



COMPETITION INTRODUCTION

EVALUATION GUIDE






National
Coaching
Certification
Program

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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.



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Competition Introduction Evaluation



1. Introduction

Congratulations on taking the next step towards achieving full certification as a Competition Introduction Coach!

Please note that Competition Introduction coaches must complete the Competition Introduction evaluation within 2 years of completing sport-specific training (counted from completion of module 9). If evaluation is not completed within 2 years, coaches may have update work to complete if the context requirements have been updated since the coach took the course. The PTSO shall assess each coach situation on a case-by-case basis and determine the action plan.

As a reminder and for reference the Competition Introduction coach pathway is posted as part of the CAS Coach Development Pathway on the artisticsswimmingcoach.ca website:

<https://artisticsswimmingcoach.ca/index.php?page=230>

Before proceeding with evaluation, please ensure that you have completed **ALL** of the required training for Competition Introduction and that all appears on your NCCP transcript in your CAC Locker account:

- ☐ Competition Introduction Modules 1-8
- ☐ Competition Introduction Module 9 (Practical In-Pool Component)
- ☐ Required NCCP Multi-Sport Modules:
 - ☐ Make Ethical Decisions Workshop
 - ☐ Make Ethical Decisions Online Evaluation
 - ☐ Making Head Way in Sport eLearning Workshop
 - ☐ Emergency Action Plan (EAP) eLearning Workshop
 - ☐ Sport Nutrition eLearning Workshop
 - ☐ Basic Mental Skills Workshop
 - ☐ Teaching and Learning Workshop

Once **ALL** of the above is completed you may proceed with the Competition Introduction evaluation process.

As a first step in the evaluation process, you will be required to complete and submit the Competition Introduction Coach Portfolio (separate word template is provided on artisticswimmingcoach.ca). The completed portfolio (and required fees) must be submitted to your Provincial/Territorial Artistic Swimming office to indicate your readiness for evaluation. A Competition Introduction Evaluator will then be assigned to you. With the guidance of your Evaluator, you will then complete a formal two-part observation process of your coaching: In-Practice and In-Competition.

Overview of Competition Introduction Evaluation Steps:	
Step 1	<input type="checkbox"/> Ensure you have completed all required training before proceeding with evaluation.
Step 2	<input type="checkbox"/> Register for evaluation with your provincial/territorial artistic swimming office by paying required fee and submitting your completed Competition Introduction Coach Portfolio (template document provided on artisticswimmingcoach.ca)
Step 3	<input type="checkbox"/> Your Provincial/Territorial Artistic Swimming office will assign you a Competition Introduction Evaluator.
Step 4	<input type="checkbox"/> Engage in pre-brief and formal observation of an in-practice session with your assigned Evaluator, followed by debrief and action planning.
Step 5	<input type="checkbox"/> Engage in pre-brief and formal observation of an in-competition session with your assigned Evaluator, followed by final debrief and action planning.
Step 7	<input type="checkbox"/> Evaluator will complete final Competition Introduction evaluation report and submit results to coach for their records, as well to the provincial/territorial artistic swimming office for entry into the CAC Locker.

Competition Introduction Outcomes

A well-conducted evaluation will confirm that Competition Introduction coaches have met all the criteria and evidence for each of the **6 Outcomes** that have been identified in the program. An effective evaluation will also help identify individual strengths and areas for improvement of the coach and provide some direction for ongoing development needs.

All coaches must complete Competition Introduction evaluation requirements to attain certification. Evaluation is based on meeting **6 Outcomes**, each with its own set of criteria and evidence to set standard that has been established by the NCCP and Canada Artistic Swimming.

Please refer to the Canada Artistic Swimming Competition Introduction Evaluation Rubric which is a separate document posted with the Evaluation Guide and Portfolio.

