



Stay Connected & Engage with Us



Performance Level

Coach Portfolio Guidelines

for on hill observation and debrief

Part A – Coaching Evaluation – during Training

Part B – Coaching Evaluation – at a Race

for documentary review

Part C – Performance Planning Evaluation

Part D – Managing a Program Evaluation

Every athlete deserves a CERTIFIED coach.

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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.

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Table of Contents

Coach Evaluation Process.....	5
Part A – Coaching Evaluation – during Training – Protocol.....	7
Part A – Details.....	10
Planning a Training Session	10
Worksheet – Training Plan Logistics and Background Information.....	11
Worksheet – Training Session Plan	14
Emergency Action Plan	16
Sample Emergency Action Plan	17
Worksheet – Emergency Action Plan.....	18
Worksheet – Training Session – Emphasis & Objectives	19
Evaluation Summary.....	20
Evaluation Evidences and Standards	22
Part B – Coaching Evaluation – at a Race – Protocol	26
Part B – Details.....	28
Worksheet – Roles, Responsibilities & Expected Behaviors	30
Worksheet – Competition Logistics & Background Information	32
Worksheet – Athlete Effectiveness in Competition	34
Worksheet – Athletic & Energy System Demands of Competition.....	35
Worksheet – Athlete Psychological Effectiveness in Competition	36
Worksheet – Competition Emphasis & Objectives.....	37
Evaluation Summary.....	38
Evaluation Evidences and Standards	40
Part C – Performance Planning (Design a Program) Evaluation – Protocol.....	42
Part C – Details.....	43
Worksheet – Sequencing Multiple Training Sessions – Micro-cycle Planning.....	45
Worksheet – Individual Athlete Peaking & Tapering Protocols	46
Worksheet – Alpine Ski Yearly Planning Instrument.....	47
Evaluation Summary.....	48
Evaluation Evidences and Standards	49
Part D – Performance Planning (Manage a Program) Evaluation – Protocol.....	51
Part D – Details.....	52
Worksheet – Key Program Objectives	55
Worksheet – Program Logistics & Background Information.....	56
Worksheet – Managing Administrative Aspects of a Program	57
Evaluation Summary.....	59
Evaluation Evidences and Standards	60
Re-Evaluation Policy and Procedure	62

A messy or incomplete portfolio submission will NOT be considered!

Take pride in your work!

Coach Evaluation Process

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 Performance Level. The Performance Level Portfolio is in four parts:

- **Part A** – to be completed prior to the on hill **Coaching Evaluation – during training** – observation and debrief - required for CERTIFIED status
- **Part B** – to be completed prior to the on hill **Coaching Evaluation – at a race** – observation and debrief - required for CERTIFIED status

The **coaching evaluation process** for Part A and Part B is comprised of:

- **assessment** of the Coach Portfolio
 - Part A for coaching during training
 - Part B for coaching at a race
- **observation and debrief** of an on hill coaching session
 - Part A during training with athletes
 - Part B at a race with athletes

This evaluation is conducted over a one (1) day period which includes a debrief session which is conducted indoors after the coaching observation is completed. The process is conducted by an accredited Performance Level master coach/evaluator.

- **Part C** – to be completed as part of the documentary submission for the **Performance Planning (Design a Program)** evaluation
- **Part D** – to be completed as part of the documentary submission for the **Performance Planning (Manage a Program)** evaluation

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 - Train to Race” level 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 national master coach/evaluator assigned by ACA-CSC for the process.

The Coach Portfolio may contain:

- **the template worksheets provided 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.**

Coach Certification Process

Certification Status

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

Performance Level Evaluation – Prerequisites

To register for a Performance Level evaluation, the following prerequisites apply:

Performance Level Evaluation

- Coaching Evaluation – during Training
- on hill
- Coaching Evaluation – at a Race
- on hill
- Performance Planning Evaluation
- documentary
- Manage a Program Evaluation
- documentary

Prerequisite

- Performance Level TRAINED status
- Performance Level TRAINED status.
- Performance Level TRAINED status.
- Performance Level TRAINED status.

Performance Level Trained

I want to work with ski racers at the Train to Train and Train to Race development stages.

- Prerequisites:
 - Development Level Certified
 - NCCP Modules*
 - Design A Basic Sport Program
 - Managing Conflict
 - Leading Drug Free Sport
 - Prevention & Recovery
 - Coaching & Leading Effectively
 - Developing Athletic Abilities
- Complete Performance Level Foundations Course (old PL Intro 2)
 - Performance Planning
 - Manage a Sport Program
 - Periodization
 - Physiology & Biomechanics of ski racing
 - Design an annual training plan - integrated individualized performance plan
- Complete Performance Level on-snow course (old PL Intro 1)
 - Daily Training Environment Prep
 - Activating a Training and Competition plan designed for the individual ski racer
 - Analyze performance

- Next Steps**
- Complete ACA-CSC Licensing Tasks
 - Complete tasks required to become a Performance Level certified coach

**NCCP Modules can be taken at anytime*

Performance Level Certified

I want to lead a group ski racers at the Train to Train and Train to Race stages of development and be evaluated as a competent & safe coach

- Complete NCCP Online Evaluations:
 - Make Ethical Decisions online evaluation if not yet completed
 - NCCP Managing Conflict Online Evaluation
 - NCCP Leading Drug Free Sport Evaluation
- Complete Planning for Performance evaluation
- Complete Manage a Program evaluation
- Complete on-snow practical evaluation in-training
- Complete on-snow practical evaluation in-competition

- Next Steps***
- Performance Level Advanced certified
 - High Performance Coaching Pathway*
- *High Performance Coaching Pathway open to coaches working with podium and gold medal profile ski racers*

**Dependent on coaching goals*

NOTE:
Coaches must be working in the competitive U16 and FIS athlete pathway to undergo a performance level evaluation to become Performance Level Certified

Performance Level Advanced Certified

I want to be a head coach of coaches who are coaching ski racers at the Train to Train and Train to Race stages of development and be evaluated as a competent & safe head coach

- Enroll & Complete the NCCP Advanced Coaching Diploma
- Prerequisites
 - Performance Level Certified
 - Submission of a coach portfolio outlining work completed during ACA performance level certification process
 - Recommendation from ACA
 - Working in competitive U16, club FIS program, PTSO coach position
 - Have three (3) years experience coaching at performance level context
 - Canadian Citizen or Permanent Resident of Canada

- Next Steps***
- Transition to UBC Master's in Coaching program or ACA High Performance Coaching Pathway if working with podium pathway and gold medal profile ski racers in Train to Race and Race to Win Stages

**Dependent on coaching goal*

Draft In NCCP Approval Process

Part A – Coaching Evaluation – during Training – Protocol

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

Before On Hill Observation

- The master coach/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** either electronically or in hard copy to the master coach/evaluator prior to the scheduled evaluation. The portfolio will include:
 - A **training plan** that identifies background information and logistics for the training activities that include:
 - age, athletic ability and stage of skill/motor development for each athlete
 - specific training activities that are relevant to the yearly plan
 - activities that integrate mental skills, decision making and promote cognitive engagement
 - identification of environmental and safety factors
 - an **Emergency Action Plan (EAP)** specific to the event being trained and the training site
 - A **training session plan** that will be used for the **on hill formal observation**. It will explain the activities and sequencing of the session that will promote best athlete performance in reference to:
 - the athletic/motor abilities the coach plans to promote during the training session
 - the appropriateness of the activities relative to the training phase of the yearly plan
 - the planning of the activities includes variations that create appropriate challenges
 - the plan reflects awareness of and control of potential risk factors
 - the activities are adapted to the athletes' level of fitness
 - the activities are adapted to the athletes' stage of skill development
 - the segments of the training session are identified (warm up, main part, cool down)
- The master coach/evaluator will coordinate a meeting place with the coach on the day of the on hill observation.
- The master coach/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 master coach/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 athletes, preferably U16 - U18 - U21 or older**. This **cannot** be accomplished with **U14** athletes or younger.
- The observation time should be at least **6 hours** including preparation and coaching session.
- The coach should be doing everything they usually do without restrictions.
- The master coach/evaluator will follow the coach where ever the coach may go with minimal interference in the coaching session.
- In the case that the coach is using radio communication with athletes, the master coach/evaluator should have a radio to hear the conversations.
- If the coach is working with other coaches he/she will be the one to set the training courses and he/she will work with a minimum of (4) athletes
- Based on the situation on the hill, the coach may make modifications from the original plan, if necessary.
- The master coach/evaluator must use the “Evidence & Standards – Coaching during Training” forms in this Guide during and immediately after the on hill observation to document evidence he/she observed while watching the coach with their athletes.

