



***NCCP Instruction Beginner***

*Certified CanSkate Coach*

*Observation Evaluation Kit  
Rubrics*



**National  
Coaching  
Certification  
Program**

The National Coaching Certification Program is a collaborative program of the Government of Canada, provincial/territorial governments, national/provincial/territorial sport organizations, and the Coaching Association of Canada.

## Partners in Coach Education

		
		
		
		
		

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***Leona Boyle, Project Contractor***

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2006-07 Education and Training Coaching Subcommittee

2006-07 Club and Recreation Coaching Subcommittee

2006-07 Phase 1 CanSkate Learning Facilitators

2006-07 Section Course Administrators

2006-07 Section Coaching Representatives

### **Editors:**

Josée Landriault, Skate Canada Recreational Coaching Programs Manager

Anna Mees, CAC Sport Consultant

### **Translation:**

Louise Abdelahad



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## INSTRUCTION BEGINNER - CANSKATE COACH CERTIFICATION OVERVIEW

**NCCP Certified CanSkate Coaches will be able to:**

1. Observe and reflect on a CanSkate session run by a Mentor Coach
2. Present a CanSkate group lesson plan
3. Provide support to athletes in training by teaching CanSkaters
4. Analyze performance of CanSkaters
5. Make ethical decisions (on-line evaluation at [www.coach.ca](http://www.coach.ca))

NCCP Task	Criteria	NCCP Outcome (Being Evaluated)
Task 1: develop a group lesson plan and relevant Emergency Action Plan (EAP)  (plans submitted to the mentor Coach/evaluator prior to the evaluation)	Appropriate & structured group lesson plan emphasizing safety, structure & organization, creativity  With relevant EAP	Support Athletes in Training
Task 2: Assess CanSkate Skills when teaching a safe group lesson  (plans should be submitted to the Mentor Coach/Evaluator at least 3 weeks prior to the evaluation)	Detects skill errors, prescribes corrections & adequate talent identification knowledge while maintaining effective communication and skill delivery	Analyze Performance
Task 3: Complete the on-line Make Ethical Decisions evaluation	Apply an ethical decision making process.	Plan a Practice

**NOTE:**

Evidence for each NCCP task are listed in a corresponding rubric with clear descriptions of the performance required by the candidate when he/she is at the required standard, below the required standard or above the required standard.

To receive a mark of (3) for “Exceptional quality”, the Coach must have the elements listed under (2) “Minimum standards” PLUS what is listed in the “Exceptional” column.

