



PERFORMANCE COACH CONTEXT

EVALUATION TOOLS AND FORMS

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Evaluation Tools & Forms

This document outlines a series of forms that Evaluators will use when evaluating Performance Coaches.

The forms presented in this document will be used to evaluate the following requirements:

- Performance Planning and Related Components
- Manage a Sport Program
- Support to Athletes in Training
- Support the Competitive Experience

Evaluation Requirement: Performance Planning and Related Components

(Completed by Performance Planning Evaluator)

Criterion: Using Volleyball Canada's planning template, outline a program structure based on training and competition opportunities

Evidence	YES	NO
Outline own coaching context.		
Identify competition schedule and number of competitions during the program.		
Identify major training events throughout the program (camps, selection, evaluations, etc.).		
Identify other key events having an impact on the program (exam periods, holidays, etc.).		
Correctly calculate the length of the season given breaks and other logistics, and the total number of competition days in the Yearly Training Plan.		
Break down the Plan into key Periods (Preparation, Competition, and Transition) and corresponding Phases (GPP; SPP; PCP; CP; Transition).		
Ensure length of each Phase of the program is adequate.		
Identify number, duration, and frequency of training sessions in each period of the program (Preparation, Competition, Transition).		

Criterion: Using Volleyball Canada's planning template, identify appropriate measures to promote athlete development

Evidence	YES	NO
Calculate the ratio of training to competition opportunities within own program.		
Compare the ratio of training to competition opportunities within own program to recommended Volleyball Canada norms pertaining to long-term athlete development.		
Determine whether training and competition opportunities of own program are adequate for athlete progression.		
Identify major issues negatively impacting athlete progression within own yearly program, and present realistic solutions that (1) are consistent with Volleyball Canada's long-term athlete development norms / principles and (2) are adapted to the needs of Competition-Development athletes.		
Identify appropriate measures to address identified issues, and promote athlete development.		

Criterion: Using Volleyball Canada’s planning template, identify training and competition priorities throughout the YTP

Evidence	YES	NO
Use a clear system to outline training priorities throughout program.		
Identify objectives (development-maintenance) for the development of specific athletic abilities throughout the Yearly Training Plan.		
Identify objectives (initiation-acquisition-consolidation-refinement) for the development of Volleyball skills and tactics throughout the Yearly Training Plan.		
Correctly prioritize and sequence athletic abilities to be trained and developed throughout the Yearly Training Plan.		
Correctly prioritize and sequence methods and protocols to be used for the training and development of athletic abilities throughout the Yearly Training Plan.		
Correctly prioritize and sequence Volleyball skills and tactics to be trained and developed throughout the Yearly Training Plan.		
Correctly prioritize and sequence the use of methods and protocols that promote cue reading, decision-making, and execution of Volleyball skills and tactics throughout the Yearly Training Plan.		
Develop a sample micro-cycle for each of the following Phases of the YTP: GPP, SPP and CP, providing an overview of each session.		
Use the above information to determine: <ul style="list-style-type: none"> ○ The total training/practice time within the week ○ Whether there is a gap between the “minimum training time required to induce specific training effects” and the “time available for training” 		
Strategically position training sessions and competitive activities relative to each other within the week to induce the desired training adaptations while limiting the effects of fatigue.		

Criterion: Develop a tapering and peaking program in preparation for important competitions

Evidence	YES	NO
Describe the competition/training activities for the week preceding an important competition of the YTP.		
Appropriately adapt activities for tapering and peaking during the week preceding an important competition, based on the correct application of the following principles: <ul style="list-style-type: none"> ○ Reduce the overall training volume throughout the taper phase ○ Maintain adequate volume of high-intensity training ○ Decrease the level of fatigue generated during training sessions ○ Maintain or slightly reduce the weekly frequency of training sessions ○ Ensure activities performed during the taper period are highly specific to the athlete's competitive demands 		
Identify specific measures and strategies that contribute to maximizing the athletes’ potential for performance in areas such as: nutrition and hydration; adjustments to equipment; mental preparation; team cohesiveness; logistics; etc.		

Criterion: Develop effective Stamina training sessions appropriate for the GPP.

Evidence	YES	NO
The Stamina training session is developed for the GPP		
Athletes' age, abilities, and performance level clearly identified.		
Aerobic fitness component to be trained (maximum aerobic power or aerobic endurance) clearly identified.		
Logistical needs required for the session (i.e. venue, facilities, equipment, etc.) clearly identified.		
Objective(s) of the session clearly identified (development, maintenance).		
Objective(s) of the session are appropriate for the Phase of the YTP.		
The expected level of fatigue resulting from the session is identified, and appears reasonable given the time of the year, the background of the athletes, and the actual workload featured in the session.		
Session features a warm-up, a main part, and a cool down.		
The duration of each part of the session (warm-up, main part, and cool down) is appropriate given the aerobic fitness component trained and the training objective(s).		
The mode(s) of activities/exercises selected is/are appropriate for the effective training of the targeted aerobic fitness component in the sport of Volleyball and for the achievement of the objective(s).		
The number of different activities/exercises selected for the session is appropriate for the effective training of the targeted aerobic fitness component and for the achievement of the objective(s).		
The method(s) used (continuous, intermittent, fartlek, etc.) is/are appropriate and support the achievement of the objective(s).		
Where applicable, and given the equipment and the methods used during the session, potential risk factors are identified, and recommendations to deal with them outlined.		
The duration of the session and of each segment, the choice of exercises, and the methods used are consistent with NCCP growth and development principles and reflect the generally accepted guidelines for the development of the aerobic fitness component targeted given the athlete's age, experience, and training background.		
The loading protocols are appropriate for the effective training of the targeted aerobic fitness component and for the achievement of the objective(s) identified: intensity, volume (number of sets, number of reps, recovery between reps, recovery between sets), recovery (type and duration).		
The method(s) used to prescribe volume is adequate, and can easily be implemented by the athlete(s).		
The method(s) used to prescribe intensity is valid, and can easily be implemented by the athlete(s).		

