



# Fundamentals Coach (level 1) EVALUATION GUIDE

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The programs of this organization are funded in part by the Government of Canada



# How to be a better coach



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**Learn to listen**, especially to the athletes – they are excellent teachers.

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**Help each athlete develop** all of their capacities: physical, mental/emotional, and social.

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**Take a stand** against doping and cheating in sport.

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**Thirst for knowledge**  
attend coaching courses, get certified, stay up to date.

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# FUNDAMENTALS COACH (LEVEL 1) EVALUATION GUIDE

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## COACH ASSESSMENT AND EVALUATION: WHAT'S THE DIFFERENCE?

<b>Assessment</b>	<b>Evaluation</b>
<p><i>WHAT IS IT?</i></p> <ul style="list-style-type: none"> <li>• Assessment is a step in the learning process whereby the learner is informed of his or her performance or progress towards the achievement of a given outcome.</li> <li>• Assessment is a formative process.</li> <li>• Assessment provides information and feedback on coaching performance at a given time. It is cross-sectional and context-specific.</li> <li>• Assessment may be objective or subjective.</li> </ul>	<p><i>WHAT IS IT?</i></p> <ul style="list-style-type: none"> <li>• Evaluation is the process whereby a judgment is made on the ability of the coach to demonstrate one or more outcomes to an established standard.</li> <li>• Evaluation is a summative process.</li> <li>• Evaluation is cumulative and may require several assessment methods.</li> <li>• Evaluation is objective and provides a benchmark.</li> </ul>
<p><b>An Assessor:</b></p> <ul style="list-style-type: none"> <li>• provides feedback and information to coaches based on outcomes and criteria.</li> <li>• uses valid and objective assessment tools to gather information on coaching performance for a given outcome.</li> <li>• makes recommendations to improve coach performance.</li> </ul>	<p><b>An Evaluator:</b></p> <ul style="list-style-type: none"> <li>• passes a judgment on coaching competency in a specific context based on outcomes and criteria that have a defined standard.</li> <li>• uses valid and objective evaluation tools that define performance for a given outcome and criterion.</li> <li>• if <b>external</b>, has been identified by the NSF to conduct an evaluation of a coach and has not been involved in the training of the coach.</li> <li>• grants certification.</li> </ul>
<p><i>WHAT ARE THE QUALITIES OF AN ASSESSOR?</i></p> <p>An Assessor:</p> <ul style="list-style-type: none"> <li>• may have context-specific knowledge and experience.</li> <li>• has some knowledge of the outcome being assessed.</li> <li>• may be an athlete, parent, administrator, or another coach.</li> <li>• may also function as a mentor coach.</li> <li>• is identified by the P/TSO, according to NCCP and NSF standards.</li> </ul>	<p><i>WHAT ARE THE QUALITIES OF AN EVALUATOR?</i></p> <p>An Evaluator:</p> <ul style="list-style-type: none"> <li>• is considered an “expert” in the context and in the sport.</li> <li>• is well versed in the NCCP evaluation standards and process.</li> <li>• is a leader in the sport’s coaching community.</li> <li>• is free of bias and subjectivity.</li> <li>• is selected and trained by the NSF, according to NCCP and NSF standards.</li> </ul>

## STRUCTURE OF EVALUATION IN THE NCCP

The structure for evaluation put forward in this document is based on a systematic approach for gathering evidence on coaching abilities. These abilities are tracked by the NCCP Database and substantiate coaching competency.

The following structure based on outcomes, criteria, and evidence is proposed to establish a clear link between the key components of the evaluation system.

A relationship exists between outcomes, criteria, and evidence. Together, these variables determine the *standards* that apply to coach evaluation in a given context.

### **OUTCOMES: What a coach should be able to do in specific areas deemed important for the NCCP**

The outcomes provide the framework for the NCCP and identify a generic foundation that presents a consistent structure across all sports. The outcomes identify the scope of the evaluation and provide a link between evaluation and training. In each context, certification is obtained upon the successful completion of the evaluation requirements of a specified minimum number of distinct outcomes.



### **CRITERIA: What will be evaluated within a given outcome.**

One or more criteria may be attached to a given outcome. The number of criteria also contributes to setting the scope of the evaluation. The criteria reflects a particular context and defines critical coaching abilities that sports want to emphasize. In the NCCP Database, criteria are used to track the progress of a coach toward certification and are recorded as either trained (T) or evaluated (E).



### **EVIDENCE: What the Evaluator must see to confirm the attainment of a given criterion.**

Evidence can be (1) discrete, observable coaching behaviours or (2) specific elements that are involved in determining the achievement for particular criteria. Depending on the criterion, one or more pieces of evidence may be used to establish competency. The evidence identifies the depth of the evaluation and provides specific points of reference to assist coaches in preparing for certification.