# NCCP Task 1: Develop a Group Lesson Plan and EAP

## NCCP OUTCOME: Plan a Practice

Criteria	Evidence	Evidence is incorrect or incomplete (1)	Minimum standards (2)	Exceptional quality and attention to detail (3)
<b>Appropriate and Structured Lesson Plan</b>	Logistics Information Identified	<input type="checkbox"/> Logistics are incomplete or missing.	<input type="checkbox"/> Plan identifies basic logistics: date, time, location, number of skaters and the stage skaters are working on, etc.	<input type="checkbox"/> Logistics are detailed enough for another coach to clearly implement the plan. <input type="checkbox"/> Facility map.
	Required Equipment Identified (includes teaching aids)	<input type="checkbox"/> Equipment is required, but not identified. <input type="checkbox"/> Identified equipment is inappropriate for CanSkate. <input type="checkbox"/> Identified equipment does not match planned activities.	<input type="checkbox"/> Required equipment is identified. <input type="checkbox"/> Equipment is relevant to planned activities.	<input type="checkbox"/> A diagram of how equipment is to be set up is included in the plan.
	Appropriate Goal/Key Elements for Lesson	<input type="checkbox"/> Plan goals are not identified. <input type="checkbox"/> Plan goals are vague and not clearly identified.	<input type="checkbox"/> Lesson plan has a clearly identified goal that is consistent with the CanSkate framework and NCCP growth and development principles.	<input type="checkbox"/> Specific objectives are identified for each individual activity.
	Clear Lesson Segments and Appropriate Timeline for Activities	<input type="checkbox"/> Plan has a base structure but does not clearly identify main segments or timeline of the lesson.	<input type="checkbox"/> Plan is organized into main segments that includes introduction, explanation, demonstration, warm-up, group lesson, group activity, cool down and conclusion. <input type="checkbox"/> Duration of the lesson and each segment are identified on a timeline. <input type="checkbox"/> Enough time is allotted to each activity to achieve goals and activity time is maximized.	<input type="checkbox"/> Detail is such that another coach could easily implement this lesson as per the intended timelines. <input type="checkbox"/> Timeline provides evidence of optimal use of the available time to promote a high degree of active engagement, practicing and learning by the CanSkaters. <input type="checkbox"/> Activities within the group lesson are sequenced to enhance learning.
	Appropriate Activities	<input type="checkbox"/> Activities are inappropriate for CanSkaters, as outlined in the CanSkate Technical Manual and the Participant Development Model. <input type="checkbox"/> Activities do not match goals. <input type="checkbox"/> No evidence of teaching progressions.	<input type="checkbox"/> Activities match goal. <input type="checkbox"/> Activities reflect Skate Canada recommendations and guidelines for teaching CanSkaters. <input type="checkbox"/> Activities contribute to skill development. <input type="checkbox"/> At least one teaching progression is included.	<input type="checkbox"/> Plan identifies where this lesson fits in the CanSkaters' overall development. <input type="checkbox"/> Activities are progressively sequenced to promote learning, safety and success. <input type="checkbox"/> More than one teaching progression is included.
	Activities Clearly Described	<input type="checkbox"/> There is no description of the different activities. <input type="checkbox"/> Description does not reflect safety.	<input type="checkbox"/> Activities are clearly described. <input type="checkbox"/> Description reflects awareness of and control for potential risk factors.	<input type="checkbox"/> Detail is such that another coach could implement this lesson and achieve the desired learning or training effect.
	Key Teaching Points for each Activity Included	<input type="checkbox"/> No evidence of key teaching points. <input type="checkbox"/> Teaching points are incorrect.	<input type="checkbox"/> Key teaching points are identified. <input type="checkbox"/> Teaching points are correct.	<input type="checkbox"/> Specific key factors and teaching points are identified for each activity.
<b>Emergency Action Plan</b>	Location of Phones and Emergency Numbers Including Fire	<input type="checkbox"/> Logistics are incomplete or missing.	<input type="checkbox"/> Plan identifies basic logistics: date, time, location, number of skaters, stages skaters are working on.	<input type="checkbox"/> Logistics are detailed enough for another coach to clearly implement the lesson.
	Specific Directions to Reach Arena	<input type="checkbox"/> Directions are not included. <input type="checkbox"/> Directions are not complete.	<input type="checkbox"/> Directions are clear and correct.	<input type="checkbox"/> Map is included.
	Location of Medical Profiles	<input type="checkbox"/> Location is not identified.	<input type="checkbox"/> Location is identified.	<input type="checkbox"/> Medical profiles are available and have been recently updated.
	Location of First Aid Kits	<input type="checkbox"/> Location is not identified.	<input type="checkbox"/> Location is identified.	<input type="checkbox"/> Coach presents a checklist of required equipment found in first aid kit.
	Identification of Call and Charge Persons	<input type="checkbox"/> Call and charge persons are not identified. <input type="checkbox"/> Roles and contact info is not included.	<input type="checkbox"/> Roles and/or contacts for call and charge persons are identified.	<input type="checkbox"/> Alternate call and charge persons are identified.