OUTCOME 1: Design a Sport Program

- Outline structure of own program based on training and competition opportunities
- Identify appropriate measures to promote athlete development within own program
- Integrate seasonal training priorities for artistic swimming in own practice plan

OUTCOME 2: Plan a practice

- Identify appropriate logistics for practice
- Identify appropriate activities in each part of the practice
- Design an Emergency Action Plan

OUTCOME 3: Provide support to athletes in training

- Ensure that the practice environment is safe
- Implement and appropriately structured and organized practice
- Make interventions that promote learning
- Assist athlete in the area of sport science to achieve desired training goals

OUTCOME 4: Support the competitive experience

- Prepare for readiness in competition
- Make effective interventions during and after the competition
- Assist athletes to be mentally prepared for competition

OUTCOME 5: Analyze performance

- Coach Detects performance
- Coach Corrects performance
- Artistic Swimming Specific Coach Knowledge

OUTCOME 6: Make Ethical Decisions (MED)

- Apply an ethical decision-making process
- Complete the CAC Make Ethical Decisions (MED) training module
- Once candidates have completed the MED training, and it appears on their transcript, they will have unlimited attempts at the MED evaluation via coach.ca
- Successful completion of the MED online evaluation is necessary for certification in any NCCP program and is mandatory in order to be a fully certified Competition Introduction Coach

Overview of Evaluator's Role:

The role of an Evaluator is to determine the coach's ability to demonstrate the achievement of coaching outcomes within a designated context. Evaluating and debriefing coaches in the NCCP evaluation process involves: Portfolio Evaluation, Pre-brief, Formal observation, Debrief, Action Planning and Reporting.

Canada Artistic Swimming Competition Introduction Evaluators will:

- ☑ Evaluate the Coach Portfolio and identify any areas that need improvement.
- ☑ Schedule pre-brief sessions before each formal observation (in-practice and in-competition) to establish the parameters and expectations of the observation based on the evaluation of the portfolio and the evaluation rubric.
- ☑ Schedule the formal observations (in-practice and in-competition).
- ☑ Conduct debriefing sessions after each formal observation (in-training and in-competition) to provide the coach feedback and an action plan for future development.
- ☑ Complete the Competition Introduction Evaluation Tool for the coach and submit the results of the evaluation to the provincial/territorial artistic swimming office in order for it to be entered in the CAC Locker.

2. Coach Portfolio

The concept of building a portfolio is a method to compile evidence and to assist an evaluator in making a decision on a coach's competence. The Coach Portfolio and any required additional components or attachments are to be submitted electronically.

Please note: the provincial/territorial artistic swimming offices and their team of evaluators shall determine the required timelines between submitting portfolios and executing an in-practice or in-competition formal observation as the schedules of each province/territory varies.

- The portfolio evaluation enables the Evaluator to determine the readiness of the coach candidate for the formal observation.
- The coach must register with their provincial/territorial artistic swimming office and submit all required portfolio pieces in advance of a formal observation being scheduled.
- The Evaluator must review the portfolio using the Competition Introduction Evaluation Rubric and then communicate the feedback to the coach in a timely manner.
- Successful completion of the required portfolio pieces will determine readiness for the formal observation.
- Once it is established that the candidate is ready for the formal observation, the Evaluator should notify the provincial/territorial artistic swimming office and communicate with the coach to schedule the formal observation.
- When the formal observation is scheduled, the Evaluator begins the pre-brief process.

The Coach Portfolio will require you to complete and submit the following **7 tasks**:

1. Competition Introduction Coach Profile
2. Coach Self-Assessment
3. Emergency Action Plan (using CAC template)
4. Competition Introduction YTP (Excel document – required to use the Comp Intro Excel template introduced in the workshop) and required follow-up questions
5. Four (4) Practice Plans, one per each phase of training
6. Competition Plans (for parents, athletes, and your coaching plan)
7. Analyze Performance assignment

A brief overview of each of these tasks is included below. If you do not feel that you are ready to complete a task that is outlined, you may want to seek out resources/training/support to assist you in learning how to accomplish the task. Please contact your Competition Introduction Learning Facilitator or ask your provincial/territorial artistic swimming office about resources.

Overview of Portfolio Tasks:

1. Competition Introduction Coach Profile

Fill-out the first page of the Coach Portfolio document (serves as your cover page) which is the Coach Profile page. The required information includes contact information, NCCP number, coaching history, current activity information, pre-requisite training checklist and your portfolio checklist.

2. Coach Self-Assessment

Complete the coach self-assessment questions in full.

