

Volleyball Canada

NCCP COACHING CERTIFICATION

LEVEL 1 Volleyball

PORTFOLIO AND EVALUATION REQUIREMENTS

Coaches in the NCCP program are either designated as IN-TRAINING, TRAINED or CERTIFIED.

These are the **minimum** requirements for achieving your CERTIFIED designation for Level 1 as prescribed by Volleyball Canada in conjunction with the Coaching Association of Canada. Additional requirements may be added on a case-by-case basis.

Designation	Requirements
In Training	Completion of Volleyball Workshop 1
Trained	<ul style="list-style-type: none"> A. Level 1 IN-TRAINING designation B. Completion of Multi-Sport Modules Part A (or Level 1 Theory): <ul style="list-style-type: none"> a. Make Ethical Decisions b. Planning a Practice c. Nutrition C. Completion of the NCCP Make Ethical Decisions online evaluation.
Certified	<ul style="list-style-type: none"> A. Level 1 TRAINED designation B. Completion of the Level 1 Volleyball Coaching Portfolio: <ul style="list-style-type: none"> a. A description of your coaching context b. An Emergency Action Plan (EAP) c. A completed Practice Observation Form from observing a practice directed by a NCCP certified volleyball coach (a Level 2 or higher certified coach is recommended). d. 40 hours of properly structured written practice plans. e. Complete the Make Ethical Decisions (MED) on line evaluation. C. Upon completion of all portfolio assignments, be formally observed and evaluated by a NCCP Level 1 Evaluator* in a practice setting. D. Membership with your Provincial/Territorial Volleyball Association during the full period in which the portfolio and observation requirements are being completed.

* Note: most Level 2 certified coaches have been trained as Level 1 Evaluators.

PLEASE COMPLETE YOUR PORTFOLIO (ASSIGNMENTS 'A' THRU 'E') AND PROVIDE TO YOUR EVALUATOR PRIOR TO THE START OF THE TRAINING SESSION IN WHICH YOU WILL BE EVALUATED.

LEVEL 1 VOLLEYBALL PORTFOLIO TASKS

PORTFOLIO ASSIGNMENT A – Coaching Context Description

Please complete the following table.

Athlete	Context Describe the context in which you coach: the type of athlete, level of competition, priorities, etc.	
	Age Range What is the age range of your athletes?	
	Major Life Influences Who most influences your athletes: parents, peers etc..	
Program	Major Emphasis Indicate the main priority of the program. Eg. Fun, Skill development etc.	
	Development priorities What is your main developmental focus with your athletes?	
Environment	Learning environment Type of practice or training – length of practices	
	Type of involvement Practices per week - weeks per year	
Coaching Details	Type of Coach Briefly describe your coaching style	
	Coaching Background What is your background as a coach, experience, education, etc.	
Program Success Describe the criteria you will use to judge whether your volleyball program is successful.		

PORTFOLIO ASSIGNMENT B – Emergency Action Plan

The purpose of an emergency action plan (EAP) is to get *professional care to the injured participant as quickly as possible*. Unless the coach has received specialized training in advanced first-aid techniques, *leave such care to professionals*.

Prepare an EAP for the facility or site where you normally hold practices.

An EAP needs to cover the following items:

1. Designate in advance who is in charge in the event of an emergency (this may very well be you).
2. Ideally, you should have a cell phone with you and make sure the battery is fully charged. If this is not possible, identify where the nearest telephone you can use is located. Have spare change in the event it is a pay phone.
3. Have emergency telephone numbers with you (facility manager, fire, police, ambulance) as well as contact numbers (parents/guardians, next of kin, family doctor) for the participants.
4. Have on hand a medical profile for each participant, 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. Have a complete address for the venue to provide Emergency Medical Services (EMS) 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).
7. Designate in advance a “call person” (the person who makes contact with medical authorities and otherwise assists the person in charge). Be sure that your call person can give emergency vehicles precise instructions to reach your facility or site.

Emergency Action Plan		Number Card	
Team/Event	_____	Locations of Phones	_____
Site	_____	Call 911 (in an emergency) or:	
Charge Person	_____	Ambulance	_____
		Police	_____
		Fire	_____
Call Person	_____	Hospital	_____
		Doctor's Office	_____
		Facility Office	_____
		Details of Location	_____

PORTFOLIO ASSIGNMENT C – Practice Observation

As part of your Level 1 portfolio you must observe a practice directed by a NCCP certified volleyball coach (Level 1 or higher, however observation of a Level 2 or higher certified coach is recommended) and complete the attached observation exercises.

Prior to attending another coach's practice, contact the coach and request permission to observe and critique their practice so that you may fulfill your Level 1 observation requirements. It is recommended that you avoid visiting the practice of a rival team as some coaches may view the observation as a means of attempting to gain a competitive advantage. Regardless of which coach you select to observe, it is imperative that you obtain permission from him or her prior to the commencement of this exercise.