## NCCP Task 2: Teach a Group Lesson & Assess CanSkate Skills

### NCCP Outcome: Analyze performance and Support athletes in training

Criteria	Evidence	Evidence is incorrect or incomplete (1)	Minimum standards (2)	Exceptional quality and attention to detail (3)
<b>Safety</b>	Ice and Equipment Ready	<ul style="list-style-type: none"> <li><input type="checkbox"/> Ice surface has not been checked.</li> <li><input type="checkbox"/> Ice has been checked but not adjusted.</li> <li><input type="checkbox"/> Doors to the hockey benches are open.</li> <li><input type="checkbox"/> Some skaters are not wearing helmets.</li> <li><input type="checkbox"/> Teaching aids are not ready.</li> <li><input type="checkbox"/> Some skaters do not have proper fitting skates.</li> <li><input type="checkbox"/> Some skaters are wearing clothing that interferes with movement.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Ice has been checked and adjustments have been made if necessary.</li> <li><input type="checkbox"/> Doors to the hockey benches are closed.</li> <li><input type="checkbox"/> All skaters are wearing helmets (some may be wearing bicycle helmets, though).</li> <li><input type="checkbox"/> Teaching aids are ready and available for use.</li> <li><input type="checkbox"/> All skaters are wearing proper fitting skates.</li> <li><input type="checkbox"/> All skaters are wearing appropriate clothing for skating.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Coach talks to arena manager (or has someone ask for him/her) about condition of ice surface.</li> <li><input type="checkbox"/> Coach talks to specific parents about proper fitting skates and clothing and has handout available.</li> </ul>
	Safe Group Management	<ul style="list-style-type: none"> <li><input type="checkbox"/> Movement patterns on ice are not safe (skaters are running into each other) and coach does nothing to change it.</li> <li><input type="checkbox"/> Unsafe activities are being chosen. e.g. skaters skating backwards into each other</li> <li><input type="checkbox"/> First aid kit is not visible.</li> <li><input type="checkbox"/> Coach does not have control of the group. e.g. skaters not listening to instructions</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Movement patterns on ice are safe (when skaters are skating backward, they return skating forwards to avoid running into each other).</li> <li><input type="checkbox"/> Safe activities are chosen. e.g. when skaters are skating backward, they skate backward one direction and forward the other so that forward skaters are watching out for backward skaters</li> <li><input type="checkbox"/> First aid kit is stocked and is visible by the boards.</li> <li><input type="checkbox"/> Coach has control of the group. e.g. skaters are all listening to instructions</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Coach places himself/herself so that he/she can see all skaters at all times and is aware of safe movement patterns.</li> <li><input type="checkbox"/> Coach quickly and easily adapts to changing conditions in the group e.g. changes the plan to deal with a skater who is not following rules.</li> </ul>
	Emergency Action Plan	<ul style="list-style-type: none"> <li><input type="checkbox"/> EAP is not present.</li> <li><input type="checkbox"/> EAP is present with only 1-2 of the critical elements.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> EAP is present with at least 3-4 of the critical elements.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> EAP is present with all of the critical elements as outlined in Task A.</li> </ul>
	Risk Management	<ul style="list-style-type: none"> <li><input type="checkbox"/> Coach leaves doors/gates open and ignores potential hazards.</li> <li><input type="checkbox"/> Coach does not recognize potential risks when there are dangerous factors in the arena, which should have been addressed. e.g. teaching aids have been left loose on the ice surface.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Coach ensures that all doors/gates are shut and that all equipment/area is safe.</li> <li><input type="checkbox"/> Coach can identify adjustments to lesson after a dangerous situation has become evident. E.g. puts pylons on top of big bumps on the ice.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Coach quickly adapts to a situation that emerges during lesson e.g. regroups skaters after seeing two skaters not getting along.</li> </ul>

