

Competition Coach Evaluation Toolkit



**National
Coaching
Certification
Program**

**CANADIAN
CURLING
ASSOCIATION
CANADIENNE
DE CURLING**



Coaching
Association
of Canada



Association
canadienne
des entraîneurs

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The Canadian Curling Association has determined the following for the Competition – Introduction Coach:

NCCP Outcomes	Criteria	Required to be part of training (T) or evaluation (E) program
Make Ethical Decisions	Apply an ethical decision making process.	T E
Provide Support to Athletes in Training	Ensure that the practice environment is safe	T E
	Implement an appropriately structured and organized practice	T E
	Make interventions that promote learning	T E
Plan a Practice	Identify appropriate logistics for practice	T E
	Identify appropriate activities in each part of the practice	T E
	Design an emergency action plan	T E
Analyze Performance	Detect performance	T E
	Correct performance	T E

Evaluation Methodology

Outcome	When Evaluated	Method	Notes
1. Make ethical decisions	After completion of Ethical Training Module through Multi-Sport Module (MSM) or after the coach has completed (MSM) Intro to Competition A	NCCP-developed online evaluation. (must email the Coaching Association of Canada (coach@coach.ca) for login information	This evaluation is located at www.coach.ca Evaluation is free x 2 There is a practice evaluation on line, this is not intended to be a training
2. Provide Support to Athletes in Training*	After completion of the Curling Intro-Competition Training and At a time mutually determined by coach and evaluator or At a time determined by PSO when evaluations take place	Formal observation of implemented practice session (onsite/camp) or Video submission of coach during a practice session	- Practice session should be minimum 1 hour based mainly on athlete skill development for delivery AND brushing. - Practice must include on-ice time. - Video submissions must follow the Video Protocol provided by the CCA.
3. Plan a Practice	After completion of the Curling Intro- Competition Training.	Written practice plan submitted - E-mailed or mailed at least two weeks prior to formal observation	Coach is encouraged to use practice plan template provided by CCA
4. Analyze performance*	After completion of the Curling Intro-Competition Training and At a time mutually determined by coach and evaluator or At a time determined by PSO when evaluations take place	Formal observation of implemented practice session (onsite/camp) or Video submission of coach during a practice session	- Practice session should be minimum 1 hour based mainly on athlete skill development for delivery AND brushing. - Practice must include on-ice time. - Video submissions must follow the Video Protocol provided by the CCA.

* Coach will be observed one time during their practice session for both these outcomes.

How to be Evaluated

When you are ready to be evaluated or to submit your evaluation video, you will need to contact your provincial/territorial curling association. Your Provincial/Territorial Curling Association will provide you with the instructions on where to send your Practice Evaluation Video and Portfolio, or will let you know how to arrange an in-person evaluation. Provinces/Territories will be conducting in-person evaluations in the method which best their province/territory. These may be done in the form of evaluation camps, one-on-one evaluations, etc... Evaluation Fees must be submitted to your Provincial/Territorial Member Association prior to your evaluation.

Contact information for each of the Provincial/Territorial Member Associations can be found on the CCA website:

<http://www.curling.ca/content/Membership/memberAssociations.asp>

Challenge Process

While it is recommended that everyone take the “Competition Coach” Training, it is recognized that some coaches may already possess the knowledge required to successfully complete the Evaluation without training. e.g. Competitive athletes who have worked closely with certified coaches in the past, or coaches who have been exposed to similar training in other sports, or physical educators. For those who would like to “Challenge” the evaluation, the Evaluation Module will provide you with the standard competencies in which you will be evaluated on. Contact your Provincial/Territorial Member Association to arrange evaluation. Evaluation Fees must be submitted to your Provincial/Territorial Member Association prior to your evaluation.

Unsuccessful Evaluation

Should a coach not meet the minimum standards required for the evaluation, they will be provided with a debriefing session and action plan to assist them in meeting the standards. The coach can then apply to be re-evaluated. If the coach is still not successful in their re-evaluation they will be referred back to the “Competition Coach” training weekend. Please note: evaluation fees will be applicable for a second evaluation.

Video 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;
- 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;
- 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 sheets;
- Videos should be submitted in DVD format – VHS is acceptable but not preferable;
- Video must be 60 to 90 minutes.

Format

Video must include all components of the Practice Plan:

- An Introduction to the session with the following components:
 - Introduce yourself
 - Time, date and location;
 - Demonstration of presence of an EAP;
 - Team – name, age, skill level, experience and positions; and
 - Explanation that facility check has been completed and all necessary equipment is in place
- Explanation of on-ice practice including practice goals/objectives
- Warm-up
- On-ice practice
- Detect and Correct
 - Delivery skills
 - Brushing skills
- Observation of athletes' performance of practice goals/objectives
- Cool-down
- Practice Conclusion with athletes
- Coach provides a commentary debriefing about the practice. (What went well? What would you do different?)

Video/ Photo Release

I hereby consent to and authorize the use and reproduction of any and all photographs or video footage taken of me or my child, for Canadian Curling Association instructional or promotional purposes, including web site use. I understand that I will receive no reimbursement for allowing my photo to be taken or for the use of the photo or video. Nor will I have any input on the finished product.

