

WRESTLING

COMPETITION - INTRODUCTION



Coaching
Association
of Canada



Association
canadienne
des entraîneurs



National
Coaching
Certification
Program

Programme
national de
certification des
entraîneurs

COACH EVALUATION PACKAGE

ACKNOWLEDGEMENTS

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1. INTRODUCTION

This package describes the evaluation and certification requirements for the Canadian Amateur Wrestling Association's (CAWA) Competition - Introduction context. These requirements meet the minimum standards of the National Coaching Certification Program (NCCP).

- The CAWA wrestling-specific Competition - Introduction Part A and Part B workshops prepare coaches for the wrestling-specific evaluation process.
- Technical skill content is based on CANCoach 1 and 2. Candidates are expected to know and use the CANCoach skill progressions and key points.
- Coaches who have considerable experience in wrestling and feel they do not require context training should contact a Master Evaluator (ME) to discuss the possibility of moving directly to evaluation. A list of MEs is posted on the CAWA website. "Challenging" the evaluation is done at your own risk and may not result in successfully passing all evaluation requirements. It is strongly recommended that all coaches complete training in *Make Ethical Decisions* before evaluation.
- The Coach Evaluation Package is posted on the CAWA website (www.wrestling.ca) for coaches to download and print.
- Coaches must complete an evaluation process to move from NCCP Trained status to NCCP Certified status. It is the responsibility of the coach candidate to schedule evaluation when he/she feels ready.

There are several steps in the evaluation/certification process. Each step is linked directly to one of four coaching outcomes, or task descriptions, that the coach must be able to perform. Each outcome includes several evaluation criteria and these must be fulfilled to a minimum standard to meet certification requirements. Accredited regional Competition - Introduction evaluators will evaluate candidate performance. All four outcomes must be successfully evaluated before certification is granted.

Role of the Evaluator

During an evaluation, the evaluator's job is to EVALUATE, not TEACH. However, the evaluation process should be a positive learning experience, and some feedback is required. The evaluation tools are designed to allow for the provision of objective feedback. Each form has room for the evaluator to record subjective comments. The evaluator may use this opportunity to validate those tasks particularly well done, thus reinforcing positive coaching behaviours. He/she may also use the opportunity to explain why he/she did not believe that some coaching behaviours were adequately demonstrated. In such cases, the evaluator's comments must be constructive and provide the candidate with a clear direction for improvement (e.g. more practice, talking to more experienced coaches, reviewing the course materials, etc.). It is essential that every candidate walk away from the process feeling that they have learned something, regardless of the outcome.

Timing of Evaluation

- It is strongly recommended that evaluation be entered after the completion of the wrestling-specific Competition-Introduction Part A and Part B training workshops or at anytime if an individual wishes to 'challenge' the evaluation.
- The candidate and the evaluator will work together to determine when each component will be evaluated.
- Evaluation will not take place during or immediately following a Competition – Introduction wrestling training workshop
- It is strongly recommended that candidates must complete a minimum of four (4) weeks of coaching between completion of the workshop and evaluation (*exception is the Make Ethical Decisions module – see below*). During this time, it is expected that the candidate will be working with athletes on a regular basis and applying the concepts they have learned from the training.
- Candidates must submit practice and season plans, with an EAP for the practice plan, for evaluation a minimum of two (2) weeks before the scheduled date of an on-site evaluation. On-site evaluations will only be done after practice and season plans have been evaluated and meet the minimum standards.
- Evaluation of *Make Ethical Decisions* (MED) will be done online, using a multisport format, and may be done at any time following completion of the workshop. For more information on the MED evaluation, visit the Coaching Association of Canada website at www.coach.ca.

Note: Automatic Score of 0, meaning “Not Ready – Needs to be Re-evaluated in this Outcome”

The demonstration of one or more of the following behaviours during an evaluation will result in an automatic score of 0 of the specific outcome being evaluated. The coach must be re-evaluated in this outcome.

1. *SAFETY* -- Endangering the health of an athlete or any other person regardless of whether the behaviour was accidental or intentional.
2. *HARASSMENT AND/OR ABUSE* -- Demonstrating harassing or abusive behaviour towards an athlete or any other person. Harassing behaviour may consist of repeatedly humiliating or intimidating someone, making racist comments, threatening someone with physical harm, making cruel personal jokes or teasing someone about their body or sexual orientation. Abusive behaviour may consist of name calling, swearing, threatening, ridiculing, intimidating, isolating, hazing, ignoring a person’s needs, slapping, hitting, shaking, kicking, pulling hair, pulling ears, striking, shoving, grabbing or excessive exercise as a form of punishment
3. *DISREGARD FOR FAIRPLAY* – Violating CAWA rules and/or the Coaching Association of Canada Code of Ethics/Conduct.
4. *LOSS OF CONTROL OF ATHLETE GROUP* – Athletes clearly not responding to directions of coach by wandering off, and/or not following instructions, and/or displaying unsafe, abusive and/or harassing behaviour.
5. *DEMONSTRATION OF DISRESPECT FOR ATHLETES, PEERS, VOLUNTEERS & EQUIPMENT* – Violation of the NCCP’s Code of Ethics/Conduct.
6. *INADEQUATE TECHNICAL KNOWLEDGE* – Coach does not incorporate and teach CANCoach 1 and 2 technique.

The next pages provide an overview of the four coaching outcomes and main performance criteria for the CAWA wrestling Competition - Introduction context.

2. SUMMARY OF COACHING OUTCOMES AND CRITERIA

THE COMPETITION - INTRODUCTION COACH WILL:

1. MAKE ETHICAL DECISIONS

Using the NCCP Ethical Decision Making Framework, reflect on a simple ethical dilemma commonly encountered at the club level, identify what is at stake and indicate how s/he would deal with the situation.

2. PLAN A PRACTICE

Plan/design a practice plan that is purposeful, organized and appropriate for the age group, and that reflects safety considerations.

3. PROVIDE SUPPORT TO THE ATHLETE IN TRAINING

Implement the above plan during a training session that is enjoyable, safe and structured, and consistent with the NCCP philosophy and values.

4. DESIGN A BASIC SPORT PROGRAM

Consistent with the CAWA Athlete Development Model, design a sport program aimed at improving performance.

3. HOW EACH OUTCOME WILL BE EVALUATED

OUTCOME	METHOD OF EVALUATION	PERFORMANCE CRITERIA
MAKE ETHICAL DECISIONS	<ul style="list-style-type: none"> • On-line, NCCP evaluation • <i>Is not included in this package</i> • <i>Details of registration for on-line evaluation are available on the CAC website (www.coach.ca).</i> <p style="text-align: center;"><i>(see page 9-10 for description)</i></p>	<ul style="list-style-type: none"> • Reflect on the importance of behaving respectfully toward participants, officials, parents and spectators • Identify key issues in a common scenario that could be encountered in the Competition - Introduction context • Describe a course of action for dealing with this situation that is consistent with the values and philosophy of the NCCP.
PLAN A PRACTICE	<ul style="list-style-type: none"> • Written submission to be evaluated • <i>The practice plan and EAP must be submitted and evaluated at least two weeks prior to the scheduled on-site evaluation.</i> • <i>The practice plan that is evaluated must match the practice that is delivered for the on-site evaluation session.</i> • <i>If the practice plan does not meet the minimum evaluation standard, it must be re-submitted and meet standard prior to on-site evaluation.</i> <p style="text-align: center;"><i>(see page 12-16)</i></p>	<ul style="list-style-type: none"> • Adapt pre-designed activities and/or design an activity appropriate for the age group and skill/performance level • Design a practice plan that includes the following: <ul style="list-style-type: none"> - identification of objectives - appropriate structure and organization - identification of risk factors - appropriate use of time and space - appropriate selection and sequencing of activities - identification of key performance factors - emergency action plan (EAP)
PROVIDE SUPPORT TO THE ATHLETE IN TRAINING	<ul style="list-style-type: none"> • Formal on-site evaluation during delivery of a practice session • A video submission option is under consideration by CAWA <p style="text-align: center;"><i>(see pages 17-20)</i></p>	<ul style="list-style-type: none"> • Deliver a practice session that is adapted for the given athlete group, is age/skill appropriate and includes the following elements: <ul style="list-style-type: none"> - demonstrate common safety protocol including equipment adjustment check - teach basic skill progressions as per CANCoach 1 and 2 - demonstrate and effectively apply appropriate teaching principles - demonstrate proper practice structure and organization - include an appropriate fitness training component

