet “Standard for Core Certification” and:</b>			

<b>Above Standard</b>	React adequately to unforeseen situations and implement measures to minimize distractions for athletes			
<b>CSCP Standard for Core Certification</b>	Work with athletes or team to identify appropriate performance goals and objectives			
	Present a pre-competition strategy that assists athletes or team to achieve an adequate mental state for performance by managing focus			
	Present a pre-competition strategy that assists athletes or team to achieve an adequate mental state for performance by managing negative anxiety			
	Present a pre-competition strategy that assists athletes or team to achieve an adequate mental state for performance by managing distractions			
<b>Below Standard</b>	Do not implement mental training strategies to manage focus			
	Do not implement mental training strategies to manage anxiety			
	Do not implement mental training strategies to manage distractions			
	Do not set performance goals or objectives			
<b>Criterion Complete:</b>				

Method	Outcome	Date Evaluated	Evaluated By	Result **
<b>Outcome: Support the Competitive Experience Criterion: Give Basic Nutritional Advice</b>				
<b>Achievement</b>	<b>Evidence</b>			
<b>Highly Effective</b>	<b>Meet "Above Standard" and:</b>			
	Educate athletes about the use of nutritional supplements			
<b>Above Standard</b>	<b>Meet "Standard for Core Certification" and:</b>			
	Provide guidance to athletes or parents on post-competition nutrition and hydration			
<b>CSCP Standard for Core Certification</b>	Provide guidance to athletes or parents on pre-competition nutrition and hydration			
	Take appropriate measures to ensure athletes remain hydrated during competition			
<b>Below Standard</b>	Do not provide guidance to athletes or parents on pre-competition nutrition			
	Do not take appropriate measure to ensure athletes can remain hydrated during the competition			
<b>Criterion Complete:</b>				

<b>Comments</b>	<ul style="list-style-type: none"> <li>• This allows various points to be made on different lines</li> <li>• Clear these comments when you are preparing the evaluation</li> </ul>	
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