



HOCKEY CANADA

Development 1 Coach Evaluation Criteria

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National
Coaching
Certification
Program

PARTNERS IN COACH EDUCATION

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.



Coaching Association of Canada
Association canadienne des entraîneurs



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EVALUATION COMPONENTS

At the completion of the Development 1 clinic you are considered Development 1 trained under the auspices of Hockey Canada. This training provides the foundation of your education and gives you the necessary qualifications to coach within your branch. In order to be certified in the Development Stream (Titled the Intro to Competition by the Coaching Association of Canada) you must complete a formal evaluation. This evaluation gives you the opportunity to demonstrate the abilities/competencies that you possess as a coach relative to the expectations of a Development stream certified coach. An evaluation matrix has been designed by Hockey Canada that serves as the “mark guide” for your field evaluator. This matrix ensures that the evaluation that you receive and the “measurement” of your abilities is accurate relative to other coaches who are pursuing certification in the Development Stream. There are 4 evaluation components of evaluation within the Development Stream:

- Completion of the Written Assignment that will be submitted to your Provincial Member or Member Partner as part of the evaluation request
 - Seasonal Planning
 - Correct Individual Skill Performance (Analyzing Skill)
 - Three (3) sequential practice plans
- Development of an Emergency Action Plan
 - One to be submitted as part of your written assignment
 - One to be submitted to your Field Evaluator prior to practice observation
- A field evaluation completed by a qualified branch evaluator – including observation of 1 practice
- Completion of the Make Ethical Decisions online evaluation through the Coaching Association of Canada, which is located at www.coach.ca

Within Canada the method to request a field evaluation varies from region to region. Ensure that prior to leaving this training session you have clarified with the course facilitator how you go about requesting a field evaluator once you are ready to be evaluated.

The following pages detail the expectations of the coach within each of these 3 components.

ANALYZE PERFORMANCE

Detect individual skill performance

- Coach moves around ice to observe skills from the most optimal vantage points and scans all the athletes
- Coach is able to select the most critical factor that has a direct impact on performance
- Coach is able to reflect on potential causes of skill error (Cognitive / Affective / Motor)
- Errors identified are consistent with athlete development guidelines for the appropriate stage of athlete development

Coach evaluation on performance detection will be evaluated in 2 ways:

- Coach will be observed in practice and the coach's ability to detect errors will be analyzed based on the evidence outlined on the following page
- Coach will submit to their evaluator an analysis of player performance based on the support video that they have received at the training session

Correct individual skill performance

- Coach makes specific corrections that identify **how** to improve the performance, by prescribing key performance factors
- Coach uses adequate demonstrations to model correct performance
- Skill/performance corrections are prescriptive (emphasize how to improve, not just what to improve)

PLAN A PRACTICE

Identify appropriate logistics for practice

- Practice plan identifies a goal or a series of key elements that will be addressed in the practice
- Practice plan identifies basic information include, date, time, location, number of athletes, level of athletes
- Practice plan indicates basic logistical needs (i.e. facilities and equipment) to match the overall goal
- Practice plan has a clearly identified goal that is consistent with NCCP and Hockey Canada's growth and development principles
- Practice plan is organized into main segments that include an introduction, warm-up, main part, cool-down and a conclusion
- Duration of the practice and each practice segment are identified on a timeline
- Plan includes a list of key factors or teaching points that relate to the overall goal

Identify appropriate activities in each part of the practice

- Activities/drills are purposeful and link to overall practice goal
- The duration of the practice and each practice segment are consistent with NCCP growth and development principles
- Planned activities/drills reflect awareness of, and control for potential risk factors
- Practice activities/drills are effectively described (i.e. diagrams, explanations, key points)
- Planned activities/drills are allotted enough time to develop the skills and or tactics identified by the goal
- Planned activities contribute to the development of skill (s) and are appropriate to the stage of skill development (Acquisition, Consolidation, Refinement)
- The practice plan indicates key factors (coaching points) that will be identified in the practice activity
- Planned activities contribute to the development of athletic abilities, are appropriate for hockey, and are consistent with NCCP growth and development principles