Please Print:

Date: _____

Name: _____

Name of Child (if participant is less than 18 years old.):

Address:

E-mail/Phone: _____

Signature of participant or guardian if less than 18 years old:



Appendix 7 — Practice Plan Template

Date: _____ Time: _____ Location: _____

Coach: _____

Team Members: _____

Context (circle): Early Season Mid-Season Late Season

Additional material attached/provided:

Goals/Objectives:

Equipment/resources needed:

Potential Practice Risk Factors:

See Template for Practice on Next Page

Please complete this portion after the practice:

Athletes' Assessment of Practice/Debrief:

Notes for Next Practice:

Pre-Practice Activity	Complete Emergency Action Plan (EAP) & Facility Safety Checklist		
Time Allotted	Activities	Segments	Key Factors
		Introduction	
		Warm up	
		Main Part	
		Cool-down	
		Conclusion/Debrief	

Emergency Action Plan (EAP)

Emergency Services	Phone Numbers
Ambulance	
Fire	
Police	
Charge Person (1): Alternate Charge Person:	
Call Person (1): Alternate Call Person:	
Club Manager:	

Facility Information

Name of Facility	
Location of Facility Phones:	1. 2. 3.
Facility Phone Numbers:	Line 1: Line 2: Other:
Facility Address:	Address: City:
Description of Building from Road:	
Directions to Facility: (From North, South, East and West)	
Description of Emergency Entrance:	
Directions to Emergency Entrance from Driveway:	

Emergency Action Plan Continued...

Medical Assistance Information

Location of Facility First Aid Kit: (Indicate Description)	
Location of Athlete Medical Profiles: (Indicate Description)	
Location of Nearest Hospital:	Address: City: Phone:
Directions to Hospital from Facility:	

Insert Map of Facility:

Other:

Date Completed: _____

Coach Signature: _____

EMERGENCY CONTACT INFORMATION

IN THE CASE OF AN EMERGENCY INVOLVING THE <u>PARTICIPANT</u>, PLEASE CONTACT ONE OF THE FOLLOWING INDIVIDUALS.		
NAME:	RELATIONSHIP:	HOME PHONE #
ADDRESS:		ALTERNATE PHONE #
NAME:	RELATIONSHIP:	HOME PHONE #
ADDRESS:		ALTERNATE PHONE #
NAME:	RELATIONSHIP:	HOME PHONE #
ADDRESS:		ALTERNATE PHONE #

Canadian Curling Association Performance Factors Checklist

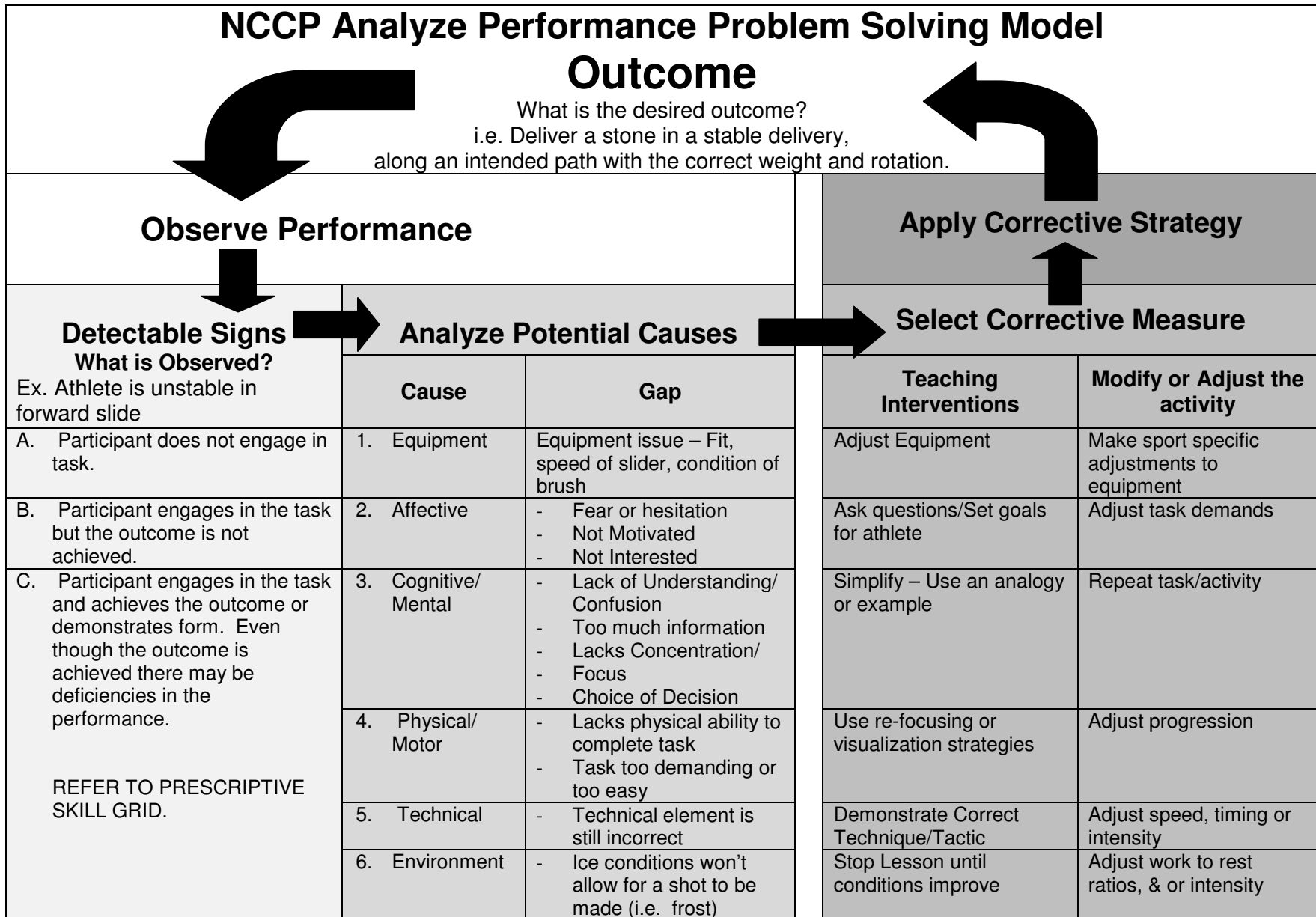
Delivery Set-Up Phase	Well Done	Needs Improvement	Relearn	Comments or Prescriptive Measures
Approach hack from behind				
Ball of foot in back of hack				
Foot and ankle alignment in hack pointed to target				
Sliding foot parallel to the hack foot and flat on ice				
Sliding foot heel even with toe of hack foot				
Ensure hips are square to target				
Hack leg knee pointed to target				
Body weight evenly distributed on both feet				
Torso in upright position, head up, eyes looking forward				
Shoulders level & square to target				
Brush head up & even with stone				
Brush handle placed comfortably under arm, across the small of the back. Balance/Stability Device is highly recommended.				
Brush hand grip ensures shoulders are square				
Stone is positioned on line of delivery (centre of the stone is in front of throwing arm pit)				
Stone handle set to proper rotation - 10 o'clock position for clockwise - 2 o'clock position for counter clockwise				
Grip is firm, wrist high over centre of gravity of the stone				
Elbow relaxed and pointing downward				
Handle held in second joint of fingers and thumb placed on side of the handle opposite the fingers				
Forefingers remain together and firm on handle				
'V' between thumb and forefinger point to opposite shoulder				

