



CANADIAN FENCING FEDERATION
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NCCP FENCING

GENERAL EVALUATION GUIDE



*National
Coaching
Certification
Program*



PARTNERS IN COACH EDUCATION

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



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

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1. Acknowledgements

The Canadian Fencing Federation wishes to acknowledge the contributions of those who helped in the creation of this document.

Principal Author

Ildemaro Sanchez - Coach Developer Canadian Fencing Federation

Revision Contributors

Alyssa Dow - graphic artist for coaching model & pathways

Barbara Daniel - review & editing

Olivier Tyteca – review & editing

Special thanks to

Marie-Pier Charest - Coaching Consultant, Coaching Association of Canada

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Version History

The following outlines the historical versions of this document, and identifies any notable changes.

Date	Revision	Ver.
2019/08/20	Original document	1
2021/10/15	Update of graphics, editing	2
2022/03/31	Final review	3
2023/01/20	Content revisions – simplification and clarifications	4
2025/05/01	Pathway update for Competition-Development	5
2026/01/01	Update on Pathways Following Changes to the NCCP Ethical Decision-Making	6

2. Introduction

This CFF General Evaluation Guide describes the evaluation process that will be used by NCCP evaluators for the support of candidates to move from “trained” status to NCCP certification. It contains the standards, tools, and models on which CFF will rely to evaluate coaches. In addition, specific evaluation toolkits that describe greater detail for the evaluation process are available in the following context:

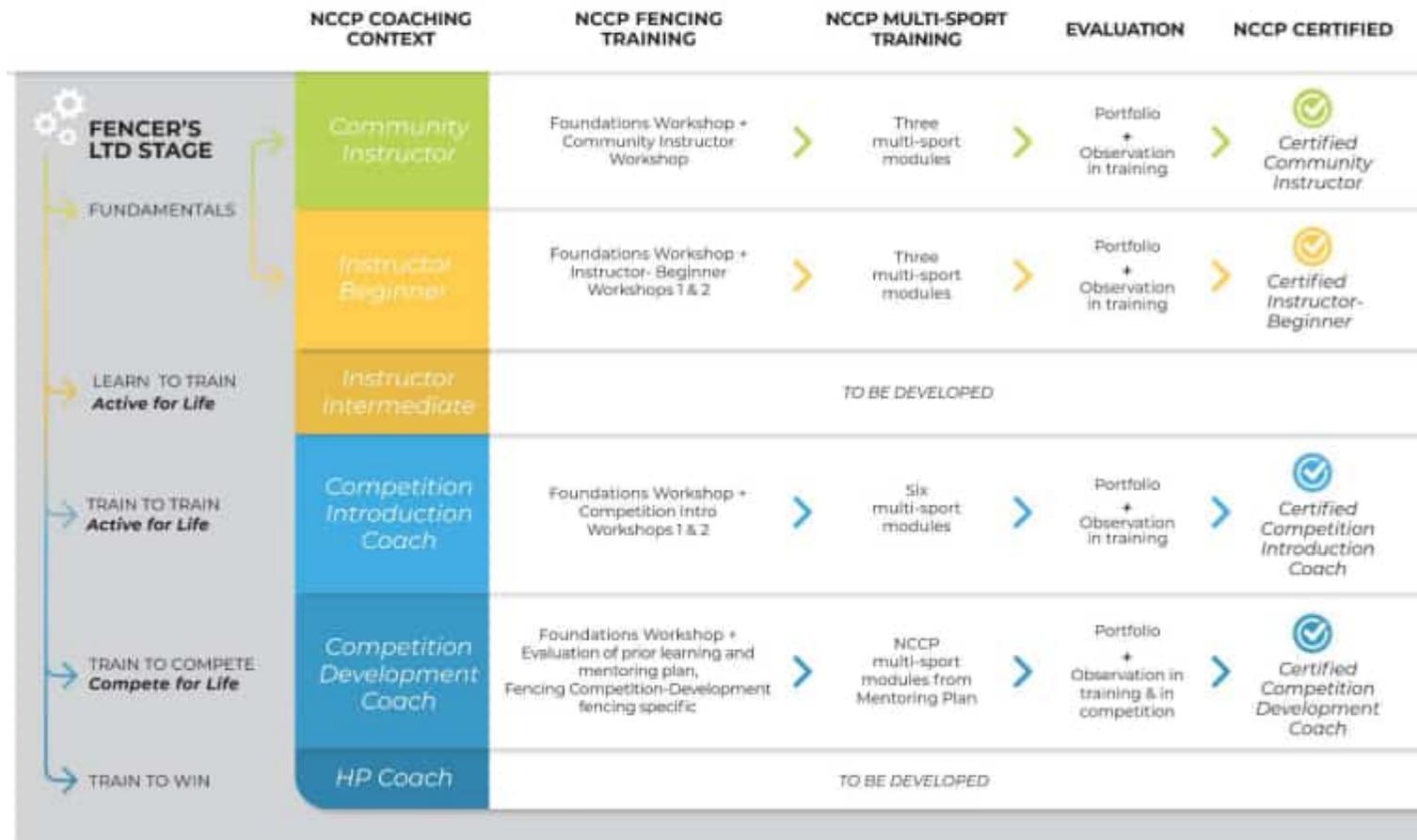
- The **Community-Initiation** context focuses on participants who are being introduced to a sport and participating in the sport for the first time. Initiation into the sport can occur at any age. Participants get involved to meet new friends, have fun, and to learn a new activity. The role of the coach is to ensure a fun and safe environment and to teach the development of some of the “FUNdamentals” stage skills and abilities for participants.
- The **Instruction-Beginner** context focuses on participants who are experiencing the sport for the first time through a series of lessons. Typically, there’s no formalized competition at this level – it’s strictly about skill development and there is a short timeframe of interaction between the instructor and the participant.
- The **Competition-Introduction** context is designed for coaches of athletes moving from the FUNdamentals to the Learn to Train and Train to Train stages of long-term athlete development.
- The **Competition – Development** context is designed for coaches of athletes ranging from the Train to Train to the Train to Compete stages of long-term athlete development.

