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COACH PORTFOLIO GUIDELINES

Development Level

for in the field coaching evaluation

Part A – Coaching during Training

Part B – Coaching and Assisting at a Race

for documentary evaluation

Part C – Design a Basic Ski Race Program

Programme national de certification des entraîneurs
National Coaching Certification Program
coach.ca
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Introduction

What is the Coach Portfolio?

The Coach Portfolio represents tangible evidence of job tasks the coach can DO and has done, an indication of coach competency.

The Coach Portfolio is part of the formal coaching evaluation process for the ACA-CSC Development Level (Competition-Introduction). The Development Level Portfolio is comprised of three parts:

- **Part A** – to be completed prior to the in the field **Coaching Evaluation – during training** – for CERTIFIED status
- **Part B** – to be completed prior to the in the field **Coaching Evaluation – at a race** – for CERTIFIED ADVANCED status
- **Part C** – Documentary review – to be completed for CERTIFIED ADVANCED status

How to Complete the Portfolio

The Coach Portfolio should be completed during the period when the coach is actively coaching athletes at the "learn to train" and/or "learn to race" (U14/U16) levels and where possible, should represent actual documentation and samples of what the coach used and did while coaching during this time.

The coach will engage with a local club or regional mentor during this time for official sign off of specified elements of the portfolio.

The Coach Portfolio may contain:

- the template forms in this Coach Portfolio Guidelines

or

- the coach's own forms and reports in a file folder provided the detail meets or exceeds those in this document.

A messy or incomplete portfolio submission will NOT be considered! Take pride in your work!

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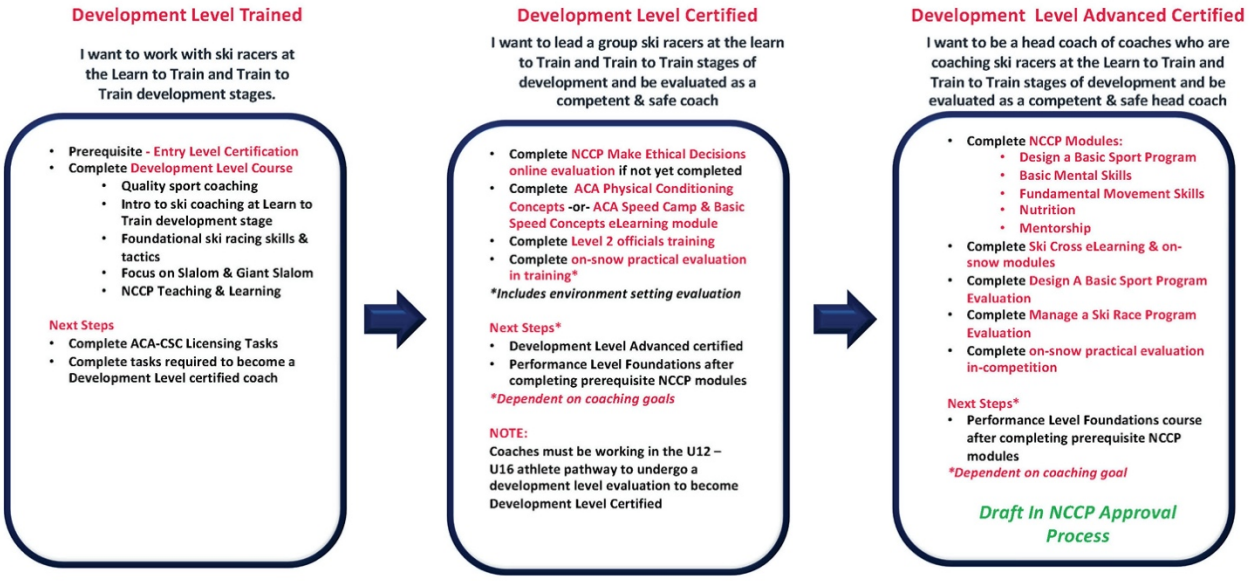
Understanding the Development Level Pathway



With the Development Level course, coaches are embarking on a coach training and evaluation process that will help prepare them to work with and progress young skiers in U14 to U16 programs. Training, throughout the program is focused on the "Learn to Train and Train to Train" level in Alpine Canada's LTAD guidelines.

The Development Level coach certification program consists of a progression of three (3) recognition statuses:

- TRAINED
- CERTIFIED
- CERTIFIED ADVANCED

Together with ongoing professional development, this progression corresponds to a novice, beginning U14 coach at the TRAINED status, through to a more experienced, expert U16 coach at the CERTIFIED ADVANCED status.

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DEVELOPMENT LEVEL **TRAINED** STATUS

To achieve this status, you must successfully complete:

- the ACA-CSC Development Level course (5 days)

With this status:

- you can be hired by a club or ski school to coach/assist with ski racers at the "Learn to Train" level.

DEVELOPMENT LEVEL **CERTIFIED** STATUS

To achieve this status, a coach must successfully complete:

- Development Level Coach Portfolio and coaching evaluation during training which is included in **Part A** in this document.
- NCCP Make Ethical Decisions on-line evaluation at www.coach.ca
- Introducing Rules and Regulations for Coaches module
- Physical Conditioning Concepts module **OR** Coaching at Speed Events and Safety module

With this status:

- a coach has been evaluated as a competent Development Level coach
- a coach can be hired as a lead coach for ski racers at the "Learn to Train" stage of development

DEVELOPMENT LEVEL **CERTIFIED ADVANCED** STATUS

To achieve this status, a coach must successfully complete:

- BOTH the Physical Conditioning Concepts module AND the Coaching at a Speed Events and Safety modules
- Preparing Mentally for Competition module (NCCP multi-sport module at www.coach.ca)
- Design a Ski Racing Program module (NCCP multi-sport module at www.coach.ca)
- Coaching at a Race evaluation which is included in Part B of this document
- Design a Ski Racing Program evaluation which is included in Part C of this document.

With this status:

- a coach is fully equipped to develop ski racers at the "Learn to Train - Learn to Race" stages of development

Note:

In order to achieve CERTIFIED or CERTIFIED ADVANCED status, all preceding blocks in the pathway must be completed.

In order to register for an in the field coaching evaluation, it is NOT necessary to have completed all the prior learning blocks in the pathway. It is necessary to have completed the Development Level (5 day) course and the respective Coaching Portfolio, Part A and Part B

