



# AGE GROUP COACH

## Evaluation Guide

Thank you to our coaching education partners





## AGE GROUP COACH EVALUATION GUIDE

### 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

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

---

Criteria: Ensuring that the practice environment is safe	6
Criteria: Implementing an appropriately structured and organized practice	7
Criteria: Making interventions that promote learning	8

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

---

Criteria: Identifying appropriate logistics for practice	9
Criteria: Identifying appropriate activities in each part of the practice	10
Criteria: Designing an Emergency Action Plan	11

#### **OUTCOME: ANALYZE PERFORMANCE**

---

Criteria: Detecting performance	12
Criteria: Correcting performance	13

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

---

Criteria: Preparing for readiness in competition	14
Criteria: Making effective interventions during and after the competition	15
Criteria: Helping swimmers to be mentally prepared for competition	16
Criteria: Giving basic nutritional advice	17

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

---

Criteria: Outlining program structure based on available training and competition opportunities	18
Criteria: Identifying program measures to promote swimmer development	19
Criteria: Developing practice plans that integrate seasonal training priorities	20

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

---

Criteria: Managing administrative aspects of program and oversees logistics	21
Criteria: Reporting on swimmer progress throughout program	22

#### **OUTCOME: MAKING ETHICAL DECISIONS**

---

Criteria: Applying a six-step ethical decision making process	23
---------------------------------------------------------------	----



## COACH ASSESSMENT AND EVALUATION

### ***Assessment: How Am I Progressing?***

The Assessment is a formative process to measure your progress and improvement through feedback of a qualified Assessor. Specific tools are used to gather information about your coaching performance and recommendations are made for improvement.

Your Assessor must be at least an old Level 2 / Age Group Coach certified with a minimum 3 years' coaching experience at the Age Group level. They will view your coaching, meet for a debrief, and submit an online assessment evaluation form.

### ***Evaluation: Have I Reached Expectations of Standards?***

After the Assessment Process, a qualified Coach Evaluator will provide an objective summary of your coaching abilities. This evaluation will be cumulative and therefore may require several assessment methods before judgment is passed on your competency. Objective tools with defined standards will be used to evaluate your performance and finally grant your certification.

The Coach Evaluator must be selected and trained by Swimming Canada and/or the Provincial Section according to the Coaching Association of Canada and Swimming Canada's standards. They will be a leader in the sport's coaching community and well versed in the NCCP evaluation standards and process.



## 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: THE BIG PICTURE**

A broad, overall view that provides a framework and generic foundation that is consistent across all sports. Certification is obtained upon successful completion of these specific outcomes.



### **CRITERIA: THE BUILDING BLOCKS**

An Outcome is made up of one or more Criteria. Each Criterion emphasizes a critical coaching ability and reflects a more specific component of the bigger picture. Criteria are used as a benchmark to track the progress of a coach toward NCCP Certification. Within each Criterion, details will be provided about where the coach is Trained and how and/or where the Evaluation will proceed.



### **EVIDENCE: THE BENCHMARKS FOR ACHIEVEMENT**

Evidence can be (1) discrete, observable coaching behaviors 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</b>	Specific examples of what we would expect to see from a coach who clearly exceeds 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

The tables that follow reflect the NCCP Standards and proposed evidences for Age Group Coach, Swimming Canada's coaching education program in the NCCP Competition-Introduction Advanced context.

Swimming Canada will train and evaluate coaches with the following six outcomes;

***Provide Support to Swimmers in Training***

***Analyze Performance***

***Support the Competitive Experience***

***Plan a Practice***

***Design a Sport Program***

***Manage a Program***

Swimming Canada will utilize four (4) evaluation methods to determine a coach's competency in the Age Group Coach program;

1. Full participation and professional conduct at the 3 following multi-sport modules offered through the respective Provincial/Territorial Coaching representative
  - a. Design a Sport Program
  - b. Teaching & Learning
  - c. Basic Mental Skills
2. Full participation and professional conduct at the Swimming 201 training course.
3. Age Group Coach Portfolio – a set of ten activities (self-assessment + 9 tasks) that demonstrate a coach's ability to implement the trained content.
4. Age Group Coach Evaluation at a Competition – a trained Coach Evaluator will observe the coach in a competition setting. Following the swim meet, the Coach Evaluator will submit an evaluation report from the pre-meet, meet, and post-meet observations.

Finally, the coach must complete the ***Make Ethical Decisions Online Evaluation***. You can find the Make Ethical Decisions online evaluation on the Coaching Association of Canada website at <https://thelocker.coach.ca/account/login?ReturnUrl=%2fonlinelearning#MED>.




## OUTCOME: PROVIDE SUPPORT TO SWIMMERS IN TRAINING

**Criteria: Ensuring that the warm-up environment is safe**

**TRAINED** – Swimming 101 & Swimming 201

**EVALUATED** – Age Group Coach Evaluation at a Competition

**NOTE:** \*The coach will be evaluated at the warm-up session of a competition venue.

Achievement	Evidence: Swimming Examples for Standard “core” Certification
<b>Highly Effective</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Develops safety standards and guidelines which are used as a model for others (e.g., for a provincial office, etc.).</li> <li><input type="checkbox"/> Forecasts dangerous factors and makes immediate adjustments so participants are not at risk in all activities.</li> </ul>
<b>Advanced</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Critically reflects on safety guideline (e.g. Coach writes and sends a letter reflecting on safety concerns).</li> <li><input type="checkbox"/> Certified first aid provider.</li> </ul>
<b>NCCP Standard for Core Certification</b> 	<ul style="list-style-type: none"> <li><input type="checkbox"/> Always surveys the training and / or warm-up sites (e.g. scans the site for potential issues – both wet and dry).</li> <li><input type="checkbox"/> Minimizes risk to participants before and throughout the training and / or warm-up (e.g. ensures that required equipment is present and used correctly, participants are warned of potential hazards at beginning of warm-up).</li> <li><input type="checkbox"/> Identifies sport-specific environment issues that may lead to, or contribute to dangerous situations.</li> <li><input type="checkbox"/> Reinforces facility rules.</li> </ul>
<b>Below Standard</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Does not survey warm-up environment prior to lesson.</li> <li><input type="checkbox"/> Obvious danger factors in the training session and / or swim meet environment are not addressed.</li> <li><input type="checkbox"/> Does not have an Emergency Action Plan.</li> </ul>