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.

3. Fencing/Para-Fencing Coach Development Model



Fencing/Para-fencing Coach Development Model



3.1. Requirements for Fencing Coaches in Canada

1. **Instructors and coaches under 18 years old** are required to be supervised by a NCCP certified coach 18 years of age or older.

2. **Instructors and coaches who are working with fencers with a disability** are required to complete the multi-sport module: Coaching Athletes with a Disability. All other coaches are strongly encouraged to complete this module as part of their professional development.. Training is in a e-learning format <https://coach.ca/nccp-coaching-athletes-disability>

3. **Fencing coaches trained or certified outside of NCCP** are encouraged to take advantage of the wide array of opportunities that NCCP offers to engage in lifelong learning and stay current with new coaching practices for professional development. If a coach has received their coaching education in another country or has been mentored by experienced coaches who have not followed NCCP programs, they may not be aware of the expectations that Canada places on its coaches particularly with regard to the ethical requirements of coaching in Canada and a commitment to lifelong learning. To be recognized as a coach in good standing by the CFF, all fencing coaches must meet the requirements below.

4. Prerequisite for the assessment
 - Possess a valid CFF/PTSO coach membership license
 - Have completed safe sport training: <https://safesport.coach.ca/>
 - Meet the minimum age requirement for the evaluation.

4. Training vs. Certification

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.

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 (eg. Competition-Introduction) and will 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.

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.

4.1. Outcomes, Criteria and Evidence

Evaluation in the NCCP follows a systematic approach to determine whether coaches meet NCCP standards. This approach has three key components: Outcomes, Criteria and Evidence.

Outcomes are the seven overall tasks that coaches must be able to perform:

- 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 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: Competition-Introduction Context, Outcome 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 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.

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

EXAMPLE: Competition-Introduction Context

- **Outcome** “Support Athletes in Training”:
- **Criteria:** Run a well-organised and well-structured practice.
- **Evidence:** Deliver a practice achieving pre-established goals; activities contribute to developing skills, tactics or athletic qualities; equipment is available and ready to use.

4.2. Principles of NCCP Evaluation

- 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.
 - reflects the diversity among sports in a given context.
 - recognizes and respects individual coaching styles.
 - 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 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.