<p style="text-align: center;">Delivery Pull Back Phase</p>	<p style="text-align: center;">Not Applicable</p>	<p style="text-align: center;">Well Done</p>	<p style="text-align: center;">Needs Improvement</p>	<p style="text-align: center;">Relearn</p>	<p style="text-align: center;">Comments or Prescriptive Measures</p>
Forward Press is slight movement of stone along line of delivery (optional)					
Both legs are used to lift hips					
Stone is pulled back in a straight line on the line of delivery					
Sliding foot and hips move back with/or slightly after the rock					
Brush moves back the same distance as the stone					
Sliding Foot moves straight back and remains parallel with hack foot					
Hips are elevated so that the knee of hack leg remains bent (approx. 90 ^o)					
Hack foot, knee, and foot remain pointed at target					
If throwing a takeout shot, slight weight transfer to the heel of the sliding foot at the farthest pull back point					
Hips remain level and square throughout all movement					
Shoulders remain level and square throughout all movement					
Handle of stone remains rotated to the appropriate position throughout all movement until release					

<p style="text-align: center;">Delivery Forward Slide Phase</p>	<p style="text-align: center;">Well Done</p>	<p style="text-align: center;">Needs Improvement</p>	<p style="text-align: center;">Relearn</p>	<p style="text-align: center;">Comments or Prescriptive Measures</p>
Stone motion precedes the sliding foot's forward motion				
Stone motion forward is in a straight line directed toward target				
Hips and sliding foot move forward together				
Hack foot pointed at target when leg drive is applied				
Application of leg drive occurs at proper time and is shot dependent- body should be in a balanced position with hips ahead of the hack foot and sliding foot under vertical axis of body				
Sliding foot moves gradually under the body's centre of gravity				
Sliding foot heel turns in slightly to increase base of support (optional)				
Final position of the sliding foot under the vertical axis of body/centre of gravity				
Fairly upright body position				
Brush arm position remains in the same as set up				
Trailing leg extends fully to a comfortable position straight behind the body				
Sliding leg & foot supports body weight				
Athlete centre of gravity is low to the ice				
Body and rock maintain position on delivery path through all movement				
Shoulders remain level and square through all movement				
Throwing arm elbow slightly bent & relaxed				
Handle of stone remains set and in position throughout all movement				
Distance between the back side of the rock and the tip of the sliding toe is a maximum of 12"				
Wrist remains high during entire forward slide				

<p>Delivery</p> <p>Release Phase</p>	<p>Well Done</p>	<p>needs Improvement</p>	<p>Relearn</p>	<p>Comments or Prescriptive Measures</p>
<p>Elbow slightly bent prior to release</p>				
<p>Handle is turned remains rotated until just prior to release</p>				
<p>Stone position is a maximum of 12" in front of sliding foot entering release</p>				
<p>Wrist position remains high above stone handle</p>				
<p>Grip on handle remains the same as set up position</p>				
<p>Stone is rotated and released over a distance of approximately 3 feet.</p>				
<p>Handle position at final release point is at 12 o'clock</p>				
<p>Fingers and thumb leave the handle at the same time</p>				
<p>Hand finishes in a relaxed handshake position directed towards target</p>				

Brushing	Well Done	Needs Improvement	Relearn	Comments or Prescriptive Measures
Knees bent with the body's weight on toes/balls of feet, feet out beyond the hips				
Bent at waist with head directly over the top of the brush head				
Grip is 1/3 and 2/3 position or as adapted to suit the athlete's height.				
Open-Stance – foot motion is cross-country skiing, athlete remains on balls of feet Closed- Stance - foot motion is side-step and athlete remains on balls of feet				
In position to see the playing end of the ice				
Scrubbing motion is quick, compact, side to side and directly in front of the stone				
Substantial downward pressure on brush which remains constant during travel down the ice				
Brush stroke is close to the stone or other athlete's brush				
Communication is ongoing				
Brushers are looking up and down				
Timing devices are being used appropriately				



