



CANADIAN FENCING FEDERATION
TEAMWORK. PERFORM. INSPIRE

CFF GENERAL EVALUATION GUIDE FOR COACHES



National
Coaching
Certification
Program

coach.ca

Coaching Association of Canada
Association canadienne des entraîneurs

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1. INTRODUCTION

1.1 What is the CFF Evaluation Toolkit?

This document, the *CFF Evaluation Toolkit*, is designed to help you and other sports in the CFF develop an evaluation process for coaches that meets both the needs of CFF and NCCP evaluation requirements.

This Evaluation Toolkit has nine sections. The first two apply to all NCCC contexts.

The *CFF Evaluation Toolkit* provides templates and examples that will help you tailor an evaluation process that meets both the needs of your sport and the NCCP evaluation standards.

1.2 Training vs. Certification

The NCCP model distinguishes between training and certification. Coaches can participate in training opportunities to acquire or refine the skills and knowledge required for a particular coaching context (i.e. Competition – Introduction) as defined by the sport and be considered “trained”.

To become “certified” in a coaching context, coaches must be evaluated on their demonstrated ability to perform within that context in areas such as program design, practice planning, performance analysis, program management, ethical coaching, support to participants during training, and support to participants in competition.

Certified coaches enjoy the credibility of the sporting community and of the athletes they coach because they have been observed and evaluated “doing” what is required of them as a competent coach in their sport. They are recognized as meeting or exceeding the high standards embraced by more than 65 national sport organizations in Canada. Fostering confidence at all levels of sport, certification is a benefit shared by parents, athletes, sport organizations, and our communities.

NCCP coaches are described as follows:

In Training – when they have completed some of the required training for a context;

Trained – when they have completed all required training for a context;

Certified – when they have completed all evaluation requirements for a context.

For more information please visit: <http://www.coach.ca/trained-vs-certified-s16468>

1.3 Outcomes, Criteria, and Evidence

Evaluation in the NCCP is based on a systematic approach to determining whether coaches meet NCCP standards. This approach has three key components:

Outcomes

Criteria

Evidence

OUTCOMES: These are the overall tasks coaches must be able to perform

There are seven overall tasks that capture what coaches in the NCCP need to be able to do. These are called *NCCP outcomes*, and they are:

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

The outcomes that apply in a specific coaching situation depend on the coaching context. National Sport Organizations (NSOs) have the flexibility to add unique outcome(s) should the NCCP outcomes not fully capture coaching tasks in their sport. The quantity of outcomes being evaluated contributes to the NCCP minimum standard for evaluation.

CRITERIA: These are the components of an outcome that will be evaluated

Every outcome is associated with one or more criteria.

Criteria depend on the coaching context. For example, in the Community Sport – Initiation context, the outcome Provide Support to Athletes in Training has one criterion, but in the Competition – Introduction context, it has three criteria.

Criteria *may* be sport-specific. The quantity and quality of criteria associated with a particular outcome contribute to the NCCP minimum standard for evaluation.

EXAMPLE – Provide Support to Athletes in Training Criteria:

- *Community Sport – Initiation context: Lead participants in appropriate activities*
- *Competition – Introduction context: Implement an appropriately structured and organized practice*

EVIDENCE: This is what the Coach Evaluator must observe and measure to confirm that the candidate meets the NCCP standard for each criterion

All criteria are associated with one or more pieces of evidence. Evidence is what the coach actually does. It is *observable and measurable*.

The more evidence the Coach Evaluator must observe and measure, the more demanding the evaluation will be.

Evidence *may* be sport-specific. The quantity and quality of criteria associated with a particular outcome contribute to the NCCP minimum standard for evaluation.

Together with the outcomes and criteria, the evidence is used to determine the NCCP minimum standard for evaluation.

EXAMPLE –

Competition - Introduction Context Criteria and Evidences for the Intended Outcome “Support Athletes in Training”:

Criteria: Run a well-organised and well-structured practice.

Evidences: Deliver a practice achieving pre-established goals; activities contribute to developing skills, tactics of athletic qualities; equipment is available and ready to use.

2. PRINCIPLES OF EVALUATION IN THE NCCP AND CFF

- ✦ Outcomes are the foundation of the NCCP approach to evaluating and certifying coaches.
- ✦ Evaluation in the NCCP reflects the ethical coaching practices promoted in the Canadian sport system.
- ✦ Evaluation in the NCCP reflects the diversity among sports in a given context.
- ✦ Evaluation recognizes and respects individual coaching styles.
- ✦ Evaluation in the NCCP is evidence-based.
- ✦ The evidence in NCCP evaluations consists of observable coaching behaviour that is used to determine whether a coach meets a given criterion.
- ✦ The evidence in NCCP evaluations may come from several sources.
- ✦ Evidence demonstrated during an evaluation may not reflect all of the elements or objectives identified in training activities.
- ✦ Coaches are fully advised of the evidence that will be used to determine whether they meet a given criterion. This helps them achieve certification.
- ✦ Coaches seeking certification are evaluated by NCCP-trained and NCCP- accredited Evaluators.
- ✦ Evaluation requirements, procedures, and methods are (1) administratively feasible, (2) professionally acceptable, (3) publicly credible, (4) legally defensible, (5) economically affordable, and (6) reasonably accessible.
- ✦ Evaluation is preceded by NCCP training or relevant experience.
- ✦ NCCP training activities prepare coaches to meet certification standards.

3. CERTIFICATION STANDARD

Certification Standard refers to the degree to which coaches meet given criteria. An achievement scale is used to determine whether or not a coach meets or exceeds the minimum standards. For example, a five-point achievement scale might be:

- Above Average / Very Effective.
- NCCP Minimum Standard – includes the evidence that describes the minimum standard
- Well Below Standard

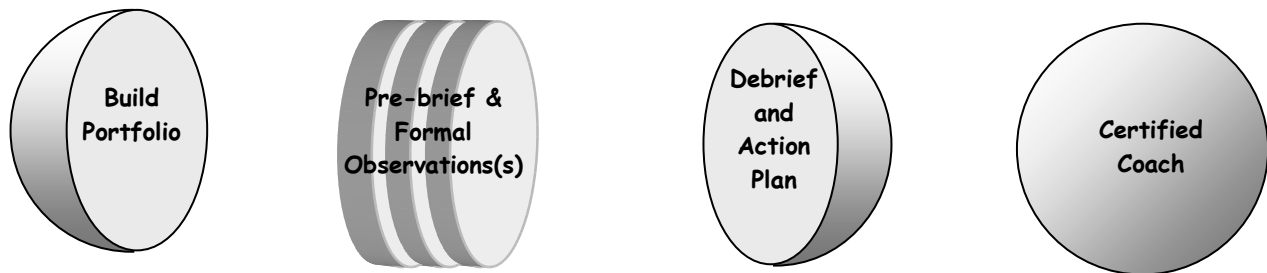
While the achievement scale may differ, *all* must include the NCCP Minimum Standard.

Coaches seeking certification for a given context must be evaluated and must achieve at least NCCP Minimum Standard in all the relevant criteria required for that context in their evaluation.