The Debrief Session

- The master coach/evaluator will conduct a debrief session with the coach. Suggested debrief time is approximately **90 minutes** depending on circumstances.
- On conclusion of the debrief session, or shortly thereafter, the master coach/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 master coach/evaluator shall decide, with the coach, any follow-up that the coach wishes to plan.

Administration

- The master coach/evaluator will forward to the ACA-CSC National office course coordinator the results of the coach evaluation to include:
 - the completed “**Summary Evaluation – Coaching during Training**” form
 - the completed “**Evidence & Standards – Coaching during Training**” forms
- The ACA-CSC course coordinator will update the coach file in the ACA-CSC platform.

Part A – Details

Planning a Training Session

Evaluation is based on the coach ability to:

- **Identify background information and logistics for training activities**
- **Design and sequence training activities within the training plan that will promote best athlete performance and learning**

This requires knowledge in the following areas:

- Safety - risk assessment and injury prevention
- Maximize physical and cognitive engagement in varied activities - age/skill specific
- Sequence daily activities to promote skill acquisition and learning
- Follow the warm up, main part and cool down protocols
- Develop an **Emergency Action Plan (EAP)** specific to the training site

Making a Plan for Your Training Session

- What are the logistics necessary in planning the training day?
- Is the training session relevant to the training period and phase of the yearly plan?
- Identify segments of the training session
 - General/specific warm up activities
 - Motor/Skill related activities that promote skill acquisition
 - Activities to develop specific athletic abilities
 - Cool down activities that reinforce skill acquisition
- Identify performance and learning objectives
 - Variable training to promote challenge and athlete adaptation
 - Activities that promote information processing and decision making
 - Activities that promote cognitive engagement (cognitive triggers/cues)
- Tools to be used by the coach to accomplish the training session objectives
 - Appropriate sequencing of training activities
 - Adjusting activities based on athlete response to training
 - Monitoring safety factors to prevent injuries
- Debrief and review athlete performance and learning objectives

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

Worksheet – Training Plan Logistics and Background Information

1. Logistics:

of female athletes: _____ # of male athletes: _____

Chronological age of **female** athletes:
(U16) (U18) (U21 or older)

Chronological age of **male** athletes:
(U16) (U18) (U21 or older)

2. Athlete stage of training/competition development: (LTSD reference)

Learn to Race (Competition Introduction - U16):

of female athletes: _____ # of male athletes: _____

Train to Race (Competition Development - U18):

of female athletes: _____ # of male athletes: _____

Train to Win (Competition High Performance - U21 or older):

of female athletes: _____ # of male athletes: _____

3. Training experience:

Number of athletes training in a part time program (under 30 weeks):

of female athletes _____ # of male athletes _____

Number of training sessions per week: _____

Duration of training sessions: _____ hrs

Number of athletes training in a full time program (52 weeks): _____

of female athletes _____ # of male athletes _____

Number of training sessions per week: _____

Duration of training sessions: _____ hrs

4. Competition experience:

Number of Regional events: _____

Number of Provincial events: _____

Number of Championship events: _____

5. Efficacy of athletes to meet event specific athletic/motor demands for training:

Slalom:

Athletic abilities:

Motor/Skill abilities:

Giant Slalom:

Athletic abilities:

Motor/Skill abilities:

Speed (Super G and/or Downhill):

Athletic abilities:

[illegible]

Motor/Skill abilities:

Priorities and/or objectives for the given Training Period and Training Phase within the Yearly Plan (AIM 2 WIN recommended principles and guidelines for athlete development):

Training Period: _____ Training Phase: _____

[illegible]

Other training considerations taken into account:

[illegible]

Worksheet – Training Session Plan

		Micro cycle	Training Period	Training Phase
		Training focus: Event: Athletic abilities: Motor skills: Decision Making: Mental skills:		
		Warm Up (drills/exercises)	Main Part (motor/skill activities, decision making, cognitive cues)	Cool Down (reinforce skill acquisition)
M O R N I N G	PF			
	OBJ			
	VO			
	L			
	INT			
	FI			

Warm Up (drills/exercises)		Main Part (motor/skill activities, decision making, cognitive cues)	Cool Down (reinforce skill acquisition)
A F T E R N O O N	PF		
	OBJ		
	VOL		
	INT		
	FI		
PF: Performance Factors OBJ: Training Objectives VOL: Volume (H=high M=medium L=low) INT: Intensity (H=high M=medium L=low) FI: Expected Fatigue Index (H=high M=medium L=low)			

Emergency Action Plan

Refer to the “Plan a Training Session” Reference Material presented during the CSCF Entry Level course for more information.

An **Emergency Action Plan (EAP)** is designed by coaches to assist them in responding to emergency situations. It will help the coach 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 and for any ski hill where you regularly host competitions.

An EAP can be clear and should cover the following items:

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

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

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 (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 is in charge of the other participants
- ☐ Protect yourself (wears gloves if he/she 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 traffic from the entrance/access training site before ski patrol arrives
- ☐ Call the emergency contact person listed on the injured person's medical profile

Worksheet – Emergency Action Plan

Contact information for this training session:

Ski Patrol phone number(s):

On hill Doctor on duty, if applicable:

Head coach cell phone number:

Assistant coach(s) cell phone number:

Home club phone number:

Charge person (1st option):

Charge person (2nd option):

Charge person (3rd option):

Call person (1st option):

Call person (2nd option):

Call person (3rd option):

Worksheet – Training Session – Emphasis & Objectives

Complete the following worksheet based on one (1) of your athletes who will be in attendance at this training session:

1. Fill in the appropriate **month** for this training session
2. Specify the **period** that applies
3. Complete the **macro-cycle**, **meso-cycle** and **micro cycle** information according to the yearly planning instrument
4. **Emphasis** - Assign a percentage of value for each factor that you think may impact your athlete's performance
5. **Objectives** - Briefly identify the specific performance and learning **objectives** for your athlete relative to each factor

Month																					
Period																					
Phase	Macro																				
	Meso																				
	Micro																				
Emphasis %																					
Environment																					
Equipment																					
Psych	Affective																				
	Cognitive																				
Physical	5S's																				
	Nutrition																				
	Recovery																				
Tactical																					
Technical																					
Objectives																					
Environment																					
Equipment																					
Psych	Mental managing																				
	Affective																				
	Cognitive																				
Physical	Abilities																				
	5S's																				
	Nutrition																				
	Sleep/Rest																				
Tactical																					
Technical																					
School/Work																					
Recovery/Regeneration																					

Evaluation Summary



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 task(s)
- Coach requires minimal supervision or guidance
- Coach can act autonomously

PLAN A TRAINING SESSION

	NI	ME
PLANS A TRAINING SESSION IDENTIFYING BACKGROUND INFORMATION AND LOGISTICS FOR TRAINING ACTIVITIES		
DESIGNS AND SEQUENCES TRAINING ACTIVITIES WITHIN THE PLAN THAT WILL PROMOTE BEST ATHLETE PERFORMANCE AND LEARNING		
Need ALL ME for a successful evaluation	Overall Result	NI ME

SUPPORT TO ATHLETES IN TRAINING

	NI	ME
ENSURES THAT THE TRAINING ENVIRONMENT IS SAFE		
Valuing: Coach provides rationale for his/her course of action(s) regarding safety and risk assessment Critical thinking: Coach reflects on previous training sessions regarding safety and risk assessment		
ADJUSTS ACTIVITIES BASED ON ATHLETES' RESPONSE TO TRAINING		
Valuing: Coach provides appropriate rationale for his/her decisions and can justify how the adjustments relate to the training objectives Critical thinking: Coach monitors the outcome and/or effectiveness of adjustments to training activities based on athlete response to training		
IMPLEMENTS AN ORGANIZED AND STRUCTURED SESSION		
Critical thinking: Coach reflects on performance and learning objectives based on individual athlete needs and/or circumstances Valuing: Coach considers possible ethical consequences for his/her course of action Coach encourages athlete opinions and suggestions relating to the training regime		
INTERACTS WITH ATHLETES TO PROMOTE LEARNING AND PERFORMANCE		
Interaction: Coach interacts appropriately to help athlete(s) achieve his/her/ their goals and objectives Coach applies appropriate teaching and learning principles relating to athlete skill level Coach promotes athlete responsibility and autonomy relating to decision making and learning Leadership: Coach promotes leadership in others (athletes and other coaches) Problem Solving: Coach identifies appropriate coaching responses or courses of action in order to bring about positive outcome Critical thinking: Coach promotes critical reflection in athlete(s) and other coach(s)		