Evidence	YES	NO
<p>When several performance factors/athletic abilities are intended to be trained/developed during the main part of the session, activities are sequenced consistent with the following guidelines pertaining to the state of fatigue of the athletes:</p> <p>Athletic abilities not likely to be improved when trained in a state of fatigue, and that should be planned early during the main part of the practice after an appropriate warm-up:</p> <ul style="list-style-type: none"> ○ Pure speed (alactic power) ○ Acquisition of new motor patterns ○ Coordination/technique at high speed ○ Speed-strength (power) ○ Maximum strength <p>Athletic abilities that can be improved in a state of light fatigue:</p> <ul style="list-style-type: none"> ○ Speed endurance (alactic capacity; lactic power) ○ Technique (consolidation of motor patterns) <p>Athletic abilities that can be improved in a state of moderate fatigue:</p> <ul style="list-style-type: none"> ○ Lactic capacity ○ Maximal aerobic power ○ Strength endurance ○ High power aerobic endurance ○ Technique (stabilization of already acquired motor patterns in difficult/fatigued conditions) <p>Athletic abilities that can be improved in a state of moderate to high fatigue:</p> <ul style="list-style-type: none"> ○ Low power aerobic endurance ○ Flexibility 		
The session plan suggests that the available time and equipment are effectively used to achieve the intended training objectives.		
Adequate recovery strategies are identified for the session.		
Timing of application of the recovery strategies is indicated, and correct.		

Criterion: Develop an effective Strength Training sessions appropriate for the GPP.

Evidence	YES	NO
The strength training session is developed is for the GPP.		
Athletes' age, abilities, and performance level clearly identified.		
Muscle groups that need to be trained are identified, based on an analysis of specific movements and actions performed in Volleyball.		
Type(s) of strength to be trained clearly identified (maximum strength; strength endurance; speed strength).		
Logistical needs required for the session (i.e. facilities and equipment, including aspects such as machines, free weights, tubes, medicine balls, etc.) are clearly identified.		
Objective(s) of the session are clearly identified (development, maintenance) for each type of strength trained.		
Objective(s) of the session are appropriate for the Phase of the YTP.		
The expected level of fatigue resulting from the session is identified, and appears reasonable given the time of the year, the background of the athletes, and the actual workload featured in the session.		
Session features a warm-up, a main part, and a cool down.		
The duration of each part of the session (warm-up, main part, and cool down) is appropriate given the type(s) of strength trained and the training objective(s).		
The choice of exercises is appropriate for the effective training of the targeted types of strength in the sport of Volleyball and for the achievement of the objective(s).		
The number of different exercises selected for the session is appropriate for the effective training of the targeted types of strength and for the achievement of the objective(s).		
The method(s) and equipment used (body weight; free weights; machines; tubes; elastic bands; medicine balls; Swiss balls; etc.) are appropriate and support the achievement of the objective(s).		
Where applicable, and given the equipment, exercises, and the methods used during the session, potential risk factors are identified or taken into consideration; specific strategies or recommendations to deal with them are outlined, including the correct way of executing exercises.		
Given the athlete's age, experience, and training background, the duration of the session and of each segment, the choice of exercises, and the methods used are consistent with NCCP growth and development principles and reflect the generally accepted guidelines for progressive strength development.		
The loading protocols are appropriate for the effective training of the targeted type(s) of strength and for the achievement of the objective(s) identified: exercises, type of contraction, load (intensity), volume (number of sets, number of reps, tempo of execution, recovery between reps, recovery between sets), recovery (type and duration).		
The method(s) used to prescribe volume is adequate, and can easily be implemented by the athlete(s).		
The method(s) used to prescribe load/intensity is valid, and can easily be implemented by the athlete(s).		
Exercises are sequenced consistent with one or more the following guidelines, depending on the intended training objectives, and the training background of the athletes: <ul style="list-style-type: none"> • New movements first • Multi-joint exercises before single-joint exercises • Large muscles first • Alternation of body parts 		
The session plan suggests that the available time and equipment are effectively used to achieve the intended training objectives.		
Adequate recovery strategies are identified for the session.		
Timing of application of the recovery strategies is indicated, and correct.		

Criterion: Develop an effective Speed Training session appropriate for the GPP.

Evidence	YES	NO
The speed training session is developed is for the GPP.		
Athletes' age, abilities, and performance level clearly identified.		
Type(s) of speed and sport-specific actions to be trained clearly identified.		
Logistical needs required for the session (i.e. facilities and equipment) clearly identified.		
Objective(s) of the session clearly identified (development, maintenance).		
Objective(s) of the session are appropriate for the Phase of the YTP.		
The expected level of fatigue resulting from the session is identified, and appears reasonable given the time of the year, the background of the athletes, and the actual workload featured in the session.		
Session features a warm-up, a main part, and a cool down.		
The duration of each part of the session (warm-up, main part, and cool down) is appropriate given the energy system(s) trained and the training objective(s).		
The mode(s) of activities/exercises selected is/are appropriate for the effective training of speed in the sport of Volleyball and for the achievement of the objective(s).		
The number of different activities/exercises selected for the session is appropriate and effective for speed training and for the achievement of the objective(s).		
The method(s) used are appropriate and support the achievement of the objective(s).		
Where applicable, and given the equipment and the methods used during the session, potential risk factors are identified, and recommendations to deal with them outlined.		
The duration of the session and of each segment, the choice of exercises, and the methods used are consistent with NCCP growth and development principles and reflect the generally accepted guidelines for the development of speed given the athlete's age, experience, and training background.		
The loading protocols are appropriate for the effective training of speed and for the achievement of the objective(s) identified: intensity, volume (number of sets, number of reps, recovery between reps, recovery between sets), recovery (type and duration).		
The method(s) used to prescribe volume is adequate, and can easily be implemented by the athlete(s).		
The method(s) used to prescribe intensity is valid, and can easily be implemented by the athlete(s).		