Design an Emergency Action Plan

- A one or two-page Emergency Action Plan for an away game and home practice that includes:
 - The location of telephones, exits, first aid kit and AED
 - Emergency telephone numbers
 - Specific directions to reach the activity site, which may include a map or a list of key instructions
 - Location of medical profiles for each athlete under the coach's care
 - Designated charge person, call person and control person

FIELD EVALUATION

Ensure that the practice environment is safe

Provide evidence of creating a safe environment for practices, games and other team events.

This evidence should include:

- Emergency Action Plan
- First Aid Kit
- Completed Player Medical Forms
- An awareness of the risks that potentially arise in the hockey environment

Run an appropriately structured and organized practice

Provide evidence of delivering an appropriate and organized practice.

This evidence should include:

- A practice that matches the practices goals and objectives
- Athletes engaged in activity a minimum of 50% of the time
- Breaks are provided for appropriate recovery and hydration
- Practice demonstrates a clear timeline for drills and activity time is maximized
- Coach demonstrates adequate use of space and equipment
- Coach implements activities that contribute to the development of skills, tactics and or athletic abilities

Field evaluators will also assess the coach's ability to:

- Effectively sequence teaching and drills in a progressive manner
- Make modifications and adjustments during practice based on the players understanding of the skills and tactics that are being taught

Make interventions that promote learning

Provide evidence of making appropriate interventions that include:

- Clear identification of **what** to improve and **how** to improve
- Use of feedback during the drill to constructively reinforce athletes' effort and performance
- Clarify key learning objectives and or performance factors (feedback / instruction) with players prior to practice/drill
- Identification of appropriate expectations for athlete behavior and reinforces these expectations when appropriate

Development 1 Observation/Evaluation Form

CC#:		Last Name:		First Name:	
Criteria		Meets Expectation 1 pt. / ME	Needs Improvement 0 pt. / NI	Comments	
Safety	Coach surveys the practice environment and ensures that there are minimal safety risks				
	Coach adjusts the practice to ensure safety of athletes				
	Coach can present a suitable Emergency Action Plan				
	Coach reinforces and teaches the correct application of competitive rules to ensure a safe practice				
	TOTAL (must Meet Expectation for 4/4)	/ 4			
Practice Design – Part A	Practice plan identifies a theme, primary objective or a series of related objectives				
	Practice plan is organized into segments that include an effective warm-up, main body, and a closing				
	Practice plan activities have key teaching points, clear diagrams, explanations, and equipment requirements				
	Practice plan activities are age and stage appropriate and contribute to the development of skills and/or tactics				
	Practice plan activities are linked to the theme or objectives and are progressive over the course of the practice				
	TOTAL (must Meet Expectation for 5/5)	/ 5			
Practice Design – Part B	Practice plan provides an overall duration, and each practice activity specifies an appropriate duration				
	Practice activities are designed to provide effective transfer of learning to the game context				
	Practice is designed to make optimal use of available ice/space using effective grouping, stations, and staff				
	Practice plan indicates roles and responsibilities of staff.				
	Practice plan clearly supports the current team situation, point in the schedule, point in the season plan.				
	TOTAL (must Meet Expectation for 3/5)	/ 5			
Practice Execution – Part A	Coach communicates with staff to review practice format, activities, roles, and key teaching points				
	Coach is well organized and optimizes time on task throughout the practice				
	Coach detects breakdowns in learning, errors in execution and makes effective interventions for correction				
	Coach modifies work intensity; work periods or provides breaks to account for fatigue and/or fitness levels				
	Activities are effectively communicated with players in optimal position to see or hear.				