FACTORS MENTAL SKILLS, DECISION MAKING AND COGNITIVE ABILITIES INTO TRAINING		
Interaction: Coach interacts appropriately with the athletes to promote individual mental skills development Critical thinking: Coach facilitates critical reflection in athletes Leadership: Coach encourages athletes to self analyze and self monitor their performance		
DEMONSTRATE AN ABILITY TO SET AN AGE APPROPRIATE TRAINING/RACE COURSE IN SLALOM OR GIANT SLALOM		
Valuing: Coach provides appropriate rationale for his/her course of action regarding course design and adjustments, if necessary Critical thinking: Coach reflects on the competitive skill of the athletes and sets courses accordingly Coach reflects on the rules and regulations of course setting and sets appropriately Problem solving: Coach analyzes the conditions that exist for specific course design Coach identifies appropriate course of action with regard to course design Interaction: n/a Leadership: Coach is willing to take calculated risks based on his/her athletes' skill and competitive development Coach challenges athletes by experimenting with course design		
Need ALL ME for a successful evaluation	OVERALL RESULT	

ANALYZE PERFORMANCE

	NI	ME
OBSERVATION AND ASSESSMENT OF TECHNICAL/TACTICAL PERFORMANCE		
Problem Solving: Coach is able to analyze the conditions that exist in a specific coaching situation Coach identifies appropriate course of action or coaching response to a specific situation Critical thinking: Coach applies an analytical framework in order to effectively observe and assess a specific coaching situation		
INTERACTS WITH ATHLETES TO FACILITATE IMPROVED TECHNICAL/TACTICAL PERFORMANCE		
Problem solving: Coach is able to choose an effective response to a coaching situation based on observation and assessment of specific training conditions Coach is able to turn decisions into action in order to solve a number of problems Interaction: Coach communicates effectively with athlete(s) and other coach(s) Coach brings about a positive outcome in a complex coaching context Leadership: Coach has a positive influence on the behaviour of athlete(s) and other coach(s) Coach works collaboratively with athlete(s) and other coach(s) Coach promotes leadership in athlete(s) and other coach(s)		
Need ALL ME for a successful evaluation	OVERALL RESULT	

Evaluation Evidences and Standards



Rating

For each black shaded criterion, 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)

PLAN A TRAINING SESSION

OBSERVABLES		OBSERVATION STANDARD			
Plans a training session identifying background information and logistics for activities					
Observables needed: 5/7					
Coach presents an Emergency Action Plan that reflects learning from previous history	Always	Most times	sometimes	never	
Identifies potential environmental and safety factors	Always	Most times	sometimes	never	
Identifies specific training activities relevant to the yearly planning instrument	Always	Most times	sometimes	never	
Identifies athletes' age, athletic abilities and skill/motor performance levels	Always	Most times	sometimes	never	
Identifies specific classification of athletes relating to PARA categories (standing, sitting, blind)	Always	Most times	sometimes	never	
Planned activities integrate mental skills (goal setting, focus, arousal control)	Always	Most times	sometimes	never	
Planned activities integrate decision making and cognitive abilities in the training	Always	Most times	sometimes	never	
Designs and sequences training activities within the plan that will best promote athlete performance					
Observables needed: 6/8					
Activities are adapted to the athletes' physical fitness level (speed, agility, stamina, power, strength)	Always	Most times	sometimes	never	
Activities are designed to promote physical/athletic abilities	Always	Most times	sometimes	never	
Activities are designed to promote motor/skill abilities	Always	Most times	sometimes	never	
Activities are appropriate to the training phase of the yearly plan	Always	Most times	sometimes	never	
Activities are adapted to the athletes' skill level (consolidation, refinement, creative variation)	Always	Most times	sometimes	never	
Planning of activities include variations that will create specific challenges	Always	Most times	sometimes	never	
Main segments of training are identified (warm up, skill training, unloading)	Always	Most times	sometimes	never	
Planned activities reflect awareness of and control of potential risk factors (environmental, equipment, human)	Always	Most times	sometimes	never	

SUPPORT TO ATHLETES IN TRAINING

OBSERVABLES

OBSERVATION STANDARD

ENSURES THAT THE TRAINING ENVIRONMENT IS SAFE

Observables needed: 3/3

Surveys training site and conducts a risk assessment		Always	Most times	sometimes	never	
Ensures the training equipment is in order		Always	Most times	sometimes	never	
Adapts to environmental factors		Always	Most times	sometimes	never	

IMPLEMENT AN ORGANIZED AND STRUCTURED SESSION

Observables needed: 4/6

Identifies and communicates performance objectives		Always	Most times	sometimes	never	
Identifies and communicates learning objectives		Always	Most times	sometimes	never	
Integrates a variety of training approaches		Always	Most times	sometimes	never	
Ensures activity time is high and athletes are on task		Always	Most times	sometimes	never	
Activities relate to the performance and learning objectives		Always	Most times	sometimes	never	
Athletes are encouraged to contribute ideas and suggestions to the training		Always	Most times	sometimes	never	

ADJUST ACTIVITIES BASED ON ATHLETES' RESPONSE TO TRAINING

Observables needed: 5/7

Coach makes adjustments to training based on concerns for athlete safety		Always	Most times	sometimes	never	
Coach adapts training conditions to facilitate decision making by athletes		Always	Most times	sometimes	never	
Coach adjusts volume/intensity ratios based on athlete's response to training		Always	Most times	sometimes	never	
Coach identifies when learning is not occurring and identifies critical cause(s)		Always	Most times	sometimes	never	
Adapts training to provide appropriate challenges to athletes		Always	Most times	sometimes	never	
Coach bases adjustments to training on in-training performance analysis		Always	Most times	sometimes	never	
Coach provides adequate rationale for adjustments to training activities		Always	Most times	sometimes	never	

INTERACTS WITH ATHLETES TO PROMOTE LEARNING AND IMPROVE PERFORMANCE

Observables needed: 5/7

Frequency of feedback is relevant to athletes' skill level		Always	Most times	sometimes	never	
Coach questions athletes to solicit feedback		Always	Most times	sometimes	never	
Uses a checklist to identify cause(s) of performance errors		Always	Most times	sometimes	never	
Uses questioning to facilitate athletes to reflect on performance		Always	Most times	sometimes	never	
Correctly uses delayed or summative feedback		Always	Most times	sometimes	never	
Determines when to inhibit feedback		Always	Most times	sometimes	never	
Debriefs the athletes to promote learning		Always	Most times	sometimes	never	

FACTORS MENTAL SKILLS, DECISION MAKING, COGNITIVE CUES IN TRAINING

Observables needed: 6/9

Coach individualized mental training activities for each athlete based on performance needs and personal characteristics	Always	Most times	sometimes	never	
Coach provides guidelines about what to focus on and how to do it in order to achieve positive mental training effects	Always	Most times	sometimes	never	
Coach draws attention to the athletes on key mental components necessary for activities that simulate competitive conditions	Always	Most times	sometimes	never	
Coach integrates specific decision making situations by creating cognitive triggers/cues	Always	Most times	some-times	never	
Identifies appropriate decisions to be trained given the athletes' stage of competitive development	Always	Most times	sometimes	never	
Identifies corrections to performance that focus the athletes' attention toward external cues or on the anticipated effects of the movement(s)	Always	Most times	some-times	never	
Coach encourages athletes to take calculated risks based on athletes' stage of skill and competitive development	Always	Most times	sometimes	never	
Facilitates the athletes to self-analyze and self-monitor their own performance	Always	Most times	sometimes	never	
Quality questions are used to facilitate athletes' critical thinking and problem solving relative to performance related decisions	Always	Most times	sometimes	never	

INTERACT WITH ATHLETES TO FACILITATE IMPROVED TECHNICAL/TACTICAL PERFORMANCE

Observables needed: 6/8

Coach differentiates between desired and actual performance at the performance level	Always	Most times	sometimes	never	
Coach uses appropriate feedback style	Always	Most times	sometimes	never	
Facilitates athlete's focus on external cues	Always	Most times	sometimes	never	
Uses appropriate feedback to assist athletes in correcting performance errors	Always	Most times	sometimes	never	
Creates appropriate conditions to allow athletes to implement corrections	Always	Most times	sometimes	never	
Ensures athlete motor and cognitive engagement in activities	Always	Most times	sometimes	never	
Facilitates athletes to reflect and problem solve	Always	Most times	sometimes	never	
Ensures difficulty of corrective tasks are appropriate	Always	Most times	sometimes	never	

