



**SPEED
SKATING
CANADA**



*National
Coaching
Certification
Program*

Speed Skating Canada

NCCP Operations Manual

December 2021, v. 3.0



Coaching Association of Canada
Association canadienne des entraîneurs



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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Coaching Association of Canada
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The programs of this organization are funded in part by the Government of Canada.



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The Collection, Use, and Disclosure of Personal Information

The Coaching Association of Canada collects your NCCP qualifications and personal information and shares it with all NCCP partners according to the privacy policy detailed at www.coach.ca. By participating in the NCCP you are providing consent for your information to be gathered and shared as detailed in the privacy policy. If you have any questions or would like to abstain from participating in the NCCP please contact coach@coach.ca.

Introduction

Purpose of this Document

The National Coaching Certification Program (NCCP), launched in 1974 and delivered in partnership with the government of Canada, provincial/territorial governments, and national/provincial/territorial sport organizations, gives coaches the confidence to succeed.

The CAC works with over 65 different National Sport Organizations, including Speed Skating Canada, across Canada in the development of sport-specific NCCP training. Currently, there are over 850 workshops available at every level of sport – from 3-hour online introductory workshops for beginner coaches, to weekend workshops for intermediate coaches, to intensive two-year training programs for advanced coaches.

This *Speed Skating Canada: NCCP Operations Manual* contains guidelines and procedures for successful implementation of the NCCP. It is not intended to replace the *NCCP Policies and Implementation Standards*, nor does it serve as development guidelines.

Version Control

The following outlines the version history of this document, and identifies any notable changes.

Revision Date	Revisions
2015/04/01	Original document publication.
2015/12/03	Speed Skating Canada version 1.0
2016/01/18	Speed Skating Canada version 2.0
2021/12	Speed Skating Canada version 3.0

1 SPEED SKATING CANADA AND NCCP

1.1 Mission, Vision, and Values

Core purpose

The core purpose of an organization is its fundamental reason for being. The purpose is enduring; it is the guiding star on the horizon forever pursued, but never reached. While the purpose is never fully realized, it inspires the organization to change and progress in order to more fully live up to its purpose.

SSC organizes and coordinates the sport of speed skating in Canada for the betterment of the sport and its members.

Core values

- Sport is an apprenticeship for life.
- Respect for others
- Integrity
- Excellence of effort
- Safe, healthy environment
- Voluntarism

<http://www.speedskating.ca/about/speed-skating-canada/values-mission-vision>

1.2 Partners in Coach Education

The CAC, the provincial/territorial NCCP delivery agencies, the National Sport Organizations (NSOs), and the federal-provincial/territorial governments are individually and collectively responsible to:

- Ensure that the NCCP and other coaching and sport leader development programs contribute to a safe and ethical sport experience in all contexts of participation;
- Ensure that the programs integrate into the Canadian Sport For Life framework and follow the principles of Long-Term Athlete Development (LTAD);
- Ensure that coaching and sport leader development programs are available in both French and English;
- Use best efforts to make the program accessible to all, including traditionally underrepresented and/or marginalized populations as referenced in the Canadian Sport Policy and the Federal-Provincial/Territorial Priorities for Collaborative Action;
- Endorse the value of competent coaches and support, along with other stakeholders, higher standards of coaching competencies and working conditions/environments for coaches;
- Actively participate in the resolution of any differences that put the integrity and continuity of the NCCP at risk.

1.2.1 Coaching Association of Canada (CAC)

The Coaching Association of Canada unites stakeholders and partners in its commitment to raising the skills and stature of coaches, and Speed Skating expanding their reach and influence. Through its programs, the CAC empowers coaches with knowledge and skills, promotes ethics, fosters positive attitudes, builds competence, and increases the credibility and recognition of coaches.

1.2.2 Provincial/Territorial Coaching Representatives (PTCRs)

The Provincial/Territorial Coaching Representatives provide leadership, development, and support in delivering the NCCP. Find their contact information here: <http://coach.ca/provincial-territorial-coaching-representatives-p140497>

- Alberta: Alberta Sport Connection
- British Columbia: ViaSport BC
- Manitoba: Coaching Manitoba
- New Brunswick: Coach NB
- Newfoundland and Labrador: Sport Newfoundland and Labrador
- Northwest Territories: Sport North Federation
- Nova Scotia: Department of Health and Wellness, Active Living Branch
- Nunavut: Sport and Recreation Division
- Ontario: Coaches Association of Ontario
- Prince Edward Island: Sport PEI
- Quebec: SportsQuébec

- Saskatchewan: Coaches Association of Saskatchewan
- Yukon: Sport and Recreation, Department of Community Services, Government of Yukon

1.2.3 National Sport Organization (NSO)

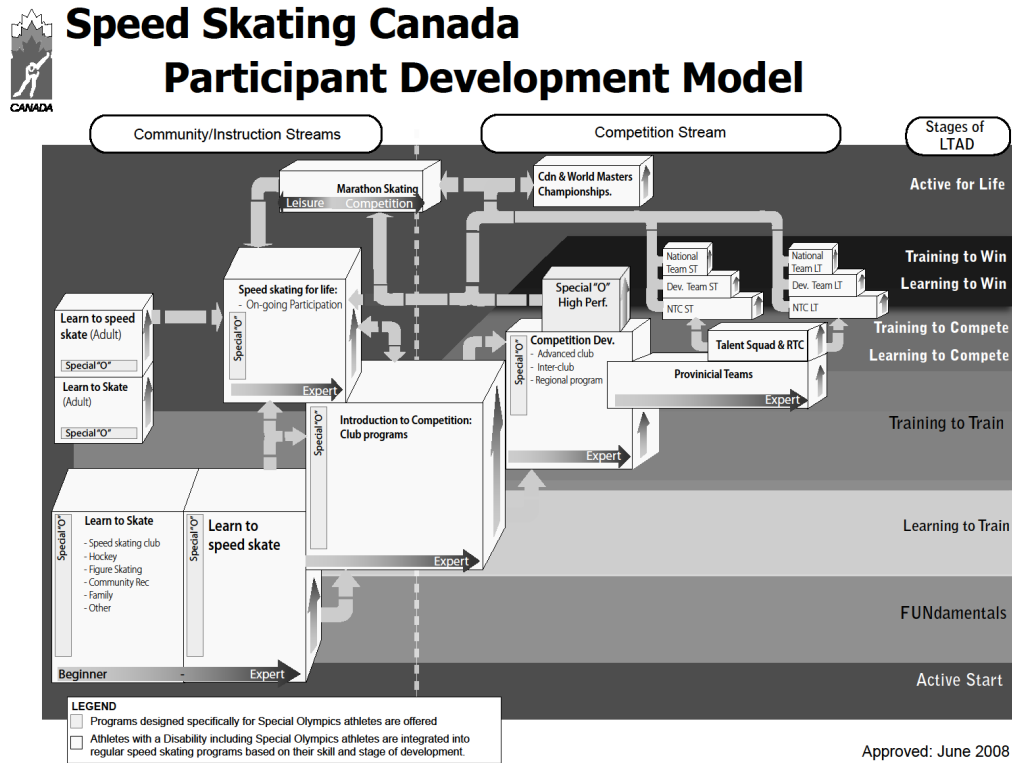
- [Speed Skating Canada](#)

1.2.4 Provincial/Territorial Sport Organizations (P/TSOs)

Find their contact information here: <http://www.speedskating.ca/about/links>

- Alberta Amateur Speed Skating Association
- BC Speed Skating Association
- Fédération de patinage de vitesse du Québec
- Manitoba Speed Skating Association
- Newfoundland & Labrador Speed Skating Association
- Nunavut Speed Skating Association
- NWT Amateur Speed Skating Association
- Ontario Speed Skating Association
- Saskatchewan Speed Skating Association
- Speed Skate New Brunswick
- Speed Skate Nova Scotia
- Speed Skate PEI
- Yukon Amateur Speed Skating Association

1.3 Participant and Coach Development Model



1.4 Competition – Development Coach Pathway



NCCP PATHWAY COMPETITION- DEVELOPMENT COACH

RECOMMENDED TO BE INTRO TO COMP TRAINED OR CERTIFIED COACHES + COACHING T2T/T2C ATHLETES

Start

1. COMPLETE PREREQUISITES

- Speed Skating Intro to Comp Make Ethical Decisions Training + Speed Skating Intro to Comp Plan a Practice + Speed Skating Intro to Comp Design a Sport Program

OR

- NCCP Make Ethical Decisions Training + NCCP Plan a Practice + NCCP Design a Sport Program
- + THE FOLLOWING MODULES**
- NCCP Psychology of Performance
 - NCCP Prevention and Recovery
 - NCCP Developing Athletic Abilities

2. COMPLETE ONE OF ANY SPEED SKATING COMP-DEV SPECIFIC MODULES

- Developing SS Physiology Webinar
- Performance Planning Webinar
- Performance Planning Workshop
- Plan a Practice Webinar
- Technical Model Webinar
- Analyze Performance Workshop
- Tapering and Peaking Webinar
- Manage a Sport Program Webinar

3. COMPLETE THE FOLLOWING NCCP MULTI SPORT MODULES

- NCCP Coaching and Leading Effectively
- NCCP Managing Conflict Training

In-Training

4. COMPLETE PORTFOLIO

- Complete Portfolio requirements including:
 - Yearly Training Plan
 - Microcycle Plans
 - Task Analysis
 - Emergency Action Plan
 - Coaching Philosophy
 - Technical Analysis

5. COMPLETE ALL EVALUATIONS

- Direct Observation: In-Training Evaluation + Debrief
- Direct Observation: In-Competition Evaluation + Debrief
- NCCP Make Ethical Decisions Online Evaluation
- NCCP Managing Conflict Online Evaluation
- NCCP Leading Drug Free Sport Training and Online Evaluation

Certified

30 PD POINTS EVERY 5 YEARS



NCCP PATHWAY COMPETITION-DEVELOPMENT COACH

1

1.5 The Long Term Participant and Athlete Development (LTPAD) Model

Speed Skating Canada is committed to the holistic, developmentally appropriate development of skaters and helping each individual participant achieve his or her own level of excellence. Skaters need to be exposed to be doing the right thing, in the right way at the right time in their development. Speed Skating Canada describes this development through its Long Term Participant and Athlete Development (LTPAD) model. A model which specifically adapts the principles behind the Canadian Sport for Life Movement and Long Term Athlete Development laying a path for athlete development for all sports in Canada.

Science, research and decades of experience all point to the same thing: kids and adults will get active, stay active, and even reach the greatest heights of sport achievement if they do the right things at the right times.