## OUTCOME: PROVIDE SUPPORT TO SWIMMERS IN TRAINING

### Criteria: Implementing a structured and organized warm-up

**TRAINED** – Swimming 101 & Swimming 201

**EVALUATED** – Age Group Coach Evaluation at a Competition

**NOTE:** \*Coaches will be evaluated implementing a planned warm up session in training and at a competition

Achievement	Evidence: Swimming Examples for Standard “core” Certification
<b>Highly Effective</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Adapts warm-up activities to increase challenge or to ensure optimal learning opportunities.</li> <li><input type="checkbox"/> Adjusts the warm-up parameters (time, space), swimmer roles, and training environment to elicit a specific technical or tactical training response.</li> </ul>
<b>Advanced</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Modifies warm-up activities to deal with context-specific circumstances or logistics (e.g., weather, timing, resources).</li> <li><input type="checkbox"/> Sequences activities to enhance learning or specific training effects -- sequencing refers to the timing of activities within the warm-up.</li> <li><input type="checkbox"/> Makes adjustments to warm-up based on an analysis of swimmer performance (outcome goal)</li> <li><input type="checkbox"/> Implements a variety of options for adapting the warm-up to ensure adequate reflection on training</li> </ul>
<b>NCCP Standard for Core Certification</b> 	<ul style="list-style-type: none"> <li><input type="checkbox"/> Presents a planned warm-up that will be implemented.</li> <li><input type="checkbox"/> Ensures the warm-up segments are clear and include durations.</li> <li><input type="checkbox"/> Ensures equipment is available and ready to use.</li> <li><input type="checkbox"/> Demonstrates adequate use of space and equipment.</li> <li><input type="checkbox"/> Greets swimmers as they arrive.</li> <li><input type="checkbox"/> Dresses appropriately for coaching (e.g. office or street clothing is inappropriate).</li> <li><input type="checkbox"/> Ensures activities contribute to the development of skills and/or athletic abilities. (e.g., the specific drills, exercises, methods and training load either match the upcoming race or the main training set).</li> <li><input type="checkbox"/> Maximizes warm-up time: ensures participants have appropriate transition, duration and waiting times:               <ul style="list-style-type: none"> <li><input type="checkbox"/> Warm-up plan demonstrates a clear timeline for activities so that activity time is maximized.</li> <li><input type="checkbox"/> Participants move effectively from one activity to another. (E.g. coach is organized for the session and the swimmers are actively engaged and not waiting for direction).</li> </ul> </li> </ul>
<b>Below Standard</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Does not provide a clear structure for the warm-up as demonstrated by the following elements:               <ul style="list-style-type: none"> <li><input type="checkbox"/> No warm-up plan.</li> <li><input type="checkbox"/> Warm-up goal is not clearly identified</li> <li><input type="checkbox"/> No warm-up is provided or in appropriate warm-up activities are used.</li> <li><input type="checkbox"/> Delivery of the warm-up does not match warm-up plan</li> </ul> </li> <li><input type="checkbox"/> Does not ensure equipment is ready</li> <li><input type="checkbox"/> Does not provide breaks for recovery and hydration</li> <li><input type="checkbox"/> Dresses inappropriately for active coaching</li> <li><input type="checkbox"/> Provides inappropriate duration of warm-up activities (e.g. activities are so short that there is not enough time to practice; activities are so long that participants become fatigued and de-motivated or too much waiting time for swimmers.</li> </ul>




## OUTCOME: PROVIDE SUPPORT TO SWIMMERS IN TRAINING

### Criteria: Making interventions that promote learning

**TRAINED** – Swimming 101 & Swimming 201

**EVALUATED** – Age Group Coach Evaluation at a Competition

**NOTE:** \*Coaches will be evaluated implementing a planned warm up session at a competition

Achievement	Evidence: Swimming Examples for Standard “core” Certification
<b>Highly Effective</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Identifies the difference between learning and performance</li> <li><input type="checkbox"/> Selects strategies that achieve review/learning objectives which enhance the competitive environment.</li> <li><input type="checkbox"/> Facilitates interventions that promote reflection on the Performance (e.g. questioning, feedback, and /or demonstrating).</li> <li><input type="checkbox"/> Ensures that interventions are specific to individuals and encourages participants to take greater ownership over their race outcome. (E.g. intervention strategies may include: delayed or summative feedback, questioning, focusing external attention, video, modeling, etc...)</li> </ul>
<b>Advanced</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Promotes critical thinking.</li> <li><input type="checkbox"/> Identifies interventions that are evaluative, prescriptive, and descriptive.</li> <li><input type="checkbox"/> Identifies corrections that focus swimmers' attention towards external cues or anticipated effects rather than focusing on more internal aspects of the movement..</li> <li><input type="checkbox"/> Integrates and teaches basic decision making.               <ul style="list-style-type: none"> <li>o Emphasizes independent thinking and problem solving;</li> <li>o Uses questions that promote critical thinking.</li> <li>o Implements strategies with the athlete that enhances skills or tactics.</li> </ul> </li> <li><input type="checkbox"/> Mental preparation - reviews strategies in warm-up.</li> <li><input type="checkbox"/> Identifies individual learning styles (auditory, visual, and kinesthetic) and provides appropriate interventions to optimize learning.</li> <li><input type="checkbox"/> Encourages calculated risks to enhance performance in accordance with the NCCP code of ethics.</li> </ul>
<b>NCCP Standard for Core Certification</b>  	<ul style="list-style-type: none"> <li><input type="checkbox"/> Interacts with all swimmers</li> <li><input type="checkbox"/> Maximizes positions for demonstrations so that swimmers can see and hear (e.g. gets down on one knee when swimmers in H2O and at pools edge).</li> <li><input type="checkbox"/> Provides 1–3 key learning points with explanations or demonstrations.</li> <li><input type="checkbox"/> Clarifies key learning objectives and/or performance factors (feedback/instruction) with participants prior to engaging in the activity (e.g. coach checks for understanding by asking swimmers questions).</li> <li><input type="checkbox"/> Ensures key learning points match swimming's skill development model (e.g. see your SW101&amp; SW201 KPF's).</li> <li><input type="checkbox"/> Reinforces swimmers' efforts &amp; correct performance (e.g. observe &amp; comments).</li> <li><input type="checkbox"/> Provides feedback and instruction that clearly identifies <b>what and how</b> to improve.</li> <li><input type="checkbox"/> Provides feedback that is positive, specific (e.g. Coach appeals to at least two learning types: visual or auditory or kinaesthetic).</li> <li><input type="checkbox"/> Identifies and reinforces appropriate expectations for swimmers behaviour (e.g. coach follows club's published code of conduct).</li> <li><input type="checkbox"/> Promotes a positive image of the sport.</li> <li><input type="checkbox"/> Uses respectful language towards swimmers when providing verbal interventions, respectful language is non-discriminatory.</li> <li><input type="checkbox"/> Acknowledges swimmers' needs and thoughts (e.g. coach asks the swimmers for their input)</li> <li><input type="checkbox"/> Ensures explanations are clear and concise and provides opportunities for swimmers to ask questions</li> <li><input type="checkbox"/> Uses modelling for desired performance (e.g. a picture is worth a 1000 words).</li> </ul>
<b>Below Standard</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Does not identify key learning points in explanation</li> <li><input type="checkbox"/> Is NOT in a position for demonstrations for participants to see and hear.</li> <li><input type="checkbox"/> Makes limited intervention to clarify key learning objectives.</li> <li><input type="checkbox"/> Provides feedback and instruction that only identifies what to improve, and not how to improve.</li> <li><input type="checkbox"/> Provides feedback that tends to emphasize motivational prompts rather than specific corrections (e.g. “good job”)</li> <li><input type="checkbox"/> Does not use respectful language - language should be non-discriminatory.</li> </ul>