DEMONSTRATE THE ABILITY TO SET AN AGE APPROPRIATE TRAINING/RACE COURSE (SL and GS)

Observables needed: 7/9

Sets a course that meets all the minimum and maximum distance requirements	Always	Most times	sometimes	never	
Sets a course that meets all gate and combinations requirements	Always	Most times	sometimes	never	
Sets a course relevant to athletes' competitive level	Always	Most times	sometimes	never	
Considers equipment safety factors	Always	Most times	sometimes	never	
Adjusts courses based on athletes in- training performance	Always	Most times	sometimes	never	
Monitors external factors that may impact performance	Always	Most times	sometimes	never	
Chooses the best training terrain available for learning	Always	Most times	sometimes	never	
Correctly sequences the training activities	Always	Most times	sometimes	never	
Replicates competitive conditions as often as possible	Always	Most times	sometimes	never	

ANALYSE PERFORMANCE

Observables

Observation Standard

OBSERVATION AND ASSESSMENT OF TECHNICAL/TACTICAL PERFORMANCE					
Observables needed: 8/10					
Uses a number of vantage points to observe performance	Always	Most times	sometimes	never	
Observes a number of repetitions of a performance	Always	Most times	sometimes	never	
Uses coaching aids to help performance assessment (video, notation, other coaches)	Always	Most times	sometimes	never	
Uses key performance factor checklist to determine performance errors	Always	Most times	sometimes	never	
Identifies critical cause(s) of performance errors	Always	Most times	sometimes	never	
Coach acknowledges athletes' strengths and successes	Always	Most times	sometimes	never	
Coach explains how and why error(s) impact performance	Always	Most times	sometimes	ever	
Performance expectations are relevant to the athletes' skill level	Always	Most times	sometimes	never	
Coach facilitates athletes' awareness of performance errors	Always	Most times	sometimes	never	
Coach uses technology to conduct analysis	Always	Most times	sometimes	never	

Part B – Coaching Evaluation – at a Race – Protocol

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

Before On Hill Observation

- The master coach/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 master coach/evaluator prior to the scheduled evaluation.
- The master coach/evaluator will coordinate a meeting place with the coach on the day of race.
- The master coach/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 master coach/evaluator will ensure that all the proper documentation is included.

During On Hill Observation - at a Race

- The master coach/evaluator should be in contact with the coach as much as possible in order to observe body language, tone of voice, athlete response to the coach (a radio must be made available)
- The master coach/evaluator should remain as objective as possible ensuring that the coach is given an opportunity to fulfill whatever interventions or interactions that may be required
- The master coach/evaluator should use notations, recordings or use other devices in order to effectively observe and record the contact between the coach and his/her athlete(s) or other coaches
- The master coach/evaluator should observe the athlete(s) whom the coach contacts, in order to see the athletes' responses/reactions to the coach's interventions or interactions
- The master coach/evaluator must be prepared to move with the coach as he/she works through his/her normal race routine
- The master coach/evaluator should ask questions for clarification of specific interactions or information provided by the coach
- The master coach/evaluator should remain on task by minimizing inquiries from or interactions with coaches and athletes outside of the coach's immediate domain.

The Debrief Session

- The master coach/evaluator will conduct a debrief session with the coach. Suggested debrief time is approximately **90 minutes** depending on circumstances.
- On conclusion of the debrief session, or shortly thereafter, the master coach/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 master coach/evaluator shall decide, with the coach, any follow-up that the coach wishes to plan.

Administration

- The master coach/evaluator will forward to the ACA-CSC National office course coordinator the results of the coach evaluation to include:
 - the completed “**Evaluation Summary – Coaching at a Race**” form
 - the completed “**Evaluation Evidence & Standards – Coaching at a Race**” forms
- The ACA-CSC course coordinator will update the coach file in the ACA-CSC Platform.

Part B – Details

Analysis of Demands of Competition

→ Coach to complete the Competition Logistics and Background Information worksheet to provide the following information:

- Assessment of dominant energy systems utilized in the competition
- Identify the most current physical testing session to ensure athletes' physical readiness for competition
- Consider the level of expertise of your athletes with regard to the competition
- Factor in the amount of actual training the athletes have experienced prior to a competition

→ Coach to complete the Competition Emphasis and Objectives worksheet to provide the following information:

- Factor in the affective dimension and cognitive capacities of the athletes relative to the demands of the competition
- Factor in the mental management skills required for the competition relative to: stress management, distraction techniques, activation control, focus and refocus plans
- Consider equipment needs in preparation for competition
- Factor in the environment for the competition (hill configurations, length of race hill, climactic factors, prevailing weather conditions)
- Consider nutrition, sleep, rest, activities relative to recovery and regeneration
- Factor in the technical and tactical requirements for competition at this level

Assessment of Athletes to Perform in Competition

→ Coach to complete the Roles, Responsibilities and Expected Behavior Worksheet to provide the following information:

- Identify your personal role, responsibilities and expected behaviour at the competition
- Identify roles, responsibilities and expected manners of your coach/ support staff
- Identify roles, responsibilities and expected behaviour of your athletes at the event
- Factor in contingency plans, pre-competition meetings, daily schedule on race days

→ Coach to complete the Athlete's Effectiveness in Competition Worksheet to provide the following information:

- Identify your athlete's affective and cognitive preparedness for competition
- Indicate your athlete's interest and motivation to compete
- Indicate your athlete's effectiveness in transferring newly acquired training skills to a competitive environment
- Indicate the general health and welfare of your athlete for competition
- Indicate the athlete's level of understanding of competition complexities

→ Coach to complete the Athletic Demands for Competition worksheet in order to provide information with regard to the following:

- Determine the number of athletes in your program who are prepared to meet the athletic demands for competition with regard to: agility, coordination, balance, speed and precision of movements
- Identify the number of athletes in your program who are ready to compete with regard to components of strength and stamina

→ Coach to complete the Athletes' Psychological Effectiveness for Competition worksheet in order to provide information regarding the following:

- Determine the number of athletes in your program who possess the psychological effectiveness for this level of competition

→ Coach to complete Emphasis and Objectives for Competition worksheet providing the following info:

- Identify specific factors that will be emphasized for one of your athletes in a competition (male or female)
- Prioritize the objectives for your athlete for a competition

Report on Competition Logistics

→ Coach to provide a standardized form(s) which includes information relating to competition logistics such as:

- Event Location
- Club, Provincial or National team athlete quotas
- Accommodation requirements
- Travel time to competition site
- Method of travel to and from competition site to hotel
- Facilities available at the hotel for recovery/regeneration, if applicable
- Training facilities available at the competition site
- Availability of training time
- Restrictions that may apply

→ Coach to provide the following information on a standardized Race Organizing committee form:

- Length of course
- Number of gates
- Course setter/jury members
- Elevation, altitude
- Type of event
- Location of warm up terrain and times
- Inspection times (1st and 2nd runs)
- Competition start times (1st and 2nd runs)
- Predicted weather, temperatures, snow conditions
- Location of race hill
- Safety zones, if applicable
- Section, interval times, if applicable

Worksheet – Roles, Responsibilities & Expected Behaviors

What are your personal roles, responsibilities and expected behaviour?

Pre-Competition:

During Competition:

Post Competition:

What are the roles, responsibilities and expected behaviour of the coach/support staff?

Pre- Competition:

During Competition:

Post Competition:

What are the roles, responsibilities and expected behaviour of your athletes?

Pre-Competition:

During Competition:

Post Competition:

Contingency Plans (Race Days):

Team meetings and “race day” scheduling:

Worksheet – Competition Logistics & Background Information

Logistics:

Number of athletes attending the competition: Females _____ Males _____

Chronological ages of athletes: Females _____ Males _____

Athlete Stages of Competition Development (ACA- LTSD reference):

Learn to race: # of Females _____ # of Males _____
(Competition Introduction - U16)

Train to race: # of Females _____ # of Males _____
(Competition Development - U18)

Train to win: # of Females _____ # of Males _____
(Competition High Performance - U21 or older)

Competition experience:

Number and type of competitions in this meso-cycle of the competition phase:

Regional _____

National _____

Championships _____

Number of competitions your athletes attended prior to this event: _____

Number of training sessions conducted prior to this competition: _____

Assessment of the athletic requirements and dominant energy demands for this competition:

Athletic requirements:

Energy system demands:

What specific priorities and/or objectives, if any, were given to training sessions prior to this competition?