OUTCOME	METHOD OF EVALUATION	PERFORMANCE CRITERIA
<p>DESIGN A BASIC SPORT PROGRAM</p>	<ul style="list-style-type: none"> • Written submission to be evaluated by submitting an 8-12 week season program planning calendar, as well as 3 practice plans that demonstrate that the coach is using the information in the season plan for early, mid and late season training. • <i>Must be submitted for evaluation at the same time as practice plan and EAP</i> <p style="text-align: center;"><i>(see page 21-23)</i></p>	<ul style="list-style-type: none"> • Outline program structure based on available training and competition opportunities <ul style="list-style-type: none"> - identify competition schedule and number of competitions - identify length of each period of the program (preparation, competition, transition) - identify number, duration and frequency of training sessions in each period of the program • Identify program measures to promote athlete development <ul style="list-style-type: none"> - identify and analyze training to competition ratios in the program - identify strategies to address aspects of the program that are inconsistent with the CAWA Long Term Athlete Development (LTAD) model • Develop practice plans that integrate seasonal training priorities <ul style="list-style-type: none"> - identify athletic ability and training objectives for early, mid and late season training - demonstrate effective use of available training time during these times of the season - design practice plans that are consistent with the analysis described above.

4. COST OF EVALUATION

MAKE ETHICAL DECISIONS

Estimated cost of online evaluation:

\$20.00-\$30.00

Note: This fee is paid online, directly to CAC

PROVIDE SUPPORT TO ATHLETES IN TRAINING

PLAN A PRACTICE

DESIGN A BASIC SPORT PROGRAM

Estimated cost of on-site evaluation:

\$75.00

plus travel expenses for evaluator

(+ expenses of evaluator)

CI Evaluation includes:

- Evaluation of practice and season plans
- Onsite evaluation

Approximate Total Evaluation Cost

\$100.00

(exclusive of evaluator travel expenses)

Note: There will be an additional \$25.00 charge for the video submission option. The video submission option will be dealt with on a case by case basis and is intended for use in extreme cases such as remote geographical locations. A specific protocol and set of minimum quality standards will be in place for video submissions.

5. ACCESS TO EVALUATORS

- The Canadian Amateur Wrestling Association has completed training of a core group of regional Master Evaluators. A contact list of Master Evaluators is posted on the CAWA website (www.wrestling.ca).
- The Master Evaluators have been selected on a regional basis to ensure coaches in all provinces/territories will have an opportunity to move from trained to certified status.

6. EVALUATION PROCESS

To become certified in the CAWA Competition - Introduction context, coaches must complete evaluation requirements in all four outcomes. The process for evaluation of each outcome is described in this section.

Note that *Make Ethical Decisions* is the only outcome that is evaluated in a generic (not wrestling specific) format. All other outcomes are wrestling specific, and interdependent. Page 11 provides a flowchart describing the process for evaluation of the three wrestling-specific outcomes.

OUTCOME: MAKE ETHICAL DECISIONS (MED)

- Coaches must successfully complete the NCCP online *Make Ethical Decisions* evaluation exercise. This segment of evaluation is administered through the Coaching Association of Canada's (CAC) website (www.coach.ca)
- Complete details on registration for the on-line evaluation exercise will be available from the CAC. Coaches should visit the CAC website for details.
- The generic evaluation criteria and standards are provided on the next page

Make Ethical Decisions

Criteria	Applies correctly the NCCP make ethical decisions process.
Achievement	Evidence
5 (Highly Effective)	<p>AS IN #4: HOWEVER:</p> <ul style="list-style-type: none"> Coach correctly assigns all of the potential arguments (=12) to two conflicting decisions for all three legal / ethical scenario. Coach correctly selects all of the most effective actions (=10) in implementing the chosen decision while avoiding all actions (=5) that are not effective in all three legal / ethical scenario.
4 (Advanced)	<p>AS IN #3: HOWEVER:</p> <ul style="list-style-type: none"> Coach correctly assigns most of the potential arguments (>8/12) to two conflicting decisions for all three legal / ethical scenario. Coach correctly selects almost all of the most effective actions (>8/10) in implementing the chosen decision while avoiding most of the actions (>4) that are not effective in 1 intermediate and 1 complex legal / ethical scenario.
3 (NCCP Standard) 	<p>AS IN #2: HOWEVER:</p> <ul style="list-style-type: none"> Coach correctly identifies all of the facts (=15) all three legal / ethical scenarios. Coach correctly identifies what is at stake (i.e. legal vs. ethical, and potential reasons for ethical issues) for three ethical / legal scenarios Coach correctly assigns some the potential arguments (>6/12) to two conflicting decisions for 1 intermediate and 1 complex legal / ethical scenario. Coach correctly selects a portion of the most effective actions (>5/10) in implementing the chosen decision while avoiding a portion of actions (<5) that are not effective in 1 intermediate and 1 complex legal / ethical scenario.
2 (Foundation)	<ul style="list-style-type: none"> Coach correctly orders the six steps of the MED framework Coach matches 7 critical MED terms with the appropriate definition. Coach identifies all key values at play in a simple ethical scenario. Coach correctly identifies the most of the facts (> 10/15) all three legal / ethical scenarios. Coach correctly identifies what is at stake (i.e. legal vs. ethical, and potential reasons for ethical issues) for three ethical / legal scenarios. Coach chooses from three potential decisions (options) and prioritizes each decision based on an assessment of the potential consequences. Coach assesses three potential decisions against 6-8 criteria to determine the efficacy of each decision, and chooses to re-prioritize his or her decisions Coach correctly assigns a few the potential arguments (>3/12) to two conflicting decisions for 1 intermediate and 1 complex legal / ethical scenario. Coach selects that the best decision option based on the arguments that are consistent with his or her values. Coach correctly selects a portion of the most effective actions (>5/10) in implementing the chosen decision while avoiding a portion of actions (<5) that are not effective in 1 intermediate and 1 complex legal / ethical scenario.
1 (Not Sufficient)	<ul style="list-style-type: none"> Coach identifies the six steps of the MED framework. Coach matches most (i.e. 4/7) critical MED terms with the definitions. Coach identifies some of the key values at play in a simple ethical scenario.

CAWA COACH EVALUATION PROCESS

(Outcomes: Plan a Practice, Design a Basic Sport Program, Provide Support to the Athlete in Training)

ACTION	TIMELINE
CI Part A & Part B training workshops completed ↓	
Active applied coaching, minimum 4 weeks ↓	----- <i>At least 5-6 weeks prior to evaluation (no upper limit)</i>
Coach contacts Master Evaluator to initiate evaluation process and coordinate fee payment ↓	----- <i>5 weeks prior to on-site evaluation date</i>
Master Evaluator selects Evaluator; Evaluator contacts coach to set up date & location of on-site evaluation ↓	----- <i>4 weeks prior to on-site evaluation date</i>
Coach submits to Evaluator: <ul style="list-style-type: none"> • EAP for on-site evaluation facility • 8-12 week season plan • 3 practice plans (early, mid and late-season, one of which must be identified for on-site evaluation) ↓	----- <i>2-3 weeks prior to on-site evaluation date</i>
Plans are evaluated and meet minimum standard Evaluator confirms date of on-site evaluation ↓	----- <i>1 week prior to on-site evaluation date</i>
On-site evaluation and debrief ↓	----- <i>Date of on-site evaluation</i>
Evaluator will: <ul style="list-style-type: none"> • Provide final results to coach • Complete and submit a NCCP Course Registry form to PSO or Master Evaluator in cases where a provincial/territorial office does not exist. The Evaluator should keep a copy for his/her self. • An NCCP Course Registry Form cannot be completed or submitted until all three wrestling-specific outcomes are evaluated and successfully completed. • Copies of NCCP Course Registry Form must be provided to the CAC & CAWA by the PSO or Master Evaluator in cases where a provincial/territorial office does not exist. • A copy of the CAWA on-site evaluation summary sheet, pre-observation checklist and action plan template should be provided to the coach, Master Evaluator and provincial/territorial office if one exists. 	----- <i>1-2 weeks after on-site evaluation</i>

Note: Evaluation of the outcome: *Make Ethical Decisions* is done directly online by the coach when he or she feels ready through the Coaching Association of Canada.

