



# Level 3 Senior Coach Evaluation Guide

Portfolio A, B & C  
Training and Competition

**Thank you to our coaching education partners**



## **TABLE OF CONTENTS** **PAGE**

---

Coach Assessment and Evaluation – the difference	3
Structure of evaluation in the NCCP	4
Sample evaluation table with explanation of the desired coaching competency	5
Swimming Canada Level 3 Senior Coach overview	6

### **OUTCOME: PROVIDE SUPPORT TO SWIMMERS IN TRAINING**

---

1. <b>CRITERIA:</b> Ensure training practice environment is safe.	11
2. <b>CRITERIA:</b> Implement a structured and organized training practice.	12
3. <b>CRITERIA:</b> Apply interventions to enhance training and improve performance	13
4. <b>CRITERIA:</b> Training Session adjustments are determined through analysis and evaluation	14
5. <b>CRITERIA:</b> Implement protocols and methods for development of athletic abilities relevant to swimming	15

### **OUTCOME: ANALYZE PERFORMANCE**

---

6. <b>CRITERIA:</b> Detect technical elements requiring improvement or refinement to enhance performance and/or to prevent injuries.	16
7. <b>CRITERIA:</b> Correct technical elements requiring improvement or refinement to enhance performance and/or to prevent injuries	17
8. <b>CRITERIA:</b> Detect tactical elements requiring improvement or refinement to enhance performance	18
9. <b>CRITERIA:</b> Correct tactical requiring improvement or refinement to enhance performance	19
10. <b>CRITERIA:</b> Evaluate testing data to determine fitness level and performance readiness	20
11. <b>CRITERIA:</b> Identify competition-specific factors that impact performance	21

### **OUTCOME: SUPPORT THE COMPETITIVE EXPERIENCE**

---

12. <b>CRITERIA:</b> Implement procedures that promote Pre-Competition performance readiness	22
13. <b>CRITERIA:</b> Apply decisions and interventions to enhance performance during competition.	23
14. <b>CRITERIA:</b> Apply the competitive experience in a meaningful manner to further swimmers' development post competition	24
15. <b>CRITERIA:</b> Implement pre-competition mental preparation procedures to enhance performance readiness	25
16. <b>CRITERIA:</b> Oversee logistics/support to create favourable conditions for performance.	26
17. <b>CRITERIA:</b> Implement procedures to enhance performance readiness which incorporate recovery and regeneration strategies	

### **OUTCOME: PLAN A PRACTICE**

---

18. <b>CRITERIA:</b> Determine logistical information for training practice	28
19. <b>CRITERIA:</b> Determine practice activities	29
20. <b>CRITERIA:</b> Design and sequence activities within the training practice	30
21. <b>CRITERIA:</b> Design an Emergency Action Plan.	31

## **OUTCOME: DESIGN A SPORT PROGRAM**

---

22. <b>CRITERIA:</b> Develop a Quadrennial Plan	32
23. <b>CRITERIA:</b> Develop a Yearly Training Plan (YTP)	33
24. <b>CRITERIA:</b> Develop Weekly Training Plans for GPP, SPP and COMP Phase	34
25. <b>CRITERIA:</b> Determine and apply measures to promote swimmer development	35
26. <b>CRITERIA:</b> Develop a Tapering and Peaking Plan	36

## **OUTCOME: MANAGE A SWIMMING PROGRAM**

---

27. <b>CRITERIA:</b> Develop a program to promote fair play and drug-free sport	37
28. <b>CRITERIA:</b> Manage logistical and administrative aspects of program	38
29. <b>CRITERIA:</b> Develop strategies to address and resolve conflicts	39
30. <b>CRITERIA:</b> Design a swimmer seasonal progress report	40
31. <b>CRITERIA:</b> Management of Integrated Support Team (IST)	41

## **OUTCOME: MAKING ETHICAL DECISIONS**

---

32. <b>CRITERIA:</b> Apply a 6-step ethical decision-making process	42
33. <b>CRITERIA:</b> Develop and communicate a coaching philosophy that adheres to the NCCP Code of Ethics	43

## Coach Assessment and Evaluation: What's the difference?

Assessment	Evaluation
<p><b>What is it?</b></p> <ul style="list-style-type: none"> <li>• Assessment is a step in the learning process whereby the learner is informed of his or her performance or progress towards the achievement of a given outcome.</li> <li>• Assessment is a formative process.</li> <li>• Assessment provides information and feedback on coaching performance at a given time. It is cross-sectional and context-specific.</li> <li>• Assessment may be objective or subjective.</li> </ul>	<p><b>What is it?</b></p> <ul style="list-style-type: none"> <li>• Evaluation is the process whereby a judgment is made on the ability of the coach to demonstrate one or more outcomes to an established standard.</li> <li>• Evaluation is a summative process.</li> <li>• Evaluation is cumulative and may require several assessment methods.</li> <li>• Evaluation is objective and provides a benchmark.</li> </ul>
<p><b>An Assessor:</b></p> <ul style="list-style-type: none"> <li>• provides feedback and information to coaches based on outcomes and criteria.</li> <li>• uses valid and objective assessment tools to gather information on coaching performance for a given outcome.</li> <li>• makes recommendations to improve coach performance.</li> </ul>	<p><b>An Evaluator:</b></p> <ul style="list-style-type: none"> <li>• passes a judgment on coaching competency in a specific context based on outcomes and criteria that have a defined standard.</li> <li>• uses valid and objective evaluation tools that define performance for a given outcome and criterion.</li> <li>• if <b>external</b>, has been identified by the NSF to conduct an evaluation of a coach and has not been involved in the training of the coach.</li> <li>• grants certification.</li> </ul>
<p><b>What are the qualities of an Assessor?</b></p> <p>An Assessor:</p> <ul style="list-style-type: none"> <li>• may have context-specific knowledge and experience.</li> <li>• has some knowledge of the outcome being assessed.</li> <li>• may be an swimmer, parent, administrator, or another coach.</li> <li>• may also function as a mentor coach.</li> <li>• is identified by the P/TSO, according to NCCP and NSF standards.</li> </ul>	<p><b>What are the qualities of an Evaluator?</b></p> <p>An Evaluator:</p> <ul style="list-style-type: none"> <li>• is considered an “expert” in the context and in the sport.</li> <li>• is well versed in the NCCP evaluation standards and process.</li> <li>• is a leader in the sport’s coaching community.</li> <li>• is free of bias and subjectivity.</li> <li>• is selected and trained by the NSF, according to NCCP and NSF standards.</li> </ul>

## Structure of Evaluation in the NCCP

The structure for evaluation put forward in this document is based on a systematic approach for gathering evidence on coaching abilities. These abilities are tracked by the NCCP Database and substantiate coaching competency. The following structure based on outcomes, criteria, and evidence is proposed to establish a clear link between the key components of the evaluation system. A relationship exists between outcomes, criteria, and evidence. Together, these variables determine the **standards** that apply to coach evaluation in a given context.

### **OUTCOMES: What a coach should be able to do in specific areas deemed important for the NCCP**

The outcomes provide the framework for the NCCP and identify a generic foundation that presents a consistent structure across all sports. The outcomes identify the scope of the evaluation and provide a link between evaluation and training. In each context, certification is obtained upon the successful completion of the evaluation requirements of a specified minimum number of distinct outcomes.

### **CRITERIA: What will be evaluated within a given outcome.**

One or more criteria may be attached to a given outcome. The number of criteria also contributes to setting the scope of the evaluation. Criteria reflects a particular context and defines critical coaching abilities that sports want to emphasize. In the NCCP Database, criteria are used to track the progress of a coach toward certification and are recorded as either trained (T) or evaluated (E).

### **EVIDENCE: What the Evaluator must see to confirm the attainment of a given criterion.**

Evidence can be (1) discrete, observable coaching behaviours or (2) specific elements that are involved in determining the achievement for particular criteria. Depending on the criterion, one or more pieces of evidence may be used to establish competency. The evidence identifies the depth of the evaluation and provides specific points of reference to assist coaches in preparing for certification.

## SAMPLE EVALUATION TABLE


### OUTCOME: A BROAD AREA OF EXPECTATION FOR A COACH

#### CRITERIA: A more specific description of the desired coaching competency

**TRAINED** – Details about where the coach is trained to meet this standard

**EVALUATED** – Details about where and how the evaluation of this standard is done

**NOTE:** Any additional information relating to this outcome/criteria

Achievement	Evidence
<b>Highly Effective</b>	Specific examples of what we would expect to see from a coach who would be used to model exemplary competency for this criteria
<b>Advanced Standard</b>	Specific examples of what we would expect to see from a coach who clearly exceed the required minimum standard of competency for this criteria
<b>NCCP Standard for Core Certification</b> 	Specific examples of what we would expect to see from a coach who meets the required minimum standard of competency for this criteria
<b>Below Standard</b>	Specific examples that would not allow a coach to receive a 'pass' evaluation for this criteria

## SWIMMING CANADA LEVEL 3 SENIOR COACH OVERVIEW

The tables that follow reflect the NCCP Standards and proposed evidences for Level 3 Senior Coach, Swimming Canada’s coaching education program in the NCCP Competition-Development context.

Swimming will train and evaluate coaches in seven NCCP outcomes;

***Provide Support to Swimmers in Training***  
***Analyze Performance***  
***Support the Competitive Experience***  
***Make Ethical Decisions*** (trained and evaluated in a multi-sport setting)

***Plan a Practice***  
***Design a Sport Program***  
***Manage a Swimming Program***

Swimming Canada will utilize three evaluation methods to determine a coach’s competency in the Level 3 Senior Coach program;

- Full participation and professional conduct at all six Multi-Sport modules
- Full participation and professional conduct at Swimming 301 and Swimming 302 training courses.

<b>Level 3 Senior Coach Portfolio A - Documentation</b>		
<b>NCCP Outcome Evaluated</b>	<b>Criteria evaluated using this evaluation method</b>	<b>Details</b>
Design a Sport Program	Develop a Quadrennial Plan	Pg. 32
Design a Sport Program	Develop a Yearly Training Plan (YTP)	Pg. 33
Design a Sport Program	Determine and apply measures to promote swimmer development	Pg. 35
Design a Sport Program	Develop a Yearly Training Plan (YTP)	Pg. 33
Design a Sport Program	Develop Weekly Training Plans for GPP, SPP and COMP Phase	Pg. 34
Design a Sport Program	Develop a Tapering and Peaking Plan	Pg. 36
<b>Level 3 Senior Coach Portfolio B - Documentation</b>		
<b>NCCP Outcome Evaluated</b>	<b>Criteria evaluated using this evaluation method</b>	<b>Details</b>
Make Ethical Decisions	Develop and communicate a coaching philosophy that adheres to the NCCP Code of Ethics	Pg. 43
Analyze Performance	Evaluate testing data to determine fitness level and performance readiness	Pg. 20
Plan a Practice	Determine logistical information for training practice	Pg. 28
Plan a Practice	Determine practice activities	Pg. 29
Plan a Practice	Design and sequence activities within the training practice	Pg. 30
Plan a Practice	Design an Emergency Action Plan	Pg. 31
Manage a Program	Manage logistics and administrative aspects of program	Pg. 38
Manage a Program	Develop strategies to address and resolve conflicts	Pg. 39
Manage a Program	Design a swimmer seasonal progress report	Pg. 40
Manage a Program	Management of Integrated Support Team (IST)	Pg. 41

<b>Level 3 Senior Coach Portfolio B - Evaluation at a Training Session – on-site</b>		
<b>NCCP Outcome Evaluated</b>	<b>Criteria evaluated using this evaluation method</b>	<b>Details</b>
Make Ethical Decisions	Develop and communicate a coaching philosophy that adheres to the NCCP Code of Ethics	Pg. 43
Provide Support to Swimmers in Training	Ensure practice environment is safe	Pg. 11
Provide Support to Swimmers in Training	Implement a structured and organized training practice	Pg. 12
Provide Support to Swimmers in Training	Apply interventions to enhance training and improve performance	Pg. 13
Provide Support to Swimmers in Training	Training Session adjustments are determined through analysis and evaluation	Pg. 14
Provide Support to Swimmers in Training	Implement protocols and methods for development of athletic abilities relevant to swimming	Pg. 15
Analyze Performance	Detect technical elements requiring improvement or refinement to enhance performance and/or to prevent injuries	Pg. 16
Analyze Performance	Correct technical elements requiring improvement or refinement to enhance performance and/or to prevent injuries	Pg. 17
Analyze Performance	Detect tactical elements requiring improvement or refinement to enhance performance.	Pg. 18
Analyze Performance	Correct tactical elements requiring improvement or refinement to enhance performance	Pg. 19
Analyze Performance	Evaluate testing data to determine fitness level and performance readiness	Pg. 20
Plan a Practice	Determine practice activities	Pg. 29
Plan a Practice	Design and sequence activities within the training practice	Pg. 30
Plan a Practice	Design an Emergency Action Plan	Pg. 31
Manage a Program	Manage logistics and administrative aspects of program	Pg. 38
Manage a Program	Develop strategies to address and resolve conflicts	Pg. 39
Manage a Program	Design a swimmer seasonal progress report	Pg. 40
Manage a Program	Manage expertise to assist in program development or swimmer performance.	Pg. 42



### Level 3 Senior Coach Portfolio C - Documentation

NCCP Outcome Evaluated	Criteria evaluated using this evaluation method	Details
Analyze Performance	Identify competition-specific factors that impact performance	Pg. 21
Support the Competitive Experience	Implement procedures that promote Pre-Competition performance readiness	Pg. 22
Support the Competitive Experience	Apply decisions and interventions to enhance performance during competition	Pg. 23
Support the Competitive Experience	Implement pre-competition mental-preparation procedures to enhance performance readiness	Pg. 25
Support the Competitive Experience	Oversee logistics/support to create favourable conditions for performance	Pg. 26
Support the Competitive Experience	Implement pre-competition mental training procedures that promote readiness for performance	Pg. 27
Support the Competitive Experience	Implement procedures that promote readiness and incorporate recovery and regeneration strategies	Pg. 28
Manage a Program	Take appropriate measures to promote drug-free sport	Pg. 38