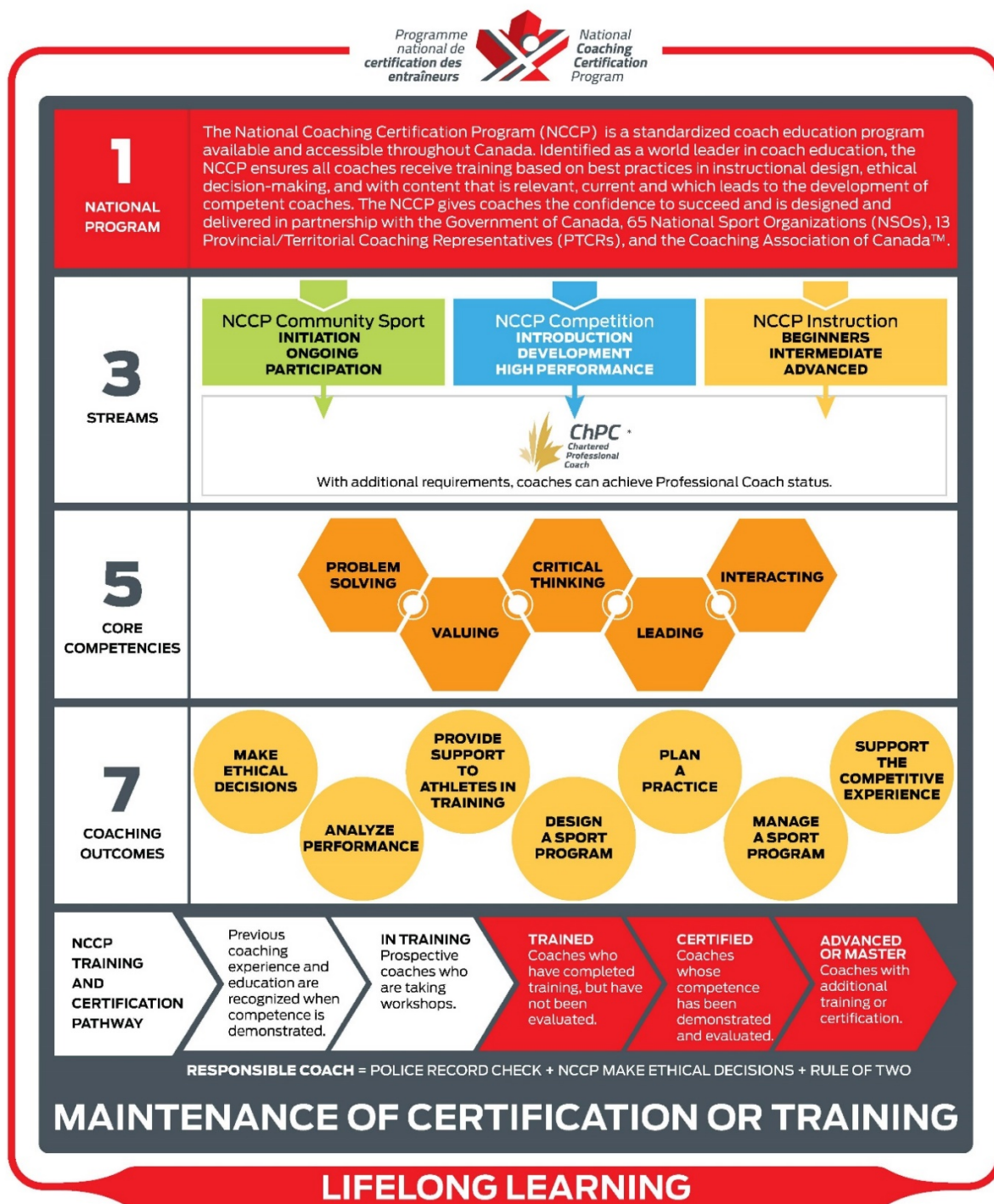
SSC's Long Term Participant and Athlete Development Model has 9 stages:

- Stage 1:** [Active Start](#) (0-6 years)
- Stage 2:** [FUNdamentals](#) (girls 6-8, boys 6-9)
- Stage 3:** [Learning to Train](#) (girls 8-11, boys 9-12)
- Stage 4:** [Training to Train](#) (girls 11-15, boys 12-16)
- Stage 5:** [Learning to Compete](#) (females 15-17, males 16-18)
- Stage 6:** [Training to Compete](#) (females 17-21, males 18-21)
- Stage 7:** [Learning to Win](#) (ST males & females 21-23+, LT males & females 25+)
- Stage 8:** [Training to Win](#) (ST males & females 23+, LT males & females 25+)
- Stage 9:** [Active for Life](#) (any age participant, includes coaches, officials & volunteers)

Learn more about SSC's LTPAD

- [LTPAD Model "Racing on Skates"](#)
- [Canadian Sport for Life](#)
- [Video Resources](#)

2 THE NCCP MODEL



* The Coaching Association of Canada grants the official designation of Chartered Professional Coach (ChPC) to those who have demonstrated their competence as NCCP certified coaches who value the technical and ethical standards of the profession.



2.1 Training vs. Certification

The NCCP model distinguishes between training and certification. Coaches can participate in training opportunities to acquire or refine the skills and knowledge required for a particular coaching context (i.e. Competition – Introduction) as defined by the sport and be considered “trained”.

To become “certified” in a coaching context, coaches must be evaluated on their demonstrated ability to perform within that context in areas such as program design, practice planning, performance analysis, program management, ethical coaching, support to participants during training, and support to participants in competition.

Certified coaches enjoy the credibility of the sporting community and of the athletes they coach because they have been observed and evaluated “doing” what is required of them as a competent coach in their sport. They are recognized as meeting or exceeding the high standards embraced by more than 65 national sport organizations in Canada. Fostering confidence at all levels of sport, certification is a benefit shared by parents, athletes, sport organizations, and our communities.

NCCP coaches are described as follows:

- ❑ **In Training** – when they have completed some of the required training for a context;
- ❑ **Trained** – when they have completed all required training for a context;
- ❑ **Certified** – when they have completed all evaluation requirements for a context.

For more information please visit: <http://www.coach.ca/trained-vs-certified-s16468>.

2.2 Contexts



2.2.1 Community Sport

You may already coach at the community level or you're thinking about coaching. Often, you're a parent whose child is involved in sport, or a volunteer who works with participants of all ages that are new to a sport.

There are two levels of workshops for community sport coaches: Initiation (or introduction) and Ongoing participation.

- ❑ The **Community Sport – Initiation** context focuses on participants who are being introduced to a sport. In many sports this is very young children participating in the sport for the first time. In a few sports, initiation into the sport can occur with youth or adults. Participants get involved to meet new friends, have fun, and to learn a new activity. The role of the coach is to ensure a fun and safe environment and to teach the development of some of the “FUNdamentals” stage skills and abilities for participants.
- ❑ The **Community Sport – Ongoing participation** context is typically for either youth participating in a recreational environment, or masters participants participating for recreation, fitness, and socialization reasons. The participants are in the Active for Life stage of long-term development. The role of the coach is to encourage participants to continue their involvement in the sport.

For more information please visit: <http://www.coach.ca/community-coaches-s15434>.



2.2.2 Competition

You're typically a coach who has previous coaching experience or you're a former athlete. You may already coach a team at the regional or provincial level, and you tend to work with athletes over the long term to improve performance.

There are three levels of workshops for competition coaches that reflect the stages of athlete development: Introduction, Development, and High performance.

- ❑ The **Competition – Introduction** context is designed for coaches of athletes moving from the FUNdamentals to the Learn to Train and Train to Train stages of long-term development.
- ❑ The **Competition – Development** context is designed for coaches of athletes ranging from the Train to Train to the Train to Compete stages of long-term development.
- ❑ The **Competition – High performance** context is typically reserved coaches of athletes in the Train to Win stage of long-term development although there is the possibility of some phasing in of a Train to Compete athlete into the High Performance level because of the fluidity of the stages of long-term development. Coaches in this stream require specific skills and abilities in order to meet the needs of their athletes.

For more information please visit: <http://www.coach.ca/competitive-coaches-s15435>.

Competition Development At a Glance Table

Criteria	NSO Training (T) / Evaluation (E) Requirements	Training Availability in Multi-sport Modules or Sport-specific Templates/Checklists	Evaluation Methodologies
NCCP Outcome: Make Ethical Decisions			
Apply a 6 step ethical decision-making process	T E	Make Ethical Decisions or Speed Skating Introduction to Competition Make Ethical Decisions	REQUIRED <input type="checkbox"/> Successful completion of the Make Ethical Decisions Online Evaluation
Develop and communicate a coaching philosophy that adheres to the NCCP Code of Ethics	T (E Optional)	Coaching and Leading Effectively	REQUIRED <input type="checkbox"/> Coach Portfolio
NCCP Outcome: Provide Support to Athletes in Training			
Ensure that the practice environment is safe	T E	Planning a Practice or Speed Skating Introduction to Competition Plan a Practice	REQUIRED <input type="checkbox"/> Direct Observation: In-Training Evaluation and Debrief
Implement an appropriately structured and organized practice	T E	<i>Planning a Practice 2 Template</i>	
Make interventions that enhance learning and are aimed at improving the athletes' performance	T E	<i>Analyze Technical and Tactical Performance Template</i> Coaching and Leading Effectively Psychology of Performance	
Make adjustments to practice based on athletes' response to the training task	T E	<i>Planning a Practice 2 Template</i>	
Implement protocols and methods that contribute to the development of athletic abilities relevant to sport	T E	Developing Athletic Abilities	
NCCP Outcome: Analyze Performance			
Detect technical elements that have to be improved or refined to enhance performance and/or to prevent injuries	T E	<i>Analyze Technical and Tactical Performance Template</i> Prevention and Recovery	REQUIRED <input type="checkbox"/> Direct Observation: In-Training Evaluation + Debrief <input type="checkbox"/> Direct Observation: In-Competition Evaluation + Debrief

Criteria	NSO Training (T) / Evaluation (E) Requirements	Training Availability in Multi-sport Modules or Sport-specific Templates/Checklists	Evaluation Methodologies
Correct technical elements that have to be improved or refined to enhance performance and/or to prevent injuries	T E	<i>Analyze Technical and Tactical Performance Template</i> Prevention and Recovery	REQUIRED <input type="checkbox"/> Coach Portfolio <input type="checkbox"/> Direct Observation: In-Training Evaluation + Debrief <input type="checkbox"/> Direct Observation: In-Competition Evaluation + Debrief
Detect tactical elements that have to be improved or refined to enhance performance	T E	<i>Analyze Technical and Tactical Performance Template</i>	REQUIRED <input type="checkbox"/> Coach Portfolio <input type="checkbox"/> Direct Observation: In-Training Evaluation + Debrief <input type="checkbox"/> Direct Observation: In-Competition Evaluation + Debrief
Correct tactical elements that have to be improved or refined to enhance performance	T E	<i>Analyze Technical and Tactical Performance Template</i>	REQUIRED <input type="checkbox"/> Direct Observation: In-Training Evaluation + Debrief <input type="checkbox"/> Direct Observation: In-Competition Evaluation + Debrief
Evaluate if athlete's sport-specific fitness level is adequate for performance and for continued progression in the sport	Optional	Developing Athletic Abilities	REQUIRED <input type="checkbox"/> Direct Observation: In-Training Evaluation + Debrief <input type="checkbox"/> Direct Observation: In-Competition Evaluation + Debrief

