

Coach 3 CF Evaluation Guide



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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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SUMMARY OF EVALUATION PROCESS

The following will summarize the various evaluations which will be used to determine certification for the Coach 3 Course. (Note: Specific topics for each evaluation will come from the LTAD for the consolidating stage). These will consist of:

1. Live Coaching Evaluations
2. Main Course Project Work
3. Video Coaching Evaluations (done from home environment)
4. Various Assignments as distributed by CFs between regroupings

1. Summary of Live Evaluations: (these evaluations will be done in front of CF's)

1. Mastering Technical/Tactical fundamentals via “quality training”

- To be able to set up and run a drill to provide appropriate volume and feedback with the philosophy of ensuring mastery of technical and or tactical skills
- Use of appropriate communication style to create a challenging environment and inspire quality and displays commitment to high standards through relentless commitment to the task
- Establish appropriate drill to master skills

2. Challenging your player to be a performer who is focused and competitive via “quality training”

- To be able to set up and run a drill to develop the values of a performer through challenging players mentally
- Use of appropriate communication style to create a challenging environment and inspire quality and displays commitment to high standards through relentless commitment to the task
- Establish appropriate drill to develop required values or skills

3. Feeding evaluation

- Correct tempo, placement, power and spin to train a consolidating stage level player
- Ability to adjust level of difficulty of feed to progress player to next stage

2. Main Course Project Evaluation

- **Identifies** priorities for that player based on their performance and provide the rational based on the stage of development, game style, and long term development.
 - Player's assessment according to the LTAD consolidating stage
 - Summary of the work done with your player in the past 6 months
 - Identification of priorities providing rational and evidences (charts, videos, stats)
- **Teach** the necessary technical, tactical, physical and mental skills to be effective in that specific area
 - Presentation of appropriate priorities to the player (on DVD)
 - Overview of the understanding stage of development (various footing on DVD)
- Provide the appropriate volume and practice structure to ensure the skill is **grooved** to the stage of mastery
 - Overview of the grooving stage of development (various footing on DVD)
- Demonstrate an ability to systematically open the skill to ensure required automatic **differentiation**
 - Overview of the automating stage of development (various footing on DVD)
- **Prepare** your player to implement the learned skill into match play, **analyze** the efficiency of the new skill and **re-evaluate** your player to adjust the annual plan
 - Pre-match overview (schedule, routine, match plan)
 - During match work (charting, observation of performer/performance)
 - Post-match report (Player's observation on performance, Coach's observations on performance/performer, evaluation of player's and adjustment to annual plan)

3. Video Coaching at a Competition

To maximize your time at competition by maximizing the competitive experience of the players and developing/reflecting on development priorities:

- preparing players for their match through leading a pre-match discussion with the player
- supporting player from the sidelines and analyzing the match while the match is being played
- reviewing the match with the player through leading a post-match discussion with the player
- gather evidence through match play to demonstrate and or provide feedback on development priorities
- resources videos:
 - video matches and create two videos
 - a video of a current objective and how well and often it is being implemented (provide stats but do not need to show every clip)


- a video of a priority you are looking to introduce and show either the lack of execution or missing the tactical decision.


4. Various assignments


- Completion of the following at a satisfactory level:
 - Coach log
 - Player's plan
 - Virtual workbook
 - Any other assignments
 - Leading Drug Free Sport Online evaluation
 - Manage Conflict Online evaluation

Note: Please note that other assignments and evaluations may be added at the discretion of the Course Facilitators in order to help ensure that Course competencies are met.

EVALUATION STANDARDS

Mastering Technical/Tactical Fundamentals via Quality Training Live Evaluation (Support in Training and Analyze Performance)	
Set up and run a drill to provide appropriate volume and feedback with the philosophy of ensuring mastery of technical and or tactical skills	
Achievement	Evidence:
Above Standard	<p>Meet "Coach 3 standard" and:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Player improvement reflected increased comprehension, improvement of skill, AND positive change in attitude/behavior <input type="checkbox"/> Demonstrate a relentless pursuit of improved performance <input type="checkbox"/> Demonstrate a Course Facilitator level of professionalism
 <p>Tennis Canada Standard for Coach 3 Certification</p>	<ol style="list-style-type: none"> 1. Apply an appropriate communication style to create a challenging environment and inspire quality <ul style="list-style-type: none"> • Use positive, challenging language • Use voice to demand effort and focus to task • Ensure body language is congruent with the attitudes and behaviors that are being challenged 2. Display commitment to high standards through relentless commitment to the task <ul style="list-style-type: none"> • ensure quality performance via appropriate feedback • Demonstrates understanding of appropriate standard 3. Ensure all players have the following athletic look <ol style="list-style-type: none"> a) focused look <ul style="list-style-type: none"> • shows a high level of engagement to the task • tracking ball for quality movement and timing b) competitive spirit <ul style="list-style-type: none"> • challenging themselves to get the most from our ball • challenging themselves to beat their opponent or PB as appropriate c) athletic look <ul style="list-style-type: none"> • commitment to athletic movement • athletic height 4. Establish appropriate drill to master skills <ul style="list-style-type: none"> • challenge appropriate skill • correct level of challenge to elicit improvement • enough repetition • appropriate feedback to ensure improvement • maintain focus on outcome 5. Creates Change <ul style="list-style-type: none"> • creates buy in • player improves
Below Standard	<ul style="list-style-type: none"> <input type="checkbox"/> Do not select at least one of the athletic look characteristics to focus on <input type="checkbox"/> <i>Use disrespectful language</i> <input type="checkbox"/> Do not present the drill in manner than players can understand <input type="checkbox"/> <i>Jeopardize players safety</i> <input type="checkbox"/> Explain how the error relates to the overall performance but do not indicate why <input type="checkbox"/> Identify some performance factors that contribute to errors in performance, but do not select the most critical factor that will have the greatest impact on performance <input type="checkbox"/> Scan the practice environment infrequently and pay little attention to skill execution <input type="checkbox"/> Identify effort and motivational factors that contribute to lack of performance rather than key technical or tactical factors