### Level 3 Senior Coach Portfolio C - Evaluation at a Competition – on-site

NCCP Outcome Evaluated	Criteria evaluated using this evaluation method	Details
Analyze Performance	Detect technical elements that have to be improved or refined to enhance performance and/or to prevent injuries	Pg. 17
Analyze Performance	Correct technical elements that have to be improved or refined to enhance performance and/or to prevent injuries	Pg. 18
Analyze Performance	Detect tactical elements that have to be improved or refined to enhance performance	Pg. 19
Analyze Performance	Correct tactical elements that have to be improved or refined to enhance performance	Pg. 20
Analyze Performance	Identify competition-specific factors that impact performance	Pg. 21
Support the Competitive Experience	Implement procedures to promote readiness for performance pre-competition	Pg. 22
Support the Competitive Experience	Apply decisions and interventions to enhance performance during competition	Pg. 23
Support the Competitive Experience	Apply the competitive experience in a meaningful manner to further swimmers development post competition	Pg. 24
Support the Competitive Experience	Oversee logistics/support to create favourable conditions for performance	Pg. 26
Support the Competitive Experience	Implement pre-competition mental-preparation procedures to enhance performance readiness	Pg. 25
Support the Competitive Experience	Implement procedures to enhance performance readiness and which incorporate recovery and regeneration strategies	Pg. 28

## Competition Development Make Ethical Decisions - Online Evaluation

NCCP Outcome Evaluated	Criteria evaluated using this evaluation method	Details
Make Ethical Decisions	Apply a 6 step ethical decision-making process	Pg. 42

Training for the Level 3 Senior Coach ***Make Ethical Decisions*** module is offered by Provincial Sport organizations, and evaluation is completed using the Make Ethical Decisions online evaluation system provided on the Coaching Association of Canada website at <http://www.coach.ca/workshop-s14169>


## 1. OUTCOME: PROVIDE SUPPORT TO SWIMMERS IN TRAINING

**CRITERIA: Ensure practice environment is safe**

**TRAINED** – CSI Advanced Coaching Diploma, SW 101, SW 201, SW 301/302

**EVALUATED** – CSI Advanced Coaching Diploma, Level 3 Senior Coach and Level 4 Level 3 Senior Coach Advanced Training Evaluation

**NOTE:**

Achievement	EVIDENCES
<p><b>Highly Effective</b></p>	<p><b>Meets “Standard for Advanced Certification” and:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Safety measures and preventative actions that reflect learning from past experiences are implemented</li> <li><input type="checkbox"/> Safety measures and preventative actions are modeled and taught to other coaches</li> <li><input type="checkbox"/> Reflections on established swimming risk management guidelines and decision making that ensure swimmer safety (short-term and long-term) and enhance safe practices in swimming are shared with other coaches, IST and stakeholders</li> <li><input type="checkbox"/> Actions or procedures that contribute to enhancing established safety practices are recommended and implemented</li> </ul>
<p><b>Advanced Standard</b></p>	<p><b>Meets “Standard for Core Certification” and:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Emergency Action Plan (EAP) that reflects improvements based on previous implementation is presented</li> <li><input type="checkbox"/> Potential safety issues and appropriate preventative adjustments to practice environment are identified and addressed</li> <li><input type="checkbox"/> Emergency procedure(s) adapted to swimming when required in case of injury or accident are implemented</li> </ul>
<p><b>NCCP Standard for Core Certification</b></p> 	<p><b>Meets “Standard for Core Certification”:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Practice site is surveyed and any issues are addressed</li> <li><input type="checkbox"/> Risk to swimmers is minimized before and throughout the practice through reinforcing and educating</li> <li><input type="checkbox"/> Emergency Action Plan (EAP) containing elements specific to the practice facility is presented</li> </ul>
<p><b>Below Standard</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Recognizes the potential risks but does nothing to adjust the practice to enable safety.</li> <li><input type="checkbox"/> Presents an incomplete emergency action plan</li> <li><input type="checkbox"/> Does not survey practice environment prior to practice</li> <li><input type="checkbox"/> Seems unaware of potential risks to safety</li> <li><input type="checkbox"/> Does not address dangerous factors in the training environment</li> <li><input type="checkbox"/> Does not reinforce or teach competitive rules to enable a safe practice environment</li> </ul>


## 2. OUTCOME: PROVIDE SUPPORT TO SWIMMERS IN TRAINING

**CRITERIA: Implement a structured and organized training practice**

**TRAINED** – CSI Advanced Coaching Diploma, SW 101, SW 201, SW 301

**EVALUATED** – Level 3 Senior Coach and Level 4 Level 3 Senior Coach Advanced Training Evaluation

**NOTE:**

Achievement	EVIDENCES
<p><b>Highly Effective</b></p>	<p><b>Meet “Advanced Standard” and:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Swimmers are engaged in maintaining a high degree of structure, organization and efficiency for the practice</li> <li><input type="checkbox"/> Swimmers are provided opportunities to apply creative solutions and to offer suggestions that enhance the learning environment</li> <li><input type="checkbox"/> Creative and innovative methods or strategies are used to optimize organization, transitions between activities, and use of time during practice</li> <li><input type="checkbox"/> Works with other coaches and IST to define appropriate roles in the organization and structure of practice</li> </ul>
<p><b>Advanced Standard</b></p>	<p><b>Meet “Standard for Core Certification” and:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Individual swimmer needs are addressed while preserving practice structure and organization for the group</li> <li><input type="checkbox"/> Practice activities are implemented to assist swimmers to read appropriate cues that can be recognized by both the swimmer and coach while the swimmer is performing a given task or activity</li> <li><input type="checkbox"/> Practice activities are implemented that enhance effective decision-making by the swimmer(s), and enables swimmer(s) to take greater ownership over decisions that may be required during competition</li> <li><input type="checkbox"/> IST is co-ordinated and integrated into practice</li> </ul>
<p><b>NCCP Standard for Core Certification</b></p> 	<p><b>Meets “Standard for Core Certification”:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Professionalism is projected</li> <li><input type="checkbox"/> Equipment is available and used appropriately throughout the practice</li> <li><input type="checkbox"/> Swimmers are welcomed prior to practice</li> <li><input type="checkbox"/> Detailed, accurate and complete single practice plan consistent with YTP is presented and followed</li> <li><input type="checkbox"/> Training objectives are communicated to swimmers</li> <li><input type="checkbox"/> Main practice segments are evident and easy to read(warm-up; main part; cool-down)</li> <li><input type="checkbox"/> Activities are monitored for adequate duration, transition, and waiting times</li> <li><input type="checkbox"/> Breaks are provided for appropriate recovery and hydration</li> <li><input type="checkbox"/> Evidence of mental training preparation is integrated into the practice</li> <li><input type="checkbox"/> Training space is used effectively during practice</li> </ul>
<p><b>Below Standard</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Does not use appropriate warm-up activities</li> <li><input type="checkbox"/> Does not provide evidence of a practice plan</li> <li><input type="checkbox"/> Does not clearly divided practice into main segments</li> <li><input type="checkbox"/> Does not provide clear practice goals</li> <li><input type="checkbox"/> Uses space and time is poorly</li> <li><input type="checkbox"/> Uses activities that are not appropriate for swimmers in this context</li> </ul>

### 3. OUTCOME: PROVIDE SUPPORT TO SWIMMERS IN TRAINING

**CRITERIA: Apply interventions to enhance training and improve performance**

**TRAINED** – CSI Advanced Coaching Diploma, SW 101, SW 201, SW 301/302, Coaching & Leading Effectively, Psychology of Sport

**EVALUATED** - CSI Advanced Coaching Diploma, Level 3 Senior Coach and Level 4 Level 3 Senior Coach Advanced Training Evaluation

**NOTE:**

Achievement	EVIDENCES
<p><b>Highly Effective</b></p>	<p><b>Meets “Advanced Standard for Core Certification” and:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Swimmers are enabled to self-analyze and self-monitor their own performance to become more independent in addressing personal training and performance related decision-making issues</li> <li><input type="checkbox"/> Works with other coaches and IST to identify optimal corrective measures and to teach effective coaching interventions enhancing swimmer performance</li> <li><input type="checkbox"/> Swimmers are enabled to take greater ownership over specific performance factors and learning/training objectives</li> </ul>
<p><b>Advanced</b></p>	<p><b>Meets “Standard for Core Certification” and:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Technology is used to gather information about swimmers’ performance and to enhance training effectiveness</li> <li><input type="checkbox"/> Difference between training process and performance is reflected in choice of activities /or practice conditions</li> <li><input type="checkbox"/> Interventions identified and provided are evaluative, prescriptive and descriptive for the activities or practice conditions</li> <li><input type="checkbox"/> Interventions are implemented to enhance performance of skill or tactic</li> <li><input type="checkbox"/> Individualized mental training strategies are provided to swimmer based on performance needs and personal characteristics</li> <li><input type="checkbox"/> Feedback or questioning strategies are provided to assist swimmer in focusing to achieve positive mental training throughout the practice</li> </ul>
<p><b>NCCP Standard for Core Certification</b></p> 	<p><b>Meets “Standard for Core Certification”:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> A positive image of swimming is promoted and modelled to swimmers and other stakeholders</li> <li><input type="checkbox"/> Expectations for swimmer behaviour and are identified and reinforced</li> <li><input type="checkbox"/> Interventions are applied to swimmer(s) at each practice</li> <li><input type="checkbox"/> All demonstration(s) to model desired performance is/ are positioned to enable all swimmers to see and hear clearly</li> <li><input type="checkbox"/> Coaching explanations are checked for clarification</li> <li><input type="checkbox"/> Explanations are clear and concise and opportunities are provided for swimmers to ask questions</li> <li><input type="checkbox"/> Respectful language is used with swimmers when providing verbal interventions</li> <li><input type="checkbox"/> Rationale is provided for choice of interventions used during practice</li> <li><input type="checkbox"/> Minimum of two different learning styles (auditory, visual, and kinesthetic) is always applied with interventions to address differences in swimmer(s) learning styles.</li> <li><input type="checkbox"/> Swimming “skills model” is used to detect and correct performance</li> <li><input type="checkbox"/> Key learning points are aligned with skill development model and adapted to swimmer(s) level</li> <li><input type="checkbox"/> Constructive feedback and instruction for group and individual(s) is provided</li> <li><input type="checkbox"/> Swimmer performance is monitored and measured to determine successful completion of practice objectives (i.e. recording stroke rates, stroke counts, splits, heart rate, etc.)</li> </ul>
<p><b>Below Standard</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Uses an explanation but do not identify any key learning points</li> <li><input type="checkbox"/> Uses demonstration but do not position participants to see and hear</li> <li><input type="checkbox"/> Makes limited intervention to clarify key learning objectives</li> <li><input type="checkbox"/> Does not recognize when an interventions is needed in order to enhance the learning potential of a situation or activity</li> <li><input type="checkbox"/> Makes interventions that are not purposeful and do not contribute to enhancing learning</li> </ul>

## 4. OUTCOME: PROVIDE SUPPORT TO SWIMMERS IN TRAINING

**CRITERIA: Training Session adjustments are determined through analysis and evaluation**

**TRAINED** – CSI Advanced Coaching Diploma, SW 301

**EVALUATED** – CSI Advanced Coaching Diploma, Level 3 Senior Coach and Level 4 Level 3 Senior Coach  
Advanced Training Evaluation

**NOTE:**

Achievement	EVIDENCES
<b>Highly Effective</b>	<p><b>Meets “Advanced Standard” and:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Works with other coaches to identify and implement adjustments during the practice to enhance achievement of training objectives</li> <li><input type="checkbox"/> Adjustments are made to practice based on consultation with IST specialists</li> <li><input type="checkbox"/> Modifications are applied to activities given specific training objectives and swimmer needs</li> </ul>
<b>Advanced Standard</b>	<p><b>Meets “Standard for Core Certification” and:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Swimmer(s) are facilitated to achieve their training objective(s) based on observation(s) made during the practice</li> <li><input type="checkbox"/> Individualized mental training activities are adjusted for each swimmer based on performance needs and personal characteristics</li> <li><input type="checkbox"/> Progressions are adjusted to ensure optimal achievement of training objectives</li> <li><input type="checkbox"/> Based on observations made during the practice, rationale is presented for choice of progression</li> </ul>
<b>NCCP Standard for core certification</b> 	<p><b>Meets “Standard for Core Certification”:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Practice activities are modified to deal with specific circumstances or logistics as required</li> <li><input type="checkbox"/> Practice activities are adapted to deal with challenges regarding technical, tactical, physical or decision making</li> <li><input type="checkbox"/> Achievement of training objective(s) are facilitated by modifying practice conditions to increase cognitive effort, promote effective decisions, and regulate intensity based on fitness and/or fatigue</li> <li><input type="checkbox"/> Reduction or increase in work intensity, work periods, or length of rest is adapted as required to address swimmers’ fitness and/or fatigue while maintaining training objective(s)</li> <li><input type="checkbox"/> Adaptive corrective measures are implemented based on defined “skills model” used to analyze the cause of performance errors during practice</li> <li><input type="checkbox"/> Rationale for coaching decisions and justification for how adjustments enhance the training objective(s) are provided</li> <li><input type="checkbox"/> Progressions are adjusted to ensure optimal achievement of training objectives, and provide rationale for choice of progression based on observations made during the practice</li> </ul>
<b>Below Standard</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Makes adjustments to activities in which swimmers are not learning that are incomplete and do not improve the situation</li> <li><input type="checkbox"/> Makes adjustments that simplify or elevate the degree of difficulty of tasks that do not improve the situation</li> <li><input type="checkbox"/> Does not recognize that an activity clearly requires adjustments for safety reasons</li> <li><input type="checkbox"/> In a situation where learning is clearly not occurring during an activity: <ul style="list-style-type: none"> <li>o Does not recognize the causes of the situation (emotional, cognitive, physical/motor)</li> <li>o Does not adjust the demands of the task in order to make it a reasonable challenge for swimmers</li> </ul> </li> <li><input type="checkbox"/> In a situation where the task is clearly too easy for the swimmers: <ul style="list-style-type: none"> <li>o Does not recognize the situation</li> <li>o Does not adjust the demands of the task in order to make it a reasonable challenge for swimmers</li> </ul> </li> <li><input type="checkbox"/> Does not provide a rationale for any adjustment made to activities during the practice</li> </ul>