Criteria	NSO Training (T) / Evaluation (E) Requirements	Training Availability in Multi-sport Modules or Sport-specific Templates/Checklists	Evaluation Methodologies
Identify competition-specific factors that impact performance	Optional	<i>Analyze Technical and Tactical Performance Template</i> Coaching and Leading Effectively	REQUIRED <input type="checkbox"/> Coach Portfolio
Perform a thorough analysis of the sport demands at the elite level	Optional	<i>Performance Planning Template</i>	REQUIRED <input type="checkbox"/> Coach Portfolio
NCCP Outcome: Support the Competitive Experience			
Implement procedures to promote readiness for performance pre-competition	T E	<i>Sport-specific training Performance Planning Template</i> <i>Analyze Technical and Tactical Performance Template</i> Coaching and Leading Effectively Prevention and Recovery Psychology of Performance	REQUIRED <input type="checkbox"/> Coach Portfolio <input type="checkbox"/> Direct Observation: In-Training Evaluation + Debrief <input type="checkbox"/> Direct Observation: In-Competition Evaluation + Debrief
Make decisions and interventions that promote sport-specific performance during competition	T E		
Use the competitive experience in a meaningful manner to further athletes' development after competition	T E		
Oversee logistics/support to create favourable conditions for performance	Optional	<i>Sport-specific training Performance Planning Template</i> <i>Analyze Technical and Tactical Performance Template</i> Coaching and Leading Effectively Prevention and Recovery Psychology of Performance	REQUIRED <input type="checkbox"/> Coach Portfolio

Criteria	NSO Training (T) / Evaluation (E) Requirements	Training Availability in Multi-sport Modules or Sport-specific Templates/Checklists	Evaluation Methodologies
Implement pre-competition mental training procedures that promote readiness for performance	Optional	Psychology of Performance	REQUIRED <input type="checkbox"/> Coach Portfolio
Implement procedures that promote readiness and incorporate recovery and regeneration strategies	Optional	Prevention and Recovery	REQUIRED Coach Portfolio
NCCP Outcome: Plan a Practice			
Identify logistics and appropriate background information for practice	T E	Planning a Practice or Speed Skating Introduction to Competition Plan a Practice <i>Planning a Practice 2 Template</i>	REQUIRED <input type="checkbox"/> Coach Portfolio
Identify appropriate activities in each part of the practice	T E	<i>Planning a Practice 2 Template</i> <i>Performance Planning Template</i>	REQUIRED <input type="checkbox"/> Coach Portfolio
Design and sequence activities appropriately within the practice to enhance performance or create optimal adaptations	T E	<i>Planning a Practice 2 Template</i> <i>Performance Planning Template</i> Developing Athletic Abilities	REQUIRED <input type="checkbox"/> Coach Portfolio
Design an emergency action plan	T E	Planning a Practice	REQUIRED <input type="checkbox"/> Coach Portfolio
NCCP Outcome: Design a Sport Program			
Outline a program structure based on training and competition opportunities	T E	<i>Performance Planning Template</i> Design a Basic Sport Program	REQUIRED <input type="checkbox"/> Coach Portfolio

Criteria	NSO Training (T) / Evaluation (E) Requirements	Training Availability in Multi-sport Modules or Sport-specific Templates/Checklists	Evaluation Methodologies
Identify appropriate measures to promote athlete development	T E	<i>Performance Planning Template</i> Design a Basic Sport Program	REQUIRED <input type="checkbox"/> Coach Portfolio
Integrate yearly training priorities into own program	T E	<i>Performance Planning Template</i> Design a Basic Sport Program	REQUIRED <input type="checkbox"/> Coach Portfolio
Organize and sequence training priorities and objectives on a weekly basis to optimize adaptations	T E	<i>Performance Planning Template</i> <i>Planning a Practice 2 Template</i>	REQUIRED <input type="checkbox"/> Coach Portfolio
Develop a tapering and peaking program in preparation for important competitions	Optional	<i>Performance Planning Template</i>	REQUIRED <input type="checkbox"/> Coach Portfolio
NCCP Outcome: Manage a Program			
Take appropriate measures to promote drug-free sport	T E	Leading Drug-free Sport	REQUIRED <input type="checkbox"/> Leading Drug-free Sport online evaluation
Manage administrative aspects of the program and oversee logistics	T E	<i>Manage a Sport Program Checklist</i>	REQUIRED <input type="checkbox"/> Coach Portfolio <input type="checkbox"/> Direct Observation: In-Training Evaluation + Debrief <input type="checkbox"/> Direct Observation: In-Competition Evaluation + Debrief

Criteria	NSO Training (T) / Evaluation (E) Requirements	Training Availability in Multi-sport Modules or Sport-specific Templates/Checklists	Evaluation Methodologies
Develop strategies to address and resolve conflicts in sport	T E	Managing Conflict	REQUIRED <input type="checkbox"/> Managing Conflict online evaluation
Make interventions and decisions that reflect awareness of athletes' social context	Optional	Coaching and Leading Effectively Psychology of Performance	REQUIRED <input type="checkbox"/> Coach Portfolio <input type="checkbox"/> Direct Observation: In-Training Evaluation + Debrief <input type="checkbox"/> Direct Observation: In-Competition Evaluation + Debrief

2.2.3



Instructors in the Instruction stream must have sport-specific skills and training, whether at the beginner or advanced skill levels. Many are former participants in the sport.

The Instruction stream has three different levels of workshops: Beginners, Intermediate performers, and Advanced performers.

- Instructors in the **Instruction – Beginners** context are usually working with participants who are experiencing the sport for the first time through a series of lessons. Typically there’s no formalized competition at this level – it’s strictly about skill development and there is a short timeframe of interaction between the instructor and the participant.
- Instructors in the **Instruction – Intermediate performers** and **Instruction – Advanced performers** contexts are very specialized and are specifically there to

assist athletes crossing over from competitive sport to gain enhanced skills, and in some cases, tactical development specific to their sport. .

Speed Skating Canada offers an Instruction – Beginner program: FUNdamentals Coach.

For more information please visit: <http://www.coach.ca/instructors-s15436>.

For more information please visit: <http://www.coach.ca/where-do-i-fit--s15433>.

For more information on SSC specific programs and training please visit:

<http://www.speedskating.ca/coaches/training>

2.3 Workshops and Modules

2.3.1 Sport-specific Training

The CAC works with over 65 different National Sport Organizations, including Speed Skating Canada, across Canada in the development of sport-specific NCCP training. Currently, there are over 850 workshops available at every level of sport – from 3-hour online introductory workshops for beginner coaches, to weekend workshops for intermediate coaches, to intensive two-year training programs for advanced coaches.

For more information please visit <http://www.coach.ca/sport-specific-training-s16547>.

2.3.2 Multi-sport Training

Many of these modules have been integrated by sports into their own sport-specific workshops while other sports require their coaches to take them separately through our network of Provincial and Territorial Coaching Representatives.

All of these multi-sport modules can help you reach higher as a coach, and can also be counted towards Maintenance of Certification.

For more information please visit <http://www.coach.ca/multi-sport-training-s15501>.

3 EVALUATION AND CERTIFICATION

3.1 Objectives

Evaluation in the National Coaching Certification Program (NCCP) is the process used to determine whether coaches meet NCCP coaching standards for certification. This process applies to all coaching contexts in the NCCP. While evaluation for certification is not required in the Community Sport stream, sports in that stream may choose to certify coaches.

3.2 Principles of Evaluation in the NCCP

- Outcomes are the foundation of the NCCP approach to evaluating and certifying coaches.
- Evaluation in the NCCP reflects the ethical coaching practices promoted in the Canadian sport system.
- Evaluation in the NCCP reflects the diversity among sports in a given context.
- Evaluation recognizes and respects individual coaching styles.
- Evaluation in the NCCP is evidence-based.
- The evidence in NCCP evaluations consists of observable coaching behaviour that is used to determine whether a coach meets a given criterion.
- The evidence in NCCP evaluations may come from several sources.
- Evidence demonstrated during an evaluation may not reflect all of the elements or objectives identified in training activities.
- Coaches are fully advised of the evidence that will be used to determine whether they meet a given criterion. This helps them achieve certification.
- Coaches seeking certification are evaluated by NCCP-trained and NCCP-accredited Coach Evaluators.

Additional Points

- Evaluation requirements, procedures, and methods are (1) administratively feasible, (2) professionally acceptable, (3) publicly credible, (4) legally defensible, (5) economically affordable, and (6) reasonably accessible.
- Evaluation is preceded by NCCP training or relevant experience.
- NCCP training activities prepare coaches to meet certification standards.

3.3 Outcomes, Criteria, and Evidence

Evaluation in the NCCP is based on a systematic approach to determining whether coaches meet NCCP standards. This approach has three key components:

- Outcomes
- Criteria
- Evidence

OUTCOMES: These are the overall tasks coaches must be able to perform

There are seven overall tasks that capture what coaches in the NCCP need to be able to do. These are called *NCCP outcomes*, and they are:

- Provide Support to Athletes in Training,
- Make Ethical Decisions
- Plan a Practice
- Analyze Performance
- Support the Competitive Experience
- Design a Sport Program
- Manage a Program

The outcomes that apply in a specific coaching situation depend on the coaching context. National Sport Organizations (NSOs) have the flexibility to add unique outcome(s) should the NCCP outcomes not fully capture coaching tasks in their sport. The quantity of outcomes being evaluated contributes to the NCCP minimum standard for evaluation.

CRITERIA: These are the components of an outcome that will be evaluated

Every outcome is associated with one or more criteria.

Criteria depend on the coaching context. For example, in the Community Sport – Initiation context, the outcome Provide Support to Athletes in Training has one criterion, but in the Competition – Introduction context, it has three criteria.

Criteria *may* be sport-specific. The quantity and quality of criteria associated with a particular outcome contribute to the NCCP minimum standard for evaluation.

EXAMPLE – Provide Support to Athletes in Training Criteria:

- *Community Sport – Initiation context: Lead participants in appropriate activities*
- *Competition – Introduction context: Implement an appropriately structured and organized practice*

EVIDENCE: This is what the Coach Evaluator must observe and measure to confirm that the candidate meets the NCCP standard for each criterion

All criteria are associated with one or more pieces of evidence. Evidence is what the coach actually does. It is *observable and measurable*.

The more evidence the Coach Evaluator must observe and measure, the more demanding the evaluation will be.