Skill Grid and Prescriptive Measures

Skill to be Demonstrated	Observed Skill Deficiencies	Potential Causes	Delivery Phase in which to reference	Prescriptive Measures	Prescriptive Drills
Demonstrate a stable slide without a stone	Unsteadiness	<ul style="list-style-type: none"> - Incorrect positioning of sliding foot 	<ul style="list-style-type: none"> - Pullback Phase - Forward Slide Phase 	<ul style="list-style-type: none"> - Repeat instruction/ demonstrate proper positioning of sliding foot. 	<ul style="list-style-type: none"> - Sideboard push/pull - Pull/Push curler down ice - Airplane Slide - Have athlete slide with brush flat on ice, perpendicular to the body and holding with two hands
	Partial Trailing Leg Extension	<ul style="list-style-type: none"> - Improper positioning of sliding foot. - Improper positioning of balance device. - Lack of physical flexibility. - Fear of falling. 	<ul style="list-style-type: none"> - Forward Slide Phase 	<ul style="list-style-type: none"> - Repeat instruction/ demonstrate proper extension off and on ice. - Correct balance device positioning or change balance device. 	<ul style="list-style-type: none"> - Sideboard push/pull - Pull/Push curler down the ice.
	Excess Weight on Brush	<ul style="list-style-type: none"> - Improper positioning of sliding foot. - Fear of falling. 	<ul style="list-style-type: none"> - Setup Phase - Pullback Phase - Forward Slide Phase 	<ul style="list-style-type: none"> - Ensure sliding foot is under the centre of the body. - Ensure brush is being held properly (i.e. under arm). 	<ul style="list-style-type: none"> - Sideboard push/pull - Pull/Push curler down the ice. - Slow slides from the hack. - Delivery without a brush if athlete feels comfortable.
	Too high in delivery	<ul style="list-style-type: none"> - Lack of flexibility. - Improper positioning of sliding foot and trailing leg. - Clothing restrictions. 	<ul style="list-style-type: none"> - Setup Phase - Pullback Phase - Forward Slide Phase 	<ul style="list-style-type: none"> - Repeat instruction/ demonstrate proper positioning of hips in forward slide position. - Ensure hips are not being elevated too high in Pullback phase. - Physical training corrections. 	<ul style="list-style-type: none"> - Airplane Slide - Sideboard push/pull - Pull/Push athlete down the ice - Have athlete slide with brush flat on ice, perpendicular to the body and holding with two hands
	Keeps hand on ice during forward slide	<ul style="list-style-type: none"> - Improper positioning of sliding foot. - Improper positioning of balance device. - Fear of falling. 	<ul style="list-style-type: none"> - Forward Slide Phase 	<ul style="list-style-type: none"> - Repeat instruction/ demonstrate proper extension off and on ice. - Correct balance device positioning or change balance device. 	<ul style="list-style-type: none"> - Sideboard push/pull - Pull/Push curler down the ice. - Airplane Slide

Skill to be Demonstrated	Observed Skill Deficiencies	Potential Causes	Delivery Phase in which to reference	Prescriptive Measures	Prescriptive Drills
<p>Demonstrate a stable delivery with a stone</p> <p>***Please refer to above Observed Skill deficiencies as these may be observed during this skill as well.</p>	<p>Hand to ice upon release.</p>	<ul style="list-style-type: none"> - Improper positioning of sliding foot. - Improper positioning of balance device. 	<ul style="list-style-type: none"> - Setup Phase - Pullback Phase - Forward Slide Phase 	<ul style="list-style-type: none"> - Repeat instructions/ demonstrate proper positioning of sliding foot. 	<ul style="list-style-type: none"> - Sideboard push/pull - Push curler down ice - Have athletes slide with two rocks one in each hand
<p>Demonstrate a stable delivery without a stone, on the intended delivery path</p> <p>***Please refer to above Observed Skill deficiencies as these may be observed during this skill as well.</p>	<p>Lateral Drift</p> <p>Body does not travel down intended delivery path</p>	<ul style="list-style-type: none"> - Sliding foot under the body too fast or past the centre of gravity - Improper body alignment during setup 	<ul style="list-style-type: none"> - Pullback Phase - Forward Slide Phase - Setup Phase 	<ul style="list-style-type: none"> - Gradual movement of sliding foot toward the intended delivery path - Ensure sliding foot is pulled straight back in the pull back phase - Ensure set up of the body is on or parallel to the stone's intended delivery path, which is directed at the target brush. 	<ul style="list-style-type: none"> - Slide without a brush or stone to re-establish stability - Slide through a "tunnel of cones or paper-cups" - Place instant feedback devices near curler during delivery – i.e. a tissue box beside the hack if the athlete is not pulling their foot back straight in the pullback phase. - Practice sliding toward a target held at the near hog-line

Skill to be Demonstrated	Observed Skill Deficiencies	Potential Causes	Delivery Phase in which to reference	Prescriptive Measures	Prescriptive Drills
Demonstrate a stable delivery with a stone on the intended delivery path	Body and stone are travelling down two different delivery paths	<ul style="list-style-type: none"> - Improper body/ stone alignment during setup 	<ul style="list-style-type: none"> - Setup Phase 	<ul style="list-style-type: none"> - Ensure the stone is positioned bisecting the line of delivery, and that the body is positioned on or parallel to the stone's path 	<ul style="list-style-type: none"> - Practice sliding toward a target held at the near hog-line
	Sliding foot and the stone are beside each other in the forward slide	<ul style="list-style-type: none"> - Non-sequential movement of the sliding foot and stone during the forward motion 	<ul style="list-style-type: none"> - Forward Slide 	<ul style="list-style-type: none"> - Ensure that the stone's forward motion precedes that of the sliding foot 	<ul style="list-style-type: none"> - Practice sliding through a tunnel of paper-cups (slightly larger than the stone)
Demonstrate a stable delivery with a stone, on the intended delivery path, released at target	Body and stone are on target but stone makes sudden movement upon release	<ul style="list-style-type: none"> - Failure to cleanly release stone 	<ul style="list-style-type: none"> - Release Phase 	<ul style="list-style-type: none"> - Ensure that all of the athlete's fingers and thumb release the handle at the same time and when the "gooseneck" of the handle reaches the 12 o'clock position - Athlete's hand should be in a comfortable "handshake position" upon release 	<ul style="list-style-type: none"> - Have athlete practice throwing the stone just 4-5' across the ice, while crouching - Shake hand with neighbor and observe and note wrist position
	Body and stone are on target, but stone is under-rotating as it travels down the ice	<ul style="list-style-type: none"> - Failure to rotate the stone sufficiently upon release 	<ul style="list-style-type: none"> - Setup Phase - Pullback Phase - Forward Slide - Release Phase 	<ul style="list-style-type: none"> - Ensure that the handle is turned sufficiently (10 or 2 o'clock position) in the setup phase, and is held there during the pullback and forward slide phases. - Ensure that the handle is completely rotated to the 12 o'clock position upon release 	<ul style="list-style-type: none"> - Have athlete practice throwing the stone across the sheet ice, while crouching, ensuring sufficient rotation of handle at least 1/2 -3/4 rotation. - Have athlete count the number of rotations their stone makes as it travels the length of the ice, recommended rotations 2.5-3 for a draw.