4. PROCESS FOR EVALUATING AND DEBRIEFING COACHES IN THE NCCP

Within the context of the National Coach Certification Program (NCCP), the evaluation represents the process used to determine if coaches meet NCCP standards to receive certification. This process applies to the eight NCCP training contexts.

This general information guide contains the standards, tools, and models, on which CFF will rely to evaluate coaches.



Within the framework of the NCCP evaluation process, coach evaluation and feedback are comprised of the following steps:

- A. Portfolio Evaluation
- B. Pre-brief
- C. Formal observation
- D. Debrief
- E. Action Planning
- F. Reporting

4.1 Portfolio Evaluation

- The portfolio evaluation enables the Evaluator to determine the readiness of the coach candidate for the formal observation.
- The coach must register with the appropriate sport body and submit all required portfolio pieces in advance of a formal observation being scheduled.
- The Evaluator must review the portfolio using the appropriate evaluation tools 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 appropriate sport body to schedule the formal observation.
- When the formal observation is scheduled, the Evaluator begins the Pre-brief process.

Pre-Brief

- The Evaluator must confirm the logistics of the formal observation—date, location, and time.
- The pre-brief occurs in advance of the formal observation to determine:
 - The coach's objective for the practice/lesson that will be observed
 - Confirmation of the practice/lesson plan
 - The indicators of success the Evaluator will use to measure the standard for certification
- The pre-brief should last between 15 and 30 minutes and is ideally conducted face to face or over the phone.
- During the pre-brief, the Evaluator **must**:
 - Explain the process of the evaluation (emphasizing the observation)
 - Review the Evaluation Tool; the Outcomes, Criteria, and Evidence; and the Standards for Certification
 - Answer any questions the coach may have
 - Ensure the coach understands the process, Evaluation Tool, and standards
- It is also hoped that the Evaluator will use the pre-brief to develop a positive and supportive relationship with the coach. Here are some questions Evaluators can use to help this happen:
 - What are your goals for the practice/lesson?
 - 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?
- Examples of pre-brief templates can be found in the NCCP Evaluation Toolkit Appendix

4.2 Formal Observation

- The purpose of the formal observation is to determine the coach's ability to demonstrate specific coaching outcomes. Depending on the context in which the coach is being evaluated, outcomes requiring formal observation may include Provide Support to Athletes in Training, Analyze Performance, and Support the Competitive Experience.
- 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.
- During the formal observation, Evaluators carefully observe coaches. Here are some tips on how to observe coaches:
 - Become thoroughly familiar with the Evaluation Tool so you know exactly what to look for.
 - Get as close as possible to the action while not affecting the practice/lesson or the outcome of the evaluation.
 - Look and listen for subtle indicators of the coach's performance without coaching, directing, or asking questions.
 - Put the coach at ease with the evaluation process. If the pre-brief took place a day or two before the observation, reintroduce yourself and remind the coach that evaluation should be a positive opportunity for personal growth.
 - Remind the coach to introduce the Evaluator to the group and explain what the Evaluator is doing.
- Use the evaluation tool(s) to record and make notes on what they see during the observation.
- Evaluators should take some time after the observation and before the debrief to collect their thoughts.

4.3 Debriefing

- 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 questions to use to accomplish this:
 - How do you feel about the practice/lesson?
 - 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/lesson?
 - What would you do differently next time?
- Evaluators should give the coach an opportunity to explain their plans and the reasoning behind some of their actions during training. These explanations may lead Evaluators to change what they recorded in the evaluation tool(s).
- The debrief should last between 30 and 60 minutes, including the development of an Action Plan
- There are three (3) primary stages to a debrief: 1) The Opening; 2) The Facilitation; 3) The Closing

The Opening: The opening stage of the debriefing provides an opportunity to continue data collection about the coach. Opening remarks should use a language that invites the candidate to reflect, to self-assess, and to present more information about his or her knowledge or experience. This type of communication should try to put the candidate at ease and allow him or her to express feelings and frustrations that may have occurred in the evaluation process. By doing this, the Evaluator(s) validate the coach's feelings and thoughts and create opportunities to build greater trust and confidence in the evaluation process. Offering opinions too early in the debrief will tend to stifle coach expression. Rather the Evaluator(s) should use guiding questions that enable the candidate to reflect on his or her experiences. Finally, it is important that the Evaluator(s) use active listening skills. While it may be tempting to review various evaluation tools during the debrief, the Evaluator(s) should be focused on the candidate and his or her responses to various questions. This communication skill can be developed and all Evaluators should adapt this trait.

The Facilitation: The facilitation phase assists in leading the coach through a guided discovery process to probe areas for further evidence. To this end, the Evaluator(s) should use the evidence to justify the attainment of a criterion and to form specific questions or to generate scenarios. This will enable the Evaluator(s) to gather more information, and clarify concerns about elements that may have been missed in the evaluation (portfolio or formal observation). For example, if a safety issue did not present itself in the evaluation, the Evaluator(s) may ask the coach what he or she would have done if a safety-related scenario had occurred.

The Closing: The closing phase of the debriefing allows the Evaluator(s) to summarize key points and to provide feedback. The Evaluator(s) may provide comments on specific evidence or provide suggestions for improvement. Remember that any opinion should focus on the

coaching behaviours rather than personal qualities of coach. The Evaluator(s) should consider what the coach could do in order to improve based on the criteria and evidence. In the cases where the candidate is clearly below the standard, the Evaluator(s) may ask if they understood the expectations of the evaluation as this may identify areas to consider in the action plan.

- It is important that the Evaluator or the Evaluation Panel be thoroughly prepared for the debrief session and have a good understanding of the criteria that have been evaluated.
- It is important that the debrief focuses on the criteria and utilizes the specific evidence to assist in justifying the attainment of the criterion. By doing this, the Evaluator or Panel minimizes the risk of criticizing the person, but rather, focuses on identifying or clarifying specific behaviours that could improve the coaching / instructional environment.
- An example of a Debrief Template can be found in the NCCP Evaluation Toolkit Appendix

4.4 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.
- The three main areas that an Evaluator(s) or mentor(s) must consider in action planning are organized to align with a Sport's achievement scale (based on the NCCP generic Sportification Tables).

Above Standard / Highly Effective — For outcomes where the coach has performed exceptionally well, the Evaluator should identify opportunities for the coach to continue to improve. This may involve further evaluation towards an advanced gradation status or additional professional development opportunities. It is dependent on the sport's coach development structure and the coach's development goals.

NCCP Standard for Core Certification — In this section, the Evaluator should note outcomes for which the coach has met the standards. The Evaluator should identify to the coach what, if anything, the coach still needs to complete to obtain a certified status (e.g., sign a code of conduct, update a professional membership status, or complete additional portfolio pieces.). Once again this will depend on the policies set by the sport governing bodies.