Evidence	YES	NO
<p>When several performance factors/athletic abilities are intended to be trained/developed during the main part of the session, activities are sequenced consistent with the following guidelines pertaining to the state of fatigue of the athletes:</p> <p>Athletic abilities not likely to be improved when trained in a state of fatigue, and that should be planned early during the main part of the practice after an appropriate warm-up:</p> <ul style="list-style-type: none"> ○ Pure speed (alactic power) ○ Acquisition of new motor patterns ○ Coordination/technique at high speed ○ Speed-strength (power) ○ Maximum strength <p>Athletic abilities that can be improved in a state of light fatigue:</p> <ul style="list-style-type: none"> ○ Speed endurance (alactic capacity; lactic power) ○ Technique (consolidation of motor patterns) <p>Athletic abilities that can be improved in a state of moderate fatigue:</p> <ul style="list-style-type: none"> ○ Lactic capacity ○ Maximal aerobic power ○ Strength endurance ○ High power aerobic endurance ○ Technique (stabilization of already acquired motor patterns in difficult/fatigued conditions) <p>Athletic abilities that can be improved in a state of moderate to high fatigue:</p> <ul style="list-style-type: none"> ○ Low power aerobic endurance ○ Flexibility 		
The session plan suggests that the available time and equipment are effectively used to achieve the intended training objectives.		
Adequate recovery strategies are identified for the session.		
Timing of application of the recovery strategies is indicated, and correct.		

Criterion: Demonstrate appropriate knowledge of proper recovery methods

Evidence	YES	NO
Within the Fatigue Management Tool the coach correctly completes week 1 of the form.		
Within the Fatigue Management Tool the coach correctly describes what some of the best means of regeneration to recover faster and better from the variety of activities athletes are put through (speed training, technical/tactical execution, strength training, etc.).		

Criterion: Develop an effective Suppleness Training (flexibility) session appropriate for one phase of the YTP.

Evidence	YES	NO
Athletes' age, abilities, and performance level clearly identified.		
Muscle groups that need to be trained are identified, based on an analysis of specific movements and actions performed in Volleyball.		
Logistical needs required for the session (i.e. facilities and equipment, including aspects such as required space, mats, benches, implements, etc.) are clearly identified.		
Objective(s) of the session are clearly identified (development, maintenance).		
Objective(s) of the session are appropriate for the Phase of the YTP.		
The expected level of fatigue resulting from the session is identified, and appears reasonable given the time of the year, the background of the athletes, and the actual workload featured in the session.		
Session features a warm-up, a main part, and a cool down.		
Stretching activities take place once athletes are thoroughly warmed-up.		
The duration of each part of the session (warm-up, main part, and cool down) is appropriate given the stretching method(s) used, and the training objective(s).		
The choice of exercises is appropriate for the effective training of flexibility in the sport of Volleyball and for the achievement of the objective(s).		
The number of different exercises selected for the session is appropriate for the effective training of flexibility and for the achievement of the objective(s).		
The type(s) of stretches used (Static stretching; Active stretching; Assisted stretching; Dynamic stretching; Ballistic stretching) is/are appropriate and support the achievement of the objective(s).		
Where applicable, and given the equipment, exercises, and the methods used during the session, potential risk factors are identified or taken into consideration; specific strategies or recommendations to deal with them are outlined, including the correct way of executing exercises.		
Given the athlete's age, experience, and training background, the duration of the session and of each segment, the choice of exercises, and the methods used are adequate.		
The loading protocols are appropriate for the effective training of flexibility and for the achievement of the objective(s) identified: exercises, type of stretching, load (range of motion), volume (number of sets, number of reps, tempo of execution, recovery between reps, recovery between sets), recovery (type and duration).		
The method(s) used to prescribe volume is adequate, and can easily be implemented by the athlete(s).		
The method(s) used to prescribe load/intensity is valid, and can easily be implemented by the athlete(s).		
The session plan suggests that the available time and equipment are effectively used to achieve the intended training objectives.		
Adequate recovery strategies are identified for the session.		
Timing of application of the recovery strategies is indicated, and correct.		

Evaluation Requirement: Manage a Sport Program

(Completed by Volleyball Canada Evaluator)

Criterion: Manage Key Administrative and Logistical Components of the Program

Component 1: Communication Tool – Philosophy & Objectives

Evidence	YES	NO
A written document outlining philosophy and objectives of the program was produced.		
Program philosophy and objectives released at an appropriate time of the season.		
Program philosophy and objectives are clearly stated.		
Program philosophy is consistent with NCCP and Volleyball Canada values.		
Program objectives are consistent with Volleyball Canada's LTAD model.		
Program objectives are reasonable given athletes skill, experience, and past achievements.		
Where appropriate, program philosophy and objectives were approved by the appropriate authorities within the Club/Organization/Institution.		
Program philosophy and objectives circulated to all athletes, staff, club officials, and other key stakeholders as appropriate (parents; sponsors; etc.).		