Criteria		Meets Expectation 1 pt. / ME	Needs Improvement 0 pt. / NI	Comments
Part B Practice Execution –	Coaches are engaged in teaching throughout activities and provide positive, effective feedback to individual players to correct or reinforce performance.			
	Coach identifies and reinforces appropriate athlete behaviour and corrects inappropriate behaviour			
	TOTAL (must Meet Expectation for 7/7)	/ 7		
	Coach promotes a positive, professional image and models the image to players and other stakeholders			
	Delivery and execution of the practice matches the practice plan			
	Coach pre-ices players to prepare them for the practice			
	Coach meets with players and staff post practice to review, summarize and evaluate			
	TOTAL (must Meet Expectation for 2/4)	/ 4		
Summary	Planning element	Score	Comments	
	SAFETY <ul style="list-style-type: none"> Ensures that the practice environment is safe 	/4		
	PRACTICE DESIGN <ul style="list-style-type: none"> Designs an appropriately structured and organized practice 	/10		
	PRACTICE EXECUTION <ul style="list-style-type: none"> Implements an appropriately structured and organized practice Makes interventions that promote learning 	/11		
Coaches Total:		Needs Improvement ≤ 20		Meets Expectation ≥ 21
Note – Coaches must obtain 4 of 4 for Safety and 5 of 5 for Practice Design – Part A to Meet Expectation				
Please check one of the following based on the coaches evaluation score				
Certification (ME)		Re-Observe (NI)		
Evaluator				
First Name:		Last Name:		
Signature:		Date:		

Practice Evaluation Criteria Explanations

	Criteria	Explanation
Safety	Coach surveys the practice environment and ensures that there are minimal safety risks	Survey the ice, benches, staff and players to ensure all gates are closed, nets are pegged, helmets are strapped up, neck guards are being worn, equipment is properly worn, etc.
	Coach adjusts the practice to ensure safety of athletes	Coach displays an ability or knowledge of how to adjust drills, games, activities to provide greater safety. Adjustments can be in the use of equipment, changes in space, number of players, rules or other constraints.
	Coach can present a suitable Emergency Action Plan	The emergency action plan contains the proper details and information for the facility being used for the practice
	Coach reinforces and teaches the correct application of competitive rules to ensure a safe practice	Coach ensures players are competing in activities in a manner that abides by the proper rules of the game and the coach reinforces such rules to ensure that actions such as body checking and defending is done in a safe and legal manner.
Practice Design	Practice plan identifies a theme, primary objective or a series of related objectives	The practice plan has a clearly stated theme/objective or a set of objectives.
	Practice plan is organized into segments that include an effective warm-up, main body, and a closing	Practice plan contains an effective warm up activity and appropriate closing activity. All other activities are grouped within a logical practice body. The body may be further organized into appropriate sections.
	Practice plan activities have key teaching points, clear diagrams, explanations, and equipment requirements	Activities in the plan are clearly diagrammed with well articulated explanations. Diagrams use proper symbols and the key teaching points of each drill are clearly defined on the plan.
	Practice plan activities are age and stage appropriate and contribute to the development of skills and/or tactics	Activities in the plan contain the appropriate level of complexity for the age and level in questions. Activities target the development of individual skills, tactics and team tactics.
	Practice plan activities are linked to the theme or objectives and are progressive over the course of the practice	Practice plan activities tie together to present a common teaching theme or objective and link progressively. If practice plan has more than one objective then activities are properly grouped and linked to address them in logical order.
	Practice plan provides an overall duration, and each practice activity specifies an appropriate duration	Activities in the practice plan have been allocated appropriate times to ensure adequate time on task as well as activity change over. Overall time for the practice reflects the total time of the activities.
	Practice activities are designed to provide effective transfer of learning to the game context	The plan contains activities that provide players with game like context and the need to execute technique and skills under pressure and within decision making constraints. Activities are not all blocked drills. Random drills, SAGs, compete drills are used as well.
	Practice is designed to make optimal use of available ice/space using effective grouping, stations, and staff	The plan make use of the total available ice allocated for the practice. Example: if the practice is full ice then activities do not concentrate in one end only. Groups and stations are used to take advantage of available ice.
	Practice plan indicates roles and responsibilities of staff.	All coaches have been assigned roles and they are clearly defined in the plan. Plan should indicate who is leading the activity and what the other coaches should be doing and where they should be located.