## SAMPLE EVALUATION TABLE

The following tables reflect the NCCP Standards and a proposed achievement scale for each outcome's criteria. Behaviours identified in the "Below Standard" section are suggested examples.

Behaviours identified in the "Above Standard" and "Highly Effective" sections include the recommended "optional" evidences as identified from the *Outcomes, Criteria, and Evidences Table*.

In some cases, additional examples of "above standard" and "highly effective" behaviours have been suggested in the *Sportification Tables* as examples for consideration.

<b>RESULT: Expectations of the Coach</b>	
<b>TRAINED – details about the training of coaches to meet this standard</b>	
<b>EVALUATION – details about where and how the evaluation will be conducted</b>	
<b>NOTE – additional information relating to this outcome/criterion</b>	
<b>Criteria: A more specific description of the desired coach competency</b>	
<b>Achievement</b>	<b>Evidences</b>
<b>Above Standard</b>  <b>ADVANCED</b>	Specific examples of what we would expect to see from a coach who clearly exceeds the required minimum standard of competency for this criteria
<b>NCCP Standard for Core Certification</b>  	Specific examples of what we would expect to see from a coach who meets the required minimum standard of competency for this criteria
<b>Below Standard</b>	Specific examples that would not allow a coach to receive a 'pass' evaluation for this criteria

The tables that follow reflect the NCCP Standards and proposed evidences for Swimming Coach, Swimming Canada's coaching education program in the NCCP Competition-Introduction context.

Swimming will train and evaluate coaches in seven outcomes;

- ***Make Ethical Decisions***
- ***Provide Support to Athletes in Training***
- ***Plan a Practice***
- ***Support the Competitive Experience***
- ***Analyze Performance***
- ***Design a Sport Program***
- ***Manage a Program***

## OUTCOME: MAKE ETHICAL DECISIONS

<b>TRAINED</b>	At a Making Ethical Decisions (MED) multi-sport course or an online training course offered through a Provincial Multi-sport organization or through a distance learning course.
<b>EVALUATION</b>	Using the online assessment tool for Making Ethical Decisions. Details can be found at: <a href="http://coach.ca/make-ethical-decisions-med--s16834">http://coach.ca/make-ethical-decisions-med--s16834</a>
<b>NOTE:</b>	<b>All coaches must take the Competition Introduction MED evaluation to become certified at this level.</b>

### Criteria: Apply an ethical decision making process through the online evaluation

Achievement	Evidences
<b>Above Standard Advanced</b>	<input type="checkbox"/> Score 90% or above on the Make Ethical Decisions online evaluation
<b>NCCP Standard for Core Certification</b> 	<input type="checkbox"/> Complete the Make Ethical Decisions online evaluation with a score of 75% or over using the following steps: <ul style="list-style-type: none"> <li>○ Gather facts</li> <li>○ Determine whether an issue is legal or ethical</li> <li>○ Identify all ethical issues</li> <li>○ Consider what influences how one sees the situation</li> <li>○ Use NCCP Code of Ethics to guide choice of action</li> </ul>
<b>Below Standard</b>	<input type="checkbox"/> Do not complete the Make Ethical Decisions online evaluation for Community Sport stream <input type="checkbox"/> Score below the pass standard for the Make Ethical Decisions online evaluation for Community Sport stream

**OUTCOME: PROVIDE SUPPORT TO ATHLETES IN TRAINING**

<b>TRAINED</b>	<b>Swimming 101</b>
<b>EVALUATION</b>	<b>Fundamentals Coach (level 1) Assessment</b>
<b>Criteria: Lead participants in appropriate activities</b>	
<b>Achievement</b>	<b>Evidences</b>
<b>Above Standard Advanced</b>	<input type="checkbox"/> Present an Emergency Action Plan with all six critical elements <b>Meet “Standard for Core Certification” and</b> <input type="checkbox"/> Adapt equipment and deck & pool environment to promote safety <input type="checkbox"/> Ensure key learning points are appropriate for the participants <input type="checkbox"/> Use strategies to promote participant self-esteem <input type="checkbox"/> Provide basic nutrition guidance to stakeholders <input type="checkbox"/> Coaches will plan and deliver safe dryland training <input type="checkbox"/> Develop sets that match “fast” fun and fun “fitness” <input type="checkbox"/> Provide evidence of maximized active engagement time for the participant, e.g., descriptions of strategies that a coach uses to enable participants to practice for as much time as possible versus standing around while listening to instructions or doing nothing during organization time
<b>NCCP Standard for Core Certification</b> 	<input type="checkbox"/> Present a complete Emergency Action Plan (EAP) with five of the six following critical elements. <ul style="list-style-type: none"> <li>○ Locations of telephones (cell and land lines)</li> <li>○ Emergency telephone numbers</li> <li>○ Location of medical profile for each athlete under the coach’s care</li> <li>○ Location of fully-stocked first-aid kit</li> <li>○ Advance “call person” and “control person”</li> <li>○ Directions to reach the activity site</li> </ul> <input type="checkbox"/> Perform a safety check of the pool & deck area (i.e. visual scan or use of a checklist) <input type="checkbox"/> Activities in practice plan reflect awareness and control of potential risk factors. <input type="checkbox"/> Take steps to minimize risk before and throughout the practice, e.g., equipment placement (ensures it is not placed on deck where swimmers could slip/trip on it), dives conducted at proper depth, etc. <input type="checkbox"/> Create opportunities to interact with all participants <input type="checkbox"/> Provide demonstrations so all participants can to see and hear <input type="checkbox"/> Use 1-3 key learning points that are appropriate for the participant <input type="checkbox"/> Reinforce in a constructive way the participants’ efforts and performance <input type="checkbox"/> Create an enjoyable learning environment
<b>Below Standard</b>	<input type="checkbox"/> Do not present an Emergency Action Plan <input type="checkbox"/> Act negatively and demeans participants, e.g., uses foul language, calls children names, pressures children to perform using threats <input type="checkbox"/> Do not survey pool and deck area environment prior to practice

