



CANADIAN FENCING FEDERATION
TEAMWORK. PERFORM. INSPIRE

CFF Evaluation Criteria for Coaches



Coaching Association of Canada
Association canadienne des entraîneurs

PROCESS FOR EVALUATING AND DEBRIEFING COACHES IN THE NCCP

Within the context of the National Coach Certification Program (NCCP), the evaluation represents the process used to determine if coaches meet NCCP standards to receive certification. This process applies to the eight NCCP training contexts.

This general information guide contains the standards, tools, and models, on which CFF will rely to evaluate coaches.

WITHIN THE FRAMEWORK OF THE NCCP EVALUATION PROCESS, COACH EVALUATION AND FEEDBACK ARE COMPRISED OF THE FOLLOWING STEPS:

- A. Portfolio Evaluation
- B. Pre-brief
- C. Formal observation
- D. Debrief
- E. Action Planning
- F. Reporting

CFF EVALUATION CRITERIA FOR COACHES

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 CFF or other partners to “judge” the relevance 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.

To pursue recognition of coaching competence through the Canadian Fencing Federation, please contact coaching@fencing.ca.

MULTISPORT TRAINING FOR EVALUATION REQUEST TEMPLATE.

1. Possess a CFF license: <http://fencing.ca/purchase-a-cff-licence/>
2. Provide “Make Ethical Decisions” module certification. https://www.coach.ca/formation-multisport-s15501#MAKE_ETHICAL_DECISIONS_MED
3. Provide a Basic First Aid certificate (https://www.redcross.ca/training-and-certification/course-descriptions/first-aid-at-home-courses/standard-first-aid-cpr?lang=en-ca&_ga=2.80739735.1094514744.1553776884-1528656203.1553776884)
4. Provide a criminal records check https://www.sterlingtalentsolutions.ca/landing-pages/c/cac_ace/
5. Provide Respect in Sport Workshop for Activity Leaders certificate <https://fencing-canada.respectgroupinc.com/>

Re-Evaluation

Should a coach fail an evaluation, he or she may register for a re-evaluation with the provincial fencing association. The coach will be re-evaluated only on the aspects considered “below average”.

A re-evaluation must occur within one year of the completion of a learning-facilitator-led workshop. Coaches may request up to three re-evaluations during this period.

It is strongly recommended that a coach not be re-evaluated by the initial evaluator.

CFF COACH TRAINING EVALUATION REQUEST CRITERIA

Fencing-Specific Context

(Community Sport, Instructor Beginner, Competition Introduction)

- 3.1 Submit to the CFF or PSO a completed CFF Coach Development Program skill recognition request form for the chosen level (Levels: Community, Instructor Beginner, Competition – Introduction) and specialty (epee, foil, sabre). You can find the skill recognition request form attached.
- 3.2 Pay evaluation request fees
Coach portfolio evaluation fees correspond to the requested development module and must be paid to the CFF or PSO once the evaluation request has been approved. You can find request fees form attached.
- 3.3 Meet personally or by Skype, the evaluator assigned by CFF or PSO, to identify the NCCP evaluation process.

SPECIFIC EVALUATION CRITERIA FOR EACH MODULE OF THE CFF COACHES DEVELOPMENT PROGRAM

- 4.1 Provide a 15-minute video and pertinent plan for an individual lesson in the speciality outlined in the evaluation request form (foil epee, sabre), with DLTA and armbands content appropriate the level to be evaluated. (page 7 of this document).
Not required for the Community module.
- 4.2 Provide a 15-minute video and pertinent plan for a group lesson in the speciality outlined in the evaluation request form (foil epee, sabre), with DLTA and armbands content appropriate the level to be evaluated. (page 8 of this document).
- 4.3 Provide a 45-60 minute video and pertinent plan for a practice in the specialty outlined in the evaluation request form (foil, epee, sabre), including a demonstration of an Emergency Action Plan (EAP), and with DLTA and armbands content appropriate the level to be evaluated. (page 5,6,7 of this document).
- 4.4 Provide a season plan for the preparation period; this plan should be for a group of athletes in the specialty identified in the evaluation request form and based on athlete level, armband content and CFF long-term development program criteria. (page 9 of this document).
This criteria is only required for the “Competition Introduction” module.