Challenging Player to a Focused Competitive Player via Quality Training -- Live Evaluation (Support in Training and Analyze Performance)	
Set up and run a drill to develop the values of a performer through challenging players physically and mentally	
Achievement	Evidence:
Above Standard	<p>Meet "Coach 3 standard" and:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Player improvement reflected increased comprehension, improvement of skill, AND positive change in attitude/behavior <input type="checkbox"/> Demonstrate a relentless pursuit of improved performance <input type="checkbox"/> Demonstrate a Course Facilitator level of professionalism
 <p>Tennis Canada Standard for Coach 3 Certification</p>	<ol style="list-style-type: none"> 1. Use appropriate communication style to create a challenging environment and inspire quality <ul style="list-style-type: none"> • positive, challenging language • voice tone demands effort and focus to task • Body language congruent with the attitudes and behaviors that are being challenged 2. Displays commitment to high standards through relentless commitment to the task <ul style="list-style-type: none"> • ensure quality performance via appropriate feedback • demonstrate understanding of appropriate standard 3. Create a realistic "tactical story" to contextualize training 4. Demand High Standards: ensures all players have the following athletic look: <ul style="list-style-type: none"> • focused look -- shows a high level of engagement to the task; tracking ball for quality movement and timing • competitive spirit --challenging themselves to get the most from our ball; challenging themselves to beat their opponent or PB as appropriate • athletic look -- commitment to athletic movement; athletic height 5. Establish appropriate drill to develop required values or skills <ul style="list-style-type: none"> • challenges appropriate topic • correct level of challenge to elicit improvement • enough repetition 6. Create Change <ul style="list-style-type: none"> • create buy in – athlete wants to improve • gets more from the player than they would give themselves
Below Standard	<ul style="list-style-type: none"> <input type="checkbox"/> Do not select at least one of the athletic look characteristics to focus on <input type="checkbox"/> <i>Use disrespectful language</i> <input type="checkbox"/> Do not present the drill in manner than players can understand <input type="checkbox"/> <i>Jeopardize players safety</i> <input type="checkbox"/> Correct the athlete(s) by indicating what they did rather than identifying specific strategies for how to improve technical performance <input type="checkbox"/> Provide corrections that identify vague external factors rather than specific factors that contribute to improved technical performance <input type="checkbox"/> <i>Do not prescribe appropriate activities to assist athlete in correcting elements</i>


Main Course Project (Support in Training and Analyze Performance)	
Identify Athlete Priorities for Training	
Achievement	Evidence:
Above Standard	<p>Meet “Coach 3 Standard” and:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Clear link between outcomes and LTAD <input type="checkbox"/> Player Assessment clearly aligns with technical tactical physical mental components of long term athlete development <input type="checkbox"/> Demonstrate a Course Facilitator level of professionalism
 <p>Tennis Canada Standard for Coach 3 Certification</p>	<p>Identifies priorities Identifies appropriate priorities and develop the necessary skills to be effective</p> <p>“Planning”</p> <ul style="list-style-type: none"> • Submit complete players’ assessment according to the LTAD consolidating stage • Submit a summary of the work done with the player in the past 6 months • Demonstrate an awareness of long term player development <p>“Delivery”</p> <ul style="list-style-type: none"> • Submits the rational and evidences for the identification of priorities (charts, videos, stats) • tactical priorities are logical based on players game style and goals • Identify evidence required to ensure outcome achieved • Identified outcome/goal supported by priorities outlined in player assessments • Process elements are logical based on effectiveness challenge and long term player development • provide an explanation of the technical, tactical, physical, and mental qualities required to reach goal and outline the ones your player needs, and already has and then how you will prioritize their development
Below Standard	<ul style="list-style-type: none"> <input type="checkbox"/> Do not submit player assessments <input type="checkbox"/> Do not submit summary of work done over last 6 months <input type="checkbox"/> Do not align work with LTAD <input type="checkbox"/> Evidence and outcome goals do not align with player assessments

Main Course Project (Support in Training and Analyze Performance)	
Teach the necessary skills to be effective	
Achievement	Evidence:
Above Standard	<p>Meet “Coach 3 Standard” and:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Recognize the difference between learning and performance and reflect these distinctions in the choice of activities or practice conditions <input type="checkbox"/> Identify interventions that are evaluative, prescriptive, and descriptive, and consciously select the right type given the circumstances <input type="checkbox"/> Implement interventions that identify when to make appropriate decisions to enhance performance of a skill or tactic <input type="checkbox"/> Provide individualized mental training strategies for each athlete based on performance needs and personal characteristics <input type="checkbox"/> Provide a rationale for choosing interventions that are used during the practice <input type="checkbox"/> Provide feedback or questioning strategies that assist the athlete to recognize what to focus on and how to do it in order to achieve positive mental training throughout the practice