**OUTCOME: PLAN A PRACTICE**

<b>TRAINED</b>	<b>Swimming 101</b>
<b>EVALUATION</b>	<b>Fundamentals Coach (level 1) Portfolio (Task 1,4) and Assessment</b>

<b>Criteria: Plan activities in a safe practice environment</b>	
<b>Achievement</b>	<b>Evidences</b>
<b>Above Standard</b>  <b>Advanced</b>	<b>Meet “Standard for Core Certification” and</b> <input type="checkbox"/> Provide evidence of use of the available time and equipment to promote a high degree of active engagement time <input type="checkbox"/> Use or integrate sport-specific tool box activities into practice
<b>NCCP Standard for Core Certification</b>  	<input type="checkbox"/> Identify participants’ needs in relation to age, abilities and performance levels <input type="checkbox"/> Match activities to the skill level of participants <input type="checkbox"/> Match activities to the appropriate segment of the practice (intro, warm-up, main part, cool-down and a conclusion/reflection) <input type="checkbox"/> Modify practice activities to address basic scenarios (i.e. Double booked facility, participants with different skill levels etc.) that could occur and create an alternative activity <input type="checkbox"/> Design an Emergency Action Plan (EAP) that provides: <ul style="list-style-type: none"> <li>○ Location of telephones (cell and land lines)</li> <li>○ Emergency telephone numbers</li> <li>○ Location of medical profiles for each athlete under the coach’s care</li> <li>○ Location of a fully stocked first-aid kit</li> <li>○ Advance “call person” and “control person”</li> <li>○ Directions to the activity site</li> </ul>
<b>Below Standard</b>	<input type="checkbox"/> Do not design an Emergency Action Plan <input type="checkbox"/> Do not modify practice to address provided scenarios <input type="checkbox"/> Do not match activities to the skill level of participants or to the appropriate segment of the practice

**OUTCOME: SUPPORT THE COMPETITIVE EXPERIENCE**

<b>TRAINED</b>	<b>Swimming 101</b>
<b>EVALUATION</b>	<b>Fundamentals Coach (level 1) Assessment</b>

<b>Criteria: Model exemplary behaviour at practices and during competition*</b>	
<b>Achievement</b>	<b>Evidence: Add Sport-specific Examples</b>
<b>Above Standard</b>  <b>Advanced</b>	<b>Meet “Standard for Core Certification” and</b> <input type="checkbox"/> Identify unethical behaviour in others and implement strategies to address the problem <input type="checkbox"/> Identify and encourage positive behaviours in others <input type="checkbox"/> Clearly communicate practice and competition goals to stakeholders
<b>NCCP Standard for Core Certification</b>  	<input type="checkbox"/> Demonstrate that behaviours are consistent with Fair Play Code and the NCCP Code of Ethics <input type="checkbox"/> Ensure that participants are enjoying the activity environment <input type="checkbox"/> Implement the fundamental rules and appropriate modifications <input type="checkbox"/> Behave respectfully toward participants, parents , officials, and other stakeholders
<b>Below Standard</b>	<input type="checkbox"/> Model behaviour that is not consistent with Fair Play and the NCCP Code of Ethics <input type="checkbox"/> Focus is only on winning <input type="checkbox"/> Do not foster enjoyment and learning in the participants

*\*“Competition” in this context includes those activities which are organized into competitive events AND/OR activities that provide children with the opportunity to compare their performance against their personal prior attempts.*

**OUTCOME: ANALYZE PERFORMANCE**

<b>TRAINED</b>	<b>Swimming 101</b>
<b>EVALUATION</b>	<b>Fundamentals Coach (level 1) Portfolio (Task 2)</b>