A PRACTICE CRITERIA

1. The coach must submit to the CFF, a document with a practice plan on the armband content relevant to the module to be evaluated.
2. The practice plan must identify:
 - Age of participants and practice characteristics in line with the Long Term Athlete Development (LTAD) program criteria.
 - Describe the necessary venue and equipment for the delivery of the practice.
 - Safety criteria in the planning and delivery of the practice.
 - An Emergency Action Plan.
 - The overall objectives of the practice.
 - The specific content for each part of the practice.
 - Introduction
 - Warm-Up
 - Main Practical Component
 - Cool-Down
 - Conclusion
 - Amount of time allotted to each part of the practice.
 - The proposed activities for the main practice in an appropriate order.
 - Justification of methodological criteria used during the delivery of the practice.
 - Any other criteria considered pertinent by the coach.

Note: it is strongly recommended that coaches follow the “Planning a Practice” multi-sport module prior to participation in the evaluation process.

https://www.coach.ca/formation-multisport-s15501#PLANNING_A_PRACTICE

PLANNING A PRACTICE : GENERAL APPROACH

Introduction

Arrive 30 minutes before the start of practice*

- Arrive early
- Inspect facilities
- Prepare equipment
- Greet each participant upon arrival.

At the Start of Practice

- Start on time
- Ask participants to gather around you (circle, etc.)*
- Briefly go through goals and activities of this practice
- Provide general instructions on safety for the activities to be done

Warm-Up

General Warm-Up:

- Include general exercises (or games) to relax muscles and raise core temperature
- Dynamic flexibility exercises

Specific Warm-Up:

- Include brief activities known to participants that involve movements from the main part of practice
- Slowly increase intensity without over-exerting participants
- Choose fun activities (games) that will also prepare athletes for the main body of practice

Main Practice

- Plan three or more activities (based on available time and resources) and deliver them progressively
- Include fencing-specific exercises in a group setting, including yellow and orange armband content
 - *(During certain exercises, the coach may join the group and perform the exercises with them (allowing for small technical corrections). This type of interaction should last no more than a minute or two per student and be geared towards an overall general development.*
- Use fencing-themed games and cooperative exercises as much as allows

- Avoid elimination games, as those who are eliminated first are often those needing the most practice
- Create stations to reduce down time and queues
- Aim for the development of fundamental movements
- Aim for the development of basic sport skills

Cool-Down

- Plan a gradual decrease in intensity
- Run fun low-intensity activities

Conclusion

- Offer feedback on what went well and what could be improved.
- Conclude with a team spirit activity*, e.g.: team cheer, etc.
- Ensure that everyone leaves in a good mood

INDIVIDUAL LESSON CRITERIA AND CONTENT TO BE EVALUATED

This criteria is not required for the community module.

1. Deliver a 15 minute lesson presenting the three steps of a lessons (introduction, action development, cool-down).
2. Provide an individual lesson plan with justification for the various development criteria in the lesson.
3. Lesson must demonstrate the delivery of offensive, defensive and counter-offensive criteria.
4. Specific lesson content must adhere to armband and LTDA content for requested module.
5. The delivery of the lesson must progress through the following situations: standing still, moving forward, moving backwards.
6. The lesson must demonstrate use and establishment of specific technical or tactical criteria for requested module (e.g.: developing coordination, distance, rhythm, timing, speed, technical or tactical situations without variation – single hit option, situations with variations – multiple hit options).
7. Lesson must demonstrate the application of exercises using methodological criteria.
8. For other evaluation criteria, consult the reference document for the requested module: Chapter “CFF Individual and Group Lesson Evaluation Standards”.

The Specific information for this will be provided once the CFF or PSO has approved the evaluation request.