Teach the necessary skills to be effective






Tennis Canada
Standard for
Coach 3
Certification

Main Course Project (Support in Training and Analyze Performance)	
Master / Groove Skill: provide the appropriate volume and practice structure to groove and differentiate the skill	
Achievement	Evidence:
Above Standard	<p>Meet “Coach 3 standard” and:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Player improvement reflected increased comprehension, improvement of skill, AND positive change in attitude/behavior <input type="checkbox"/> Demonstrate a relentless pursuit of improved performance <input type="checkbox"/> Demonstrate a Course Facilitator level of professionalism
 <p>Tennis Canada Standard for Coach 3 Certification</p>	<ul style="list-style-type: none"> • Demand an attitude of excellence through focus and competitive spirit towards skill mastery • Use of appropriate communication style to create a challenging environment and inspire quality training • Creates enough volume of deliberate practice to master skill • Basket/live/cooperation Feeds are realistic (respects topics) • Basket/live/cooperation Feeds are realistic (respects the players level of play) • Ability to use various drill set ups to modify sessions, volume and intensity • Coach demonstrates clear awareness of the players performance (both shot selection and effectiveness of shots) • Maintains solid fundamentals during all volume practice • Coach displays commitment to high standard through relentless commitment on task • Coach displays commitment to high standard through relentless commitment on skill/teaching point <ul style="list-style-type: none"> ○ Identify outcome (intention) of a technical skill and specify performance factors that define optimal performance based on sport-specific referent model ○ Identify critical cause(s) that may contribute to improved technical performance (e.g., athletic abilities, equipment, environmental factors, mental strategies, etc.), and select the most critical one(s) that impact performance ○ Communicate how and why the critical error(s) impact(s) performance, including implications from an injury prevention or from a tactical point of view where appropriate ○ Identify critical decisions or decision-making factors (including timing of decision) that must be considered by athletes while performing specific technical elements ○ Correctly identify potential impact(s) on individual that may result from incorrect execution of technical elements ○ Identify why the correction will have a beneficial effect on performance and how to improve performance using prescriptive interventions ○ Use adequate demonstrations to model correct performance ○ Prescribe an appropriate activity and/or drill to assist athlete to make correction in performance ○ Where appropriate, ask participant’s consent for physical contact when assisting in correcting a skill error • Coach ensures that the player is physically and mentally engaged during the session <ul style="list-style-type: none"> ○ Ensure adequate motor engagement in the corrective task or activity for each athlete, and identify if level of difficulty in the task is relevant to athletes’ capabilities • Professionalism/DVD presentation

Main Course Project (Support in Training and Analyze Performance)	
Master / Groove Skill: provide the appropriate volume and practice structure to groove and differentiate the skill	
Achievement	Evidence:
Below Standard	<ul style="list-style-type: none"> <input type="checkbox"/> Observe the skill from only a single vantage point to detect performance factors <input type="checkbox"/> Explain how the error relates to the overall performance but do not indicate why <input type="checkbox"/> Identify some performance factors that contribute to errors in performance, but do not select the most critical factor that will have the greatest impact on performance <input type="checkbox"/> Scan the practice environment infrequently and pay little attention to skill execution <input type="checkbox"/> Identify effort and motivational factors that contribute to lack of performance rather than key technical or tactical factors <input type="checkbox"/> Do not correctly use or refer to the skill development/progression checklist of SPORT to evaluate technical execution <input type="checkbox"/> Correct the athlete(s) by indicating what they did rather than identifying specific strategies for how to improve technical performance <input type="checkbox"/> Prescribe activities and/or drills that only partially assist the athletes in correcting technical performance <input type="checkbox"/> Provide corrections that identify vague external factors rather than specific factors that contribute to improved technical performance <input type="checkbox"/> Do not prescribe appropriate activities and/or drills to assist athlete in correcting technical elements

Main Course Project (Support in Training and Analyze Performance)	
Open a Skill	
Achievement	Evidence:
Above Standard	<p>Meet "Coach 3 standard" and:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Player improvement reflected increased comprehension, improvement of skill, AND positive change in attitude/behavior <input type="checkbox"/> Demonstrate a relentless pursuit of improved performance <input type="checkbox"/> Demonstrate a Course Facilitator level of professionalism
 <p>Tennis Canada Standard for Coach 3 Certification</p>	<ul style="list-style-type: none"> • Use more cooperative and point play exercises to master the skill in an open situation • Challenge the decision-making while opening the skills • Provide accurate feedback on whether decision (command word) is correct/quick • A minimum 2 progressions before being completely open • Maintain the quality of the skill while systematically opening it • Ability to provide appropriate feedback in a "play" situation • Professionalism/DVD presentation
Below Standard	<ul style="list-style-type: none"> • Do not use cooperative and point play exercises to master the skill in an open situation • Do not provide an opportunity to challenge the decision-making while opening the skills • Feedback on does not match situation • Feedback is too delayed and player cannot make connection • Do not allow a minimum 2 progressions before being completely open