## NCCP Task 2: Teach a Group Lesson & Assess CanSkate Skills (cont'd)

Criteria	Evidence	Evidence is incorrect or incomplete (1)	Minimum standards (2)	Exceptional quality and attention to detail (3)
<b>Structure and Organization</b>	Appropriate Lesson Plan	<ul style="list-style-type: none"> <li><input type="checkbox"/> Coach does not have a lesson plan.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Coach has a lesson plan that is appropriate for CanSkaters. (Follow lesson plate template.)</li> <li><input type="checkbox"/> Plan identifies a clear lesson goal. (Skill/s listed in the CS Manual).</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Coach has a detailed and structured lesson plan for CanSkaters which includes all the elements outlined in Task A.</li> </ul>
	Lesson Equipment is Ready	<ul style="list-style-type: none"> <li><input type="checkbox"/> Equipment is not ready when needed (includes teaching aids).</li> <li><input type="checkbox"/> Coach has to disrupt lesson to set up.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Equipment is available and quickly set up.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Equipment is set up with teaching progressions in mind.</li> </ul>
	Clear Lesson Segments and Appropriate Timeline for Activities	<ul style="list-style-type: none"> <li><input type="checkbox"/> Lesson has a base structure, and does not follow the main segments or timeline laid out in the plan.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Plan is organized into main segments that includes an introduction, explanation, demonstration, warm-up, lesson time, group activity, cool down and conclusion.</li> <li><input type="checkbox"/> Duration of the lessons and each segment follow the identified timeline.</li> <li><input type="checkbox"/> Enough time is allotted for each activity to achieve goals and activity time is maximized.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Details are such that another coach could easily implement this lesson as per the intended timelines.</li> <li><input type="checkbox"/> Timeline provides evidence of optimal use of the available time to promote a high degree of active engagement, practicing and learning by the CanSkaters.</li> <li><input type="checkbox"/> Activities within the lesson time are sequenced to enhance learning.</li> </ul>
	Activities Match the Lesson Goals	<ul style="list-style-type: none"> <li><input type="checkbox"/> Activities do not match lesson goals.</li> <li><input type="checkbox"/> Activities are too complex to achieve lesson goals e.g. (learning to do a snowplow stop – skaters skate as fast as they can and stop on signal) *Skaters need to learn to scrape snow off the ice first.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Delivered activities match the lesson goals.</li> <li><input type="checkbox"/> Planning of activity progressions is evident. e.g. learning crosscuts – walking crosscut, gliding on a circle on 1 foot, pumping, circle thrusts, crosscuts, set up a circuit with the progressions</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Coach adjusts the activities to best meet the lesson goal based on CanSkaters' reactions.</li> <li><input type="checkbox"/> If a change is required (content or timeline) the coach is able to explain why changes are made to the lesson plan.</li> </ul>
	CanSkaters Actively Engaged	<ul style="list-style-type: none"> <li><input type="checkbox"/> CanSkaters are standing around not doing any skating activity at least 90% of the time.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> CanSkaters are moving in activity at least 90% of the time.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Coach engages CanSkaters by increasing or decreasing number and/or level of challenges.</li> <li><input type="checkbox"/> Coach's creativity and variety engages CanSkaters as evidenced by their active participation (either skating or participating in "teachable moments" dialogue) for at least 90% of the lesson.</li> </ul>
	Optimal Use of Space and Equipment	<ul style="list-style-type: none"> <li><input type="checkbox"/> Coach does not use all of available space and is unable to explain why.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Coach uses available space to ensure CanSkaters are spaced out and that there is enough room to safely perform activities.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Coach creatively maximizes available space. e.g. creates stations for learning skills, uses different starting positions</li> </ul>

## (Task 2 - Continued)

Criteria	Evidence	Evidence is incorrect or incomplete (1)	Minimum standards (2)	Exceptional quality and attention to detail (3)
<b>Teaching Skills – makes interventions that promote learning</b>	Appropriate Content for CanSkaters	<ul style="list-style-type: none"> <li><input type="checkbox"/> The content is above/below the badge stage and/or not appropriate for CanSkaters.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The content is at the badge stage and is appropriate for CanSkaters.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Content is clearly aimed at the badge stage of the skaters and is appropriate for each CanSkater.</li> </ul>
	Lesson Objectives are Introduced	<ul style="list-style-type: none"> <li><input type="checkbox"/> Coach does not identify lesson goals to CanSkaters.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Coach clearly states <b>WHAT</b> is going to be done in the lesson.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Coach states lesson goals at the beginning of the lesson and explains <b>WHY</b> this goal is important.</li> </ul>
	Effective Explanation	<ul style="list-style-type: none"> <li><input type="checkbox"/> Coach does not use key teaching points.</li> <li><input type="checkbox"/> Coach provides an overload of key teaching points (more than 5).</li> <li><input type="checkbox"/> Key teaching points are incorrect.</li> <li><input type="checkbox"/> Explanation of key teaching points is confusing and coach does not clarify.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Uses 1-3 key teaching points to explain <b>HOW</b> the goal will be accomplished.</li> <li><input type="checkbox"/> Key teaching points are correct within CanSkate standards (technically correct).</li> <li><input type="checkbox"/> Coach uses age appropriate language to explain key teaching points.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Coach uses analogies and examples from CanSkaters' experiences to reinforce key teaching points.</li> <li><input type="checkbox"/> Coach uses CanSkate specific language and ensures that the CanSkaters understand.</li> </ul>
	Effective Demonstrations	<ul style="list-style-type: none"> <li><input type="checkbox"/> Coach does not provide any demonstrations.</li> <li><input type="checkbox"/> Demonstration does not match teaching goal.</li> <li><input type="checkbox"/> Demonstration does not describe what the coach intends.</li> <li><input type="checkbox"/> Some CanSkaters cannot see or hear the demonstration.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Coach uses demonstrations that can be seen/heard by the entire group.</li> <li><input type="checkbox"/> Demonstration correctly matches the goal of the lesson.</li> <li><input type="checkbox"/> Demonstration matches the coach's explanation.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Coach organizes group so that CanSkaters are in an optimal position to see and hear demonstrations.</li> <li><input type="checkbox"/> Key teaching points clearly match the demonstration provided.</li> </ul>
	Effective Feedback to CanSkaters	<ul style="list-style-type: none"> <li><input type="checkbox"/> Feedback only identifies what to improve and not how to improve.</li> <li><input type="checkbox"/> More motivation than correction – skaters are told "good job" instead of how to improve.</li> <li><input type="checkbox"/> Coach speaks too quickly or quietly for CanSkaters to hear feedback.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Coach ensures CanSkaters can hear him/her and that he/she can hear them.</li> <li><input type="checkbox"/> Coach checks for understanding.</li> <li><input type="checkbox"/> Feedback is positive, specific and is communicated to individuals and the group.</li> <li><input type="checkbox"/> Feedback is selective and not constant.</li> <li><input type="checkbox"/> Feedback provides enough information for CanSkaters to try improving performance.</li> <li><input type="checkbox"/> Coach affirms or corrects CanSkaters' responses</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Feedback is specific to learning styles of CanSkaters.</li> <li><input type="checkbox"/> Feedback covers all three learning styles: verbal for auditory learners, demonstration/ modeling for visual learners and tactile for kinesthetic learners.</li> <li><input type="checkbox"/> Coach's voice is clear and audible for entire lesson.</li> </ul>