Be sure to have the coach you observed sign your observation form. The form is not valid for certification purposes if it is not signed.

Once permission has been received, ask the coach to send you a copy their practice plan in advance. If this is not possible, ask for a copy at the practice site. If the NCCP coach does not have a practice plan, then be sure to report it in the observation form.

While observing the practice, be sure to place yourself close enough to the action to hear the coach's comments but not so close that you interfere with the practice. It is recommended you move around and observe the practice from several locations.

What to observe:

The primary goal of this exercise is to allow you to observe how to conduct a practice (i.e. Providing support to athletes in training). Upon completion of the practice observation please answer the following questions:

What was the coach trying to achieve? What was the objective(s) of the practice?	
How did the coach try to achieve the goals? What were the content and methods used to achieve these goals?	
Was the coach successful at achieving the goals?	
What were the strategies used by the coach to maximize performance in practice.	
Overall coaching philosophy of the coach? Ask the coach directly.	
Was time spent efficiently during the practice?	
Was the practice organized well?	
Was the coach effective at interacting with the players?	
Bonus: Did you learn anything about skills and/or tactics? If yes, please describe.	

Practice Recording Sheet - Coaching Management

Coach Observed		CC#:	NCCP Level	
Team Name				Team Level
Sex	<input type="radio"/> Males	<input type="radio"/> Females	Age Range	
Location				Date
Phase of the Season	<input type="radio"/> General Preparation	<input type="radio"/> Specific Preparation	<input type="radio"/> Competition Preparation	
Was a practice plan received?	<input type="radio"/> Yes <input type="radio"/> No			

Introduction

Were the goals and/or objectives of the practice explained to the athletes? If yes, describe them.	
What else did the coach talk to the athletes about?	
How long did it take?	
Comments:	

Warm Up

<i>Explanation:</i> How long was it?	
<i>Execution:</i> Did the players follow a pre-learned routine?	
What did the coach do during the warm-up? (you may select more than one option)	<input type="radio"/> Observe <input type="radio"/> Encourage athletes <input type="radio"/> Direct the activity <input type="radio"/> Talk to somebody else <input type="radio"/> Correct <input type="radio"/> Other _____ <input type="radio"/> Other _____
Comments:	

Activity Record Sheet

(Complete an Activity Record Sheet for each activity in the practice)

Activity #1:

Describe the activity.			
Was the explanation brief?		Was there any demonstration and was it necessary for better comprehension?	
Was the explanation clear?			
How long was the activity?			
Describe the type of feedback given to the athletes?	<input type="checkbox"/> Did nothing <input type="checkbox"/> Shouting/rebukes <input type="checkbox"/> Encouraged <input type="checkbox"/> Repeated instructions or demos <input type="checkbox"/> Reinforced reference points <input type="checkbox"/> Identified errors <input type="checkbox"/> Corrected errors <input type="checkbox"/> Other _____	What did the coach do during the activity?	<input type="checkbox"/> Ran the activity <input type="checkbox"/> Observed <input type="checkbox"/> Encouraged athletes <input type="checkbox"/> Directed the activity <input type="checkbox"/> Talked to somebody else <input type="checkbox"/> Made corrections <input type="checkbox"/> Other _____ <input type="checkbox"/> Other _____
Describe the activity objective.		Was the activity objective achieved?	
Was this activity appropriate for the athletes? If not, what modifications would you have made?			
Would this activity be appropriate for your own athletes? If not how would you modify it for your own situation?			
Comments:			

Activity #2:

Describe the activity.			
Was the explanation brief?		Was there any demonstration and was it necessary for better comprehension?	
Was the explanation clear?			
How long was the activity?			
Describe the type of feedback given to the athletes?	<input type="checkbox"/> Did nothing <input type="checkbox"/> Shouting/rebukes <input type="checkbox"/> Encouraged <input type="checkbox"/> Repeated instructions or demos <input type="checkbox"/> Reinforced reference points <input type="checkbox"/> Identified errors <input type="checkbox"/> Corrected errors <input type="checkbox"/> Other _____	What did the coach do during the activity?	<input type="checkbox"/> Ran the activity <input type="checkbox"/> Observed <input type="checkbox"/> Encouraged athletes <input type="checkbox"/> Directed the activity <input type="checkbox"/> Talked to somebody else <input type="checkbox"/> Made corrections <input type="checkbox"/> Other _____ <input type="checkbox"/> Other _____
Describe the activity objective.		Was the activity objective achieved?	
Was this activity appropriate for the athletes? If not, what modifications would you have made?			
Would this activity be appropriate for your own athletes? If not how would you modify it for your own situation?			
Comments:			

Activity Record Sheet

(Complete an Activity Record Sheet for each activity in the practice)

Activity #3:

Describe the activity.			
Was the explanation brief?		Was there any demonstration and was it necessary for better comprehension?	
Was the explanation clear?			
How long was the activity?			
Describe the type of feedback given to the athletes?	<input type="checkbox"/> Did nothing <input type="checkbox"/> Shouting/rebukes <input type="checkbox"/> Encouraged <input type="checkbox"/> Repeated instructions or demos <input type="checkbox"/> Reinforced reference points <input type="checkbox"/> Identified errors <input type="checkbox"/> Corrected errors <input type="checkbox"/> Other _____	What did the coach do during the activity?	<input type="checkbox"/> Ran the activity <input type="checkbox"/> Observed <input type="checkbox"/> Encouraged athletes <input type="checkbox"/> Directed the activity <input type="checkbox"/> Talked to somebody else <input type="checkbox"/> Made corrections <input type="checkbox"/> Other _____ <input type="checkbox"/> Other _____
Describe the activity objective.		Was the activity objective achieved?	
Was this activity appropriate for the athletes? If not, what modifications would you have made?			
Would this activity be appropriate for your own athletes? If not how would you modify it for your own situation?			
Comments:			

Activity #4:

Describe the activity.			
Was the explanation brief?		Was there any demonstration and was it necessary for better comprehension?	
Was the explanation clear?			
How long was the activity?			
Describe the type of feedback given to the athletes?	<input type="checkbox"/> Did nothing <input type="checkbox"/> Shouting/rebukes <input type="checkbox"/> Encouraged <input type="checkbox"/> Repeated instructions or demos <input type="checkbox"/> Reinforced reference points <input type="checkbox"/> Identified errors <input type="checkbox"/> Corrected errors <input type="checkbox"/> Other _____	What did the coach do during the activity?	<input type="checkbox"/> Ran the activity <input type="checkbox"/> Observed <input type="checkbox"/> Encouraged athletes <input type="checkbox"/> Directed the activity <input type="checkbox"/> Talked to somebody else <input type="checkbox"/> Made corrections <input type="checkbox"/> Other _____ <input type="checkbox"/> Other _____
Describe the activity objective.		Was the activity objective achieved?	
Was this activity appropriate for the athletes? If not, what modifications would you have made?			
Would this activity be appropriate for your own athletes? If not how would you modify it for your own situation?			
Comments:			

Activity Record Sheet

(Complete an Activity Record Sheet for each activity in the practice)

Activity #5:

Describe the activity.			
Was the explanation brief?		Was there any demonstration and was it necessary for better comprehension?	
Was the explanation clear?			
How long was the activity?			
Describe the type of feedback given to the athletes?	<input type="checkbox"/> Did nothing <input type="checkbox"/> Shouting/rebukes <input type="checkbox"/> Encouraged <input type="checkbox"/> Repeated instructions or demos <input type="checkbox"/> Reinforced reference points <input type="checkbox"/> Identified errors <input type="checkbox"/> Corrected errors <input type="checkbox"/> Other _____	What did the coach do during the activity?	<input type="checkbox"/> Ran the activity <input type="checkbox"/> Observed <input type="checkbox"/> Encouraged athletes <input type="checkbox"/> Directed the activity <input type="checkbox"/> Talked to somebody else <input type="checkbox"/> Made corrections <input type="checkbox"/> Other _____ <input type="checkbox"/> Other _____
Describe the activity objective.		Was the activity objective achieved?	
Was this activity appropriate for the athletes? If not, what modifications would you have made?			
Would this activity be appropriate for your own athletes? If not how would you modify it for your own situation?			
Comments:			

Activity #6:

Describe the activity.			
Was the explanation brief?		Was there any demonstration and was it necessary for better comprehension?	
Was the explanation clear?			
How long was the activity?			
Describe the type of feedback given to the athletes?	<input type="checkbox"/> Did nothing <input type="checkbox"/> Shouting/rebukes <input type="checkbox"/> Encouraged <input type="checkbox"/> Repeated instructions or demos <input type="checkbox"/> Reinforced reference points <input type="checkbox"/> Identified errors <input type="checkbox"/> Corrected errors <input type="checkbox"/> Other _____	What did the coach do during the activity?	<input type="checkbox"/> Ran the activity <input type="checkbox"/> Observed <input type="checkbox"/> Encouraged athletes <input type="checkbox"/> Directed the activity <input type="checkbox"/> Talked to somebody else <input type="checkbox"/> Made corrections <input type="checkbox"/> Other _____ <input type="checkbox"/> Other _____
Describe the activity objective.		Was the activity objective achieved?	
Was this activity appropriate for the athletes? If not, what modifications would you have made?			
Would this activity be appropriate for your own athletes? If not how would you modify it for your own situation?			
Comments:			

Activity Record Sheet

(Complete an Activity Record Sheet for each activity in the practice)

Activity # ____:

Describe the activity.			
Was the explanation brief?		Was there any demonstration and was it necessary for better comprehension?	
Was the explanation clear?			
How long was the activity?			
Describe the type of feedback given to the athletes?	<input type="checkbox"/> Did nothing <input type="checkbox"/> Shouting/rebukes <input type="checkbox"/> Encouraged <input type="checkbox"/> Repeated instructions or demos <input type="checkbox"/> Reinforced reference points <input type="checkbox"/> Identified errors <input type="checkbox"/> Corrected errors <input type="checkbox"/> Other _____	What did the coach do during the activity?	<input type="checkbox"/> Ran the activity <input type="checkbox"/> Observed <input type="checkbox"/> Encouraged athletes <input type="checkbox"/> Directed the activity <input type="checkbox"/> Talked to somebody else <input type="checkbox"/> Made corrections <input type="checkbox"/> Other _____ <input type="checkbox"/> Other _____
Describe the activity objective.		Was the activity objective achieved?	
Was this activity appropriate for the athletes? If not, what modifications would you have made?			
Would this activity be appropriate for your own athletes? If not how would you modify it for your own situation?			
Comments:			

Activity # ____:

Describe the activity.			
Was the explanation brief?		Was there any demonstration and was it necessary for better comprehension?	
Was the explanation clear?			
How long was the activity?			
Describe the type of feedback given to the athletes?	<input type="checkbox"/> Did nothing <input type="checkbox"/> Shouting/rebukes <input type="checkbox"/> Encouraged <input type="checkbox"/> Repeated instructions or demos <input type="checkbox"/> Reinforced reference points <input type="checkbox"/> Identified errors <input type="checkbox"/> Corrected errors <input type="checkbox"/> Other _____	What did the coach do during the activity?	<input type="checkbox"/> Ran the activity <input type="checkbox"/> Observed <input type="checkbox"/> Encouraged athletes <input type="checkbox"/> Directed the activity <input type="checkbox"/> Talked to somebody else <input type="checkbox"/> Made corrections <input type="checkbox"/> Other _____ <input type="checkbox"/> Other _____
Describe the activity objective.		Was the activity objective achieved?	
Was this activity appropriate for the athletes? If not, what modifications would you have made?			
Would this activity be appropriate for your own athletes? If not how would you modify it for your own situation?			
Comments:			

Cool Down

Was there a cool down activity?	<input type="radio"/> Yes	<input type="radio"/> No	
Was it appropriate?	<input type="radio"/> Yes	<input type="radio"/> No	
If not, why?			

Global Review of the Training Session

Note: The objective of this exercise is not to be highly critical of the coach you are observing, but to look for those techniques and approaches which would be useful in your own practice settings.

Coaching Technique Please rank the coach from 1 to 5 (5 being the best) in the following areas	Group organization	1	2	3	4	5	Correction of errors	1	2	3	4	5
	Distribution of attention	1	2	3	4	5	Ball Handling	1	2	3	4	5
	Observation of individuals	1	2	3	4	5	Work load – intensity	1	2	3	4	5
	Detection of errors	1	2	3	4	5	Work load – volume	1	2	3	4	5
In your opinion what are the best qualities of this coach?												
In your opinion what are the weakest qualities of this coach?												
List the key principles/features observed which you will try to incorporate into your own training situations (if any)												
Did the athletes appear to have fun/enjoy the session?												
Did the athletes appear to give maximum or an appropriate effort and perform in a way which would mirror their competition experience?												

Observed Coach	NCCP Number:	CC							
Signed									
Date									

PORTFOLIO ASSIGNMENT D – Practice Plans

Include 40 hours of written practice plans from training sessions you have completed in your portfolio for review by your Evaluator at the time of your final evaluation. All plans as a minimum should include the following five parts:

- Welcome/Introduction
- A warm-up
- The main part
- A cool-down
- Conclusion/debrief

In addition, each activity included within the main part of the practice should include:

- A timeline
- Objectives
- A description
- Success criteria
- Reference points

For more information on appropriate written plan preparation, consult the Volleyball Level 1 Manual (Chapter 12) or the NCCP Multisport Module: Planning a Practice Reference Material.

PORTFOLIO ASSIGNMENT E – Make Ethical Decisions On Line Evaluation

As part of the certification process, you are required to complete a Make Ethical Decisions online evaluation for the **Comp-Int** context.

Before you start the evaluation, you will need **an account with the NCCP Database and your CC number**. Under normal circumstances you will receive a CC# when you complete your first NCCP training workshop. Once a workshop is entered into the NCCP Database, you will receive an email with your CC#/username and password. Please note that it can take up to three months for a workshop to be entered in to the database.

- If you do not receive a confirmation email, or to request a CC#, please send an email to coach@coach.ca and include the following information: name, address, date of birth, and possible time frame of the NCCP training/workshop, if applicable. If you have duplicate CC#s, then you can also make a request to merge the two files.
- To receive an NCCP coaching card by mail, please send a request in writing to CAC Coach Services at coach@coach.ca and provide your CC# (if available), name, address, and date of birth.