4.3. 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. A three-point achievement scale is used:

- Very effective (only for Competition-Development context evaluation)
- Above Standard
- NCCP Core Standard for Certification (Minimum standard)
- Below 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.

4.4. Process for evaluation coaches in the NCCP

Within 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 all NCCP training contexts. The certification process for the Competition-Development context contains elements that may vary from the general process. Additional information is described in the specific evaluation guide for this context.

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

1. Before evaluation

- Be a current CFF member and have: First Aid certificate, background check, complete Safe Sport training module
- Determine the context in which you wish to be a certifier. You can see the different trainer paths to select the right context for your situation
- Register with CAC Locker to get your NCCP # if you don't have one. <https://thelocker.coach.ca/account/login?ReturnUrl=%2f>
- Submit a request for evaluation to your provincial association or at CFF. To request an evaluation from CFF you should email coaching@fencing.ca
- Pay evaluation fee as required (this is a provincial decision)

2. Evaluation process

Once your evaluator has been assigned by your provincial federation, send him your portfolio including:

- Coach profile form (available on CFF website)
- Emergency action plan (a template is available)
- Lesson plan for a group lesson (a template is available)
- Lesson plan for an individual lesson (a sample can be provided) - Not for Community context
- Yearly Training plan (a template is available) - Only for competition context

More document could be require depending on the context you are evaluated.

The next steps will be explained in the following pages of this document. Portfolio Evaluation

- Pre-brief
- Formal observation
- Debrief
- Action Planning
- Reporting

4.5. 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.

4.6. 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

4.7. 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 standards 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 de-brief to collect their thoughts.

4.8. Debrief

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. Opening
 - 2. Facilitation
 - 3. 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 adopt 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, 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 the 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 the coach 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

4.9. 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: 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 Minimum Standard: 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 a 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.

4.10. 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.
 - Indicate the name of the NCCP context and stream in which the evaluation occurred.
 - Send completed forms in a timely manner to the appropriate sport governing body.

4.11. 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 standard”.

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.

Determine the context in which you wish to be certified. You can see the different paths of the trainer to select the context adapted to your situation.

5. Tools, Models and Examples

On the following pages, you will find tools and templates that will be used during the evaluation process. 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. Consult the appropriate context evaluation toolkit (Community, Instructor Beginner or Competition-Introduction) for more details.

5.1. Coach Profile Form and Portfolio Checklist

Coach Information			
Date		NCCP #	
Coach	Name		First Name
	Apt.	Street	
Address	City		Postal Code
	Province/Territory		
Phone	Cellphone ()	Home ()	
Email			
Number of Years Coaching:			
Primary Participant Context:			
Name of Club/Facility:			
Facility Manager/Head Instructor:			
Coaching Context Description:			
Number of athletes		Average practice time	
Youngest athlete's age (y)		Number of practices/week	
Oldest athlete's age (y)		Number of weeks/year	
Completion Checklist		Yes	Date (dd/mm/yyyy)
Consult the appropriate Evaluation Toolkit (Community Sport-Initiation, Instructor Beginner or Competition Introduction) for detailed tasks			

5.2. Formal observation

Formal observation may take place **in person** if the evaluator(s) and candidate can find a mutually agreeable time and location for the fencing practice to be observed.