GROUP LESSON CRITERIA AND CONTENT FOR MODULE TO BE EVALUATED

1. Deliver a 15 minute group lesson presenting the three steps of a lessons (introduction, action development, cool-down or final lesson).
2. Provide a group lesson plan justifying the various development content used during the lesson.
3. Lesson must demonstrate the delivery of offensive, defensive and counter-offensive criteria.
4. Specific lesson content must adhere to armband content for requested module.
5. The delivery of the lesson must progress through the following situations: standing still, moving forward, moving backwards.
6. The lesson must demonstrate use and establishment of specific technical or tactical criteria for requested module (e.g.: developing coordination, distance, rhythm, timing, speed, technical or tactical situations without variation – single hit option, situations with variations – multiple hit options).
7. Lesson must demonstrate the application of exercises using methodological criteria.
8. For other evaluation criteria, consult the reference document for the requested module: Chapter “CFF Individual and Group Lesson Evaluation Standards”.

The specific information for this will be provided once the CFF or PSO has approved the evaluation request.

SEASON PLAN CRITERIA AND CONTENT FOR MODULE TO BE EVALUATED

(The plan is to be submitted by the coach will be written based on the preparation period of a season plan.

Criteria:

1. Identify age, LTAD stage and category of participants.
2. Identify weekly training volume (hours)
3. Identify training experience of participating athletes (months, years).
4. Identify overall performance goals for the season plan
5. Identify overall performance goals for the determined period.
6. Identify mesocycle goals, durations and types for the determined period.
7. Identify microcycle content, duration and types for the determined period.
8. Identify contents for each preparatory phase of the determined period.
9. Identify type and quantity of competition for the determined period.
10. Any other recommended criteria to enrich the content of your season plan.

Note: it is strongly recommended that coaches follow the “Performance Planning” multi-sport module prior to participating in the evaluation.

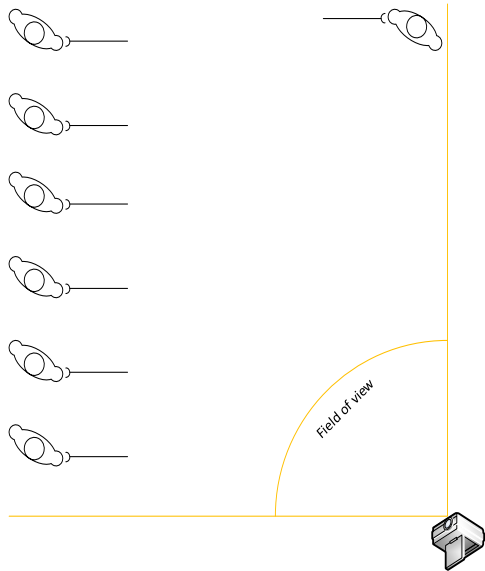
https://www.coach.ca/formation-multisport-s15501#PERFORMANCE_PLANNING

VIDEO EVALUATION TAPING PROTOCOL

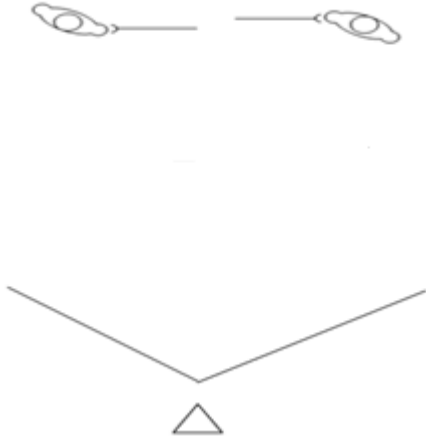
- Videotaping **MUST** be done by a third party/assistant;
- Focus of the video is on the coach's competency and ability to interact with athletes, not the ability of the athletes;
- Tripods should be used whenever possible. If not using a tripod, try to keep the camera stable and steady;
- Videoing should be done in proximity where coach and athletes can be heard; wherever possible coaches should use a microphone; In the absence of a microphone, the coach must record another video from that of the lesson, with the justification of different exercises and steps of the lesson. In the absence of a microphone, the coach must record a separate video justifying the various exercises and steps of the lesson.
- Lighting may be an issue, please maximize the amount of light possible for your video by altering your camera's shutter speed settings (see your camera's user manual for instruction);
- Minimize the use of the zoom feature – instead move camera closer if necessary;
- Try to video when there is the least amount of activity on other greens;
- Videos may be submitted in an avi/mp4 file.
- Video must be 60 to 90 minutes, should be continuous, non-edited.
- Video files should be sent to the CFF through a pre-arranged means. Dropbox, Google Drive, WeTransfer.