	Criteria	Explanation
	Practice plan clearly supports the current team situation, point in the schedule, point in the season plan.	There is a clear link between the practice plan and its content and where the team is in their season plan and schedule. The practice should not be disconnected or a reactionary practice to a game result.
Practice Execution	Coach communicates with staff to review practice format, activities, roles, and key teaching points	Prior to meeting with players the coaches should meet to pre-brief the practice and review the plan and clarify any unknowns, make adjustments, etc.
	Coach is well organized and optimizes time on task throughout the practice	Teaching occurs within the activities with minimal interruptions. Stopping activities repeatedly is avoided. The time from one activity to the next is minimized and when players have to come to the board or water the coach does not speak for long periods.
	Coach detects breakdowns in learning, errors in execution and makes effective interventions for correction	The coach is able to target corrections and teachable moments with individual players during the activity and extract them momentarily. Coach does not always have to stop the entire group. Coach has staff making corrections and teaching in a similar manner.
	Coach modifies work intensity; work periods or provides breaks to account for fatigue and/or fitness levels	Adequate water breaks are provided. The coach is able to detect when players are reaching exhaustion and high levels of fatigue and adjust the pace or size of an activity. Coach is able to adjust the length of reps or adjust the work to rest ratios.
	Activities are effectively communicated with athletes in optimal position to see or hear.	When drills and activities have to be communicated on ice the coach makes use of a large white board, the board is properly mounted for all to see and players are in the right location to see and hear. When demos are carried out players are well positioned to observe and the coach moves at a speed that allows players to understand and retain it.
	Coaches are engaged in teaching throughout activities and provide positive, effective feedback to individual athletes to correct or reinforce performance.	During all activities the coach has his/her staff effectively located around the entire practice space and giving their attention to groups, stations or components of the activity. Assistants in the activity are not just watching but engaged in providing feedback to players one on one. Coaches are not involved in the activities but serving as coaches. Coach provides a balance of positive reinforcement to good actions and positive critique to mistakes. Positive language is used in all cases. Coach does not shout at the entire group, brings them together to speak in a supportive tone. Speaks with players one on one during activities and points out the positive and negative in a healthy manner.
	Coach identifies and reinforces appropriate athlete behaviour and corrects inappropriate behaviour	Coach reinforces proper behaviour throughout the practice as well as off ice prior to and after the practice. Coach works with players to ensure that they are respectful of one another, positive teammates and treat staff in an appropriate manner. Coach helps players learn to be attentive and focused at the right times and avoid being distractions.
	Coach promotes a positive, professional image and models the image to images and other stakeholders	Coach is professionally dressed with helmet strapped up and safe gloves. Coach uses appropriate language and speaks respectfully to players and staff
	Delivery and execution of the practice matches the practice plan	The coach delivers the practice as it was designed, addressing the theme and objective for the plan. Small adjustments are acceptable but a significant move away from the plan should be avoided.
	Coach pre-ices athletes to prepare them for the practice	Prior to going on the ice the coach reviews the opening activities with the team and ensures players are ready to go on to the ice and get organized into their warm up right away and then move into the next activities without requiring time at the board, demos, etc.

	Criteria	Explanation
	Coach meets with athletes and staff post practice to review, summarize, and evaluate	After the practice the coach meets with staff quickly to review points that need to be reviewed with players. The coach then meets with the team in the dressing room to review the practice and provide players a chance to ask questions and get clarifications. Coach meets with players one on one if need be.



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