



Stay Connected & Engage with Us



Entry Level

COACH LEARNING GUIDE & JOURNAL

Practical Coaching Mentor Program & Coaching Evaluation

Part A, Part B, Part C

Every athlete deserves a CERTIFIED coach.

Name:

Address:

Phone:

Email:

Date:





National
Coaching
Certification
Program

PARTNERS IN COACH EDUCATION

The National Coaching Certification Program is a collaborative program of the Government of Canada, provincial/territorial governments, national/provincial/territorial sport organizations, and the Coaching Association of Canada.



Coaching Association of Canada
Association canadienne des entraîneurs



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Alpine Canada Alpin Education/Éducation



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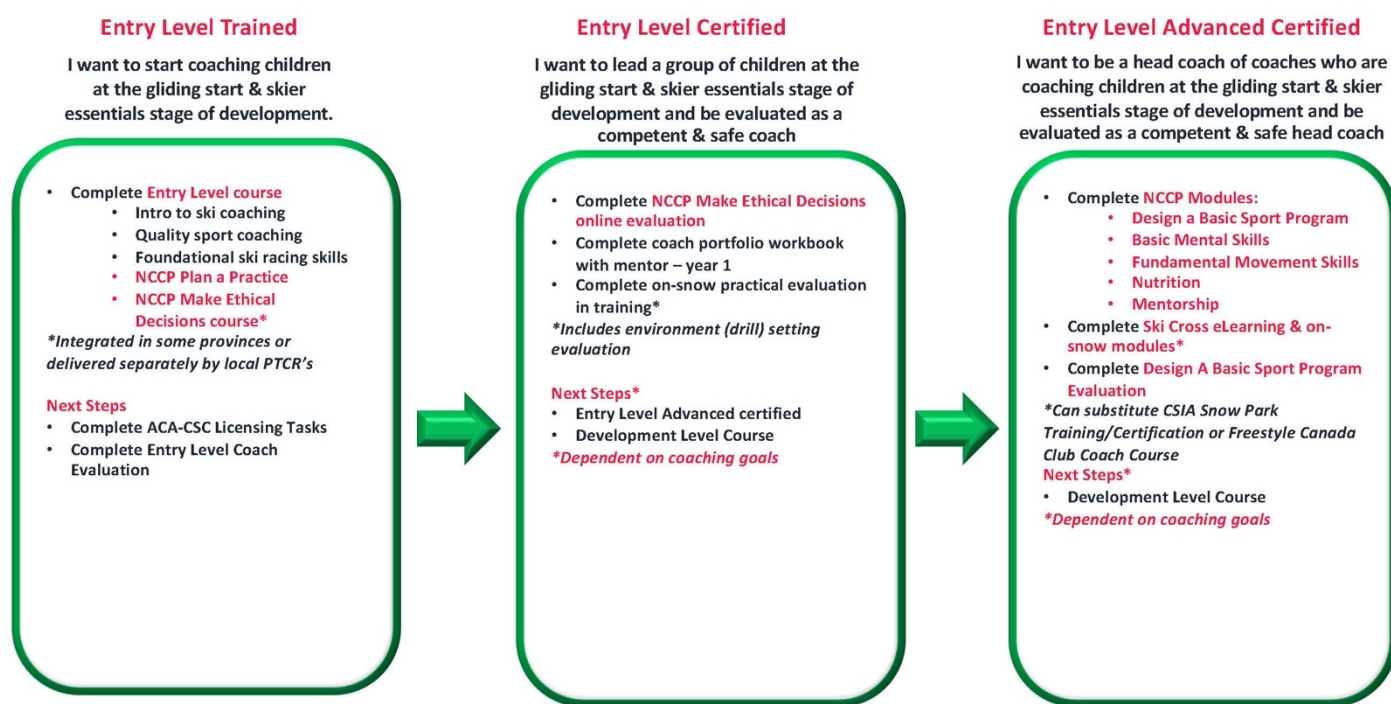
UNDERSTANDING THE ENTRY LEVEL PATHWAY

With the Entry 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 U6 to U12 programs. Training, throughout the program is focused on the “Skiers Essentials” level in [Alpine Canada’s Alpin LTAD 3.0](#).