OUTCOME: PLAN A PRACTICE

For evaluation of this outcome, the candidate must submit 3 written practice plans (early, mid and late season), including an emergency action plan (EAP) for the practice site. The plans form part of the candidate's coaching portfolio which is submitted directly to the evaluator. One of the three plans submitted must correspond to the practice that will be evaluated on-site, at a later date as determined by the candidate and assigned evaluator.

- The candidate is responsible for contacting the master evaluator to initiate the evaluation process, and for keeping copies of all documents submitted.
- The practice plans must be submitted using the Practice Planning Forms contained in this package (*see pages 13-15*). Plans submitted using other formats will not be considered for evaluation and must be resubmitted on the correct form.
- The EAP for the practice facility must be submitted with the practice plan.
- Practice plans will be evaluated using a standardized evaluation tool, which has been designed to meet the NCCP minimum standards, as accepted by the National Coaching Certification Council in November 2004.
- The evaluator's comments will be recorded on the evaluation tool. The evaluator's comments should indicate where weaknesses occur (i.e. not meeting the minimum standard) and provide constructive suggestions for improving the plan. The evaluator should also provide contact information in case the candidate needs a resource person for assistance. A sample of the evaluation tool is provided on page 16.

CAWA EARLY SEASON PRACTICE PLANNING FORM

TEAM: _____ **DATE:** _____ **TIME:** from _____ to _____
LOCATION: _____ **PRACTICE GOAL(S):** _____
EQUIPMENT NEEDED: _____
SKILL TRAINING OBJECTIVES: _____
DESCRIPTION OF ATHLETE GROUP: _____

Introduction

Key messages/safety points

Warm-up

Key messages/safety points

Main Part

Key messages/safety points

Review skills

New skills

Cool Down and Conclusion

Key messages/safety points

CAWA MID-SEASON PRACTICE PLANNING FORM

TEAM: _____ **DATE:** _____ **TIME:** from _____ to _____
LOCATION: _____ **PRACTICE GOAL(S):** _____
EQUIPMENT NEEDED: _____
SKILL TRAINING OBJECTIVES: _____
DESCRIPTION OF ATHLETE GROUP: _____

Introduction

Key messages/safety points

Warm-up

Key messages/safety points

Main Part

Key messages/safety points

Review skills

New skills

Cool Down and Conclusion

Key messages/safety points

CAWA LATE SEASON PRACTICE PLANNING FORM

TEAM: _____ **DATE:** _____ **TIME:** from _____ to _____
LOCATION: _____ **PRACTICE GOAL(S):** _____
EQUIPMENT NEEDED: _____
SKILL TRAINING OBJECTIVES: _____
DESCRIPTION OF ATHLETE GROUP: _____

Introduction

Key messages/safety points

Warm-up

Key messages/safety points

Main Part

Key messages/safety points

Review skills

New skills

Cool Down and Conclusion

Key messages/safety points

**CANADIAN AMATEUR WRESTLING ASSOCIATION
COMPETITION - INTRODUCTION CONTEXT
NCCP EVALUATION TOOL**

Coach Name				CC number:	C	C						
		Surname	First									
OUTCOME: Plan a Practice												
	Mark	Evidence of Achievement	Comments	Scoring								
Logistics & Structure		<ul style="list-style-type: none"> Practice plan identifies a goal or a series of key elements that will be addressed in the practice 		0	1	Not There. No evidence appears on plan All There. Sufficient detail of evidence						
		<ul style="list-style-type: none"> Practice plan identifies basic information include, date, time, location, number of athletes, level of athletes. 										
		<ul style="list-style-type: none"> Practice plan indicates basic logistical needs (i.e. facilities and equipment) to match the overall goal. 										
		<ul style="list-style-type: none"> Practice plan has a clearly identified goal that is consistent with NCCP growth and development principles and CAWA LTAD and/or ADM 										
		<ul style="list-style-type: none"> Practice plan is organized into main segments that include an introduction, warm-up, main part, cool-down and a conclusion. 										
		<ul style="list-style-type: none"> Duration of the practice and each practice segment are identified on a timeline. 										
		TOTAL POINTS THIS SECTION										
Emergency Action Plan		<ul style="list-style-type: none"> The location of telephones and emergency telephone numbers 										
		<ul style="list-style-type: none"> Specific directions to reach the activity site, which may include a map or a list of key instructions 										
		<ul style="list-style-type: none"> Location of medical profiles for each athlete under the coach's care 										
		<ul style="list-style-type: none"> Location of a fully stocked first aid kit 										
		<ul style="list-style-type: none"> Designated charge person and call person with roles and responsibilities. 										
	TOTAL POINTS THIS SECTION											
	Mark	Evidence of Achievement	Comments	Scoring								
Appropriate Activities		<ul style="list-style-type: none"> Practice activities are effectively described (i.e. diagrams, explanations, key points) 		0	1	2	3					
		<ul style="list-style-type: none"> Planned activities are allotted enough time to develop the skills and or tactics identified by the goal. 		No evidence present Some evidence, limited detail and accuracy to meet overall criteria. A different coach would have difficulty implementing the practice								
		<ul style="list-style-type: none"> Planned activities contribute to the development of skill(s) and are appropriate to the stage of skill development (Acquisition, Consolidation, Refinement) 										
		<ul style="list-style-type: none"> The practice plan indicates key factors (coaching points) that will be identified in the practice activity. 										
		<ul style="list-style-type: none"> Planned activities contribute to the development of athletic abilities, are appropriate for the sport, and are consistent with NCCP growth and development principles. 										
		<ul style="list-style-type: none"> Activities are purposeful and link to overall practice goal. 										
		<ul style="list-style-type: none"> The duration of the practice and each practice segment are consistent with NCCP growth and development principles. 										
		<ul style="list-style-type: none"> Planned activities reflect awareness of, and control for potential risk factors (<i>must score 2 or more</i>) 										
	TOTAL POINTS THIS SECTION											

OUTCOME: PROVIDE SUPPORT TO THE ATHLETE IN TRAINING

In this component of evaluation, the candidate will coach a technical wrestling practice that he/she has designed. The focus of this evaluation is on delivering an effective practice. There are three sections to the on-site evaluation; a before-practice meeting, the actual evaluation (practice) and a post-practice review/debrief.

Process:

- The coach candidate is responsible for contacting the master evaluator to initiate the evaluation process, and for keeping copies of all documents submitted.
- The practice plan and Emergency Action Plan (EAP) for the session, as well as the season plan, must have been successfully evaluated a minimum of two weeks prior to on-site evaluation being scheduled.
- Candidate must complete the self-assessment portion of the *Coaching Behaviours Profile*, found on page 19. The candidate will submit this form to the evaluator prior to the beginning of the practice session.
- Candidate must coach a technical wrestling practice designed by the candidate. The practice must match the practice plan that was submitted and evaluated.
- Candidate will meet with the evaluator for approximately 20 minutes prior to the beginning of practice. The candidate should have completed any preparations for the practice prior to this meeting and must ensure that the evaluator has a copy of the practice plan and EAP.
- The athlete group must be a group that the candidate works with on a regular basis OR a group of age class athletes
- The practice should be a minimum of 60 minutes duration.
- The candidate will debrief with the evaluator for approximately 30 minutes after the practice has concluded.

Before-practice meeting:

- The evaluator will review the overall procedure in conducting an on-site evaluation.
- The evaluator will review and discuss the candidate's practice plan and EAP.
- The evaluator will collect the Coaching Behaviours Profile form from the coach.

On-site evaluation:

- The evaluator will ask the candidate to begin the practice.
- Candidate will run the practice, using the practice plan that has been provided to the evaluator.
- Evaluator will position him/herself to be able to hear and see the practice. Evaluator will record comments on the *NCCP Evaluation tool*.
- Evaluator should refrain from commenting during the practice, unless there is an obvious safety hazard or breach of coaching ethics occurring.