Skill to be Demonstrated	Observed Skill Deficiencies	Potential Causes	Delivery Phase in which to reference	Prescriptive Measures	Prescriptive Drills
<p>Demonstrate a stable delivery with a stone, on the intended delivery path, released at target Continued...</p>	<p>Body and stone are on target , but the stone is over-rotating as it travels down the ice</p>	<ul style="list-style-type: none"> - Failure to release stone at 12 o'clock position (goes past that position) - Rotating the stone too quickly upon release - Setting up the stone past the 10 or 2 o'clock positions in the set up phase 	<ul style="list-style-type: none"> - Setup phase - Release Phase 	<ul style="list-style-type: none"> - Ensure that the handle is positioned at either the 10 or 2 o'clock positions upon set up - Ensure that the handle is released at the 12 o'clock position over approximately the last metre of the forward slide 	<ul style="list-style-type: none"> - Have athlete practice throwing the stone across the sheet ice, while crouching, ensuring sufficient rotation of handle at least 1/2 -3/4 rotation. - Have athlete count the number of rotations their stone makes as it travels the length of the ice, recommended rotations 2.5-3 for a draw.
<p>Demonstrate a stable delivery with a stone, on the intended delivery path, released at target with correct weight (ex. Outturn draw to the button)</p>	<p>Delivery is stable, body and stone are on target, release is clean and consistent but is thrown with not enough weight consistently</p>	<ul style="list-style-type: none"> - Leg drive not being applied with enough force - Leg drive being applied too late in the forward slide - Joints (biggest to smallest) not being used in order 	<ul style="list-style-type: none"> - Pullback phase - Forward Motion Phase - Release Phase 	<ul style="list-style-type: none"> - Ensure that athlete is applying leg drive at appropriate time - Ensure that the gripper foot is positioned with the ball of the foot against the back of the hack - Ensure that the forward slide motion is happening in the proper sequence - Potentially add an arm "extension" for small weight adjustments, or an upper body drop 	<ul style="list-style-type: none"> - Have athlete slide progressively farther out of the hack focussing specifically on their leg drive (i.e. T-line, top of the house, half way to the hog-line, hog-line), etc... - Have athlete experiment with different body positions/movements to help general rock speed. - Use a stopwatch to help quantify changes.

Skill to be Demonstrated	Observed Skill Deficiencies	Potential Causes	Prescriptive Measures	Prescriptive Drills
<p>Effective Brushing /Sweeping</p>	<p>Broom too far away from the body and not in front of the rock</p>	<ul style="list-style-type: none"> - Size of broom to big or small - Body position not over broom head - Fear of falling 	<ul style="list-style-type: none"> - Check equipment - Repeat instruction/ Demonstrate proper positioning of body for maximum pressure and broom control and sweeping line 	<ul style="list-style-type: none"> - Sweeping without stone demonstrating proper body position - Sweeping rock pushed by team mate - Set up drill that correspond with normal game conditions
	<p>Lack of pressure on the broom head</p>	<ul style="list-style-type: none"> - Knees not bent - Body not bent at waist - Athletes head not directly over top of the brush head 	<ul style="list-style-type: none"> - Repeat instruction/ demonstrate proper distribution of weight on balls of feet, ensure head is directly over broom head - Request athlete to ensure that downward pressure is on the brush at all time when brushing 	<ul style="list-style-type: none"> - Have athlete hold boom as vertical as possible, - Ensure athlete has visual contact with away end - Assume demonstrated sweeping position during drill that correspond with game conditions, - Video athlete
	<p>Brush head movement slow /Brush head stroke too long</p>	<ul style="list-style-type: none"> - In correct grip - Body out of position to allow faster movement 	<ul style="list-style-type: none"> - Ensure athletes grip is reflective of 1/3 and 2/3 or as adapted to suit the athlete's height, - Ensure athlete is in a position to allow arms to work at maximum speed - Have athlete practise a much smaller stroke (4 inches is sufficient) 	<ul style="list-style-type: none"> - Ensure athlete can demonstrate proper grip and body position to ensure maximum speed can be attained. - Sweeping without a stone - Sweeping rock that is pushed by team member increasing brush head speed. - Count brush head speed and strive to have athlete increase speed - Set up drills that correspond with normal game conditions
	<p>Brush stroke too far away for the stone</p>	<ul style="list-style-type: none"> - Body position as it relates to rock moving down the ice, - In appropriate foot motion - May be afraid 	<ul style="list-style-type: none"> - Demonstrate proper body position and broom stroke to allow brusher to be close to rock. - Allow brusher to work on skill in a stationery position, - Gradually moving to a rock in motion 	<ul style="list-style-type: none"> - Allow brusher to sweep a rock in motion alone to develop proper body and foot movement. - Set up drill which corresponds with normal game conditions.