Below Standard — For outcomes or criteria that were below standard, the Evaluator must indicate what the coach needs to improve. The Evaluator should be as specific as possible in identifying what the coach needs to do to complete a successful evaluation of particular

outcome or criterion. Outlining specific evidence from the Sportification Tables may help identify areas for improvement. Depending on sport policies this may involve a re-submission or a re-observation.

4.5 Reporting

- The Evaluator must provide the coach with a formal record of each step of the evaluation. This includes copies of the portfolio assessment, a summary of the formal observation(s), and a copy of the action plan.
- Upon conclusion of the evaluation event, the Evaluator(s) must complete the appropriate **NCCP Course Registration Form**.
 - Clearly indicate coach and Evaluator(s) information including the CC#'s.
 - It is essential the date of birth be recorded on the form. It is not possible to enter coach information into the NCCP Database without an accurate date of birth as this is used as one of the unique identifiers to ensure data integrity.
 - Accurately indicate the appropriate context and stream in which the evaluation occurred.
 - Clearly state the name of the NCCP (e.g., "Competition Coach Evaluation").
 - Send completed forms in a timely manner to the appropriate sport governing body.

5. TOOLS, MODELS AND EXAMPLES

On the following pages, you will find tools and templates that will be useful to you when evaluating coaches, critical sessions and developing action plans. These tools and templates are provided as examples only; however, there may be other tools to use and provide to coaches at the time of assessment.

The evaluation tools apply to all contexts, modifying only the specific contents of each module.

5.1 CFF TRAINING MODULE EVALUATION REQUEST TEMPLATE.

Date _____
Location _____
Name _____
NCCP # _____
Sir/Madam _____, (PSO / CFF)

I wish to inform you of my interest in having my portfolio evaluated for the Canadian Fencing Federation coach training module indicated below:

Module: _____ Specialty or Weapon: _____

I would be grateful if you could submit my candidacy to those within the Canadian Fencing Federation in charge of evaluations.

Should you require any further information or have any questions regarding my application, please do not hesitate to contact me.

Signature

Date

Email:

Phone Number:

Attached: Resume

5.2 Practice Evaluation Overview: Coach Profile

EX: Competition – Development

Name	Surname		First Name		CC#							
	Apt.	Street										
Address	City			Province/Territory		Postal Code						
	Phone () - Home			() - Business			() - Fax					
Email												
Number of Years Coaching				Primary Athlete Context								
Name of Club/Facility				Facility Manager/Head Coach								
Athlete Information				Main Emphasis of Practice Identify potential areas of emphasis by prioritizing each potential cause of athlete performance. Circle the priority: H=High; M=Medium; L=Low								
# Athletes		Average Practice Time		Equipment	H	M	L					
Youngest Athlete Age		# Practices/Week		Environment	H	M	L					
Oldest Athlete Age		# Weeks per Year		Affective	H	M	L					
Ave. # Competitions per Year		Average # Events or Length Event per Competition		Cognitive	H	M	L					
Phase in Yearly Training Plan		Next Competition (days or weeks)		Physical	H	M	L					
				Tactical	H	M	L					
				Technical	H	M	L					
Practice Goals Indicate the 3 main objectives of the practice												
1.												
2.												
3.												

5.3 Pre-brief and Portfolio Evaluation Checklist

Instruction – Beginners/Intermediate Performers/Advanced Performers

Instructor Information										
Date of Evaluation/Pre-brief:						CC#				
Name	Surname				First Name					
	Apt.		Street							
Address	City				Province/Territory		Postal Code			
	Phone () Home		() Business		() Fax					
Email										
Number of Years Instructing:										
Primary Participant Context:										
Name of Club/Facility:										
Facility Manager/Head Instructor:										
Item						Yes	Date (dd/mm/yyyy)			
Instructor evaluation completed (i.e. post training evaluation)										
Completed portfolio submitted by instructor										
Lesson plan marked										
EAP marked										
Participant assessments included										
Instructor assessments by key stakeholders included										
Other included:										
Instructor contacted to set up debriefing session										
Date of debrief confirmed										
Missing items within portfolio verified with instructor										
Outcomes, criteria, and evidence made available to instructor										
Debrief concluded										
Future actions planned for the instructor										

5.4 NCCP Coach/Instructor Observation: Debriefing Template

Competition – Introduction/Development, Instruction – Beginners/Intermediate Performers/Advanced Performers

Coach/Instructor Information										
Date of Observation:						CC#				
Name	Surname				First Name					
Address	Apt.	Street								
	City				Province/Territory		Postal Code			
Phone	() Home			() Business			() Fax			
Email										
Pre-observation										
Preparation Checklist					Meeting					
Necessary practice parameters are identified to the coach Practice plan is made available and evaluated before practice EAP made available and evaluated before practice Evidence required in the practice (evaluation tools) made available to the coach Pre-observation feedback given to coach to identify possible issues or concerns Date and time of observation confirmed					Discuss process for observation, including evidence sought. Clarify any questions or concerns. Identify goals and objectives and discuss with the coach. Identify the context and logistics — Location in Season, Athlete Development Stage, etc.					
Debriefing (Reflections and Comments)										
Steps in Process										
1. Opening: Asking key questions Examples: What did you think went well and why? What might you have done better and how you would change it? Did you consider other ways to do that?										
2. Facilitation: Leading the coach in guided discovery to probe areas for further evidence Examples: If [safety situation] occurred, explain what you could have done. I noticed that you did _____. Why did you do that, or what might you have done differently?										
3. Closing: Summarizing key points and providing feedback Examples: Overall I thought that you did _____ well. You may want to consider trying _____ in the future. I observed that [a specific scenario] occurred and thought that you should be aware of its impact during the practice.										

5.5 NCCP Coach/Instructor Observation: Action Plan Template

Competition – Introduction/Development, Instruction – Beginners/Intermediate Performers/Advanced Performers

Criteria Evaluated		Rank (NI, ME, EE)	Check E=Successful Evaluation N=Not ready
Action Planning (Next Steps)			
<p>Needs Improvement</p> <p>Identify what the instructor needs to do to complete a successful evaluation in a particular outcome. This may involve a re-submission or a re-observation.</p>			
<p>Meets Expectations</p> <p>Identify to the instructor what needs to happen to maintain certification. This may include identifying appropriate professional development opportunities, mentorship, etc.</p>			
<p>Exceeds Expectations</p> <p>In outcomes where the instructor has performed exceptionally well, identify opportunities to move to a more expert level. This may involve further evaluation or training. Identify further opportunities to continue to excel in instructing.</p>			
Evaluator Signature		Date	
Instructor Signature		Date	
Evaluator	Surname	First Name	
Phone	() Home	() Business	() Fax
Email			

5.6 NCCP Coach/Instructor Observation: Final Evaluation

Competition – Introduction/Development, Instruction – Beginners/Intermediate Performers/Advanced Performers