## (Task 2 - Continued)

Criteria	Evidence	Evidence is incorrect or incomplete (1)	Minimum standards (2)	Exceptional quality and attention to detail (3)
<b>Teaching Skills – makes interventions that promote learning</b>	Facilitates Skill Practice	<ul style="list-style-type: none"> <li><input type="checkbox"/> CanSkaters are not given an opportunity to practice after feedback is given.</li> <li><input type="checkbox"/> Activities do not provide an opportunity for CanSkaters to practice the goal of the lesson.</li> <li><input type="checkbox"/> Progressions do not allow the CanSkater to practice/master the skill.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Coach provides opportunities for CanSkaters to incorporate feedback.</li> <li><input type="checkbox"/> Coach provides opportunities for CanSkaters to practice new skills. Activities provide an opportunity for CanSkaters to practice skills which lead to accomplishment of lesson goal.</li> <li><input type="checkbox"/> Sufficient time is allowed for the CanSkater to practice/master skill of each progression.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Coach alters/amends progressions to meet the needs of the CanSkaters.</li> </ul>
	***Reinforcement of CanSkaters' Effort and Performance	<ul style="list-style-type: none"> <li><input type="checkbox"/> Coach does not address each individual.</li> <li><input type="checkbox"/> Coach is critical rather than constructive (addresses what is wrong instead of what and how it can be improved).</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Coach speaks to each individual with a positive and constructive comment on his/her performance.</li> <li><input type="checkbox"/> Coach distributes some type of incentive to all CanSkaters at end of lesson.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Coach reinforces efforts by encouraging problem solving and independent thinking.</li> <li><input type="checkbox"/> Interventions are specific to individuals.</li> <li><input type="checkbox"/> Coach rewards badges to CanSkaters the same day skills are mastered.</li> </ul>
	Use of 2 Way Communication	<ul style="list-style-type: none"> <li><input type="checkbox"/> Coach does all the talking in the lesson – talks for more than 50% of the time.</li> <li><input type="checkbox"/> Coach does not react to CanSkater's response.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Coach asks at least one question regarding CanSkaters' reaction/understanding of an activity.</li> <li><input type="checkbox"/> Coach appropriately reacts to other CanSkaters' response by moving ahead with the lesson or clarifying and allowing more practice of the skill.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Coach consistently uses questioning to help CanSkaters reflect on performance.</li> <li><input type="checkbox"/> Coach asks each CanSkater a question and affirms/corrects and/or clarifies.</li> </ul>