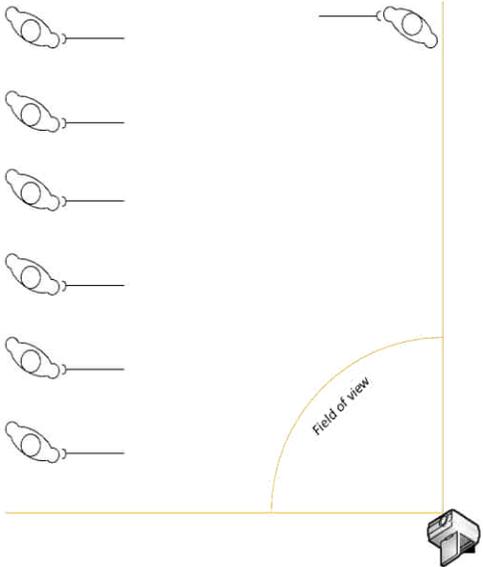
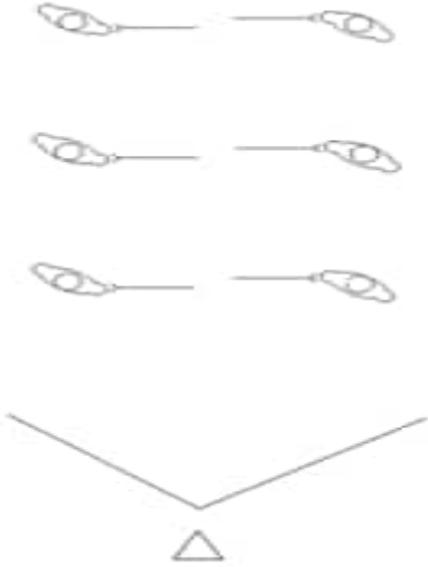
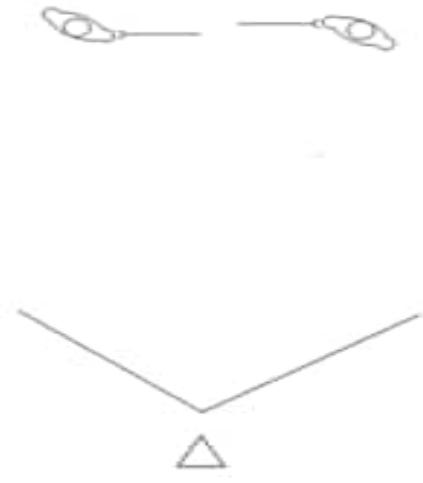
If formal observation cannot take place in person, it is acceptable for the group practice and/or individual lesson to be recorded **by video**.

5.3. Recording 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.
- Videoing should be done in proximity where coach and athletes can be heard. If 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.
- Lighting may be an issue. Maximize the amount of light possible for the video by altering the 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.
- Videos may be submitted in an avi/mp4 file.
- Videos of group practice must be 60 to 90 minutes and should be continuous (non-edited).
- Video files should be sent to the evaluator through a pre-arranged means. Dropbox, Google Drive, WeTransfer.

Note: Video content will pertain to the specific coaching context and stage of fencer development.

5.4. Required recording views.

Footwork and/or Fencing Practice	Group Lesson
 <p>A diagram illustrating a fencer's field of view. On the left, six epee blades are shown in a vertical column. On the right, a fencer is shown in profile, facing left. A vertical line extends upwards from the fencer's head, and a horizontal line extends to the left from the fencer's feet. A yellow arc labeled "Field of view" indicates the area the fencer can see. A small icon of a fencer is at the bottom right corner of the diagram.</p>	 <p>A diagram showing two fencers in a fencing stance. Each fencer is represented by a blade and a hand. They are positioned on either side of a central point, with their blades pointing towards each other. Below the blades, a triangle is drawn, representing the fencer's feet in a ready stance.</p>
Individual Lesson	
 <p>A diagram showing a fencer's field of view. At the top, two epee blades are shown horizontally. Below them, a triangle is drawn, representing the fencer's feet in a ready stance. The diagram is split into two sections by a vertical line, with the blades on the left and the feet on the right.</p>	

5.5. Practice Plan

The practice plan must identify:

- Age of participants and practice characteristics in line with the Long Term Athlete Development (LTAD) program.
- Safety criteria in the planning and delivery of the practice.
- 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 teaching methods used during the delivery of the practice.
- Any other criteria considered pertinent by the coach.

Reference document for Fundamentals workshop, contains a detailed description of a practice plan.

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

For more information, please visit: <https://coach.ca/nccp-planning-practice>

5.6. Group Lesson

- Deliver a 60-90 minute group lesson while applying the various criteria for the development of a group lesson (see reference document: Group Lesson Components).
- Lesson must demonstrate the delivery of offensive, defensive or counter-offensive actions.
- Specific lesson content must adhere to the stage of development for the relevant context.
- The delivery of the lesson must progress through the following situations: standing still, moving forward, moving backwards.
- The lesson must demonstrate use and establishment of specific technical or tactical criteria for the evaluated context (e.g.: developing coordination, distance, rhythm, timing, speed, technical or tactical situations without variation – single hit option, situations with variations – multiple hit options).