Criteria Evaluated		Rank (NI, ME, EE)	Check E=Successful Evaluation N=Not ready
Final Evaluation Observations			
<p>Needs Improvement</p> <p>Identify what the instructor needs to do to complete a successful evaluation in a particular outcome. This may involve a re-submission or a re-observation.</p>			
<p>Meets Expectations</p> <p>Identify to the instructor what needs to happen to maintain certification. This may include identifying appropriate professional development opportunities, mentorship, etc.</p>			
<p>Exceeds Expectations</p> <p>In outcomes where the instructor has performed exceptionally well, identify opportunities to move to a more expert level. This may involve further evaluation or training. Identify further opportunities to continue to excel in instructing.</p>			
Evaluator Signature		Date	
Instructor Signature		Date	
Evaluator	Surname	First Name	
Phone	() Home ()	Business ()	Fax
Email			

6. NCCP COACH DEVELOPER CODE OF CONDUCT

It is expected that every Canadian Fencing Federation NCCP Coach Developer (LF/EV/MLF/MEV) will read, understand, and sign the following Code of Conduct:

5.1 Preamble

In my role as a Fencing Coach Developer National Coaching Certification Program (NCCP) for the **Canadian Fencing Federation**, I, _____ expressly agree to conduct myself in a manner consistent with this Code of Conduct. My failure to abide by this Code of Conduct can result in sanctions being imposed, including the revocation of my Canadian Fencing Federation Coach Developer Certification Status.

Code of Contact

I shall:

Good Standing

- Maintain a valid CFF fencing licence.
- Maintain a verified Vulnerable Sector Police Check or equivalent in jurisdiction of residence.
- Maintain facilitator/co-facilitator/evaluator activity every 2 years ¹
- Every 3 years be subject to co-facilitation or co-evaluation with a MLF/MEV ²

Training

1. Successfully participate in NCCP Coach Developer Core Training
2. Successfully complete the components outlined in the Fencing Coach
3. Developer training pathway.

Goals and Key Personnel Support

- Align with the common goals and objectives of the **Canadian Fencing Federation** as they service the membership at large.
- Avoid discrediting specific sponsors, suppliers, employers, and/or other partners.
- Support key personnel and systems of the NCCP and partner organizations (CAC, Sport Canada, Provincial/Territorial Governments, NSOs, PSOs).

NCCP Code of Ethics

Demonstrate ethical behaviour at all times and commit to the NCCP Code of Ethics.

¹ Activity based on submitted NCCP worksheets to the National office. Extensions of term may be awarded at the discretion of the National office based on extenuating circumstances. Failure to maintain active will result in status being returned to 'Trained' status.

² The role of the MLF will not be to lead but to mentor and help ensure that National standards are maintained.

Professional Development

Attend all required professional development and continuously seek to improve personal abilities and performance on a regular basis.

Workshop Behaviour

- Exhibit exemplary professional behaviour at workshops and/or evaluation sites.
- Approach problems and issues (technical and non-technical) in a professional and respectful manner seeking solutions that support due process.
- Place the best interest of the coaches taking part in the workshops/evaluation events ahead of my personal interests.

Harassment

Refrain from all forms of harassment: physical, emotional, mental, or sexual. For the purposes of this Code of Conduct, sexual harassment includes either or both of the following:

- The use of power or authority in an attempt to coerce another person to engage in or tolerate sexual activity. Such uses of power include explicit or implicit threats of reprisals for non-compliance or promises of reward for compliance;
- Engaging in deliberate or repeated unsolicited sexually oriented comments, anecdotes, gestures, or touching, that:
 - Are offensive and unwelcome,
 - Create an offensive, hostile, or intimidating environment and can be reasonably expected to be harmful to the recipient or teammates.

Responsibility

If there is disagreement or misalignment on issues, it is the responsibility of the Coach Developer to seek alignment with the objectives, goals and directives of the **Canadian Fencing Federation**.

Please be advised that the Canadian Fencing Federation Executive or Technical Director will take the necessary disciplinary action should any material breach of the Code of Conduct occur.

I hereby declare having read the above and understand and accept the terms and conditions outlined.

Name (Please print)

Signature

Date

NCCP#

NCCP Number

CFF Licence Number

7. ANNEXES

CFF COACH TRAINING EVALUATION REQUEST CRITERIA

Fencing-Specific Context

(Community Sport, Instructor Beginner, Competition Introduction)

1. Submit to the CFF or PSO a completed CFF Coach Development Program skill recognition request form for the chosen level (Levels: Community, Instructor Beginner, Competition – Introduction or Competition – Development) and specialty (epee, foil, sabre). You can find the skill recognition request form attached.
 - a. Submit a *certified copy of diplomas and proof of course completion* for your training (in PDF format). (These documents may be sent by email)
2. Pay evaluation request fees
 - a. Coach portfolio evaluation fees correspond to the requested development module and must be paid to the CFF once the evaluation request has been approved.
3. Provide a 15-minute video and pertinent plan for an individual lesson in the speciality outlined in the evaluation request form (foil epee, sabre), with content appropriate for the level to be evaluated. (See reference document for armband content for requested module.) Attached you will find a copy of the “Individual Lesson Content Tools and Specific Criteria” document.
This criteria is not required for the Community module.
4. Provide a 15-20 minute video and pertinent plan for a group lesson in the specialty outlined in the evaluation request form (foil, epee, sabre) with content appropriate for the level to be evaluated. (See reference document for armband content for requested module) Attached you will find a copy of the “Group Lesson Content Tools and Specific Criteria” document.
5. Provide a 45-60 minute video and pertinent plan for a practice in the specialty outlined in the evaluation request form (foil, epee, sabre), including a demonstration of an Emergency Action Plan (EAP), and with content appropriate for the level to be evaluated. (See reference document for armband content and LTAD criteria for requested module.) Attached you will find a copy of the “Group Lesson Content Tools and Specific Criteria” document.
6. Provide a season plan for the preparation period; this plan should be for a group of athletes in the specialty identified in the evaluation request form and based on athlete level, armband content and CFF long-term development program criteria.

(See reference documents for armband content and LTAD criteria for requested module) Attached you will find a copy of the “Training Periodization Tools and Specific Criteria” document.

This criteria is only required for the “Competition Introduction” module.

7. Provide a periodized yearly training plan for a group of athletes in the specialty identified in the evaluation request form, based on athlete level, armband content, and CFF long-term athlete development criteria. (See reference document for armband content and LTAD criteria for requested module) Attached you will find a copy of the “Training Periodization Tools and Specific Criteria” document. *This criteria is only required for the “Competition Development” module.*
8. Provide a video and preparation plan on participation in a competition as a coach, as well as a post-competition reflection based on the level and specialty to be evaluated (see reference document for armband content and LTAD criteria for requested module). This video may follow a simulated competition. Attached you will find a copy of the “Competition Participation Content Tools and Specific Criteria” document. *This criteria is only required for the “Competition Development” module.*
9. Provide “Make Ethical Decisions” module certification.
https://www.coach.ca/formation-multisport-s15501#MAKE_ETHICAL_DECISIONS_MED

MANDATORY CRITERIA FOR ALL CANADIAN COACHES

2. Provide a Basic First Aid certificate (https://www.redcross.ca/training-and-certification/course-descriptions/first-aid-at-home-courses/standard-first-aid-cpr?lang=en-ca&_ga=2.80739735.1094514744.1553776884-1528656203.1553776884)
3. Provide a criminal records check
https://www.sterlingtalentsolutions.ca/landing-pages/c/cac_ace/
- Provide Respect in Sport Workshop for Activity Leaders certificate <https://fencing-canada.respectgroupinc.com/>

Re-Evaluation


Should a coach fail an evaluation, he or she may register for a re-evaluation with the provincial fencing association. The coach will be re-evaluated only on the aspects considered “below average”.