3. NCCP Emergency Action Plan (EAP) template

You will have completed the NCCP Emergency Action Plan (EAP) eLearning module as part of your training. Using the NCCP EAP template provided when you complete the module (fillable PDF), please complete your EAP and submit the PDF as a separate attachment with your portfolio. Image below for reference.

The image shows two versions of the NCCP Emergency Action Plan (EAP) template. The left form is a simplified version with sections for Charge Person, Call Person, Important Addresses, and Emergency Phone Numbers. The right form is a more detailed version with sections for Event, Location, Directions to site/facility, Charge Person Responsibilities, Call Person Responsibilities, and REMINDERS.

Left Form (Simplified):

- Header: EMERGENCY ACTION PLAN (EAP) Date: _____
- Event: _____ Location: _____
- Charge Person: _____
- Call Person: _____
- Backup: _____
- Backup: _____
- Backup: _____
- Backup: _____
- Important Addresses: _____
- Emergency Phone Numbers: _____
- Site or Facility (Address, City, Province): _____
- Emergency Services: _____
- Nearest Hospital (Address, City, Province): _____
- Facility Manager or Superintendent: _____
- Additional Location Information: _____
- Other: _____

Right Form (Detailed):

- Header: EMERGENCY ACTION PLAN (EAP) Date: _____
- Event: _____ Location: _____
- Directions to site/facility: _____
- Charge Person Responsibilities:
 1. Conduct an initial assessment of the injury.
 2. Designate someone to watch the other participants (stop all activities and ensure all participants are in a safe area if nobody is available to supervise).
 3. Wait with the injured participant and help keep them calm until emergency medical services arrive and conduct their assessment of the injury.
 4. Record the injury using their club's accident report form.
- Call Person Responsibilities:
 1. Call for emergency help.
 2. Provide all necessary information to dispatch.
 - The facility location
 - The closest access door to the injured participant
 - The nature of the injury
 - A description of first aid that has been performed
 - Other medical information, such as allergies or medical conditions
 3. Clear any traffic from the facility entrance or access road before the ambulance arrives.
 4. Wait by the entrance to direct the ambulance.
 5. Call the participant's emergency contact person.
 6. Assist the charge person as needed.
- REMINDERS:
 - You can save and re-use this form to prepare an EAP for your usual practice site and for any site where you host competitions.
 - When preparing for away competitions, ask the host team or host facility for a copy of their EAP in advance.
 - Attach the medical profile and parent or caregiver contact information for each participant to this emergency action plan.

4. Competition Introduction YTP Template (you must use the Comp Intro YTP excel template introduced in the Comp Intro workshop) and follow-up questions

Complete the Competition Introduction YTP Template (Excel document) for the athletes you are coaching. Ensure you complete ALL tabs in full (Seasonal Goals, Monthly Goals, Weekly Goals, Practice Goals, Practice breakdown by phase, YTP, Figures – BPs, and Figures – Transitions). Also complete the follow-up questions that are listed in this part of the portfolio.

5. Four (4) Practice Plans, one per each phase of training

Submit four (4) practice plans in total – one plan for each of the phases:

- ☐ General Preparation Phase
- ☐ Specific Preparation Phase
- ☐ Pre-Competition Phase
- ☐ Main Competition Phase

**NOTE: you may choose to complete your four(4) practice plans in the YTP Template using the practice plan template provided OR you may choose to complete in the Coach Portfolio document. It is your choice – please just ensure it is clear for the evaluator.*

6. Competition Plans

For this task you will need to complete the questions provided, as well as submit competition plan documents that you would:

- a) Provide to parents – your “Competition Plan for Parents” (schedule, directions, instructions, equipment reminders, your team’s goal for the competition, etc.)
- b) Provide to your athletes – your “Competition Plan for Athletes” (schedule, instructions, equipment needed, what your goals/objectives are, etc.)
- c) Prepare for yourself as your detailed competition coaching plan – your “Coaching Competition Plan” (schedule, land and water warm-up plans/details, equipment, goals/objectives, recovery, debrief, etc.)