Please be advised:

- The evaluation can take at least one hour to complete. You may quit the application in order to continue when it's more convenient without losing your place.
- The application only allows two attempts at successfully completing the evaluation. If both attempts are unsuccessful, you will be required to participate in a Make Ethical Decisions module in order to access the online evaluation for another two attempts.
- Once you have successfully completed the online evaluation, your file on the NCCP Database will be automatically updated. To view your transcript online, please visit <http://www.coach.ca/check-nccp-certification-s13876> and login using the same username and password you used to access the online evaluation.

If you experience any technical difficulties or you have any questions about the technology being used, please contact the NCCP at coach@coach.ca. They will provide you with technical assistance or will forward your feedback to help improve the online evaluation tool.

Visit: <http://evaluation.coach.ca/login/index.php> when you are ready to take the Make Ethical Decisions online evaluation.

Upon completion of all portfolio assignments (Portfolio assignments A thru E) you are eligible to proceed to your final evaluation. You are required to supply your Evaluator with your entire portfolio with all completed assignments for his/her review as part of the evaluation process.

FINAL EVALUATION BY A LEVEL 1 EVALUATOR

Upon completion of all portfolio components (Assignments A thru D) you are eligible to proceed to the final phase of Level 1 volleyball certification; Evaluation by a Level 1 Evaluator*. This evaluation cannot proceed until all portfolio requirements have been fulfilled. In addition, you are required to supply your Evaluator with your **entire portfolio** with all completed assignments for his/her review as part of the evaluation process.

Notes for the Coach Being Observed

All NCCP Level 1 volleyball coaches must be evaluated by a Level 1 Evaluator* to meet certification requirements. If you know of a coach who meets this requirement, contact him/her to see if they are available to evaluate and critique one of your practices. If you are not aware of any Evaluators in your area, contact your Provincial Volleyball Association and they will assist you in contacting one.

Once arrangements have been made, be sure to provide the evaluating coach with a copy of your practice plan and a copy of the blank evaluation tool and evaluation summary in advance. In addition, provide your completed coaching portfolio assignments upon his/her arrival for your evaluation. You must have a written plan for the practice and every effort should be made to provide all documentation a day or two in advance so your evaluator can become familiar with the observation process.

Be sure to organize your time so that you will be available to meet with your evaluator for at least 15 minutes before the practice to answer any questions or respond to any requests he/she may have. As well, anticipate a 30-minute debriefing after the practice to receive feedback from the evaluator on your training session.

Please note that the demonstration of one or more of the following behaviours during an evaluation will result in the Evaluator being forced to intervene, an immediate end to the evaluation, and the coach will need to be re-evaluated at a later date:

SAFETY	Seriously endangering the health of an athlete or any other person regardless of whether the behaviour was accidental or intentional.
HARASSMENT AND/OR ABUSE	Demonstrating harassing or abusive behaviours towards an athlete or any other person. Harassing behaviours may consist of repeatedly humiliating or intimidating someone, making racist comments, threatening someone with physical harm, making cruel personal jokes or teasing someone about their body or sexual orientation. Abusive behaviours may consist of name calling, swearing, threatening, ridiculing, intimidating, isolating, hazing, ignoring a person's needs, slapping, hitting, shaking, kicking, pulling hair, pulling ears, striking, shoving grabbing or excessive exercise as a form of punishment.
DISREGARD FOR FAIRPLAY	Violating Volleyball Canada rules and/or the Coaching Association of Canada Code of Ethics/Conduct.
LOSS OF CONTROL OF ATHLETE GROUP	Athletes clearly not responding to directions of the coach by wandering off, and/or not following instructions, and/or displaying unsafe, abusive and/or harassing behaviours.
DEMONSTRATION OF DISRESPECT FOR ATHLETES, PEERS, VOLUNTEERS, AND EQUIPMENT	Violation of the NCCP's Code of Ethics/Conduct

*Note: most Level 2 certified coaches have been trained as Level 1 Evaluators.

Please provide copies of the remaining pages in this document to your Evaluator one or two days ahead of your scheduled evaluation.

Notes for the Evaluating Coach

All volleyball coaches seeking NCCP Level 1 volleyball certification have to complete a post-workshop coaching portfolio and formal evaluation. The formal evaluation is to be conducted by a Level 1 NCCP Evaluator. As a NCCP CERTIFIED Level 2 Coach you have been trained as a Level 1 Evaluator and are encouraged to assist other coaches training in the NCCP to meet their certification requirements.

Requirements for acting as a Level 1 Evaluator

1. You must be a member of your Provincial Association
2. You must have completed Level 1 Evaluator training (this process usually occurs during the Level 2 volleyball workshop).