Post-practice review and debrief:

- Evaluator will complete the *NCCP Evaluation tool*
- Evaluator will review the *Coaching Behaviours Profile* and *Evaluation tools* with the candidate. Emphasis will be placed on areas where there is a discrepancy between the evaluator's mark and the candidate's self-assessment, and on how the candidate can improve coaching performance. The evaluator will also highlight the skills performed well by the candidate. The candidate will receive a copy of both forms.
- Candidate may ask questions about the evaluation. If the candidate was not successful in demonstrating competence during the practice, the evaluator will outline some basic strategies as to how he/she can improve for next time and where additional training can be accessed.
- Every candidate should finish this evaluation feeling that it was a positive learning experience, regardless of the outcome.

The evaluator's comments will be recorded on the *Evaluation tools*. A rubric is provided to assist the evaluator in determining if the candidate meets the CAWA Pass Standard. The evaluator's comments should indicate where weaknesses occur (i.e. not meeting the minimum standard) and provide constructive suggestions for improvement. The evaluator should also provide contact information in case the candidate needs a resource person for assistance.

CANDIDATE SELF-ASSESSMENT:

COACHING BEHAVIOURS PROFILE

Before the on-site evaluation, the candidate will complete this self-assessment form and submit it to the evaluator. After the practice, the evaluator will compare the candidate's self-assessment with the actual evaluation and discuss the results with the candidate.

Circle the appropriate number for each statement below.

- KEY:**
- 1** This is definitely a weak area for me.
 - 2** I'm somewhat comfortable
 - 3** I do this very well.

Coaching Task	Candidate self-assessment	Candidate's comments
▪ I ensure a safe practice area	1 2 3	
▪ I run a structured and organized practice	1 2 3	
▪ I make effective coaching interventions	1 2 3	
▪ I demonstrate appropriate coaching behaviours	1 2 3	
▪ I manage the training environment (includes awareness, creation of functional learning environment and adapting to "unforeseen" circumstances such as equipment breakage etc.)	1 2 3	
▪ I detect technical errors effectively	1 2 3	
▪ I apply proper correction of technical errors	1 2 3	
▪ I show enthusiasm for and while coaching	1 2 3	
▪ I demonstrate good rapport with athletes	1 2 3	

Two things I would like to develop in the next year are:

My coaching aspirations for the future are:

**CANADIAN AMATEUR WRESTLING ASSOCIATION
COMPETITION - INTRODUCTION CONTEXT
NCCP EVALUATION TOOL**

Coach Name			CC number:	C	C					
Surname		First								
OUTCOME: Provide Support to Athletes in Training										
Mark	Evidence of Achievement	Comments	Scoring							
Safety	<ul style="list-style-type: none"> Coach surveys the practice environment and ensures that there are minimal safety risks.(Mats are cleaned) 		0	Insufficient Evidence	1	Sufficient Evidence				
	<ul style="list-style-type: none"> Coach can identify adjustments to the practice to ensure safety of athletes. Have coach reflect on a specific scenario in the debrief if a dangerous situation did not present itself during the practice. 									
	<ul style="list-style-type: none"> Coach is able to present an emergency action plan that contains 5 or more of the critical elements and that can be easily implemented in case of an emergency 									
	<ul style="list-style-type: none"> Coach reinforces and teaches the correct application of competitive rules that enable a safe practice where appropriate. 									
	TOTAL POINTS THIS SECTION									
Mark	Evidence of Achievement	Comments	Scoring							
Structure & Organization	<ul style="list-style-type: none"> Coach is appropriately dressed. 		0	1	2	3				
	<ul style="list-style-type: none"> Equipment is available and ready to use. 									
	<ul style="list-style-type: none"> There are clear practice segments, which includes an appropriate warm-up, main segments and cool down. 									
	<ul style="list-style-type: none"> Delivery of practice matches practice plan's goal(s). 									
	<ul style="list-style-type: none"> Breaks are provided for appropriate recovery and hydration. 									
	<ul style="list-style-type: none"> Practice demonstrates a clear timeline for activities and drills and activity time is maximized. 									
	<ul style="list-style-type: none"> Coach demonstrates optimal use of space and equipment. 									
	<ul style="list-style-type: none"> Activities contribute to the development of skills and or tactics. 									
TOTAL POINTS THIS SECTION										
Coach Intervention	<ul style="list-style-type: none"> Coach uses explanation and identifies 1-3 correct key learning points. 		0	1	2	3				
	<ul style="list-style-type: none"> Coach uses correct demonstrations, and participants are in an optimal position to see and hear. 									
	<ul style="list-style-type: none"> Feedback is positive, specific and is communicated to both individuals and the group. 									
	<ul style="list-style-type: none"> Coach makes interventions so that participants have adequate time to practice skill or tactic. 									
	<ul style="list-style-type: none"> Coach maintains a positive outlook and acknowledges athletes' needs and thoughts. 									
	<ul style="list-style-type: none"> Coach uses respectful language when providing verbal interventions 									
	<ul style="list-style-type: none"> Coach provides feedback and instruction that clearly and correctly identifies what to improve and how to improve. 									
	<ul style="list-style-type: none"> Coach selectively uses feedback during the drill to constructively reinforce athletes' effort and performance. 									
	<ul style="list-style-type: none"> Coach clarifies key learning objectives and or performance factors (feedback / instruction) with athletes prior to engaging in the activity. 									
	<ul style="list-style-type: none"> Coach promotes a positive image and models this image to athletes and other stakeholders. 									
	<ul style="list-style-type: none"> Coach identifies appropriate expectations for athlete behaviour and reinforces these expectations when appropriate 									
TOTAL POINTS THIS SECTION										

OUTCOME: DESIGN A BASIC SPORT PROGRAM

For evaluation of this outcome, coaches must complete and submit a seasonal plan that includes an 8 to 12 week periodized program, including basic mental skills, as well as 3 practice plans corresponding to specific training sessions at the beginning, middle and end of the season. These plans must be submitted directly to the evaluator at the same time as the practice plan and EAP, a minimum of two weeks prior to the on-site evaluation.

- The candidate is responsible for contacting the master evaluator to initiate the evaluation process, and for keeping copies of all documents submitted.
- The season plan must be submitted using the *Seasonal Program Planning Calendar* contained in this package (see page 22). Practice Plans must be submitted using the forms on pages 13-15. Plans submitted using other formats will not be considered for evaluation and must be resubmitted on the correct forms.
- All of the three practice plans must fulfill the requirements for the Plan a Practice outcome standards. The coach must identify which of the three plans will be delivered in the on-site evaluation. All practices must be based on CANCoach 1 or 2 technique (as appropriate).
- Plans will be evaluated using a standardized evaluation tool, which has been designed to meet the NCCP minimum standards, as accepted by the National Coaching Certification Council in November 2004.
- The evaluator's comments will be recorded on the evaluation tool. The evaluator's comments should indicate where weaknesses occur (i.e. not meeting the minimum standard) and provide constructive suggestions for improving the plan. A sample of the evaluation tool is provided on page 23.

At the end of the on-site evaluation, the evaluator will summarize the coach's scores on the summary sheet (see page 24). This sheet describes the CAWA pass standards for each outcome, and allows the evaluator to make a final decision about the coach's performance.