Component 2: Communication Tool – Expected Commitment and Behaviours (athletes)

Evidence	YES	NO
A written document outlining expected commitment and behaviour for all athletes as part of the program was produced.		
Consequences for athletes not complying with expected commitments and behaviours are clearly outlined.		
Disciplinary process for dealing with instances whereby athletes are not complying with expected commitments and behaviours is clearly outlined.		
Expected commitment and behaviour for athletes, consequences, and process for non-compliance are fair and reasonable, and consistent with NCCP and Volleyball Canada values.		
Expected commitment and behaviour for athletes, consequences, and process for non-compliance are approved by the Club/Organization/Institution.		
Expected commitment and behaviour for athletes, consequences, and process for non-compliance circulated to all athletes, staff, club officials, and other key stakeholders as appropriate (parents; sponsors; etc.).		

Component 3: Communication Tool – Expected Commitment and Behaviours (staff)

Evidence	YES	NO
A written document outlining expected commitment and behaviour for all assistant coaches and support staff as part of the program was produced.		
Consequences for assistant coaches and support staff not complying with expected commitments and behaviours are clearly outlined.		
Disciplinary process for dealing with instances whereby assistant coaches or support staff are not complying with expected commitments and behaviours is clearly outlined.		
Expected commitment and behaviour for assistant coaches and support staff, consequences, and process for non-compliance are fair and reasonable, and consistent with NCCP and Volleyball Canada values.		
Expected commitment and behaviour for assistant coaches and support staff, consequences, and process for non-compliance are approved by the Club/Organization/Institution.		
Expected commitment and behaviour for assistant coaches and support staff, consequences, and process for non-compliance circulated to all athletes, staff, club officials, and other key stakeholders as appropriate (parents; sponsors; etc.).		

Component 4: Communication Tool – Selection Criteria

Evidence	YES	NO
A written document outlining selection criteria, procedures (including location and timing) was produced.		
Selection criteria and procedures were released at an appropriate time of the season.		
Selection criteria and procedures are clearly stated.		
Selection criteria and procedures are fair, and consistent with NCCP and Volleyball Canada values.		
Selection criteria and procedures are reasonable given athletes' age, skill, and experience.		
Timing of selection announcements clearly indicated.		
Appeal procedures in case of non-selection available.		
Appeal procedures in case of non-selection are fair and consistent with the general principles of Natural Justice.		
Where appropriate, selection and procedures, as well as appeals procedures, were approved by the appropriate authorities within the Club/Organization/Institution.		
Selection and procedures and appeals procedures were circulated to all athletes, staff, club officials, and other key stakeholders as appropriate (parents; sponsors; etc.) well before the actual selection date.		
Athletes were selected in a way consistent with the criteria and procedures announced.		
Selected athletes were contacted and informed individually.		
Non-selected athletes were contacted and informed individually, and provided with rationale.		
The timing of selection confirmation was consistent with what was previously announced.		
If appeals were lodged, they were dealt with in a timely fashion, and consistent with the criteria and procedures previously announced.		

Component 5: Budget

Evidence	YES	NO
A written budget outlining the Programs' revenues and expenses for the year is included in the Management of Sport Program portfolio.		
As a minimum, budget deals with the following items (expenses and revenues; value where appropriate) : <ul style="list-style-type: none">• Training• Competition• Athlete Fees• Equipment• Sponsorships• Honoraria to staff and contractors• Travel• Accommodation• Meals• Administrative costs• Insurance		
A letter from the Programs' president or treasurer or Athletic Director is included, confirming that the budget outlined above has been approved and endorsed and that the coach was involved in the process.		

Component 6: Activity report for away competition

Evidence	YES	NO
A copy of a written report is included in the portfolio.		
As a minimum, report must deal with the following aspects: <ul style="list-style-type: none">• Name of event, date, location, host organization contacts• Training and competition schedules• Names of athletes involved in program• Names of assistant and/or support staff involved• Names of chaperones or other individuals responsible to supervise athletes• Arrival and departure date/time• Details of arrangements made for accommodation• Details of arrangements made for meals• Details of arrangements made for transportation (to the event and back; local transportation)• Protocol or other official events to which team or representatives were invited, and relevant details• Competition objectives• Competition results• Implications of performances achieved for training and competition in the short and mid terms• Individual or team performances worth of mention• Injuries and how they were dealt with• Summary of accounts and expenditures, including any significant unexpected expenditures and justification• Names of individuals who failed to comply with Team policies, and description of issues• Recommendations for future events		

Evaluation Requirement: Practice Planning

Criterion: Develop one practice plan for each of the following Phases of the YTP: GPP, SP, CP

Evidence	YES	NO
Identify potential risk factors (environmental, mechanical, human) given the activities planned.		
Outline facilities and equipment required to achieve training goal(s)		
Provide a timeline for the session's activities		
Select activities whose duration and general characteristics support the achievement of the session's goal(s)		
Select activities whose duration and general characteristics are adapted to the age and ability level of the players, as well as the part of the session in which they are scheduled.		
Plan for an adequate number of activities given the overall duration of the session.		
Clearly identify one or more goals for the practice that are consistent with the training objectives and priorities identified in the micro-cycles.		
Identify activities for the main segments of the training session: warm-up (general/specific), main part, and cool-down.		
Describe planned activities through illustration, diagram, and/or explanation.		
Identify warm-up activities that prepare athletes adequately for the main part of the practice.		
Ensure activities are purposeful and linked to overall goal(s) of the training session (purposeful means that the activities match Volleyball Canada's long-term athlete development model, and are consistent with the technical and tactical progressive development guidelines of the sample plan selected.)		
Include activities that promote the development of cue reading and decision-making, consistent with the players' experience and level of play.		
Ensure the order of activities is optimal during the session (activities focussing on new learning or improving speed, power and motor abilities must be scheduled early in the main part, when athletes are not fatigued).		
When Method 1 is used, ensure activities have appropriate cue reading, decision-making, and skill execution characteristics.		
When Method 2 is used, ensure activities have appropriate cue reading, decision-making, and skill execution characteristics.		
When Method 3 is used, ensure activities have appropriate cue reading, decision-making, and skill execution characteristics.		
When Simulated Play is used, ensure activities have appropriate intentions given players' experience, and the stage of skill development they are at.		
Correctly apply loading parameters where necessary.		
Ensure activities contribute to the development of skill(s) and that training/practice conditions are appropriate to the stage of skill development (Acquisition, Consolidation, Refinement)		
Ensure activities contribute to the development of athletic abilities that are important in Volleyball, and that they match the players' physical maturation level.		
The coach uses appropriate success criteria (either quantitative or qualitative) that are attainable, challenging for the athletes, consider the nature of the drill, the drill's objective(s).		
The coach uses 2-4 reference points (indicators) for each practice activity. These points should be tied to the objective of the drill and help the athletes focus on the objective and what to improve.		