Skill to be Demonstrated	Observed Skill Deficiencies	Potential Causes	Prescriptive Measures	Prescriptive Drills
<p>Effective Brushing /Sweeping</p>	<p>Brusher can not maintain the same momentum as the rock as it travels down the ice</p>	<ul style="list-style-type: none"> - Lack of proper foot motion - Inappropriate equipment (re footwear) 	<ul style="list-style-type: none"> - Demonstrate to athlete appropriate stance positions (Open/closed) - Ensure equipment need are addressed 	<ul style="list-style-type: none"> - Allow athlete to walk demonstrating the proper stance position and foot movement - Increase speed of movement of athlete without the sweeping motion, - Introduce the sweeping motion with the proper foot motion - Set up drill that reflect game conditions
	<p>Communication between brushers and skip is inadequate/And judgment of rock speed is lacking</p>	<ul style="list-style-type: none"> - Brushers are no making regular eye contact with the skip. - Brushers in motion when skip is indicating that brushing is not necessary - Brushers' not verbally indicating weight of rock in motion. 	<ul style="list-style-type: none"> - Remind brushers that weight must be communicated so that skip can make correct line call. - Brushers must demonstrate that they make regular eye and verbal communication with the skip. - If brushers are using timing devices ensure that they are being used appropriately. 	<ul style="list-style-type: none"> - Have one team member throwing and the rest standing at the hog line calling out where they think it will stop. - Set up a draw/guard drill that require immediate communication of where brushers think rock will stop and on going communication as rock makes it journeys down the ice. - Introduce a number system for zones. - Set up drill that reflect game conditions in which brushers will demonstrate required skills of communication and weight judgement

Ideal Vantage Points

Such analysis is difficult for the untrained eye of the inexperienced Coach. Even a trained eye may have trouble identifying faults without a definite procedure to follow. For example, many Coaches become ineffective by trying to remedy several problems simultaneously, without ranking them in order of importance. You must therefore remember to correct faults in order, from most important to least important, and to work on one problem at a time unless the imperfections are closely related. Also remember that the Coach that has a sound knowledge of the proper delivery skills and principles, will find it easier to detect and correct any Curler's faults. As a curling Coach learns how to teach the curling delivery, they will also learn how to detect and correct delivery and brushing faults.

A Coach should use a systematic approach when analyzing the curling delivery.

1. Observe the delivery several times using a distinct *Observation Plan*.
If the skill's outcome was successful, proceed to next skill
 - If the outcome of the skill was unsuccessful, determine the potential cause (Apply the NCCP/CCA Analyze Performance Problem Solving Model)
2. Decide in which phase of the delivery the fault originates
 - Demonstrate correct positioning/skill, provide corrective advice
 - Apply corrective drills applicable to that phase of the delivery
3. Allow curler to attempt skill again, re-evaluate, and offer praise.

It is recommended that a delivery is analyzed multiple times to ensure that an Athlete is consistently performing fault. It is also recommended that a Coach observe the athlete from minimum three different positions on the ice to detect faults which fall into different phases of the delivery skill.

Suggested Vantage Points:

Position 1:

- Stand on sideline on the "brush side" of the athlete, about the top of the house or slightly higher to start.
- Closely watch the action and movement of the sliding foot.
- Don't forget to check the position/action of the trailing leg
- Watch 2 or 3 deliveries to check for balance and movement faults.

Position 2:

- Stand on the centre line just beyond the hog line (closer if the athlete has a shorter slide)
- Watch 1 or 2 deliveries of each turn to check for balance, line of delivery and release faults.

Position 3:

- Stand very close to the athlete on the "non-brush side" of the athlete to check the stance position and grip (it is recommended do this position last to prevent the athlete feeling intimidated by your proximity).

Position 4:

- Standing behind the athlete on the backboard as they delivery, this position will reveal line of delivery and timing faults.

Athlete Information

In order for us to evaluate your practice your evaluator requires some information about the athletes you are working with.

Name	Age	Position	Skill Level *See description below

Skill Level*

Please objectively quantify the skill level of your athlete using one of the CCA Definitions of Athletes outlined below.

Canadian Curling Association Definitions of Athletes

Novice

- A beginner in the sport
- Has less than 1 season experience or on ice time
- Has not played in a league for a full season
- Has played less than 20 games
- Has minimal knowledge of all aspects of the game

Aspiring Intermediate/Developing Intermediate/Advanced Club Athlete

- An individual who has participated in some CCA Provincial or Territorial sponsored novice or intermediate clinics
- A individual who may have had some curling lessons by a qualified instructor
- An individual who has played in one or two full seasons in a competitive club league
- Athletes with a basic knowledge of
 - Technical
 - Game plan Preparation
 - Strategy
 - Rules of the game (including scoring)
- Athletes with a general awareness of:
 - Mental and physical preparation
 - Goal setting
 - Team Dynamics
- An athlete who is committed to exploring learning opportunities that foster the development of knowledge, skills and attitudes required to compete at the local, provincial, national and international levels.

Advanced Intermediate/Advanced Club Competitor/Emerging High Performance Athlete

- An individual, who has an interest in competing in playdowns and provincial level events
- An individual who is interested in developing the skill and has demonstrated the ability to play at the next level
- An individual who is interested in training year-round in the areas listed below under the direction of an expert in the field
- Athletes who are willing to play in super/select leagues and cash spiels (or tour events) and has demonstrated success in club/league competitions
- Athletes with a general knowledge base in:
 - Mental preparation
 - Physical preparation
 - Technical
 - Game plan Preparation
 - Goal setting/Season Planning
 - Strategy
 - Team Dynamics
 - Nutrition
- An athlete who is committed to exploring learning opportunities that foster the development of knowledge, skills and attitudes required to compete at the Provincial, national and international levels.

High Performance Athlete

- An individual, identified through competitive achievement, as having the potential skill, ability and interest in competing at the national and international level
- An individual who has competed in playdowns (annually) and who is striving to compete at provincial and national levels
- An individual who has demonstrated a commitment to training year-round
- An individual who has demonstrated success in super leagues or who has demonstrated the potential skill and ability to compete in curling tour events
- Athletes have an above-average knowledge in:
 - Mental preparation
 - Physical preparation
 - Technical
 - Game plan preparation
 - Goal setting/Season Planning
 - Strategy
 - Team Dynamics
 - Nutrition
- An athlete who is committed to exploring learning opportunities that foster the development of knowledge, skills and attitudes required to compete at the national and international levels.