SEASONAL PROGRAM PLANNING CALENDAR

Coach Name: _____

Team Name: _____

Team Division and Level: _____

Season 200__ or Season 200__ - 200__

Month												
Day = Monday.												
Week (program)												
Championship												
Tournament												
Regular Competition												
Preparation Competition												
Training Camp												
Others												
Period												
Phase												

**CANADIAN AMATEUR WRESTLING ASSOCIATION
COMPETITION - INTRODUCTION CONTEXT
NCCP EVALUATION TOOL**

Coach Name		CC number:	C	C					
	Surname	First							

OUTCOME: Design a Basic Sport Program

Mark	Evidence of Achievement	Comments	Scoring			
			0	1	2	3
Program Structure	<ul style="list-style-type: none"> Plan identifies basic athlete information (age, number, differences in growth and development). 		No Evidence	Some evidence: Plan has limited detail and insufficient accuracy to meet overall criteria. A different coach would have difficulty implementing the program.	Good evidence: Plan has sufficient detail and accuracy to meet overall criteria. A different coach could implement the program.	Exceptional evidence: Plan has excellent detail and accuracy to meet overall criteria. Plan would assist a different coach in enhancing the program.
	<ul style="list-style-type: none"> Plan indicates the length of the season, practice dates, and main competitions. 					
	<ul style="list-style-type: none"> Plan identifies entry point for the majority of athletes in the season plan. 					
	<ul style="list-style-type: none"> Plan correctly identifies training objectives and priorities at critical times of the season based on program template developed by wrestling. 					
	<ul style="list-style-type: none"> Length of the season is correctly calculated given breaks and other logistics. 					
	<ul style="list-style-type: none"> Seasonal plan is correctly divided into three main periods (preparation, competition, transition). 					
	TOTAL POINTS THIS SECTION					
Identification of Program Measures	<ul style="list-style-type: none"> Plan identifies correctly calculated competition to training ratio 					
	<ul style="list-style-type: none"> Competition ratio is consistent with NCCP guidelines 					
	<ul style="list-style-type: none"> Plan correctly prioritizes key training elements to maximize and promote athlete developmental potential in relation to training and competition demands or provides rationale of why not. 					
	<ul style="list-style-type: none"> Rationale is provided for prioritizing training elements in order to maximize developmental potential for each stage of the plan 					
	<ul style="list-style-type: none"> Strategies are identified to overcome potential weaknesses in program compared to CAWA LTAD model and/or AD Model. 					
	TOTAL POINTS THIS SECTION					
Practice Plans	<ul style="list-style-type: none"> Season plan identifies athletic abilities and training objectives (development, maintenance, consolidation) to be emphasized during a given week for one phase of the season. 					
	<ul style="list-style-type: none"> Total training time is calculated for the same week identified for one phase of the season. Y=2 / N=0 					
	<ul style="list-style-type: none"> Total practice time for the practice relates to the appropriate training time that was calculated for that week. Y=2 / N=0 					
	<ul style="list-style-type: none"> Rationale is provided to justify optimizing training time if there are inconsistencies with the amount of actual practice time. 					
	<ul style="list-style-type: none"> The practice has specific objectives that relate to the priorities identified for the particular point in the season. 					
	<ul style="list-style-type: none"> The practice plans prioritize athletic abilities and training objectives that are consistent with this phase of the seasonal plan. 					
	<ul style="list-style-type: none"> The practice plans provide an outline of appropriate activities that is consistent with the objectives, athletic abilities and timelines that are indicated for this phase of the season plan. 					
	TOTAL POINTS THIS SECTION					

CAWA ON-SITE EVALUATION SUMMARY SHEET

Coach Name:
Club:
Athlete Group:

OUTCOME: Plan a Practice

Rank	Criteria	Below Pass Standard	CAWA Pass Standard	Exceeds Standard
	Identifies appropriate logistics for practice	4 or less	5	6
	Design an Emergency Action Plan	3 or less	4	5
	Identifies appropriate activities in each part of the practice	15 or less	16 (no 0's)	20 or more

Recommendation

<input type="checkbox"/>	Certification	<input type="checkbox"/>	Re-submit	<input type="checkbox"/>	Attend training
Evaluator					
Signed			Date		
Evaluator	Surname		First		

OUTCOME: Provide Support to Athletes in Training

Rank	Criteria	Below Pass Standard	CAWA Pass Standard	Exceeds Standard
	Ensures that the practice environment is safe	3 or less	4 (no 0's)	N/A
	Implements an appropriately structured and organized practice	15 or less	16 (no 0's)	21 or more
	Makes interventions that promote learning	21 or less	22	28 or more

Recommendation

<input type="checkbox"/>	Certification	<input type="checkbox"/>	Re-observe	<input type="checkbox"/>	Attend training
Evaluator					
Signed			Date		
Evaluator	Surname		First		

OUTCOME: Design a Basic Sport Program

Rank	Criteria	Below Pass Standard	CAWA Pass Standard	Exceeds Standard
	Outline program structure based on available training and competition opportunities	Less than 12	12	16 or more
	Identify program measures to promote athlete development	Less than 10	10	13 or more
	Develop a practice plan that integrates seasonal training priorities	Less than 14	14	18 or more

Recommendation

<input type="checkbox"/>	Certification	<input type="checkbox"/>	Re-observe	<input type="checkbox"/>	Attend training
Evaluator					
Signed			Date		
Evaluator	Surname		First		

CAWA COMPETITION - INTRODUCTION PRE-OBSERVATION CHECKLIST



National
Coaching
Certification
Program

Programme
national de
certification des
entraîneurs

Coach Information				
Name			CC number:	
	Surname	First Name	C	C
Address				
	Apt.	Street		
	City	Province	Postal Code	
Phone	()		()	
	Home	Business	Fax	
E-mail				
Number of years coaching				
Primary context of athlete				
Name of Club / Facility				
Facility manager / Head coach				
DATE OF OBSERVATION				

Item	Yes	Date (dd/mm/yyyy)
Completed Lesson plan, season plan and EAP Submitted by coach		
Portfolio marked by evaluator		
Portfolio sent back to coach		
Formal observation procedure sent to coach		
Date and time of formal observation confirmed		
Necessary practice parameters are identified to the coach		
Pre-observation discussion with coach to identify possible issues or concerns		
Discuss process for observation, including evidence sought.		
Clarify any questions or concerns.		
Identify goals and objectives and discuss with the coach.		

ACTION PLAN TEMPLATE



Criteria Evaluated	Rank (NI, ME, EE)	Check E = Successful evaluation N=Not ready
Plan a Practice - <i>Identifies appropriate logistics for practice</i>		
Plan a Practice - <i>Design an Emergency Action Plan</i>		
Plan a Practice - <i>Identifies appropriate activities in each part of the practice</i>		
Provide Support to Athletes in Training - <i>Ensures that the practice environment is safe</i>		
Provide Support to Athletes in Training - <i>Implements an appropriately structured and organized practice</i>		
Provide Support to Athletes in Training - <i>Makes interventions that promote learning</i>		
Design a Basic Sport Program - <i>Outline program structure based on available training and competition opportunities</i>		
Design a Basic Sport Program - <i>Identify program measures to promote athlete development</i>		
Design a Basic Sport Program - <i>Develop a practice plan that integrates seasonal training priorities</i>		

Action Planning (Next Steps)	<p>NEEDS IMPROVEMENT Identify what the coach needs to do to complete a successful evaluation in a particular outcome. This may involve a re-submission or a re-observation.</p>						
	<p>MEETS EXPECTATIONS Identify to the coach what needs to happen to maintain certification. This may include identifying appropriate professional development opportunities, mentorship, etc.</p>						
	<p>EXCEEDS EXPECTATIONS In outcomes where the coach 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 coach.</p>						
Evaluator							
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Coach							
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Evaluator	<table border="1" style="width: 100%;"> <tr> <td style="width: 50%; height: 20px;"></td> <td style="width: 50%; height: 20px;"></td> </tr> <tr> <td><small>Surname</small></td> <td><small>First</small></td> </tr> </table>			<small>Surname</small>	<small>First</small>		
<small>Surname</small>	<small>First</small>						
Phone	<table border="1" style="width: 100%;"> <tr> <td style="width: 33%; height: 20px;">()</td> <td style="width: 33%; height: 20px;">()</td> <td style="width: 33%; height: 20px;">()</td> </tr> <tr> <td><small>Home</small></td> <td><small>Business</small></td> <td><small>Fax</small></td> </tr> </table>	()	()	()	<small>Home</small>	<small>Business</small>	<small>Fax</small>
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E-mail	<table border="1" style="width: 100%;"> <tr> <td style="width: 100%; height: 20px;"></td> </tr> </table>						

Appendix 1

Learning opportunities available through the NCCP

Education Training and Certification Opportunities for Competition – Introduction Coaches

The Competition – Introduction (C-I) context for wrestling is split into two separate, but complimentary workshops: Part A and Part B. Both Part A and Part B cover a variety of topics related to the specific environment in which a Competition – Introduction coach functions. This wrestling specific information is packaged in “modules” and designed to prepare wrestling coaches towards well-defined outcomes. In turn, these outcomes are linked to the certification requirements in place for Competition – Introduction coaches working in the sport of wrestling.