You may cut and paste these plans into the Coach Portfolio document or you may provide them as attachments to your Portfolio, please just ensure it is clear for the evaluator and that each plan is clearly titled for Parents, Athletes and Coaching.

7. Analyze Performance assignment

Complete the Analyze Performance assignment questions as detailed in the Coach Portfolio. You can refer to your Competition Introduction Module 8: Analyze Performance Coach Workbook and completed workshop exercises as a resource.

3. Pre-Brief

The Evaluator must confirm the logistics of each of the formal observations (in-practice and in-competition) – date, location, and time.

The pre-brief occurs in advance of the formal observation to determine:

- The coach's objective for the practice/lesson or competition that will be observed
- Confirmation of the practice/lesson or competition plan
- The indicators of success the Evaluator will use to measure the standard for certification (review of the Competition Introduction Evaluation Rubric)

The pre-brief should last between 15 and 30 minutes and can be conducted over the phone, online or in-person.

During the pre-brief, the Evaluator must:

- Explain the process of the evaluation (emphasizing the observation)
- Review the Competition Introduction Evaluation Rubric; the Outcomes, Criteria, and Evidence; and the Standards for Certification
- Answer any questions the coach may have
- Ensure the coach understands the process, evaluation rubric, and standards

The Evaluator will use the pre-brief to develop a positive and supportive relationship with the coach. Here are some questions Evaluators may ask during the pre-brief:

- What are your goals for the practice/lesson or competition?
- What is your comfort level with this particular participant/athlete group?
- What is your plan for reaching your goals?
- What do you see as the biggest challenge in reaching your goals?
- What is your plan for introducing your goals?
- How will you be able to tell if your goals are being achieved?
- What adjustments have you prepared to ensure you meet your goals?
- What kinds of adjustments have you made in the past?

4. Formal Observations

The purpose of the formal observation is to determine the coach's ability to demonstrate specific coaching outcomes. Formal observations must involve the coach working with the context appropriate development level of athletes. The formal observation is a slice of the overall evaluation process. It allows the coach to demonstrate required criteria and evidence at that time and within a given coaching context. The formal observation consists of gathering the evidence necessary to make a judgment on the attainment of specific standard using a variety of tools. Please refer to the Competition Introduction Evaluation Rubric.

There are two formal observations required for the Competition Introduction Evaluation: In-practice and In-competition. Each formal observation includes a pre-brief, the observation and a debrief.

1) In-Practice

The Evaluator and coach schedule a formal in-practice observation. The in-practice observation may take place in the form of a formal observation of coach working with appropriate level of athlete(s) during training OR video submission of coaching working with athlete(s) during training. Video submission platform/process/details are to be organized between the coach and the evaluator.

Regardless if in-person or via video, the formal observation of the practice must include the following procedures:

- The coach must submit their practice plan and emergency action plan (EAP) for the facility site used to the evaluator prior to the formal observation that includes all necessary elements for the observation. The coach may choose to use the practice plan and EAP submitted in their portfolio.
- Practice must include an introduction, warm-up, main-part, cool-down and conclusion.
- Coach should review Outcome 3: Provide Support to Athletes in Training to ensure they understand the expectations of each outcome, criterion and evidence so they are set-up for success!

2) In-Competition

The Evaluator and coach schedule a formal in-competition observation. The in-competition observation may take place in the form of a formal observation of coach coaching in the competitive environment with appropriate level of athlete(s) OR video submission of coach coaching in the competitive environment with the appropriate level of athlete(s).

This second formal observation must include the following procedures:

- The coach must submit their competition plans (for athletes, for parents, and personal coaching plan) to the evaluator prior to the formal observation that includes all necessary elements for the observation. The coach may choose to use the competition plans submitted in their portfolio.
- Coach should review Outcome 4: Support the Competitive Experience to ensure they understand the expectations of each outcome, criterion and evidence so they are set-up for success!
- Coach should note the two pre-brief questions they need to prepare that is part of Criterion #3 - Assist athletes to be mentally prepared for competition:
 - In pre-brief, coach presents evaluator with performance goals and objectives that have been set collaboratively with the athletes
 - In pre-brief, coach presents a pre-competition strategy that assists athletes or team to achieve an adequate mental state for performance by managing focus, negative anxiety and distractions.