The Entry 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 U6 - U12 coach at the TRAINED status, through to a more experienced, expert U6 - U12 coach at the CERTIFIED ADVANCED status.



ENTRY LEVEL **TRAINED** STATUS

To achieve this status, you must successfully complete:

the Alpine Canada Alpin (Canadian Ski Coaches) Entry Level course (3 days) AND
the ACA/NCCP Making Ethical Decisions module

With this status:

- you become an ACA (Canadian Ski Coaches) accredited coach.
- you can be hired by a club or ski school to coach/assist with skiers at the “Skier Essentials” level.

ENTRY LEVEL **CERTIFIED** STATUS

After completing the Entry Level course and TRAINED status, you must successfully complete:

- Entry Level Mentor Program and coaching evaluation which is included in **Part A** only of this Entry Level Coach Learning Guide and Journal AND
- NCCP Make Ethical Decisions on-line evaluation at www.coach.ca AND
- Environment Setting Coaching Evaluation which is **Part B** only of the Entry Level Coach Learning Guide and Journal

Note:

EL Trained + Evaluation on hill is a season long evaluation conducted by club level evaluator – electronic format to streamline process for both evaluator and candidate and should include a mid-season review.

By achieving this status:

- you have been evaluated as a competent Entry Level coach
- you can be a lead coach for skiers/ski racers at the “Skier Essentials” level

ENTRY LEVEL **CERTIFIED ADVANCED** STATUS

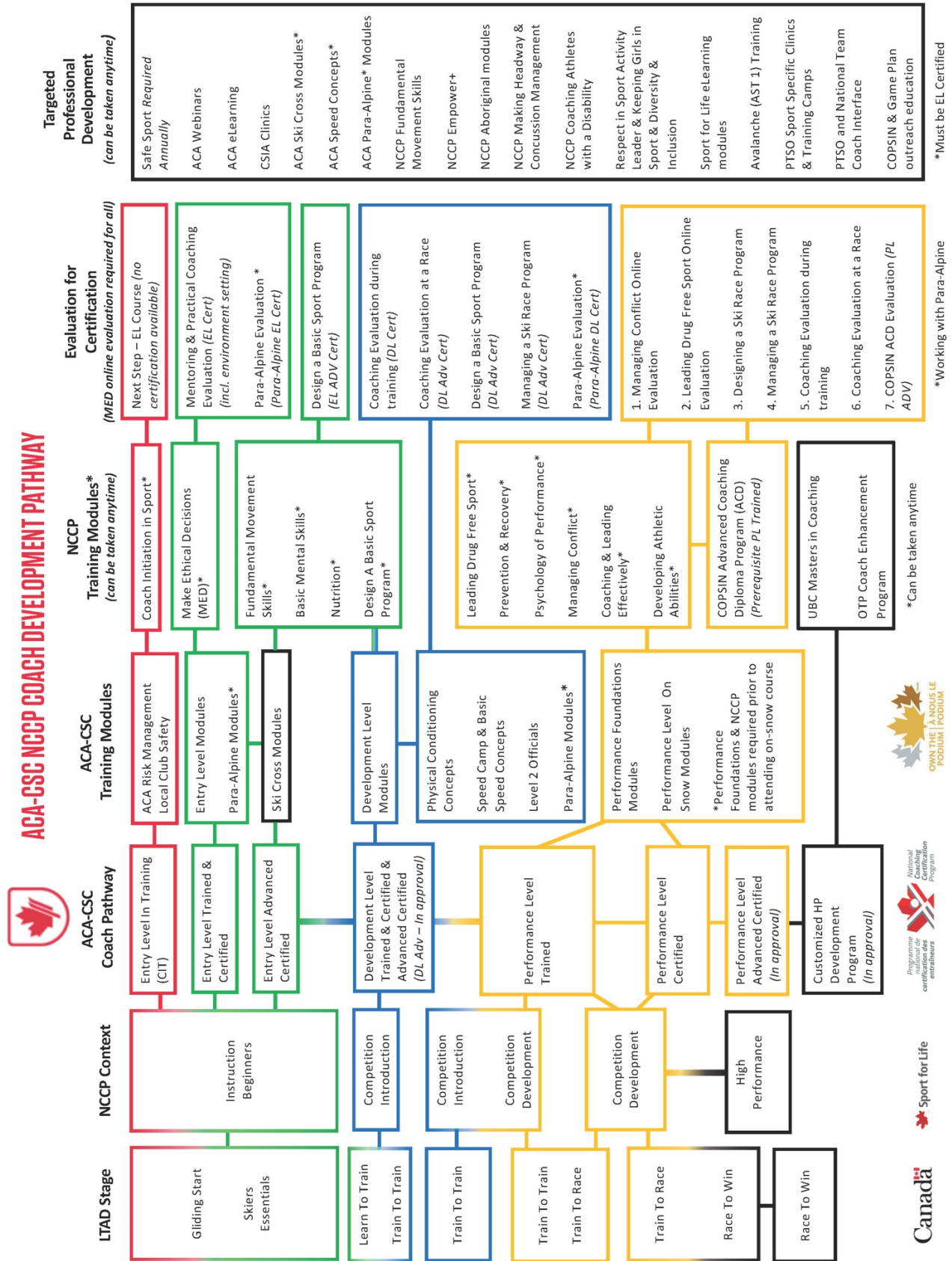
After completing all the requirement for TRAINED and CERTIFIED status, you must successfully complete:

- Design a Basic Sport Program (NCCP MSM)
 - Basic Mental Skills (NCCP MSM)
 - Fundamental Movement Skills (NCCP MSM)
 - Nutrition (NCCP MSM)
 - Mentorship (NCCP MSM)
 - Using Terrain Features to Develop Skiing Skills:
 - You need to complete one (1) of the following four (4) options:
 - 1 day Ski Cross Intro to Coaching module - offered by ACA: OR
 - 2 days Free Tactics/Snowpark Intro module - offered by CSIA: OR
 - 3 days Snow Park Certification course - offered by CSIA: OR
- Design A Basic Sport Program Evaluation

With this status:

- You are fully equipped to develop children at the “Skier Essentials - Learn to Train” stages of development

UNDERSTANDING YOUR COACHING CONTEXT





Messy, incomplete or unsigned journals will NOT be considered. Take pride in your work!

ROLES – MENTOR/EVALUATOR – COACH

Introduction

This section will give you an overview of the important role that the mentor/evaluator should play throughout this practical part of the Entry Level program.

Mentoring is a very effective method of learning as it is very personal. It should meet individual needs of the coach. Discussions, meetings or exchange of ideas between the mentor and coach is a “coaching/learning opportunity”.

An effective working relationship at the beginning of a program will provide a good foundation for a constructive learning and communication environment that will benefit both the mentor and the coach.

The mentor and the evaluator can be the same person or separate people at the Entry level. They must be trained by ACA/CSC or the Provincial Sport Organization to perform these functions.

The mentor should use the ACA/CSC Mentor/Evaluator Reference Guide. Instructions to the mentor on how to help the coach successfully complete the Coach Learning Guide and Journal are included in the Mentor/Evaluator Reference Guide. The mentor should be familiar with contents of the Journal in order to guide, counsel and challenge the coach while working through each section.

What should you expect from your Mentor/Evaluator?

- guidance in completing the Journal
- time to discuss with you any questions, concerns or ideas you may have while you are completing the Journal
- time to observe you coaching with your athletes, on the snow at least 2 times during the season.
 - the first time as a learning experience to provide you with feedback on your coaching
 - the second time to provide an evaluation of your coaching for CSCF Entry Level certification purposes. The second time may be a different person who is qualified to do the evaluation.

What should the Mentor/Evaluator expect from you?