What specific measures did you put in place to ensure your athletes' physical readiness for this competition? (physical testing protocols, dates, in which training period and/or phase)

Worksheet – Athlete Effectiveness in Competition

What is the efficacy of one of your athletes (male or female) to meet the demands of competition?

Demands of Competition	Standards of Reference	Given the standards of reference used, determine if the athlete you chose....			
		..is below expectationsmeets expectations is above expectations	not applicable
Technical/tactical abilities					
Mental preparation skills (focus plan, activation control)					
Cognitive abilities (level of understanding of the scope of competition)					
General physical and mental health status					
Affective dimension (self-esteem, confidence, emotional control)					
Motivation to compete					
Ability to transfer recently acquired training skills to competition					

Worksheet – Athletic & Energy System Demands of Competition

What is your assessment of the efficacy of one of your athletes (male or female) to meet the athletic and energy system demands of this particular competition?

Athletic/energy system requirements	Standards of reference	Given the standards of reference used, determine the number of athletes who...			
		...are below standard	...meet the standard	...are above standard	not applicable
Agility (lateral movement and feet quickness)					
Balance (general form / four planes of motion)					
Coordination (precision of gross and fine motor movements)					
Flexibility (general and lateral joint flexibility)					
Power/explosiveness (linear and lateral)					
Speed/speed endurance					
Strength/strength endurance					
Aerobic endurance					
Anaerobic capacity (alactic/lactic)					

Worksheet – Athlete Psychological Effectiveness in Competition

What is your assessment of one of your male or female athletes' effectiveness to meet the psychological demands of competition?

Ability to:	Standards of reference	Given the standards of reference, determine the number of athletes whose psychological effectiveness.....			
		... is below standard	...meets the standard	..is above standard	not applicable
Recognize personal performance and learning objectives					
Manage distractions before and during competition					
Manage stress before and during competition					
Adjust their focus plan as required					
Assess personal performance and to self-prescribe remedies					
Make appropriate decisions under pressure					

Worksheet – Competition Emphasis & Objectives

Complete the following worksheet based on one (1) of your athletes who will attend this particular competition:

1. Fill in the appropriate **month** for this competition
2. Specify the type of **competition** – regional, provincial, Championships
3. Complete the **macro-cycle, meso-cycle and micro cycle** information according to the yearly planning instrument
4. **Emphasis** – Prioritize the factors and assign a percentage of value for each factor that you think may impact your athlete's performance
5. **Objectives** - Identify the priority objectives for this athlete relative to each factor

Month																					
Competition																					
Phase	Macro																				
	Meso																				
	Micro																				
Emphasis %																					
Environment																					
Equipment																					
Psych	Affective																				
	Cognitive																				
Physical	5S's																				
	Nutrition																				
	Recovery																				
Tactical																					
Technical																					
Objectives																					
Environment																					
Equipment																					
Psych	Mental preparation																				
	Affective																				
	Cognitive																				
Physical	Abilities																				
	5S's																				
	Nutrition																				
	Sleep/Rest																				
Tactical																					
Technical																					
Travel/Social/School																					
Recover/Regeneration protocols																					

Evaluation Summary



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 task(s)
- Coach requires minimal supervision or guidance
- Coach can act autonomously

SUPPORT ATHLETES AT A RACE – Part 1

Criteria	Summary Comments	Rating
Performs a thorough analysis of the demands of the sport at the competition development level		NI ME
Assesses the efficacy of the athletes to perform up to their potential in competition		NI ME
Identifies competition specific factors that can impact performance		NI ME
Manage logistics and support to create favourable conditions for performance in competition		NI ME
Need ALL ME for a successful evaluation		Overall Result NI ME

SUPPORT ATHLETES AT A RACE – Part 2

PRE-COMPETITION: IMPLEMENTS MEASURES TO ENSURE ATHLETE READINESS		NI	ME
<p>Valuing: Coach values athletes' and staff contributions to the pre-competition strategy</p> <p>Coach provides a rationale for his/her decisions relating to the pre-competition plan</p> <p>Coach considers possible ethical consequences of the pre-competition plan</p> <p>Critical thinking: Coach reflects on previous competitions</p> <p>Coach makes appropriate adjustments according to individual athlete needs</p> <p>Problem Solving: Coach identifies appropriate course(s) of action</p> <p>Interaction: Coach engages the athletes in communication of pre-competitive plan</p> <p>Leadership: Coach works collaboratively with the athletes and other coaches</p> <p>Coach has a positive influence on the behaviour and manners of his/her athletes and coaches</p>			
DURING COMPETITION: COACH INTERACTS WITH ATHLETES TO PROMOTE BEST COMPETITIVE PERFORMANCE		NI	ME
<p>Valuing: Coach values athletes' and other coaches' opinions and suggestions regarding specific courses of action</p> <p>Critical Thinking: Coach applies an analytical framework in order to effectively assess athletes' performance</p> <p>Coach facilitates critical thinking in athletes relative to performance improvement, if appropriate</p> <p>Problem Solving: Coach works collaboratively with the athletes' and staff to identify a course of action if appropriate</p> <p>Coach analyzes competitive conditions that exist and suggests an appropriate response or action</p> <p>Interaction: Coach works directly with individual athletes</p> <p>Leadership: Coach encourages athletes to self analyze and self monitor performance</p>			
POST COMPETITION: ASSESSES THE COMPETITIVE EXPERIENCE		NI	ME
<p>Valuing: Coach values athletes' and staff assessment of the competitive experience</p> <p>Critical Thinking: Coach monitors the outcome of decision/actions made in the pre-competition plan</p> <p>Coach facilitates critical thinking in athletes through self analysis of performance</p> <p>Problem Solving: Coach encourages athletes to identify areas that need improvement, if appropriate</p> <p>Coach identifies an effective response or action, if appropriate</p> <p>Interaction: Coach communicates clearly and effectively with the athletes and staff</p> <p>Coach engages the athletes and staff in the communication</p> <p>Leadership: Coach acknowledges contributions and achievements of athletes and staff</p> <p>Coach empowers athletes and staff to be responsible for personal behaviour and manners</p>			
Need ALL ME for a successful evaluation		OVERALL RESULT	

Evaluation Evidences and Standards



Rating

For each black shaded criterion, 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)

SUPPORT TO ATHLETES AT A RACE – Part 1

Observables		Observation Standard			
Performs a thorough analysis of the demands of the competition		Observables needed: 4/6			
Analysis of:	Always	Most times	some-times	never	
the physiological demands of competition	Always	Most times	some-times	never	
the motor demands of competition	Always	Most times	some-times	never	
the mental/cognitive demands of competition	Always	Most times	some-times	never	
the tactical and decision making demands of competition	Always	Most times	some-times	never	
the training commitments required for competition	Always	Most times	some-times	never	
the actual social/training/competitive stages of the athletes	Always	Most times	some-times	never	
Assesses the efficacy (effectiveness) of the athletes to perform up to their potential in competition		Observables need: 5/7			
Assessment of:	Always	Most times	some-times	never	
Athletes' performance goals and learning objectives	Always	Most times	some-times	never	
Athletes' commitment to training and to competition	Always	Most times	some-times	never	
Athletes' motivation to train and for competing	Always	Most times	some-times	never	
Athletes' ability to manage distractions before and during competitions	Always	Most times	some-times	never	
Athletes' ability to manage stress before and during competitions	Always	Most times	some-times	never	
Athletes' ability to exploit tactics (intention, execution, timing) during performance	Always	Most times	some-times	never	
Athletes' general health status	Always	Most times	some-times	never	
Identifies competition specific factors that can impact performance		Observables needed: 3/4			
Scheduling of competitions and the number of events within a given period of time	Always	Most times	some-times	never	
Environmental conditions expected to prevail at the competition site (temperature, altitude, snow conditions)	Always	Most times	some-times	never	
Time necessary to travel to competition site	Always	Most times	some-times	never	
Training opportunities and schedules available at the competition site	Always	Most times	some-times	never	
Manage logistics and support to create favourable conditions for performance in competition		Observables needed: 4/6			
Identifies guidelines relating to expected personal behaviours as well as those of the athletes and other coaches	Always	Most times	some-times	never	
Implements strategies and tactics for competition based on individual athlete needs	Always	Most times	some-times	never	
Conducts a pre-competition meeting to reinforce (FIS) competition rules and regulations to the athletes	Always	Most times	some-times	never	
Communicates contingency plans to athletes and coaches	Always	Most times	some-times	never	
Coach ensures all equipment is in order including Para specific	Always	Most times	some-times	never	
Implements strategies to manage adaptation to environmental factors prior to the competition	Always	Most times	some-times	never	