Certification in the C-I context requires that coaches be trained and evaluated in the following wrestling specific outcomes:

- Making Ethical Decisions (approximate duration: 3 hours) * Part A
- Planning a Practice (approximate duration: 6.5 hours) * Part A
 - CANCoach One Technical
- Providing Basic Nutritional Advice (approximate duration: 1 hour) Part A
- Designing a Basic Sport Program (approximate duration: 4 hours) Part B
- Teaching and Learning (approximate duration: 6.5 hours) * Part B
 - CANCoach Two Technical
- Teaching Basic Mental Skills (approximate duration: 3 hours) Part B

All basic training components (theory and technical) are included in the above sport specific modules. While all these modules will be suitable for coaches of the Competition - Introduction context, some may also serve to train coaches of the Instruction stream, in particular those working with Beginners or Intermediate performers. These modules are outlined by an asterisk (*) in the above list.

Overview of the NCCP Wrestling Competition – Introduction Context

A brief description of each sport specific module is provided below.

Make Ethical Decisions

Analyze a situation that has moral implications. Determine whether the situation has legal or ethical implications. Identify the ethical issues in the situation. Apply the NCCP ethical-decision-making framework to respond to an ethical situation adapted to the context, and produce a response that is consistent with the NCCP Code of Ethics.

Planning a Practice

Organize activities within a practice plan that is well structured, adapted to the participants' age, and reflects safety considerations. Distribute activities appropriately in the various parts of the practice. Identify potential risk factors for wrestling and the activities. Design an emergency action plan. Identify suitable practice goals. Design activities that have appropriate characteristics for wrestling, the age group, and the proficiency level of participants. Design activities in such a way as to obtain certain training effects on the athletic abilities required in the sport of wrestling.

Providing Support to Athletes in Training and in Competition: Nutrition

Assess whether foods and beverages consumed by athletes before, during and after training or competition are adequate, and offer suggestions pertaining to suitable alternatives where necessary. Design strategies to influence parents and athletes in order to promote food choices that are consistent with basic sport nutrition principles.

Design a Basic Sport Program

Outline the structure of the sport program using training and competition events. Compare the major orientations of the coach's own program to those proposed by the NCCP in terms of athlete long-term development. Assess the athletic development opportunities offered through the program, and identify possible options to address identified weaknesses. Interpret information contained in a sample program designed for a family of sports, and identify training priorities and objectives at certain periods. Establish a link between a program's training priorities and objectives and the content of practice sessions on a weekly and daily basis.

Providing Support to Athletes in Training and in Competition: Teaching and Learning

Assess own beliefs regarding effective teaching. Analyze certain coaching situations to determine whether or not they promote learning. Create conditions that promote learning and self-esteem through (1) appropriate consideration of the affective, cognitive and motor dimensions of learning; (2) use of words and methods that relate to the athlete's preferred learning style; (3) a sound organization; (4) active supervision; (5) provision of feedback that is well-formulated, and offered at the right time and frequency. Use teaching assessment grids to gather objective information on teaching effectiveness. Interpret these data to develop an action plan to enhance teaching effectiveness.

Providing Support to Athletes in Training and in Competition: Basic Mental Skills

Recognize certain signs showing that an athlete may need to improve his/her skills in areas such as goal setting, focus, and anxiety control. Develop an action plan that will enable the athlete to improve in these areas. Run simple guided activities that will enable the athlete to improve these basic mental skills.

Weekend Delivery of NCCP Wrestling C-I Modules

NCCP wrestling C-I modules may be grouped for delivery over weekends. In general, the following groupings will be in effect in most provinces and territories:

Part A: Introduction, Make Ethical Decisions, Planning a Practice, Nutrition, CANCoach One Technical

Part B: Design a Basic Sport Program, Teaching and Learning, Basic Mental Skills, CANCoach Two Technical

For more information about *sport specific learning opportunities*, contact the Canadian Amateur Wrestling Association or your provincial/territorial association. A listing of CAWA's provincial/territorial associations can be found online at www.wrestling.ca.

For more information on *multi-sport learning opportunities*, contact the agency responsible for delivery within your province or territory. The coordinates of agencies can be found on the following page and on the web site of the Coaching Association of Canada (www.coach.ca) under "Partners".

Appendix 2

Description of Evaluation Standards

Outcome: Plan a Practice

Criteria		
Identifies appropriate logistics for practice		
Achievement	Evidence	Sport Specific Examples
Exceeds Standard	<p>AS BELOW PLUS:</p> <ul style="list-style-type: none"> • A clear rationale is identified for each goal and objective. • Practice plan provides evidence of optimal use of the available time and equipment to promote a high degree of active engagement time, learning, and training on the part of athletes. • The practice plan has specific objectives that are identified for each activity • A list of key factors or teaching points is provided for each activity • Plan identifies where the practice is located within context of season or annual plan. 	<p>The plan includes detailed logistical evidence that would allow an assistant or other coach to implement the practice and achieve desired learning and or training effect.</p> <p>The plan includes detailed logistical evidence that would allow an assistant or other coach to implement the practice and achieve desired learning and or training effect.</p>
<p>CAWA Pass Standard</p> 	<p>AS BELOW PLUS:</p> <ul style="list-style-type: none"> • Practice plan has a clearly identified goal that is consistent with NCCP growth and development principles • Practice plan is organized into main segments that include an introduction, warm-up, main part, cool-down and a conclusion. • Duration of the practice and each practice segment are identified on a timeline. • Plan includes a list of key factors or teaching points that relate to the overall goal. 	<p>Practice plan format contains elements suggested in <i>Planning A Practice</i> module</p> <p>There is enough logistical evidence in the practice plan that an assistant coach or other coach could implement the practice</p>
Below Standard	<ul style="list-style-type: none"> • Practice plan identifies a goal or a series of key elements that will be addressed in the practice • Practice plan identifies basic information include, date, time, location, number of athletes, level of athletes. • Practice plan indicates basic logistical needs (i.e. facilities and equipment) to match the overall goal. • Practice plan goals and objectives are vague and not clearly identified. • Plan has a basic structure, but does not clearly identify main segments or time line of practice 	<p>While there is evidence of logistical information, it may not be sufficient for an assistant or other coach to implement the practice.</p> <p>Scales are available to check weight.</p> <p>It would be very difficult for an assistant or other coach to implement the practice</p>

Outcome: Plan a Practice

Criteria	Identifies appropriate activities in each part of the practice	
Achievement	Evidence	Sport Specific Examples
Exceeds Standard	<p>AS BELOW PLUS:</p> <ul style="list-style-type: none"> • Practice activities are created and / or designed for the specific needs of the participant or team based on analysis of performance in competition. • Practice plan integrates mental skills and strategies such as visualization, goal setting, and focusing strategies. • Optimal types of practice are purposely integrated to promote skill development and are consistent with the NCCP skill development guidelines. • Practice conditions and or variations in activities purposefully create challenges that elicit specific training effect. • Practice activities promote basic concepts of decision training • Practice activities contribute to development of specific physical abilities by identifying work rest ratios, target training load, and or target intensities. • Practice plan includes the use of goal setting and indicates specific criteria for assessing athlete achievement. • Planned activities are appropriate to the time and location in the seasonal program • Planned activities are sequenced properly in the main part to promote learning, skill development and induce desired training effect. 	<p>Evidence would contribute to a state of deliberate practice where the athlete is highly engaged both cognitively and physically on a consistent basis</p> <p>Evidence elicits optimal challenge for the athletes and will clearly enhance learning and or training effects.</p> <p>Adequate sequencing refers to the timing of practice activities within the practice. For example, the sequence of the activity provides a progression that builds towards execution under realistic / competitive situations.</p>
CAWA Pass Standard 	<p>AS BELOW PLUS:</p> <ul style="list-style-type: none"> • Practice activities are effectively described (i.e. diagrams, explanations, key points) • Planned activities are allotted enough time to develop the skills and or tactics identified by the goal. • Planned activities contribute to the development of skill (s) and are appropriate to the stage of skill development (Acquisition, Consolidation, Refinement) • The practice plan indicates key factors (coaching points) that will be identified in the practice activity. • Planned activities contribute to the development of athletic abilities, are appropriate for the sport, and are consistent with NCCP growth and development principles. 	<p>Evidence contributes to an adequate learning environment and will elicit sport specific factors for improvement.</p> <p>Evidence that coach is competent and well-versed with CanCoach 1 and 2 technique.</p>
Below Standard	<ul style="list-style-type: none"> • Activities are purposeful and link to overall practice goal. • The duration of the practice and each practice segment are consistent with NCCP growth and development principles. • Planned activities reflect awareness of, and control for potential risk factors • Activities do not link to overall purpose of practice • Activities may not reflect awareness of safety. • Activities may not be consistent with NCCP growth and development principles. 	<p>Evidence is limited and will not create an adequate environment to learn</p> <p>No evidence is observed in the plan</p>