## 5. OUTCOME: PROVIDE SUPPORT TO SWIMMERS IN TRAINING

**CRITERIA: Implement protocols and methods for development of athletic abilities relevant to swimming**

**TRAINED** - CSI Advanced Coaching Diploma, MSM Developing Athletic Abilities, SW 101, SW 201, SW 301

**EVALUATED** – Level 3 Senior Coach and Level 4 Level 3 Senior Coach Advanced Training Evaluation

**NOTE:**

Achievement	EVIDENCES
<b>Highly Effective</b>	<p><b>Meets “Advanced Standard” and:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> New and innovative general and/or swimming-specific training protocols that are consistent with scientific principles are developed and presented</li> <li><input type="checkbox"/> Works with other coaches to effectively implement training methods and protocols for all relevant athletic abilities</li> </ul>
<b>Advanced Standard</b>	<p><b>Meets “Standard for Core Certification” and:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Testing and the tracking of results over a series of meets match YTP testing schedule.</li> <li><input type="checkbox"/> Selection and implementation of training protocols and methods is based on testing data and the interpretation of the data in order to address individual swimmer weaknesses</li> <li><input type="checkbox"/> Loading parameters are adapted for specific methods to reflect individual variables such as training background, previous injuries, etc.</li> <li><input type="checkbox"/> New and innovative training protocols and methods are used consistent with current scientific research data and swimming specific observations as LTAD appropriate for their swimmers</li> <li><input type="checkbox"/> IST specialist(s) are consulted to identify advanced strategies addressing individual fitness training needs of swimmers in order to enhance training of physical abilities in practice</li> <li><input type="checkbox"/> Training methods and protocols are implemented to develop and/or maintain <u>all</u> athletic abilities relevant to swimming</li> </ul>
<b>NCCP Standard for Core Certification</b> 	<p><b>Meets “Standard for Core Certification”:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> General and swimming specific training protocols and methods consistent with LTAD are implemented to develop and/or maintain Athletic Abilities (aerobic (general) endurance, maximal aerobic power, speed, speed endurance, strength endurance, flexibility, agility (co-ordination, balance)</li> <li><input type="checkbox"/> Selected training protocols and methods are adapted to the age and training experience of the swimmers</li> <li><input type="checkbox"/> Selected training protocols and methods are adapted to YTP</li> <li><input type="checkbox"/> Use of training protocols and methods is based on an evaluation of performance and comparison with normative data for the event/discipline/gender/age group</li> </ul>
<b>Below Standard</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Implements a limited number of methods that effectively contribute to the development of some athletic abilities relevant to swimming</li> <li><input type="checkbox"/> Does not understand what training effects are being developed during a practice or set</li> <li><input type="checkbox"/> Identifies and implements training protocols and methods that are adequate given the age of the swimmers, but that are not adapted to their training experience</li> <li><input type="checkbox"/> Implements training protocols and methods that are not adequate or sufficiently swimming-specific given the time of the yearly program</li> <li><input type="checkbox"/> Does not purposely create conditions whereby athletic abilities relevant to swimming are trained during practice</li> <li><input type="checkbox"/> Does not implement methods that effectively contribute to the development of athletic abilities relevant to swimming</li> </ul>


## 6. OUTCOME: ANALYZE PERFORMANCE

**CRITERIA:** : Detect technical elements requiring improvement or refinement to enhance performance and/or to prevent injuries.

**TRAINED** – CSI Advanced Coaching Diploma, MSM - Prevention and Recovery, SW 301, SW 302

**EVALUATED** – Level 4 Level 3 Senior Coach Advanced Training Evaluation, Level 3 Senior Coach and Level 4 Level 3 Senior Coach Advanced Competition Evaluation

**NOTE:**

Achievement	EVIDENCES
<p><b>Highly Effective</b></p>	<p><b>Meets “Advanced Standard” and:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Time/work volume(s) required for future training activities to address identified technical element corrections is/are estimated and technical corrections are implemented</li> <li><input type="checkbox"/> The impact of Technical change(s) implementation is assessed</li> <li><input type="checkbox"/> Swimmer(s) are facilitated to detect key technical element performance factors and to understand these errors affect overall performance</li> <li><input type="checkbox"/> Works with other coaches and IST to detect inefficient technical elements which affect swimmer performance</li> </ul>
<p><b>Advanced Standard</b></p>	<p><b>Meets “Standard for Core Certification” and:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> A variety of observational strategies are used to identify critical aspects of technical element execution</li> <li><input checked="" type="checkbox"/> In consultation with IST, technology and other methods are used to conduct technical analyses to reinforce technical element performance</li> <li><input type="checkbox"/> Provide a rationale for technical elements that need improvement based on Swimming specific analysis of performance of own swimmers or opposition</li> <li><input type="checkbox"/> Potential risks of injury due to incorrect technical element performance are addressed by correctly applying biomechanical principles with technical element analysis</li> <li><input type="checkbox"/> Various means of communicating impact of critical technical error(s) on performance are used</li> </ul>
<p><b>NCCP Standard for Core Certification</b></p> 	<p><b>Meets “Standard for Core Certification”:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Execution of technical elements is observed from a variety of vantage point(s) and angles of observation</li> <li><input type="checkbox"/> Using skill/development progression checklist(s), specific corrective measures are identified based on analysis of potential causes of technical element performance errors</li> <li><input type="checkbox"/> Intention of technical element is determined and performance factors are specified that define optimal performance based on swimming skill model</li> <li><input type="checkbox"/> Critical decisions or factors required of swimmer(s) when performing specific technical elements are identified</li> <li><input type="checkbox"/> Critical programming decisions required short-term to correct targeted technical elements are identified</li> <li><input type="checkbox"/> Amount of time/volume of work required to achieve the desired effects in correcting/enhancing technical performance is estimated</li> <li><input type="checkbox"/> Critical factors for improved mastery of technical element performance are determined</li> <li><input type="checkbox"/> Impact of critical error(s) on performance is communicated</li> <li><input type="checkbox"/> Potential impact(s) on individual or relay team tactics resulting from incorrect execution of technical elements is/are identified</li> <li><input type="checkbox"/> Application of competitive rules related to technical element execution is reinforced</li> </ul>
<p><b>Below Standard</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Observes the skill from only a single vantage point to detect performance factors</li> <li><input type="checkbox"/> Explains <b>how</b> the error relates to the overall performance but do not indicate <b>why</b></li> <li><input type="checkbox"/> Identifies some performance factors that contribute to errors in performance, but do not select the most critical factor that will have the greatest impact on performance</li> <li><input type="checkbox"/> Scans the practice environment infrequently and pay little attention to skill execution</li> <li><input type="checkbox"/> Assumes only affective factors (i.e. blames swimmers lack of effort/motivation) contribute to poor performance rather any of the other 6 factors that may affect performance (equipment, environment, cognitive/mental, physical/motor, tactical or technical)</li> <li><input type="checkbox"/> Does not correctly use or refer to the skill development/progression checklist to evaluate technical execution</li> </ul>




## 7. OUTCOME: ANALYZE PERFORMANCE

**CRITERIA: Correct technical elements requiring improvement or refinement to enhance performance and/or to prevent injuries**

**TRAINED** - CSI Advanced Coaching Diploma, MSM - Prevention and Recovery, SW 301, SW 302

**EVALUATED** – Level 3 Senior Coach and Level 4 Level 3 Senior Coach Advanced Training Evaluation, Level 3 Senior Coach and Level 4 Level 3 Senior Coach Advanced Competition Evaluation

**NOTE:**

Achievement	EVIDENCES
<p><b>Highly Effective</b></p>	<p><b>Meets “Advanced Standard” and:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Based on time/work volume estimates, implement technical element corrections in future training activities</li> <li><input type="checkbox"/> Work with other coaches and IST to correct swimmer technical element performance and mentor other coaches to identify optimal corrective measure</li> </ul>
<p><b>Advanced Standard</b></p>	<p><b>Meets “Standard for Core Certification” and:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Biomechanical principles are correctly and consistently used to identify potential risks of injury resulting from incorrect technical execution</li> <li><input type="checkbox"/> Biomechanical principles are correctly and consistently applied while performing analyses of advanced Swimming-specific technical elements</li> <li><input type="checkbox"/> Highly individualized activities to assist the swimmer in making technical element performance corrections are prescribed</li> <li><input type="checkbox"/> Clear and concise explanations are used to identify what is required, how it is to be applied and how it will have a beneficial effect on technical element performance</li> <li><input type="checkbox"/> Appropriate questions are asked of swimmers to help them increase awareness of errors in technical element performance</li> </ul>
<p><b>NCCP Standard for Core Certification</b></p> 	<p><b>Meets “Standard for Core Certification”:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Using skill/development progression checklist(s), specific corrective measures are applied based on analysis of potential causes of technical element performance errors</li> <li><input type="checkbox"/> Adequate demonstrations are used to model correct technical element performance</li> <li><input type="checkbox"/> Appropriate activity and/or drill to assist swimmer are prescribed to enable corrective measures in technical element performance</li> <li><input type="checkbox"/> Ensuring adequate motor engagement in the corrective task or activity for each swimmer is monitored</li> <li><input type="checkbox"/> Application of competitive rules that relate to skill execution when appropriate is reinforced When appropriate, participant’s consent is requested for physical contact when assisting in correcting a technical error</li> </ul>
<p><b>Below Standard</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Observes movement phases consistent with the skill/development progression checklist of swimming, but do not implement these guidelines in training or competition</li> <li><input type="checkbox"/> Corrects the swimmer(s) by indicating <b>what</b> they did rather than identifying specific strategies for how to improve technical performance</li> <li><input type="checkbox"/> Prescribes activities/drills that only partially assist the swimmer in correcting technical performance</li> <li><input type="checkbox"/> Provides corrections that identify vague external factors rather than specific factors that contribute to improved technical performance</li> <li><input type="checkbox"/> Does not prescribe appropriate activities/drills to assist swimmer in correcting technical elements</li> </ul>


## 8. OUTCOME: ANALYZE PERFORMANCE

**CRITERIA: Detect tactical elements requiring improvement or refinement to enhance performance.**

**TRAINED** – CSI Advanced Coaching Diploma, MSM - Prevention and Recovery, SW 301, SW 302

**EVALUATED** – Level 3 Senior Coach and Level 4 Level 3 Senior Coach Advanced Training Evaluation, Level 3 Senior Coach and Level 4 Level 3 Senior Coach Advanced Competition Evaluation

**NOTE:**

Achievement	EVIDENCES
<p><b>Highly Effective</b></p>	<p><b>Meets “Advanced Standard” and:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Time/work volume(s) required for future training activities to address identified tactical element corrections is/are estimated and tactical corrections are implemented</li> <li><input type="checkbox"/> The impact of Tactical change(s) implementation is assessed</li> <li><input type="checkbox"/> Swimmer(s) are facilitated to detect key tactical element performance factors and to understand these errors affect overall performance</li> <li><input type="checkbox"/> Works with other coaches and IST to detect inefficient tactical elements which affect swimmer performance</li> </ul>
<p><b>Advanced Standard</b></p>	<p><b>Meets “Standard for Core Certification” and:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> A variety of observational strategies are used to identify critical aspects of tactical element execution</li> <li><input checked="" type="checkbox"/> In consultation with IST, technology and other methods are used to conduct tactical analyses to reinforce tactical element performance.</li> <li><input type="checkbox"/> Provide a rationale for strategies/tactics that need improvement based on Swimming specific analysis of performance of own swimmers or opposition</li> <li><input type="checkbox"/> Various means of communicating impact of critical tactical error(s) on performance are used</li> </ul>
<p><b>NCCP Standard for Core Certification</b></p> 	<p><b>Meets “Standard for Core Certification”:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Opponents and swimmers coached are analyzed during competition stage (heat, final), and or competition event to determine strengths and weaknesses and to provide opportunities for advantage</li> <li><input type="checkbox"/> Execution of tactical elements is observed from a variety of vantage point(s) and angles of observation</li> <li><input type="checkbox"/> Tactical development/progression skills checklist is used to evaluate tactical execution of a swimmer’s performance</li> <li><input type="checkbox"/> Intention of tactical element is determined and performance factors are specified that define optimal performance based on successful tactics model</li> <li><input type="checkbox"/> Critical cause(s)/error(s) that impact performance are identified and their impact is communicated</li> <li><input type="checkbox"/> Explanation of why correction will have a beneficial effect on performance is provided</li> <li><input type="checkbox"/> Amount of time/volume of work required to achieve the desired effects in correcting/enhancing tactical performance is estimated</li> <li><input type="checkbox"/> Specific interventions applied as a result of observation and data analysis are evaluated</li> <li><input checked="" type="checkbox"/> Critical decisions or factors required of swimmer(s) when performing specific tactical elements are identified</li> <li><input type="checkbox"/> Potential impact(s) on individual or relay team tactics resulting from incorrect execution of tactical elements is/are identified</li> <li><input type="checkbox"/> Application of competitive rules that relate to tactics/strategies are reinforced</li> <li><input type="checkbox"/> Critical programming decisions required short-term to correct targeted tactical elements are identified</li> </ul>
<p><b>Below Standard</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Observes the tactical elements from a single vantage point to detect performance factors</li> <li><input type="checkbox"/> Only explains <b>how</b> the error relates to the overall tactical performance but do not indicate <b>why</b></li> <li><input type="checkbox"/> Identifies some performance factors that contribute to errors in tactical performance, but does not select the most critical factor that will have the greatest impact on performance</li> <li><input type="checkbox"/> Scans practice environment infrequently and pays little attention to the execution of tactical elements</li> <li><input type="checkbox"/> Assumes only affective factors (i.e. blames swimmers lack of effort/motivation) contribute to poor performance rather any of the other 6 factors that may affect performance (equipment, environment, cognitive/mental, physical/motor, tactical or technical)</li> <li><input type="checkbox"/> Does not correctly use or refer to a development/progression model to evaluate tactical execution</li> </ul>