SUPPORT TO ATHLETES AT A RACE – Part 2

OBSERVABLES

OBSERVATION STANDARD

PRE-COMPETITION: IMPLEMENTS MEASURES TO ENSURE ATH. READINESS

Observables needed: 7/9

Manages personal activation levels	Always	Most times	sometimes	never	
Ensures athletes establish personal warm up routines	Always	Most times	sometimes	never	
Assists athletes in setting performance and learning objectives	Always	Most times	sometimes	never	
Identifies plans to minimize distractions to the athletes	Always	Most times	sometimes	never	
Reacts adequately to unforeseen situations	Always	Most times	sometimes	never	
Assesses athletes' mental state relative to the competitive demands	Always	Most times	sometimes	never	
Strategies and tactics are consistent with athlete's skill level	Always	Most times	sometimes	never	
Monitors athletes' sequencing of activities	Always	Most times	sometimes	never	
Facilitates athletes to increase awareness of distractions	Always	Most times	sometimes	never	

DURING COMPETITION: COACH INTERACTS WITH ATHLETES TO PROMOTE BEST COMPETITIVE PERFORMANCE

Observables needed: 5/7

Assists athletes in managing activation levels	Always	Most times	sometimes	never	
Interacts directly with athletes when possible	Always	Most times	sometimes	never	
Interactions with athletes are timely and relevant	Always	Most times	some-times	never	
Feedback is motivating when appropriate	Always	Most times	sometimes	never	
Facilitates athletes to reflect and select successful strategies for performance	Always	Most times	some-times	never	
Involves non - competing athletes' in meaningful roles when appropriate	Always	Most times	sometimes	never	
Provides techniques for athlete recovery and fatigue management	Always	Most times	sometimes	never	

POST COMPETITION: ASSESSES THE COMPETITIVE EXPERIENCE

Observables needed: 7/9

Debriefs performance with athletes to identify successes and improvements, if appropriate	Always	Most times	sometimes	never	
Facilitates athletes to reflect and select strategies for future competitions	Always	Most times	sometimes	never	
Provides a link between athletes' performance and pre-competition objectives	Always	Most times	sometimes	never	
Assesses effectiveness of training/preparation based on athletes' performance	Always	Most times	sometimes	never	
Implements recovery and regeneration protocols	Always	Most times	sometimes	never	
Identifies adjustments to training/preparation regime based on athletes' performance	Always	Most times	sometimes	never	
Identifies plans to assist athletes in their physical and motor skills preparation for future competitions	Always	Most times	sometimes	never	
Identifies plans to assist athletes in their cognitive and mental preparation, if appropriate	Always	Most times	sometimes	never	
Identifies plans to assist athletes in their affective (self confidence) readiness, if appropriate	Always	Most times	sometimes	never	

Part C – Performance Planning (Design a Program) Evaluation – Protocol

Documentary Submission

The coach will submit the required documentation using:

- the worksheets 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 master coach/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 Program outcome as described on this and on the following pages.

Communication with the master coach/evaluator

The master coach/evaluator will **contact the coach** to coordinate logistics and the submission of the Performance Level Coach Portfolio - Part C.

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

Administration

- The master coach/evaluator will forward to the ACA-CC National office course coordinator the results of the coach evaluation to include:
 - the completed “**Evaluation Summary – Design a Program**” form
 - the completed “**Evaluation Evidence & Standards – Design a Program**” forms
- The ACA-CSC course coordinator will update the coach file in the ACA-CSC platform.

Part C – Details

The coach must ensure that submitted documentation includes:

Competition and Training Opportunities

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

- Designation of competition phase (number of competitions)
- Calculate number of training opportunities available
- Identify National, Provincial and regional competitions
- Identify peaking/tapering periods
- Identify prophylactic breaks

Integration of Training Priorities

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

- Identify the competition schedule
- Factor in training opportunities within the competition schedule
- Consider the athlete commitment to training and competition
- Consider the age/skill level of athletes
- Factor in efficacy of athletes' physical and mental capacities to train and compete
- Ensure training priorities are consistent with the training phase and yearly plan

Training and Competition Development

→ Coach to develop a standard graph or form which allows him/her to measure, record and track the progression of athletes in terms of:

- Identifying the stages of skill and competitive development
- Ratio of training to competition based on ACA LTAD 3.0 guidelines.
- Factor in periodization protocols based on the athlete's skill and competitive development relative to single, double or multiple periodization

Sequencing of Weekly Training Sessions

→ Coach to complete the Sequencing Multiple Training Sessions worksheet which reflects the following information:

- Scheduling of weekly training sessions
- Identify the volume/intensity ratios for multiple training sessions
- Identify daily recovery and regeneration protocols
- Identify the micro-cycle within the training phase
- Weekly training sessions are appropriate to the training phase

Peaking and Tapering Protocols

→ Coach to complete the Individual Athlete Peaking and Tapering Protocols worksheet in order to provide the following information:

- Identify the day(s) of the competition for which the athlete plans to “peak”
- Indicate the tapering protocols in days prior to competition
- Identify individual protocols to support the athlete’s needs
- Identify specific adjustments to training activities in a tapering phase (reduced volume, reduced frequency, maintenance of sufficiently high intensity training)

Assessment of Fitness for Competition

→ Coach to develop and/or provide an instrument or tool to measure, record and track the following:

- An athlete’s progression in physical conditioning
- Results of testing which can be compared to age and gender specific data
- Recorded data conforms to ACA-LTAD model guidelines

Worksheet – Sequencing Multiple Training Sessions – Micro-cycle Planning

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
M O R N I N G							
	Vol Int	Vol Int	Vol Int	Vol Int	Vol Int	Vol Int	Vol Int
A F T E R N O O N							
	Vol Int	Vol Int	Vol Int	Vol Int	Vol Int	Vol Int	Vol Int
E V E N I N G							
	Vol Int	Vol Int	Vol Int	Vol Int	Vol Int	Vol Int	Vol Int
Training Phase							
Microcycle							
Peaking							
Tapering							
Recovery Regeneration							

Worksheet – Individual Athlete Peaking & Tapering Protocols

Competition day (peak)	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Training days							
Tapering days							
Morning							
100%							
Training Activities							
Tapering Activities							
0%							
	Vol Int	Vol Int	Vol Int	Vol Int	Vol Int	Vol Int	Vol Int
Afternoon							
100%							
Training Activities							
Tapering Activities							
0%							
	Vol Int	Vol Int	Vol Int	Vol Int	Vol Int	Vol Int	Vol Int
Evening							
60%							
0%							
Recovery & Regeneration	Vol Int	Vol Int	Vol Int	Vol Int	Vol Int	Vol Int	Vol Int
Self-esteem/ Confidence	High Med Low	H M L	H M L	H M L	H M L	H M L	H M L
Motor skill/ athletic readiness	High Med Low	H M L	H M L	H M L	H M L	H M L	H M L

Worksheet – Alpine Ski Yearly Planning Instrument

(see separate document)

Evaluation Summary



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 task(s)
- Coach requires minimal supervision or guidance
- Coach can act autonomously

Design a Program

Criteria	Summary Comments	Rating
Provides a program outline based on competition and training opportunities		NI ME
Integrates the training priorities into the yearly program		NI ME
Identifies measures to promote athlete skill and competitive development		NI ME
Plans and sequences weekly training sessions to optimize adaptation		NI ME
Develops a peaking and tapering program		NI ME
Identifies adjustments to activities that are appropriately adapted for tapering and peaking for the days prior to a competition		NI ME
Evaluates if athletes' fitness level is adequate for competitive performance		NI ME
Need ALL ME for a successful evaluation		Overall Result
		NI ME

Evaluation Evidences and Standards



Rating

For each black shaded criterion, 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 Program