High Performance Elite Athlete

- An individual, identified through competitive achievement, as having the potential skill, ability and interest in competing at the national and international level
- An individual who is identified through sustained or repetitive competitive achievement at the Olympic, international, national levels or as identified by CTRS or WCT ranking systems.
- An individual who intensively trains year-round
- Athletes who utilize the expertise of sport sciences to continuously improve their knowledge and application of:
 - Mental Preparation
 - Physical Preparation
 - Team Dynamics
 - Nutrition
- Athletes with an extreme amount of knowledge in:
 - Mental preparation
 - Physical preparation
 - Technical
 - Game plan Preparation
 - Goal setting/Season Planning
 - Strategy
 - Team Dynamics
 - Nutrition

Candidate Information

Name			CC number:	C	C						
	Surname	First									
Address	Apt. _____ Street _____										
	City _____			Province _____			Postal Code _____				
	()			()			()				
Phone	Home _____			Business _____			Fax _____				
	Email										
Evaluation Fee Paid: <input type="checkbox"/> Yes <input type="checkbox"/> No											
Evaluation Attempt: <input type="checkbox"/> 1 st <input type="checkbox"/> 2 nd											
Date Practice Plan Received:											
Observation of Practice:											
<input type="checkbox"/> Video Submission			Date Received: _____								
<input type="checkbox"/> On-Site Observation			Date Completed: _____								
Additional Information:											

Summary of Coach Criteria Evaluated

Result <small>(NI, ME, EE)</small>	NCCP Outcome	NCCP Criteria
	Plan a Practice	<ul style="list-style-type: none"> Plan a practice with appropriate structure and logistics Design an EAP for a curling rink
	Support to Athletes in Training	<ul style="list-style-type: none"> Ensure the practice environment is safe Run an appropriately structured and organized practice Make coaching interventions that promote learning Coach models professional behaviour.
	Analyze Performance	<ul style="list-style-type: none"> Detect skill errors Prescribe corrections
	Make Ethical Decisions	<ul style="list-style-type: none"> Apply an ethical decision making process. (evaluated on-line at www.coach.ca)

Evaluator Information

Name			CC number:	C	C						
	Surname	First									
Address	Apt. _____ Street _____										
	City _____			Province _____			Postal Code _____				
	()			()			()				
Phone	Home _____			Business _____			Fax _____				
	Email										

Practice Plan and EAP Evaluation

Submitted before the Observation

Candidate Name			CC number:	C	C						
	Surname	First									
Date Received:		Location:									

Plan a Practice

Scoring

0	Evidence is incorrect / incomplete. Does not yet meet expectations. Needs Improvement (NI)
1	Evidence is observed consistently. Meets expectations (ME)
2	Exceptional quality and attention to detail. Exceeds expectations (EE)

	<i>Evidence of Achievement</i>	<i>Mark</i>	<i>Comments</i>
--	--------------------------------	-------------	-----------------

EAP	a.	Location of phone(s)								
	b.	Emergency telephone numbers listed								
	c.	Location of medical profiles, for each participant under the coach's care.								
	d.	Location of the fully stocked First Aid kit.								
	e.	Identifies designated charge person and call person								
	f.	Specific directions to reach the facility								
Total Mark				<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%;">NI = Needs Improvement</td> <td style="width: 33%;">ME = Meets Expectations</td> <td style="width: 33%;">EE =Exceeds Expectations</td> </tr> <tr> <td style="text-align: center;">< 5</td> <td style="text-align: center;">5 - 8</td> <td style="text-align: center;">> 8</td> </tr> </table>	NI = Needs Improvement	ME = Meets Expectations	EE =Exceeds Expectations	< 5	5 - 8	> 8
NI = Needs Improvement	ME = Meets Expectations	EE =Exceeds Expectations								
< 5	5 - 8	> 8								

Must score in a minimum of 5 evidences in the EAP Evaluation.

Appropriate and Structured Practice Plan	g.	Athletes' age, abilities and performance levels are identified **								
	h.	Clearly identified goal(s) consistent with LTAD model								
	i.	Practice segments are identified and organized								
	j.	Timeline for segments								
	k.	Activities clearly described								
	l.	1-3 Key factors identified for each activity**								
	m.	Practice length suitable for athlete age & ability								
	n.	Activities consider potential risk factors								
	o.	Activities purposeful and linked to goal(s)								
	p.	Activities are appropriate to the stage of skill development and age of athletes								
	q.	Equipment requirements are outlined and match goals/activities								
r.	Activities appropriate to the time of season									
** Minimum score of (1) in Evidence of Achievement required for certification Total Mark				<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%;">NI = Needs Improvement</td> <td style="width: 33%;">ME = Meets Expectations</td> <td style="width: 33%;">EE =Exceeds Expectations</td> </tr> <tr> <td style="text-align: center;">< 9</td> <td style="text-align: center;">9 - 15</td> <td style="text-align: center;">> 15</td> </tr> </table>	NI = Needs Improvement	ME = Meets Expectations	EE =Exceeds Expectations	< 9	9 - 15	> 15
NI = Needs Improvement	ME = Meets Expectations	EE =Exceeds Expectations								
< 9	9 - 15	> 15								

Evaluator Name (Please Print):

Evaluator Signature:

Date

Implementation of the Practice Plan – Evaluation

Observation of the Coach in a Practice Environment

Candidate Name			CC number:	C	C							
	Surname	First										
Date Received:		Location:										