Outcome: Plan a Practice

Design an Emergency Action Plan			
Criteria	Achievement	Evidence	Sport Specific Examples
Exceeds Standard	AS BELOW PLUS:	<ul style="list-style-type: none"> • Medical profiles are available and have been updated to reflect athlete's most current medical conditions. • Profiles are well organized and are kept in a secure location to protect privacy. • Presents a checklist of necessary equipment found in a first aid kit, which has been checked/updated on a regular basis • Specific steps or procedures are identified in the plan if an injury occurs. 	The evidence provided here is not to disclose specific athlete information, but to identify a process for updating and maintaining medical profiles.
CAWA Pass Standard 	AS BELOW PLUS:	<ul style="list-style-type: none"> • A one or two page emergency action plan includes: • Location of medical profiles for each athlete under the coach's care • Location of a fully stocked first aid kit • Designated charge person and call person with roles and responsibilities. 	
Below Standard		<ul style="list-style-type: none"> • A one or two page emergency action plan includes: • The location of telephones and emergency telephone numbers • Specific directions to reach the activity site, which may include a map or a list of key instructions • The emergency action plan is not writing, but may include very basic elements like location of a telephone or cellular phone. 	

Outcome: Provide Support to Athletes in Training

Criteria	Ensures that the practice environment is safe	
Achievement	Evidence	Sport Specific Examples
Exceeds Standard	<p>AS BELOW PLUS:</p> <ul style="list-style-type: none"> • Coach is able to critically reflect on safety concerns prior to practice. • Coach forecasts dangerous factors and makes immediate adjustments so participants are not at risk in all activities. • Coach can identify potential dangerous situations and makes adjustments prior to engaging the participant in most activities. • Coach is able to present an emergency action plan with all 6 critical elements. 	<p>Coach ensures that appropriate pairings are made for drill and scrimmage situations. Considerations include age, weight and skill.</p>
CAWA Pass Standard 	<ul style="list-style-type: none"> • Coach surveys the practice environment and ensures that there are minimal safety risks. • Coach can identify adjustments to the practice only after a dangerous situation has become evident. • Coach reinforces and teaches the correct application of competitive rules that enable a safe practice where appropriate. • Coach is able to present an emergency action plan with most (5) of the following critical elements. <ol style="list-style-type: none"> 1. Location of telephones are identified (cell or land lines) 2. Emergency telephone numbers are listed 3. Location of medical profiles for each athlete under the coach's care is identified 4. Location of Fully-stocked first-aid kit identified 5. Advance "call person" and "control person" are designated 6. Directions to reach the activity site are provided 	<p>Mats are cleaned prior to start of practice.</p> <p>Mats are securely taped together.</p> <p>Coach identifies illegal or potentially dangerous holds (holds which take a joint beyond it's normal range of motion).</p> <p>Appropriate procedures in place to handle bleeding during practice.</p>
Below Standard	<ul style="list-style-type: none"> • Coach recognizes the potential risks but does nothing to adjust the practice to enable safety. • Coach does not survey practice environment prior to practice. • Clearly there are dangerous factors in the playing environment, which should have been addressed. • Coach is not able to present an Emergency action plan. • Coach is able to present an emergency action plan with some (<4) of the following critical elements <ol style="list-style-type: none"> 1. Location of telephones are identified (cell or land lines) 2. Emergency telephone numbers are listed 3. Location of medical profiles for each athlete under the coach's care is identified 4. Location of Fully-stocked first-aid kit identified 5. Advance "call person" and "control person" are designated 6. Directions to reach the activity site are provided 	<p>Mats are unclean and pose a potential risk for spreading skin conditions.</p> <p>Mats are uneven and not taped down properly creating an unstable practice surface and potential injury risk.</p>

Outcome: Provide Support to Athletes in Training

Criteria	Implements an appropriately structured and organized practice	
Achievement	Evidence	Sport Specific Examples
Exceeds Standard	<p>AS BELOW PLUS:</p> <ul style="list-style-type: none"> Coach adapts practice activity to increase challenge or to ensure optimal learning opportunities. The activity clearly identifies the performance factors and learning objectives that were outlined at the beginning of practice and creates specific coaching moments (cognitive triggers) to enhance learning. Coach modifies practice activities to address context specific circumstances or logistics, and to create a specific training effect (physical or motor). Adjustments are made depending on the reaction and performance of the athlete in the activity. The adjustments that are made enable the objectives of the practice to be achieved. Coach adequately sequences activities to enhance learning or specific training effects. 	<p>Coach adjusts the practice parameters (time/space), player roles and or training environment to elicit a specific technical or tactical training response.</p> <p>Coach adjusts work intervals to ensure optimal development of skills or athletic ability. Or makes optimal adjustments for weather, and resources / equipment.</p> <p>Skill progressions and sequence reflect content of CanCoach L-1 and 2.</p>
CAWA Pass Standard 	<p>AS BELOW PLUS:</p> <ul style="list-style-type: none"> Delivery of practice matches practice plan's goal(s). Breaks are provided for appropriate recovery and hydration. Practice demonstrates a clear timeline for activities and drills and activity time is maximized. Coach demonstrates adequate use of space and equipment. Coach implements activities that contribute to the development of skills, tactics and or athletic abilities. 	<p>Drills, exercises, methods are indicative of comprehension of skills contained in CanCoach L1 and 2.</p> <p>A minimum of two water/recovery breaks are provided in a typical 60 minute practice.</p> <p>Athletes are engaged in activity at least 50% of the practice time.</p> <p>All areas of the mats are used to maximize effectiveness.</p>
Below Standard	<p>Practice has some structure as identified by all of the following elements:</p> <ul style="list-style-type: none"> Coach provides lesson plan and EAP. There are clear practice segments, which includes an appropriate warm-up, main segments and cool down. Equipment is available and ready to use. Coach is appropriately dressed. <p>There is no clear structure to the practice as demonstrated by the following elements:</p> <ul style="list-style-type: none"> Coach does not use appropriate warm-up activities. Coach cannot provide evidence of planning (Practice Plan). 	<p>Coach is dressed for physical activity (i.e. wrestling shoes on).</p> <p>Mats are clean and taped down securely.</p> <p>The coach has a prepared lesson plan & EAP. He or she is prepared to implement the activities with few delays.</p> <p>Inappropriate warm-up activities may include implementation of high intensity activities prior to progressive lower intensity activities.</p>