Once you have agreed to evaluate a coach, ask the coach to send you a copy of their practice plan and observation tool (if you do not have a copy) in advance. If this is not possible, be sure to get a copy at the practice site and if the coach does not have a practice plan, be sure to report it in the observation form. **In addition remind them that all Coaching Portfolio assignments must be complete and that you are required to verify their completion at the time of the evaluation.**

The Evaluation Process

The evaluation process includes the following steps:

1. A request from a Level 1 coach in-training to be evaluated.
2. The reception of the practice plan and observation tool from the candidate coach.
3. The evaluator familiarizes himself/herself with the evaluation tool and summary sheet.
4. The Evaluator arrives on site for the evaluation 30 to 60 minutes before the start of the practice.
5. The candidate coach provides the evaluator with their Coaching Portfolio which is reviewed by the Evaluator. All necessary items are reviewed by the Evaluator and recorded on the Evaluation Summary sheet.
6. The observation takes place (details below).
7. Upon conclusion of the practice session, a 30-60 minute debriefing takes place (details below)
8. The Evaluator signs off on the Evaluation Summary and returns the completed summary and observation tool to the candidate coach.
9. The candidate coach submits the completed evaluation summary and observation tool to their provincial volleyball association.

The Observation

The primary goal of this exercise is evaluate how the coach organizes their practice, conducts their drills (i.e. drill management), manages risk/safety, and behaves towards the athletes.

Observation tools have been designed to assist you—the evaluator—in gathering evaluation data or evidence during the evaluation process. Be sure to familiarize yourself with the tools and evaluation process before the evaluation. The strength and quality of your debriefing relies on your ability to observe the coach and note critical information that will assist in passing a judgment on the coach's competency.

In general you will use the following steps in the evaluation process:

Step 1: Identify the evidence to be observed and rate its quality.

Step 2: Determine whether the coach meets the proscribed standard for Level 2 certification

Step 3: Identify recommendations. To assist the evaluated coach and encourage on going improvement, it is important to provide meaningful feedback to the coach and help them improve their coaching skills

The Debriefing

Each evaluation must be followed by a debrief. This serves two purposes:

1. To continue to gather necessary information to verify specific evidences that may not have been clearly demonstrated during the practice.
2. To provide feedback to the candidate about what went well and what areas need improvement.

Start the debrief by asking relevant questions about the practice session. Find out how the candidate coach felt about the session.

- What do they think went well?
- What do they think they could have done better?
- What might they change?
- Did they consider other ways of doing things?
- Etc.

Next, question the candidate coach about the session and actions you feel are relevant to the evaluation. Ask probing questions to find out why they did the things they did and if required make suggestions on how you the Evaluator might have done things differently. Then summarize the relevant points of the evaluation. Identify those items you thought they did well and those items that may need improvement. Suggest further actions they may take to continue to improve as a coach. Then, complete the Evaluation Summary sheet and Observation tool, sign it and return it to the coach.

Finally, review their coaching portfolio. Ensure that all assignments have been adequately completed and work with the coach to make any necessary recommendations or corrections.

Portfolio Requirements

All portfolio requirements must be completed to established standards to receive credit towards certification.

Context Description	The one page follow up requirement “Assignment A – Context Description” is completed and included it in their portfolio for the Evaluator review.
Emergency Action Plan (EAP)	The follow up requirement “Assignment B – Emergency Action Plan” is completed and included it in their portfolio for the Evaluator review. The EAP includes at least 4 of the following 5 items: <ol style="list-style-type: none">1. Identifies the locations of telephones and emergency telephone numbers2. The full address of the practice site and any other relevant details to its location3. The location of medical profiles for each athlete under the coach’s care is identified.4. The location of a fully stocked first-aid kit is identified.5. The “Charge Person” and the “Call Person” are designated and their roles and responsibilities outlined.
Practice Observation	The follow up requirement “Assignment C – Observation of Another Coach”, is completed, the project is signed by the coach he/she observed, and is included it in his/her portfolio for the Evaluator review.
Written Practice Plans	The coach has provided 40 hours of properly written practice plans (Assignment D – Practice Plans).
MED Evaluation	Verify the coach has completed the Make Ethical Decisions on line evaluation.

Description of Level 1 evaluation criteria

Written Practice Plan

Activity Descriptions	Written activities are effectively described and include outcomes, a description, success criteria, and reference points. Each description should include: <ul style="list-style-type: none">• The number of athletes.• Court positions of the athletes in the drill.• The path and circulation of the ball.• Court movements of the players.• Return point of the ball.• Role of the athletes not involved in the drill (shaggers, feeders, supporters)• Rhythm, specific load, number of series and repetitions, rest time.• Delimitation of the space used.• Role of the coach (active or passive)
Objectives	Reasonable objective have been outlined for each activity and the structure of the activity, the success criteria, and the reference points all link and work to meet the activity's objective(s). The objective must be clearly identified, specific, and attainable.
Success Criteria	Appropriate success criteria (either quantitative or qualitative) that are attainable, challenging for the athletes, consider the nature of the drill, the drill's objective(s), and the athletes' abilities have been developed.
Reference Points	2-4 technical points or reference points (indicators) should be identified for each practice activity. These points should be tied to the objective of the drill and help the athletes focus on the objective and what to improve. These points can be utilized as a teaching tool, remind the coach where to focus observations, and assist in identifying what type of feedback should be supplied to the athlete during the activity.
Game Transferability	Are the activities planned such that the skills being performed in training are using the same context and conditions as experienced in competition thus improving transferability to game situations.