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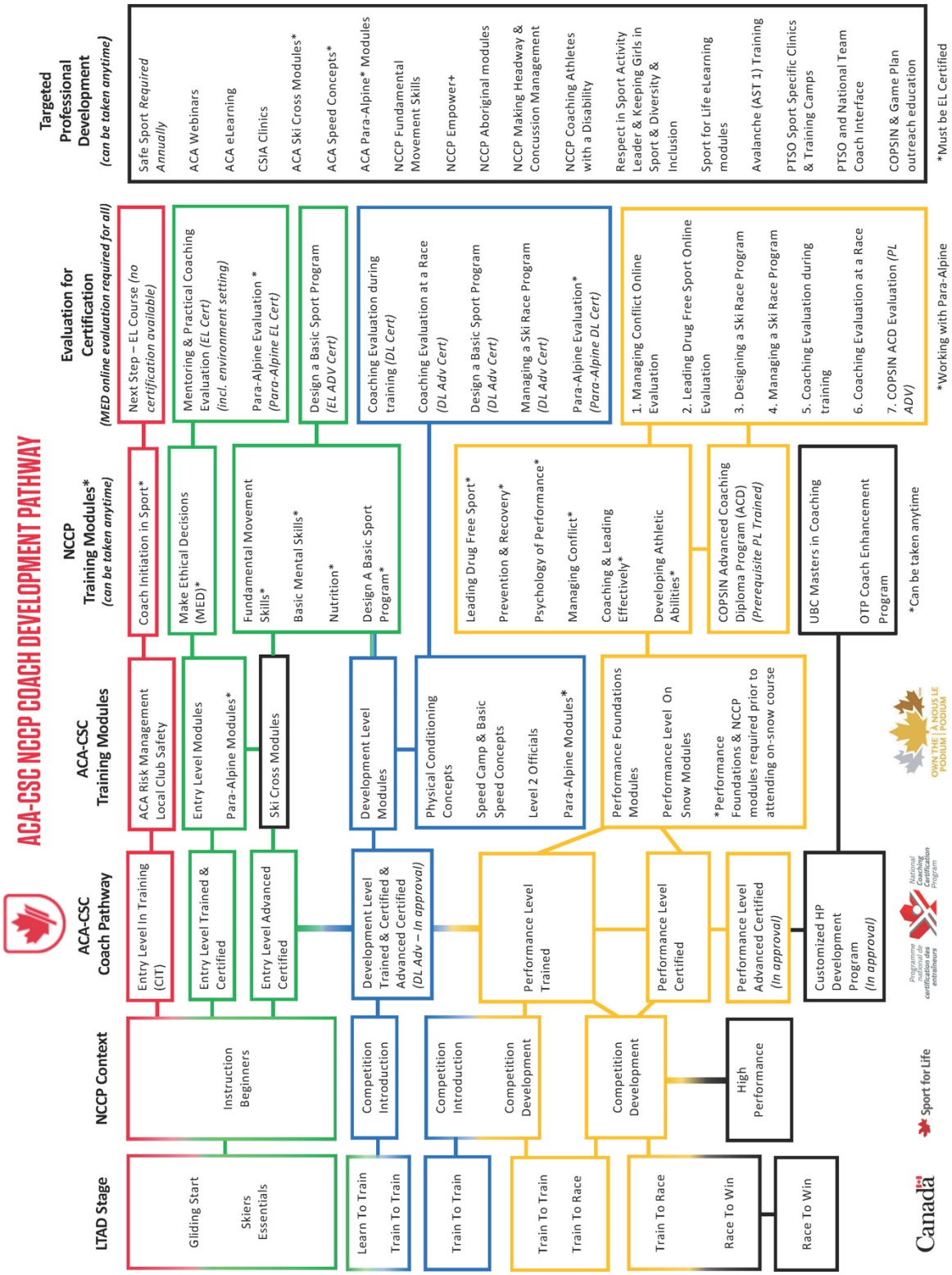
Your Coaching Context



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Protocol Coaching Evaluation during Training and Portfolio:

Part A Assessment

The following describes what the coach can expect during the evaluation and what the requirements are to register for and successfully complete the "in the field" coaching evaluation - during training.

Before On-Hill Observation

- The evaluator will **contact the coach** at least two weeks before the evaluation session to coordinate logistics and the submission of the Coach Portfolio - Part A

- The coach will **submit their completed Coach Portfolio – Part A** to the evaluator prior to the scheduled evaluation. The portfolio will include:

  - **Ski racer progress report documentation** demonstrating that the coach has:

    - produced a mid or post season athlete report detailing progress on or towards all performance factors relevant to their athlete level.

    - held a face to face meeting with an athlete for the purposes of reviewing mid or post season athlete performance progress.

  - at least one **coaching assessmen**t by a mentor that shows the competencies of the coach

  - at least one **setting assessment by a mentor** that shows the competencies of the coach

  - a **training session plan assessment by a mentor**

  - the **training session plan** that will be used for the **on-hill observation evaluation**.

    - The plan will clearly specify, among other things, which **skills and/or abilities** the coach plans to focus on during the training session and which **tools** the coach plans to use to accomplish this.

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- An **Emergency Action Plan** (EAP) will be included

- the evaluator will coordinate a meeting place with the coach on the day of the on-hill observation.

- The evaluator will **review the portfolio** with the coach and discuss any questions or issues that may come up regarding the athlete progress report documentation, the coach assessment or the setting assessment. This discussion is formative in nature.

- The evaluator will **evaluate the on-hill training session plan** and emergency action plan
  - for structure and completeness of the plan according to the data collection tool.
  - questioning the coach for clarification about the on-hill plan
  - providing feedback to the coach on the plan prior to the on-hill observation.

During On Hill Observation - during Training

- The observation must involve a minimum of **4 ski racers at the Learn to Train - Learn to Race phase of development**.

- The observation time should be at least **4 hours** including preparation and coaching session.

- The coach should be doing everything they usually do without any restriction.

- The evaluator will follow the coach where ever they go without interfering in the coaching session.

- In the case that the coach is using radio communication with athletes, the evaluator should have a radio to hear the conversations.

- In the case that the coach is working with other coaches they should be the one who will set, and should have assigned athletes (4 minimum - as above) to work with.

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- Based on the situation on the hill, the coach may make modification from the original plan if necessary.

- The evaluator must use the “Evidence & Standards – Coaching during Training” forms in this Guide during and immediately after the on-hill observation to document evidence they observed while watching the coach with their athletes.

The Debrief Session

- The evaluator will conduct a debrief session with the coach. Suggested debriefing time is approximately **60 minutes** depending on circumstances.

- On conclusion of the debrief session, or shortly thereafter, the evaluator will inform the coach about the overall result of the evaluation by giving a copy of the “Summary Evaluation – Coaching during Training” form to the coach.

- If there is any requirement to re-test portions of the evaluation, the evaluator shall decide, with the coach, any follow-up that the coach wishes to plan.

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PART A – Details

Ski Racer Progress Report

Criteria: Communicate mid and/or post season athlete progress to athletes/parents. Knowledge in the following areas is useful:

- leadership and ethics (communication, active listening, decision making)
- coach-parent-athlete relationships
- group dynamics/process
- discussing and dealing with differences of opinion, intentions, priorities, goals, etc.

Methods of establishing positive coach-parent-athlete relations:

- Regularly scheduled club meetings with parents throughout the season
- Club sponsored social gatherings
- Impromptu parent meetings on the hill
- Scheduled meeting with parents and participants
- Utilize the check list to assess skill development.

Documentation Required

- **Athlete progress report documentation demonstrating that the coach has:**
  - produced a **mid or post season athlete report** detailing progress on or towards all relevant performance factors
  - held a **face to face meeting** with an athlete for the purposes of reviewing mid or post season athlete performance progress.

Describe in a short report what measures were taken to satisfy this outcome and include one evidence of communication. Attach 2 assessments of relevant performance factors to your report (only one athlete).

Athlete progress report tool should include:

- Assessment of relevant performance factors
- Identification of steps for improvement
- Identification of recommended progression level, if appropriate

Meeting details should include:

- Date of meeting
- Athletes and Parents present at the session
- Meeting agenda
- How was it delivered?
- In which context was it delivered?

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Ski Racer Progress Report - Assessment

Criteria	Communicate mid/post season athlete progress report to athletes and parents	
Achievement	**Evidence**	**Sport Specific Examples**
5 (Mastery)	AS IN #4 PLUS: • Coach presents evidence of debriefing session or interview with athlete and or parents to discuss progress in relation to individual goals.	
4 (Advanced)	AS IN # 3 PLUS: • Coach tracks specific athlete performance factors over an extended period of time (i.e. 1 season) and can clearly identify athlete progress. • Evidence for the assessment includes objective indicators of performance in relation to athlete goals. (i.e. Fitness testing results, attendance, training diary, training loads / volumes, etc..)	
3 **(DL Standard)**	• Coach presents basic individual athlete assessment tool that identifies key performance factors and recommends areas for improvement. • Coach ensures the privacy of athlete information and takes steps to maximize confidentiality.	
2 (Foundation)	• Coach presents documentation that provides general assessment of athlete performance and level of progression. • Athlete assessment tends to be anecdotal and / or subjective and does not clearly identify key performance factors or areas for improvement.	
1 (needs improvement)	• Assessment of performance is vague and unclear. There is limited documentation that provides athlete progress within the program.	