Outcome: Provide Support to Athletes in Training

Criteria	Makes interventions that promote learning	
Achievement	Evidence	Sport Specific Examples
Exceeds Standard	<p>AS BELOW PLUS:</p> <ul style="list-style-type: none"> Coach selects from a variety of intervention strategies to achieve specific learning objectives that will result in greater transfer to the competitive environment. Intervention is specific to individuals and enables the athlete to take greater ownership over specific performance factors and learning objectives. Coach emphasizes independent thinking and problem solving. Coach uses questioning to facilitate athletes to reflect on their performance. Coach can identify individual learning styles and provides appropriate interventions that optimize learning. Coach reinforces correct performance by facilitating appropriate interventions (i.e. feedback, questioning the athlete, or using a demonstration) to identify the key factors that were properly executed. Coach encourages calculated risks in order to enhance performance in accordance to the NCCP code of ethics. 	<p>Intervention strategies may include: delayed or summative feedback, questioning, focusing external attention, video, modeling, and learning aids.</p> <p>Appropriate interventions for learning style may include: Auditory learner – verbal feedback Visual learning – demonstration or modeling Kinesthetic learner – doing and or feeling</p> <p>Coach engages athletes in scrimmage situations and potential match scenarios in order to better prepare and enhance performance in actual competitive situations.</p>
CAWA Pass Standard 	<p>AS BELOW PLUS:</p> <ul style="list-style-type: none"> Coach provides feedback and instruction that clearly identifies what to improve and how to improve. Coach selectively uses feedback during the drill to constructively reinforce athletes' effort and performance. Coach clarifies key learning objectives and or performance factors (feedback / instruction) with athletes prior to engaging in the activity. Coach promotes a positive image and models the image to athletes and other stakeholders. Coach identifies appropriate expectations for athlete behaviour and reinforces these expectations when appropriate 	<p>Coach provides key teaching points (i.e. body positioning) to instruct the athlete on how and what to improve.</p> <p>Coach instructs athletes in a positive and professional manner (i.e. does not engage in negative or unethical behaviour, such as abusive verbal or aggressive actions toward athletes).</p> <p>Feedback or intervention strategy provides adequate information to help athlete correct errors.</p>
Below Standard	<ul style="list-style-type: none"> Coach uses explanation and identifies 1-3 key learning points. Coach uses demonstrations, and participants are in an optimal position to see and hear. Feedback is positive, specific and is communicated to both individuals and the group. Coach makes interventions so that participants have adequate time to practice skill or tactic. Feedback and or instruction only identifies what to improve, and not how to improve. Coach maintains a positive outlook and acknowledges athletes' needs and thoughts. Coach uses respectful language when providing verbal interventions. Coach uses an explanation but does not identify any key learning points. Coach uses demonstration but participants are not in an optimal position to see and hear. Limited intervention is made to clarify key learning objectives. 	<p>Coach explains the key learning points for various skills as per CanCoach technical 1 and 2.</p> <p>Coach ensures that athletes are in good formation to hear and see instruction (i.e. uses a horseshoe formation when demonstrating).</p> <p>Feedback to athlete is evident, but tends to emphasize motivational prompts rather than specific corrections (i.e. frequent use of reinforcement or hustle comments).</p> <p>Respectful language is identified as non-discriminatory and void of profanity and/or insults.</p> <p>Coach is unable to expand his/her interaction (i.e. problem solve, adjust teaching method to better meet athlete needs) in order to clarify key instructions.</p>

Outcome: Design a Sport Program

Criteria	Outlines structure of own program based on training and competition opportunities.	
Achievement	Evidence	Sport Specific Examples
Exceeds Standard	AS BELOW PLUS <ul style="list-style-type: none"> • Coach presents a season planning calendar that is divided into specific phases within each period and identifies main training / practice objectives. • Seasonal plan identifies the relative importance of competition. • Coach present seasonal planning calendar that identifies major program orientations (goals and objectives) related to skill development, physical conditioning, athlete performance and general stages of athlete development for each period of the program. • Seasonal plan indicates the relative importance of the training factors and training components for each period (i.e. weighted line, colour, percentage). 	
CAWA Pass Standard 	AS BELOW PLUS: <ul style="list-style-type: none"> • Coach correctly calculates the length of the season given breaks and other logistics. • Coach presents logistical information on a planning calendar. • Coach correctly divides seasonal program into three main periods (Preparation, Competition, Transition). • Coach correctly calculates the total number of competition and training days in the seasonal program. 	
Below Standard	<ul style="list-style-type: none"> • Coach can identify basic athlete information (age, number, differences in growth and development). • Coach can indicate the length of the season, practice dates and main competitions. • Coach can identify entry point for the majority of athletes in the season plan. • Coach reflects on possibility of starting earlier or finishing later in the season. • Coach is only able to present basic athlete information and seasonal logistics (practices and competitions). • Coach cannot present a planning calendar of logistical information. 	

Note: At competition-introduction, the predominant focus is to use competition for developmental purposes rather than emphasizing winning as the end result.

Outcome: Design a Sport Program

Criteria	Identifies appropriate measures to promote athlete development within own program.	
Achievement	Evidence	Sport Specific Examples
Exceeds Standard	AS BELOW PLUS: <ul style="list-style-type: none"> • Coach identifies systemic strategies or measures to offset critical program elements that show major inconsistencies with NCCP or wrestling LTAD template and that are prevalent in wrestling. • Coach determines if trends observed in own program are generalized with wrestling. 	
CAWA Pass Standard 	AS BELOW HOWEVER: <ul style="list-style-type: none"> • Coach calculates the ratio of training to competition opportunities within the seasonal program. • Coach compares the ratio of training to competition opportunities within own program to recommended NCCP or wrestling norms pertaining to long term athlete development (LTAD). • Coach identifies whether there are adequate training and competition opportunities for developmental potential based on NCCP or wrestling LTAD norms as a reference. • Coach provides a brief rationale that identifies whether seasonal program promotes adequate developmental potential. • Coach correctly identifies major issues within the seasonal program and presents realistic solutions that are consistent with NCCP or wrestling LTAD norms. 	
Below Standard	<ul style="list-style-type: none"> • Coach calculates the ratio of training to competition opportunities within the seasonal program. • Coach does not compare training and competition ratios to NCCP or wrestling long term athlete development (LTAD) norms • Coach does not present any strategies or solutions to assist in aligning training and competition ratios to NCCP or wrestling long term athlete development (LTAD) norms • Coach does not calculate training to competition ratios. 	

Note: At competition-introduction, the predominant focus is to use competition for developmental purposes rather than emphasizing winning as the end result.

Outcome: Design a Sport Program

Criteria	Integrates seasonal training priorities for wrestling in own practice plans.	
Achievement	Evidence	Sport Specific Examples
Exceeds Standard	<p>AS BELOW PLUS:</p> <ul style="list-style-type: none"> Coach presents a season planning template that integrates wrestling-specific components, physical components as well as specific mental strategies into program design. (i.e. visualization, goal setting, etc...). Coach presents a wrestling-specific template for LTAD that is consistent with NCCP LTAD principles, growth and development principles, principles for training athletic abilities, and stages of skill development. Coach can identify adjustments to NCCP or wrestling-specific template to better reflect own program situation, while remaining consistent with NCCP or wrestling LTAD principles, growth and development principles, principles for training athletic abilities, and stages of skill development. Coach presents a season planning template that prioritizes key training / factors/ components / objectives and provides appropriate sequencing of these factors/components/objectives with each period of the plan. 	
CAWA Pass Standard 	<p>AS BELOW PLUS:</p> <ul style="list-style-type: none"> Coach determines the total number of training/practice sessions, training/practice duration and calculates the total training/practice time within weekly plan. Coach determines whether there is a gap between the “time required” and the “time available” based on NCCP and or wrestling-specific guidelines. Coach presents a strategy to develop athletic abilities based on analysis of weekly program and identifies how to manage time based on priorities and objectives. Coach presents a 1 week plan for each period of the seasonal program that correctly identifies main objectives and priorities for athletic abilities. Coach provides a practice plan that identifies appropriate types of exercises for athletic abilities, and practice conditions for technical/tactical factors within each of the weekly plans. 	
Below Standard	<ul style="list-style-type: none"> Coach uses NCCP or wrestling-specific template/procedures to correctly identify the most important athletic abilities for a given week in the preparatory period of the program. Coach correctly identifies the specific objectives (development-maintenance / acquisition-consolidation) for each of the athletic abilities based on the location in the preparatory period. Coach is unable to correctly prioritize athletic abilities within a given week of the preparatory period of a seasonal plan. Coach is unable to identify objectives for each of the athletic abilities within a given week of the preparatory period of a seasonal plan. 	