

NCCP
Competition 1
MAG/WAG
(Introduction)

COACH EVALUATION
Guide

August 2018

A guide to becoming a Certified Comp 1 coach



Competition 1 Evaluation Application Form

Complete this form and contact your Provincial/Territorial Gymnastics Federation to let them know that you are ready for your Comp 1 Evaluation.

Name: _____

E-mail address: _____ NCCP #: _____

Mailing address: _____

City: _____ Postal Code: _____

Phone number: _____

Club: _____

Current Position: _____

Completed Competition Introduction Course:

Date: _____ Location: _____

Gymnastics Foundations Status:

Trained Certified

Coach's Supervisor's Endorsement

I have verified and confirm that this applicant has completed the Competition 1 (Introduction) Coaching Portfolio and is ready for evaluation.

I also confirm that this applicant developed all the components of this evaluation.

Supervisor's signature: _____ Email: _____

With this application, I signify my intention to become a Certified Competition 1 (Introduction) coach in:

- | | |
|--|--|
| <input type="checkbox"/> Women's Artistic Gymnastics | <input type="checkbox"/> Trampoline Gymnastics |
| <input type="checkbox"/> Men's Artistic Gymnastics | <input type="checkbox"/> Rhythmic Gymnastics |
| <input type="checkbox"/> Acrobatic Gymnastics | |

Coach's signature: _____ Date: _____

- My Coaching Portfolio (containing all required documents) is enclosed.
 My evaluation fee is enclosed.

STEP 1: Competition 1 Portfolio

THE DOCUMENTS ON THE FOLLOWING PAGES ARE THE DOCUMENTS YOU HAVE TO COMPLETE IN ORDER TO BUILD YOUR PORTFOLIO

The portfolio is a compilation of tasks required of the coach to prove their understanding of the coaching expectations in this level.

By building a portfolio, coaches develop competencies and increase the likelihood that they will be successful in the evaluation/certification process.

Use the sample Evaluation Form on page 16 and 17 to guide you through the minimum standards for success.

Checklist of Portfolio Contents

- 1. Coach Profile Form
- 2. Making Ethical Decisions Online Evaluation proof of completion
- 3. Emergency Action Plan
*(see *Gymnastics Foundations Theory Manual*)*
- 4. Yearly Training Plan
- 5. Detailed Lesson Plan
- 6. Understand/Teach Model
Select a level appropriate skill
- 7. Spotting Skills Assessment
- 8. Coach Self-Assessment & Action Plan

Coach Profile Form

Name																			
	<i>First Name</i>	<i>Last Name</i>	<i>NCCP number</i>																
Head Coach / Supervisor																			
Level you are coaching																			
Number of years coaching and other programs you have coached																			
Other involvement in sport (athlete, judge, admin)																			
Are you trained or certified in other Gym Sports or other sports																			
Personal goal in coaching (what you want to achieve)																			
My goal for my athletes																			
My athlete's goal(s)																			
Differences in my athletes age/stage of growth																			

Context & Athlete Description

Athlete gender(s)		Gymnastics sport	
Number of athletes		Average years of experience of athletes	
Athlete age range		Number of practices / week	
Athlete performance level(s)		Average length of practice time	
Season starting date		Number of practices in the season	
Season ending date		Number of competitions in the season	

Yearly Training Plan

Outcomes

A Competition 1 (Introduction) coach is able to:

- Develop** a plan for a competitive year by scheduling training and competition activities
- Identify** activities for different parts of a competitive season.
- Develop** a practice plan that integrates seasonal training priorities
- Identify** appropriate logistics for practice
- Identify** appropriate activities in each part of the practice

Completing A Yearly Training Plan

- A template is provided in this Evaluation Guide. Other variations of a year plan are acceptable provided that they meet the evaluation criteria.
- Identify the number of practices per week and the number of hours per practice.
- Identify the major events occurring in the year or season. Include competitions, demonstrations, testing/monitoring days, and other major events.
- Identify the testing and monitoring dates for physical/skill ability tests, and mock competitions.
- Include when important milestones should be achieved; such as ½ routines, skill combinations, etc.
- Divide the season into appropriate pre-competitive, competitive & transition periods.
- Comment on the important objectives that will guide your lesson plan objectives (for example, identify the months that will be focused on skill based learning versus practicing routines).
- Include when you will introduce, develop, and refine Mental Prep and Physical Prep.

Completing A Lesson Plan

- A template is provided in this Evaluation Guide. Other variations of a lesson plan are acceptable provided that they meet the evaluation criteria.
- Recall that lesson planning was covered in Gymnastics Foundations Theory.
- Identify your athletes and the total time for this training session.
- State the training period. You may also include the date/week from the yearly training plan for more detail of where the week falls in the year.
- Identify the lesson objective or focus. This may include objectives from all areas of physical, technical, or artistic.
- State your introduction and conclusion activities.
- Insert appropriate warm-up and cool-down activities.
- For the main part of the lesson, state each apparatus, a specific apparatus warm-up, and the activities on each apparatus, including equipment required. Note where the inherent risks are and safety considerations.
- Be sure to include the timeline for all sections of the plan.
- The evaluation section is to be completed by the coach after the lesson as a review of its effectiveness and potential changes for improvement.