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Meeting Report Guideline:

Meeting date:_____ Meeting location: _____

Athletes and/or parents present at the meeting:

Meeting agenda:

How will it be delivered?

In which context will it be delivered? (Camp, regular day, at a race, etc.)

How are logistics of the meeting communicated to participants? (phone, email, letter etc.)

Mentor Comments:

Mentor signature:_____ Date: _____

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Planning a Training Session

Criteria: Identify appropriate logistics for session Design an Emergency Action Plan Identify appropriate activities in each part of the

training session Knowledge in the following areas is useful:

- Safety - risk assessment and injury prevention
- Maximize participation in enjoyable and varied activities - age/skill specific
- Sequence daily activities to promote skill acquisition
- Follow the warm up, activation (skill training), cool down sequence and principle
- Create an alternate plan.
- Develop an emergency action plan (EAP) specific to the sport environment.

Making a Plan for Your Training Session or Day

- What are the logistics that are necessary in planning the training day?
- Introduce the day activities and set daily goals for the training session.
- Identify Warm up activities
    - activities to raise the body temperature
    - stretching
    - ski like movements and warm up runs
- Identify activation (challenge through skill training drills) activities
    - Do things that require coordination and thinking first (new things).
    - Do things that involve strength as a key factor next.
    - Do things that challenge endurance last.
- Identify Cool Down activities
    - Slowly reduce intensity, bringing participants to calm.
    - Stretch.
- Review the day, set goals and meeting times for next day.

Documentation Required

- a training session plan assessment by a mentor
- the training session plan that will be used for the on-hill observation evaluation.
    - The plan will clearly specify, among other things, which **skills and/or abilities** the coach plans to focus on during the training session and which tools the coach plans to use to accomplish this.
    - An **Emergency Action Plan** (EAP) will be included

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Training session plan worksheet

Age of your skiers: **Phase of Development:**

Yearly period: **Date:**

Club: **Time: from to**

Equipment needed:

Hill space needed:

Goal(s):

Introduction

Key messages/safety points

Warm-up

Include general and specific warm-up, and stretching exercises

Key messages/safety points

Equipment needed

Main part

Check the order of the activities

Key messages/safety points

Equipment needed

Cool down

Key messages/safety points

Equipment needed

Conclusion

Key messages/safety points

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Emergency Action Plan

Refer to the "Plan a Training Session" Reference Material presented during the Entry Level course.

An Emergency Action Plan (EAP) is a plan designed by coaches to assist them in responding to emergency situations. The idea behind having such a plan prepared in advance is that it will help you respond in a responsible and clear-headed way if an emergency occurs.

An EAP should be prepared for the ski hill where you normally hold practices and for any ski hill where you regularly host competitions.

An EAP can be simple or elaborate should cover the following items:

1. Designate in advance who is in charge in the event of an emergency (this may very well be you).

2. Have a radio with you and make sure the battery is fully charged. If this is not possible, you will have to send someone at any ski lift to call the ski patrol.

3. Have contact numbers (parents/guardians) for the athletes.

4. Have on hand a medical profile for each athlete, so that this information can be provided to emergency medical personnel. Include in this profile a signed consent from the parent/guardian to authorize medical treatment in an emergency.

5. Prepare descriptions of training site to provide ski patrol to enable them to reach the site as rapidly as possible.

6. Have a first aid kit accessible and properly stocked at all times (all coaches are strongly encouraged to pursue first aid training).

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When an injury occurs, an EAP should be activated immediately if the injured person:

- is not breathing
- does not have a pulse
- is bleeding profusely
- has impaired consciousness
- has injured the back, neck or head
- has a visible major trauma to a limb

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Sample EAP

Contact Information

Attach the medical profile for each participant and for all members of the coaching staff, as well as sufficient change to make several phone calls if necessary. The EAP should be printed two-sided, on a single sheet of paper.

Ski patrol phone numbers: (xxx) xxx-xxxx

Cell phone number of coach: (xxx) xxx-xxxx Cell phone number of assistant coach: (xxx) xxx-xxxx

Phone number of home club: (xxx) xxx-xxxx

Charge person (1st option): Suzy Chalmers (coach)

Charge person (2nd option): Joey Lemieux (assistant coach)

Charge person (3rd option): Angela Stevens (parent, nurse, usually on site)

Call person (1st option): Brad MacKenzie (parent, cell xxx-xxxx)

Call person (2nd option): Sheila Stevens (parent, cell xxx-xxxx)

Call person (3rd option): Stefano Martinez (parent, cell xxx-xxxx)

Roles and responsibilities

Charge person

Clear the risk of further harm to the injured person by securing the area and shelter the injured person from the elements

Designate who oversees the other participants

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Protect yourself (wears gloves if in contact with body fluids such as blood)

Assess ABCs (checks that airway is clear, breathing is present, a pulse is present, and there is no major bleeding)

Wait by the injured person until Ski patrol arrives and the injured person is transported

Fill in an accident report form

Call person

Call for emergency help

Provide all necessary information to dispatch (e.g. training site location, nature of injury, what, if any, first aid has been done)

Clear any traffic from the entrance/access training site before ski patrol arrives

Call the emergency contact person listed on the injured person's medical profile

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Coaching and Setting

Coaching

Criteria: **Ensure that the training environment is safe.**
Correct performance errors in free skiing and gates. Make effective interventions.
Detect performance errors in free skiing and gates.
Implement an appropriately structured and organized training session.

Documentation Required

- At least one coaching assessment by a mentor that shows the competencies of the coach. The assessment forms in this document are those that must be submitted.

Setting

Criteria: **Set a regulation GS or SL course for ski racers at the Learn to Train - Learn to Race phase of development.**

Documentation Required

- At least one setting assessment by a mentor that shows the competencies of the coach. The assessment forms in this document are those that must be submitted.

Note: The coaching, setting and planning assessment forms are the same ones that the evaluator will use when the coach decides to register, through the ACA-CSC National Office, for an "in the field" coaching evaluation for Development Level certification purposes.

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Action Plan for Coaches – Next Steps

Below Standard Identify what the coach needs to do to complete a successful evaluation in an outcome listed above. This may involve a resubmission of his or her portfolio, another observation of a training session, or further training.	
Meets Standard Identify to the coach what needs to happen to maintain certification. This may include identifying appropriate professional development opportunities, mentorship, etc.	
Above Standard In outcomes where the coach has performed exceptionally well, identify opportunities to move to a more expert level. This may involve further evaluation or training. Identify further opportunities to continue to excel in instructing.	

Evaluator Signature: _____

Date: _____

Coach Signature: _____

Date: _____

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Summary Evaluation – Coaching during Training

Name: _____
Evaluation Location:_____Date:_____

ME – Meets Expectation
NI – Needs Improvement

Support Ski Racers in Training

Ensure that the training environment is safe	NI	ME
Implement an appropriately structured and organized training session	NI	ME
Make effective interventions	NI	ME
Set a gate drill course in SL and/or GS for the Learn to Train - Learn to Race skill level	NI	ME

Analyze Performance

Detect performance errors in free skiing and gates	NI	ME
Correct performance errors in free skiing and gates	NI	ME

Plan a Training Session

Identify appropriate logistics for a session	NI	ME
Design an Emergency Action Plan	NI	ME
Identify appropriate activities in each part of the training session	NI	ME

Mentor/Evaluator:_____Date:_____

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Evaluation Location:__Date: _

Candidate needs to demonstrate, at minimum, all shaded evidences to the **bolded standard** in order to achieve a "Meets Expectation" final rating.