- an honest and thorough effort throughout the process of completing the Journal
- submission of the Journal no later than **1 month** following completion of on snow programming at your ski area

DEFINE YOUR COACHING CONTEXT

1. Age Group:

U6

U8

U10

U12

2. Ability/Skill Level of Group (e.g. Snow Stars level):

3. Type of Program (e.g. Nancy Greene Ski League):

4. Names:

Important Individual Facts

(Parent's names, telephone numbers, medical history, schools, other activities/hobbies/interests)

Note: Ensure to note skier-ski racer's involvement in other sport activities/hobbies/interests.

PLAN A TRAINING SESSION

Identify logistics for the training day and design a day plan that is organized, age/skill level specific (Snow Stars) and reflects on-hill safety considerations.

Refer to the “Plan a Training Session” module and reference material presented during the Entry Level course.

Make a Plan for your Day

- What are the logistics that are necessary in planning the training day?
 - equipment needed
 - choice of terrain
 - activities duration
- Identify a clear goal (e.g. appropriate to the Snow Stars skill level).
- Introduce the day activities and set daily goals for the training session.
- Identify warm up activities
 - activities to raise physical and mental readiness
 - active, dynamic stretching activities
 - ski like movements and warm up runs
- Identify activation (challenge through skill training drills) activities (bold activation activities)
 - Do things that require coordination and thinking first (new skills).
 - 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.

TRAINING SESSION PLAN

Age Group: U6 U8 U10 U12

Snow Stars level:

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

DESIGN AN EMERGENCY ACTION PLAN

Refer to the “Plan a Training Session” module and 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 training sessions 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 your skiers.
4. Have on hand a medical profile for each of your skiers, 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).

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

EMERGENCY ACTION PLAN CHECKLIST

Access to telephones

- Radio, battery well charged
- Training venues
- Home venues
- Away venues
- List of emergency phone numbers (home competitions)
- List of emergency numbers (away competitions)
- Change available to make phone calls from a pay phone

Ski Patrol contact

- The ski patrol are contacted in advance of training or racing

Skier/Ski Racer information

- Personal profile forms
- Emergency contacts
- Medical profiles

Personnel information

- The person in charge is identified
- The call person is identified
- Assistants (charge and call persons) are identified

The medical profile of each participant should be up to date and located in the first aid kit.

A first aid kit must be accessible at all times, and must be checked regularly. See the appendices of Plan a Practice reference document for suggestions on contents for a first-aid kit.

SAMPLE EMERGENCY ACTION PLAN

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 (1 st option):	Suzy Chalmers (coach)
Charge person (2 nd option):	Joey Lemieux (assistant coach)
Charge person (3 rd option):	Angela Stevens (parent, nurse, usually on site)
Call person (1 st option):	Brad MacKenzie (parent, cell xxx-xxxx)
Call person (2 nd option):	Sheila Stevens (parent, cell xxx-xxxx)
Call person (3 rd 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 is in charge of the other participants
- ☐ Protect yourself (wears gloves if victim is 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 skier traffic from the entrance/access to the training site before ski patrol arrives
- ☐ Call the emergency contact person listed on the injured person's medical profile

STEPS TO FOLLOW WHEN AN INJURY OCCURS

Step 1: Control the environment so that no further harm occurs

- Stop all skiers under your supervision
- Protect yourself if you suspect bleeding (put on gloves)
- Shelter the injured skier from the elements and from any public skier traffic

Step 2: Do a first assessment of the situation

If your young skier:

- 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
- Cannot move his/her arms or legs or has lost feeling in them



*Activate
EAP!*

If your skier does not show the signs above, proceed to Step 3

Step 3: Do a second assessment of the situation

- Gather the facts by asking your injured skier as well as anyone who witnessed the incident
- Stay with your injured skier and try to calm him/her; your tone of voice and body language are critical
- If possible, have the skier move himself/herself off the training site. Do not attempt to move an injured skier.

Step 4: Assess the injury

- Have someone with first aid training complete an assessment of the injury and decide how to proceed.
- If the person trained in first aid is not sure of the severity of the injury or there is no one available who has first aid training, activate EAP. If the assessor is sure the injury is minor, proceed to step 5.