## OUTCOME: PLAN A PRACTICE

### Criteria: Identifying appropriate logistics for practice

**TRAINED** –Swimming 101 & Swimming 201

**EVALUATED** – Age Group Coach Portfolio

**NOTE:** Portfolio: Plan Effective Practices activity

Achievement	Evidence: Swimming Examples for Standard “core” Certification
<b>Highly Effective</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Provides a clear rationale for each goal and objective, based on objectively identified swimmers’ needs.</li> <li><input type="checkbox"/> Provides evidence of optimal use of the available time and equipment to promote a high degree of active engagement time, learning, and training on the part of swimmers.</li> </ul>
<b>Advanced</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Identifies potential risk factors (environmental, mechanical)</li> <li><input type="checkbox"/> Identifies the location of practice in the seasonal plan</li> <li><input type="checkbox"/> Includes detailed logistical evidence that would allow an assistant or other coach to implement the practice and achieve the desired learning or training effect.</li> </ul>
<b>NCCP Standard for Core Certification</b> 	<ul style="list-style-type: none"> <li><input type="checkbox"/> Provides an appropriate rationale for chosen practice goals</li> <li><input type="checkbox"/> Identifies swimmers’ ages, abilities, and performance (e.g. the following points must be found on the coaches’ practice plan template).</li> <li><input type="checkbox"/> Clearly identifies a practice goal that is consistent with Swimming’s Development Model and the level of the swimmers.</li> <li><input type="checkbox"/> Identifies main segments of the practice: intro, warm-up, main part, cool-down, and conclusion or reflection. (<b>Note:</b> Evaluator will be looking for review/new skills, that each plan supports your STP and be easily understood by all those who sub in for you).</li> <li><input type="checkbox"/> Outlines facilities and equipment required to achieve practice goal.</li> <li><input type="checkbox"/> Provide a timeline for the activities (e.g. minutes for each segment for dry and wet training).</li> </ul>
<b>Below Standard</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Does not identify practice plan goals</li> <li><input type="checkbox"/> Identifies vague practice plan goals.</li> <li><input type="checkbox"/> Does not clearly identify main segments or time line of practice.</li> <li><input type="checkbox"/> Does not include swimmer information</li> <li><input type="checkbox"/> Does not identify required facilities and equipment</li> <li><input type="checkbox"/> Does not identify potential risk factors</li> </ul>




## OUTCOME: PLAN A PRACTICE

### Criteria: Identifying appropriate activities in each part of the practice

**TRAINED** – Swimming 101 & Swimming 201

**EVALUATED** – Age Group Coach Portfolio

**NOTE:** Portfolio: Plan Effective Practices activity

Achievement	Evidence: Swimming Examples for Standard “core” Certification
<b>Highly Effective</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Selects activities that address the specific needs of the swimmer or relay team based on analysis of performance during competition.</li> <li><input type="checkbox"/> Includes activities that integrate mental skill development (goal setting, visualization, arousal control, focus).</li> <li><input type="checkbox"/> Adapts activities to assist a swimmer returning from injury (physical, mental, and emotional considerations).</li> <li><input type="checkbox"/> Ensures optimal types of practice are purposely selected to promote skill development and are consistent with the NCCP skill development guidelines.               <ul style="list-style-type: none"> <li>○ Optimal types of review / practice could relate to relevant “decision training tools” (e.g., random practice, variable practice, modelling).</li> </ul> </li> </ul>
<b>Advanced</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Includes variations of activities or practice conditions that can be used to create specific challenges to elicit a particular training effect.</li> <li><input type="checkbox"/> Includes activities that promote basic concepts of decision training.</li> <li><input type="checkbox"/> Identifies appropriate work–rest ratios, target training loads, or target intensities for activities.</li> <li><input type="checkbox"/> Selects activities that are appropriate to the time and location in seasonal plan.</li> <li><input type="checkbox"/> Sequences activities appropriately in the main part to promote learning, skill development, and to induce desired training effects.               <ul style="list-style-type: none"> <li>○ Adequate sequencing refers to the timing of practice activities within the practice. For example, the sequence of the activities provides a progression that builds towards execution</li> </ul> </li> </ul>
<b>NCCP Standard for Core Certification</b> 	<ul style="list-style-type: none"> <li><input type="checkbox"/> Describes planned activities through illustration, diagram, and explanation. (Note: coach addresses more than one of the three learning styles e.g. coaches explains and demonstrates the skill).</li> <li><input type="checkbox"/> Indicates key factors (coaching points) that will be identified in the practice activities and matches the Weekly plan (e.g. coach states the exact skills to be emphasised this practice).</li> <li><input type="checkbox"/> Identifies duration of overall practice and each practice segment and ensure consistency with Swimming’s development model.</li> <li><input type="checkbox"/> Ensures activities are purposeful and linked to overall practice goal (purposeful means that the activities match Swimming’s development model guidelines e.g. might be that your 13 year olds are doing limb speed movement or reaction exercises rather than speed endurance sets).</li> <li><input type="checkbox"/> Ensures activities reflect awareness of risk factors (e.g. use of sprint lanes).</li> <li><input type="checkbox"/> Ensures activities contribute to the development of skill(s) and are appropriate to the stage of skill development (Acquisition, Consolidation, and Refinement).</li> <li><input type="checkbox"/> Ensures activities contribute to the development of athletic abilities (as outlined in the Swimming’s development model and Guidelines for the Training of Athletic Abilities resources).</li> </ul>
<b>Below Standard</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Does not link activities to overall purpose of practice.</li> <li><input type="checkbox"/> Does not reflect awareness of safety concerns in plan</li> <li><input type="checkbox"/> Does not ensure activities are consistent with NCCP growth and development principles.</li> </ul>