Main Course Project (Support Competitive Experience)	
Implement into Match Play – Pre-Match	
Achievement	Evidence
Above Standard	<p>Meet “Coach 3 standard” and:</p> <ul style="list-style-type: none"> ❑ Implement pre-match strategies that are used by Tennis Canada as best practice examples ❑ Promote philosophies of fair play and drug-free sport as identified by the Canadian Centre for Ethics in Sport or by provincial legislation ❑ Adjust tactics and strategies with player as tournament progresses to adapt to unforeseen changes (e.g., athlete injury, weather delays) ❑ Prepare contingency plans to reduce or minimize distractions for athletes or provide alternatives to ensure optimal athlete performance ❑ Develop a strategy to monitor competition goals (e.g., charting, match plan evaluation)
 <p>Tennis Canada Standard for Coach 3 Certification</p>	<ul style="list-style-type: none"> ❑ Player’s Schedule before Match <ul style="list-style-type: none"> ○ Detail pre-match rest (quality of sleep the night prior to the match) ○ Player nutrition and hydration pre-match ❑ Routine Day of Tournament <ul style="list-style-type: none"> ○ Reflect on quality of player’s physical warm up ○ Reflect on quality ○ help player achieve the ideal performance state: strategy to manage anxiety, focus, or manage distractions ○ Ensure player’s equipment is match ready: racquets and shoes in good repair bag is packed with overgrips, food, strings, hydrating liquids ○ Ensure that the tournament specific procedures (e.g., facility, rules, rain delay policies, etc.) are accounted for to enable a safe and positive competition environment ○ Clarify logistics and player behaviour expectations (nutrition, rest, attitude, etc.)/presence of player’s tennis specific warm up ❑ Establish match Plan with the player <ul style="list-style-type: none"> ○ Account for whether opponent is known or unknown ○ Appropriate for player’s stage of development and ○ Align with overall seasonal goals ○ Clarify coach expectations of athlete <ul style="list-style-type: none"> ▪ Stay true to process goals –e.g., “We want to have a high percentage of 1st serve in (70% or more)”, positive attitude, respectful behaviour to opponents/officials) ▪ Share plan that outlines meeting times and locations, equipment checklists, nutrition elements, practice times , warm up plan
Below Standard	<ul style="list-style-type: none"> ❑ Do not provide reflection or evidence of each point in the Diary assignment ❑ Do not provide examples of the strategies employed to help the athlete focus, manage anxiety, and manage distractions ❑ Do not provide a reflection on the effectiveness of the physical warm up ❑ Do not establish match objectives with the player

Main Course Project (Support Competitive Experience)	
During Match and Post-Match Report	
Achievement	Evidence: Add Sport-specific Examples
Highly Effective	<p>Meet “Coach 3 Standard” and:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Assess match plan after the competition and identify what aspects of the plan were successful and a rationale for what could be improved <input type="checkbox"/> Provide interventions that encourage athletes to take ownership over competitive decisions where appropriate <input type="checkbox"/> Include rationale for annual plan adjustments linked to observations of both coach and player
 <p>Tennis Canada Standard for Coach 3 Certification</p> 	<ul style="list-style-type: none"> <input type="checkbox"/> Charting on Skill: Identify what portions of match observed and charted <input type="checkbox"/> Report on observations of performance/performer <ul style="list-style-type: none"> ○ Identify if timing of discussion is different if player wins or loses and why ○ Identify strategy for covering the match objectives set before play ○ Identify strategy for covering results of match charting and making link to success in achieving pre-match objectives ○ Identify strategy for communicating observations and recommendations for next match / future tournaments <input type="checkbox"/> Player’s observations on performance: Ensure player completes “Player feedback to Coach Post Tournament Report” <input type="checkbox"/> Re-assessment of player <input type="checkbox"/> Adjustment to annual plan
Below Standard	<ul style="list-style-type: none"> <input type="checkbox"/> Do not identify what was observed, charted <input type="checkbox"/> Do not report on observations of performance/performer <input type="checkbox"/> Do not link reassessment of player to observations of performance/performer <input type="checkbox"/> Do not document adjustments to plan


NOTE: Tennis competition rules do not allow coaching interventions during match play

