SWIMMING TEACHER EVALUATION GUIDE

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National Coaching Certification Program

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The following tables reflect the NCCP Standards and a proposed achievement scale for each outcome's criteria. Behaviours identified in the "Below Standard" section are suggested examples. Behaviours identified in the "Above Standard" and "Highly Effective" sections include the recommended "optional" evidences as identified from the *Outcomes, Criteria, and Evidences Table*. In some cases, additional examples of "above standard" and "highly effective" behaviours have been suggested in the *Sportification Tables* as examples for consideration.

SAMPLE EVALUATION TABLE

OUTCOME: BROAD AREA OF EXPECTATION

Criteria: A more specific description of the desired teacher competency	
Achievement	**Evidences**
Highly Effective	Specific examples of what we would expect to see from a teacher who would be used to model exemplary competency for this criteria
Above Standard	Specific examples of what we would expect to see from a teacher who clearly exceeds the required minimum standard of competency for this criteria
NCCP Standard for Core Certification	Specific examples of what we would expect to see from a teacher who meets the required minimum standard of competency for this criteria
Below Standard	Specific examples that would not allow a teacher to receive a 'pass' evaluation for this criteria

The tables that follow reflect the NCCP Standards and proposed evidences for Swimming Teacher, Swimming Canada's coaching education program in the NCCP Competition-Introduction context.

Swimming will train and evaluate teachers in seven outcomes;

Make Ethical Decisions

Provide Support to Athletes in Training

Plan a Practice

Support the Competitive Experience

Analyze Performance

Design a Sport Program

Manage a Program

OUTCOME: MAKE ETHICAL DECISIONS

Criteria: Apply an ethical decision making process through the online evaluation	
Achievement	**Evidences**
Highly Effective	❑ Scores 100% for the Make Ethical Decisions online evaluation
Above Standard	❑ Scores 90% or above for the Make Ethical Decisions online evaluation

NCCP Standard for Core Certification	❑ Completes the Make Ethical Decisions online evaluation with a passing score (75%) using the following steps:
	
	   o Establish the facts of the situation
	   o Determine whether an issue is legal or ethical
	   o Identify potential decisions and possible consequences for the situation
	   o Identify pros and cons of each decision
	   o Select the best decision option
	   o Design an action plan and a plan to manage the consequences

Below Standard	❑ Does not complete the Make Ethical Decisions online evaluation ❑ Scores below the pass standard for the Make Ethical Decisions online evaluation

OUTCOME: PROVIDE SUPPORT TO ATHLETES IN TRAINING

Criteria: Ensure that the lesson environment is safe	
Achievement	**Evidences**
Highly Effective	**Meets "Above Standard" and:** ❑ Develops safety standards and guidelines which are used as a model for others (e.g., for a league, provincial office, etc.) ❑ Forecasts dangerous factors and makes immediate adjustments so participants are not at risk in all activities
Above Standard	**Meets "Standard for Core Certification" and:** ❑ Critically reflects on safety guidelines, e.g., provision of a letter written by teacher reflecting on safety concerns ❑ Certified first aid provider

NCCP Standard for Core Certification	❑ Surveys the lesson site, e.g., uses a safety checklist
	❑ Minimizes risk to participants before and throughout the lesson, e.g., ensures that required equipment is present and used correctly, participants are warned about potential hazards at beginning of lesson
	    o Identifies elements around the deck and in the pool that may lead to or contribute to a dangerous situation.
	❑ Presents an Emergency Action Plan specific to the facility being used with all of the following critical elements
	    o Identifies location of telephones
	    o Lists emergency telephone numbers
	    o Identifies location of medical profiles for each participant under the teacher's care
	    o Identifies location of fully-stocked first aid kit
	    o Designates advance "call person" and "charge person"
	    o Provides directions to reach the pool / facility

Below Standard	❑ Does not survey lesson environment prior to lesson
	❑ Does not address dangerous factors in the pool environment
	❑ Does not present an Emergency Action Plan
	❑ Presents an Emergency Action Plan with only some (<4) of the following critical elements
	    o Identifies location of telephones
	    o Lists emergency telephone numbers
	    o Identifies location of medical profiles for each participant under the teacher's care
	    o Identifies location of fully-stocked first aid kit
	    o Designates advance "call person" and "charge person"
	    o Provides directions to reach the pool / facility