## OUTCOME: PLAN A PRACTICE

### Criteria: Designing an Emergency Action Plan (EAP)

**TRAINED** – Swimming 101 & Swimming 201

**EVALUATED** – Age Group Coach Portfolio & Age Group Coach Evaluation at a Competition

**NOTE:** Portfolio: Plan Effective Practices

Achievement	Evidence: Swimming Examples for Standard “core” Certification
<b>Highly Effective</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Medical profiles are available and have been updated to reflect the swimmer’s most current medical conditions. (The evidence provided here is not to disclose specific swimmer information, but to identify a process for updating and maintaining medical profiles.)</li> <li><input type="checkbox"/> Coach designs an EAP that reflects learning from past experiences, including previous implementation.</li> <li><input type="checkbox"/> Coach identifies aspects that can contribute to enhancing established practices for the design of an EAP.</li> <li><input type="checkbox"/> Coach uses EAP as a model of best practice.</li> </ul>
<b>Advanced</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Swimmer Profiles are well organized and are kept in a secure location to protect privacy.</li> <li><input type="checkbox"/> Coach presents a checklist of necessary equipment found in a first aid kit, which has been checked / updated on a regular basis.</li> <li><input type="checkbox"/> Coach identifies specific steps or procedures in the plan if an injury occurs.</li> </ul>
<b>NCCP Standard for core certification</b> 	Presents a complete Emergency Action Plan (EAP) with six of the six following critical elements for both the Training and the Competition venues. <ul style="list-style-type: none"> <li>○ Locations of telephones (cell or land lines).</li> <li>○ Emergency telephone numbers (<u>note</u>: all numbers should be updated bi-annually).</li> <li>○ Location of medical profile for each swimmer under the coach’s care (Note: substitute swim coach needs to be updated on all profiles).</li> <li>○ Location of fully-stocked first-aid kit.</li> <li>○ Advance “call person” and “control person”.</li> <li>○ Directions or map to reach the activity site.</li> </ul>
<b>Below Standard</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Does not present an Emergency Action Plan in writing,</li> <li><input type="checkbox"/> Include less than six critical elements outlined in the NCCP Standard for core certification</li> </ul>




## OUTCOME: ANALYZE PERFORMANCE

### Criteria: Detecting performance

**TRAINED** –Swimming 101 & Swimming 201

**EVALUATED** – Age Group Coach Portfolio & Age Group Coach Evaluation at a Competition

**NOTE:** Portfolio: Key Performance Factors activity, Detect and Correct Performance activity

Achievement	Evidence: Swimming Examples for Standard “core” Certification
<b>Highly Effective</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Provides specific evidence (e.g., notational analysis, biomechanical analysis, etc.) to reinforce analysis of performance.</li> <li><input type="checkbox"/> Analyzes a variety of factors that could contribute to increased performance (e.g., swimmer athletic abilities, environmental factors, recovery and regenerative strategies, mental strategies, etc.).</li> <li><input type="checkbox"/> Helps swimmers to detect KPF (key performance factors) and to understand how and why these errors affect overall performance.</li> </ul>
<b>Advanced</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Reinforces application of competitive rules that relate to skill execution when appropriate.</li> <li><input type="checkbox"/> Facilitates swimmers to increase awareness of skill errors by asking appropriate questions.</li> <li><input type="checkbox"/> Communicates how and why the critical error contributes to the performance.</li> <li><input type="checkbox"/> Provides a rationale for identifying individual or relay-team skills or tactics that need improvement, based on the sport or analysis of performance.</li> <li><input type="checkbox"/> Uses a variety of observational strategies (e.g., positioning, video, other coaches, etc.) to identify the most critical aspects of performance.</li> </ul>
<b>NCCP Standard for Core Certification</b> 	<ul style="list-style-type: none"> <li><input type="checkbox"/> Observes skills from adequate vantage point(s) as appropriate to swimming (e.g. Coach moves around training area to observe swimmers).</li> <li><input type="checkbox"/> Identifies or select factors that have a direct impact on performance (e.g. Coach identifies the KPF (key performance factors) that will have an impact on mastery of the skill).</li> <li><input type="checkbox"/> Explains how an error relates to overall skill performance (e.g. Feedback provides enough information for swimmers to improve performance).</li> <li><input type="checkbox"/> Uses skills development and progression model (Note: see your KPFs from Swimming 201).</li> <li><input type="checkbox"/> Identifies errors in need of correction (Note: see your KPFs from Swimming 201).</li> </ul>
<b>Below Standard</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Scans practice environment infrequently and pays little attention to skill execution.</li> <li><input type="checkbox"/> Identifies effort and motivational factors that contribute to lack of performance rather than key technical or tactical factors.</li> <li><input type="checkbox"/> Does not use swimming’s approved skill development and progression model</li> </ul>