ME – Meets Expectation
NI – Needs Improvement

Plan a Training Session				
Identifies appropriate logistics for training				
• **Training session plan identifies a goal or a series of key elements that will be addressed in the practice**	All the time	**Most of the time**	Sometimes	Never
• **Training session plan identifies basic information include, date, time, location, number of athletes, level of athletes.**	All the time	**Most of the time**	Sometimes	Never
• Training session plan indicates basic logistical needs (i.e. facilities and equipment) to match the overall goal.	All the time	Most of the time	Sometimes	Never
• **Practice plan has a clearly identified goal that is consistent with growth and development principles**	All the time	**Most of the time**	Sometimes	Never
• **Practice plan is organized into main segments that include an introduction, warm-up, main part, cool-down and a conclusion.**	All the time	**Most of the time**	Sometimes	Never
• Duration of the training session and each segment is identified	All the time	Most of the time	Sometimes	Never
• Plan includes a list of key factors or teaching points that relate to the overall goal.	All the time	Most of the time	Sometimes	Never
		Final	**NI**	**ME**
Design an Emergency Action Plan				
• **The location of the ski patrol**	All the time	**Most of the time**	Sometimes	Never
• Specific directions to reach the activity site, which may include a map or a list of key instructions	All the time	Most of the time	Sometimes	Never
• **Location of medical profiles for each athlete under the coach's care**	All the time	**Most of the time**	Sometimes	Never
• Designated charge person and call person with roles and responsibilities.	All the time	Most of the time	Sometimes	Never
		Final	**NI**	**ME**
Identifies appropriate activities in each part of the training session				
• **Practice activities are effectively described (i.e. diagrams, explanations, key points)**	All the time	**Most of the time**	Sometimes	Never
• **Planned activities are allotted enough time to develop the skills and or tactics identified by the goal.**	All the time	**Most of the time**	Sometimes	Never
• **Planned activities contribute to the development of skill (s) and are appropriate to the stage of skill development (Acquiring, Consolidating, Refining)**	All the time	**Most of the time**	Sometimes	Never
• The practice plan indicates key factors (coaching points) that will be identified in the practice activity.	All the time	Most of the time	Sometimes	Never
• **Planned activities contribute to the development of athletic abilities, are appropriate for the sport, and are consistent with NCCP growth and development principles.**	All the time	**Most of the time**	Sometimes	Never
• **Activities are purposeful and link to overall practice goal.**	All the time	Most of the time	Sometimes	Never
• The duration of the practice and each practice segment are consistent with NCCP growth and development principles.	All the time	Most of the time	Sometimes	Never
• Planned activities reflect awareness of, and control for potential risk factors	All the time	Most of the time	Sometimes	Never
		Final	**NI**	**ME**

Mentor/Evaluator:_____Date:_____

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"Meets Expectation" final rating.

ME – Meets Expectation
NI – Needs Improvement

Support Ski Racers in Training						
Ensure that the training environment is safe						
• Coach can identify potential dangerous situations like slope entry crossing training space, trees and others dangerous elements in spill zones, icy spots and adjusts prior to engaging the participant in most activities.			All the time	**Most of the time**	Sometimes	Never
• Coach chooses terrain for training that presents a safe challenge to the athletes			All the time	**Most of the time**	Sometimes	Never
• Coach shows evidence of controlling the environment for safety (e.g. fencing, blocking access points and/or closing trail, controlling start intervals, adapting to changing conditions)			All the time	Most of the time	Sometimes	Never
• Coach surveys the practice environment and ensures that there are minimal safety risks.			All the time	**Most of the time**	Sometimes	Never
				Final	**NI**	**ME**
• **Implement an appropriately structured and organized training session**						
• Coach modifies practice activities to address context specific circumstances or logistics, and to create a specific training effect like snow condition, weather or lift turn around.			All the time	**Most of the time**	Sometimes	Never
• The adjustments that are made enable the objectives of the practice to be achieved.			All the time	Most of the time	Sometimes	Never
• Breaks are provided for appropriate recovery and hydration.			All the time	Most of the time	Sometimes	Never
• Training plan demonstrates a clear timeline for activities and drills and activity time is maximized.			All the time	**Most of the time**	Sometimes	Never
• Coach uses all the terrain available with technical free skier drills for optimal learning.			All the time	**Most of the time**	Sometimes	Never
• Activities contribute to the development of skills and or tactics.			All the time	**Most of the time**	Sometimes	Never
• Delivery of practice matches practice plan's goal(s).			All the time	Most of the time	Sometimes	Never
• There are clear practice segments, which includes an appropriate warm-up, activation and cool down.			All the time	**Most of the time**	Sometimes	Never
• Equipment is prepared and used appropriately and efficiently.			All the time	Most of the time	Sometimes	Never
• Coach is appropriately dressed (warm enough).			All the time	Most of the time	Sometimes	Never
				Final	**NI**	**ME**
•			All the time	**Most of the time**	Sometimes	Never
•			All the time	Most of the time	Sometimes	Never
•			All the time	Most of the time	Sometimes	Never
•			All the time	Most of the time	Sometimes	Never
•			All the time	**Most of the time**	Sometimes	Never
•			All the time	Most of the time	Sometimes	Never
•			All the time	Most of the time	Sometimes	Never
•			All the time	Most of the time	Sometimes	Never
•			All the time	**Most of the time**	Sometimes	Never
			All the time	**Most of the time**	Sometimes	Never
•						
•			All the time	**Most of the time**	Sometimes	Never
•			All the time	**Most of the time**	Sometimes	Never
•			All the time	Most of the time	Sometimes	Never
•			All the time	**Most of the time**	Sometimes	Never
				Final	**NI**	**ME**

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"Meets Expectation" final rating.

ME – Meets Expectation
NI – Needs Improvement

Support Ski Racers in Training				
Set a gate drill course in SL and/or GS for the Learn to Train - Learn to Race skill level				
• Demonstrates an ability to choose correct terrain to the skill level	All the time	Most of the time	Sometimes	Never
• Shows good rhythm and speed control	All the time	**Most of the time**	Sometimes	Never
• Respects action demands vs. capacities	All the time	Most of the time	Sometimes	Never
• Can adjust set to changing terrain	All the time	Most of the time	Sometimes	Never
• Can set combinations without creating problems	All the time	Most of the time	Sometimes	Never
• Manages time efficiently	All the time	**Most of the time**	Sometimes	Never
• Uses equipment appropriately	All the time	Most of the time	Sometimes	Never
• Leaves safety room and spills zones	All the time	**Most of the time**	Sometimes	Never
• Can course set a safe environment and monitor safety factors on the hill (provides proper maintenance, crowd control, fencing)	All the time	**Most of the time**	Sometimes	Never
• Has proper gates configuration (joint at snow level, straight, align with the finish)	All the time	**Most of the time**	Sometimes	Never
• Sets appropriate distances per FIS rules for U14/U16	All the time	Most of the time	Sometimes	Never
		Final	**NI**	**ME**
Analyze Performance				
Detect performance in free skiing and gates				
• Coach uses a variety of observational strategies (i.e. Positioning, video, other coaches, etc.) to identify the most critical aspects of performance.	All the time	Most of the time	Sometimes	Never
• Coach can communicate how and why the critical error contributes to the performance.	All the time	**Most of the time**	Sometimes	Never
• Shows understanding of the discrepancy between the skier's performance and the desired performance	All the time	**Most of the time**	Sometimes	Never
• Shows understanding of the desired performance in relation with the skill category of the athlete (LTAD)	All the time	**Most of the time**	Sometimes	Never
• Shows an ability to find the cause rather than the effect	All the time	**Most of the time**	Sometimes	Never
• Coach moves around practice environment to observe skills from the most optimal vantage points.	All the time	Most of the time	Sometimes	Never
• Coach can select the most critical factor that has a direct impact on performance.	All the time	Most of the time	Sometimes	Never
• Errors identified are consistent with athlete development guidelines for the appropriate stage of athlete development **(Snow Stars and ACA LTAD 3.0)**.	All the time	Most of the time	Sometimes	Never
		Final	**NI**	**ME**
Correct performance in free skiing and gates				
• Coach identifies *why* the correction will have a beneficial effect on the performance consistently identifies *how* to improve performance.	All the time	**Most of the time**	Sometimes	Never
• Coaching corrections focus athletes' attention towards external cues, or on the anticipated effects of the movement rather than the way the movement is performed (Internal focus). E.g. External focus: "Concentration on keeping a specific object or implement in a certain position during the movement". versus Internal focus: "Concentrating on keeping a specific part of the body in a certain position during the movement"	All the time	**Most of the time**	Sometimes	Never
• Coach facilitates athlete to increase awareness of basic corrections by asking open questions.	All the time	**Most of the time**	Sometimes	Never
• Coach shows correct use of specific drill to match with the skill to develop.	All the time	Most of the time	Sometimes	Never
		Final	**NI**	**ME**