*Activate
EAP?*

Step 5: Control the return to activity

Allow your skier to return to activity after a minor injury only if there is no:

- Swelling
- Deformity
- Continued bleeding
- Reduced range of motion
- Pain when using the injured part

Step 6: Record the injury on an accident report form and inform the parents

DESIGN YOUR EMERGENCY ACTION PLAN

Design an Emergency Action Plan appropriate to your situation.

Mentor Signature: _____

DO A SELF-EVALUATION OF A TRAINING DAY

Names:

Was the training safe always? Provide evidence.

What was the goal for the day? Was it clear?

Was the goal matching the Snow Stars level and AIM 2 WIN guidelines for my skiers/ski racers?

Was the **activation activities plan** followed?

If YES, show evidence:

If NO, explain why.

Were the drills or exercises related to the goal of the day? What were they? Did they work? Why?

Comment on your feedback to your skiers/ski racers. Was it positive and constructive?

If you were in charge, what would you do differently?

NCCP MAKE ETHICAL DECISIONS - ON LINE EVALUATION

To obtain CERTIFIED status as an Entry Level coach, one of the Entry Level program events that you must complete is the NCCP Make Ethical Decisions on-line evaluation.

Any time after completing the NCCP Make Ethical Decisions module and the ACA/Canadian Ski Coaches Entry Level course, you can log on to the Coaching Association of Canada web site at www.coach.ca to complete this evaluation.

BEFORE you register for this on-line evaluation, you will need a National Coaching Certification Program (NCCP) number. NCCP numbers are assigned by the Coaching Association of Canada on first time entry into the NCCP database. This usually occurs after ACA/CSC submission of Entry Level course results to the NCCP database. This can take up to 1-2 months following completion of the Entry Level course.

If you have previously taken NCCP courses or other sport courses you may already have an NCCP number. You can check for your NCCP number by logging into your Personal Page on the ACA/CSC web site and checking the “General Info” tab.

The ACA/CSC recommends that all coaches do this evaluation as soon after completing the NCCP Make Ethical Decisions module as possible or as part of the Entry Level Mentor Program. Keep your Make Ethical Decisions Reference Material and review the Make Ethical Decisions content prior to registering for the on-line evaluation.

Entry Level Evidence & Standards – Coaching Evaluation (Part A)



Name: _____
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

Provide Support to Skiers/Ski racers in Training				
Maintain a safe training environment				
• Coach surveys the training environment	YES	NO		
• Coach takes steps to minimize risk to skiers throughout the session (Includes equipment and adapting to environmental factors)	YES	NO		
• Produce an Emergency Action Plan (EAP) that contains elements specific to the training area being used (as identified in Planning a training session outcome).	YES	NO		
	Final	NI	ME	
Conduct a drill session to develop “Skier Essential” skiing skills				
• Chooses terrain that is conducive to learning	All the time	Most of the time	Sometimes	Never
• Explanation/demonstration has 1-3 key learning points	All the time	Most of the time	Sometimes	Never
• Key learning points match the Snow Stars program and the ACA LTAD 3.0	All the time	Most of the time	Sometimes	Never
• Activities contribute to development of skill(s) according to the Snow Stars target levels	All the time	Most of the time	Sometimes	Never
• Implement a variety of options for adapting the lesson to ensure optimal learning	All the time	Most of the time	Sometimes	Never
• Makes adjustments to the lesson based on analysis of skier performance	All the time	Most of the time	Sometimes	Never
	Final	NI	ME	
Communicate directions and provide feedback to skiers/ski racers in a way that promotes learning				
• Coach creates opportunities to interact with all skiers	All the time	Most of the time	Sometimes	Never
• Coach is positioned so all skiers can see and hear	All the time	Most of the time	Sometimes	Never
• Coach constructively reinforces skiers' efforts and performance	All the time	Most of the time	Sometimes	Never
• Lesson time is maximized where skiers are actively engaged	All the time	Most of the time	Sometimes	Never
• Skill/performance corrections are prescriptive (emphasize how to improve and why, not just what to improve)	All the time	Most of the time	Sometimes	Never
• Adapt activities to maintain skier's focus and learning	All the time	Most of the time	Sometimes	Never
• Provides encouragement and positive reinforcement. Explanation of activities/ tasks are clear and concise	All the time	Most of the time	Sometimes	Never
• Shows appropriate demonstrations of activities/tasks if required	All the time	Most of the time	Sometimes	Never
• Adapts lesson activities to provide appropriate challenge	All the time	Most of the time	Sometimes	Never
	Final	NI	ME	