A re-evaluation must occur within one year of the completion of a learning-facilitator-led workshop. Coaches may request up to three re-evaluations during this period.

It is strongly recommended that a coach not be re-evaluated by the initial evaluator.

8. ACHIEVEMENT STANDARDS TABLES


The following tables reflect the NCCP Standards and a proposed achievement scale for each outcome's criteria. While NSOs may choose to raise the "NCCP Standard for Core Certification", they may not lower it. Behaviours identified in the "Below Standard" section are suggested examples. Behaviours identified in the "Above Standard" and "Highly Effective" sections include the recommended "optional" evidence as identified from the *Outcomes, Criteria, and Evidence tables*. In some cases, additional examples of "above standard" and "highly effective" behaviours have been suggested in the *Sportification Tables* as examples for consideration.

Outcome: Make Ethical Decisions	
Criterion: Apply an ethical decision-making process	
Achievement	
Above Standard	<ul style="list-style-type: none"> <input type="checkbox"/> Score 90% or above on the Make Ethical Decisions online evaluation
NCCP Standard for Core Certification 	<ul style="list-style-type: none"> <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"> ○ Gather facts ○ Determine whether an issue is legal or ethical ○ Identify all ethical issues ○ Consider what influences how one sees the situation ○ Use NCCP Code of Ethics to guide choice of action
Below Standard	<ul style="list-style-type: none"> <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: Plan a Practice	
Criterion: Plan activities in a safe practice environment	
Achievement	
Above Standard	<p>Meet “Standard for Core Certification” and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Develop safety standards and guidelines which are used as model for others (e.g., for a league, provincial office, etc.) <input type="checkbox"/> Forecast dangerous factors and make immediate adjustments so participants are not at risk in all activities <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
NCCP Standard for Core Certification 	<ul style="list-style-type: none"> <input type="checkbox"/> Ensures participants respect safety rules for fencing: <input type="checkbox"/> Always wear a mask during exercises, bouts, or demonstration of actions, or whenever holding a weapon. <input type="checkbox"/> Await the coach’s signal to remove mask. <input type="checkbox"/> If a student needs to remove their mask, they must first exit the combat area, then put down their weapon before removing their mask. <input type="checkbox"/> Keep tip pointed to the ground during the coach’s explanations. <input type="checkbox"/> If a student needs move or switch partners, never cut between bouting fencers. <input type="checkbox"/> Avoid hitting opponents too hard (gauge strength of hits). <input type="checkbox"/> Await the instructor’s signal to begin exercises of bouts. <input type="checkbox"/> Design an emergency action plan (EAP) that provides: <ul style="list-style-type: none"> <input type="checkbox"/> Location of telephones (cell and land lines) <input type="checkbox"/> Emergency telephone numbers <input type="checkbox"/> Location of medical profiles for each athlete under the coach’s care <input type="checkbox"/> Location of a fully stocked first-aid kit <input type="checkbox"/> Advance “call person” and “charge person” <input type="checkbox"/> Directions to the activity site

Below Standard	<ul style="list-style-type: none"><li data-bbox="508 203 1197 235">❑ Do not survey lesson environment prior to lesson<li data-bbox="508 243 1732 308">❑ Do not address dangerous factors in the lesson environment Do not design an emergency action plan<li data-bbox="508 316 1732 381">❑ Do not match activities to the skill level of participants or to the appropriate segment of the practice
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Intended Outcome: Support Athletes in Training	
Criteria: Run a well-organised and well-structured practice	
Success	
Above Standard	<p>❑ Achieves a result that meets the “Basic Certification Standard” and:</p> <p>Sequence lesson activities to enhance learning</p> <ul style="list-style-type: none"> • Drills, exercises, methods, and training load are in accordance with the training objective(s) pursued • Adequate sequencing refers to the timing of lesson activities within the lesson. For example, the sequence of the activity provides a progression that builds towards execution under realistic/competitive situations <p>❑ Modify lesson activities to address context-specific circumstances or logistics; e.g., changes to weather, timing, or resources</p> <p>❑ Adapt lesson activities to provide appropriate challenge; e.g., adapting lesson to keep the learner motivated and engaged</p> <ul style="list-style-type: none"> ○ Appropriate sequencing of activities in the lesson. For example, sequencing of activities that creates a progression towards the execution of skills in realistic/competition situations. <p>❑ Adapts lesson activities with the goal of creating the right amount of challenge; e.g. adapting a lesson in order to maintain a level of motivation and engagements from learners.</p> <p>❑ Uses a variety of methods to adapt lessons for adequate learning: e.g. offers activities suite to different learning styles.</p> <p>❑ Modifies the lesson according to the performance of participants; e.g. modifies activities based on participant reaction and performance.</p>

<p>NCCP Standard for Core Certification</p> 	<ul style="list-style-type: none"> ❑ Present a lesson for the lesson that is being implemented ❑ Ensure delivery of lesson matches lesson plan's goal(s) ❑ Ensure main lesson segments are evident and include: introduction, warm-up, main part, cool-down, and conclusion ❑ Ensure equipment is available and ready to use ❑ Provide breaks for appropriate recovery and hydration ❑ Welcome participants prior to lesson ❑ Dress appropriately for active instructing ❑ Ensure activities contribute to the development of skills and/or athletic abilities ❑ Demonstrate adequate use of space and equipment ❑ Maximize lesson time: ensure participants have appropriate transition, duration, and waiting times: <ul style="list-style-type: none"> ○ Lesson demonstrates a clear timeline for activities so that activity time is maximized ○ Participants are engaged in activity at least 50% of the lesson
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Intended Outcome: Support Athletes in Training	
Criteria: Run a well-organised and well-structured practice	
Success	
Below Average	<ul style="list-style-type: none"> ❑ There is no clear structure to the lesson as demonstrated by the following elements: <ul style="list-style-type: none"> ○ No lesson plan is provided ○ Lesson goal is not clearly identified ○ No warm-up is provided or inappropriate warm-up activities are used. E.g., inappropriate warm-up activities may include implementation of high intensity activities prior to progressive lower intensity activities ○ Delivery of lesson does not match lesson plan ○ No cool-down is provided ❑ Equipment is not ready ❑ Breaks are not provided for recovery and hydration ❑ Instructor is inappropriately dressed for instructing <p>Duration of lesson activities are inappropriate, e.g., activities are so short that there is not enough time to learn or practice; activities are so long that participants become fatigued and de-motivated; there is more waiting time than engagement time for participants</p>