On Court Live Evaluation: Coaching at Competition

Prepare Players for Match

Achievement	Evidence
Highly Effective	<p>Meet “Coach 3 Standard” and:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Professional leadership style is used as a best practice example by Tennis Canada <input type="checkbox"/> Apply active listening strategies when interacting with player: e.g. listen and recount key points provided by player <input type="checkbox"/> Opponent exploration is extremely thorough: identifies strengths, weaknesses, trends, game style, or physical and mental readiness <input type="checkbox"/> Provide a meaningful link for the player between their preparation and opponent analysis <input type="checkbox"/> Ensure that player understands objectives: ensure objectives are explained by player in their own words to ensure both coach and player are on same page <input type="checkbox"/> Explore player’s training preparation prior to match to ensure that match objectives are connected to what player has been working on
 <p>Tennis Canada Standard for Coach 3 Certification</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Use an interactive approach to discuss match and agree on objectives. <ul style="list-style-type: none"> <input type="checkbox"/> Ensure clarification of key points <input type="checkbox"/> Use leading questions <input type="checkbox"/> Maintain leadership in discussion. For example <ul style="list-style-type: none"> • Ensure discussion stays on topic and within allotted time frame • Demonstrate respectful verbal and body language <input type="checkbox"/> Evaluate opponent. <ol style="list-style-type: none"> a. Create a report on opponent <ul style="list-style-type: none"> -strengths/weaknesses -tactical tendencies -mental profile b. Prioritize Information <ul style="list-style-type: none"> <i>Coach explains to the camera (no player present) how the determined match priorities based on opponent, environment, and their payer</i> c. Create IP.S <ul style="list-style-type: none"> -explain what your players IPS is -show routine used to get into proper state <input type="checkbox"/> Agree on appropriate match plan objectives. For example: <ul style="list-style-type: none"> • Identify keys to player having best chance to win/perform to their potential • Player can effectively implement objectives: 3-4 objectives maximum • Objectives make sense with respect to player’s game style, strengths and weaknesses, and stage of development <input type="checkbox"/> Provide final comment to player that identifies key element from preparation discussion that reinforces positive labels for player and ensures maintenance of IPS. <ul style="list-style-type: none"> • emotional support, i.e. “believe in yourself”, “play with confidence”; “you are well prepared, you have worked hard, you are ready”, etc. • Relaxation: Have fun, enjoy yourself • Reminder to focus on objectives
Below Standard	<ul style="list-style-type: none"> <input type="checkbox"/> Final comment to player distracts them from the match objectives and preparation <input type="checkbox"/> Communicate with player in a disrespectful manner (condescending attitude, inappropriate language, body language conveys coach is not focused on player) <input type="checkbox"/> Do not provide player with opportunity to express feelings <input type="checkbox"/> Do not provide player an opportunity to contribute to setting of match objectives <input type="checkbox"/> Do not provide player with strategy to manage emotions

NOTE: Tennis competition rules do not allow coaching interventions during match play



On Court Live Evaluation: Coaching at Competition	
Support players during and post match	
Achievement	Evidence
Highly Effective	<p>Meet “Coach 3 Standard” and:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Apply active listening strategies when interacting with player: e.g. listen and recount key points provided by player <input type="checkbox"/> Professional leadership style is used as a best practice example by Tennis Canada
	<p>DURING MATCH</p> <ul style="list-style-type: none"> <input type="checkbox"/> Support athlete from the sidelines: <ul style="list-style-type: none"> • Show confidence and calmness and encouragement • Body language shows focus and engagement in match • Be encouraging <input type="checkbox"/> Analyze Match as it is being played (note: as we will not know if this is being done or not, we will ask the coach to prepare a match report following the match) <ol style="list-style-type: none"> a. Did the player follow their objectives? If yes, what is evidence? If not, what is evidence? b. What did the player do well? Poorly? c. What were the key instances in the match which made the difference? d. What does the player need to work on, continue to work on which is evident from the match? e. The findings above must be accurate based on what actually occurred <p>POST MATCH REVIEW</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use an interactive approach to review match. <ul style="list-style-type: none"> <input type="checkbox"/> Use leading questions. For example <ul style="list-style-type: none"> • What do they think happened? How did they feel about the match? • Probe for more insight <input type="checkbox"/> Let the player speak first <input type="checkbox"/> Maintain leadership in discussion. For example <ul style="list-style-type: none"> • Ensure discussion stays on topic and within allotted time frame • Demonstrate respectful verbal and body language • Show empathy if player lost <input type="checkbox"/> Review match objectives <ul style="list-style-type: none"> • Probe as to whether player attempted to follow objectives • Discuss to what level of success objectives were achieved • Finish on a positive note with something that the player did well <input type="checkbox"/> Review other key match findings <ul style="list-style-type: none"> • Discuss any key situations/points which made a difference • Review what the player needs to continue to work on during practice <input type="checkbox"/> Finish on a positive note: e.g., an objective that was followed very well, commend the player’s competitiveness/effort, or highlight anything else that the player should be proud of <input type="checkbox"/> Implement post match practice: <ul style="list-style-type: none"> • A use time to reinforce learning from the match • use time to maintain/regain confidence • -prepare for next match

On Court Live Evaluation: Coaching at Competition



Support players during and post match



Achievement	Evidence
Below Standard	<ul style="list-style-type: none"><input type="checkbox"/> Provide comments or other interventions to player while match is being played<input type="checkbox"/> Criticize player's performance after match in a non-constructive manner<ul style="list-style-type: none">○ "You know that you are better than this"○ "Move your feet; Focus"○ "You were great in practice but now you can't do anything"<input type="checkbox"/> Only provide player with non-specific or vague observations:<ul style="list-style-type: none">○ "Good job today" , "great effort"○ "Try harder next time" , "watch your toss"



NOTE: Tennis competition rules do not allow coaching interventions during match play



Annual Plan (Design a Sport Program)	
Outline program structure based on available training and competition opportunities	
Achievement	Evidence
Above Standard	Meet “Coach 3 Standard” and: <ul style="list-style-type: none"> ❑ Identify the relative importance of competitions in order to promote athlete long-term development ❑ Identify sufficient opportunities for recovery and learning/athlete development between important competitions
 Tennis Canada Standard for Coach 3 Certification 	<ul style="list-style-type: none"> ❑ Use the Tennis Canada LMS annual plan structure, the annual outline, the initial goal setting and the LTAD assessment templates ❑ Identify major program goals and objectives ❑ Identify basic athlete information (age, stage of sport development, development objectives) ❑ Identify competition schedule and relative importance of each tournament ❑ Identify length of each period and phase of the program (preparation, competition, and transition) ❑ Identify number, duration, and frequency of training sessions in each phase of the program (general preparation, specific preparation, pre-competition, competition, transition/rest) ❑ Indicate on the program plan the relative importance of the training factors and training components for each period (e.g., percentage) ❑ Factor in the results of evaluation or other performance analysis to identify training and competition needs for the program
Below Standard	<ul style="list-style-type: none"> ❑ Present only basic athlete information and seasonal logistics (practices and competitions) ❑ Do not present calendar outlining program plan