5. Evaluation Debrief, Action Plan & Reporting

Evaluation Debrief

Following each of the two formal observations the evaluator must debrief with the coach. The debrief should last between 30 and 60 minutes, including the development of an Action Plan.

The purpose of the debrief is to:

- Give the coach an opportunity to reflect on and talk about their practice/lesson
- Give Evaluators an opportunity to provide feedback on what they observed, including criteria met and evidence observed
- Give Evaluators and coach an opportunity to develop an Action Plan
- Give Evaluators an opportunity to develop their recommendation about certifying the coach and share it with the coach

Throughout the debrief, Evaluators provide positive feedback that focuses on future improvement. Here are some examples of questions that might be asked:

- How do you feel about the practice/competition?
- What went well? What were the indicators that told you things were going well?
- What do you want to improve upon?
- What did you learn during this practice/competition?
- What would you do differently next time?

Action Planning

- The purpose of the Action Plan is to establish short-term and long-term goals for the coach's development. This includes specifying, in order, the steps to take to accomplish these goals. For example, the Action Plan could list steps the coach will take to complete his or her evaluation or to improve in certain areas. For instance, a coach could be encouraged to attend specific workshops or clinics that would assist in the successful achievement of a particular outcome or criterion.
- The Action Plan includes the Evaluator's assessment of a coach's ability to meet the required criteria according to the NSO's achievement scale.
- The Action Plan should be developed collaboratively by the Evaluator and the coach.

Reporting

- The Evaluator must provide the coach with a formal record of each step of the evaluation. This is accomplished through the Competition Introduction Evaluation Tool.
- The Evaluator must also send the coaches' Competition Introduction Evaluation Tool to the provincial/territorial artistic swimming office as proof of completion of the evaluation.
- The provincial/territorial artistic swimming office will then enter the evaluation into the Locker.

6. Competition Introduction Evaluation Rubric

Coaches seeking certification must be evaluated and must achieve at least "NCCP Standard (2)" in all criteria/evidence required for their evaluation.

Please refer to the Competition Introduction Evaluation Rubric which is detailed in a separate document posted on artisticswimmingcoach.ca with Competition Introduction Workshop documents as well as on <https://artisticswimmingcoach.ca/index.php?page=230> under Competition Introduction Coach Pathway.

7. Competition Introduction Evaluation Tool

The Competition Introduction Evaluation Tool is an Excel document that the evaluator will use to input their evaluation of outcomes 1-5, document comments for each of the outcomes, and provide the final summary and action plan. It essentially brings the evaluation rubric to life. The evaluator will send the completed Evaluation Tool to both the coach and the provincial/territorial artistic swimming office as proof of completion of their evaluation.

Outcome	Design a Sport Program	Plan a Practice	Provide Support to Athletes in Training	Support the Competitive Experience	Analyze Performance
Mark	0	24	56	28	28
Standard	20	24	56	28	28
%	0%	0%	0%	0%	0%
Any evidence "below standard"? (Y/N)	N	N	N	N	N
Total:	0	156	0%	0%	0%

Evidence	MARK	Above Standard (3)	NCCP Standard (2)	Below Standard (1)
1. Identify major program goals and objectives	0	Standard - demonstrates a strong understanding of SMART goals.	Seasonal, Monthly, Weekly and Practice Goal tabs are completed in the YTP.	Goals are incomplete in the YTP.
2. Identify basic athlete information (age, stage of sport development, differences in growth and development)	0	Athlete information chart transferred into YTP Excel doc.	Athlete information chart completed in portfolio.	Athlete information chart incomplete.
3. Identify competition schedule and number of competitions during the program	0	Competitions identified in YTP with importance colour-coded.	Competitions identified in YTP.	Competitions are not identified in YTP.
4. Identify length of each phase and period of the program AND number, duration, and frequency of training sessions in each phase of the program	0	n/a	Periods and phases identified in YTP	Periods and phases are not identified in YTP.

References:

1. Coaching Association of Canada, NCCP Evaluation Toolkit, Ottawa, 2011
2. Synchro Canada, Competition Introduction Coach Evaluation Portfolio, Ottawa, 2018



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