**Note:** The Coach Candidate may/will be asked how he/she rewards badges if it is not observed during the lesson.

## (Task 2 - Continued)

Criteria	Evidence	Evidence is incorrect or incomplete (1)	Minimum standards (2)	Exceptional quality and attention to detail (3)
<b>Model Professional Conduct</b>	Appropriate Clothing	<ul style="list-style-type: none"> <li><input type="checkbox"/> Clothing is inappropriate for coaching. e.g. pyjama bottoms or jeans, not wearing skates</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Clothing is appropriate for coaching.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Coach is professionally and neatly dressed.</li> </ul>
	Professional Communication	<ul style="list-style-type: none"> <li><input type="checkbox"/> Coach speaks ill of another coach, client and/or executive member.</li> <li><input type="checkbox"/> Coach uses profanities, insults or discriminatory language.</li> <li><input type="checkbox"/> Coach's body language and facial expressions are negative.</li> <li><input type="checkbox"/> Coach speaks above/below the level of the group.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Coach uses age appropriate language and mannerisms.</li> <li><input type="checkbox"/> Communication is respectful: non-discriminatory and void of profanities and/or insults.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Coach connects with the group and establishes a respectful rapport that facilitates learning and enjoyment of the activity.</li> </ul>
	Positive Outlook	<ul style="list-style-type: none"> <li><input type="checkbox"/> Coach comments are negative.</li> <li><input type="checkbox"/> Coach dwells on what is wrong and does not address anything that is being performed well.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Coach comments are positive and constructive.</li> <li><input type="checkbox"/> Coach reinforces what is going well in addition to what needs to be improved.</li> <li><input type="checkbox"/> Coach's facial expressions and body language are positive and open.</li> <li><input type="checkbox"/> Coach promotes and models a positive attitude toward the sport. E.g. promotes programs, passion for the sport is evident</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Coach's behavior, language and attitude inspires CanSkaters.</li> <li><input type="checkbox"/> Coach's positive behavior facilitates a constructive learning environment and creates an atmosphere of fun.</li> </ul>
	Respects CanSkaters' Needs/Thoughts	<ul style="list-style-type: none"> <li><input type="checkbox"/> Coach is late and/or unprepared.</li> <li><input type="checkbox"/> Coach ignores one or more CanSkaters.</li> <li><input type="checkbox"/> Coach's behavior does not illustrate an understanding of expressed CanSkater's fears and anxieties.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Coach arrives on time and is prepared for the lesson.</li> <li><input type="checkbox"/> Coach listens to CanSkater's ideas and concerns.</li> <li><input type="checkbox"/> Coach's behavior illustrates an attempt to understand and overcome anxieties and fears of CanSkaters.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Coach arrives early enough to set up, review lesson and greet CanSkaters as he/she arrives.</li> <li><input type="checkbox"/> Coach is able to channel CanSkaters' thoughts and concerns into improved performance.</li> </ul>
	Communicates/ Reinforces Expectations of CanSkaters	<ul style="list-style-type: none"> <li><input type="checkbox"/> Coach does not identify expectations for CanSkaters' behaviors.</li> <li><input type="checkbox"/> Coach does not reinforce expected behaviors of CanSkaters as required.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Coach identifies appropriate expectations for CanSkaters' behavior and reinforces as required.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Coach reinforces positive behaviors as well as correct inappropriate behaviors.</li> </ul>