Annual Plan (Design a Sport Program)	
Identify program measures to promote athlete development	
Achievement	Evidence
Above Standard	Meet “Coach 3 Standard” and: <ul style="list-style-type: none"> ❑ Identify systemic strategies or measures to offset critical program elements that show major inconsistencies with Tennis Canada long-term athlete development framework and that are prevalent in the sport ❑ Determine if trends observed in own program are generalized in the sport
 Tennis Canada Standard for Coach 3 Certification	<p>Within annual plan:</p> <ul style="list-style-type: none"> ❑ Prioritize athletic abilities for development throughout program plan ❑ Determine the ratio of training to competition opportunities within the program ❑ Compare and assess the ratio of training to competition opportunities within the program to the recommended Tennis Canada long-term athlete development <ul style="list-style-type: none"> ○ Identify whether there are adequate training and competition opportunities for developmental potential based on Tennis Canada long-term athlete development norms as a reference ❑ Identify strategies used in program to improve alignment of development of athletic abilities with Tennis Canada LTAD norms
Below Standard	<ul style="list-style-type: none"> ❑ Do not calculate training-to-competition ratios ❑ Do not present any strategies or solutions to assist in aligning training-to-competition ratios to NCCP or NSO long-term athlete development norms



Annual Plan (Design a Sport Program)	
Integrate yearly training priorities into program planning	
Achievement	Evidence
Above Standard	Meet “Coach 3 Standard” and: <ul style="list-style-type: none"> <input type="checkbox"/> Include in completed year-end report a summary of adjustments made and corresponding rationale
 Tennis Canada Standard for Coach 3 Certification 	<ul style="list-style-type: none"> <input type="checkbox"/> Use the Tennis Canada LMS (Fitness Analysis tab) a to track fitness test results <input type="checkbox"/> Use fitness test analysis to identify training priorities <input type="checkbox"/> Ensure training priorities align with Tennis Canada LTAD recommendations for the consolidating stage of development <input type="checkbox"/> Identify for a given week in the program: <ul style="list-style-type: none"> ○ The total number of practices and the duration of each practice, and use this information to determine the total training/practice time within the week <input type="checkbox"/> Identify the organization and sequence of training priorities on a weekly basis based on timing within Annual Plan
Below Standard	<ul style="list-style-type: none"> <input type="checkbox"/> Do not track complete fitness profiles <input type="checkbox"/> Do not adjust annual plan based on results <input type="checkbox"/> Do not identify the priority and sequence of training priorities


Annual Plan (Design a Sport Program)	
Organize and sequence training priorities and objectives on a weekly basis	
Achievement	Evidence
Above Standard	Meet “Coach 3 standard” and: <ul style="list-style-type: none"> <input type="checkbox"/> Present an annual plan template that prioritizes key training factors, components, and objectives and provides appropriate sequencing of these items within each period of the plan that is endorsed by Tennis Canada as best practice and modeled by other coaches
 Tennis Canada Standard for Coach 3 Certification 	<ul style="list-style-type: none"> <input type="checkbox"/> Taking into account own program logistics, use Tennis Canada procedures to determine how to effectively break down the total training time available for a given week of the program into each practice <ul style="list-style-type: none"> ○ Determine the total number of training or practice sessions and their duration and calculate the total training or practice time within weekly plan <input type="checkbox"/> Design weekly outlines and practice plan(s) that are consistent with the above for the different phases of the annual plan <ul style="list-style-type: none"> ○ Create a one-week planner entry for each period of the program that correctly identifies main objectives and priorities for athletic abilities <input type="checkbox"/> Account for logistical constraints in the yearly training plan when sequencing weekly training activities <input type="checkbox"/> Strategically position training sessions relative to each other within the week that accounts for; anticipated fatigue levels, time necessary to recover from specific activities, training priorities, overall performance goals, and competitions scheduled in the short term <input type="checkbox"/> Factor in critical programming decisions that have to be made to the weekly plan in order to address/correct specific performance factors based on evaluation of program
Below Standard	<ul style="list-style-type: none"> <input type="checkbox"/> Do not correctly prioritize athletic abilities within a given week of the preparatory period of a seasonal plan <input type="checkbox"/> Do not identify objectives for each of the athletic abilities within a given week of the preparatory period of a seasonal plan <input type="checkbox"/> Do not design weekly outlines