<p>The practice appropriately applies principles of the designated phase of season (General Preparation or Specific Preparation).</p> <p>Principles of the General Preparation Phase include: High volume and low intensity of training, meaning that lots of repetitions are performed to enhance technical precision. The GPP phase should be 12-15 weeks focussed on physical preparation and individual skill development. There should be no competition or competition specific training during this phase, however scrimmaging is always recommended. The principle of progressive overloading guides the distribution of the volume and intensity during the phase. Do not taper during this phase. The goal is to raise the performance capacity of the players (techniques; tactics; conditioning; mental).</p> <p>Principles of the Specific Preparation Phase include: An increase of sport and individual specific training, accomplished by a lower volume and higher intensity of training. This phase includes increased focus on tactics, systems and skills in sequence. The goal is to integrate the performance factors in order to have them ready to compete in the main competition period.</p>		
<p>Produce an Emergency Action Plan (EAP) adapted to own training facility.</p>		
<p><input type="checkbox"/> Present a complete Emergency Action Plan (EAP) for own training facility with all the following critical elements:</p> <ul style="list-style-type: none"> ○ Locations of telephones (cell and land lines) * ○ Emergency telephone numbers ○ Location of medical profile for each player under the coach's care ○ Location of fully-stocked first-aid kit * ○ Advance "call person" and "charge person" ○ Clear directions or map to reach quickly the activity site <p>Note: For items marked with an *, pictures of the coach with the required element would be sufficient.</p>		

Evaluation Requirement: Support to Athletes in Training with Debrief and Action Plan Development

The rest of this document outlines a series of forms that Volleyball Canada Evaluators will use when evaluating the *Support to Athletes in Training* requirement.

Summary of items to be provided to the Evaluator prior to the practice:

- ❑ Yearly Training Plan (previously marked and approved by Performance Planning Evaluator)
- ❑ Micro-cycle reflecting the phase of YTP (previously marked)
- ❑ Practice plan of the micro-cycle (using the VC template and previously marked by you the Volleyball Canada Evaluator). It is this practice that you will evaluate the coaches' competency in delivering the listed evidences.

Implementation of Practice Plan

		Y	N
Implementation of Written Plan	Is the coach able to follow his/her plan as it is written? Does the written plan conform to what is observed on the court and are the majority of the procedures outlined in the plan being respected?		
Implementation of Method 1,2,3 & Simulated Play Drills	As per forms 1-8.		
Distribution of attention	An assessment of what the coach sees in his/her practice environment. <i>Does the coach regularly look and observe the entire group during drills and play? Does the coach respond appropriately to what he/she sees?</i>		
Volume	An assessment of the coach's ability to prescribe the correct volume of contacts in training. It is the capacity of the coach to plan a sufficient number of repetitions during a drill or over the entire practice session and maintain a tempo and rhythm in ball distribution, which correctly conforms to planned volumes. The number of repetitions planned also has to be related to the established goals of the training phase (General Preparation, Specific Preparation, etc...).		
Intensity	Are the athletes performing at an intensity level previously set in relation with the main objective(s) of the drill or practice session? Is the intensity level appropriate given the YTP and micro-cycle?		
Recovery	Coach is able to implement or adjust his/her plan so that after intense efforts, sufficient physical recovery is possible so the performance quality of a training session does not suffer significantly.		
Adjustment of Procedure (if required)	The coach makes appropriate adjustments to activities that are not producing desired results.		
Activity Appropriateness	This is an evaluation of the coach's ability to design and successfully present activities within their practice in an order that optimizes learning. The early part of practice should focus on the acquisition of technical skill, individual tactics, and team tactics. The middle of practice on the stabilization of previously acquired technical and tactical skills, and the last part of practice on the integration of technical and tactical skills into realistic competitive situations as well as the development of sport specific endurance.		

Safety		Y	N
Environmental Risks	The coach plans for and uses the facility in ways that reflect an awareness of and control for potential risk factors. The coach ensures that the training area is made as safe as is reasonable and considers the safety of all participants when making decisions about the utilization of facility space.		
Activity Risks	The coach continually surveys the practice environment and makes adjustments to activities, participant behaviours, etc. to minimize any related risks.		

Responsible Coaching		Y	N
Coach Attire	The coach is dressed in sports attire appropriate for coaching in a volleyball situation.		
Respectful Language	The coach uses language that demonstrates a respect for participants and other stakeholders.		
Coach Behaviour	The coach behaves in a manner that honours sport and respects participants		
Expectations for Athlete Behaviour	The coach identifies appropriate expectations for athlete behaviour and reinforces these expectations as required.		