Evidence *may* be sport-specific. The quantity and quality of criteria associated with a particular outcome contribute to the NCCP minimum standard for evaluation.

Together with the outcomes and criteria, the evidence is used to determine the NCCP minimum standard for evaluation.

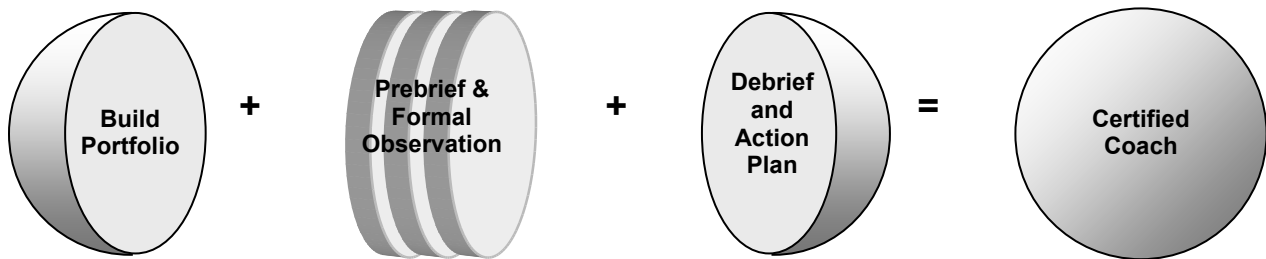
EXAMPLE – Competition – Introduction Criterion and Evidence for the Provide Support to Athletes in Training Outcome

- *Criterion: Implement an appropriately structured and organized practice*
- *Evidence: Deliver a practice that matches the goals identified in the practice plan; activities contribute to development of skills, tactics, or athletic abilities; equipment is available and ready to use*

3.4 Evaluating Coaches in the NCCP

Evaluating coaches in the NCCP evaluation process involves:

- Portfolio evaluation
- Prebrief
- Formal observation
- Debrief
- Action planning
- Reporting/Administration



3.4.1 Portfolio Evaluation

- The portfolio evaluation enables the Coach Evaluator to determine the readiness of the coach candidate for the formal observation.
- The coach must register with the appropriate sport body and submit all required portfolio pieces in advance of a formal observation being scheduled.
- The Coach Evaluator must review the portfolio using the appropriate evaluation tool(s) and then communicate the feedback to the coach in a timely manner.
- Successful completion of the required portfolio pieces will determine readiness for the formal observation.
- Once it is established that the candidate is ready for the formal observation, the Coach Evaluator should notify the appropriate sport body to schedule the formal observation.
- When the formal observation is scheduled, the Coach Evaluator begins the prebrief process.

3.5 Certification Standard

Certification standard refers to the degree to which coaches meet a given criterion. An achievement scale is used to determine whether or not a coach meets or exceeds the minimum standards. For example, a five-point achievement scale might be:

- 5 Expert
- 4 Advanced
- 3 NCCP Minimum Standard – includes the evidence that describes the minimum standard for what a coach does
- 2 Near Standard

1 Well Below Standard

While the achievement scale may differ, *all* must include the NCCP Minimum Standard.

Coaches seeking certification for a given context must be evaluated and must achieve at least NCCP Minimum Standard in all the relevant criteria required for that context in their evaluation.

3.6 NCCP Database (the Locker)

The NCCP Database tracks the outcomes and criteria with a (T) for the criteria that have been trained, and with an (E) for the criteria that have been evaluated. The Database does *not* track evidence.

3.7 Administration and Logistics of Evaluation

There are some administrative aspects that sports should consider when designing evaluation protocols. The following are examples of some of the administrative aspects that sports may consider implementing.

3.7.1 Payment and Honoraria of Evaluations

The following schedule outlines the recommended guidelines regarding the payment of Coach Evaluators if one Coach Evaluator is responsible for facilitating the evaluation process.

- Upon registering for the evaluation process the coach pays the fee to the appropriate sport governing body (P/TSO or NSO).
- The Coach Evaluator receives two (2) payments from the appropriate sport governing body: one upon completing the marking of the portfolio evaluation; and the second upon submission of the evaluation documentation, action plan copy, and event entry in the NCCP Database (the Locker).
- If more than one Coach Evaluator is involved in the evaluation process, then the NSO must identify appropriate payment schedules for specific contributions towards a coach candidate's evaluation. This may involve specific requirements for the evaluation of certain NCCP outcomes.

3.7.2 Appeals and Audits of Evaluations

Sports should consider recommending a process for evaluation appeals and audits for Coach Evaluators. Coaches must be able to appeal an unsuccessful evaluation.

It is recommended that Master Coach Developers complete an audit of coach evaluations on a regular schedule (e.g., every two years).

It is recommended that audits and appeals be submitted to the National Sport Organization for review by a technical committee.

Documentation for an audit and appeal might include the following.

- The coach candidate portfolio with the Coach Evaluator's marking template.
- A video tape of the coach candidate's practice session, or all templates used during the observation by the Coach Evaluator.
- All documentation related to the formal evaluation(s), debriefing procedure and action plan.

Upon completing the review, a report should be provided outlining the critical factors in the evaluation process that can be improved or required by the coach candidate or Coach Evaluator.

It is recommended that a cost be associated in order to launch an appeal process.

If an appeal is unsuccessful, the coach may need to re-engage in the evaluation process or complete specific areas for improvement. If another formal observation is warranted then it must be completed with a different Coach Evaluator and include the payment of designated fees. The National Sport Organization must provide the coach with an alternative Coach Evaluator.

In cases where an alternate Coach Evaluator is not available, the NSO should cover the costs of an alternate Evaluator to evaluate the coach. Costs may include travel, accommodation, and meals.

3.8 Recognition of Coaching Competence

The NCCP is a competency-based program based on coaching abilities, meaning the NCCP is a program that certifies coaches based on proven abilities to “DO” certain things deemed important to meet the needs of the participants they coach. The NCCP is competency based, and as a result certification is based upon what a coach is able to demonstrate, not the training they may or may not have undergone.

Coaches must go through the evaluation process for the context in which they are coaching. Evaluation must include the entire evaluation process for the context in which the coach is being certified (including online multi-sport evaluations). This ensures the coach is able to demonstrate the required competencies for the context, and removes the need for the NSO or other partners to “judge” the relevance or rigor of the many different international programs that exist.

Coaches do not receive credit for “training” modules that they do not complete, but will be able to achieve “certified” status upon a successful evaluation. This only applies in contexts where certified status is available to coaches. There is no such thing as “equivalency”.

This respects and recognizes current coaching competence, which includes Canadian coaches with significant coaching experience or related background, and foreign coaches with approved training and certification.

4 COACH DEVELOPERS

Who coaches the coaches? NCCP Coach Developers do!

According to the International Council for Coaching Excellence (ICCE), Coach Developers “are not simply experienced coaches or transmitters of coaching knowledge – they are trained to develop, support, and challenge coaches to go on honing and improving their knowledge and skills in order to provide positive and effective sport experiences for all participants.” In short, Coach Developers need to be experts in learning, as well as experts in coaching.

NCCP Coach Developers include Learning Facilitators, Coach Evaluators, and Master Coach Developers.

The typical pathway for someone who wants to be a Coach Developer involves the following steps:



Training: Coach Developer candidates must complete rigorous training, and this training is now being made consistent across Canada. The following training is required by all Coach Developers:

- ❑ **Core Training:** Provides Coach Developers with the skills to perform their role.
- ❑ **Content-specific Training (sport or multi-sport):** This includes micro-facilitation and/or micro-evaluation which give Coach Developers an opportunity to practise delivery with their peers.
- ❑ **Co-delivery:** This is a chance for the new Coach Developer to practise with real coaches alongside an experienced Coach Developer.

Once a Coach Developer has all of the above training pieces they are considered “TRAINED”.

Evaluation: Evaluation confirms that the Coach Developer is capable of certain abilities which are deemed important in the training of coaches.

Once a Coach Developer has been evaluated they are considered: “CERTIFIED”.

For more information please visit: <http://www.coach.ca/coach-developer-training-s16933>.

4.1 Identification and Selection of Coach Developers

There are two ways to become a Coach Developer candidate:

- Master Coach Developers (MCDs), Provincial/Territorial Sport Organizations (P/TSOs), and National Sport Organizations (NSOs) can identify Coach Developer candidates.
- Individuals can nominate themselves.

When establishing a pool of candidates, partners should try to balance the regional training requirements for their sport with the need to have appropriate representation of all regions in Canada. Many candidates are coaches who are already involved in the NCCP or individuals with backgrounds in physical education, kinesiology, or similar areas of study. The competencies of the Coach Developers are clearly indicated in the Evaluation Tools.

Individuals who nominate themselves are sent the template for the Letter of Self-nomination and are asked to fill in this letter and submit it to their Provincial/Territorial Sport Organization (P/TSO) or Provincial/Territorial Coaching Representative (P/TCR), along with their resume and NCCP Certification Transcript, if applicable.

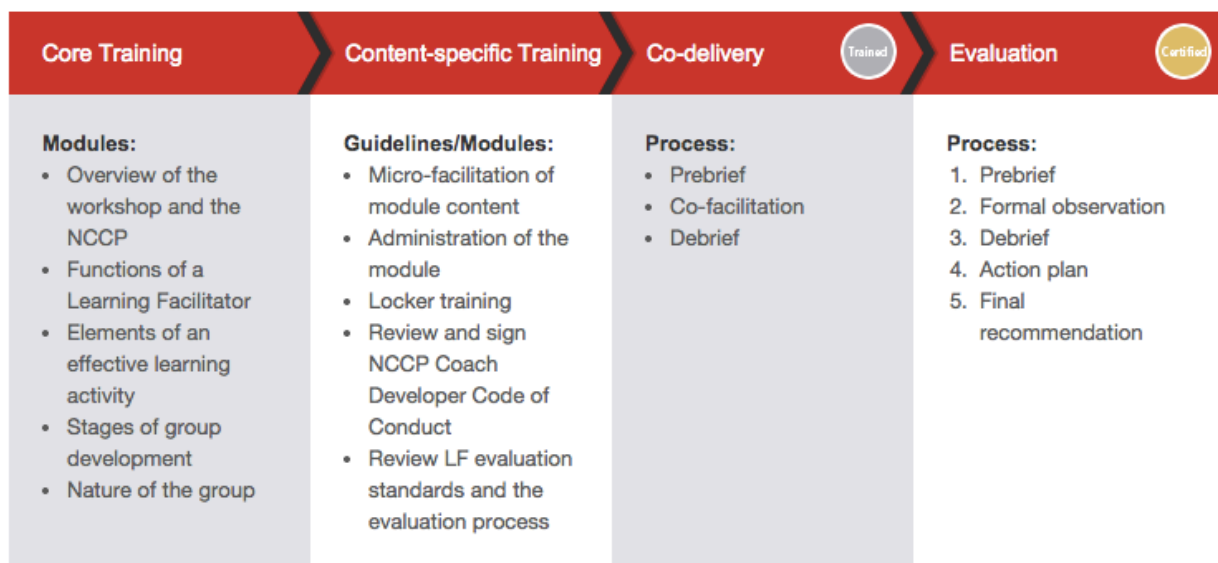
4.2 Learning Facilitator

Every NCCP workshop is led by a trained Learning Facilitator (LF) who has undergone a standardized training process. LFs are crucial to the development of skilled, knowledgeable coaches who are then able to develop safer, happier athletes/participants.