Evaluator: _____ Date: _____

Entry Level Evidence & Standards – Coaching Evaluation (Part A)



Name: _____

Date: _____ Evaluation Location: _____

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

ME – Meets Expectation
NI – Needs Improvement

Analyze Performance				
Use the Snow Stars achievement framework to scan and improve performance				
• Observes skills from optimal vantage point(s):				
• Observes an appropriate number of times	All the time	Most of the time	Sometimes	Never
• Views from several different angles	All the time	Most of the time	Sometimes	Never
• Activities promote thinking and focus skills appropriate to skiers' level	All the time	Most of the time	Sometimes	Never
• Identified the level of the skier per the Snow Stars program and the ACA LTAD document	All the time	Most of the time	Sometimes	Never
• Using the Snow Stars program prescribe a drill that will improve an athletic ability, a motor skill and a focus skill	All the time	Most of the time	Sometimes	Never
		Final	NI	ME

Plan a Session				
Identify logistics and produce a day training plan				
• The session has a clearly identified goal and matches the Snow Stars level of the skiers	All the time	Most of the time	Sometimes	Never
• Skiers' age and Snow Stars levels are identified	All the time	Most of the time	Sometimes	Never
• Main segments of the session are identified - intro, warm-up, activation, cool-down and a conclusion	All the time	Most of the time	Sometimes	Never
• Activities and duration of session are consistent with growth and development stages of young skiers (as described in ACA LTAD)	All the time	Most of the time	Sometimes	Never
• Choice of terrain and equipment are outlined and match session goals	All the time	Most of the time	Sometimes	Never
• Activities are purposeful and match overall session goal (the activities match the Snow Stars levels and the ACA LTAD guidelines)	All the time	Most of the time	Sometimes	Never
• Training session fits within the seasonal plan	All the time	Most of the time	Sometimes	Never
		Final	NI	ME
Design an Emergency Action Plan				
• Location of telephones are identified (cell or land lines)	All the time	Most of the time	Sometimes	Never
• Emergency telephone numbers are listed	All the time	Most of the time	Sometimes	Never
• Location of medical profiles for each skier under the coach's care is identified	All the time	Most of the time	Sometimes	Never
• Location of ski patrol is identified	All the time	Most of the time	Sometimes	Never
• Directions to reach the activity site are provided	All the time	Most of the time	Sometimes	Never
		Final	NI	ME

Evaluator: _____ Date: _____

EVALUATION OF COACHING FOR CERTIFICATION



Entry Level

SUMMARY COACHING EVALUATION (Part A)

Name: _____

Evaluation Location: _____ Date: _____

ME – Meets Expectation

NI – Needs Improvement

Provide Support to Skiers/Ski racers in Training

Maintain a safe training environment	NI	ME
Conduct a drill session to develop Skier Essential skiing skills	NI	ME
Communicate directions and provide feedback to skiers in a way that promotes learning	NI	ME

Analyze Performance

Uses the Snow Stars achievement framework to scan and improve the performance	NI	ME

Plan a Training Session

Identifies logistics and produce a day training plan	NI	ME
Design an emergency action plan	NI	ME

Comments

--

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: _____

Entry Level

Evidence and Standards – Coaching Evaluation (Part B)



Name: _____

Date: _____

Evaluation Location: _____

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

ME – Meets Expectation
NI – Needs Improvement

Support Skiers/Ski racers in Training ... in a Variety of Environments				
Set training environments for the Skier Essentials level				
• Coach demonstrates safety and risk awareness:				
• Leaves adequate spill zones	All the time	Most of the time	Sometimes	Never
• Monitors on hill safety	All the time	Most of the time	Sometimes	Never
• Shows awareness of natural and human risk factors	All the time	Most of the time	Sometimes	Never
• Sets a safe environment and mitigates risk where necessary	All the time	Most of the time	Sometimes	Never
• Shows appropriate use of equipment (gate, stubby or brush joint at snow level and straight, drills, radios etc.)	All the time	Most of the time	Sometimes	Never
		Final	NI	ME