## 9. OUTCOME: ANALYZE PERFORMANCE

**CRITERIA: Correct tactical elements requiring improvement or refinement to enhance performance**

**TRAINED** – CSI Advanced Coaching Diploma, MSM - Prevention and Recovery, SW 301, SW 302

**EVALUATED** – Level 3 Senior Coach and Level 4 Level 3 Senior Coach Advanced Training Evaluation, Level 3 Senior Coach and Level 4 Level 3 Senior Coach Advanced Competition Evaluation

**NOTE:**

Achievement	EVIDENCE
<p><b>Highly Effective</b></p>	<p><b>Meets “Advanced Standard” and:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Based on the estimate of the amount of time/volume of work necessary to achieve the desired effects, when implementing tactical corrections regarding participation in competitions appropriate decisions are implemented and used</li> <li><input type="checkbox"/> Works with other coaches to identify and correct tactic(s)</li> </ul>
<p><b>Advanced Standard</b></p>	<p><b>Meets “Standard for Core Certification” and:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Highly individualized or adapted activities to assist the swimmer or team in applying the appropriate tactic(s) are implemented</li> <li><input type="checkbox"/> Communication about “<i>why</i> the correction will have a beneficial effect on performance”, “<i>what</i> to improve”, and “<i>how</i> to improve tactical performance” is consistent</li> <li><input type="checkbox"/> Appropriate questions of swimmers to increase their awareness and targeting of errors in tactical execution and tactical corrections are asked</li> </ul>
<p><b>NCCP Standard for Core Certification</b></p> 	<p><b>Meets “Standard for Core Certification”:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Intervention(s) are prescribed to improve tactic(s)</li> <li><input type="checkbox"/> Demonstrations are used to model specific tactic(s)</li> <li><input type="checkbox"/> An appropriate activity and/or drill enabling swimmer(s) to apply correction(s) in tactic(s)/strategy is implemented</li> <li><input type="checkbox"/> Adequate motor engagement in the corrective task or activity plus the appropriate level of difficulty is monitored to ensure relevance to swimmers’ capabilities</li> <li><input type="checkbox"/> Appropriate tactical decisions based on specific analysis of competitive event are used</li> <li><input type="checkbox"/> Corrective measures to replicate competition-like situations enabling swimmers to implement tactical corrections are monitored</li> <li><input type="checkbox"/> Application of competitive rules that relate to tactical intentions are reinforced</li> </ul>
<p><b>Below Standard</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Observes tactical execution consistent with the progression checklist of swimming, but do not implement these guidelines in the field</li> <li><input type="checkbox"/> Corrects the swimmer(s) by indicating <b>what</b> they did rather than identifying specific strategies for how to improve tactical performance</li> <li><input type="checkbox"/> Prescribes activities that only partially assist the swimmers in correcting tactical performance</li> <li><input type="checkbox"/> Provides corrections that identify vague external factors rather than specific factors that contribute to improved tactical performance</li> <li><input type="checkbox"/> Does not prescribe appropriate activities and/or to assist swimmer in correcting tactical performance</li> </ul>


## 10. OUTCOME: ANALYZE PERFORMANCE

**CRITERIA: Evaluate testing data to determine fitness level and performance readiness**

**TRAINED** - CSI Advanced Coaching Diploma, SW 301, SW 302

**EVALUATED** – Level 3 Senior Coach Portfolio B, Level 3 Senior Coach and Level 4 Level 3 Senior Coach  
Advanced Training Evaluation

**NOTE:**

Achievement	EVIDENCES
<p><b>Highly Effective</b></p>	<p><b>Meets “Advanced Standard” and:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Works with other coaches and IST to implement and interpret testing procedure, protocols, and results is presented</li> <li><input type="checkbox"/> Contributions to the development of new and innovative general and swimming-specific evaluation methods that are consistent with scientific principles is presented</li> <li><input type="checkbox"/> Evidence of effectiveness of YTP by cross-referencing swimmers’ progress in specific tests with quantification analyses of training activities performed over time is presented</li> </ul>
<p><b>Advanced Standard</b></p>	<p><b>Meets “Standard for Core Certification” and:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Recommendations for talent identification and/or specialization are made based on swimming specific fitness for athletic abilities identified by coach’s swimming long-term development plan</li> <li><input type="checkbox"/> New and innovative evaluation protocols, consistent with current and emerging scientific research data and swimming specific practices as LTAD appropriate for their swimmers are used</li> <li><input type="checkbox"/> A regular monitoring system to evaluate fatigue so as to prevent overtraining and to minimize injuries is implemented</li> <li><input type="checkbox"/> The amount of time/volume of work required is correctly identified to achieve the desired effects while seeking to improve specific athletic abilities</li> <li><input type="checkbox"/> A rationale for short and mid-term adjustments to the swimmers’ training program to reflect the degree to which athletic abilities are developed is provided and implemented</li> </ul>
<p><b>NCCP Standard for Core Certification</b></p> 	<p><b>Meets “Standard for Core Certification”:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> An on-going system of data collection where the results may be easily tracked, monitored, recorded and interpreted is maintained</li> <li><input type="checkbox"/> Age and LTAD stage relevant Athletic (Physical) Abilities field tests to evaluate swimmer’s fitness is implemented</li> <li><input type="checkbox"/> Field tests results are analyzed by comparing them to normative data appropriate to the swimmers’ gender, age and discipline, and to previous field test results</li> <li><input type="checkbox"/> Weekly or monthly training priorities/direction are adapted to implement corrective measures based on test results</li> <li><input type="checkbox"/> Evaluation of swimming specific fitness levels is used to adapt tactics/strategies used in competition</li> <li><input type="checkbox"/> A regular monitoring system is implemented to track the evolution of specific performance factors/abilities and to measure swimmer progress</li> </ul>
<p><b>Below Standard</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Does not correctly interpret field or lab test results to make the type of training recommendations that will effectively contribute to enhancing the performance of swimmers</li> <li><input type="checkbox"/> Does not use field or lab tests that can be used to evaluate swimmers’ swimming-specific fitness</li> <li><input type="checkbox"/> Does not interpret or use the results to field or lab tests to make appropriate training recommendations</li> </ul>


## 11. OUTCOME: ANALYZE PERFORMANCE

### CRITERIA: Identify competition-specific factors that impact performance

**TRAINED** – CSI Advanced Coaching Diploma, SW 201, SW 301, SW 302

**EVALUATED** – Level 3 Senior Coach Portfolio C, Level 3 Senior Coach and Level 4 Level 3 Senior Coach  
Advanced Competition Evaluation

**NOTE:**

Achievement	EVIDENCES
<p><b>Highly Effective</b></p>	<p><b>Meets “Advanced Standard” and:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Based on previous experiences, new and innovative strategies to address competition-specific factors are identified</li> <li><input type="checkbox"/> Strategies that effectively enable swimmers to perform optimally given the prevailing conditions are identified</li> <li><input type="checkbox"/> Works with other coaches on how to identify and effectively deal with competition-specific factors that can impact performance</li> </ul>
<p><b>Advanced Standard</b></p>	<p><b>Meets “Standard for Core Certification” and:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Documentation and specific strategies as to how each of the aspects listed in “Standard for Core Certification” may impact performance are provided</li> <li><input type="checkbox"/> Effective methods to collect up-to-date information to enable swimmers to perform optimally are identified</li> </ul>
<p><b>NCCP Standard for Core Certification</b></p> 	<p><b>Meets “Standard for Core Certification”:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Impact(s) on performance with regards to competition(s) scheduling and number of competitions within a given time period is/are identified</li> <li><input type="checkbox"/> Impacts(s) on performance with regards to environmental conditions expected to prevail at competition site is/are identified</li> <li><input type="checkbox"/> Impacts(s) on performance with regards to time differences between home and competition site is/are identified</li> <li><input type="checkbox"/> Impacts(s) on performance with regards to time required to travel to competition site is/are identified</li> <li><input type="checkbox"/> Impacts(s) on performance with regards to travel conditions to competition site is/are identified</li> <li><input type="checkbox"/> Impacts(s) on performance with regards to logistics and accommodation available at competition site is/are identified</li> <li><input type="checkbox"/> Impacts(s) on performance with regards to nutritional issues at competition site is/are identified</li> <li><input type="checkbox"/> Impacts(s) on performance with regards to training opportunities and schedules available at competition site is/are identified</li> </ul>
<p><b>Below Standard</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Produces a report that is evidenced-based but do not provide recommendations aimed at enabling swimmers to perform</li> <li><input type="checkbox"/> Produces an anecdotal report, not an evidence-based report</li> <li><input type="checkbox"/> Does not provide sufficient details in the report and make recommendations that are inconsistent with established knowledge or standards of practice</li> </ul>


## 12. OUTCOME: SUPPORT THE COMPETITIVE EXPERIENCE

### CRITERIA: Implement procedures that promote Pre-Competition performance readiness

**TRAINED** -- CSI Advanced Coaching Diploma, MSM - Coaching & Leading Effectively, Psychology of Performance, SW 301, SW 302

**EVALUATED** – Level 3 Senior Coach Portfolio C , Level 3 Senior Coach and Level 4 Level 3 Senior Coach Advanced Competition Evaluation

**NOTE:**


Achievement	EVIDENCES
<p><b>Highly Effective</b></p>	<p><b>Meets “Standard for Core Certification” and:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Contingency plans to deal with unforeseen or ambiguous factors that may affect competition are provided</li> <li><input type="checkbox"/> Facilitates and/or oversees other coaches, support staff, and/or key stakeholders to implement prescribed pre-competitive roles and responsibilities</li> <li><input type="checkbox"/> Works with experts in specific areas to enhance pre-competitive procedures</li> </ul>
<p><b>Advanced Standard</b></p>	<p><b>Meets “Standard for Core Certification” and:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Individualized pre-competitive routines that reflect past experiences and prepare for the demands of higher competitive levels are developed</li> <li><input type="checkbox"/> Swimmer or team preparation based on changes in the competitive environment or other extraneous factors are adjusted</li> <li><input type="checkbox"/> Strategies and tactics which reflect an analysis of swimmers coached and an analysis of their opponents are identified</li> <li><input type="checkbox"/> Works with other coaches, support staff and/or other key stakeholders to ensure roles and responsibilities are defined prior to the competition</li> </ul>
<p><b>NCCP Standard for Core Certification</b></p> 	<p><b>Meets “Standard for Core Certification”:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Coach demonstrates positive and effective management techniques with regards to their own personal anxiety/stress level and is able to explain strategies and tactics in a clear and concise manner to swimmer(s) ensuring their understanding</li> <li><input type="checkbox"/> Swimmers are monitored for acclimatization to environmental factors and adjustments made to enhance performance</li> <li><input type="checkbox"/> Monitoring and guidance is provided throughout the season and at pre-competition for nutritional and hydration habits to assist swimmer’s physical performance in competition</li> <li><input type="checkbox"/> Using swimmer performance data, a competition plan outlining their tactics for achieving specific individual and team(s) competition objectives is developed and presented</li> <li><input type="checkbox"/> Pre-competitive management procedures with measures for focus, distractions, negative anxiety, and social factors that enable swimmers/team to achieve an adequate mental state of readiness for competition are assessed and implemented</li> <li><input type="checkbox"/> Strategies and tactics consistent with the rules of competition and fair play principles are reviewed</li> <li><input type="checkbox"/> Swimmers are monitored for appropriate swimming physical warm-up</li> <li><input type="checkbox"/> Final adjustments in equipment are performed in order to maximize swimmer performance</li> </ul>
<p><b>Below Standard</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Is not prepared and has difficulty organizing swimmers for competition</li> <li><input type="checkbox"/> Swimmers are unaware of competition schedule or plan</li> <li><input type="checkbox"/> Rushes pre-competition preparation and does not make sure equipment is readily available</li> </ul>

## 13. OUTCOME: SUPPORT THE COMPETITIVE EXPERIENCE

### CRITERIA: Apply decisions and interventions to enhance performance during competition

**TRAINED** -- CSI Advanced Coaching Diploma, MSM - Coaching & Leading Effectively, Psychology of Performance, SW 301, SW 302

**EVALUATED** – Level 3 Senior Coach Portfolio C, Level 3 Senior Coach and Level 4 Level 3 Senior Coach Advanced Competition Evaluation