Observables		Observation Standard				
Provides a program outline based on competition and training opportunities						
Observables needed: 4/6						
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, duration 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 able bodied or Para athletes	Always	Most times	sometimes	never		
Determines if the yearly program is based on a single, double or multiple periodization	Always	Most times	sometimes	never		
Integrates the training 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 of training athletic abilities and stages of skill and competitive development	Always	Most times	sometimes	never		
Identifies measures to promote athlete skill and competitive development						
Observables needed: 2/3						
Determines the status of his/her athletes relative to their stages of skill and competitive development using the AIM 2 WIN (LTSD) model as reference	Always	Most times	sometimes	never		
Determines the ratio of training sessions to competition opportunities AIM 2 WIN (LTSD) model as reference	Always	Most times	sometimes	never		
Determines if trends in own program are generalized with the sport	Always	Most times	sometimes	never		
Plans and sequences weekly training sessions to optimize adaptation						
Observables needed: 5/7						
Training sessions are scheduled to optimize recovery and regeneration modalities	Always	Most times	sometimes	never		
Scheduling of training sessions reflects concerns for fatigue	Always	Most times	sometimes	never		
Training sessions reflect specific athlete performance and learning objectives relative to competition	Always	Most times	sometimes	never		
Implements variations and alterations to training to optimize adaptation	Always	Most times	sometimes	never		
Provides rationale for decisions to alter the objectives of, duration of and methods used in specific sessions to optimize adaptation	Always	Most times	sometimes	never		
Determines how to effectively break down the total training available for a given week into each training session	Always	Most times	sometimes	never		
Designs weekly outlines and training sessions that are appropriate for the beginning, middle and end of the program	Always	Most times	sometimes	never		

Develops a peaking and tapering program					
Observables needed: 2/3					
Designs a peaking and tapering program that reflects individual athlete's needs and characteristics	Always	Most times	sometimes	never	
Designs a peaking and tapering program that spans a period longer than one week	Always	Most times	sometimes	never	
Provides a description of training activities during the week prior to an important competition	Always	Most times	sometimes	never	
Identifies adjustments to activities that are appropriately adapted for tapering and peaking for the week prior to a competition					
Observables needed: 4/5					
Reduction in training volume in the taper phase	Always	Most times	sometimes	never	
Maintenance of sufficient volume of high intensity training	Always	Most times	sometimes	never	
Reduction/maintenance in frequency of training sessions	Always	Most times	sometimes	never	
Taper period activities are specific to competitive demands	Always	Most times	sometimes	never	
Identifies specific measures that may contribute to optimizing athlete performance (nutrition/hydration, sleep)	Always	Most times	sometimes	never	
Evaluates if athlete's fitness level is adequate for competitive performance					
Observables needed: 4/5					
Implements appropriate fitness evaluation protocols relative to athletes' age and training experience	Always	Most times	sometimes	never	
Implements a recording system to monitor athletes' progress	Always	Most times	sometimes	never	
Implements evaluation protocols aimed at preventing injuries	Always	Most times	sometimes	never	
Implements a system where the evaluation results are compared to other appropriate gender and age specific data	Always	Most times	sometimes	never	
Implements a system to monitor fatigue and prevent over training	Always	Most times	sometimes	never	

Part D – Performance Planning (Manage a Program) Evaluation – Protocol

Documentary Submission

The coach will submit the required documentation using:

- The worksheets provided in this section of the Coach Portfolio guidelines and/or
- The coach's own worksheets or documentation in a file folder ensuring that the detail meet or exceed those in this Coach Portfolio guidelines

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

The coach **must** ensure that regardless of which worksheets, charts and/or forms are used, the information provided in the documentation reflects all the required criteria and evidences for the Manage a Program outcome, as described on this and the following pages.

Communication with the master coach/evaluator

The master coach/evaluator will **contact the coach** to coordinate logistics and the submission of the Performance Level Coach Portfolio - Part D.

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

Administration

- The master coach/evaluator will forward to the ACA-CSC National office course coordinator the results of the coach evaluation to include:
 - the completed “**Evaluation Summary – Manage a Program**” form
 - the completed “**Evaluation Evidence & Standards – Manage a Program**” forms
- The ACA-CSC course coordinator will update the coach file in the ACA-CSC platform.

Part D – Details

The coach must ensure that the Portfolio documentation includes the following:

Logistics and Administration

→ Coach to complete:

- Managing Administrative Aspects of a Program Worksheet
- Program Logistics and Background Information Worksheet
- Key Program Objectives Worksheet

in order to provide the following information:

- a communication tool which includes the philosophy and objectives of the program to athletes, parents and coaching staff
- identification of expected athletes' and coaches' behaviour, commitments and appropriate consequences
- supervision and application of performance appraisal procedures for coaching staff
- providing a direct contribution to fund raising activities
- working with others in preparing budgets and other financial objectives
- facilitation of logistics for away training and competitions (travel, food, lodging, chaperones)

Athlete Progress Reporting

→ Coach to develop an Athlete Progress Reporting instrument or tool to measure, record and track the following:

- opportunities for debriefing athletes and coaching staff to assess athletes' progress
- using objective performance indicators to measure actual achievements
- presentation of assessment of the status of performance at periodic stages of the program
- facilitating the athletes to be aware of how to continue progressing in performance and learning
- assurance of privacy of information and restricted access to identified athletes, parents and coaching staff

Drug Free Sport

→ Coach to develop and/or show how he/she will implement measures to educate and promote Drug Free Sport to coaching staff and athletes which includes the following information:

- facilitating athletes' awareness of banned substances as identified by CCES
- communicating to athletes the consequences of using banned substances
- assisting in educating athletes about the use of nutritional supplements
- assisting in educating coaching staff about fair play and drug free sport

Managing Specialists

→ Coach to indicate how he/she plans to implement and manage a program, if applicable, where specialists are contracted to assist in program development and athlete performance with respect to the following:

- identifying specialist(s) in performance related fields
- securing the necessary funding for out sourced expertise
- obtaining athlete and parental consent to work with specialist(s)
- assessing the effectiveness of the specialist(s) involvement in the program
- the relevance of maintaining or extending specialist involvement in the program

Conflict Management and Resolution Strategies

→ Coach will develop a plan to manage conflict and implement conflict resolution strategies. The plan should indicate how he/ she will implement those strategies in order to minimize and/or diffuse incompatible coaching situations. The plan should relate to the following:

- An action plan for preventing conflict
- An action plan to control conflict when personally involved
- An action plan to control personal behaviour in conflict situations
- A plan that addresses incompatibility due to miscommunication
- A plan that addresses conflict due to misinformation or incomplete information
- Steps to prevent physical or psychological violence

Developing Core Coaching Competencies

→ Coach to develop and implement Mentoring Strategies in order to help his/her coaching staff to further develop their personal core coaching competencies, which includes the following:

- Guide lines outlining mentor/coach tasks and responsibilities
- Time lines for meeting times for debriefing sessions
- Designing a contract or letter of agreement between mentor and coach
- Designing a framework that the coach can follow in order to solve more complex coaching problems
- Providing an ethical framework that promotes awareness of personal values (honesty, integrity, respect)
- Providing an ethical framework that promotes awareness of sport and coaching values (NCCP Code of Ethics, ACA Code of Conduct)

Decision Making and Social Context

→ Coach to complete the Social Context segment of the Managing Administrative Aspects of a Program worksheet with reference to the following:

- Identifying the athletes' family, social, work and cultural variables, if applicable
- Factoring athletes' commitment to social variables in program priorities and expectations, if applicable
- Providing guidance and support to retiring athletes, if applicable

Fair Selection Policies

→ Coach to develop a Fair Selection Policy and a method of delivery that ensures effective communication to all involved with regard to the following:

- Identify competitions selected as qualifying races for Provincial or National championships
- Communicating specific competition quotas and race selection criteria to the athletes, parents and coaching staff
- Ensuring consistency in Provincial or National race quotas, selection criteria and procedures
- Identifying and communicating selection criteria for athletes qualified to move to the next team (club program to Provincial or National program)

Worksheet – Key Program Objectives

Key objectives of the program	Comments
Philosophy	
Participation	
Gain training and competitive experience	
Enjoyment	
Social/other	
Athletic and Motor Abilities	
Develop/improve	
Maintain	
Technical/Tactical Abilities	
Consolidating/Refining existing skills	
Acquiring new skills	
Improve precision of skill execution	
Improve ability to appropriately read and react to situations	
Improve ability to vary motor responses to situations	
Mental skills, Cognitive and Affective Learning	
Improve ability to prepare and manage distractions and stress	
Increase level of understanding, self-esteem and confidence	
Performance in Training	
Improve ability to retain newly acquired skills	
Improve ability to make appropriate decisions	
Performance in Competition	
Improve ability to transfer training skills to competition	
Athlete's personal best	
Set realistic learning and performance goals	