For the other evaluation criteria, consult the reference document of the context concerned. You can obtain the document from your provincial federation or by writing to coaching@fencinbq.ca.

5.7. Individual Lesson

Not required for the community Context

- Deliver a 15-20 minute lesson presenting the three steps of a lesson (introduction, action development, cool down).
- Lesson must demonstrate the delivery of offensive, defensive or counter-offensive actions.
- Specific lesson content must adhere to armband content for relevant context. (See reference document for armbands description).
- The delivery of the lesson must progress through the following situations: standing still, moving forward, moving backwards.
- The lesson must demonstrate use and establishment of specific technical or tactical criteria for the relevant context (e.g.: developing coordination, distance, rhythm, timing, speed, technical or tactical situations without variation-single hit option, situations with variations-multiple hit options).

For the other evaluation criteria, consult the reference document of the context concerned. You can obtain the document from your provincial federation or by writing to coaching@fencinbq.ca.

5.8. Formal Observation template - Practice Overview

Coach	Name	First Name	# NCCP
Number of Years Coaching		Primary Athlete Context	
Name of Club/Facility		Facility Manager/Head Coach	
Athlete Information			
# Athletes		Average Practice Time	
Youngest Athlete Age		# Practices/Week	
Oldest Athlete Age		# Weeks per Year	
Ave. # Competitions per Year		Average # Events or Length Event per Competition	
Phase in Yearly Training Plan		Next Competition (days or weeks)	
Main Emphasis of Practice Identify areas of emphasis by prioritizing each potential cause of athlete performance. Circle the priority: H=High; M=Medium; L=Low			
Equipment	H	M	L
Environment	H	M	L
Affective	H	M	L
Cognitive	H	M	L
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.			

5.9. Formal Observation- Debriefing Template

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

5.10. Action Plan Template

Criteria Evaluated		Rank (NI, ME, EE)	Check E=Successful Evaluation N=Not ready
Action Planning (Next Steps)			
Needs Improvement 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.			
Meets Expectations Identify to the instructor what needs to happen to maintain certification. This may include identifying appropriate professional development opportunities, mentorship, etc.			
Exceeds Expectations 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.			
Evaluator Signature			Date
Coach Signature			Date
Evaluator	Name	First Name	

5.11. Evaluation fees

Evaluation	Fee suggestion
Community-Initiation Evaluation	50\$
Instructor-Beginner Evaluation	100\$
Competition-Introduction Evaluation	150\$
Competition-Development Evaluation	300\$

5.12. Responsibilities

The coach, the evaluator, the provincial fencing association and the CFF all have roles and responsibilities with respect to the assessment. There are also administrative aspects to the process.

The **coach** has the following responsibilities:

- Register with the provincial fencing association and pay for the assessment.
- Submit your portfolio (modified training plan and emergency action plan) to the evaluator. All administrative documents can be submitted by email.
- Understand evaluation parameters and expectations by reviewing this guide.

The **provincial association** has the following responsibilities:

Receive registration and payment for the assessment.

- Ensure the coach has all other prerequisites prior to the evaluation in accordance with CFF policy.
- Choose an evaluator to do the assessment.
- Pay the evaluator at the end of the evaluation and receive all administrative documents.
- Submit a copy of the Facilitator Final Evaluation Form to the CFF no later than one week after receiving it from the evaluator.

The **evaluator** has the following responsibilities:

- Receive and evaluate the elements of the portfolio.
- Conduct a pre-brief with the coach to review the evaluation process.
- Conduct the formal evaluation followed by a debrief with the coach and provide an action plan for improvement.
- Submit completed copies of the Facilitator's Final Evaluation Form to the coach and the Provincial Fencing Association no later than one week after completing the portfolio evaluation.

CFF has the following responsibilities:

- Submit a copy of the NCCP registration form to CAC no later than one week after receiving the final evaluation form from the provincial fencing association facilitator.
- Keep all facilitator evaluation forms and prerequisites on file.



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