Achievement	EVIDENCES
<b>Highly Effective</b>	<p><b>Meets “Advanced Standard” and:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Rationale for decisions and or interventions made during the competition that impacted swimmer or team performance is provided</li> <li><input type="checkbox"/> Sport specialists are used to interpret data gathered during competition and to apply knowledge gained to improve subsequent performances</li> </ul>
<b>Advanced Standard</b>	<p><b>Meets “Standard for Core Certification” and:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Swimmers are engaged to assist in identifying solutions that will enhance swimmer or team performance where and when appropriate</li> <li><input type="checkbox"/> Adjustments are made to tactics in response to situations that arise during the competition</li> <li><input type="checkbox"/> Communication is evident between assistants and/or other specialists to identify solutions, opportunities, or provide pertinent information about the competitive environment to assist the swimmer or team in maximizing performance</li> <li><input type="checkbox"/> IST and/ or other coaches are used to assist in gathering and interpreting data during competition to improve subsequent performances</li> </ul>
<b>NCCP Standard for Core Certification</b> 	<p><b>Meets “Standard for Core Certification”:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Appropriate and controlled behaviour with respect towards athletes, coaches, officials and parents is demonstrated</li> <li><input type="checkbox"/> Swimmers are observed from the most optimal vantage point(s)</li> <li><input type="checkbox"/> Notational data is gathered and interpreted throughout the competition</li> <li><input type="checkbox"/> Non-competing swimmers are used in meaningful roles and learning situations related to the competition</li> <li><input type="checkbox"/> Swimmer(s) or team(s) are monitored to be focused on the present task at hand and not the outcome</li> <li><input type="checkbox"/> Available and appropriate opportunities are used during competition day(s) to interact/intervene directly with swimmer(s) assisting them with their pre and post competition(s) and to enable them to reflect critically on their performance, manage their mental state and to enable them to choose successful approaches for their present and future competition(s)</li> <li><input type="checkbox"/> Swimmer(s) is/ are monitored with swimming appropriate recovery and fatigue management procedures</li> <li><input type="checkbox"/> While focusing on solutions and specific actions, collected data is used to identify and redirect swimmer(s) by addressing potential causes of error and/or areas for improvement in technical/tactical actions</li> <li><input type="checkbox"/> When required, intervene with regards to athlete(s) and event(s) management</li> </ul>
<b>Below Standard</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Criticizes swimmers’ performance during the competition and or between competitive events</li> <li><input type="checkbox"/> Acts distracted during the competition and does not focus on key element in the swimmer or team performance</li> <li><input type="checkbox"/> Does not observe swimmers performance during the competition</li> </ul>


## 14. OUTCOME: SUPPORT THE COMPETITIVE EXPERIENCE

**CRITERIA: Apply the competitive experience in a meaningful manner to further swimmers development post competition**

**TRAINED** -- CSI Advanced Coaching Diploma, MSM - Coaching & Leading Effectively, Psychology of Performance, SW 301, SW 302

**EVALUATED** – Level 3 Senior Coach Portfolio C, Level 3 Senior Coach and Level 4 Level 3 Senior Coach Advanced Competition Evaluation

**NOTE:**

Achievement	EVIDENCES
<p><b>Highly Effective</b></p>	<p><b>Meets “Advanced Standard” and:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Works with swimmer(s) to identify possible adjustments to their future training/objectives and to assist them in taking greater ownership over the analysis of their competition result(s)/performance</li> <li><input type="checkbox"/> Works with coaching staff /IST to analyse competition to determine, report on and implement strategies to improve training sessions</li> <li><input type="checkbox"/> Facilitates IST to assist in implementation of appropriate recovery or regenerative procedures for swimmers</li> <li><input type="checkbox"/> Feedback is elicited from parents, IST, coaching staff and others to provide objective comments on performance</li> </ul>
<p><b>Advanced Standard</b></p>	<p><b>Meets “Standard for Core Certification” and:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Post competition procedures for recovery/regenerative procedures have be identified and co-ordinated with swimmer(s) in advance of competition</li> <li><input type="checkbox"/> Based on observation(s) of swimmers’ behavior and performance throughout competition, critically reflect on the effectiveness of their training and preparation with respect to YTP, determine if adjustments are required and implement</li> <li><input type="checkbox"/> Critically reflect upon and if required, implement confidence and skill building techniques</li> <li><input type="checkbox"/> Critically reflect on the relevance and timing of coaching interventions/decisions made during the competition</li> <li><input type="checkbox"/> Use appropriate technology to analyze competition against key tactical outcomes and performance factors</li> </ul>
<p><b>NCCP Standard for Core Certification</b></p> 	<p><b>Meets “Standard for Core Certification”:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Adequate recovery and regeneration procedures are implemented prior to next training session / competition</li> <li><input type="checkbox"/> Analysis taken during the competition is used to create a post-competition assessment for reviewing, interpreting and modifying individual(s)/team(s) objectives</li> <li><input type="checkbox"/> Post-competition assessment is used to implement required changes to future practices/competitions</li> <li><input type="checkbox"/> Swimmer(s) are assisted through a debriefing process which will enable swimmer(s) to analyze and critique their results and determine focus for future competitions.</li> </ul>
<p><b>Below Standard</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Provides swimmer with an analysis of the competition, but does not debrief or ask the swimmers for input on analysis</li> <li><input type="checkbox"/> Identifies some key areas for improvement, but does not provide a plan for implementing improvements in subsequent practices</li> <li><input type="checkbox"/> Reflects on preparation for the competition and interventions used during competition, but does not identify areas for improvement</li> <li><input type="checkbox"/> Ignores swimmer(s) after the competition, or berate swimmers(s) performance</li> <li><input type="checkbox"/> Does not identify how to factor the swimmer/team performance during competition into subsequent practice</li> <li><input type="checkbox"/> Does not implement appropriate recovery or regenerative strategies after the competition</li> </ul>




## 15. OUTCOME: SUPPORT THE COMPETITIVE EXPERIENCE

**CRITERIA: : Implement pre-competition mental-preparation procedures to enhance performance readiness**

**TRAINED** -- CSI Advanced Coaching Diploma, MSM - Psychology of Performance, SW 201, SW 301, SW 302.

**EVALUATED** – Level 3 Senior Coach Portfolio C, Level 3 Senior Coach and Level 4 Level 3 Senior Coach Advanced Competition Evaluation

**NOTE:**

Achievement	EVIDENCES
<p><b>Highly Effective</b></p>	<p><b>Meets “Advanced Standard” and:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Facilitates IST to observe swimmer(s) and to provide recommendation(s) and intervention(s) to improve the mental preparation process</li> <li><input type="checkbox"/> Variety of approaches for mental and tactical preparedness are implemented into training sessions and competitions</li> </ul>
<p><b>Advanced Standard</b></p>	<p><b>Meets “Standard for Core Certification” and:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Swimmer is provided a pre-competition tactics plan with final time objective and splits.</li> <li><input type="checkbox"/> Coach gathers and collects notational evidence for swimmer that demonstrates positive/negative display(s) of competition mental readiness</li> <li><input type="checkbox"/> During debriefing, to improve mental skills, coach uses swimmer self-reflection to assess and to provide advice to swimmer</li> <li><input type="checkbox"/> IST is integrated into regular training sessions to enhance swimmer mental skills</li> </ul>
<p><b>NCCP Standard for Core Certification</b></p> 	<p><b>Meets “Standard for Core Certification”:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> An Individualized Mental Plan is jointly developed by coach and swimmer(s) to determine their seasonal objectives and incorporate their identified specific mental and tactical needs</li> <li><input type="checkbox"/> Mental skills, which include attentional control, emotional control and visualization, are regularly integrated into training sessions.</li> <li><input type="checkbox"/> Individualized Mental Training Plan(s), are used by Coach for review and discussion of Plan prior/post competition with swimmer and with opportunity provided for swimmer to self-reflect</li> </ul>
<p><b>Below Standard</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Does not address major organizational details that have adverse effects on the swimmers preparation for competition that were clearly within coaches control</li> </ul>


## 16. OUTCOME: SUPPORT THE COMPETITIVE EXPERIENCE

### CRITERIA: Oversee logistics/support to create favourable conditions for performance

**TRAINED** -- CSI Advanced Coaching Diploma, MSM - Coaching & Leading Effectively, Psychology of Performance, SW 301, SW 302

**EVALUATED** – Level 3 Senior Coach Portfolio C, Level 3 Senior Coach and Level 4 Level 3 Senior Coach Advanced Competition Evaluation

**NOTE:**

Achievement	EVIDENCES
<p><b>Highly Effective</b></p>	<p><b>Meets “Advanced Standard” and:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Provides and is prepared to implement adequate contingency plans if confronted with unforeseen factors that affect competition</li> <li><input type="checkbox"/> Assistants and other stakeholders are managed effectively and professionally</li> </ul>
<p><b>Advanced Standard</b></p>	<p><b>Meets “Standard for Core Certification” and:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Strategies to manage adaptation or acclimatization to environmental factors prior to the competitive event are implemented</li> <li><input type="checkbox"/> Written guidelines pertaining to expectations of self, swimmers, parents, AND other stakeholders before, during and after competitions are developed and communicated</li> <li><input type="checkbox"/> Expenses and financial considerations related to competitive event are managed</li> </ul>
<p><b>NCCP Standard for Core Certification</b></p> 	<p><b>Meets “Standard for Core Certification”:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Swimmers/parents are provided well in advance of competition clear and concise information pertaining to all aspects of an adequate Competition Plan.</li> <li><input type="checkbox"/> Code of conduct with clear procedures and team regulations/consequences pertaining to expected standards of behaviours for swimmers while away from home that is signed by both swimmers and parents is provided</li> <li><input type="checkbox"/> Coordinated safe and timely travel/transport to competition venue is arranged</li> <li><input type="checkbox"/> Financial budget for competition is determined</li> <li><input type="checkbox"/> Swimmers are provided a procedure plan for duration at the competition site.</li> <li><input type="checkbox"/> Adequate information regarding nutritional and hydration expectations are provided</li> <li><input type="checkbox"/> Roles and responsibilities of stakeholders are determined and delegated in a clear and concise manner</li> <li><input type="checkbox"/> Required swimming equipment is determined to be in good/safe condition and available for use</li> </ul>
<p><b>Below Standard</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Does not address major organizational details and logistics that were clearly within coaches control</li> </ul>


## 17. OUTCOME: SUPPORT THE COMPETITIVE EXPERIENCE

**CRITERIA: Implement procedures to enhance performance readiness and which incorporate recovery and regeneration strategies**

**TRAINED** – - CSI Advanced Coaching Diploma, MSM - Prevention and Recovery, SW 301, SW 302

**EVALUATED** – Level 3 Senior Coach Portfolio C, Level 3 Senior Coach and Level 4 Level 3 Senior Coach Advanced Competition Evaluation

**NOTE:**

Achievement	EVIDENCES
<p><b>Highly Effective</b></p>	<p><b>Meets “Advanced Standard” and:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Facilitates IST to provide recommendation(s) and intervention(s) for recovery</li> <li><input type="checkbox"/> Coach designs, implements, and evaluates specific strategies, programs, and activities aimed at optimizing the athlete’s recovery and regeneration for specific training loads/stimuli.</li> <li><input type="checkbox"/> For an over trained, ill, or injured swimmer, facilitates IST to provide an optimal plan to follow for recovery and re-integration into training process</li> </ul>
<p><b>Advanced Standard</b></p>	<p><b>Meets “Standard for Core Certification” and:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> A variety of approaches and procedures for Risk Management are provided for training sessions and competitions</li> <li><input type="checkbox"/> Recovery Plan(s) for different situations is/are presented</li> <li><input type="checkbox"/> Massage and other procedures are implemented in recovery plan(s)</li> <li><input type="checkbox"/> Rehabilitation Plan(s) for different situations is/are presented</li> <li><input type="checkbox"/> Injury prevention is addressed through education in using correct biomechanical techniques</li> </ul> <p>EAP is provided for training and competition venues</p>
<p><b>NCCP Standard for Core Certification</b></p> 	<p><b>Meets “Standard for Core Certification”:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Adequate recovery and regeneration techniques to prevent fatigue and overtraining are applied</li> <li><input type="checkbox"/> Appropriate training sessions are provided to mitigate overtraining/injuries occurring and ensure swimmers are adequately warmed up and drills and sets are within LTAD stage guidelines with techniques and skill execution closely monitored</li> <li><input type="checkbox"/> Coach is aware of common swimming injuries and provides preventative and recovery interventions for affected swimmers.</li> <li><input type="checkbox"/> Coach enacts prudent measures for a swimmer returning to training after recovery</li> <li><input type="checkbox"/> 12 PAK of Performance and Prevention movement patterns are integrated into swimmer(s) training program(s)</li> <li><input type="checkbox"/> Swimmers and parents are provided with information and guidance on hydration, nutrition, and sleep that will contribute to optimal performance for training and competition</li> </ul>
<p><b>Below Standard</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/></li> </ul>


## 18. OUTCOME: PLAN A PRACTICE

**CRITERIA: Determine logistical information for training practice**


**TRAINED** – CSI Advanced Coaching Diploma, SW 101, SW 201, SW 301, SW 302

**EVALUATED** – Level 3 Senior Coach Portfolio B, Level 3 Senior Coach and Level 4 Level 3 Senior Coach Advanced Training Evaluation

**NOTE:**

Achievement	EVIDENCES
<b>Highly Effective</b>	<b>Meets “Advanced Standard” and:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Evidence is provided of optimal use of the available time, equipment and training practice venue to promote a highest degree of active engagement time, learning, and training</li> <li><input type="checkbox"/> Facilitates optimal use of IST for integration into training practice(s)</li> </ul>
<b>Advanced Standard</b>	<b>Meets “Standard for Core Certification” and:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Evidence is provided of quality use of the available time, equipment and training practice venue to promote a high degree of active engagement time, learning, and training</li> </ul>
<b>NCCP Standard for Core Certification</b> 	<b>Meets “Standard for Core Certification”:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Swimmer background information: LTAD stage, age and years of competition is determined</li> <li><input type="checkbox"/> Number of swimmers is determined</li> <li><input type="checkbox"/> Training practice venue with respect to: location, availability – dates/times and practice objectives, pool lane(s) is determined</li> <li><input type="checkbox"/> Specific practice times for scheduled am/pm practices are determined</li> <li><input type="checkbox"/> YTP microcycle number and microcycle Day number is determined</li> </ul>
<b>Below Standard</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Swimmers’ age and performance level are not identified</li> <li><input type="checkbox"/> Does not identify basic information including date, time, location, number of swimmers, level of swimmers</li> <li><input type="checkbox"/> Does not indicate basic logistical needs (i.e. facilities and equipment) to match the overall goal</li> <li><input type="checkbox"/> Does not clearly identify main segments or time line of practice</li> <li><input type="checkbox"/> Does not adequately reflect or take into account available facilities and equipment</li> </ul>