Practice & Drill Implementation

Implementation of Written Plan	Is the coach able to follow his/her plan as it is written? Does the written plan conform to what is observed on the court and are the majority of the procedures outlined in the plan being respected?
Explanation of procedure	<p>This is an evaluation of the coach's ability to explain the drill. Are key instructions explaining: drill objectives, player positions on the court, his/her role, ball trajectory, tempo, intensity, etc. adequately delivered?</p> <p>There are two key factors in the evaluation of the explanation:</p> <ul style="list-style-type: none"> • Was the explanation clear • Was the explanation brief
Demonstration	<p>The coach's ability to create a precise mental image of what technically must occur in the drill.</p> <p>Key Criteria: was the choice of demonstration appropriate for the skills to be focused on?</p> <p>Some possible demonstration methods:</p> <ul style="list-style-type: none"> • global/broken down (whole-part-whole) • slow speed/normal speed <p>Coaches can choose to demonstrate themselves or use other methods for demonstration when required. The most important feature is that the demonstration is effective in providing a precise image of what must occur.</p>
Position of Participants	<p>Does the coach position participants advantageously so that:</p> <ul style="list-style-type: none"> • Participants are able to clearly hear directions. • Distractions are minimized. • Activity can begin as quickly as possible.
Ball manipulation	When the coach is active in a drill, is he/she able to handle the ball (throw-hit-serve) with the precision and consistency that will allow the athletes to work efficiently. Or if the coach chooses to use others (players, assistants, etc.) are these people able to meet the control objectives identified above.
Error detection	Does the coach have the required technical and tactical knowledge to adequately detect errors and what needs to be improved? Are they able to effectively combine it with their observation skills to rapidly perform a skill analysis on an individual or group to identify the cause(s) of error?
Error correction	How does the coach react to an error that has been detected? Do they have the ability to make the type of adjustments that will allow for the correction of an error and how to improve?
Reference Point Reinforcement	Does the coach consistently reinforce and provide feedback related to the reference points outlined for each activity in the written practice plan?

Practice & Drill Implementation (cont.)

Feedback	<p>One of the most critical abilities for all coaches. This is usually one of the most closely evaluated aspects of the NCCP program and has several characteristics:</p> <p><i>Positive:</i> Does the coach regularly use language that is positive in nature? Does he/she reinforce behavior and inform the athlete in a meaningful way on successful attempts of correct or desired responses. Is negative feedback only given to stop undesired reactions by telling athletes what they have done incorrectly and suggest, when necessary, better alternative responses or ways to correct the problem (skill or attitude). Negative feedback should usually be followed by positive feedback.</p> <p><i>Clear</i> Does the athlete(s) understand what they are being told. Does the coach seek confirmation of understanding?</p> <p>In general, the most effective coaches provide far more positive reinforcement than negative reinforcement. Research suggests that a 3:1 ratio of positive to negative reinforcement tends to produce the best behavioural results.</p>
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Safety

Environmental Risks	The coach plans for and uses the facility in ways that reflect an awareness of and control for potential risk factors. The coach ensures that the training area is made as safe as is reasonable and considers the safety of all participants when making decisions about the utilization of facility space.
Activity Risks	The coach continually surveys the practice environment and makes adjustments to activities, participant behaviours, etc. to minimize any related risks.

Responsible Coaching

Coach Attire	The coach is dressed in sports attire appropriate for coaching in a volleyball situation.
Respectful Language	The coach uses language that demonstrates a respect for participants and other stakeholders.
Coach Behaviour	The coach behaves in a manner that honours sport and respects participants.
Expectations for Athlete Behaviour	The coach identifies appropriate expectations for athlete behaviour and reinforces these expectations as required.



Level 1 Volleyball NCCP Evaluation Summary



Date				NCCP Number:	CC							
Coach												
	Surname			First Name								
Address	Apt.			Street								
	City			Province			Postal Code					
Phone	()			()			()					
	Home			Business			Fax					
E-mail												

Portfolio Requirements

Portfolio Assignment	Incomplete	Complete
Context Description	<input type="radio"/>	<input type="radio"/>
Emergency Action Plan	<input type="radio"/>	<input type="radio"/>
Practice Observation	<input type="radio"/>	<input type="radio"/>
Written Practice Plans (40 hours)	<input type="radio"/>	<input type="radio"/>
MED Online Evaluation	<input type="radio"/>	<input type="radio"/>

All portfolio requirements must be complete to meet the standard for certification

Level 1 Evaluation Requirements (from Level 1 NCCP Evaluation Tool)