Criteria	Evidence	Evidence is incorrect or incomplete (1)	Minimum standards (2)	Exceptional quality and attention to detail (3)
<b>Detects Skill Errors (Candidate is able to detect errors)</b>	Effective Observation of Performance	<input type="checkbox"/> Coach does not pay attention to skill executions. <input type="checkbox"/> Coach does not move around lesson environment to observe skills.	<input type="checkbox"/> Coach moves around lesson environment to observe most of the skill development.	<input type="checkbox"/> Coach moves around lesson to observe all skills development and CanSkaters from the most optimal vantage points.
	Appropriate Errors Identified	<input type="checkbox"/> No errors are detected. <input type="checkbox"/> Errors identified are not root problems as identified in the CanSkate Manual or are not consistent with the CanSkater's level.	<input type="checkbox"/> Errors identified are consistent with CanSkate guidelines. <input type="checkbox"/> Coach is able to identify the errors that will have a direct impact on the performance of the skill as per the lesson goals and the CanSkate guidelines.	<input type="checkbox"/> Identified errors will have the most direct impact on performance of the skill as per the lesson goals and the CanSkate guidelines.
	***Identifies Potential Causes of Error	<input type="checkbox"/> Coach is unable to problem solve and is not able to identify potential causes of skill error when prompted.	<input type="checkbox"/> Coach is able to reflect on and respond to some potential causes of skill errors and communicates this to the CanSkater when prompted.	<input type="checkbox"/> Coach is able to reflect on all potential causes of skill errors as relevant for CanSkaters without prompting. <input type="checkbox"/> Coach helps CanSkaters detect errors and understand how performance is impacted.
	***Appropriate Explanation of Error	<input type="checkbox"/> Coach is unable to explain how the error relates to performance when prompted. <input type="checkbox"/> Explanation of the error is incorrect as per the CanSkate guidelines.	<input type="checkbox"/> Coach is able to explain how the errors relate to overall performance when prompted.	<input type="checkbox"/> Coach is able to explain how the errors relate to overall performance without prompting. <input type="checkbox"/> Coach is able explain WHY this is important.
<b>Prescribes Corrections (Candidate provides corrections)</b>	Appropriate Correction Applied	<input type="checkbox"/> Coach does not apply corrections to identified errors. <input type="checkbox"/> Correction identified does not impact the error being addressed.	<input type="checkbox"/> Coach's correction will have some impact on the performance of the skill as per the CanSkate guidelines.	<input type="checkbox"/> Coach's correction will have the most impact on the performance of the skill as per the lesson goals.

**Note:**

The Coach Candidate may/will be required to answer questions in these areas in order to provide the evidence necessary if it is not observed during the lesson.

**(Task 2 – Continued)**

<b>Criteria</b>	<b>Evidence</b>	<b>Evidence is incorrect or incomplete (1)</b>	<b>Minimum standards (2)</b>	<b>Exceptional quality and attention to detail (3)</b>
<b>Prescribes Corrections (Candidate provides corrections)</b>	Communicates Prescriptive Skill Correction	<ul style="list-style-type: none"> <li><input type="checkbox"/> Coach does not identify/use adequate demonstrations to model correct skill performance.</li> <li><input type="checkbox"/> Skill corrections are vague and too general. e.g. “eyes, shoulders”.</li> <li><input type="checkbox"/> Skill corrections focus on WHAT to improve rather than identifying specific strategies for HOW to improve the skill performance. e.g. “Your eyes and shoulders are down.”</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Coach’s correction clearly emphasizes both WHAT to improve and HOW to improve. e.g. “You are leaning too far forward. Stand up straight.”</li> <li><input type="checkbox"/> Coach uses/identifies adequate demonstrations to model correct skill performance.</li> <li><input type="checkbox"/> Coach uses own body language to demonstrate.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Coach explains WHY the correction will have a beneficial effect on performance while identifying HOW to improve. e.g.” If you stand up straight, your flow will be nice and smooth.”</li> <li><input type="checkbox"/> Coach uses specific external cues. e.g. “Keep your eyes on the picture on the boards.”</li> <li><input type="checkbox"/> Coach helps CanSkaters increase awareness of basic corrections by asking open-ended questions. e.g. “Where should your arms be? (up and out to the side or down by your sides)”</li> <li><input type="checkbox"/> Coach is able to rephrase corrections to achieve the desired result.</li> </ul>
<b>Talent Identification</b>	Identifies Talented CanSkaters	<ul style="list-style-type: none"> <li><input type="checkbox"/> Coach has not identified any CanSkaters as talented and therefore has not provided any opportunities for them.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Coach has identified some CanSkaters as talented.</li> <li><input type="checkbox"/> Coach has developed a sub-group of talented skaters.</li> <li><input type="checkbox"/> Coach has integrated “challenge skills” in the lesson plan.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Coach has identified some CanSkaters as talented and has followed the appropriate procedure according to the club’s Talent Identification Policy.</li> </ul>

**Note:** The Coach Candidate will be required to state what the club’s Talent Identification Policy is.