## 19. OUTCOME: PLAN A PRACTICE

<b>CRITERIA: Determine practice activities</b>	
<b>TRAINED</b> – CSI Advanced Coaching Diploma, SW 101, SW 201, SW 301, SW 302	
<b>EVALUATED</b> – Level 3 Senior Coach Portfolio B, Level 3 Senior Coach and Level 4 Level 3 Senior Coach Advanced Training Evaluation	
<b>NOTE:</b>	
<b>Achievement</b>	<b>EVIDENCES</b>
<b>Highly Effective</b>	<p><b>Meets “Advanced Standard” and:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> IST is consulted and involved in development and application of specific training activities</li> <li><input type="checkbox"/> New/innovative activities are adapted to individual swimmer needs</li> <li><input type="checkbox"/> Activity variations are provided for swimmer(s) to enhance the achievement of training objectives</li> <li><input type="checkbox"/> Specific Individual swimmer needs are reflected and identified in the planned activities</li> <li><input type="checkbox"/> Activities are developed for specific needs of individual swimmer(s) resulting from competition analysis</li> <li><input type="checkbox"/> Evidence is provided of swimmer being actively engaged in the planning of their individual preparation</li> </ul>
<b>Advanced Standard</b>	<p><b>Meets “Standard for Core Certification” and:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Clear rationale is provided for objective of each activity</li> <li><input type="checkbox"/> New/innovative activities are incorporated into training practice</li> <li><input type="checkbox"/> IST is consulted on specific training activities</li> <li><input type="checkbox"/> Opportunities are provided for swimmer(s) to contribute activities into practice planning to enhance their mental preparation</li> <li><input type="checkbox"/> Challenges are provided to enhance technical, tactical, physical, or decision-making choices through activity modifications</li> <li><input type="checkbox"/> Training practice activities are adjusted to reflect results of competition</li> </ul>
<b>NCCP Standard for Core Certification</b> 	<p><b>Meets “Standard for Core Certification”:</b></p> <p><b>On SNC Single Practice Plan Template:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> An organized plan with practice parts for introduction, warm-up, main part, cool-down and debriefing is presented</li> <li><input type="checkbox"/> Objective(s) are clearly defined and consistent with swimmer LTAD stage and correspond to chosen microcycle/mesocycle/phase from YTP</li> <li><input type="checkbox"/> Each practice part has appropriate activities</li> <li><input type="checkbox"/> Main part(s) of the practice activities are purposeful and reflect overall practice objectives designed to improve athletic abilities, technical and tactical skills</li> <li><input type="checkbox"/> Sets and drills of main part of practice reflect practice objectives</li> <li><input type="checkbox"/> Duration of each practice segment and practice activities are consistent with swimmer LTAD stage</li> <li><input type="checkbox"/> Practice activities integrate a variety of training methods appropriate to practice objectives and YTP phase</li> <li><input type="checkbox"/> Evidence is provided of a variety of instructional methods for practice activities to be clearly and effectively presented</li> <li><input type="checkbox"/> Evidence of mental preparation is integrated into practice activity</li> <li><input type="checkbox"/> Planned activities reflect awareness of and control for potential environmental, mechanical and human risk factors</li> </ul>
<b>Below Standard</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Provides limited evidence is limited to show how the plan will create an adequate environment to learn or to improve performance</li> <li><input type="checkbox"/> Provides vague and not clearly identified practice goals</li> <li><input type="checkbox"/> Does not link activities to overall purpose of practice</li> </ul>

**CRITERIA: Determine practice activities**
**TRAINED** – CSI Advanced Coaching Diploma, SW 101, SW 201, SW 301, SW 302

**EVALUATED** – Level 3 Senior Coach Portfolio B, Level 3 Senior Coach and Level 4 Level 3 Senior Coach Advanced Training Evaluation

**NOTE:**

Achievement	EVIDENCES
	<input type="checkbox"/> Does reflect awareness of safety in activities <input type="checkbox"/> Includes activities that are inconsistent with NCCP growth and development principles.


## 20. OUTCOME: PLAN A PRACTICE

### CRITERIA: Design and sequence activities within the training practice

**TRAINED** – CSI Advanced Coaching Diploma, SW 101, SW 201, SW 301, SW 302

**EVALUATED** – Level 3 Senior Coach Portfolio B and Level 3 Senior Coach and Level 4 Level 3 Senior Coach Advanced Training Evaluation

**NOTE:**

Achievement	EVIDENCES
<p><b>Highly Effective</b></p>	<p><b>Meets “Advanced Standard” and:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Works with other coaches and IST to develop optimal practice sequencing activities with variations developed for individual swimmer(s)</li> <li><input type="checkbox"/> Debriefing notes in documentation reflects superior knowledge and understanding of optimal sequencing of training activities and any change due to debriefing is evidenced in subsequent planning documentation</li> <li><input type="checkbox"/> A detailed analysis is provided with a rationale when activities are adapted due to competition results</li> </ul>
<p><b>Advanced Standard</b></p>	<p><b>Meets “Standard for Core Certification” and:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Debriefing notes in documentation reflects enhanced knowledge and understanding of optimal sequencing of training activities</li> <li><input type="checkbox"/> Documentation is systematically maintained to be referenced for future analysis</li> <li><input type="checkbox"/> IST is consulted on developing optimal sequencing of practice activities</li> <li><input type="checkbox"/> Training practice sequencing activities are adjusted to reflect results of competition</li> </ul>
<p><b>NCCP Standard for Core Certification</b></p> 	<p><b>Meets “Standard for Core Certification”:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Main part of the practice activities are designed for optimal sequencing to avoid interference</li> <li><input type="checkbox"/> Knowledge of sport physiology is demonstrated with adequate sequencing of practice activities which correspond to practice objective(s)</li> <li><input type="checkbox"/> Practice activities indicate the zone being trained</li> <li><input type="checkbox"/> Zones, km/vol and times allotted for each set are presented</li> <li><input type="checkbox"/> Practice totals for each zone, for km/vol and for times are presented</li> </ul>
<p><b>Below Standard</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> When several performance factors/athletic abilities are intended to be trained/developed during the main part of the practice, only some of the activities are sequenced consistent with the recommended principles and guidelines</li> <li><input type="checkbox"/> Sequences only some of the key activities (i.e. those that contribute the most towards achieving the main goals and objectives of the practice), with the recommended principles and guidelines</li> <li><input type="checkbox"/> Plans an order or sequence of activities that reflects neither the awareness nor the integration of recommended principles and guidelines</li> </ul>


## 21. OUTCOME: PLAN A PRACTICE

### CRITERIA: Design an Emergency Action Plan (EAP)

**TRAINED** – CSI Advanced Coaching Diploma, SW 101, SW 201, SW 301, SW 302

**EVALUATED** – Level 3 Senior Coach Portfolio B, Level 3 Senior Coach and Level 4 Level 3 Senior Coach Advanced Training Evaluation

**NOTE:**

Achievement	EVIDENCES
<p><b>Highly Effective</b></p>	<p><b>Meets “Advanced Standard” and:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Critical reflection on how EAP implementation worked in the past and what changes are needed to enhance responses in emergency situations is provided</li> <li><input type="checkbox"/> Evidence of consultation with IST and pool staff to ensure that emergency response procedures are current and appropriate roles are defined is provided</li> </ul>
<p><b>Advanced Standard</b></p>	<p><b>Meets “Standard for Core Certification” and:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Well organized and up-to-date swimmer profiles are maintained and kept in a secure location which are available during training and competition activities</li> <li><input type="checkbox"/> Itemized list of first aid kit contents with identified regular updates is presented</li> <li><input type="checkbox"/> Instructions for the basic steps to be taken in the event of a major incident at training practice pool is presented</li> <li><input type="checkbox"/> Detailed instructions for follow-up required for a minor/major incident at training practice pool is presented</li> <li><input type="checkbox"/> Opportunities are provided for swimmers and other stakeholders to know the procedure(s) expected of them during a major emergency which involves evacuation</li> <li><input type="checkbox"/> Opportunities are provided for swimmers and stakeholders to practice the EAP evacuation</li> <li><input type="checkbox"/> A working EAP for competition sites is provided</li> </ul>
<p><b>NCCP Standard for Core Certification</b></p> 	<p><b>Meets “Standard for Core Certification”:</b></p> <p><b>On SNC EAP Template:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> A thorough and detailed Emergency Action Plan (EAP) is presented which would include: phone numbers, locations of phones, name of individual(s) responsible for placing call, posted specific instructions for making an emergency call with pool location/directions, medical profile with contact information of each swimmer and secure location where kept, location of first aid kit, spine board and defibrillator.</li> <li><input type="checkbox"/> Instructions for the basic steps to be taken in the event of a minor incident at training practice pool are presented</li> <li><input type="checkbox"/> Opportunities for swimmers and other stakeholders to know the procedure(s) expected of them during an emergency are provided</li> <li><input type="checkbox"/> Opportunities for swimmers and stakeholders to practice the EAP are provided</li> </ul>
<p><b>Below Standard</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Does not present an Emergency Action Plan in writing</li> <li><input type="checkbox"/> Includes less than six critical elements outlined in the NCCP Standard for Core Certification</li> </ul>




## 22. OUTCOME: DESIGN A SPORT PROGRAM

**CRITERIA: Develop a Quadrennial Plan**
**TRAINED** – CSI Advanced Coaching Diploma, SW 301, SW 302

**EVALUATION** – Level 3 Senior Coach Portfolio A

**NOTE:**

Achievement	EVIDENCES
<b>Highly Effective</b>	<b>Meets “Advanced Standard” and:</b> <input type="checkbox"/> Double quadrennial plan is developed and defended
<b>Advanced Standard</b>	<b>Meets “Standard for Core Certification” and:</b> <input type="checkbox"/> Each future season is based on the real data of the previous season. Plan is revisited at conclusion of each season and any revision is documented and rational for revision is provided and defended <input type="checkbox"/> Testing program with projected results for each season is presented
<b>NCCP Standard for Core Certification</b> 	<b>Meets “Standard for Core Certification”:</b> <b>On Quadrennial Year Planning Template:</b> <input type="checkbox"/> Logistical information is complete <input type="checkbox"/> Previous seasonal data is complete <input type="checkbox"/> Quadrennial Plan is developed for best T2C swimmer and contains personal best LC times/events and predictions for future seasonal performance target times objectives <input type="checkbox"/> Peak Competitions for each season is determined <input type="checkbox"/> Top three Athletic Abilities focus for each season is determined <input type="checkbox"/> Number of training and regeneration/transition weeks for each season is determined <input type="checkbox"/> Periodization for each season is determined <input type="checkbox"/> Number of competition days for each season is determined <input type="checkbox"/> Details for each season include a breakdown of hours for Physical Preparation weeks, Specific and General Exercises, and Mental and Theoretical Preparation for each season <input type="checkbox"/> Training Emphasis for total volume pool KM with breakdown for Zone I KM and Zones II-V for each season is determined
<b>Below Standard</b>	<input type="checkbox"/> Does not present <b>Quadrennial Year Plan</b> of logistical information


## 23. OUTCOME: DESIGN A SPORT PROGRAM

### CRITERIA: Develop a Yearly Training Plan (YTP)

**TRAINED** – CSI Advanced Coaching Diploma, SW 101, SW 201, SW 301, SW 302

**EVALUATED** – Level 3 Senior Coach Portfolio A

**NOTE:** *Master evaluator will review prior to all Venue Evaluations and provide feedback*

Achievement	EVIDENCES
<p><b>Highly Effective</b></p>	<p><b>Meets “Advanced Standard” and:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Individual YTP’s are developed for each swimmer based on individual competition needs</li> <li><input type="checkbox"/> Specific remedial and/or other corrective measures identified through analysis to address specific weaknesses identified in individual swimmer(s) is/are presented</li> <li><input type="checkbox"/> Critical programming decisions are presented in YTP with respect to addressing specific performance factors to reflect the estimated time required to induce the desired training effect(s)</li> <li><input type="checkbox"/> Critical programming decisions are presented in YTP with respect to adjusting training objectives and reflects the estimated effects of the changes on other performance factors</li> </ul>
<p><b>Advanced Standard</b></p>	<p><b>Meets “Standard for Core Certification” and:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> YTP structure includes: periodization (single, double or triple), specification of periods, phases, mesocycles identified with their purpose(s), direction(s) and duration(s), microcycles, # practices/days, competition days, and holidays, breaks and travel days</li> <li><input type="checkbox"/> 1<sup>st</sup> macrocycle analysis guides modifications for the following macrocycle</li> <li><input type="checkbox"/> Testing Program for Physical Preparation section is presented on YTP</li> <li><input type="checkbox"/> Drug Testing Protocol is presented on Theoretical Preparation section of YTP</li> <li><input type="checkbox"/> Rational for YTP can be defended</li> </ul>
<p><b>NCCP Standard for Core Certification</b></p> 	<p><b>Meets “Standard for Core Certification”:</b></p> <p><b>On SNC Yearly Training Plan Template:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> All data is accurately presented and follows LTAD stage and Canadian Swimming for Life principles for selected top swimmer(s) and is reflected in current season of Quadrennial Plan</li> <li><input type="checkbox"/> Strategies for seasonal objectives are presented as Final Target Times and Total Kms</li> <li><input type="checkbox"/> Competition times predicted throughout the season are presented as tactical objectives</li> <li><input type="checkbox"/> Logistical information for swimmer(s) is/are presented</li> <li><input type="checkbox"/> Competitions and camps are determined and prioritized</li> <li><input type="checkbox"/> YTP structure is presented in a logical manner and reflects the order of sport form development and correct order of periods and phases</li> <li><input type="checkbox"/> Time frames for developing specific Athletic Abilities is presented on YTP in Periods, Phases and Mesocycles</li> <li><input type="checkbox"/> YTP structure includes: periodization (single, double or triple), specification of periods, phases, mesocycles and their duration(s), microcycles, # practices/days, competition days, and holidays, breaks and travel days</li> <li><input type="checkbox"/> Physical Preparation categories for water and dryland addressing zones, km, hours, average speed/microcycle are presented</li> <li><input type="checkbox"/> Testing Schedule for physical preparedness is presented</li> <li><input type="checkbox"/> Technical and Tactical Skills with connected Testing Schedule are presented</li> <li><input type="checkbox"/> Mental skills for Attentional, Motivational, and Emotional Control are presented</li> <li><input type="checkbox"/> Various Theoretical Preparation hours and totals for each are presented</li> <li><input type="checkbox"/> Total hours and total volumes (km/intensity) for Physical Preparation are presented</li> <li><input type="checkbox"/> Total hours for Mental and Theoretical Preparation are presented</li> </ul>
<p><b>Below Standard</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Only presents basic swimmer information and seasonal logistics (practices and competitions)</li> <li><input type="checkbox"/> Does not present a planning calendar of logistical information</li> </ul>