The goal of an LF is to effectively facilitate sessions that result in the development of coaches who are able to demonstrate their abilities and meet the standards established for certification. An LF should have the appropriate knowledge, skills, and attitudes to facilitate workshops using the competency-based approach. In addition, they serve as contributing members of the community and ambassadors for the NCCP.

4.2.1 How to Become a Learning Facilitator

All Learning Facilitators complete the following steps:



For more information please visit: <http://www.coach.ca/learning-facilitator-p156718>.

4.2.2 Selecting Learning Facilitators

The success of NCCP training rests to a large degree on the quality of the individuals selected as Learning Facilitators.

It is recommended that Learning Facilitators are:

- Trained or certified in the context they are delivering in;
- Good communicators: have the ability to speak clearly and communicate professionally;
- Good presenters: are comfortable presenting in front of a group, are well spoken, are able to keep presentations to time limits, and able to adapt to questions and changes;
- Good facilitators: are able to facilitate discussions, actively listen, evoke participation, and move discussions along when need be;
- Good organizers: are well prepared, organized, and professional;

Also: approachable, ethical, responsible, and self-confident.

It is recommended that Learning Facilitators have the following sport-specific experience, background, and abilities:

- High Performance coaching/athletic experience, Regional Development Mentors, Speed Skating-specific knowledge: strong understanding of the rules of Speed Skating and the high level skills and strategies of the sport.

4.2.3 Core Training

Core Training for Learning Facilitators is a mandatory component of training for Learning Facilitators. It is recommended that Core Training is completed prior to coming to Content-specific Training.

Core Training can be accessed through the P/TCR in each province or territory.

4.2.4 Content-specific Training

Content-specific Training is a mandatory component of training for Learning Facilitators. Content-specific Training will include a micro-facilitation component of the content that will be delivered.

All Coach Developers must sign the *NCCP Coach Developer Code of Conduct* during Content-specific Training.

Content-specific Training will also include:

- Content-specific Training of 1-3 days of training to prepare Learning Facilitators for the content they will deliver in the relevant program. Community – Initiation.

To complete the Training process, Learning Facilitators are also required to complete the following training:

- Attend and complete Making Ethical Decision Intro to Competition or multi-sport training, as well as the MED online evaluation associated with program

4.2.5 Co-delivery

All Learning Facilitators must co-facilitate a workshop with an experienced Coach Developer prior to facilitating a workshop on their own.

- Co-facilitation should occur within <x weeks> of Content-specific Training.
- Co-facilitation is part of training and therefore the person being trained will not be paid.
- A Learning Facilitator candidate may be required to co-facilitate a workshop a number of times before facilitating a workshop on their own.

4.2.6 Evaluation

All Learning Facilitators must be evaluated to become certified Learning Facilitators.

- Learning Facilitators should be evaluated within 2 years.
- Learning Facilitators will be evaluated in person.
- Learning Facilitators will be evaluated against the CAC Learning Facilitator Outcomes, Criteria, and Evidence.
- All Learning Facilitators must complete the Make Ethical Decisions online evaluation.

4.2.7 Maintenance of Certification

All Learning Facilitators are required to attain 20 PD points over 5 years to maintain their certification.

LFs are required to complete the following to maintain their trained/certified status:

- Stay current on updates to the course materials
- Attend a minimum of 1 of the 2 annual LF meetings/coach symposiums hosted by Speed Skating Canada
- Deliver a minimum of 1 workshop every 2 years
- If the above window isn't achieved by an LF, a co-facilitation process could be put in place to retain the LF status. LF should contact Speed Skating Canada if they fall under this circumstance.

4.2.8 Honorarium

- Please see Section 5.3.

4.2.9 Appeals and Audits Process

Coaching Appeals - A coach may appeal an unsuccessful evaluation.

Evaluator Audits – Conducted every two years to ensure consistent and quality evaluators.

The procedures for appeals and audits are the same. Appeals and audits should be submitted to the PT/SO for review by a technical committee. The Technical Committee will be composed of one evaluator and two certified performance coaches (equal to the old NCCP level three coaches). Documentation for the appeal or audit must include the following.

1. The coach candidate portfolio with the Evaluator's marking template.
2. A video tape of the coach candidate's practice session, and all templates used during the observation by the evaluator.
3. All documentation related to the debriefing procedure and action plan.

Upon completing the review, the committee will provide a report outlining critical factors in the certification process that can be improved or required by the coach candidate or evaluator. The technical committee can overrule the decision of an evaluator, but must provide evidence why the decision was made.

While it is not necessary, it is highly recommended that all coaching observations are recorded to provide a record of the coach's practice. Videotapes can also be used by the evaluator to review a coach's performance in the observation.

The cost of an appeal is the same cost as the original evaluation, payable to the PT/SO. If an appeal is unsuccessful, the coach will need to re-engage in the certification process with a different evaluator and pay the designated fees. If the appeal is successful the fee will be reimbursed. The PT/SO must provide the coach with an alternative evaluator. In cases where an alternate evaluator is not available, the PT/SO must cover the costs of an alternate evaluator to evaluate the coach. Costs may include travel, accommodation and meals.

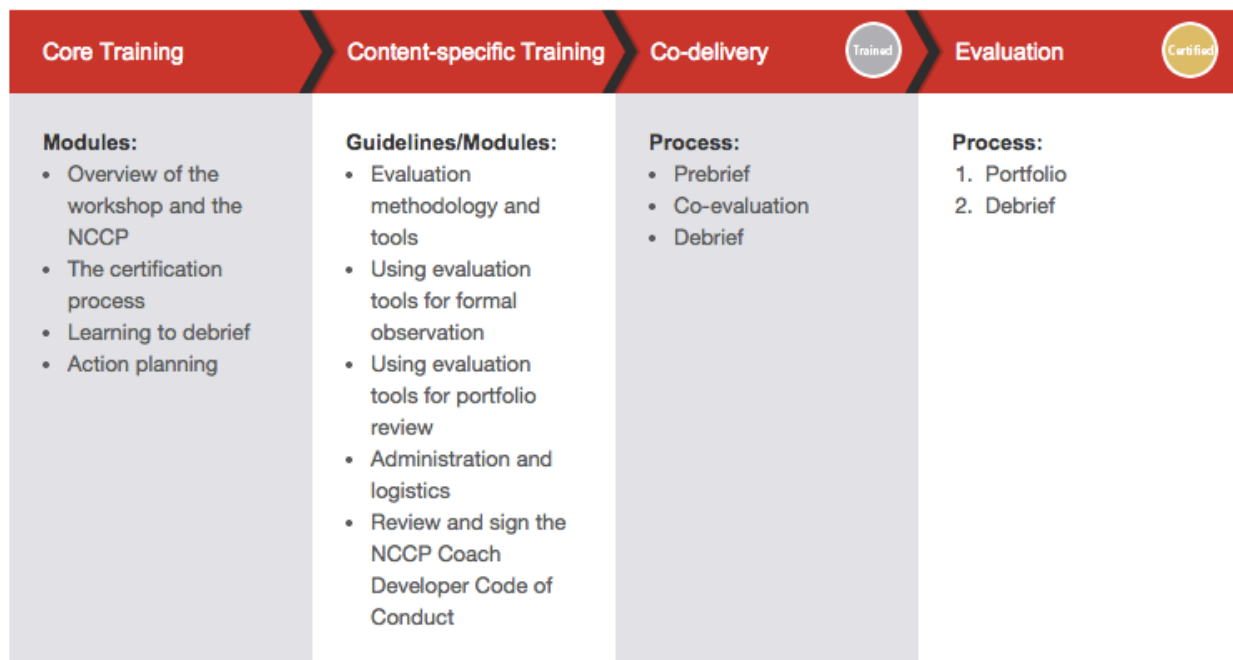
4.3 Coach Evaluator

A Coach Evaluator's role is to contribute to the development of coaches after they have acquired their NCCP training. This includes assessment, evaluation, debriefing, and follow-up with coaches trying to achieve Certified status. Coach Evaluators are experts in the observation process and have in-depth knowledge of the outcomes, criteria, and evidence that comprise the evaluation tools that establish NCCP standards for coaches of a particular sport context.

Coach Evaluators act as ambassadors of the NCCP and as a resource to coaches seeking to augment and validate their coaching abilities.

4.3.1 How to Become a Coach Evaluator

All Coach Evaluators complete the following steps:



For more information please visit: <http://www.coach.ca/coach-evaluator-p156721>.

4.3.2 Selecting Coach Evaluators

The success of any evaluation program rests to a large degree on the quality of the individuals selected as Coach Evaluators. Clearly, it is critical that quality control be exerted when appointing someone as a Coach Evaluator, as not everyone possesses the experience, skills, or attitudes to be effective in this position.

It is recommended that Coach Evaluators have:

- a minimum of 3 years of coaching experience in the context in which evaluation takes place;
- successfully completed the NCCP Make Ethical Decisions training and/or evaluation requirements;
- credibility with their peers;
- high ethical standards and leadership skills;

- a desire to see the coach certification system as well as the sport grow;
- time and energy to commit to the evaluation process;
- proven guiding and facilitation skills;
- the ability to be critically reflective and ask questions; and
- the ability to listen actively to the candidate.

Although desirable, it is not critical that the Coach Evaluator have a higher position and significantly greater coaching experience than the candidate. Although desirable, it is not critical that the Evaluator have a higher position and significantly greater coaching experience than the candidate.

4.3.3 Core Training

Core Training for Coach Evaluators is a mandatory component of training for Coach Evaluators. It is recommended that Core Training is completed prior to coming to Content-specific Training.

Core Training can be accessed through the P/TCR in each province or territory.

4.3.4 Content-Specific Training

Content-specific Training is a mandatory component of training for Coach Evaluators. Content-specific Training will include a micro-evaluation component, using sport-specific evaluation tools.

All Coach Developers must sign the *NCCP Coach Developer Code of Conduct* during Content-specific Training.

It is recommended that Speed Skating Evaluators have the following sport-specific experience, background, and abilities:

- Speed skating provincial, Canada Games, or national team level experience (Comp-Dev)
- coaching expertise in one or more positions (head coach, assistant coach, long track/short track experience, program manager)
- excellent communication skills
- Regional Development Mentors

Content training will also include:

- Content training is a one day training event to prepare Coach Evaluators for use of the evaluation matrix and tools and the process used to evaluate coaches, including a pre-brief, observation, debrief and action plan for the coach.
- Evaluators will also be trained to evaluate the coach portfolio.
- Speed skating Canada will host coach evaluator training.