Practice Planning	
Identify appropriate logistics for practice	
Achievement	Evidence
Above Standard	<p>Meet “Coach 3 Standard” and:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Provide a clear rationale for each goal and objective, based on objectively identified athletes’ needs <input type="checkbox"/> Provide evidence of optimal use of the available time and equipment to promote a high degree of active engagement time, learning, and training on the part of athletes <input type="checkbox"/> Complete Evaluation/Action/Next or future session reflection
 <p>Tennis Canada Standard for Coach 3 Certification</p> 	<ul style="list-style-type: none"> <input type="checkbox"/> Use ITF Session Plan format <input type="checkbox"/> Identify athlete/group <input type="checkbox"/> Athlete ages, abilities, and performance levels are captured in Tennis LMS <input type="checkbox"/> Identify the location of practice in the seasonal plan: (e.g., 1st of the 2nd week of preparation) <input type="checkbox"/> Identify time, date, duration and venue <input type="checkbox"/> Outline equipment required to achieve practice goal <input type="checkbox"/> Provide a timeline for the activities Include detailed logistical evidence that would allow an assistant or other coach to implement the practice and achieve the desired learning or training effect <input type="checkbox"/> Clearly identify a practice goal that is consistent with the sport’s long-term athlete development / Canadian Sport for Life principles and the level of the athletes <input type="checkbox"/> Identify main segments of the practice: intro, warm-up, main content, cool-down, and summary
Below Standard	<ul style="list-style-type: none"> <input type="checkbox"/> Do not identify practice plan goals <input type="checkbox"/> Identify vague practice plan goals <input type="checkbox"/> Do not clearly identify main segments or timeline of practice <input type="checkbox"/> Do not include athlete information <input type="checkbox"/> Do not identify required facilities and equipment <input type="checkbox"/> Do not identify potential risk factors

Practice Planning	
Identify appropriate activities in each part of the practice	
Achievement	Evidence
Above Standard	<p>Meet “Coach 3 Standard” and:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Select activities that address the specific needs of the athlete or team based on analysis of performance during competition <input type="checkbox"/> Include activities that integrate mental skill development (goal setting, visualization, arousal control, focus) <input type="checkbox"/> Adapt activities to assist an athlete returning from injury (physical, mental, and emotional considerations) <input type="checkbox"/> Ensure optimal types of practice are purposely selected to promote skill development and are consistent with the NCCP skill development guidelines <ul style="list-style-type: none"> ○ Optimal types of practice could relate to relevant “decision training tools” (e.g., random practice, variable practice, modelling)
 <p>Tennis Canada Standard for Coach 3 Certification</p> 	<ul style="list-style-type: none"> <input type="checkbox"/> Describe planned activities through illustration, court diagram, and explanation <input type="checkbox"/> Indicate key factors (coaching points) that will be identified in the practice activities <input type="checkbox"/> Identify duration of overall practice and each practice segment and ensure consistency with Tennis Canada’s LTAD principles (see ¾ Tennis Curriculum time guidelines for a 2.0 Hr Session) <input type="checkbox"/> Ensure activities are purposeful and linked to overall practice goal (purposeful meant the activities align with Tennis Canada’s LTAD model): Physical Warm-up / Athletic development <ul style="list-style-type: none"> • Groundstroke Development • Net Play Development • Serve and Return Development • Tactical Training • Physical Development <input type="checkbox"/> Ensure activities reflect awareness and control for potential risk factors <input type="checkbox"/> Ensure activities contribute to the development of skill(s) and are appropriate to the stage of skill development (Acquisition, Consolidation, Refinement) <input type="checkbox"/> Ensure activities contribute to the development of athletic abilities (as outlined in Tennis Canada’s LTAD) <input type="checkbox"/> Include variations of activities or practice conditions that can be used to create specific challenges to elicit a particular training effect <input type="checkbox"/> Identify appropriate work–rest ratios, <input type="checkbox"/> Select activities that are appropriate to the time and location in seasonal plan <input type="checkbox"/> Sequence activities appropriately in the main part to promote learning, skill development, and to induce desired training effects
Below Standard	<ul style="list-style-type: none"> <input type="checkbox"/> Do not link activities to overall purpose of practice. <input type="checkbox"/> Do not reflect awareness of safety concerns in plan <input type="checkbox"/> Do not ensure activities are consistent with NCCP growth and development principles

Practice Planning	
Criterion: Design an emergency action plan	
Achievement	Evidence: Add Sport-specific Examples
Above Standard	<p>Meet “Coach 3 Standard” and:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Maintain well organized participant profiles in a secure location to protect privacy <input type="checkbox"/> Present a checklist of necessary equipment found in a first aid kit, which has been checked/updated on a regular basis <input type="checkbox"/> Identify specific steps or procedures in the plan if an injury occurs
 <p>Tennis Canada Standard for Coach 3 Certification</p> 	<ul style="list-style-type: none"> <input type="checkbox"/> Present a complete emergency action plan (EAP) with six of the six following critical elements. <ul style="list-style-type: none"> ○ Locations of telephones (cell and land lines) ○ Emergency telephone numbers ○ Location of medical profile for each athlete under the coach's care ○ Location of fully-stocked first-aid kit ○ Advance “call person” and “charge person” ○ Directions or map to reach the activity site
Below Standard	<ul style="list-style-type: none"> <input type="checkbox"/> Do not present an emergency action plan in writing, <input type="checkbox"/> Include less than six critical elements outlined in the NCCP Standard for Core Certification