## 24. OUTCOME: DESIGN A SPORT PROGRAM

**CRITERIA: Develop Weekly Training Plans for GPP, SPP and COMP Phase**

**TRAINED** – CSI Advanced Coaching Diploma, SW 101, SW 201, SW 301, SW 302

**EVALUATED** – Level 3 Senior Coach Portfolio A

**NOTE:** Master evaluator will request and review Micro & Practice Plans prior to all Venue Evaluations and provide feedback

Achievement	EVIDENCES
<p><b>Highly Effective</b></p>	<p><b>Meets “Advanced Standard” and:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Implement and provide rationale for modifications used to optimize adaptations made to objectives, duration, and methods used in certain sessions</li> <li><input type="checkbox"/> Use of principles and guidelines is applied to create optimal sequencing of training sessions for Weekly Training Plans</li> </ul>
<p><b>Advanced Standard</b></p>	<p><b>Meets “Standard for Core Certification” and:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Weekly training activities are sequenced to mitigate the effects of fatigue on training, learning, performance and adaptation</li> <li><input type="checkbox"/> Weekly training activities are sequenced to avoid interference and provide opportunity for recovery</li> <li><input type="checkbox"/> Works with IST and other coaches to optimize the sequencing of training activities and recovery procedures for each microcycle</li> <li><input type="checkbox"/> Any changes made to weekly plan are based on evaluation</li> <li><input type="checkbox"/> Fatigue indicators from previous weeks’ training and competition activities are used for organizing and sequencing next weekly training priorities and objectives</li> </ul>
<p><b>NCCP Standard for Core Certification</b></p> 	<p><b>Meets “Standard for Core Certification”:</b></p> <p><b>On SNC Weekly Training Plan Template:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> A single weekly plan for GPP, SPP and COMP phase of YTP is presented</li> <li><input type="checkbox"/> Logistical information is presented</li> <li><input type="checkbox"/> Planned weekly Athletic Abilities objectives to be developed for water and dryland are presented and are consistent with LTAD</li> <li><input type="checkbox"/> Planned Water Activity main sets presented correspond to weekly Athletic Abilities objectives</li> <li><input type="checkbox"/> Order of Sets Sequencing presented targets objectives</li> <li><input type="checkbox"/> Sets presented with specific Zones avoid Interference</li> <li><input type="checkbox"/> Data presented on Weekly Training Plan corresponds to same week on YTP</li> <li><input type="checkbox"/> Totals for overall km, hours, and Zones II-V km Intensity are presented</li> </ul>
<p><b>Below Standard</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Presents a plan to develop athletic abilities that is inconsistent with the training priorities and objectives identified for the week of the program</li> <li><input type="checkbox"/> Does not apply the principles and guidelines related to the proper sequencing of training sessions accurately in the weekly schedule</li> <li><input type="checkbox"/> Does not take into account the logistical constraints that apply to your own program when sequencing the training activities within the week</li> <li><input type="checkbox"/> Does not apply the principles and guidelines related to the proper sequencing of training sessions in your weekly plans</li> </ul>


## 25. OUTCOME: DESIGN A SPORT PROGRAM

**CRITERIA: Determine and apply measures to promote swimmer development**

**TRAINED** – CSI Advanced Coaching Diploma, SW 101, SW 201, SW 301, SW 302

**EVALUATED** – Level 3 Senior Coach Portfolio A

**NOTE:**

Achievement	EVIDENCES
<p><b>Highly Effective</b></p>	<p><b>Meets “Advanced Standard” and:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Implemented solution(s) that address negative performance issues are monitored</li> <li><input type="checkbox"/> Systemic strategies/ measures designed to highlight inconsistencies with Normative data are used to determine and monitor swimmer(s) condition</li> <li><input type="checkbox"/> Works together with coaching staff /IST as remedial measures or solutions developed are implemented</li> <li><input type="checkbox"/> Planning details are defined and defended taking into account technical, tactical, physical, mental &amp; life skills issues</li> </ul>
<p><b>Advanced Standard</b></p>	<p><b>Meets “Standard for Core Certification” and:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Solutions consistent with LTAD are proposed and implemented to address remedial and other corrective measures for individual swimmer(s) determined by evaluative and data analysis</li> <li><input type="checkbox"/> Planning details are presented and rational is defended</li> <li><input type="checkbox"/> A Talent Identification Program is presented indicating generalized swimming trends</li> </ul>
<p><b>NCCP Standard for Core Certification</b></p> 	<p><b>Meets “Standard for Core Certification”:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Results of analysis determining proportion of intensive swimming km (Zones II-V) to total volume swimming km (Zones I-V) is presented</li> <li><input type="checkbox"/> Differences in zone volumes between GPP, SPP and COMP are within general scientific recommendations</li> <li><input type="checkbox"/> Results of analysis determining proportion of # of competition days to total of program days is presented</li> <li><input type="checkbox"/> Results of analysis of YTP determining proportion of practice days to total of program days is presented</li> <li><input type="checkbox"/> Ratio of competition to training opportunities presented in YTP</li> <li><input type="checkbox"/> Performance data analysis and YTP analysis is used with available normative data to compare and determine if YTP projected target times are within LTAD guidelines and swimmer readiness</li> </ul> <p>Solution(s) addressing negative performance issues are presented</p>
<p><b>Below Standard</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Does not calculate training to competition ratios</li> <li><input type="checkbox"/> Does not present appropriate strategies or solutions to assist in aligning training and competition ratios to NCCP or NSO long term swimmer development norms</li> </ul>


## 26. OUTCOME: DESIGN A SPORT PROGRAM

### CRITERIA: Develop a Tapering and Peaking Plan

**TRAINED** – CSI Advanced Coaching Diploma, SW 101, SW 201, SW 301, SW 302

**EVALUATED** – Level 3 Senior Coach Portfolio A

**NOTE:** *Master evaluator will request & review “Taper” Micro Plans prior to all Venue Evaluations and provide feedback*

Achievement	EVIDENCES
<b>Highly Effective</b>	<p><b>Meets “Advanced Standard” and:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Programming decisions are customized for peaking and tapering on the basis of evidences and analyses from previous implementations</li> <li><input type="checkbox"/> Effects of planned tapering and peaking procedures are documented and used to contribute to the advancement of knowledge in swimming</li> </ul>
<b>Advanced Standard</b>	<p><b>Meets “Standard for Core Certification” and:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Peaking and tapering program is designed that spans over a period longer than one week and is consistent with established procedures in swimming /or scientific evidence</li> <li><input type="checkbox"/> Peaking and tapering program is designed that indicates an awareness of specific individual swimmer needs. Simply put: differentiate between gender, event distances, knowledge of swimmer history</li> </ul>
<b>NCCP Standard for Core Certification</b> 	<p><b>Meets “Standard for Core Certification”:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Prior to peak competition(s), specific training activities are determined and are consistent with LTAD</li> <li><input type="checkbox"/> During the tapering phase adapted activities that follow sport physiology and sport theory principles for tapering and peaking are presented in YTP</li> <li><input type="checkbox"/> Categories pertaining to maximizing swimmers’ potential for performance are addressed</li> </ul>
<b>Below Standard</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Designs activities aimed at ensuring a tapering and peaking effect that are not consistent with established guidelines and available scientific evidence</li> <li><input type="checkbox"/> Designs a plan for tapering and peaking that reflects measures applicable only to the few days that immediately precede the important competition, and not to the whole week leading to the important competition</li> <li><input type="checkbox"/> Does not clearly reflect established principles and guidelines for tapering and peaking in the weekly program developed by the coach</li> <li><input type="checkbox"/> Does not change activities and training loads during the week preceding the important competition</li> </ul>


## 27. OUTCOME: MANAGE A SWIMMING PROGRAM

**CRITERIA: Develop a program to promote fair play and drug-free sport**

**TRAINED** -- CSI Advanced Coaching Diploma, MSM - Leading Drug Free Sport, SW 302

**EVALUATED** – Leading Drug Free Sport Evaluation, Level 3 Senior Coach Portfolio C

**NOTE -**

Achievement	EVIDENCES
<p><b>Highly Effective</b></p>	<p><b>Meets “Advanced Standard” and:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Identify contingency plans that enable selected swimmers to be tested without having an adverse effect on other swimmers</li> <li><input type="checkbox"/> Work with other coaches to teach and or model fair play and drug free swimming as identified Canadian Centre for Ethics in Sport, or provincial legislation</li> </ul>
<p><b>Advanced Standard</b></p>	<p><b>Meets “Standard for Core Certification” and:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Develop a system to monitor swimmers’ use of nutritional supplements and drugs and provide updated evidence of current supplements or drugs being used by the swimmer(s)</li> <li><input type="checkbox"/> Demonstrate a thorough understanding of testing protocols and procedures used by drug testing officials.</li> <li><input type="checkbox"/> Work with managers, other coaches or specialists to manage drug-testing procedures in order to minimize possible distractions that may influence swimmer performance during competition</li> <li><input type="checkbox"/> Appropriately support swimmer during drug testing procedures</li> <li><input type="checkbox"/> Monitor swimmers for the use of nutritional supplements and drugs (may be indicated on Medical information forms)</li> </ul>
<p><b>NCCP Standard for Core Certification</b></p> 	<p><b>Meets “Standard for Core Certification”:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Coach promotes and models philosophy of fair play and drug free swimming as identified by Canadian Centre for Ethics in Sport or provincial legislation</li> <li><input type="checkbox"/> Swimmers are instructed in recognizing banned substances as identified by the Canadian Centre for Ethics in Sport through a variety of means</li> <li><input type="checkbox"/> Swimmers are instructed and cautioned regularly with respect to the consequences regarding all issues connected to the use of banned substances</li> <li><input type="checkbox"/> Link to <a href="http://www.cces.ca">www.cces.ca</a> is provided with adequate instruction on how to correctly use the site and any linked sites</li> <li><input type="checkbox"/> <a href="#">Swimmer(s) are instructed in protocol and their responsibility(ies) regarding random drug testing</a></li> <li><input type="checkbox"/> Swimmer(s) are instructed in drug testing protocols prior to major competition(s)</li> <li><input type="checkbox"/> Swimmer(s) are assisted (if required) during drug testing at major competition(s)</li> <li><input type="checkbox"/> Swimmers are instructed on the issues regarding nutritional supplements.</li> </ul>
<p><b>Below Standard</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Does not educate the swimmers about drug testing procedures and or protocols</li> <li><input type="checkbox"/> Does not educate swimmer whether a supplement or drug may be recognized as a banned substance</li> <li><input type="checkbox"/> Does not identify the consequences resulting from the taking nutritional supplements or drugs to enhance performance</li> <li><input type="checkbox"/> Is unaware of drug testing procedures and / or protocols that are required by swimming for competition</li> <li><input type="checkbox"/> Does not identify Swimmer’s use of nutritional supplements and/or prescription drugs on medical information forms</li> <li><input type="checkbox"/> Chooses to ignore possible instances where nutritional supplements or drugs may be used to enhance performance during competition</li> </ul>


## 28. OUTCOME: MANAGE A SWIMMING PROGRAM

### CRITERIA: Manage logistics and administrative aspects of program

**TRAINED** – CSI Advanced Coaching Diploma, SW 201, SW 301, SW 302

**EVALUATED** – Level 3 Senior Coach Portfolio B, Level 3 Senior Coach and Level 4 Level 3 Senior Coach Advanced Training Evaluation