4.3.5 Co-Delivery

All Coach Evaluators must co-deliver the content with an experienced Coach Developer prior to delivering a workshop on their own.

- Co-Delivery should occur within 6 months of content training.
- Co-Delivery is part of training and therefore the person being trained will not be paid.

- A Coach Evaluator candidate may be required to co-deliver a number of times before delivering on their own.

4.3.6 Evaluation

All Coach Evaluators must be evaluated to become a certified Coach Evaluator.

- Coach Evaluators should be evaluated within two years
- Coach Evaluators will be evaluated by submitting a portfolio.
- All Coach Evaluators must complete the on-line Make Ethical Decisions evaluation.

4.3.7 Maintenance of Certification

All Coach Evaluators are required to attain 20 PD points over 5 years to maintain their certification as a Coach Evaluator, as per the NCCP Coach Developer policy.

4.3.8 Honorarium

- Please see Section 5.3.

4.4 Master Coach Developer

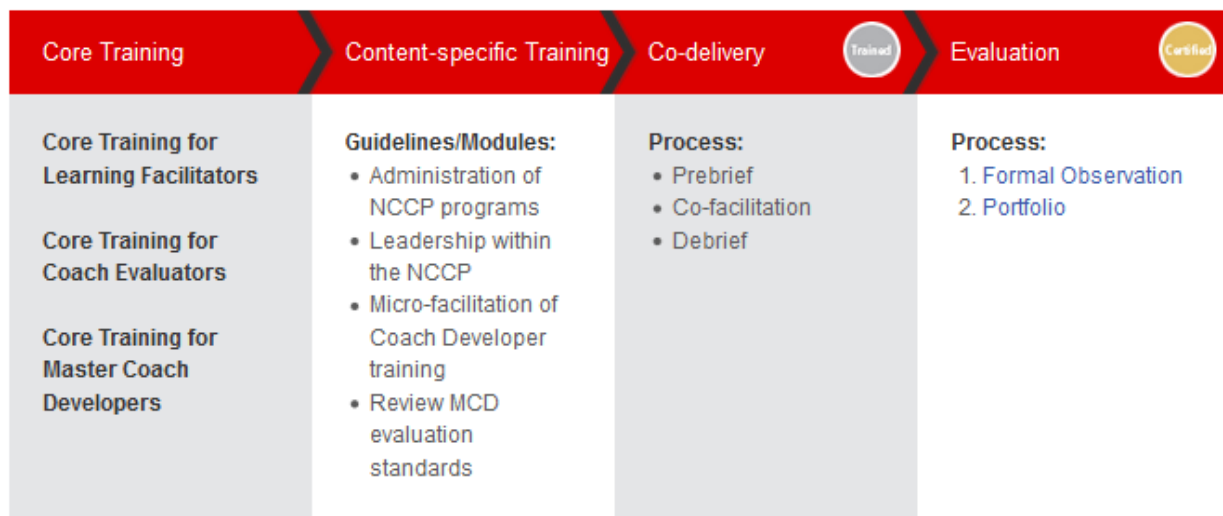
The role of the Master Coach Developer (MCD) is to train, to evaluate, to support, and to mentor Coach Developers, i.e. Learning Facilitators (LFs), Coach Evaluators (CEs), and other MCDs. In addition, MCDs play a key role in promoting the NCCP.

Master Coach Developers must possess adequate knowledge and expertise in facilitation to assist in training Coach Developers and to lead workshops and professional development experiences for Coach Developers.

It is expected that Master Coach Developers will have more responsibility in a supportive role with Coach Developers during workshops, evaluations, and in Coach Developer development. MCDs should be willing and able to lend support to Coach Developers, program administrators, and delivery host agencies.

4.4.1 How to Become a Master Coach Developer

All Master Coach Developers complete the following steps:



For more information please visit: <http://www.coach.ca/master-coach-developer-p156720>.

4.4.2 Selecting Master Coach Developers

Each body responsible for the training and selection of its own Master Coach Developers. The criteria for the selection of MCDs vary from governing body to governing body. While the specifics may vary, MCDs usually:

- Have five years of experience as a Learning Facilitator and/or Coach Evaluator;
- Are Certified as a Learning Facilitator and/or Coach Evaluator;
- Have successfully completed the Make Ethical Decisions online evaluation;
- Are trained or educated in an area related to coaching or coach education;
- Have experience in coaching or a specific sport.

The number and duties of MCDs vary greatly from one governing body to the next. Again, while the specifics may vary, the duties of an MCD usually include:

- Helping with selection of the Learning Facilitators, Coach Evaluators, and other Master Coach Developers
- Training of the Learning Facilitators, Coach Evaluators, and other Master Coach Developers
- Evaluation of the Learning Facilitators, Coach Evaluators, and other Master Coach Developers
- Mentoring of the Learning Facilitators, Coach Evaluators, and other Master Coach Developers

It is recommended that Master Coach Developers have the following sport-specific experience, background, and abilities:

- Have experience in coaching or participating in speed skating
- Have National Level Experience (Competition – Development)
- Speed skating provincial, Canada Games, or national team level experience (Comp-Dev)
- Coaching expertise in one or more positions (head coach, assistant coach, long track/short track experience, program manager)
- Excellent communication skills
- Regional Development Mentors

4.4.3 Core Training

Core Training for Learning Facilitators, Core Training for Coach Evaluators, and Core Training for Master Coach Developers are mandatory components of training for Master Coach Developers.

It is recommended that all Core Training is completed prior to coming to Content-specific Training.

Core Training can be accessed through the P/TCR in each province or territory.

4.4.4 Content-specific Training

Content-specific Training is a mandatory component of training for Master Coach Developers. Content-specific Training will include a micro-facilitation and/or a micro-evaluation component of the content that will be delivered.

All Coach Developers must sign the *NCCP Coach Developer Code of Conduct* during Content-specific Training.

Content-specific Training will also include:

- Content-specific Training is a 1 day training to prepare Master Coach Developers for the content they will deliver in Community – Initiation.
- Content-specific Training is a 2 days training to prepare Master Coach Developers for the content they will deliver in Competition – Introduction.
- Content-specific Training is a 2 days training to prepare Master Coach Developers for the content they will deliver in Competition – Development.

4.4.5 Co-delivery

All Master Coach Developers must co-facilitate Learning Facilitator training and/or Coach Evaluator training with an experienced Coach Developer prior to facilitating training on their own.

- Co-facilitation should occur within one year of Content-specific Training.
- Co-facilitation is part of training and therefore the person being trained will not be paid.
- A Master Coach Developer candidate may be required to co-facilitate training a number of times before facilitating training on their own.

4.4.6 Evaluation

All Master Coach Developers must be evaluated to become a certified Master Coach Developer.

- Master Coach Developers should be evaluated within two years.
- Master Coach Developers will be evaluated by submitting a portfolio.
- All Master Coach Developers must complete the Make Ethical Decisions online evaluation.

4.4.7 Maintenance of Certification

All Master Coach Developers are required to attain 20 PD points over 5 years to maintain their certification.

4.4.8 Honorarium

- Please see Section 5.3.

4.5 Multi-Sport Master Coach Developer Support to Sports

The following strategies are subject to NSO approval.

4.5.1 Challenges with Coach Evaluation

- Sports are responsible for certifying coaches.
- Many sports have limited capacity to evaluate coaches, resulting in a significant bottleneck in the system.
- NSOs and P/TSOs need a simple solution that enhances capacity and ensures quality.
- There is a significantly low conversion rate of coaches (from trained to certified).
- There are limited qualified sport-specific Coach Evaluators.
- There is limited sport-specific Coach Evaluator capacity (geographical, financial & human resources).
- There is a need for consistency in identifying NCCP minimum standards.

4.5.2 Collaborative Partnership Solution

Coach evaluation capacity can be enhanced through a partnership with multi-sport Master Coach Developers. This enhancement can be accomplished by mentorship for sport-specific Coach Evaluators.

- Co-Evaluation solutions for sport-specific coach evaluators
 - Ranging from 10:90% or 90:10%, anywhere in between
 - There is no option for 100% evaluation through multi-sport
- Collaborative approach to Coach Evaluation is different in every P/T and sport depending on existing capacity and expertise.
- The NSO and P/TSO must have a plan in place to train and certify more sport-specific Coach Evaluators (enhance their own capacity).
- The P/TCR role is to add value to sport-specific Coach Evaluation, not replace it.
- P/TCRs will identify and facilitate relationships with existing Master Coach Developers (multi-sport) to support the process, and enhance their training and skill-set.

4.5.3 Collaborative Process

1. In collaboration, the NSO and/or P/TSO contacts P/TCR to request support.
2. P/TCR assigns a qualified multi-sport Master Coach Developer.
3. NSO and/or P/TSO appoints a Technical Contact to support the sport specific technical aspects.
4. Sport-specific Technical Contact and multi-sport Master Coach Developer take a collaborative approach to Coach Evaluation, following Coach evaluation pathway and using pre-existing, sport-specific evaluation tools.
 - Portfolio Review
 - Observation Pre-brief
 - Observation Evaluation
 - Debrief and Action Plan
5. NSO and/or P/TSO processes Coach Evaluation in the Locker.

4.5.4 Multi-Sport Master Coach Developer Requirements to support Coach Evaluations

- Requirements
 - Certified sport-specific Coach Evaluator
 - Trained Multi-Sport Master Coach Developer
- Recommended Further Training
 - NCCP Mentorship Training
 - On boarding through P/TCRs (includes an overview of coach evaluation supported by Multi-Sport Master Coach Developers & P/TCRs)
 - NCCP Instructional Design Module
 - NCCP Evaluation Toolkit

- Real world scenarios (Video examples from 3-4 sports)

4.5.5 Funding Implications

NSOs and/or P/TSOs are responsible for funding and covering the fees of the P/TCR MCDs for the co-delivery or evaluation process (existing model for Coach evaluations).

- ❑ Costs already targeted for Coach evaluations (e.g. user fees) still apply.
- E.g. Coach evaluation fees are directed to multi-sport Coach Evaluator in place of sport-specific Coach Evaluator.
- E.g. Redirect P/T funding for Coach Developers if P/Ts have funding to Coach Evaluator development rather than Learning Facilitator development.
- ❑ In place of existing Coach Evaluator fees/honorariums, please consult with the P/TCR.