Yearly Training Plan Template

Year:		Periods																																								
		July			August			September			October			November			December			January			February			March			April			May			June							
Month		1	2	3	4	5	6	7	8	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10				
Physical Prep	Endurance																																									
Mental Prep	Strength																																									
	Power																																									
	Flexibility																																									
	Focus																																									
	Relaxation																																									
	Visualization																																									
	Other																																									
Objectives																																										

Competition 1 Lesson Plan Template

Coach: _____	Date: _____
Group: _____	Start Time: _____ End Time: _____
Level: _____	Period of Season Plan: _____

Lesson Objective /Focus		Time:
Introduction		Time:
General Warm-Up		Time:
Main Part Apparatus _____	Specific Warm-Up	Time:
	Activities	Time:

Main Part Apparatus _____	Specific Warm-Up	Time:
	Activities	Time:
Main Part Apparatus _____	Specific Warm-Up	Time:
	Activities	Time:
Cool Down		Time:
Conclusion		Time:
Evaluation		

Understand/Teach Model

Outcomes

A Competition Introduction coach is able to:

- **Understand** the physical and motor preparation of skills.
- **Identify** factors that have a direct impact on performance
- **Make** interventions that support learning
- **Reinforce** corrections for execution and performance.

The following steps are provided to assist you in completing an Understand/Teach Model:

UNDERSTAND:

STEP ONE: IDENTIFY THE SKILL

Indicate the chosen skill and provide an illustration of the skill. The use of a combination of pictures and words can be useful. Also provide a description including some of the following: the Fundamental Movement Patterns, anatomical muscles and actions that are involved, competitive code of points or program rules that describe the skill (element group or requirements fulfilled). The description should include the difference between how the skill is clearly achieved or not achieved.

STEP TWO: MECHANICS (F.M.P.'s)

Indicate which fundamental movement patterns are involved in the skill (Stationary, Spring, Rotation, Swing, Landing, Locomotion).

STEP THREE: BODY POSITION/ACTIONS (P.B.A.'s)

Correctly state the body (anatomical) actions are involved in the skill (trunk extension, hip flexion, etc).

TEACH:

STEP ONE: PREREQUISITES

Indicate strength, flexibility or progression skills that are required before teaching this skill.

STEP TWO: PHYSICAL PREPARATION FOR THE SKILL

Determine what type of physical abilities you will target (ESPF, ABC'S), and include the best methods to improve the athlete's fitness. Use gymnastics and discipline-specific terminology.

STEP THREE: MOTOR PREPARATION FOR THE SKILL

Explain how you will lead the athlete to learn the proper technique and execution of the skill. Include progressions, drills, movement pattern training, and artistic emphasis.

STEP FOUR: ERROR DETECTION, CAUSE and CORRECTIONS

Identify the potential causes of performance error and identify what intervention may be required. Where appropriate, indicate the most common correction to have the greatest improvement in performance. This analysis may extend beyond the common corrections and include changes to program design, yearly planning objectives, or teaching method.

Understand/Teach Model (Template)

Skill Planning – Understand/Teach Worksheet

Understand

Skill: _____
Identify (Diagram of Skill):

Fundamental Movement Patterns: in order

(Locomotion, Spring, Rotation, Stationary Positions, Landings, Swing)

Body Positions or Actions: in order

(Shoulder Girdle: (Protraction, Retraction, Elevation, Depression); Shoulder Joint: (Flexion, Extension, Abduction, Adduction); Trunk: (In/out); Hip: (Flexion, Extension, Abduction, Adduction))

Teach

Prerequisites:

Physical Preparation (Endurance, Strength, Power, Flexibility):

Motor Preparation (Progressions, Drills and Spotting):

Error Detection:

Common causes:

Corrections:

EVALUATION FORM - Coach Spotting Skills

Coach's Name: _____

Spotting Evaluator: _____

Coach's Tasks

- Arrange a time for an evaluation of your spotting. Contact your club supervisor/Head Coach or a co-coach that is at least Comp 1 trained to complete this form while they evaluate you.
 - Include this completed evaluation form in your portfolio.
- **NOTE: If you do not have access to a suitable observer, you may submit your portfolio and discuss the need to complete "Spotting Skills" with your Coach Evaluator in your pre-brief**

Head Coach / Supervisor / Co-Coach

- Evaluate the coach's ability using this form (if the coach requires more time to refine their spotting skills, please give them specific feedback)