## OUTCOME: ANALYZE PERFORMANCE

### Criteria: Correcting performance

**TRAINED** – Swimming 101 & Swimming 201

**EVALUATED** – Age Group Coach Portfolio & Age Group Coach Evaluation at a Competition

**NOTE:** Portfolio: Key Performance Factors activity, Detect and Correct Performance activity

Achievement	Evidence: Swimming Examples for Standard “core” Certification
<p><b>Highly Effective</b></p>	<ul style="list-style-type: none"> <li>❑ Involves swimmers in a critical thinking process. This often involves asking open ended questions: “What did you do?” “What should you do?” “What are you going to do to get better results?” “What do you think will help you to maximize your options when you receive the ball?” “How can you generate greater force upon release?”</li> <li>❑ Identifies why the correction will have a beneficial effect on the performance and consistently identifies how to improve performance.</li> </ul>
<p><b>Advanced</b></p>	<ul style="list-style-type: none"> <li>❑ Ensures adequate motor engagement in the task or activity for each swimmer.</li> <li>❑ Identifies if level of difficulty in the task is relevant to swimmers’ capabilities.</li> <li>❑ Identifies corrections that focus swimmer’s attention towards external cues or the anticipated effects of the movement rather than focusing on more internal aspects of the movement. External focus means concentrating on keeping a specific object or implement in a certain position during the movement; internal focus means concentrating on keeping a specific part of the body in a certain position during the movement.</li> <li>❑ Helps swimmers to increase awareness of basic corrections by asking closed questions: “If you move into that position will you create more or less resistance?” “Will that arm position allow greater application of force and provide more efficiency in your movement?” “Is your arm extended or flexed at the end of the movement?”</li> </ul>
<p><b>NCCP Standard for Core Certification</b></p> 	<ul style="list-style-type: none"> <li>❑ Identifies specific correction based on observation of movement phases and in accordance with the skill development and progression model (Note: uses KPF’s)</li> <li>❑ Asks participant’s consent for physical contact when assisting in correcting a skill error.</li> <li>❑ Ensures skill or performance corrections are prescriptive (e.g. they emphasize how to improve, not just what to improve. “You are dropping your elbow on the underwater pull. Try holding your elbow higher than your wrist and you will move further with each stroke.”).</li> <li>❑ Explains how the correction relates to improved performance (e.g. coach shows the swimmer(s) that a push off at 90cm is faster than a 30cm or at the surface push off).</li> <li>❑ Explains why the correction contributes to improved performance (e.g. coach applies both video and time feedback data to their race turn strategy for the swimmer to see the benefits).</li> <li>❑ Asks swimmers appropriate questions to increase awareness of corrections.</li> <li>❑ Prescribes an appropriate activity or drill that assists swimmer to learn / review a skill. (e.g. coach places hand on “t” at the depth where feet should plant each turn).</li> </ul>
<p><b>Below Standard</b></p>	<ul style="list-style-type: none"> <li>❑ Provides corrections that identify vague factors rather than specific factors that contribute to improved performance (“Concentrate more” “Work harder”).</li> <li>❑ Corrects the swimmers by indicating what they did rather than identifying specific strategies for how to improve the performance (“You missed that turn; next time, don’t miss! “You’re dropping you right elbow; don’t drop your elbow.”).</li> </ul>




## OUTCOME: SUPPORT THE COMPETITIVE EXPERIENCE

### Criteria: Preparing for readiness in competition

**TRAINED** – Swimming 201

**EVALUATED** – Age Group Coach Portfolio & Age Group Coach Evaluation at a Competition

**NOTE:** Portfolio: Prepare a Swimmer for Competition activity

Achievement	Evidence: <b>Swimming Examples for Standard “core” Certification</b>
<b>Highly Effective</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Promote philosophies of fair play and drug-free sport as identified by the Canadian Centre for Ethics in Sport or by NSO / PSO legislation.</li> <li><input type="checkbox"/> Implements alternate strategies or makes adjustments to swimmer or team preparation as necessary depending on changes in the competitive environment or other extraneous factors (e.g., swimmer injury).</li> <li><input type="checkbox"/> Presents contingency plans to deal with unforeseen or ambiguous factors that may affect the competition. Contingency plans reduce or minimize distractions for swimmers or provide alternatives to ensure optimal swimmer performance.</li> </ul>
<b>Advanced</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Plans for and communicates the roles and responsibilities of assistants and other stakeholders (e.g. other coaches, trainers, parents, managers, etc.).</li> <li><input type="checkbox"/> Ensures that strategies and tactics are consistent with swimmers’ stage of development and seasonal objectives.</li> <li><input type="checkbox"/> Develops a strategy to determine, monitor and assess competition goals.</li> </ul>
<b>NCCP Standard for Core Certification</b> 	<ul style="list-style-type: none"> <li><input type="checkbox"/> Ensures that necessary equipment (if applicable) is ready, available to use, and in good, safe condition. (e.g. coach may be able to show and use the new “wedge” block in warm-up of the competition).</li> <li><input type="checkbox"/> Ensures that sport-specific elements and procedures (e.g. facility, rules) are accounted for to enable a safe and positive competition environment (e.g. notification split warm-ups).</li> <li><input type="checkbox"/> Clarifies competition rules before the competition (e.g. eligibility, modification of race rules) and communicate appropriate information to swimmers and other stakeholders.</li> <li><input type="checkbox"/> Communicates to a swimmer or team, a competition plan that identifies swimmer expectations before, during, and after the competition.               <ul style="list-style-type: none"> <li>⊖ Have swimmer(s) survey the competition venue, and from their observations adapt strategies. Have a plan that outlines meetings, warm-up times, nutrition, travel to and from the pool, and any other logistical aspects.</li> </ul> </li> <li><input type="checkbox"/> Identifies process and performance goals for competition.               <ul style="list-style-type: none"> <li>○ Performance goals identify outcomes. Process goals identify the steps towards achieving outcomes (e.g. “We want to attack the races in preliminaries this swim meet.” or “race the middle hundred.”).</li> </ul> </li> <li><input type="checkbox"/> Ensures swimmers perform event-appropriate physical warm-up (<u>Note</u>: dry and wet).</li> <li><input type="checkbox"/> Ensures that tactics and overall strategies are consistent with the Swimming rules (e.g. coach ensures that race u/w breakouts are checked for being legal in warm-up).</li> </ul>
<b>Below Standard</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Coach is not prepared and has difficulty organizing swimmers for competition.</li> <li><input type="checkbox"/> Swimmers are unaware of competition schedule, rules or team plan.</li> <li><input type="checkbox"/> Pre-competition preparation is rushed, and equipment (if applicable) is not readily available.</li> </ul>