Mentor/Evaluator: _____Date:_____

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Protocol Coaching Evaluation at a Race and Portfolio:

Part B Assessment

The following describes what the coach can expect during the evaluation and what the requirements are to register for and successfully complete the "in the field" coaching evaluation at a race.

Before On Hill Observation

- The evaluator will **contact the coach** at least two weeks before the evaluation session to coordinate logistics and the submission of the Coach Portfolio - Part B

- The coach will **submit their completed Coach Portfolio – Part B** to the evaluator prior to the scheduled evaluation. The portfolio will include:

    - completed "Support Ski Racers at a Race" workbook (see following section)

    - a copy of the official race results for a scheduled **U14** or higher SL or GS race clearly indicating that you were the official course setter for either the first or second run.

    - a copy of the official race results for a scheduled **U14** or higher SL or GS race clearly indicating that you were on the jury as the referee for the race.

    - proof that you participated on a race organizing committee in an appropriate position.

- The evaluator will coordinate a meeting place with the coach on the day of race.

- The evaluator will **review the portfolio** with the coach and discuss any questions or issues that may come up. This discussion is formative in nature.

- The evaluator will ensure that all the proper documentation is included.

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During On-hill Observation - at a Race

- The evaluator should be in contact with the candidate as much as possible to observe body language, tone of voice, athlete response to the candidate (a radio must be made available)

- The evaluator should remain as objective as possible ensuring that the candidate is given an opportunity to fulfill whatever interventions or interactions are undertaken at the time

- The evaluator should use notations, recordings or use other devices to effectively observe and record the contact between the candidate and his/her athlete(s) or other coaches

- The evaluator should observe the athlete(s) that the candidate contacts, to see the athletes' responses/reactions to the candidate's interventions or interactions
- The evaluator must be prepared to move with the candidate as the candidate works through his/her normal race routine

- The evaluator should ask questions of the candidate for clarification of specific interactions or information provided by the candidate

- The evaluator should remain on task by minimizing inquiries from or interactions with coaches and athletes outside of the candidate's immediate realm of work.

The Debrief Session

- The evaluator will conduct a debrief session with the coach. Suggested debriefing time is approximately **60 minutes** depending on circumstances.

- On conclusion of the debrief session, or shortly thereafter, the evaluator will inform the coach about the overall result of the evaluation by giving a copy of the "Summary Evaluation – Coaching at a Race" form to the coach.

- If there is any requirement to re-test portions of the evaluation, the evaluator shall decide, with the coach, any follow-up that the coach wishes to plan.

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Action Plan for Coaches – Next Steps

Below Standard Identify what the coach needs to do to complete a successful evaluation in an outcome listed above. This may involve a resubmission of his or her portfolio, another observation of a training session, or further training.	
Meets Standard Identify to the coach what needs to happen to maintain certification. This may include identifying appropriate professional development opportunities, mentorship, etc.	
Above Standard In outcomes where the coach has performed exceptionally well, identify opportunities to move to a more expert level. This may involve further evaluation or training. Identify further opportunities to continue to excel in instructing.	

valuator Signature: _____Date: _____

coach Signature: _____Date: _____

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PART B – Details

Support Ski Racers at a Race

Criteria: Manage competition factors and logistics Prepare athletes for optimal performance

Make effective interventions during and after a race

Knowledge in the following core coaching competencies is useful:

1. **Critical thinking and reflection**
    a. The ability to reflect upon and monitor your decisions and actions that may affect your athletes in a competition
    b. Recognizing your own limitations in your efforts to support your athletes at a race
    c. Promoting critical thinking skills in your athletes

2. **Problem solving**
    a. Identifying and choosing appropriate actions or responses to situations arising at a competition
    b. Promoting problem solving skills in your athletes

3. **Interaction**
    a. Communicating clearly and effectively with your athletes before, during and after a competition
    b. Promoting interaction skills in your athletes through two-way communication

4. **Valuing**
    a. Promoting a drug free competitive setting
    b. Demonstrating awareness of sport values in Canadian coaching as it relates to ethics and fair play in competition
    c. Promoting sport values in your athletes

5. **Leadership**
    a. Empowering your athletes to work toward competition goals and objectives
    b. Modeling consistent behavior and manners to your athletes in a competitive setting
    c. Challenging your athletes to explore and experiment in competitions by taking calculated risks
    d. Enabling and encouraging your athletes to feel capable of contributing to processof achieving their competition goals and objectives

Documentation Required

- Completed “Support Ski Racers at a Race” workbook (see following section)

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Support Ski Racers at a Race – Workbook

Introduction

This workbook is designed to help you improve your effectiveness as a coach in supporting and managing athletes at a race. You will be engaged in a process of self-study as well as seeking advice and guidance from a mentor.

Begin each topic by filling in the related workbook section based on coaching knowledge and expertise you have acquired to date. This will serve as a starting point. As you progress through each topic in the workbook you will be asked to refer to the reference material provided at the back of the workbook. The information in the reference material is developed to deepen your knowledge of the coaching tasks related to supporting athletes at a race as well as broaden your awareness of the core competencies related to the "art of coaching"

Manage race related factors and logistics

In the section below, list the race related factors and logistics that you feel are "needs to know" on the days and evening prior to a race. The goal of this exercise is to establish a starting point for yourself in terms of what you know and have experienced in your coaching career to date. The second objective is to encourage you to critically reflect upon decisions that you made or actions you may have taken in previous coaching situations.

A) Factors and logistics to consider:

Now read ONLY **Section A - Manage race factors and logistics** on page 30 of this workbook.

How do the considerations suggested in Section A - Manage race factors and logistics compare to those you recorded in (A) above? Based on your reflection and comparison, list any additions in (B) Action Plan below that you feel will help you improve your effectiveness in managing logistics at future races.

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(B) Action Plan

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Prepare ski racers for optimal performance at a race

As a starting point, reflect upon and identify the methods you are currently using to empower, enable and/or challenge your athletes to prepare to give their best athletic performance at any given time in a race. What areas of preparation do you feel are the most important for your athletes? What are some key strategies you have employed? Record your notes below.

(A) Considerations for athlete preparation

Now read ONLY **Section B – Prepare ski racers to perform optimally** on page 31 of this workbook.

Compare the list of considerations that you recorded in "(A) Considerations for athlete preparation" above with those in **Section B – Prepare ski racers to perform optimally**.

Are there areas in the guidelines that you did not consider important enough to be addressed? Do the guidelines prioritize specific areas of athlete preparation?

Based on your reflections and comparisons, identify and record three actions you will take to improve your coaching effectiveness in assisting your athletes to better prepared to perform optimally in the area

(B) Action Plan below.