Worksheet – Program Logistics & Background Information

Logistics and Background	Overview
Number of athletes	Total # of athletes _____ # of females _____ # of males _____
Athletes' ages	Females _____ Males _____
# of athletes in each level of skill and competitive development	Learn to train _____ Train to Race _____ Train to win _____
Athletes' motivation to be a member of your ski program	Social / Affiliation _____ Competition _____ Skill development _____ Program philosophy _____ Other _____
Coaching and support staff, where applicable	# of coaching staff: Discipline Head coaches: Males _____ Females _____ Assistant coaches: Males _____ Females _____ # of support staff: Ski Technicians: _____ Specialists: _____ Others: _____
Available training facilities, equipment; Communications etc.	On hill: _____ Off hill: _____

Worksheet – Managing Administrative Aspects of a Program

Elements	Intentions, Objectives and Priorities	Tools used or method of delivery
Communication strategies (parents, executives, coaches, athletes, others)		
Program philosophy		
Code of Conduct (parameters for personal, coaching staff and athlete expected behaviour)		
Fund Raising Contribution (activities, measure of involvement, responsibilities, accountability)		

Elements	Intentions, Objectives and Priorities	Tools used or method of delivery
Budgeting and finance (away training and/or competition costs; special needs of the program; coaching fees; equipment; off-on hill training facilities, etc.)		
Performance Appraisal (coaching staff)		
Athlete's Social Context		

Evaluation Summary



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 task(s)
- Coach requires minimal supervision or guidance
- Coach can act autonomously

Manage a Program

Criteria	Summary Comments	Rating
Manage logistics and administrative details of a program		NI ME
Develops an athlete progress reporting system		NI ME
Implements measures to promote a drug free sport		NI ME
Manages specialist(s) to assist in the program development and athlete performance		NI ME
Implements conflict management and resolution strategies in order to minimize and/or diffuse incompatible coaching situations		NI ME
Implements mentoring strategies in order to help fellow coaches to further develop their core coaching competencies		NI ME
Make decisions that reflect an awareness of the athletes' social context		NI ME
Develops and implements fair selection policies		NI ME
Need ALL ME for successful evaluation		
Overall Result		NI ME

Evaluation Evidences and Standards



Rating

For each black shaded criterion, 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)

Manage a Program

Observables		Observation Standard			
Manage logistics and administrative details of a program					
Observables needed: 6/9					
Presents a communication tool which outlines the philosophy and objectives of the program to athletes, parents and coaching staff	Always	Most times	sometimes	never	
Provides a schedule of competition and training commitments to athletes, parents and coaching staff	Always	Most times	sometimes	never	
Identifies expectations of athletes and coaches' behaviour and commitments as well as appropriate consequences	Always	Most times	sometimes	never	
Supervises other coaches and applies performance appraisal procedures	Always	Most times	sometimes	never	
Factors in the input of other coaches when developing programs	Always	Most times	sometimes	never	
Provides a direct contribution for fund raising activities	Always	Most times	sometimes	never	
Works with others to prepare budgets and other financial logistics	Always	Most times	sometimes	never	
Facilitates logistics for away training and competitions (travel arrangements, food, lodging, chaperones)	Always	Most times	sometimes	never	
Advocates program needs to relevant executives and administrators in order to access funding (grants, sponsorships)	Always	Most times	sometimes	never	
Develops an athlete progress reporting system					
Observables needed: 4/5					
Provides opportunities for debriefing with athletes and coaching staff to assess athletes' progress	Always	Most times	sometimes	never	
Uses objective performance indicators to measure actual achievements (physical testing results, competition results)	Always	Most times	sometimes	never	
Presents an assessment of the status of performance indicators at periodic stages of the program	Always	Most times	sometimes	never	
Facilitates athlete's awareness of what to do in order to continue progression of performance and learning objectives	Always	Most times	sometimes	never	
Ensures privacy of information and restricts access to identified athletes, parents and coaching staff	Always	Most times	sometimes	never	
Implements measures to promote a drug free sport					
Observables needed: 4/4					
Facilitates athletes' awareness of banned substances as identified by the Canadian Centre for Ethics in Sport	Always	Most times	sometimes	never	
Identifies and communicates to athletes the consequences of using banned substances	Always	Most times	sometimes	never	
Assists in educating athletes about the use of nutritional supplements	Always	Most times	sometimes	never	
Assists in educating other coaches about fair play and drug free sport	Always	Most times	some-times	never	
Manages specialists to assist in program development and athlete performance					
Observables needed: 3/6					
Identifies specialist(s) in performance related areas (mental preparation, physical conditioning, nutrition)	Always	Most times	sometimes	never	
Secures the necessary funding to cover the costs of involving out-sourced expertise	Always	Most times	sometimes	never	
Obtains athletes' consent to work with specialist(s)	Always	Most times	sometimes	never	
Assesses the effectiveness of the specialist(s) involvement in the program	Always	Most times	sometimes	never	
Assesses the relevance of maintaining or extending involvement of specialist(s)	Always	Most times	sometimes	never	
*Facilitates the specialist(s) awareness of specific disability criteria	Always	Most times	sometimes	never	

Implements conflict management and resolution strategies in order to minimize and/or diffuse incompatible coaching situations

Observables needed: 4/6

Develop an action plan for preventing conflict(s)	Always	Most times	sometimes	never	
Develop an action plan to resolve conflict when personally involved	Always	Most times	sometimes	never	
Develop an action plan to control personal behaviour in conflict situations	Always	Most times	sometimes	never	
Develop a plan that addresses incompatibility due to miscommunication	Always	Most times	sometimes	never	
Develop a plan that deals with conflict due to misinformation or incomplete information	Always	Most times	sometimes	never	
Develop steps in a plan to prevent physical or psychological violence	Always	Most times	sometimes	never	

Implements mentoring strategies in order to facilitate coaching staff to further develop their core coaching competencies

Observables needed: 6/9

Provide guidelines that outline the mentor and candidate's tasks and responsibilities	Always	Most times	sometimes	never	
Provide timelines which designate meeting times for debrief sessions	Always	Most times	sometimes	never	
Design a contract/agreement that reflects the tasks and responsibilities of mentor and candidate	Always	Most times	sometimes	never	
Develop a plan that empowers the candidate to challenge him/herself in more complex coaching situations	Always	Most times	sometimes	never	
Provide opportunities that require the candidate to model consistent and appropriate coaching behaviour and manners	Always	Most times	sometimes	never	
Design a framework that the candidate may follow in order to solve more complex coaching problems	Always	Most times	sometimes	never	
Provide guidelines that promote clear, effective two-way interaction	Always	Most times	sometimes	never	
Provide an ethical framework that promotes awareness of personal values (honesty, integrity, respect)	Always	Most times	sometimes	never	
Provide an ethical framework that promotes sport specific values (ethics, fair-play, sportsmanship)	Always	Most times	sometimes	never	

Make decisions that reflect an awareness of the athletes' social context

Observables needed: 3/4

Identifies athletes' family, school, work and cultural variables	Always	Most times	sometimes	never	
Factors athletes' commitments to social variables into the program priorities and expectations	Always	Most times	sometimes	never	
Provides guidance and support to retiring athletes in order to facilitate a smooth transition	Always	Most times	sometimes	never	
*Facilitates athletes' specific Para classification into program priorities and expectations	Always	Most times	sometimes	never	

Develops and implements fair selection policies

Observables needed: 2/4

Identifies competitions that are selected as qualifying races for Provincial and National events	Always	Most times	sometimes	never	
Communicates NSO/PSO athlete quotas and race selection criteria to athletes, parents and support staff	Always	Most times	sometimes	never	
Ensures there is consistency in the quotas, selection criteria and procedures	Always	Most times	sometimes	never	
Identifies and communicates selection criteria for athletes qualified to move to next team level (club to provincial to national team)	Always	Most times	sometimes	never	

Re-Evaluation Policy and Procedure

All re-evaluations must be registered in advance and will be administered through the CSCF National office.

PL Coaching Evaluation – during Training or PL Coaching Evaluation – at a Race

- The time frame between the first evaluation and re-evaluation or any subsequent re-evaluations must be four (4) weeks
- There is no need to re-submit part of or the whole Performance Level Coach Portfolio unless specified by the original evaluator.

PL Design a Sport Program or PL Manage a Sport Program

- During the initial evaluation attempt, the master coach/evaluator works with the coach until an acceptable standard is reached. This may take longer or shorter depending on the quality of work submitted by the coach.