Plan a Session				
Conduct a training session that promotes Skier Essentials athletic and technical skill development				
• Shows ability to choose appropriate terrain	All the time	Most of the time	Sometimes	Never
• Skiers' age and Snow Stars levels are considered	All the time	Most of the time	Sometimes	Never
• Training environment promotes development of key Snow Stars athletic abilities (agility, balance, coordination, speed 1)	All the time	Most of the time	Sometimes	Never
• Course set promotes development of cognitive abilities and fundamental decision making	All the time	Most of the time	Sometimes	Never
• Key learning objectives are identified and match the Snow Stars levels	All the time	Most of the time	Sometimes	Never
• Activities are purposeful and match the overall objectives	All the time	Most of the time	Sometimes	Never
• Location of session within the seasonal plan is identified	All the time	Most of the time	Sometimes	Never
		Final	NI	ME
Sets special training environments effectively.				
• Promotes competitive spirit within the training environment	All the time	Most of the time	Sometimes	Never
• Uses variations in setting to create challenges for skiers when required	All the time	Most of the time	Sometimes	Never
• Shows ability to adjust per skier response to training	All the time	Most of the time	Sometimes	Never
• Provides skiers with adequate number of repetitions and time on task	All the time	Most of the time	Sometimes	Never
• Communicates with all skiers and provides feedback when and where appropriate	All the time	Most of the time	Sometimes	Never
		Final	NI	ME

Mentor/Evaluator Signature: _____ Date: _____

EVALUATION OF COACHING FOR CERTIFICATION



Entry Level

SUMMARY COACHING EVALUATION (Part B)

Name: _____

Evaluation Location: _____ Date: _____

ME – Meets Expectation
NI – Needs Improvement

Support Skiers/Ski racers in a Variety of Environments

Set a training environment for the Skier Essentials level	NI	ME
Conducts a training session that promotes Skier Essentials athletic and technical skill development	NI	ME
Sets special training environments effectively	NI	ME

Comments

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: _____

Mentor/Evaluator Signature: _____ Date: _____

Protocol - Design a Basic Ski Race Program Evaluation – Part C

TRAINING

NOTE: Coaches must complete the training for designing a basic sport program BEFORE completing this evaluation. This training is NOT provided during the Entry Level course. Please check the ACA/CSC web pages at <https://ltad.alpinecanada.org/coaches/coach-education> 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 Entry 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 Entry Level master coach/ evaluator

The evaluator will **contact the coach** to coordinate logistics and the submission of the Entry Level Coach Portfolio Learning Journal - 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 Entry Level Coach Portfolio Learning Journal – Part C

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 23 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 **Skiers essentials and Learn to Train** phase of development
- Factor in appropriate peaking and tapering opportunities within the competition phase of the yearly plan

Worksheet – Alpine Ski Yearly Planning Instrument (YPI)

(see separate document)

Evaluation Summary – Design a Basic Ski Race Program



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
- 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

Evidences & Standards – Design a Basic Ski Race Program



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. Most times)

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 ACA LTAD 3.0 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	

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: _____

PROCEDURE TO ENSURE COACH EVALUATION CREDIT

Entry Level Practical Coaching Mentor Program - Part A

Entry Level Setting Environments Evaluation - Part B

Entry Level Design a Basic Ski Race Program – Part C

It is the Evaluator's responsibility to ensure the coach has met all requirements prior to evaluations and receives proper credit for all successful evaluations.

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/Canadian Ski Coaches with appropriate "Evaluator" training 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 detail and 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. <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.

CSC-ACA

8. ACA will update records in the Canadian Ski Coaches database and the NCCP database (Locker).

It's simple and quick. Do it!