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(B) Action Plan

1.__

2.__

3.__

Make effective interventions during and after a race

Take a few moments to reflect upon your coaching context and how you have interacted and worked with your athletes at previous races. What factors have you considered important enough to address prior to the first race run, in between race runs? What areas of the competition have you addressed with your athletes after a race? Record your thoughts in the area provided (A).

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(A) Interactions and interventions at a race

Now read ONLY **Section C – Making effective interventions during and after a race** on page 33 of this workbook. How do the comments you have recorded in "(A) Interactions and interventions at a race" compare to the guidelines in **Section C – Making effective interventions during and after a race**? Are there specific areas that you had not considered? Based on your reflections and comparisons, what do you consider to be your major learning in this section?

Identify and record in (B) Action Plan below, any actions you will take to improve your effectiveness as coach during and after a competition.

(B) Action plan

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Support Ski Racers at a Race – Reference Material

SECTION A – MANAGE RACE FACTORS AND LOGISTICS

Evidence A: **Produce an athlete schedule/plan that identifies athlete expectations before, during and after a race.**

Key points to consider:

- Provide clear information regarding expected behaviors and manners for you, your athletes and assistant coaches while away from home (at the hotel, at the competition site
- Promotes athlete awareness of sport values in terms of fair play and ethics
- Promotes athlete awareness of participation in a drug free competitive environment
- Provide a schedule for wake up, general warm up, departure from hill and team meetings
- Provide information pertaining to travel, accommodation, competition site, rallying points to all stakeholders

Evidence B: Manages time appropriately to prepare athletes, equipment and other logistics

Key points to consider:

- Provide plans for and communicates the roles and responsibilities for assistant coaches (if applicable)
- Ensures all necessary equipment is functioning and operational (radios, drills, chargers, video camera, gates, flags)
- Arrives at competition location on time to attend coaches' meeting
- Provides contingency plans for unforeseen factors

Evidence C: Coach arrives in a timely manner to prepare athletes, equipment, and logistics as required for the race

Key points to consider:

- Travel plans are scheduled so athletes have time to manage adaptation to snow conditions and terrain and to acclimatize to environmental conditions
- Ensures necessary equipment is ready and available for use
- Coordinates safe and timely athlete and equipment transportation to race site

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Evidence D: Clarifies competition rules at a coaches' meeting prior to the competition:

- Key points to consider:
- Ensures race rules and regulations are clear and informative
- Race information includes: start times, inspection times, warm up site, location of DNF- DSQ postings and race results board
- Confirms athlete name and card number on race board
- Confirms athlete entry and deletions if appropriate
- Ensures payment of entry fees is confirmed
- Confirms cost of disqualification protests and procedures
- Conducts athletes' meeting and communicates all athletes and assistant coaches
- Provide contingency plans for athletes and staff for unforeseen situations
- Emphasizes sport values in competition and promotion of participation in a drug free competitive environment

SECTION B – PREPARE SKI RACERS TO PERFORM OPTIMALLY

Evidence A: Directs athletes to perform appropriate skiing / physical / mental / emotional warm up for athletes requiring supervision

Key points to consider:

- Identifies warm up site and ensures the site is safe
- Ensures the required equipment is in safe/good condition for use
- Communicates and works with coaches of other teams if warm up area is restricted
- Monitors athletes' sequencing of warm up activities
- Ensures athletes' preparation is individualized
- Assists athletes in achieving an adequate mental and emotional state for performance
- Implements strategies to manage personal anxiety/stress levels in order not to become a source of distraction for your athletes
- Ensures athletes hydration and nutritional levels are adequate

Evidence B: Identifies performance and/or process goals for competition with all athletes

Key points to consider:

- Assesses mental/emotional state of athletes
- Identifies race plans that are consistent with the athlete's stage of skill development
- Assists athletes in developing race strategies that is appropriate to the athletes' cognitive abilities and affective dimension of learning
- Identifies and communicates contingency plans for athletes to minimize distractions
- Identifies strategies to adequately manage personal anxiety/stress levels in unforeseen situations

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Evidence C: Ensures the necessary ski equipment is ready and available for use

Key points to consider:

- Confers with the athletes to ensure the race equipment is prepared and ready for the conditions
- Ensures athletes have double checked to see that their ski boots are operational (buckles in place, rivets and bails are secure)
- Ensures athletes have checked to see if poles require maintenance (straps and baskets are secure and damage free)
- Ensures that no illegal modifications have been made to equipment (boot sole and binding heights are within regulations)

Evidence D: Facilitates athletes to choose the best strategies during the inspection to help them give their best performance

Key points to consider:

- Facilitate athletes to choose individual inspection protocol.
- Confers with athletes on what aspects of the inspection should have priority (type of set, distance between gates, offset, terrain, snow conditions, start ramp, distance to first gate, finish corral, distance of last gate to finish)
- Ensures assistant coaches are aware of athletes individualized inspection objectives

Evidence E: Presents a pre-competition strategy that assists the athletes in achieving an ideal performance state which includes: attention control, emotional control, managing distractions

Key points to consider:

- Identifies individual athlete mental and emotional control protocols
- Ensures start personnel are adequately informed of individual athlete protocols
- Assists athletes in developing an individual start routine that will minimize anxiety and distractions
- Assists athletes in implementing anxiety control strategies during start delays
- Ensures athletes are aware of radio location if unforeseen situations occur
- Promotes athlete independence based on the level of competence of the athletes
- Assists athletes in implementing contingency plans for unforeseen situations
- Ensures athletes are aware of rallying points and locations for debrief sessions between runs if applicable

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SECTION C – MAKE EFFECTIVE INTERVENTIONS DURING/ AFTER A RACE

Evidence A: **Assesses strategies and plans after the first run**

- Facilitates athletes to identify what aspects of their performance were successful
- Assists athletes in assessing their technical/tactical strategies, if appropriate
- Assists athletes in assessing their mental/emotional approach to the first run
- Facilitates athletes to identify solutions or actions to be made, to perform better in second run
- Provides athletes with options to promote best athlete performance
- Provides a rationale for decisions or actions made to improve athlete performance

Evidence B: Provides athletes with constructive feedback that identifies areas that may improve the athletes' second run performance

Key points to consider:

- Makes use of opportunities to interact directly with the athletes
- Intervenes in a timely manner with provide information that may enhance performance
- Assists athletes' problem solving abilities by identifying and choosing strategies that may improve second run performance
- Provides athletes with encouragement
- Provides athletes with feedback that stresses their strengths
- Provides athletes with motivating feedback to promote self esteem

Evidence C: Uses interventions that provide information or implements actions that promote best performance

Key points to consider:

- Provides course reports during the competition, if appropriate
- Provides course reports that refer to tactical information regarding line, track conditions, terrain changes
- Provides reports that refer to specific gate placements or combinations that may impact performance
- Provides reports that refer to overall speed of the set
- Provides reports that refer to speed of entry or exit of combinations
- Assists athletes to recognize mental/emotional factors that may affect performance
- Facilitates athletes to develop plans that will promote mental/emotional abilities during a race (arousal/emotional/attention control)

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- Helps athletes implement distraction control techniques
- Uses distraction techniques to assist athletes in arousal control

Evidence D: Facilitates athletes to make optimal actions during and between runs

Key points to consider:

- Provides analogies to athletes that relate to previous successes in competition
- Facilitates athletes to reflect upon and choose strategies that will improve second run performance
- Provides options for athletes to consider to make effective adjustments that will improve second run performance, if appropriate
- Provides athletes with recovery and fatigue management options between runs (nutrition, hydration, mental/emotional unloading, arousal level)
- Facilitates athletes to choose individualized coping strategies to deal with down time between runs

Evidence E: Recognizes stress/anxiety levels of the athletes and interacts appropriately