F1 - Evaluation – Method 1 Drill

Evaluate how the coach explained and demonstrated the drill				Notes
	Criteria	Y	N	
1	The coach explained the purpose of the action(s) involved and how it (they) connect(s) to a game situation.			
2	The coach clearly explained the general pattern of the drill to the athletes and what they must try to accomplish.			
3	The coach provided a sound demonstration.			
4	The coach emphasized the basic cues the athlete had to read during the drill (self-position; ball trajectory; target; immediate surrounding).			
5	The coach clearly explained the basic decision option(s) for the athlete during the drill.			
6	The coach drew athletes' attention to an external focus of attention.			
Evaluate how the drill was implemented				
7	Athletes could practice at their own pace .			
8	Practice conditions were safe, stable, and predictable .			
9	Athletes practiced using the whole skill .			
10	Athletes could find some solutions by themselves through trial and error .			
11	Athletes learned how to shift their attention quickly and cyclically from the ball to their surroundings.			
12	Drill fostered the acquisition of the proper form when executing specific techniques/skills.			
13	Athletes had sufficient time /opportunities to practice.			
14	The coach observed the athletes from an adequate vantage point .			
15	The coach observed individual and group performances.			
16	The coach did not interfere with the action while observing.			

F2 - Evaluation: Coach Interventions During Method 1 Drill

	Criteria	Y	N	Notes
17	Intervention was done when necessary <i>For example, degree/type of engagement by athletes not adequate; safety or behaviour situation; etc.</i>			
18	Skill execution that was below expectation was noted (given athlete's proficiency level and/or stage of learning progression).			
19	Important cues missed by athlete(s) were noted.			
20	Important decisions missed by athlete(s) were noted.			
21	When proposing corrections, cause(s) of error were correctly identified. <i>For example, incorrect cue reading, decision-making, or skill execution.</i>			
22	When feedback was necessary it was not offered during the execution .			
23	Questions were used to guide athletes to a solution or intended improvement.			
24	Feedback was positive and specific and not negative or humiliating. <i>For example: "You did _____ perfectly!"</i>			
25	Feedback was clear and concise and relevant to the most important performance factors; it emphasized what to improve, and how ; <i>For example, the coach referred to the critical performance factor, outlined correction and how to achieve it (e.g., expected outcomes of actions, target, ball trajectory, etc.).</i>			
26	The coach explained to the athletes that during skill execution, they must focus their attention on the intended outcome . <i>For example, "pass the ball in a straight line to the setter's hands", NOT "think about keeping your arms straight while you pass".</i>			

F3 – Evaluation: Method 2 Drill

Evaluate how the coach explained and demonstrated the drill				
	Criteria	Y	N	Notes
27	The coach clearly explained the general pattern of the drill to the athletes.			
28	The purpose of the drill was clearly explained, and how it connects with the game. <i>For example, "In this drill we will focus on the Left Side attackers and their ability to read where the block is, make a good decision and execute."</i>			
29	The coach clearly explained what cues to read during the drill and what a good decision is. <i>For example, "focus on the setter's release and the ball relative to the net. If it's tight you move slightly forward..."</i>			
30	The coach initially set up the drill so the athletes had to make a decision based on 2 cues. <i>"Hit cross or line, based on the block moving cross or line"</i>			
31	Explanation outlined adequate success criteria of the drill. <i>Coach must include CR + DM as key elements that define success (ideally all 3 elements of CR + DM + SE are used). When appropriate, the coach should define good skill execution (good dig is 10m high, middle of the court, on the attack line).</i>			
32	The decision options the coach has linked to each cue were technically and tactically sound . <i>Would the decisions a player had to make transfer into a game?</i>			
Evaluate how the drill was implemented				
33	The 2 cues were presented in a random fashion . <i>For example, the player cannot anticipate the cue.</i>			
34	The timing of the cues provided was adequate. <i>For example, the coach may speed up or slow down the presented cue so the athlete can adequately challenged.</i>			
35	Position selected to observe the group and individual athletes was good.			
36	The athletes had the opportunity to do a few consecutive repetitions .			
37	The coach loaded the drill so the athletes had to make a decision based on 3 or more cues . <i>Note: Typically loading would take place when athletes reach a success rate, but this is not required during the evaluation.</i>			
38	The implementation of the drill supported the stated purpose . <i>For example, if the stated purpose was to improve the Left Side attackers' ability to read cues, make decisions and execute – did the drill allow this to be achieved?</i>			

F4 - Evaluation: Coach Interventions During Method 2 Drill

	Criteria	Y	N	Notes
39	Intervention was done when necessary <i>For example, degree/type of engagement by athletes not adequate; safety or behaviour situation; etc.</i>			
40	Important cues missed by athlete(s) were noted.			
41	Important decisions missed by athlete(s) were noted.			
42	Skill execution that was below expectation was noted (given athlete's proficiency level and/or stage of learning progression).			
43	When proposing corrections, cause(s) of error were correctly identified. <i>For example, incorrect cue reading, decision-making, or skill execution.</i>			
44	When feedback was necessary it was not offered during the execution .			
45	Questions were used to guide athletes to a solution or intended improvement.			
46	Feedback was positive and specific and not negative or humiliating. <i>For example: "You did _____ perfectly!"</i>			
47	Feedback was clear and concise and relevant to the most important performance factors; it emphasized what to improve, and how ; <i>For example, the coach referred to the critical performance factor, outlined correction and how to achieve it (e.g., expected outcomes of actions, target, ball trajectory, etc.).</i>			
48	The coach explained to the athletes that during skill execution, they must focus their attention on the intended outcome . <i>For example, "pass the ball in a straight line to the setter's hands", NOT "think about keeping your arms straight while you pass".</i>			