Outcome: Provide Support to Athletes in Training	
Criterion: Make interventions that promote learning	
Achievement	
Above Average	<p>Meets the “Basic Certification Standard” and:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Reinforce correct performance by facilitating interventions that promote reflection (e.g., feedback, questioning the participant, or using a demonstration) to identify the key factors that were properly executed <input type="checkbox"/> Ensure intervention is specific to individuals and enable the participant to take greater ownership over specific performance factors and learning objectives. E.g., intervention strategies may include: delayed or summative <input type="checkbox"/> Adapts equipment and environmental factors to foster safety, within the guidelines of the sport. <input type="checkbox"/> Ensure that the key learning points are appropriate for participants, in accordance with the sport’s participant development model guidelines. <input type="checkbox"/> Uses strategies to bolster participants’ self-esteem. <p>Provides evidence that the active engagement time of participants is optimal, e.g. describes strategies used by coach to allow participants to “play” as long as possible rather than to wait during explanations or activity set-up.</p>
NCCP Standard for Core Certification 	<ul style="list-style-type: none"> <input type="checkbox"/> Ensures that learning content is participant-appropriate, following the LTAD development model guidelines and the CFF Yellow Armband technical content. <input type="checkbox"/> Demonstrates in a way that all participants can see and hear. <input type="checkbox"/> Chooses activities adapted to each segment of practice (introduction, warm-up, main part, Cool-down and conclusion/final thoughts). <input type="checkbox"/> Modifies practice activities to respond to often encountered scenarios [e.g. participants with various levels of abilities, etc.] in community sport. <input type="checkbox"/> Chooses technical elements in simple to complex progression during group lesson <input type="checkbox"/> Positions his or her self appropriately during group exercises so as to permanently monitor the participation of all participants. <input type="checkbox"/> Create opportunities to interact with all participants <input type="checkbox"/> Reinforce participants’ efforts and correct performance <input type="checkbox"/> Provide feedback that is specific, positive, and directed to both the group and individuals <input type="checkbox"/> Promote a positive image of the sport and model the image to participants and other stakeholders

- | | |
|--|--|
| | <ul style="list-style-type: none">❑ Use respectful language when providing verbal interventions. Respectful language is identified as non-discriminatory and void of profanity and/or insults❑ Ensure explanations are clear and concise and provide opportunities to ask questions |
|--|--|

Intended Outcome: Support Athletes in Training	
Criteria: Making interventions that foster learning	
Success	
Below Average	<ul style="list-style-type: none"> ❑ Reinforce correct performance by facilitating interventions that promote reflection (e.g., feedback, questioning the participant, or using a demonstration) to identify the key factors that were properly executed ❑ Ensure intervention is specific to individuals and enable the participant to take greater ownership over specific performance factors and learning objectives. E.g., intervention strategies may include: delayed or summative ❑ Acts negatively and humiliates participants, e.g. uses vulgar language, verbally abuses children, intimidates children into perform under duress. ❑ Fails to check surroundings prior to practice. ❑ Fails to choose appropriate exercises or to follow correct progression of technical content. ❑ Activity content are not appropriate for the participants according to LTAD development model guidelines and CFF Yellow Armband technical content.


9. CFF STANDARDS FOR THE EVALUATION OF INDIVIDUAL LESSONS, GROUP LESSONS AND FENCING FOOTWORK PRACTICE

9 Outcome: Individual and Group Fencing Lessons	
Criteria: Interact in a way that fosters learning	
Achievement	Proof:
Above Average	<p>Achieves the “NCCP Core Certification Standard” and:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Reinforces desired performance by interacting in a way that brings about reflection [e.g., feedback, asking participants questions or offering demonstrations] aiming at identifying key elements of proper execution. <input type="checkbox"/> Ensures that interactions are tailored to each individual and that they allow participants to better internalise performance markers and given learning goals. <input type="checkbox"/> Demonstrates creativity in the choices of teaching criteria. <input type="checkbox"/> Demonstrates high level physical mastery of technical content for actions. <input type="checkbox"/> Asks questions helping participants think critically and reflect on their performance. <input type="checkbox"/> Identifies the learning styles of individuals and interacts accordingly to optimise learning. Appropriate interactions for each learning style may include: <ul style="list-style-type: none"> <input type="checkbox"/> Auditory Learners – verbal feedback. <input type="checkbox"/> Visual Learners – demonstration or modelling. <input type="checkbox"/> Physical Learners – doing or feeling. <input type="checkbox"/> Integrates mental preparation strategies into lesson. <input type="checkbox"/> Identifies corrections that direct attention outwards or towards the anticipated effects of the movement rather than internal aspects of the movement. <input type="checkbox"/> Can adapt different exercises to real match situations.
NCCP Core Certification Standard 	<ul style="list-style-type: none"> <input type="checkbox"/> Adopts position allowing all participants to see and hear. <input type="checkbox"/> Constructively recognises the effort of participants and corrects their performance. <input type="checkbox"/> Provides positive and specific feedback as well as instructions that clearly identify things to improve and how to improve them. <input type="checkbox"/> Uses respectful language with participants during verbal interactions. Respectful language is not discriminatory and is free of swears or insults. <input type="checkbox"/> Ensures explanations are clear and concise and provides students with the opportunity to ask questions. <input type="checkbox"/> Demonstrates desired performance his or herself or calls on another to do so. <input type="checkbox"/> Technical mastery regarding: power, precision and fluidity of each action and movement.

9 Outcome: Individual and Group Fencing Lessons	
Criteria: Interact in a way that fosters learning	
Achievement	Proof:
	<ul style="list-style-type: none"> <input type="checkbox"/> Manages distance, rhythm and timing criteria well with student according to the combat situation. <input type="checkbox"/> Establishes a good progression for technical action sequences (simple to complex). <input type="checkbox"/> Manages ability to correct student technically (redirection and breakdown of action). <input type="checkbox"/> Choose appropriate strategic intention for the combat situation – choice of action. <input type="checkbox"/> Choose the correct corresponding action to develop strategic intent. <input type="checkbox"/> Understands how to read and manage physical ability and effort of student. <p>For Group Lessons: Separate from Individual Lesson Criteria.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Chooses technical elements for lesson with simple to complex progression in mind. <input type="checkbox"/> Chooses group lesson elements progressing from collaborative to combative exercises. <input type="checkbox"/> Chooses partners for group lessons to ensure similar levels of technical action mastery. <input type="checkbox"/> Constantly observes and offers feedback on criteria such as technique, distance, timing and rhythm. <input type="checkbox"/> Positions him or herself in the fencing sale in a way that allows permanent supervision of all participants.
Below Standard	<ul style="list-style-type: none"> <input type="checkbox"/> Offers explanation without any key learning points. <input type="checkbox"/> Offers demonstration while not all participants are able to see or hear. <input type="checkbox"/> Interacts very little to clarify key learning points. <input type="checkbox"/> Offers feedback or instructions identifying only what to correct, not how to correct. <input type="checkbox"/> Offers feedback aimed at motivating rather than specific corrections (e.g. frequent use of reinforcement or “try harder” comments). <input type="checkbox"/> Delivers an individual lesson with insufficient coordination of yellow and orange armband technical actions. <input type="checkbox"/> Delivers an individual lesson with insufficient mastery of distance and timing within the lesson. <input type="checkbox"/> Offers a session with no link to the progression of chosen exercises. <input type="checkbox"/> Offers negative feedback when students make executions mistakes.