## OUTCOME: SUPPORT THE COMPETITIVE EXPERIENCE

### Criteria: Making effective interventions during and after the competition

**TRAINED** – Swimming 201

**EVALUATED** – Age Group Coach Evaluation at a Competition

**NOTE:**

Achievement	Evidence: Swimming Examples for Standard “core” Certification
<b>Highly Effective</b>	<p>Assesses strategy plan after the competition and identifies what aspects of the plan were successful and a rationale for what could be improved the next race or swim meet.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Provides interventions that encourage swimmers to take ownership over competitive decisions where appropriate.</li> </ul>
<b>Advanced</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Presents a post competition assessment of performance and provide a link to the goals or objectives of the next practice or competition.</li> <li><input type="checkbox"/> Assists swimmers, during or after the competitive events, to reflect upon and choose successful strategies for subsequent performances.</li> <li><input type="checkbox"/> Individual sport: makes changes to equipment before the event to adjust for environmental factors (e.g. swimmers know what swim suit style is best for each event: Male Jammer vs. Brief)</li> </ul>
<b>NCCP Standard for Core Certification</b> 	<ul style="list-style-type: none"> <li><input type="checkbox"/> Provides swimmers with positive pre and post-race feedback that identifies the swimmers’ needs for improved performances (e.g. coach provides a race benchmark such as stroke rate, stroke count, start/turn speed and splits with prescription for enhancing that race next time).</li> <li><input type="checkbox"/> Reflects upon and implements confidence and skill-building interventions during and after the competition (e.g. coach identifies and re-enforces the strengths of the race).</li> <li><input type="checkbox"/> Manages swimmers (warm-up and recovery plans), makes adjustments for equipment (goggles etc.), and implements mental strategies (arousal control).               <ul style="list-style-type: none"> <li>o Ensure swimmers are focused on the process, not the result or scoreboard.</li> </ul> </li> <li><input type="checkbox"/> Assesses the timing of interventions (or decisions to not intervene) made during the competition.</li> </ul>
<b>Below Standard</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Criticizes swimmers’ performance during the competition or between competitive events.</li> <li><input type="checkbox"/> Ignores swimmers after the competition or berates swimmers’ performance.               <ul style="list-style-type: none"> <li>o “You know that you are better than this.”</li> <li>o “You were great in practice but now you can’t do anything.”</li> </ul> </li> <li><input type="checkbox"/> Makes interventions that tend to be non-specific or vague:               <ul style="list-style-type: none"> <li>o “Good job!</li> <li>o “You did a good job today”</li> </ul> </li> </ul>




## OUTCOME: SUPPORT THE COMPETITIVE EXPERIENCE

### Criteria: Helping swimmers to be mentally prepared for competition

**TRAINED** – Basic Mental Skills (multi-sport module) and Swimming 201

**EVALUATED** – Age Group Coach Portfolio & Age Group Coach Evaluation at a Competition\*

**NOTE:** Portfolio: Prepare a Mental Plan

Achievement	Evidence: Swimming Examples for Standard “core” Certification
<b>Highly Effective</b>	Strategies are promoted by Swimming Canada as a model of best practices for new coaches.
<b>Advanced</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Reacts adequately to unforeseen situations and implements measures to reduce or minimize distractions for swimmers</li> </ul>
<b>NCCP Standard for Core Certification</b> 	<ul style="list-style-type: none"> <li><input type="checkbox"/> From debriefs with swimmers, identifies appropriate performance goals and objectives (e.g. the coach provides strategies, tactics, split plan and cue words).</li> <li><input type="checkbox"/> Presents a pre-competition strategy that assists swimmers to achieve an adequate mental state for performance by managing focus. E.g. time is provided for pre-set focus sessions.</li> <li><input type="checkbox"/> Presents a pre-competition strategy that will assists swimmers to achieve an ideal Performance State (e.g. coach reviews the process steps used throughout season - as trained in Mental reference material in the CWbook 201).</li> </ul>
<b>Below Standard</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Does not implement mental training strategies to manage focus</li> <li><input type="checkbox"/> Does not implement mental training strategies to manage anxiety</li> <li><input type="checkbox"/> Does not implement mental training strategies to manage distractions</li> <li><input type="checkbox"/> Does not set performance goals or objectives</li> </ul>






## OUTCOME: SUPPORT THE COMPETITIVE EXPERIENCE

### Criteria: Giving basic nutritional advice

**TRAINED** – Swimming 201

**EVALUATED** – Age Group Coach Portfolio & Age Group Coach Evaluation at a Competition

**NOTE:** Portfolio: Nutrition for Competition

Achievement	Evidence: Swimming Examples for Standard “core” Certification
<b>Highly Effective</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Educates swimmers about the use and abuse of nutritional supplements.</li> </ul>
<b>Advanced</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Provides guidance to swimmers or parents on post-competition nutrition and hydration.</li> </ul>
<b>NCCP Standard for Core Certification</b> 	<ul style="list-style-type: none"> <li><input type="checkbox"/> Provides guidance to swimmers or parents on pre-competition and competition nutrition (e.g. coach organizes or leads a swimmer/parent session on “Good nutrition before and during swim meets”).</li> <li><input type="checkbox"/> Takes appropriate measures to ensure swimmers can remain hydrated during the competition (e.g. coach has educated swimmers to hydrate and to identify signs of dehydration found at: <a href="http://canadiansportforlife.ca">canadiansportforlife.ca</a> Recovery and Regeneration by Angela Calder).</li> </ul>
<b>Below Standard</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Does not provide guidance to swimmers or parents on pre-competition and competition nutrition</li> <li><input type="checkbox"/> Does not take appropriate measures to ensure swimmers can remain hydrated during the competition</li> </ul>