- Recognizes personal stress/anxiety levels and adjusts with athletes as required
- Assists athletes during/between runs to reflect upon their mental/emotional plan which might include (arousal, emotional/attention level, distraction control)
- Facilitates athletes to establish emotional/mental strategies for second run
- Provides options to athletes for physical readiness for second run

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Evidence F: Presents a post competition assessment of athlete performance

Key points to consider:

- Conducts a post competition debriefing session
- Facilitates athletes to critically reflect on their overall competitive performance
- Facilitates athletes to identify areas that will help them improve their performance in future competitions, if appropriate
- Encourages athletes to provide solutions that will enhance future performance
- Provides options or solutions for athlete consideration, if appropriate
- Reflects on the relevance and timing of feedback provided to the athletes
- Reflects on personal decisions made or actions taken during the race
- Provides a rationale for modifications or adjustments that may be required in future competitions
- Reflects upon the training regime and identifies adjustments to be made, if appropriate
- Identifies and implements an athlete regeneration and recovery strategies for future competitions

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Assist with Running a Race

Criteria

- Set a regulation SL or GS race course
- Act as a jury member at a race (act as a referee)
- Help organize a race (participate on a race organizing committee to run a race)

Note: the learning for the above criteria is accomplished by attending the Level 2 official's course. The following documentation is required for the evaluation component.

Documentation required

- a copy of the **official race results** for a scheduled **U14** or higher SL or GS race clearly indicating that you were the official **course setter** for either the first or second run.
- a copy of the **official race results** for a scheduled **U14** or higher SL or GS race clearly indicating that you were on the jury as the **referee** for the race.

- Proof that you participated on a **race organizing committee** in an appropriate position. See the following section in this workbook

Official Race Results – Documentation

Course Setter Duty

Please attach a set of **official race results** for a **U14** race or higher clearly showing the **course setters**. Your name should appear here on the official results to satisfy this requirement.

Referee Duty

Please attach a set of official race results for a U14 race or higher clearly indicating the referee for the race. Your name should appear here on the official results to satisfy this requirement.

If your name does NOT appear on the official race results, credit will NOT be given.

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Participation on a Race Organizing Committee – Documentation

Introduction

By actively participating on a race organizing committee (ROC), coaches will gain an appreciation for the complexity and scope of hosting race events. They will get a feel, from the inside, for work and commitment it takes to run an efficient and high-quality competition with volunteer resources.

Having worked on an organizing committee, coaches may be better equipped and knowledgeable to assist volunteer organizing committees in making each race the best possible competition opportunity for their athletes.

ROC Positions - at the Development Level, the following ROC position qualify to satisfy this requirement:

- chief of race or race chair
- chief of course
- technical delegate
- start referee
- finish referee
- chief of gate judges
- race secretary
- chief of timing
- timer
- leader or member of an “equipe volante”
- gate keeper
- member of a safety and netting

installation crew Positions that do **NOT**

qualify are:

- side slip team
- course setter or helper (carrying gates or setting outside gates)
- grooming crew
- PA announcer

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A person in authority (chief of race, club head coach, club alpine chair, club official's chair) at the host club must sign off indicating that the coach has actively participated on a race organizing committee at a U14 level race or higher.

Position coach held on the race organizing committee: ___

Signature of authorizing person indicating successful participation: _____

Print Name: _____

Position held by authorizing person: _____

Race Event _____

Race Location:__

Race Date: _____

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Summary Evaluation – Coaching at a Race

Name: _____
Evaluation Location:_____Date: _____

Candidate needs to demonstrate, at minimum, all shaded evidences to the **bolded standard** to achieve a "Meets Expectation" final rating.

Support Ski Racers at a Race

Manage competition factors and logistics	NI	ME
Develop optimal ski racer preparation	NI	ME
Make effective interventions and actions during and after a race	NI	ME
General Comments		

Mentor/Evaluator:_____Date:_____

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Action Plan for Coaches – Next Steps

Below Standard Identify what the coach needs to do to complete a successful evaluation in an outcome listed above. This may involve a resubmission of his or her portfolio, another observation of a training session, or further training.	
Meets Standard Identify to the coach what needs to happen to maintain certification. This may include identifying appropriate professional development opportunities, mentorship, etc.	
Above Standard In outcomes where the coach has performed exceptionally well, identify opportunities to move to a more expert level. This may involve further evaluation or training. Identify further opportunities to continue to excel in instructing.	

Evaluator Signature: _____Date: _____

Coach Signature: _____Date: _____

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Evidence & Standards – Coaching at a Race

Name: _____
Evaluation Location:_____Date: _____

ME – Meets Expectation
NI – Needs Improvement

Support Ski Racers at a Race				
Manage race factors and logistics				
• **Produce an athlete competition plan/schedule that identifies athlete expectations before, during and after the competition**	All the time	**Most of the time**	Sometimes	Never
• **Coach arrives in a timely manner to prepare athletes, equipment, logistics as required for race**	All the time	**Most of the time**	Sometimes	Never
• **Manages time appropriately to prepare athletes, equipment, logistics (coach meeting, DNF-DSQ board).**	All the time	**Most of the time**	Sometimes	Never
• **Clarifies competition rules at the coach meeting prior to the competition (i.e. inspection rules, bib collection, others) and communicates appropriate information to athletes.**	All the time	**Most of the time**	Sometimes	Never
		Final	**NI**	**ME**
Develop optimal ski racer preparation				
• **Direct / plans athletes to perform appropriate skiing physical warm-up if athletes need supervision**	All the time	**Most of the time**	Sometimes	Never
• Identifies performance and or process goals for competition with all athletes	All the time	Most of the time	Sometimes	Never
• **Ensures that necessary skiing equipment is ready and available to use**	All the time	**Most of the time**	Sometimes	Never
• **Facilitates athlete(s) to choose the best strategies during the inspection for developing greater performance during competition.**	All the time	**Most of the time**	Sometimes	Never
• **Presents a pre-competitive strategy that would assist an athlete achieves an ideal performance state. This must include one of the following: managing focus; managing negative anxiety; managing distractions**	All the time	**Most of the time**	Sometimes	Never
		Final	NI	**ME**
Make effective interventions during and after a race				
• **Assesses strategy plan after the first run and identifies what aspects of the plan were successful and a rationale for what could be improved for the second run.**	All the time	**Most of the time**	Sometimes	Never
• Provides athletes with constructive feedback that identifies what and how to develop greater performance	All the time	Most of the time	Sometimes	Never
• **Uses interventions (course report) that provide strategic information (line, environment changes, others), and or implements mental strategies (arousal control).**	All the time	**Most of the time**	Sometimes	Never
• **Facilitates athlete(s) to make optimal actions during or between the runs by assisting the athlete to reflect upon, and choose successful strategies for subsequent performances.**	All the time	**Most of the time**	Sometimes	Never
• **Recognizes the stress level of athletes and interacts if needed.**	All the time	**Most of the time**	Sometimes	Never
• **Recognizes is own stress level and acts to not transfer it to the athletes.**	All the time	**Most of the time**	Sometimes	Never
• Presents a post competition assessment of performance	All the time	Most of the time	Sometimes	Never
		Final	**NI**	**ME**

Mentor/Evaluator:_____Date:_____

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Design a Basic Ski Race Program Evaluation

TRAINING

NOTE: Coaches must complete the training for designing a basic sport program BEFORE completing this evaluation. This training is NOT provided during the Development Level course. Please check the ACA-CSC web site for more information on how to access "Design a Basic Sport Program" training.

EVALUATION

Documentary Submission for Evaluation

The coach will submit the required documentation using:

- the worksheet provided in this Coach Portfolio guidelines and/or
- the coach's own worksheets or documentation in a file folder ensuring that the detail meets or exceeds those in this Coach Portfolio guidelines

This may be completed as a hard copy version or an e-Portfolio process and submitted to the Development Level evaluator.