Manage a Program – Assignments between Regroupings	
Manage administrative and logistic aspects of tracking athlete development	
Achievement	Evidence
Above Standard	<p>Meet “Coach 3 standard” and:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Tennis Canada identifies tracking and assessment in LMS as best practice examples to be shared with other coaches
 <p>Tennis Canada Standard for Coach 3 Certification</p> 	<ul style="list-style-type: none"> <input type="checkbox"/> Complete player progress reports in LMS throughout 18 months of Coach 3 course <ul style="list-style-type: none"> ○ Identify long term and upcoming year goals ○ Identify performance goals by ranking or results ○ Identify initial process goals: strategic/tactical, psychological, physical, technical, and other ○ Complete player assessment of relevant performance factors ○ Identify appropriate level of progression and steps for improvement ○ Ensure privacy of information and take steps to maximize confidentiality ○ Identify technical, athletic, and tactical planning priorities and modifications for each athlete as year progresses ○ Post video analyses between regroupings as specified in the “Assignments Between Regroupings” documentation <input type="checkbox"/> Match Log reports in LMS <ul style="list-style-type: none"> ○ Include dates and names of tournaments ○ Identify singles/doubles ○ Identify opponents in which rounds ○ Tracks results by match and cumulative scores (W/L) ○ Ensure privacy of information and take steps to maximize confidentiality <input type="checkbox"/> Present evidence of parent / athlete progress updates <input type="checkbox"/> Use effective communication strategies and skills to promote program messages throughout regrouping presentations
Below Standard	<ul style="list-style-type: none"> <input type="checkbox"/> Provide an assessment of performance that is vague and unclear <input type="checkbox"/> Provide limited documentation on athlete progress within the program <input type="checkbox"/> Provide athlete assessment that is anecdotal or subjective and do not clearly identify key performance factors or areas for improvement <input type="checkbox"/> Do not post video analyses between regroupings

Leading Drug Free Sport Online Evaluation	
Take appropriate measures to promote drug-free sport.	
Achievement	Evidence:
Highly Effective	Meet “Above Standard” and: <ul style="list-style-type: none"> ❑ Identify contingency plans that enable selected athletes to be tested without having an adverse affects on other athletes ❑ Work with other coaches to teach and/or model fair play and drug-free sport as identified Canadian Centre for Ethics in Sport, or provincial legislation
Above Standard	Meet “Coach 3 Standard” and: <ul style="list-style-type: none"> ❑ Develop a system to monitor athletes’ use of nutritional supplements and drugs and provide updated evidence of current supplements or drugs being used by the athlete(s) ❑ Demonstrate a thorough understanding of testing protocols and procedures used by drug testing officials ❑ Work with managers, other coaches or specialists to manage drug-testing procedures in order to minimize possible distractions that may influence athlete performance during competition ❑ Appropriately support athlete during drug testing procedures
 Tennis Canada Standard for Coach 3 Certification	<ul style="list-style-type: none"> ❑ Assist athletes to recognize banned substances as identified by the Canadian Centre for Ethics in Sport by providing access to appropriate reference material, or use sport expert ❑ Assist in educating athletes in drug-testing protocols at major competitions (may occur with sport science specialist) ❑ Identify and reinforce the consequences for the use of banned substances ❑ Provide educational opportunities to athletes on the use of nutritional supplements ❑ Monitor athletes for the use of nutritional supplements and drugs (may be indicated on Medical information forms) ❑ Promote and model philosophy of fair play and drug-free sport as identified Canadian Centre for Ethics in Sport, or provincial legislation
Below Standard	<ul style="list-style-type: none"> ❑ Do not educate the athletes about drug-testing procedures and/or protocols ❑ Do not educate athlete whether a supplement or drug may be recognized as a banned substance ❑ Do not identify the consequences resulting from the taking nutritional supplements or drugs to enhance performance ❑ Be unaware of drug-testing procedures and/or protocols that are required by the sport for competition ❑ Do not identify athlete’s use of nutritional supplements and/or prescription drugs on medical information forms ❑ Choose to ignore possible instances where nutritional supplements or drugs may be used to enhance performance during competition

Managing Conflict Online Evaluation	
Develop strategies to address and resolve conflicts in sport	
Achievement	Evidence:
Highly Effective	<p>Meet “Above Standard” and:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Work with other coaches (assistants) to help these coaches develop strategies to resolve conflicts encountered during their coaching <input type="checkbox"/> Mentor others (e.g., athletes, parents, officials, and coaches) in developing strategies to deal with conflicts that have occurred in the coaching context
Above Standard	<p>Meet “Coach 3 Standard” and:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Enable athletes to resolve conflicts among themselves by facilitating the effective use of conflict resolution techniques <input type="checkbox"/> Develop proactive strategies to address situations where athlete(s) do not meet expectations (performance, behaviour or expectations), and deal with these situations in a manner that is assertive and conducive to the resolution of conflicts
 Tennis Canada Standard for Coach 3 Certification	<ul style="list-style-type: none"> <input type="checkbox"/> Identify common causes of conflict in SPORT, and individuals/groups likely to find themselves in a conflict situation <input type="checkbox"/> Take proactive measures to prevent and resolve conflict resulting from misinformation, miscommunication and/or misunderstanding <input type="checkbox"/> Use effective techniques and strategies to resolve conflict when personally involved, so that positive relationship with athletes and participants, parents, officials, and other coaches are maintained
Below Standard	<ul style="list-style-type: none"> <input type="checkbox"/> Do not develop strategies to prevent conflict from arising <input type="checkbox"/> Do not implement strategies that may assist in proactively dealing with the causes of potential conflicts in sport <input type="checkbox"/> Do not apply an ethical decision-making process in resolving conflicts that are derived from situations that have ethical implications <input type="checkbox"/> Use techniques and strategies to resolve conflict that undermines the relationship among individuals or others involved in the situation