F5 – Evaluation: Method 3 Drill

Evaluate how the coach explained the drill				
	Criteria	Y	N	Notes
49	The coach clearly explained the general pattern of the drill to the athletes.			
50	The purpose of the drill was clearly explained. <i>For example, "In this drill we will focus on the Left Side attackers and their ability to read cues, make decisions, and execute."</i>			
51	Explanation outlined the success criteria of the drill. <i>Typically all 3 elements of CR + DM + SE are required. If appropriate, the coach should define good skill execution (e.g., good dig is 10m high, middle of the court, on the attack line).</i>			
52	The coach clearly explained what cues to read during the drill. <i>For example, "look at the setter's release, the ball, then the hitter to see if it is off or tight."</i>			
53	Clearly explained who would have the advantage and how the drill would begin . <i>For example, "the offense will have the advantage in this drill as the middle blocker will be late closing the block."</i>			
54	Clearly explained how the advantage would be created and how it would materialize. <i>"The middle blocker will 'half-jump' before closing outside."</i>			
55	The decision options the coach has linked to each cue were technically and tactically sound . <i>For example, would the decisions a player had to make transfer into a realistic game situation?</i>			
Evaluate how the drill was implemented				
56	Position selected to observe the group and individual athletes was good.			
57	The athletes had the opportunity to do a few consecutive repetitions .			
58	The advantage materialized , and the resulting situation allowed players to work on the intended technical/tactical elements .			
59	If necessary, the coach adjusted parts of the drill to ensure the right conditions were present (type of advantage sought after; timing of actions; etc.)			
60	The implementation of the drill supported the stated purpose . <i>For example, if the stated purpose was to improve the Left Side attackers' ability to read cues, make decisions and execute – Did the drill allow this to be achieved?</i>			

F6 - Evaluation: Coach Interventions During Method 3 Drill

	Criteria	Y	N	Notes
61	Intervention was done when necessary <i>For example, degree/type of engagement by athletes not adequate; safety or behaviour situation; etc.</i>			
62	Important cues missed by athlete(s) were noted.			
63	Important decisions missed by athlete(s) were noted.			
64	Skill execution that was below expectation was noted (given athlete's proficiency level and/or stage of learning progression).			
65	When proposing corrections, cause(s) of error were correctly identified. <i>For example, incorrect cue reading, decision-making, or skill execution.</i>			
66	When feedback was necessary it was not offered during the execution .			
67	Questions were used to guide athletes to a solution or intended improvement.			
68	Feedback was positive and specific and not negative or humiliating. <i>For example: "You did _____ perfectly!"</i>			
69	Feedback was clear and concise and relevant to the most important performance factors; it emphasized what to improve, and how ; <i>For example, the coach referred to the critical performance factor, outlined correction and how to achieve it (e.g., expected outcomes of actions, target, ball trajectory, etc.).</i>			
70	The coach explained to the athletes that during skill execution, they must focus their attention on the intended outcome . <i>For example, "pass the ball in a straight line to the setter's hands", NOT "think about keeping your arms straight while you pass".</i>			

F7 – Evaluation: Simulated Play Drill

Evaluate how the coach explained the drill				
	Criteria	Y	N	Notes
71	The coach clearly explained the general pattern of the drill to the athletes.			
72	The purpose of the drill was clearly explained. <i>Example: "In this drill we will focus on the Left Side attackers and their ability to read cues, make decisions, and execute."</i>			
73	Explanation outlined the success criteria of the drill. <i>All 3 elements of CR + DM + SE are required. If appropriate, the coach should define good skill execution (e.g., good dig is 10m high, middle of the court, on the attack line).</i>			
74	The coach clearly explained what cues to read during the drill. <i>For example, "look at the setter's release, the ball, then the hitter to see if it is off or tight."</i>			
75	Clearly explained how the game would be modified or restricted to increase the use of the skills being learned. <i>For example, play 6 vs 6. Slowing down the ball on a block gives one additional point; game to 25.</i>			
76	Introduced new tactical concepts , both individual and team, involving the skill being learned. <i>For example, Team A will force the front row Left Side to pass a short serve.</i>			
77	The decision options the coach has linked to each cue were technically and tactically sound . <i>For example, would the decisions a player had to make transfer into a realistic game situation?</i>			
Evaluate how the drill was implemented				
78	Position selected to observe the group and individual athletes was good.			
79	Athletes had sufficient time to play the game and apply/learn the intended concepts.			
80	The focus of the game materialized , and the resulting situation allowed players to work on the intended technical/tactical elements .			
81	The athletes could replicate specific game situations in which they have to make appropriate tactical choices under some pressure . <i>For example, team down by 3, the serve has to be in, and difficult enough to pull the opponent's setter off the net.</i>			
82	The implementation of the drill supported the stated purpose . <i>For example, if the stated purpose was to improve the Left Side attackers' ability to read cues, make decisions and execute – Did the drill allow this to be achieved?</i>			

F8 - Evaluation: Coach Interventions During Simulated Play Drill

	Criteria	Y	N	Notes
83	Intervention was done when necessary <i>For example, degree/type of engagement by athletes not adequate; safety or behaviour situation; etc.</i>			
84	Important cues missed by athlete(s) were noted.			
85	Important decisions missed by athlete(s) were noted.			
86	Skill execution that was below expectation was noted (given athlete's proficiency level and/or stage of learning progression).			
87	When proposing corrections, cause(s) of error were correctly identified. <i>For example, incorrect cue reading, decision-making, or skill execution.</i>			
88	When feedback was necessary it was not offered during the execution .			
89	Questions were used to guide athletes to a solution or intended improvement.			
90	Feedback was positive and specific and not negative or humiliating. <i>For example: "You did _____ perfectly!"</i>			
91	Feedback was clear and concise and relevant to the most important performance factors; it emphasized what to improve, and how ; <i>For example, the coach referred to the critical performance factor, outlined correction and how to achieve it (e.g., expected outcomes of actions, target, ball trajectory, etc.).</i>			
92	The coach explained to the athletes that during skill execution, they must focus their attention on the intended outcome . <i>For example, "pass the ball in a straight line to the setter's hands", NOT "think about keeping your arms straight while you pass".</i>			

Action Plan: Implementation of Written Plan

Not Yet Meeting Expectations – For outcomes or criteria that were below standard, the final evaluation will indicate where the coach needs to improve. Here, the Evaluator should identify what the coach needs to do to complete a successful evaluation of a particular outcome. This may involve a re-evaluation.