Intended Outcome: Performance Analysis	
Criteria: Detecting Execution Mistakes	
Success	
Above Average	<ul style="list-style-type: none"> ❑ Provide specific evidence (e.g., notational analysis, video analysis, biomechanical analysis, etc.) to reinforce analysis of performance ❑ Facilitate the participant(s) to detect key performance factors and to understand how and why errors affect overall performance. ❑ Meet “Standard for Core Certification” and: ❑ Identify potential causes of skill error (cognitive, affective, motor) ❑ Explain how and why the critical error contributes to the performance ❑ Use a variety of observational strategies (e.g., positioning, video, other instructors, etc.) to identify the most critical aspects of performance ❑ Identify if level of difficulty in the task is relevant to participants’ capabilities
NCCP Standard for Core Certification	<ul style="list-style-type: none"> ❑ Observe l’exécution des habiletés en fonction du critere fondamentalement technique ❑ Identifies or chooses technical criteria for different actions (e.g. direct attack, quarte parry with direct riposte) that directly impact performance. ❑ Ensures that mistakes to be corrected correspond with CFF armband criteria in accordance with athlete level ❑ Use sport-approved skill development/progression checklist to scan basic movement phases

Below Average	<ul style="list-style-type: none"> • Scan lesson environment infrequently and pay little attention to skill execution • Identify effort and motivational factors that contribute to lack of performance rather than common errors or corrections
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Intended Outcome: Performance Analysis	
Criteria: Correcting Execution	
Success	
Above Average	<p>Meet “Standard for Core Certification” and:</p> <ul style="list-style-type: none"> ❑ Identifies corrections directing the attention of participants towards technical movements ❑ Explain how and why the correction relates to improved performance ❑ Facilitate participants to increase awareness of corrections by asking appropriate questions ❑ Identify if level of difficulty in the task is relevant to participants’ capabilities
<p>NCCP Standard for Core Certification</p> 	<ul style="list-style-type: none"> ❑ Identify common corrections based on observation of movement phases and in accordance with the skill/development progression checklist ❑ Ensure skill/performance corrections are prescriptive (emphasize how to improve, not just what to improve). E.g., “You are dropping the ball, reach your hands towards the ball, or move into a better position to receive the ball.” or “You are dropping your right arm, think about pulling the elbow up prior to extending the fingers” ❑ Prescribe an appropriate activity and/or drill that assists participants to make correction in performance ❑ Use adequate demonstrations to model correct performance and ask for consent if physical contact is involved

Below Average	<ul style="list-style-type: none">• Correct the participant(s) by indicating what they did rather than identifying common corrective strategies for how to improve the performance. E.g., “You dropped the ball, next time catch it.” or You are dropping your right arm, don’t drop your arm.”□ Make corrections that are not appropriate as per the sport’s athlete development model and/or technical checklists
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PLANNING A PRACTICE CRITERIA

1. The coach must submit to the CFF, a document with a practice plan on the armband content relevant to the module to be evaluated.
2. The practice plan must identify:
 - Age of participants and practice characteristics in line with the Long Term Athlete Development (LTAD) program criteria.
 - Describe the necessary venue and equipment for the delivery of the practice.
 - Safety criteria in the planning and delivery of the practice.
 - An Emergency Action Plan.
 - The overall objectives of the practice.
 - The specific content for each part of the practice.
 - Introduction
 - Warm-Up
 - Main Practical Component
 - Cool-Down
 - Conclusion
 - Amount of time allotted to each part of the practice.
 - The proposed activities for the main practice in an appropriate order.
 - Justification of methodological criteria used during the delivery of the practice.
 - Any other criteria considered pertinent by the coach.

Note: it is strongly recommended that coaches follow the “Planning a Practice” multi-sport module prior to participation in the evaluation process.

[https://www.coach.ca/formation-multisport-s15501#PLANNING A PRACTICE](https://www.coach.ca/formation-multisport-s15501#PLANNING_A_PRACTICE)

PLANNING A PRACTICE: (General approach)

Introduction

Arrive 30 minutes before the start of practice*

- Arrive early
- Inspect facilities
- Prepare equipment
- Greet each participant upon arrival.

At the Start of Practice

- Start on time
- Ask participants to gather around you (circle, etc.*)
- Briefly go through goals and activities of this practice
- Provide general instructions on safety for the activities to be done

Warm-Up

General Warm-Up:

- Include general exercises (or games) to relax muscles and raise core temperature
- Dynamic flexibility exercises

Specific Warm-Up:

- Include brief activities known to participants that involve movements from the main part of practice
- Slowly increase intensity without over-exerting participants
- Choose fun activities (games) that will also prepare athletes for the main body of practice

Main Practice

- Plan three or more activities (based on available time and resources) and deliver them progressively
- Include fencing-specific exercises in a group setting, including yellow and orange armband content
 - *(During certain exercises, the coach may join the group and perform the exercises with them (allowing for small technical corrections). This type of interaction should last no more than a*

minute or two per student and be geared towards an overall general development.

- Use fencing-themed games and cooperative exercises as much as allows
- Avoid elimination games, as those who are eliminated first are often those needing the most practice
- Create stations to reduce down time and queues
- Aim for the development of fundamental movements
- Aim for the development of basic sport skills

Cool-Down

- Plan a gradual decrease in intensity
- Run fun low-intensity activities

Conclusion

- Offer feedback on what went well and what could be improved.
- Conclude with a team spirit activity*, e.g.: team cheer, etc.
- Ensure that everyone leaves in a good mood

(Reference document – Community Module) (CFF – ACE - 2014) page 39

INDIVIDUAL LESSON CRITERIA AND CONTENT TO BE EVALUATED

This criteria is not required for the community module.

1. Deliver a 15 minute lesson presenting the three steps of a lessons (introduction, action development, cool-down).
2. Provide an individual lesson plan with justification for the various development criteria in the lesson.
3. Lesson must demonstrate the delivery of offensive, defensive and counter-offensive criteria.
4. Specific lesson content must adhere to armband content for requested module. (See reference document on armbands for requested module).
5. The delivery of the lesson must progress through the following situations: standing still, moving forward, moving backwards.
6. The lesson must demonstrate use and establishment of specific technical or tactical criteria for requested module (e.g.: developing coordination, distance, rhythm, timing, speed, technical or tactical situations without variation – single hit option, situations with variations – multiple hit options).