The coach must ensure that regardless of which worksheets or documentation is used, the information provided reflects all the required criteria and evidences for the Design a Basic Ski Race Program outcome as described on this and on the following pages.

Communication with the master coach/evaluator

The evaluator will contact the coach to coordinate logistics and the submission of the Development Level Coach Portfolio - Part C.

- The evaluator will evaluate the documentation for structure and completeness per the data collection tool
- The evaluator may coordinate an intermediate conference with the coach regarding clarification of information provided in the documentation
- The evaluator will provide feedback to the coach regarding strengths of the documentation or revisions that may be required
- The evaluator will conduct a final debrief with the coach to review the portfolio and record more information, if applicable
- The evaluator will render a judgement on the coach's competency about the Coach Portfolio – Part C

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Part C – DETAILS

The coach must ensure that submitted documentation includes:

Alpine Ski Yearly Planning Instrument

Coach to complete the Alpine Ski Yearly Planning Instrument (YPI) worksheet which must cover a minimum of 40 weeks and include the following:

Preparation, Competition and Transition Periods

Coach to complete the Alpine Ski Yearly Planning Instrument to provide information relative to the following:

- Designation of preparation, competition and transition periods
- Designation of the phases within the preparation and competition periods
- Designation of number and importance of scheduled competitions within the competition period (National, Provincial, Regional)
- Designation of training opportunities within the identified phases and periods
- Identify scheduled physical testing opportunities
- Identify prophylactic breaks
- Identify the age/stage of athlete development of the athletes per ACA LTAD guidelines

Integration of Training Priorities

Coach to complete the Alpine Ski Yearly Planning Instrument to provide the following information:

- Factor in on snow training opportunities within the competition schedule
- Factor in training opportunities within the yearly plan that are consistent with the ACA LTAD guidelines for the **learn to train – train to train** phase of development
- Factor in appropriate peaking and tapering opportunities within the competition phase of the yearly plan

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Worksheet – Alpine Ski Yearly Planning Instrument (YPI)

(see separate document)

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Evaluation Summary – Design a Basic Ski Race Program

Name:_____Location:____Date:

Rating

NI – NEEDS IMPROVEMENT
- Coach has limited understanding of the important elements of the coaching task(s)
- Coach requires too much advice or guidance
- Coach cannot act without constant supervision

ME – MEETS EXPECTATIONS
- Coach understands the important elements of coaching t
- Coach requires minimal supervision or guidance
- Coach can act autonomously

Design a Basic Ski Race Program

Criteria	Summary Comments	Rating
Provides a program outline based on competition and training opportunities		NI ME
Integrates the training opportunities and priorities into the yearly plan		NI ME
Identifies measures used to promote ski racer skill and competitive development		NI ME
Plans training sessions that are relative to the phases of the yearly plan		NI ME
Need ALL ME for a successful evaluation	**Overall Result**	**NI ME**

Mentor/Evaluator:_____Date:_____

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Evidences & Standards – Design a Basic Ski Race Program

Name:_____Location: _____

Date: _____

Rating

For each shaded criteria, the coach needs the following to achieve a successful evaluation:

- minimum number of observables needed (e.g. Observables needed:5/7)
- ALL **bold** observables to the **bold** standard (e.g. Mosttimes)

Design a Basic Ski Race Program

Observables	Observation Standard				
Provides a program outline based on competition and training opportunities					Observables needed: 5/6
Identifies the competition phase and integrates the training periods within the yearly training plan	Always	**Most times**	sometimes	never	
Identifies the length of each period of the program (Preparation, Competition, Transition)	Always	**Most times**	sometimes	never	
Identifies the length of each phase within the periods (general/specific, pre-competition/competition, transition)	Always	**Most times**	sometimes	never	
Identifies the number and frequency of training sessions relative to the number of competitions in the competition phase	Always	**Most times**	sometimes	never	
Determines the ratio of training sessions to competition opportunities that are appropriate for the learn to train - learn to race phase of ski racer development	Always	**Most times**	sometimes	never	
Identifies the relative importance of specific competitions	Always	Most times	sometimes	never	
Integrates the training opportunities and priorities into the yearly program					Observables needed: 2/2
Identifies athletic abilities and training objectives to be emphasized at specific points in the yearly program	Always	**Most times**	sometimes	never	
Ensures the training priorities are consistent with the principles outlined in the ACA LTAD model	Always	**Most times**	sometimes	never	
Identifies measures used to promote athlete skill and competitive development					Observables needed: 2/3
Prioritizes key training activities within the periods of the plan based on guidelines from the AIM 2 WIN (LTSD) model	Always	**Most times**	sometimes	never	
Determines the ratio of training sessions to competition opportunities are appropriate for the phase of ski racer development	Always	**Most times**	sometimes	never	
Ensures training activities are appropriate for the ski racer age and skill level	Always	Most times	sometimes	never	
Plans training sessions that are relative to the phases of the yearly plan					Observables needed: 5/7
Identifies scheduled breaks to optimize recovery and regeneration	Always	**Most times**	sometimes	never	
Identifies physical testing sessions within the yearly plan to validate specific conditioning improvements	Always	**Most times**	sometimes	never	
Ensures training sessions reflect competition specific athlete performance and learning objectives	Always	**Most times**	sometimes	never	
Scheduled training sessions are appropriate for the beginning, middle and end of the program	Always	**Most times**	sometimes	never	
Identifies appropriate peaking and tapering opportunities within the competition phase of the YPI	Always	**Most times**	sometimes	never	
Identifies modifications that may have to be made to the training activities based on ski racer response to training	Always	Most times	sometimes	never	
Ensures duration and frequency of training sessions are appropriate to specific competitions	Always	Most times	sometimes	never	

Mentor/Evaluator:_____Date:_____

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Action Plan for Coaches – Next Steps

Below Standard Identify what the coach needs to do to complete a successful evaluation in an outcome listed above. This may involve a resubmission of his or her portfolio, another observation of a training session, or further training.	
Meets Standard Identify to the coach what needs to happen to maintain certification. This may include identifying appropriate professional development opportunities, mentorship, etc.	
Above Standard In outcomes where the coach has performed exceptionally well, identify opportunities to move to a more expert level. This may involve further evaluation or training. Identify further opportunities to continue to excel in instructing.	

Evaluator Signature: _____

Date: _____

Coach Signature: _____
Date: _____

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PROCEDURE TO ENSURE COACH EVALUATION CREDIT

Development Level Coaching Evaluation – during training Development Level Coaching Evaluation – at a race Design a Basic Sport Program Evaluation

It is the Evaluator's responsibility to ensure the coach gets proper credit for a successful evaluation.

Procedure to Ensure Credit Coach

1. The coach must ensure that this document is neat, complete and signed off in all appropriate spots by the evaluator.

2. The coach should reinforce with the evaluator, the evaluator's responsibility to complete the follow-up on line administration to ensure proper credit of this evaluation.

Evaluator

3. The evaluator MUST be accredited by the ACA-CSC with appropriate "Evaluator" certification status BEFORE conducting the coaching evaluation for coach certification purposes.

4. The evaluator must sign off in ALL appropriate spots in this document including the detailand summary evaluation forms.

5. The evaluator must return this completed document, in full, to the coach after the document and coaching evaluation forms have been completed.

6. The Evaluator must create an "Evaluation Event" and enter the evaluation results on the ACA- CSC web site to ensure proper coach credit. Go to the ACA-CSC web site at: https://snowreg.com/#!/listings/aca-events/EV-ACA-COACH
    a. Follow the directions to create an evaluation event, identify the coach, enter the evaluation results and CLOSE the event.

7. Please create the evaluation event and enter results as soon as possible after completion.

ACA-CSC-ACA

8. ACA-CSC-ACA will update records in the ACA-CSC database and the NCCP database (Locker).

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