4.5.6 Other forms of Master Coach Developer Support to Sports

NCCP Master Coach Developers can also help enhance capacity within the system to support the following:

Coach Developer Evaluations:

- ❑ Evaluations of Learning Facilitators – Including a pre-brief, on site observation, debrief and action plan.
- ❑ Evaluations of Coach Evaluators – Including collecting, marking, debriefing the coach evaluator's portfolio, and creating an action plan. On site observation is optional.
- ❑ Evaluations of Master Coach Developers – Including collecting, marking, debriefing the Master Coach Developer's portfolio, and creating an action plan. On site observation is optional.

Coach Developer Mentorship:

General support and guidance from a Master Coach Developer to assist Coach Developers excel in their roles. This type of support can take many forms, including supporting sport specific content training delivery.

5 BUSINESS MODEL

5.1 Communication

5.1.1 Inclusivity, Accessibility, and Official Languages

All components of the NCCP should be accessible to and inclusive of: any gender, visible minorities, the aboriginal community, and of persons with a disability. The language and content should be appropriate for the varied target groups. In addition, all materials for each context must be launched simultaneously in both official languages, following final approval.

5.1.2 Copyright

The CAC must hold co-copyright with the respective NSO on all materials produced by the NSO with CAC financial support. The principles of this agreement are as follows:

- The NSO must ensure to provide all copyright warnings for the user;
- The NSO must include and use the approved NCCP recognition guidelines. The CAC will provide the NSO with the materials in electronic format (or camera-ready artwork) in both official languages, for incorporation into NSO final materials;
- World co-copyright is held jointly by the respective NSO and the CAC with a corresponding credit line to the NSO;
- The NSO may distribute and sell non-integrated materials as it sees fit and will retain 100% of any income it receives from its own sale of materials. The sale of integrated materials will be governed by stipulations in the memorandum of agreement signed by the CAC and the NSO;
- The CAC may, at its discretion, use the materials in composite products related to coach education.

5.1.3 Identification and Credit

All NCCP materials produced require the following:

- Use of the coach.ca and NCCP logos on the title page or screen of all NCCP materials;
- Proper credit given to the Government of Canada;
- Clear acknowledgment of the NSO and CAC co-copyright for materials developed with CAC financial support, and sole NSO copyright for materials developed without CAC financial support;
- Use of the phrase “Printed in Canada” on all printed materials;
- Materials from other sources be properly credited;
- Version number and production date.

The following statement must appear in the credits:

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

Please contact your Coaching Consultant to access a template that includes these statements.

The following statement must appear in the Coach Resources (workbooks):

The Collection, Use, and Disclosure of Personal Information

“The Coaching Association of Canada collects your NCCP qualifications and personal information and shares it with all NCCP partners according to the privacy policy detailed at www.coach.ca. By participating in the NCCP you are providing consent for your information to be gathered and shared as detailed in the privacy policy. If you have any questions or would like to abstain from participating in the NCCP please contact coach@coach.ca.”

CAC permissions must be obtained for re-printed materials including content, photos, and illustrations.

5.2 Responsibilities and Planning

5.2.1 Speed Skating Canada (NSO)

- Develop and update the Speed Skating Canada coach programs and materials
- Provide information to P/TSOs regarding the coaching programs
- Train and monitor Coach Developers
- Work with the Coaching Association of Canada (CAC)
- Recruit sponsors for program

5.2.2 Provincial/Territorial Sport Organizations (P/TSOs)

- Identify future Coach Developer candidates
- Promote the coaching programs within their jurisdiction
- Work with their provincial/territorial coaching association to access grants and promote the programs
- Coordinate and administer the coaching programs in their jurisdiction
- Schedule coaching workshops in consultation with LFs
- Collect fees for the coaching programs and pay for its expenses
- Print materials for the clinic in consultation with LFs
- Order coaching material 2 weeks prior to clinic
- Work with stakeholders, including local leagues, clubs and schools, to offer clinics

5.2.3 Local Sport Organizations (LSOs)

- Identify local coaches and potential coaches
- Organize clinics based on interest
- Promote clinics

5.2.4 LFs

- Operate coaching workshops. Minimum of 1 workshop/2 years with a preference to run 3+/year
- Complete an event in the Locker (NCCP database) for every workshop and submit the information to Speed Skating Canada within 1 month by email or recording the training in The Locker
- Report back to Speed Skating Canada based on feedback from workshops
- Take at least one 4-hour course related to coaching every 3 years
- Attend Speed Skating Canada Coach Developer conference calls

5.2.5 The Locker (the NCCP Database)

Speed Skating P/TSOs and Speed Skating Canada have access to report trainings in The Locker. Learning Facilitators are required to submit their events for every workshop to Speed Skating P/TSOs and Speed Skating Canada within 1 month. Trainings will be recorded in The Locker by Speed Skating P/TSOs and Speed Skating Canada.

5.2.6 Succession Planning

Master Coach Developers for Speed Skating Canada

The initial Master/Learning Facilitators (M/LFs) and Master/Evaluators for the program will be: David Morrison (BC), Mike Marshall (AB), Robert Tremblay (QC), Todd Langdon (Atlantic). Training for the initial Learning Facilitators (LFs) in sport-specific elements will be supported by the Speed Skating Canada Director of Sport Development, Janice Dawson.

Speed Skating Canada will re-evaluate the demand for Competition – Development training after full implementation of the program. Speed Skating Canada will work with P/TSOs in each region to identify LFs/CEs, as needed.

Should there be additional interest, Coach Developers will be allocated on the following basis until capacity is reached:

- 1 initial spot per region
- Multi-province/territory regions where multiple P/TSOs are interested in having LF representatives. Each P/TSO will be offered a spot in such a case should there be a need.
- LFs that plan to teach in French for regions that already have an English LF. Each region may receive 1 additional French speaking LF should there be a demonstrated need in the region.
- Size of region. Regions may be given additional space in the workshop. Priority will be given to the largest regions as determined by SSC membership.

While efforts will be made to accommodate all qualified and interested LFs, financial and clinic size constraints may prevent this.

5.3 Fee Structure, Payment, and Honorarium

5.3.1 Workshop Registration Fees

FUNdamentals Leader	\$100, payable to the P/TSO
FUNdamentals Coach	\$230, payable to P/TSO
Introduction to Competition Workshop	\$270, payable to P/TSO
Intro to Competition Evaluation	\$75, payable to P/TSO
Competition – Development Workshop & Evaluation	\$500, payable to SSC
Make Ethical Decisions online evaluation Managing Conflict online evaluation Leading Drug-free Sport online evaluation	<ul style="list-style-type: none"> • Currently \$85 charge for each online evaluation only if the coach has not completed the training • Free if training module has been completed

5.3.1 Coach Developer Honorarium

FUNdamentals Leader LF Fees: \$250

FUNdamentals Coach LF Fees: \$250 a day plus travel paid by the host organization

FUNdamentals Coach MCD Fees: \$350 per day of instruction honorarium for the MCD

FUNdamentals Coach Evaluator Fees: \$50. SSC will pay the evaluator the honorarium. Coach being evaluated is responsible for travel and other expenses

Intro to Competition LF Fees: \$250/day

Competition – Development LF Fees: \$250/day

Competition – Development Coach Evaluator Fees: \$75/evaluation

5.4 Maintenance of Certification and Professional Development

The Coaching Association of Canada and its partners recognize the value of having certified NCCP coaches that are engaged in Professional Development programs which reinforce the values of lifelong learning and sharing amongst the coaching community.

In order for NCCP coaches to maintain their certified status, they will be required to obtain Professional Development (PD) points. PD points can be earned through a multitude of activities that coaches already participate in, including: national and provincial sport organization conferences and workshops, eLearning modules, NCCP workshops, coach mentorship programs, and active coaching. In most cases coaches are already earning their required PD points – Maintenance of Certification Status is simply the introduction of tracking these points and recognizing coaches for their efforts.

Maintenance of certification is essential to:

- Ensuring coaches stay current with new coaching practices and knowledge;
- Maintaining the integrity of the NCCP;
- Maintaining consistency with the standards of other professions;
- Reinforcing the values of lifelong learning and continuous improvement.

Certification within the NCCP shall be valid for a maximum period. The concept of “life-span of NCCP certification” shall apply to coaches who:

- Are already certified according to the standards of the Levels-NCCP.
- Are certified according to the standards of the Levels-NCCP while it is still in effect.
- Are certified according to the standards of an NCCP context’s core certification and gradations.

Maintenance of certification must be based on active coaching and professional development.

	Minimum Professional Development credits required if the period for renewal of certification is:				
Context (includes any gradation)	5 years	4 years	3 years	2 years	1 year
Competition – Introduction	20 points	16 points	12 points	8 points	4 points
Competition – Development	30 points	24 points	18 points	12 points	6 points

An NSO may require more than the minimum number of Professional Development credits in any or all contexts in which it assigns “Certified” or “Trained” status.

Professional development opportunities and points allocated are as follows:

	Active Category	Points	Limitations
Sport Specific	Active Coaching	1 point/year for every season coached OR 1 point/year for learning Facilitator or Evaluator activity	To a maximum number of points equal to the number of years of the certification renewal period, e.g. 3 points, if certification period is 3 years
	NCCP Activity	5 points/training module or	No maximum or minimum

		evaluation event	
	Non-NCCP Activity	1 point/hour of activity up to 3 hours maximum	No minimum or maximum
	Coach self-directed activity	3 points for the valid certification period	Maximum of 3 points for certification renewal period
	Re-evaluation in context	100% of the points required for PD credit in the context	No other PD is required if coach chooses re-evaluation
Multi-sport	NCCP activity	5 points/training module or evaluation event	No maximum or minimum
	Non-NCCP activity	1 point/ hour of activity up to 3 points maximum	To a maximum of 50% of the required PD credit for the context in a certification renewal period

For more information please visit: <http://www.coach.ca/maintenance-of-certification-s16745>.

5.5 Quality Control

5.5.1 Course Evaluation

All coaches are provided with feedback forms to evaluate their training and evaluation experiences. See template for feedback form below in the tools section.

5.5.2 Program Monitoring and Evaluation

The program and its impact will be assessed on a yearly basis with a major review every five years. Feedback from Master Coach Developers, Coach Evaluators, Learning Facilitators, and P/TSOs will be taken into account in reviewing the program along with statistics from evaluation forms. This will include a review of the evaluation process.

5.5.3 Revision and Update Cycle

Materials will be updated in the first 2 years based on the feedback from participants, facilitators and evaluators (2015-2017). A major review of the materials will take place every 5 years.

Program	Approval	Revisions
Competition -Development	Development 2016 Implementation 2017 Edits 2018	Next revision: 2023
Fundamentals Coach Instruction - Beginner	March 2007	2019
Fundamentals Leader (Community)	June 2010	2020
Intro to Competition	March 2011	2018

5.6 Minimum Age Restrictions

The NCCP Policy & Implementation Standards document indicates that the Policy on Minimum Age is as follows:

10.2. Policy Statement

- 10.2.1. The minimum age for the designation for a coach as NCCP “Certified” is 16 years of age.
- 10.2.2. Persons younger than 16 and older than 14 may enrol in and complete NCCP or NCCP qualifying education opportunities; where an NSO:
 - a) Plans to offer NCCP or NCCP qualifying development opportunities to persons younger than 16 years of age;
 - b) Agrees to provide these opportunities within the framework of the NCCP;
 - c) Agrees to maintain the records on the NCCP Database.
- 10.2.3. The Provincial/Territorial government or designated delivery agency may authorize enrolment in multi-sport modules.
- 10.2.4. Any person younger than 16 and older than 14 will be designated on the CAC Database with an underage status indicator.