7. Lesson must demonstrate the application of exercises using methodological criteria.
8. For other evaluation criteria, consult the reference document for the requested module: Chapter "CFF Individual and Group Lesson Evaluation Standards". *The specific information for this will be provided once the CFF has approved the evaluation request. (for coaches having received a diploma outside of Canada).*

GROUP LESSON CRITERIA AND CONTENT FOR MODULE TO BE EVALUATED

1. Deliver a 15 to 20-minute group lesson while applying the various criteria for the development of a group lesson (see reference document for requested module. "Group Lesson Components").
2. Provide a group lesson plan justifying the various development criteria used during the lesson.
3. Lesson must demonstrate the delivery of offensive, defensive and counter-offensive criteria.
4. Specific lesson content must adhere to armband content for requested module. (See reference document on armbands for requested module).
5. The delivery of the lesson must progress through the following situations: standing still, moving forward, moving backwards.
6. The lesson must demonstrate use and establishment of specific technical or tactical criteria for requested module (e.g.: developing coordination, distance, rhythm, timing, speed, technical or tactical situations without variation – single hit option, situations with variations – multiple hit options).
7. Lesson must demonstrate the application of exercises using methodological criteria.
8. For other evaluation criteria, consult the reference document for the requested module: Chapter "CFF Individual and Group Lesson Evaluation Standards".

The specific information for this will be provided once the CFF has approved the evaluation request.

CFF VIDEO EVALUATION TAPING PROTOCOL

- Videotaping **MUST** be done by a third party/assistant;
- Focus of the video is on the coach's competency and ability to interact with athletes, not the ability of the athletes;
- Tripods should be used whenever possible. If not using a tripod, try to keep the camera stable and steady;
- Videoing should be done in proximity where coach and athletes can be heard, wherever possible coaches should use a microphone; In the absence of a microphone, the coach must record another video different from that of the lesson, with the justification of different exercises and steps of the lesson. In the absence of a microphone, the coach must record a separate video justifying the various exercises and steps of the lesson.
- Lighting may be an issue, please maximize the amount of light possible for your video by altering your camera's shutter speed settings (see your camera's user manual for instruction);
- Minimize the use of the zoom feature – instead move camera closer if necessary;
- Try to video when there is the least amount of activity on other greens;
- Videos may be submitted in an avi/mp4 file.
- Video must be 60 to 90 minutes, should be continuous, non-edited.
- Video files should be sent to the CFF through a pre-arranged means. Dropbox, Google Drive, WeTransfer.

Note: Video content will pertain to armband content for each teaching module, the information being relayed to candidates once the submission request has been received by CFF. Armband content for each module can be found in the "Armbands" chapter of the reference documents for each context. (Reference document will also be provided to coach-candidates during their participation in each module workshop).

SEASON PLAN CRITERIA AND CONTENT FOR MODULE TO BE EVALUATED

(The plan is to be submitted by the coach will be written based on the preparation period of a season plan.

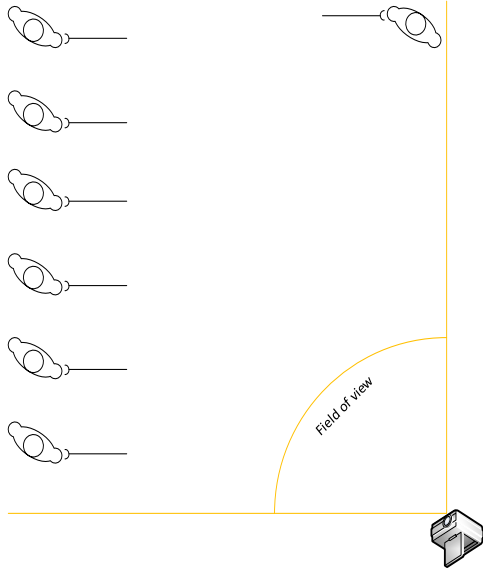
Criteria:

1. Identify age, LTAD stage and category of participants.
2. Identify weekly training volume (hours)
3. Identify training experience of participating athletes (months, years).
4. Identify overall performance goals for the season plan
5. Identify overall performance goals for the determined period.
6. Identify mesocycle goals, durations and types for the determined period.
7. Identify microcycle content, duration and types for the determined period.
8. Identify contents for each preparatory phase of the determined period.
9. Identify type and quantity of competition for the determined period.
10. Any other recommended criteria to enrich the content of your season plan.

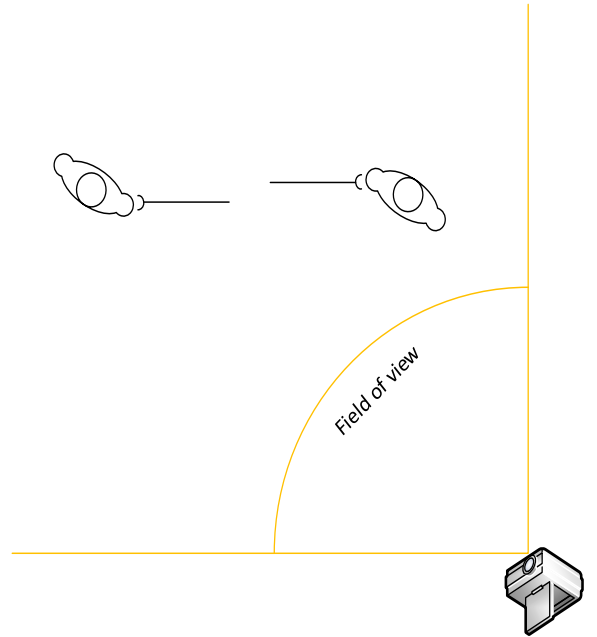
Note: it is strongly recommended that coaches follow the “Performance Planning” multi-sport module prior to participating in the evaluation.

https://www.coach.ca/formation-multisport-s15501#PERFORMANCE_PLANNING

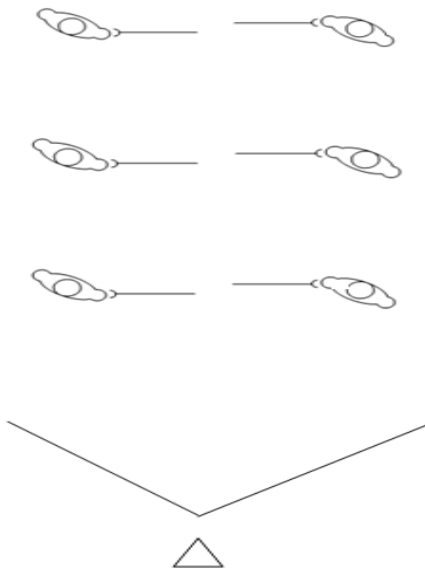
Footwork and/or Fencing Practice



Individual Lesson



Group Lesson



Workshop Evaluation Fees:

Community-Initiation Portfolio	50 \$
(Multi-Sport and Sport-Specific Theory, and Video)	
Instructor-Beginner Portfolio Evaluation	100 \$
(Multi-Sport and Sport-Specific Theory, and Video)	
Competition-Introduction Portfolio Evaluation	150 \$
(Multi-Sport and Sport-Specific Theory, and Video)	
Competition-Development Portfolio Evaluation	300 \$
(Sport-Specific Theory, Multi-Sport Theory, Video Analysis of: Individual Lesson, Group Lesson, and Training and Competition Observation)	

Training documents fees

(40 \$ each training module)	40 \$
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