Meets Expectations – In this section, the Evaluator notes outcomes for which the coach met the standards. The Evaluator may also identify professional development opportunities that, in his or her opinion, will help the coach become even more effective in specific coaching areas. *For example: "Overall you did a great job of implementing a General Preparation practice for attackers. Several areas met expectations, in particular the focus on _____ was well done."*

Exceeds Expectations – For outcomes where the coach has performed exceptionally well, the Evaluator should identify opportunities to move to a more expert level. This may involve further training or specific experience.

Action Plan: Method 1,2,3 & SP Drills & Interventions

Not Yet Meeting Expectations – For outcomes or criteria that were below standard, the final evaluation will indicate where the coach needs to improve. Here, the Evaluator should identify what the coach needs to do to complete a successful evaluation of a particular outcome. This may involve a re-evaluation.

Meets Expectations – In this section, the Evaluator notes outcomes for which the coach met the standards. The Evaluator may also identify professional development opportunities that, in his or her opinion, will help the coach become even more effective in specific coaching areas. *For example: "Overall you did a great job of running an effective Method 2 drill...several areas met expectations, in particular the focus on _____ was well done."*

Exceeds Expectations – For outcomes where the coach has performed exceptionally well, the Evaluator should identify opportunities to move to a more expert level. This may involve further training or specific experience.

Evaluation Requirement: Support the Competitive Experience

Game Plan Evaluation and Assessment		Assessment	
		Yes	No
1	The strengths and weaknesses of coaches team is complete		
2	The strengths and weaknesses of their team is complete		
3	The statistical analysis is complete		
4	The shot chart is complete for coaches team		
5	The shot chart is complete for opponent team		
6	Favourable match-ups were created		
7	Serving strategy was implemented		
8	Defensive strategy was implemented		
9	Offensive strategy was implemented		
10	The offensive strategy was effective		
11	The defensive strategy was effective		
12	Interventions were made when necessary to support learning		
12	Adjustments were made to the game plan as necessary		
14	Substitutions were made at appropriate times		
15	Timeouts were made at appropriate times		
16	Interventions during timeouts were effective and clear		

NOTES

Intervention and Feedback Evaluation - Competition

Use this form to assess the coach's feedback. This form can be used for most types of activities.

Type of feedback used most frequently.

Type	Definition	Examples
Evaluative	The coach assesses the quality of the performance; he or she makes some kind of assessment or judgement	<input type="checkbox"/> That's fine! <input type="checkbox"/> Good job! <input type="checkbox"/> No, not like that! <input type="checkbox"/> Not good enough!
Prescriptive	The coach tells the athlete how to execute the skill next time	<input type="checkbox"/> Throw it higher! (general) <input type="checkbox"/> Get your arm higher! (specific)
Descriptive	The coach describes to the athlete what he or she has just done	<input type="checkbox"/> The build-up was too slow (general) <input type="checkbox"/> Your legs were really extended (specific)

Feedback checklist

Was the coach's feedback:

- ☐ Specific, not general, for example: "You did _____ perfectly!" instead of "That's fine!"?
- ☐ Positive and constructive, not negative and humiliating?
- ☐ Directly linked to the skill or behaviour to be improved?
- ☐ Informative and relevant to the most important performance factors?
- ☐ Balanced? Did it contain information on what the athlete did well and on what still needs improvement? E.g. "Your _____ (movement) is better than last time. The next thing to do would be to _____ (add another level of complexity to the movement, or a particular piece to refine)".
- ☐ Clear, precise, and easy to understand? E.g. did I use simple words?

Comments: _____

APPENDIX ONE

EVALUATOR SUBMISSION

This document is to be completed by the Performance Coach Volleyball Canada Evaluator and submitted to Volleyball Canada upon the coach candidate's completion of all the required components of the Performance Coach Certification.

The Performance Coach Evaluator will summarize the Action Plans developed throughout the Evaluation process and indicate the follow up steps as necessary. One form must be completed for each follow-up evaluation with the coach candidate, until all requirements have been met. Upon successful certification of the coach candidate, the Volleyball Canada Evaluator must submit all forms to the Volleyball Canada coaching representative (jsneddon@volleyball.ca).



PERFORMANCE COACH EVALUATOR SUBMISSION



The Performance Coach Evaluator must complete this form following the initial debrief and action plan development with the Performance Coach Candidate. A new form is required to be completed for each subsequent follow-up with the coach candidate. It is the Performance Coach Evaluator's responsibility to submit all completed forms to the Volleyball Canada.

Performance Coach Evaluator: _____

Date: _____

Coach Candidate: _____

Coach NCCP No: _____

City: _____

Province: _____

	Summarize areas that met expectations	Summarize areas that need improvement	Action Plan Summary	Action Plan Timeline
Manage a Sport Program				
Practice Planning				
Support to Athletes in Training				
Support the Competitive Experience				

☐

Coach meets requirements for Performance Coach Certification

☐

Minimum certification standards were not met; more follow-up needed as indicated in Action Plan

Performance Coach Evaluator Signature: _____