**NOTE:**

Achievement	EVIDENCES
<p><b>Highly Effective</b></p>	<p><b>Meets “Advanced Standard” and:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Detailed financial plans covering all aspects of club/centre program is presented</li> <li><input type="checkbox"/> Established leadership qualities and practices are demonstrated when working with coaches, IST and other stakeholders</li> <li><input type="checkbox"/> Develop, recommend and implement a process for improvements to procedures for performance appraisal used with coaches/stakeholders</li> <li><input type="checkbox"/> Provides leadership and training for coaches on supervising and or mentoring</li> <li><input type="checkbox"/> Provides leadership and training for coaches on conducting Performance Appraisals</li> </ul>
<p><b>Advanced Standard</b></p>	<p><b>Meets “Standard for Core Certification” and:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Annual detailed budget for programs and activities is developed and presented</li> <li><input type="checkbox"/> Financial resources are effectively allocated</li> <li><input type="checkbox"/> Request for equipment, facilities, and human/financial resources required to support program is presented</li> <li><input type="checkbox"/> Fund raising initiatives are determined and presented</li> <li><input type="checkbox"/> Grant /or sponsorship opportunities are presented to swimming administrators or other relevant stakeholders for help in advocating on behalf of program</li> <li><input type="checkbox"/> Coaches and stakeholders are involved and acknowledged for their input in developing programs</li> <li><input type="checkbox"/> Supervision of and Performance Analysis of personnel is completed using approved protocol and procedures</li> <li><input type="checkbox"/> Activities are appropriately delegated to coaches and stakeholders</li> </ul>
<p><b>NCCP Standard for Core Certification</b></p> 	<p><b>Meets “Standard for Core Certification”:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Communication tool outlining philosophy and objectives of club/centre program is presented</li> <li><input type="checkbox"/> Up-to-date training and competition schedule(s) is/are presented in advance to all stakeholders</li> <li><input type="checkbox"/> Code of Conduct expectations for behaviour and commitment with accompanying consequences for failure to follow is presented to all stakeholders</li> <li><input type="checkbox"/> Detailed logistical plans for away competitions are presented</li> <li><input type="checkbox"/> Annual detailed budget plans developed with stakeholders for upcoming season are presented</li> </ul>
<p><b>Below Standard</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Does not present a communication tool which outlines the philosophy and objectives of the program</li> <li><input type="checkbox"/> Does not provide a schedule of competition and training commitments to swimmers, parents and other key stakeholders</li> <li><input type="checkbox"/> Does not identify expectations for behaviour and commitment and identify appropriate consequences</li> <li><input type="checkbox"/> Does not facilitate logistics for away competitions (i.e. travel arrangements, food, chaperones etc.)</li> <li><input type="checkbox"/> Does not work with program volunteers and or administrators to prepare budgets and other financial logistics</li> </ul>


## 29. OUTCOME: MANAGE A SWIMMING PROGRAM

**CRITERIA: Develop strategies to address and resolve conflicts**

**TRAINED** – CSI Advanced Coaching Diploma, MSM - Managing Conflict, SW 301

**EVALUATED** – Managing Conflict Evaluation, Level 3 Senior Coach Portfolio B, Level 3 Senior Coach and Level 4 Level 3 Senior Coach Advanced Training Evaluation

**NOTE:**

Achievement	EVIDENCES
<b>Highly Effective</b>	<p><b>Meets “Advanced Standard” and:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Works with coaches and stakeholders to develop strategies for resolving conflicts encountered during coaching</li> <li><input type="checkbox"/> Mentors coaches and stakeholders in applying strategies dealing with conflicts encountered during a coaching context</li> </ul>
<b>Advanced Standard</b>	<p><b>Meets “Standard for Core Certification” and:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Enable swimmers to resolve conflicts among themselves by facilitating the effective use of conflict resolution techniques</li> <li><input type="checkbox"/> Proactive, assertive strategies designed for conflict resolution and developed to address situations where swimmer(s) have not met approved and published expectations are presented</li> <li><input type="checkbox"/> Coach, swimmer and stakeholder codes of conduct are developed, published and presented</li> </ul>
<b>NCCP Standard for Core Certification</b> 	<p><b>Meets “Standard for Core Certification”:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Potential causes of conflict within club/centre are presented</li> <li><input type="checkbox"/> Proactive measures to prevent and resolve conflict are developed and applied/are made available to all stakeholders</li> <li><input type="checkbox"/> Positive relationships with stakeholders are developed and maintained</li> </ul>
<b>Below Standard</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Does not develop strategies to prevent conflict from arising</li> <li><input type="checkbox"/> Does not implement strategies that may assist in proactively dealing with the causes of potential conflicts in swimming</li> <li><input type="checkbox"/> Does not apply an ethical decision making process in resolving conflicts that are derived from situations that have ethical implications</li> <li><input type="checkbox"/> Uses techniques and strategies to resolve conflict that undermines the relationship among individuals or others involved in the situation</li> </ul>




## 30. OUTCOME: MANAGE A SWIMMING PROGRAM

### CRITERIA: Design a swimmer seasonal progress report

**TRAINED** – CSI Advanced Coaching Diploma, SW 201, SW 301, SW 302

**EVALUATED** – Level 3 Senior Coach Portfolio B, Level 3 Senior Coach and Level 4 Level 3 Senior Coach Advanced Training Evaluation

**NOTE:**

Achievement	EVIDENCES
<p><b>Highly Effective</b></p>	<p><b>Meets “Advanced Standard” and:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Leadership is presented that promotes a clear vision of future expectations for swimmer progression and achievement of desired performance levels</li> <li><input type="checkbox"/> Swimmer assessment tools and procedures are designed and adapted for the coaching context and are consistent with performance models and proven scientific data</li> <li><input type="checkbox"/> Works with coaches training them on how to conduct effective swimmer assessment</li> </ul>
<p><b>Advanced Standard</b></p>	<p><b>Meets “Standard for Core Certification” and:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Opportunities are provided on a regular basis to enable swimmers and stakeholders to address swimmer progress issues</li> <li><input type="checkbox"/> Specific swimmer performance factors are routinely and methodically tracked and monitored during the season to identify swimmer progress</li> <li><input type="checkbox"/> Evidence of debriefing/interview session with swimmer/stakeholder(s) for discussion of progress in relation to the published individual goals is presented</li> </ul>
<p><b>NCCP Standard for Core Certification</b></p> 	<p><b>Meets “Standard for Core Certification”:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Data from testing programs is analyzed with results evaluated with respect to team and swimmer training and performance objectives</li> <li><input type="checkbox"/> Regular scheduled updates of performance indicators are presented to stakeholders</li> <li><input type="checkbox"/> Club/ Centre Program present status and steps for improvement are presented</li> <li><input type="checkbox"/> Documentation of swimmer debriefing/interview is maintained throughout the season</li> <li><input type="checkbox"/> Documentation of stakeholder interactions is maintained throughout the season</li> <li><input type="checkbox"/> Steps taken to maximize confidentiality and to protect the privacy of participant information is presented</li> <li><input type="checkbox"/> Effective communication strategies and skills are used to present and promote program message(s)</li> </ul>
<p><b>Below Standard</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Provides swimmer assessments that are anecdotal and / or subjective and do not clearly identify key performance factors or areas for improvement</li> <li><input type="checkbox"/> Provides an assessment of performance that is vague and unclear</li> <li><input type="checkbox"/> Provides limited documentation on swimmer progress within the program</li> <li><input type="checkbox"/> Does not offer specific recommendations on how to improve</li> </ul>


## 31. OUTCOME: MANAGE A SWIMMING PROGRAM

### CRITERIA: Management of Integrated Support Team (IST)

**TRAINED** – CSI Advanced Coaching Diploma, SW 201, SW 301, SW 302

**EVALUATED** – Level 3 Senior Coach Portfolio B, Level 3 Senior Coach and Level 4 Level 3 Senior Coach Advanced Training Evaluation

**NOTE:**

Achievement	EVIDENCES
<p><b>Highly Effective</b></p>	<p><b>Meets “Advanced Standard” and:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Complete integrated support team is assembled by coach</li> <li><input type="checkbox"/> All specialist interventions, in training and at competition are co-ordinated by coach</li> </ul>
<p><b>Advanced Standard</b></p>	<p><b>Meets “Standard for Core Certification” and:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Required funding is secured for anticipated IST specialist costs for the season</li> <li><input type="checkbox"/> IST involvement is confirmed through mutual contractual agreement</li> <li><input type="checkbox"/> IST specialists are prioritized according to need and funding</li> <li><input type="checkbox"/> Coach coordinates a multi-disciplinary approach with IST</li> <li><input type="checkbox"/> Effectiveness of the specialist(s)’ interventions and programs is assessed</li> <li><input type="checkbox"/> Decision for maintaining or extending the involvement of the specialist(s)’ is assessed on the basis of needs and cost-effective analysis</li> <li><input type="checkbox"/> Demonstration of collaboration at regular IST meetings through use of YTP is presented</li> <li><input type="checkbox"/> Maintaining preservation of confidentiality, relevant information regarding individual swimmer training background, performance history, and objectives is provided to the specialist(s)</li> <li><input type="checkbox"/> Reviews of programs, activities and recommendations provided by specialist(s) ensures adherence to LTAD guidelines, program objectives, ethical practices, and club policies in addition to minimizing interference and avoiding overtraining</li> </ul>
<p><b>NCCP Standard for Core Certification</b></p> 	<p><b>Meets “Standard for Core Certification”:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> IST Specialist(s) in performance related areas are identified and briefed on expectations with respect to program, objectives, activities and undertakings</li> <li><input type="checkbox"/> Role of IST in achieving Performance objectives is communicated to stakeholders</li> <li><input type="checkbox"/> Consent is obtained for swimmer(s) to work with IST specialist(s)</li> <li><input type="checkbox"/> IST are introduced to swimmer(s) at pre-determined time in YTP</li> <li><input type="checkbox"/> IST is consulted to help in interpreting collected testing and performance data and to provide recommendations for training process as indicated</li> </ul>
<p><b>Below Standard</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Coach fails to arrange for specialists to visit program</li> <li><input type="checkbox"/> Coach fails to identify specialists in the community with specific knowledge that would assist swimmers performance.</li> </ul>


## 32. OUTCOME: MAKE ETHICAL DECISIONS

### CRITERIA: APPLY A 6-STEP ETHICAL DECISION-MAKING PROCESS

**TRAINED** – Multi-sport MED training or Swimming MED training

**EVALUATED** – Level 3 Senior Coach online MED evaluation - [www.coach.ca/elearning-s13846](http://www.coach.ca/elearning-s13846)

**NOTE:** If Level 3 Senior Coach online evaluation is not available, coaches must complete Age Group Coach version

Achievement	EVIDENCES
<p><b>Highly Effective</b></p>	<p><b>Meet “Advanced Standard” and:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Score 100% for the Make Ethical Decisions online evaluation for the Competition – Development context</li> <li><input type="checkbox"/> Evaluate the effectiveness with which others use the NCCP MED process</li> <li><input type="checkbox"/> Help to train other coaches and swimmers to effectively use the NCCP MED process</li> </ul>
<p><b>Advanced Standard</b></p>	<p><b>Meet “Standard for Core Certification” and:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Score 90% or above for the Make Ethical Decisions online evaluation for the Competition – Development context</li> <li><input type="checkbox"/> Solicit and consider critical reflections from independent observers on the effectiveness of the plan and how it was implemented</li> <li><input type="checkbox"/> Provide a critical reflection about the effectiveness of the plan and how it was implemented</li> <li><input type="checkbox"/> Identify subsequent steps as well as timelines for action if the informal resolution doesn’t work</li> </ul>
<p><b>NCCP Standard for Core Certification</b></p> 	<p><b>Meets “Standard for Core Certification”:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Complete Make Ethical Decisions online evaluation for the Competition – Development context with a passing score (75%) using the following steps: <ul style="list-style-type: none"> <li>- Appropriately use the terminology related to the NCCP MED process</li> <li>- Identify the facts in a series of context-appropriate complex scenarios that feature both legal / ethical implications</li> <li>- Identify what is at stake (i.e. legal vs. ethical, and potential reasons for ethical issues) in a series of context-appropriate complex scenarios that feature both legal/ethical implications</li> <li>- Identify potential decisions that could be made or actions undertaken, and consider what might result in each case</li> <li>- Identify the pros and cons of each potential decision that could be made</li> <li>- Select an option for the decision that is consistent with the pros identified</li> <li>- Correctly identify factors that can influence decision-making in the situation proposed</li> <li>- Correctly recognize the moral dilemma(s) present in a complex, context-specific situation [A complex scenario requires the interpretation of a legal and ethical issue that has multiple (&gt; 3) decisions including several (&gt; 6) consequences and stakeholders (&gt; 3).]</li> <li>- Apply the “Do no harm principle” in the process of validating the option for decision</li> <li>- Develop an action plan by identifying appropriate measures and steps to be implemented</li> <li>- Use the “Warn, don’t threaten” approach when implementing actions or decisions</li> </ul> </li> </ul>
<p><b>Below Standard</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Does not complete the Make Ethical Decisions online evaluation for Level 3 Senior Coach context</li> <li><input type="checkbox"/> Scores below the pass standard for the Make Ethical Decisions online evaluation for Age Group Coach context</li> </ul>


### 33. OUTCOME: MAKE ETHICAL DECISIONS

**CRITERIA: Develop and communicate a coaching philosophy that adheres to the NCCP Code of Ethics**

**TRAINED** – MSM: Coaching and Leading Effectively

**EVALUATED** – Level 3 Senior Coach Portfolio B and Level 3 Senior Coach Training Evaluation

**NOTE:** Presentation of a coaching philosophy on paper is verified at in-person evaluation

Achievement	EVIDENCES
<b>Highly Effective</b>	<p><b>Meet “Advanced Standard” and:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> To be determined upon completion of CSI Advanced Coaching Diploma / Level 3 Senior Coach Advanced Gradation pilots</li> </ul>
<b>Advanced Standard</b>	<p><b>Meet “Standard for Core Certification” and:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> To be determined upon completion of CSI Advanced Coaching Diploma/ Level 3 Senior Coach Advanced Gradation pilots</li> </ul>
<p><b>NCCP Standard for Core Certification</b></p> 	<p><b>Meets “Standard for Core Certification”:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Coaching philosophy identifies purpose, values, and leadership style and is presented clearly and concisely</li> <li><input type="checkbox"/> Coaching philosophy is published for stakeholders</li> <li><input type="checkbox"/> Coaching philosophy adheres to the NCCP Code of Ethics, Swimming Canada, CSCTA and Coaches of Canada Code of Conduct</li> </ul>
<b>Below Standard</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Coach cannot communicate a coaching philosophy</li> <li><input type="checkbox"/> Coaching philosophy does not reflect the expectations of Swimming Canada, CSCTA and/or Coaches of Canada</li> </ul>