10.3. Implementation Standards

10.3.1. AUTHORITY

The CAC is responsible for:

- Maintaining the records of persons younger than 16 and ensuring the roll-over to the appropriate status indicator upon their 16th birthday.
- Informing and educating all partners on the possible use and application of the underage status indicator.

NSOs are responsible for:

- Determining whether or not to allow 14- and 15-year-olds to access sport-specific NCCP events.
- Publicly communicating their position on the participation of 14- and 15-year-olds in sport-specific NCCP events on their websites.

Provincial/Territorial Delivery Agencies are responsible for:

- Determining whether or not to allow 14 and 15 year olds to access multi-sport NCCP events.
- Publicly displaying their position on the participation of individuals under the age of 16 in the multi-sport modules on their websites.
- Notifying the CAC of their position.

6 TOOLS

6.1 NCCP Code of Ethics



NCCP Code of Ethics

Purpose of the NCCP Code of Ethics

The National Coaching Certification Program™ (NCCP) Code of Ethics provides ethical standards that reflect the core values of the coaching profession in Canada, and guides sport coaches to make balanced decisions to achieve personal, participant and team goals. The NCCP Code of Ethics applies to every coach in Canada—from the first-time coach to the head coach of a national team. The NCCP Code of Ethics is used to guide the conduct in sport that stipulate acceptable and non-acceptable behaviours and associated repercussions.

Core principles and ethical standards of behaviour

Coaches value Leadership and Professionalism, Health and Safety, and Respect and Integrity. For each of these core principles, there are associated ethical standards of in-person and on-line behaviour expected of every NCCP coach and NCCP Coach Developer in Canada, whether on or off the field.



¹ "Participants" include but are not limited to athletes, opponents, parents, other coaches, volunteers, administrators, officials and medical/IST irrespective of race, ancestry, place of origin, colour, religion, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, family status, or physical or mental ability (Source of inclusivity statement: Canadian Centre for Ethics in Sport (CCES)).



Leadership and professionalism

This principle considers the inherent power and authority that a coach holds.

Ethical standards of behaviour

- ▶ Understand the authority that comes with your position and make decisions that are in the best interest of all participants
- ▶ Share your knowledge and experience openly
- ▶ Maintain the athlete-centered approach to coaching so that every participant's well being is a priority
- ▶ Be a positive role model
- ▶ Maintain confidentiality and privacy of participants' personal information



Health and safety

This principle considers the mental, emotional, physical health and safety of all participants.

Ethical standards of behaviour

- ▶ Recognize and minimize vulnerable situations to ensure the safety of participants
- ▶ Prioritize a holistic approach when planning and delivering training and competition
- ▶ Advocate for, and ensure appropriate supervision of participants, including the Rule of Two
- ▶ Participate in education and training to stay current on practices to ensure the continued safety of your participants
- ▶ Understand the scope of your role and skills and call upon others with specialized skills when needed to support your participants



Respect and integrity

This principle considers respect and integrity, which are the rights of all participants.

Ethical standards of behaviour

- ▶ Provide equitable opportunity and access for all
- ▶ Establish a respectful and inclusive sport environment where all participants can raise questions or concerns
- ▶ Obey the rules and participate honestly and respectfully
- ▶ Be open, transparent and accountable for your actions
- ▶ Maintain objectivity when interacting with all participants



Rule of two

The goal of the Rule of Two is to ensure all interactions and communications are open, observable and justifiable. The purpose is to protect participants (especially minors) and coaches in potentially vulnerable situations by ensuring more than one adult is present. There may be exceptions for emergency situations.



Contact

Questions related to the NCCP Code of Ethics design may be directed to the Chief Operating Officer at the Coaching Association of Canada. Send an email to coach@coach.ca or call 613-235-5000 ext. 1.

For complaints related to Registered Coaches or Chartered Professional Coaches, refer to the Coaching Association of Canada's Code of Conduct.

6.2 NCCP Coach Developer Code of Conduct

It is expected that every Coach Developer will read, understand, and sign this Code of Conduct.

Preamble

In my role as a Coach Developer in the National Coaching Certification Program (NCCP) for the _____ (governing organization), I, _____ (Name and NCCP#), expressly agree to conduct myself in a manner consistent with this Code of Conduct.

I understand that my failure to abide by this Code of Conduct can result in sanctions being imposed, including the revocation of my Coach Developer certification status.

Code of Conduct

I shall:

- Participate in all required training and evaluation components of the Coach Developer pathway.
- Support the common goals and objectives of _____ (governing organization) as it services the membership at large.
- Avoid discrediting specific sponsors, suppliers, employers, or other partners.
- Support key personnel and systems of the NCCP and partner organizations (Coaching Association of Canada, Sport Canada, Provincial/Territorial Delivery Agencies, National Sport Organizations).
- Demonstrate ethical behaviour at all times and commit to the *NCCP Code of Ethics*.
- Attend all professional development required for my growth as a Coach Developer and continuously seek to improve my personal abilities and performance.
- Exhibit exemplary professional behaviour at workshops or evaluation sites.
- Approach technical and non-technical problems and issues in a professional and respectful manner, seeking solutions that support due process.
- Place the best interest of those taking part in the workshops/evaluation events ahead of my personal interests.
- Refrain from all forms of harassment: physical, emotional, mental, or sexual. For the purposes of this Code of Conduct, sexual harassment includes any of the following:
 - Using power or authority in an attempt to coerce another person to engage in or tolerate sexual activity. Such uses of power include explicit or implicit threats of reprisals for non-compliance or promises of reward for compliance.
 - Engaging in deliberate or repeated unsolicited sexually oriented comments, anecdotes, gestures, or touching that are offensive and unwelcome or create an offensive, hostile, or intimidating environment and can reasonably be expected to be harmful to the recipient or teammates.

Responsibility

If there is disagreement or misalignment on issues, it is the responsibility of the Coach Developer to seek alignment with the objectives, goals, and directives of _____ (governing organization).

Please be advised that the Board of Directors of _____ (governing organization) will take the necessary disciplinary action should any material breach of the Code of Conduct occur.

I hereby declare that I have read the above and understand and accept the terms and conditions outlined.

Name (please print)

Signature

Date

6.3 Template for Coach Developer Self-Nomination Letter

Date _____

Location _____

Name _____

NCCP# _____

Dear _____, (P/TSO, P/TCR)

Please be advised of my interest in becoming a Coach Developer, in the following role

- Learning Facilitator
- Coach Evaluator
- Master Coach Developer

for the following contexts and/or workshops

With this letter, I have enclosed an application form that demonstrates my experience in and commitments to sport and particularly to _____ (sport name).

I am ready to begin the Coach Developer training and evaluation process in the hope of receiving my Coach Developer certification.

I would be pleased if you would forward my name as a Coach Developer candidate. Please contact me if you require further information or have any questions about my application.

Signed

Dated

Email address

Primary phone number

Encl.: Résumé
Letter(s) of Support

6.4 Template for Coach Developer Application Form

Date _____

Location _____

Name _____

NCCP# _____

Sport _____

Languages _____

Application Checklist:

- ___ Cover letter
- ___ Completed Coach Developer Application Form
- ___ Completed Letter/Preliminary Coach Developer Worksheet
- ___ Completed Make Ethical Decisions online evaluation – 90% or more
- ___ Résumé of your coaching experience, education and achievements
- ___ Names and phone numbers for 2 references

Declaration

I hereby certify that the information I have provided with this application is true and complete.

Signed

Dated

Email address

Primary phone number

6.5 Template for Coach Developer Letter/Preliminary Worksheet

Date _____

Name _____

NCCP# _____

Dear Coach Developer Candidate,

We are delighted that you expressed an interest in becoming a Coach Developer. The purpose of the Coach Developer Preliminary Worksheet included in this letter is twofold:

1. To learn more about you
2. To give you an opportunity to learn more about the NCCP

Please submit the answers to the questions below with the rest of the documents when you submit your application package.

1. Describe what you perceive to be the role of a Coach Developer.
2. Describe the skills, abilities, and characteristics of an effective Coach Developer.
3. What experience do you have working in adult education?
4. What strengths do you bring to the position of Coach Developer?
5. What skills and abilities do you think you need to develop to become an effective Coach Developer?
6. In your own words, describe the structure of the NCCP.
7. What are the five core competencies outlined in the NCCP?
8. In your own words, what is the role of the Coach Developer in developing these competencies?
9. Define:
 - Outcome:
 - Criteria:

○ Evidence:

10. In your own words, outline the purpose of Coach Developer training.

6.6 Template for Feedback Form

It is important to get feedback from participants to help Speed Skating Canada to improve our NCCP programs and quality of our coaches. The course you have just completed has been designed to provide you with skills and knowledge to become a more effective coach. Your feedback on the content presented and the ability of the course host to deliver this course will assist us in ensuring that the level of coach education is maintained at the highest level. Please take a moment to complete this short evaluation. All commentary will be held confidential.

Coach Developer: _____ Date: _____

Workshop: _____ Location: _____

- 1 Did not meet expectations
- 2 Below Expectations
- 3 Met Expectations
- 4 Above Expectations
- 5 Exceeded Expectations

Technical

_____ The registration process was simple and easy to complete

_____ The technology used was easy to follow and effective

_____ The price of the course was fair and reflected the quality of service provided

Additional Comments

Course Content and Materials

_____ The course materials were easy to follow

_____ The course content reflected the course description and goals

_____ The course content provided the information necessary to be a better coach

Additional Comments

Coach Developer

- _____ The facilitator was available for questions
- _____ My workbook was marked in a timely manner
- _____ The facilitator was knowledgeable on the course material
- _____ The facilitator enabled me to reflect on ways that I might improve as a coach

Additional Comments

Overall Impression

- _____ I enjoyed taking the course
- _____ This course provided me with valuable tools and resources that I can use in my coaching endeavours
- _____ I would recommend this course to other coaches

Please list 3 positive aspects related to any area of the course

Is there anything you would recommend changing, adding or omitting from this course?

Additional Comments



National
Coaching
Certification
Program



Visit coach.ca, the resource and information hub for coaches in Canada. Check your coaching transcript in the Locker, access valuable eLearning coaching modules, and get practical coaching tips that you can use today from the Coaching Association of Canada.

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Coaching Association of Canada
Association canadienne des entraîneurs