Evaluation Component	Score	Standard	Needs Improvement	Meets Standard
Written Plan		4 of 5	<input type="radio"/>	<input type="radio"/>
Practice and Drill Implementation		8 of 10	<input type="radio"/>	<input type="radio"/>
Safety		2 of 2	<input type="radio"/>	<input type="radio"/>
Responsible Coaching		3 of 4	<input type="radio"/>	<input type="radio"/>

All scores must meet the standard to receive credit towards certification

Recommendation					
<input type="radio"/>	Repeat observation by a Level 1 Learning Facilitator <ul style="list-style-type: none">• One (1) or less of the evaluation components meet the standard	<input type="radio"/>	Repeat observation by a Level 1 Evaluator <ul style="list-style-type: none">• Two (2) or three (3) of the evaluation components meet the standard	<input type="radio"/>	Credit towards certification <ul style="list-style-type: none">• All portfolio assignments are complete• Four (4) evaluation components meet the standard

Evaluator				NCCP number:	CC							
	Surname			First Name								
Address	Apt.			Street								
	City			Province			Postal Code					
Phone	()			()			()					
	Home			Business			Fax					
E-mail												

To the best of my knowledge, the evaluation conducted for the coach identified above has been carried out in accordance with the established certification standards for the volleyball NCCP. The recommendation I have made is based on my professional estimation of the coach's observed abilities in the training session I observed, as well as the written evidence provided in the coaching portfolio and the evaluation session's written plan. I have attempted to conduct my evaluation in a fair and unbiased manner and have fully briefed the evaluated coach on the outcome of this evaluation and made recommendations for improvement where appropriate.

Evaluator		
Signed	Date	



Level 1 Volleyball NCCP Evaluation Tool



Coach			NCCP number:	CC						
	Surname	First Name								

	Evaluation Criteria		Needs Improvement	Meets Standard	Comments	
Written Plan	Activity Descriptions		<input type="radio"/>	<input type="radio"/>	Written Plan Total <input type="text"/>	
	Objectives		<input type="radio"/>	<input type="radio"/>		
	Success Criteria		<input type="radio"/>	<input type="radio"/>		
	Reference Points		<input type="radio"/>	<input type="radio"/>		
	Game Transferability		<input type="radio"/>	<input type="radio"/>		
Practice & Drill Implementation	Implementation of Written Plan		<input type="radio"/>	<input type="radio"/>	Practice & Drill Implementation Total <input type="text"/>	
	Explanation of Procedure	brief	<input type="radio"/>	<input type="radio"/>		
		clear				
	Demonstration		<input type="radio"/>	<input type="radio"/>		
	Position of Participants		<input type="radio"/>	<input type="radio"/>		
	Ball Manipulation		<input type="radio"/>	<input type="radio"/>		
	Error Detection		<input type="radio"/>	<input type="radio"/>		
	Error Correction		<input type="radio"/>	<input type="radio"/>		
	Reference Point Reinforcement		<input type="radio"/>	<input type="radio"/>		
	Feedback	positive	<input type="radio"/>	<input type="radio"/>		
clear		<input type="radio"/>	<input type="radio"/>			
Safety	Environmental Risks		<input type="radio"/>	<input type="radio"/>	Safety Total <input type="text"/>	
	Activity Risks		<input type="radio"/>	<input type="radio"/>		
Responsible Coaching	Coach Attire		<input type="radio"/>	<input type="radio"/>	Responsible Coaching Total <input type="text"/>	
	Respectful Language		<input type="radio"/>	<input type="radio"/>		
	Coach Behaviour		<input type="radio"/>	<input type="radio"/>		
	Expectations for Athlete Behaviour		<input type="radio"/>	<input type="radio"/>		

Reward one (1) point for every item which meets the standard. Reward zero (0) points for every item which needs improvement.

Evaluator	NCCP Number:	CC						
Signed	Date							

FORWARD REQUIRED DOCUMENTATION TO YOUR PROVINCIAL ASSOCIATION

Once you have completed your evaluation, you must remit your evaluation results to your Provincial/Territorial Volleyball Association.

Be sure all portfolio items are listed as completed and that your Evaluator has signed your Evaluation Tool form and your Evaluation Summary form.

Once all the above activities have been completed, please forward **only** your *Level 1 NCCP Evaluation Tool* and your *Level 1 NCCP Evaluation Summary* to your Provincial/Territorial Volleyball Association for review and submission to the Coaching Association of Canada to complete the certification process. These are all the volleyball specific tasks required to achieve your Level 1 CERTIFIED designation.

Be sure to keep a copy of all documentation for your records.

Your athletes will benefit greatly by you becoming a CERTIFIED coach. Good luck with your coaching this season.



National
Coaching
Certification
Program



PARTNERS IN COACH EDUCATION

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

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COLUMBIA
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Canadian
Heritage
Sport Canada

Patrimoine
canadien

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