Note: Video content will pertain to armband content for each teaching module, the information being relayed to candidates once the submission request has been received by CFF. Armband content for each module can be found in the "Armbands" chapter of the reference documents for each context. (Reference document will also be provided to coach-candidates during their participation in each module workshop).

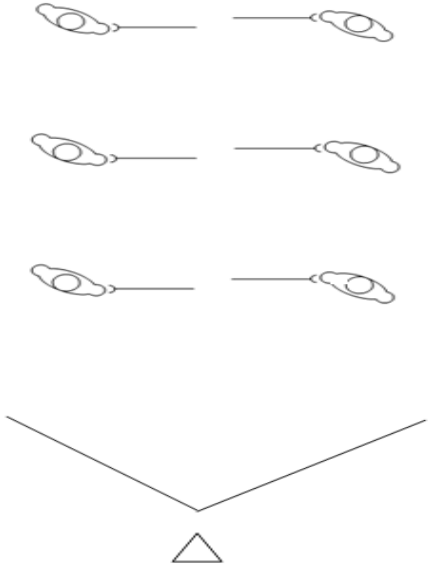
Footwork and/or Fencing Practice



Individual Lesson



Group Lesson



NCCP COACH DEVELOPER CODE OF CONDUCT

It is expected that every Canadian Fencing Federation NCCP Coach Developer (LF/EV/MLF/MEV) will read, understand, and sign the following Code of Conduct:

Preamble

In my role as a Fencing Coach Developer National Coaching Certification Program (NCCP) for the **Canadian Fencing Federation**, I, _____ expressly agree to conduct myself in a manner consistent with this Code of Conduct. My failure to abide by this Code of Conduct can result in sanctions being imposed, including the revocation of my Canadian Fencing Federation Coach Developer Certification Status.

Code of Contact

I shall:

Good Standing

- Maintain a valid CFF fencing licence.
- Maintain a verified Vulnerable Sector Police Check or equivalent in jurisdiction of residence.
- Maintain facilitator/co-facilitator/evaluator activity every 2 years ¹
- Every 3 years be subject to co-facilitation or co-evaluation with a MLF/MEV ²

Training

1. Successfully participate in NCCP Coach Developer Core Training
2. Successfully complete the components outlined in the Fencing Coach
3. Developer training pathway.

Goals and Key Personnel Support

- Align with the common goals and objectives of the **Canadian Fencing Federation** as they service the membership at large.
- Avoid discrediting specific sponsors, suppliers, employers, and/or other partners.
- Support key personnel and systems of the NCCP and partner organizations (CAC, Sport Canada, Provincial/Territorial Governments, NSOs, PSOs).

NCCP Code of Ethics

Demonstrate ethical behaviour at all times and commit to the NCCP Code of Ethics.

Professional Development

Attend all required professional development and continuously seek to improve personalabilities and performance on a regular basis.

¹ Activity based on submitted NCCP worksheets to the National office. Extensions of term may be awarded at the discretion of the National office based on extenuating circumstances. Failure to maintain active will result in status being returned to 'Trained' status.

² The role of the MLF will not be to lead but to mentor and help ensure that National standards are maintained.

Workshop Behaviour

- Exhibit exemplary professional behaviour at workshops and/or evaluation sites.
- Approach problems and issues (technical and non-technical) in a professional and respectful manner seeking solutions that support due process.
- Place the best interest of the coaches taking part in the workshops/evaluation events ahead of my personal interests.

Harassment

Refrain from all forms of harassment: physical, emotional, mental, or sexual. For the purposes of this Code of Conduct, sexual harassment includes either or both of the following:

- The use of 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:

5 Are offensive and unwelcome,

6 Create an offensive, hostile, or intimidating environment and can be reasonably 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 the **Canadian Fencing Federation**.

Please be advised that the Canadian Fencing Federation Executive or Technical Director will take the necessary disciplinary action should any material breach of the Code of Conduct occur.

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

Name (Please print)

Signature

Date

NCCP#

NCCP Number

CFF Licence Number