<p>Vault (WAG & MAG)</p> <input type="checkbox"/> Front handspring	<p>Coach's Position</p> <ul style="list-style-type: none"> - Stable - Relation to Athlete - Relation to Apparatus - Moves with the athlete 	
<p>Bars (WAG & MAG)</p> <input type="checkbox"/> Giant in straps <input type="checkbox"/> Kip <input type="checkbox"/> Sole circle (front) <input type="checkbox"/> Sole circle (back) <input type="checkbox"/> Free hip to horizontal	<p>Coach's Actions</p> <ul style="list-style-type: none"> - Verbally explain to athlete what they are doing - Movements are supportive of the athlete in the most important phases - Follows the athlete appropriately 	
<p>Floor (WAG & MAG)</p> <input type="checkbox"/> Back tuck <input type="checkbox"/> Front tuck <input type="checkbox"/> Press handstand <input type="checkbox"/> Back handspring <input type="checkbox"/> Roundoff + backhandspring <input type="checkbox"/> Flyspring	<p>Setup / Equipment</p> <ul style="list-style-type: none"> - Safe - Stable - Minimizes risk 	
<p>Beam (WAG)</p> <input type="checkbox"/> Front walkover <input type="checkbox"/> Back walkover		
<p>Rings (MAG)</p> <input type="checkbox"/> Strength complex		
<p>Parallel Bars (MAG)</p> <input type="checkbox"/> Swing to handstand <input type="checkbox"/> Pike inverted swing to kip		

<p>Results</p> <input type="checkbox"/> Spotting Skills Evaluation Complete <div style="text-align: center;">or</div> <input type="checkbox"/> Re-evaluate Spotting Skills in Lesson Observation	<p>Feedback</p>
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Evaluator Signature: _____

Date: _____

Competition 1 Coach Self-Assessment

Coaches who perform self-reflections are able to advance their coaching because of their skill to reflect on and think critically about their current coaching practices.

Read through each of the following Competition-1 skills.

Select the rating that best represents how you feel about your coaching today.

Date: _____

<i>I Use A Program to Guide My Coaching By...</i>	Always	Often	Some- times	Never
Identifying training objectives for specific periods in the season (development, maintenance, etc.)	Never			
Identifying the length of each period (preparation, competition, transition)				
Calculating the total amount of training time available in a season				
Determining program goals appropriate to the athletes age, stage of development, and level of competition				
Using strategies that improve multiple abilities of my athletes (physical, motor, technical, psychological)				
Looking for areas in my program where I can be flexible and adapt to individual needs				

<i>I Plan Effective Practices By...</i>	Always	Often	Some- times	Never
Applying practice plans that are well organized	Never			
Scheduling practice lengths and apparatus segments appropriate for the age and ability level of the athletes				
Effectively using the equipment available				
Selecting activities appropriate for the training period (i.e. competition)				
Adapting activities to the skill and fitness level of the athlete				
Applying challenges while still allowing success				
Understanding how the activities are appropriate to the athlete's stage of the growth and development				

<i>I Provide Support To Athletes In Training By...</i>	Always	Often	Some-times	Never
Teaching appropriate practice and competition rules	Never			
Ensuring a safe practice environment				
Ensuring equipment is available and ready to use				
Using a variety of options to adapt the practice to promote skill learning				
Understanding my athlete's learning styles (auditory, visual, kinesthetic) and intervene in ways for their optimal learning				
Providing clear and concise instructions and allow athletes to ask questions				
Providing positive and constructive feedback to reinforce athlete's efforts				
Developing trust with athletes and role modeling respectful language and behaviours				

<i>I Analyze My Athlete's Performance By...</i>	Always	Often	Some-times	Never
Predicting and preparing physical preparation for the athletes to learn and refine skills	Never			
Understanding the technical progression of introductory skills for all of my sport specific apparatus				
Prescribing an appropriate activity or drill to assist the athlete to improve their performance				
Selecting appropriate corrections, and explaining how and why that correction changes performance				
Giving athletes corrections that focus their attention to internal cues				

Self-Assessment Questions / Coach Development Action Plan

1. In which area(s) do you feel the strongest and why?

2. In which area(s) do you feel you still need to improve?

What do you plan to do to improve? By when do you plan to improve?

What help do you need from others (i.e. your club) to help you improve?

3. What is the most positive experience you have had coaching the Comp 1 content?

4. What has been one challenge you experienced while coaching the Comp 1 content?

5. What are your short and long term coaching goals?

What will help you achieve them?

STEP 2: Competition 1 Lesson Observation

WE ARE PROVIDING YOU WITH THE DOCUMENTS ON THE FOLLOWING PAGES SO THAT YOU KNOW WHAT TO EXPECT WHEN THE EVALUATOR OBSERVES YOU TEACHING A LESSON.

Evaluation is the process to determine whether coaches meet NCCP Standards for Certification. Evidence is what is **observable** and measurable that a coach does. Meeting evidence is confirmation that a coach meets the required criteria.

Why Observation?

The purpose of the Evaluation Component is not to determine your coaching 'grade.'

The purpose of the Evaluation Component is to create an awareness of your coaching strengths and weaknesses to help you continue to improve your coaching skills.

The observation provides you with an opportunity to:

1. Apply knowledge and skills acquired in the training courses;
2. Collaborate with a mentor in your gymnastics sport and mutually review strengths and weaknesses to develop an action plan for improvement;
3. Compare your coaching abilities to an established national standard with coaches who have a similar amount of experience; and
4. Demonstrate your ability to plan, deliver and evaluate a safe, age and level appropriate gymnastics lesson, including detecting and correcting gymnastics skills.