## OUTCOME: DESIGN A SPORT PROGRAM

**Criteria: Outlining program structure based on available training and competition opportunities**

**TRAINED** – Design a Sport Program (multi-sport module) and Swimming 201

**EVALUATED** – Age Group Coach Portfolio

**NOTE:** Portfolio: Design a Season Plan

Achievement	Evidence: Swimming Examples for Standard “core” Certification
<b>Highly Effective</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Identify the relative importance of competitions in order to promote swimmer long-term development.</li> <li><input type="checkbox"/> Identify sufficient opportunities for recovery and learning/swimmer development between important competitions.</li> </ul>
<b>Advanced</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Indicate on the program plan the relative importance of the training factors and training components for each period.</li> </ul>
<b>NCCP Standard for Core Certification</b> 	<p>On a Seasonal Training Plan (STP) template/calendar:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Identifies major program goals and objectives.</li> <li><input type="checkbox"/> Identifies basic swimmer information (age, stage of swimming development, differences in growth and development (e.g. stages for the Age Group context may include Train to Train (T2T) and Active for Life or both).</li> <li><input type="checkbox"/> Identifies competition schedule and number of competitions during the program (e.g. coach uses the scale of <b>High Med Low</b> to categorize the importance of each competition).</li> <li><input type="checkbox"/> Identifies length of each <b>period</b> of the program (preparation, competition, and transition).</li> <li><input type="checkbox"/> Identifies number, duration, and frequency of training sessions in each period (preparation, competition, transition) (e.g. 15 weeks in General Preparation Phase (GPP), 8 weeks in Specific Preparation Phase (SPP) plus 2 weeks for Competition Phase and 2 weeks in Transition Phase)</li> </ul>
<b>Below Standard</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Presents only basic swimmer information and seasonal logistics (practices and competitions).</li> <li><input type="checkbox"/> Does not present calendar outlining program plan</li> </ul>




## OUTCOME: DESIGN A SPORT PROGRAM

### Criteria: Identifying program measures to promote swimmer development

**TRAINED** – Design a Sport Program (multi-sport module) & Swimming 201

**EVALUATED** – Age Group Coach Portfolio

**NOTE:** Portfolio: Design a Season Plan

Achievement	Evidence: Swimming Examples for Standard “core” Certification
<b>Highly Effective</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Identifies systemic strategies or measures to offset critical program elements that show major inconsistencies with NCCP or AAD template and that are prevalent in swimming.</li> </ul>
<b>Advanced</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Determines if trends observed in own programs are generalized in the swimming.</li> <li><input type="checkbox"/> Identifies strategies used in program to improve alignment with AAD principles for development of athletic abilities (e.g. Identify major issues within the seasonal program and presents realistic solutions that are consistent with AAD guidelines (e.g. coach reflects at the end of each season (both SCM and LCM) and identifies what was good and what needs improvement for the next STP.</li> </ul>
<b>NCCP Standard for Core Certification</b> 	<p>On the Seasonal Training Plan (STP):</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Prioritizes/quantifies swimming abilities/skills for development in the program plan, using the scale of <b>High Med Low</b>.</li> <li><input type="checkbox"/> Compares and assesses the ratio of training (sessions) to competition (days) opportunities within the program to the recommended Swimming Canada norms pertaining to appropriate athlete development (see Swimming Canada AAD) principles.               <ul style="list-style-type: none"> <li><input type="checkbox"/> Identifies whether there are adequate training and competition opportunities for developmental potential based on AAD guidelines from Train to Train.</li> <li><input type="checkbox"/> Coach provides a brief rationale that identifies whether seasonal program promotes adequate developmental potential. (E.g. Range = 85-88% Training Sessions and 12-15% Competition Days)</li> </ul> </li> </ul>
<b>Below Standard</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Does not calculate training-to-competition ratios.</li> <li><input type="checkbox"/> Does not compare training-to-competition ratios to NCCP or AAD norms.</li> <li><input type="checkbox"/> Does not present any strategies or solutions to assist in aligning training-to-competition ratios to NCCP or AAD norms.</li> </ul>




## OUTCOME: DESIGN A SPORT PROGRAM

### Criteria: Developing practice plans that integrate seasonal training priorities

**TRAINED** – Swimming 101 & Swimming 201

**EVALUATED** – Age Group Coach Portfolio

**NOTE:** Portfolio: Plan Effective Practices activity

Achievement	Evidence: Swimming Examples for Standard “core” Certification
<b>Highly Effective</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Presents a seasonal planning template that prioritizes key training factors, components, and objectives and provides appropriate sequencing of these items within each period of the plan that is adopted by Swimming Canada and modeled by other coaches</li> </ul>
<b>Advanced</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Identifies adjustments to Swimming Canada template to better reflect own program situation while remaining consistent with NCCP or AAD principles, growth and development principles, principles for training athletic abilities, and stages of skill development.               <ul style="list-style-type: none"> <li>○ Provides rationale to support suggested adjustments</li> </ul> </li> <li><input type="checkbox"/> Develops and presents a seasonal planning template (STP) that integrates swimming-specific components, physical components, and specific mental strategies into program design (e.g., visualization, goal setting, etc.).</li> </ul>
<b>NCCP Standard for Core Certification</b> 	<ul style="list-style-type: none"> <li><input type="checkbox"/> Uses Swimming Canada template and procedures to identify athletic abilities and training objectives.(e.g. this may simply follow the four phases of the YTP: General phase (GPP) and Specific Preparation Phases (SPP), Competition Phase, and Transition).</li> <li><input type="checkbox"/> Taking into account current program logistics, uses Swimming Canada procedures to determine how to effectively break down the total training time available for a given week.</li> <li><input type="checkbox"/> Determines the total number of weekly practice sessions and their duration.</li> <li><input type="checkbox"/> Designs weekly outlines and practice plan(s) that are consistent with the above for the GPP, SPP, Competition Phase, and Transition phase. (E.g. presents a one-week plan for each (GPP, SPP and Comp) of the STP and identifies two priorities for athletic abilities for both dry land and in water). (E.g. provides a practice plan for a one-week plan for each phase that identifies the athletic abilities, and practice conditions for technical or tactical factors).</li> </ul>
<b>Below Standard</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Does not correctly prioritize athletic abilities within a given week of the preparatory and competition period of a seasonal plan.</li> <li><input type="checkbox"/> Does not identify objectives for each of the swimmer abilities within a given week of the preparatory and competition period of a seasonal plan.</li> <li><input type="checkbox"/> Does not design weekly outlines or submit practice plans for the weekly outlines</li> </ul>