Implementation of the Practice Plan									
Scoring									
0	Evidence is incorrect / incomplete. Does not yet meet expectations. Needs Improvement (NI)								
1	Evidence is observed consistently. Meets expectations (ME)								
2	Exceptional quality and attention to detail. Exceeds expectations (EE)								
		Evidence	Mark	Comments					
Safety	s.	Facility safety check**							
	t.	Steps to minimize risk**							
	u.	Coach models safe behaviour**							
Total Mark				NI = Needs Improvement	ME = Meets Expectations	EE =Exceeds Expectations			
				< 3	3 - 5	> 5			
** Minimum score of (1) in Evidence of Achievement required for certification									
Structure & Organization	v.	Practice plan is presented							
	w.	Practice matches goals							
	x.	Main segments are evident ** (intro, warm-up, core, cool down, and debrief)							
	y.	Equipment available and relevant							
	z.	Effective use of space and equipment							
	aa.	Appropriate breaks							
	bb.	Activities contribute to development of skills, tactics or athletic abilities							
	cc.	Practice time is maximized and as scheduled							
Total Mark				NI = Needs Improvement	ME = Meets Expectations	EE =Exceeds Expectations			
				< 6	6 - 11	> 11			
** Minimum score of (1) in Evidence of Achievement required for certification									

Implementation of the Practice Plan - <i>continued</i>				
Scoring				
0	Evidence is incorrect / incomplete. Does not yet meet expectations. Needs Improvement (NI)			
1	Evidence is observed consistently. Meets expectations (ME)			
2	Exceptional quality and attention to detail. Exceeds expectations (EE)			
Evidence		Mark	Comments	
Teaching & Learning	dd.	Interaction takes place with all athletes		
	ee.	Coach is in a position to see all activities		
	ff.	Activities have 1– 3 key learning points**		
	gg.	Behaviour expectations are identified and reinforced		
	hh.	Provides constructive and positive feedback		
	ii.	Speaks clearly and audibly		
	jj.	Activities are appropriate to stage of skill development		
Total Mark			NI = Needs Improvement	ME = Meets Expectations
			< 5	5 - 10
				EE =Exceeds Expectations
				> 10
** Minimum score of (1) in Evidence of Achievement required for certification				
Detect Skill Errors	kk.	Observes performance from an adequate vantage point		
	ll.	Identifies factors that directly impact performance**		
	mm.	Causes of errors are identified**		
	nn.	Coach asks appropriate questions		
	oo.	Explains how errors impact performance		
Total Mark			NI = Needs Improvement	ME = Meets Expectations
			< 4	4 - 8
				EE =Exceeds Expectations
				> 8
** Minimum score of (1) in Evidence of Achievement required for certification				

Implementation of the Practice Plan - <i>continued</i>				
Scoring				
0	Evidence is incorrect / incomplete. Does not yet meet expectations. Needs Improvement (NI)			
1	Evidence is observed consistently. Meets expectations (ME)			
2	Exceptional quality and attention to detail. Exceeds expectations (EE)			
Evidence		Mark	Comments	
Correct Skill Errors	pp.	Corrections are related to CCA approved skill techniques **		
	qq.	Explanation of correction is related to improved performance (how and why)		
	rr.	Coach asks appropriate questions		
	ss.	Matches level of difficulty of drill/activity to athlete's ability		
	tt.	Corrections are provided in proper sequence**		
	uu.	Prescribes appropriate drill and/or activity		
Total Mark			NI = Needs Improvement < 5	ME = Meets Expectations 5 - 9
** Minimum score of (1) in Evidence of Achievement required for certification				
Professionalism	vv.	Athletes are greeted		
	ww.	Coach is dressed appropriately		
	xx.	Coach exhibits positive body language		
	yy.	Communication is respectful and non-discriminatory**		
	zz.	Coach exhibits a positive image to athletes and stakeholders		
Total Mark			NI = Needs Improvement < 4	ME = Meets Expectations 4 - 7
** Minimum score of (1) in Evidence of Achievement required for certification				

Evaluator Name (Please Print):	
Evaluator Name:	Date
	Date

Evaluator Debrief and Action Planning Worksheet

Summary of Coach Criteria Evaluated

Result <i>(NI, ME, EE)</i>	Criteria
	EAP
	Appropriate and Structured Practice Plan
	Safety
	Structure and Organization
	Teaching and Learning
	Detect Skill Errors
	Corrects Skill Error
	Professionalism

Debrief Meeting

- Discuss process of the evaluation and general performance of the coach
- Praise, clarify, question, raise concerns
- Review logistics of evaluation: time in the season, participants' abilities etc.
- Identify and discuss instructor's goals

Reflections and Comments

1. Identify your key questions

Example: What did you think went well and why? What might you have done better and how would you change it? Did you consider other ways to do that?

2. Plan your guided discovery with candidate to probe for further evidence

Example: If <<safety situation>> occurred, explain what you could have? I noticed that you did _____, why did you do that or what might you have differently?

3. Summarize key points, provide feedback and review recommended action plan

Example: Overall, I thought you did _____ well. You may want to consider trying _____ in the future. I observed that <<specific scenario>> occurred and thought that you should be aware of its impact during the lesson.

Coach Debrief and Action Plan

Summary of Coach Criteria Evaluated

Result <small>(NI, ME, EE)</small>	Criteria	NCCP Outcome
	Appropriate and Structured Practice Plan	Plan a Practice
	EAP	Plan a Practice
	Safety	Support to Athletes in Training
	Structure and Organization	Support to Athletes in Training
	Teaching and Learning	Support to Athletes in Training
	Detect Skill Errors	Analyze Performance
	Corrects Skill Error	Analyze Performance
	Professionalism	Support to Athletes in Training

	Summary of Comments	Recommended Next Steps
Needs Improvement	Identify what the candidate needs to do in order to complete the successful evaluation. This may involve a re-submit or re-observation of a particular criterion.	
Meets Expectation	Identify to the instructor candidate what needs to happen in order to maintain certification.	
Exceeds Expectations	Identify ways the instructor candidate can continue to develop as a professional instructor	

Evaluator Name:	
<small>Signature</small>	<small>Date</small>

Candidate Name:	
<small>Signature</small>	<small>Date</small>