<b>Criteria: Detect and correct basic skill errors</b>	
<b>Achievement</b>	<b>Evidences</b>
<b>Above Standard</b>  <b>Advanced</b>	<b>Meet “Standard for Core Certification” and</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstrate knowledge of skill progressions using a skill inventory.</li> <li><input type="checkbox"/> Identify potential cause of skill errors as is appropriate to the developmental level of the participant</li> </ul>
<b>NCCP Standard for Core Certification</b>  	<ul style="list-style-type: none"> <li><input type="checkbox"/> Coach uses skill development/progression checklist to scan basic movement phases</li> <li><input type="checkbox"/> Identifies basic movement phases of appropriate skills</li> <li><input type="checkbox"/> Coach actively positions themselves for optimal sight lines or vantage point(s) e.g. include, side of pool, end of line, from above (dive board or lifeguard chair), in or underwater</li> <li><input type="checkbox"/> Coach is able to identify root causes of skill execution errors that have direct impact of the performance of the skills.</li> <li><input type="checkbox"/> Identify common or standard corrections to basic skills</li> <li><input type="checkbox"/> Ask participant’s consent for physical contact when assisting in correcting a skill error</li> </ul>
<b>Below Standard</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Does not move around practice area to observe swimmers and/or does not keep swimmers within sight line.</li> <li><input type="checkbox"/> Identifies common errors, but does not prescribe an appropriate correction that improves performance</li> </ul>

**OUTCOME: DESIGN A SPORT PROGRAM**
**TRAINED Swimming 101**
**EVALUATION Fundamentals Coach (level 1) Portfolio (Task 3)**
**Criteria: Design a multi-week program plan**

Achievement	Evidences
<b>Above Standard</b>  <b>Advanced</b>	<b>Meet “Standard for Core Certification” and</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Identify key athletic abilities and appropriate growth and development factors as outlined in the Swimmer Long Term Athlete Development model</li> <li><input type="checkbox"/> Present a series of practice plans that demonstrate the progression of skill development</li> </ul>
<b>NCCP Standard for Core Certification</b>  	On a calendar representing a multi-week program plan: <ul style="list-style-type: none"> <li><input type="checkbox"/> Identify how the program structure is appropriate for the skill and development level of the participants</li> <li><input type="checkbox"/> Identify and prioritize goals and objectives of the program</li> <li><input type="checkbox"/> Identify a calendar of events (practice/competitions/social/etc.)</li> <li><input type="checkbox"/> Identify an appropriate progression of skill development for subsequent practices (e.g., scope and sequence of skills)</li> </ul>
<b>Below Standard</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Do not provide a calendar that outlines the program structure</li> <li><input type="checkbox"/> Do not identify goals or events on the calendar</li> <li><input type="checkbox"/> Do not identify the progression of skill development for subsequent practices</li> </ul>

**OUTCOME: MANAGE A PROGRAM**

<b>TRAINED</b>	<b>Swimming 101</b>
<b>EVALUATION</b>	<b>Fundamentals Coach (level 1) Portfolio (Task 5)</b>

<b>Criteria: Communicate program philosophy and logistical factors</b>	
<b>Achievement</b>	<b>Evidences</b>
<b>Above Standard</b>  <b>Advanced</b>	<b>Meet “Standard for Core Certification” and</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Outline the financial demands for participants (equipment/clothing/travel)</li> <li><input type="checkbox"/> Identify logistics for an in-house skills competition or in fun activity events, e.g., submission of plans for organizing an event.</li> <li><input type="checkbox"/> Create a communication tool for parents to provide in house event details and purpose</li> <li><input type="checkbox"/> Identify tasks involved in organizing logistics for a in-house competition</li> </ul>
<b>NCCP Standard for Core Certification</b>  	<ul style="list-style-type: none"> <li><input type="checkbox"/> Present a communication tool that outlines information about the program (i.e. newsletters, letters, flyers etc.) <ul style="list-style-type: none"> <li>○ Remember to protect participant information when distributing information; i.e., When sending mass email communications, be sure to respect the confidentiality of contact information; Ask permission before sharing contact information</li> <li>○ Information to be shared includes program schedules (practice and competition or other in-house activity schedules), participant expectations, program news updates etc.</li> </ul> </li> <li><input type="checkbox"/> Identify and define behaviour expectations for athletes, parents and coaches to ensure principles of fair play (pre-season meeting or letter)</li> </ul>
<b>Below Standard</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Do not use communicate program information to participants and other stakeholders</li> <li><input type="checkbox"/> Do not protect privacy of participant information</li> <li><input type="checkbox"/> Do not identify and define behaviour expectations for athletes and other stakeholders</li> </ul>



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