## OUTCOME: MANAGE A PROGRAM

### Criteria: Managing administrative aspects of program and oversees logistics

**TRAINED** – Swimming 201

**EVALUATED** – Age Group Coach Portfolio

**NOTE:** Portfolio: Manage a Group/Club – Roles and Responsibilities

Achievement	Evidence: Swimming Examples for Standard “core” Certification
<p><b>Highly Effective</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstrates ability to work with other fellow coaches (assistants) using optimal leadership qualities.               <ul style="list-style-type: none"> <li>○ Leadership for this context is defined as the ability to influence others to accept, willingly, the leader's purpose and goal to help bring about some better future outcome or result, and to work together, voluntarily, towards achieving that end.</li> <li>○ Evidence of leadership may include working collaboratively with others, acknowledging others' ideas and input, recognizing effort and goal achievement, acting as a role model, maintaining a positive vision of the future, active listening skills, etc.</li> </ul> </li> </ul>
<p><b>Advanced</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Delegates activities appropriately to fellow coaches (assistants) and acknowledges their ideas and input into the program.</li> <li><input type="checkbox"/> Ensures written criteria for selection are available.</li> <li><input type="checkbox"/> Ensures selection procedures and criteria are outlined and made available to the swimmers.</li> <li><input type="checkbox"/> Works with program volunteers and administrators to prepare budgets and other financial logistics (e.g. coach submits a budget for purchasing equipment).</li> </ul>
<p><b>NCCP Standard for Core Certification</b></p> 	<ul style="list-style-type: none"> <li><input type="checkbox"/> Presents a communication tool that outlines the philosophy and objectives of the program.               <ul style="list-style-type: none"> <li>○ Communication tools may include letter to swimmers or parents, e-mail, newsletter, website, phone tree, etc.</li> </ul> </li> <li><input type="checkbox"/> Provides a schedule of competition and training commitments.</li> <li><input type="checkbox"/> Identifies expectations for behaviour and commitment and identify appropriate consequences               <ul style="list-style-type: none"> <li>○ Expectations may be outlined in a club code of conduct “at home and away” or developed through a mutual swimmer goal-setting strategy.</li> </ul> </li> <li><input type="checkbox"/> Facilitates logistics for out of town competitions (e.g., travel arrangements, food, chaperones, budgets etc.)</li> </ul>
<p><b>Below Standard</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Does not use communication tools or other forms of program information to outline philosophy and objectives of program</li> <li><input type="checkbox"/> Does not provide a schedule of competition and training commitments</li> <li><input type="checkbox"/> Does not identify expectations for behaviour and commitment or identify appropriate consequences</li> </ul>




## OUTCOME: MANAGE A PROGRAM

### Criteria: Reporting on swimmer progress throughout program

**TRAINED** – Swimming 201

**EVALUATED** – Age Group Coach Portfolio

**NOTE:** Portfolio: Swimmer Performance Tracking

Achievement	Evidence: Swimming Examples for Standard “core” Certification
<b>Highly Effective</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Swimming Canada has recognized a coaches tracking and assessment tools as best practice models to be shared with other coaches</li> </ul>
<b>Advanced</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Tracks and assesses objective indicators of performance in relation to swimmer or team goals (fitness testing results, attendance, training diary, training loads/volumes, etc.).</li> <li><input type="checkbox"/> Presents evidence of planned debriefing session or interview with swimmer or parents to discuss progress in relation to individual goals.</li> <li><input type="checkbox"/> Uses effective communication strategies and skills to promote program messages.</li> <li><input type="checkbox"/> Identifies appropriate level of progression and steps for improvement; e.g. interpretation of all testing on a swimmer report template after each assessment period. (may include video clips)</li> </ul>
<b>NCCP Standard for Core Certification</b> 	<ul style="list-style-type: none"> <li><input type="checkbox"/> Presents an assessment of relevant performance factors (e.g. tracking tools used for technical, tactical, mental, and physical data as per tracking module in CWbook 201).</li> <li><input type="checkbox"/> Ensures privacy of information and take steps to maximize confidentiality (e.g. coach has a strategy for accessing the safeguarded swimmer information needed for testing and EAP at both the training and competition venues).</li> </ul>
<b>Below Standard</b>	<ul style="list-style-type: none"> <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"/> Provides swimmer assessment that is anecdotal or subjective and does not clearly identify key performance factors or areas for improvement.</li> </ul>




## OUTCOME: MAKE ETHICAL DECISIONS

**Criteria: Applying a six-step ethical decision making process**

**TRAINED** – Make Ethical Decisions Multi-sport course

**EVALUATED** – Make Ethical Decisions online evaluation

**NOTE:** <https://thelocker.coach.ca/account/login?ReturnUrl=%2fonlinelearning#MED>

Achievement	Evidence: Add Sport-specific Examples
<b>Highly Effective</b>	<input type="checkbox"/> Scores 100% for the Make Ethical Decisions online evaluation Competition Introduction context
<b>Advanced</b>	<input type="checkbox"/> Scores 90% or above for the Make Ethical Decisions online evaluation for Competition Introduction context
<b>NCCP Standard for Core Certification</b> 	<input type="checkbox"/> Completes Make Ethical Decisions online evaluation for Competition Introduction context with a passing score (75%) using the following steps: <ul style="list-style-type: none"> <li>○ Establish the facts of the situation</li> <li>○ Determine whether an issue is legal or ethical</li> <li>○ Identify potential decisions and possible consequences for the situation</li> <li>○ Identify pros and cons of each decisions</li> <li>○ Select the best decision option</li> <li>○ Design an action plan and a plan to manage the consequences</li> </ul>
<b>Below Standard</b>	<input type="checkbox"/> Does not complete the Make Ethical Decisions online evaluation for Competition Introduction context <input type="checkbox"/> Scores below the pass standard for the Make Ethical Decisions online evaluation for Competition Introduction context