OUTCOME: PROVIDE SUPPORT TO SWIMMERS IN TRAINING

Criteria: Implement an appropriately structured and organized lesson

Achievement	Evidences
Highly Effective	**Meets "Above Standard" and:** ❑ Identifies the performance factors and learning objectives at the beginning of the lesson, and creates specific teachable moments to enhance learning ❑ Adjusts the lesson parameters (time/space), and/or training environment to elicit a specific technical or tactical response
Above Standard	**Meets "Standard for Core Certification" and:** ❑ Sequences lesson activities to enhance learning 　o Drills, exercises, methods, and training load are in accordance with the training objective(s) pursued 　o Adequate sequencing refers to the timing of lesson activities within the lesson. For example, the sequence of the activity provides a progression that builds towards execution under realistic/competitive situations ❑ Modifies lesson activities to address context specific circumstances or logistics; e.g., changes to timing, pool space, water temperature, or available resources which require changes to the lesson ❑ Adapts lesson activities to provide appropriate challenge; e.g., adapting lesson to keep the participant motivated and engaged) ❑ Implements a variety of options to ensure adequate learning; e.g., offering activities that meet different learning styles ❑ Adjusts the lesson based on analysis of participants' performance, e.g., adjustments are made depending on the reaction and performance of the participants during the lesson.
NCCP Standard for Core Certification	❑ Presents a lesson plan for the lesson that is being implemented ❑ Ensures delivery of lesson matches lesson plan's goal(s) ❑ Ensures main lesson segments are evident and include: introduction, warm-up, main part, cool down, and conclusion ❑ Ensures equipment is available and ready to use ❑ Provides breaks for appropriate recovery and hydration ❑ Welcomes participants prior to lesson ❑ Dresses appropriately for active instructing ❑ Ensures activities contribute to the development of skills and/or athletic abilities ❑ Demonstrates adequate use of deck, pool space, and equipment ❑ Maximizes lesson time: ensures participants have appropriate transition, duration, and waiting times: 　o Lesson demonstrates a clear timeline for activities so that activity time is maximized 　o Participants are engaged in activity at least 50% of the lesson time 　o Participants move effectively from one activity to another
Below Standard	❑ There is no clear structure to the lesson as demonstrated by the following elements: 　o No lesson plan is provided 　o Lesson goal is not clearly identified 　o Delivery of lesson does not match lesson plan ❑ Equipment is not ready ❑ Teacher is inappropriately dressed for instructing ❑ Duration of lesson activities are inappropriate, e.g., activities are so short that there is not enough time to learn or practice; activities are so long that participants become fatigued and de-motivated; there is more waiting time than engagement time for participants

OUTCOME: PROVIDE SUPPORT TO ATHLETES IN TRAINING

Criteria: Make interventions that promote learning	
Achievement	**Evidences**
Highly Effective	**Meets "Above Standard" and:** ❑ Reinforces correct performance by facilitating interventions that promote reflection (i.e. feedback, questioning the participant, or using a demonstration) to identify the key factors that were properly executed ❑ Ensures intervention is specific to individuals and enables the participant to take greater ownership over specific performance factors and learning objectives. (i.e. intervention strategies may include: delayed or summative feedback, questioning, focusing external attention, video, modeling, and learning aids)

Above Standard	**Meets "Standard for Core Certification" and:**
	❑ Analyzes when to inhibit feedback to promote critical thinking
	❑ Uses questions to facilitate participants to think critically and reflect on their performance
	❑ Identifies individual learning styles and provides appropriate interventions that optimize learning. Appropriate interventions for learning style may include:
	   o Auditory learner – verbal feedback
	   o Visual learning – demonstration or modeling
	   o Kinesthetic learner – doing and/or feeling
	❑ Encourages calculated risks in order to enhance performance in accordance to the NCCP Code of Ethics
	❑ Integrates and teaches basic decision making
	❑ Integrates mental preparation strategies into the lesson
	❑ Identifies corrections that focus participant(s)' attention towards external cues, or on the anticipated effects of the movement rather than focusing on more internal aspects of the movement

NCCP Standard for Core Certification	❑ Creates opportunities to interact with all participants ❑ Positions self so that participants can see and hear ❑ Provides 1–3 key learning points in explanation or demonstration ❑ Clarifies key learning objectives and/or performance factors (feedback/instruction) with participants prior to engaging in the activity ❑ Ensures key learning points match skill development model ❑ Reinforces participants' efforts and correct performance ❑ Provides feedback and instruction that clearly identifies how and what to improve ❑ Provides feedback that is specific, positive, and directed to both the group and individuals ❑ Identifies appropriate expectations for participant behaviour, and reinforces these expectations when appropriate ❑ Promotes a positive image of the sport and models the image to participants and other stakeholders ❑ Uses respectful language when providing verbal interventions. Respectful language is identified as non-discriminatory and void of profanity and/or insults ❑ Maintains a positive outlook and acknowledges participants' needs and thoughts ❑ Ensures explanations are clear and concise and provides opportunities to ask questions ❑ Uses self or others to model desired performance
Below Standard	❑ Uses an explanation, but does not identify any key learning points ❑ Uses demonstrations, but participants are not in a position to see and hear ❑ Makes limited interventions to clarify key learning objectives ❑ Provides feedback or instruction that only identifies what to improve, and not how to improve ❑ Provides feedback that tends to emphasize motivational prompts rather than specific corrections (i.e. frequent use of reinforcement or hustle comments)

OUTCOME: ANALYZE PERFORMANCE

Criteria: Detect performance	
Achievement	**Evidences**
Highly Effective	**Meets "Above Standard" and:** ❑ Provides specific evidences (i.e. notational analysis, video analysis, biomechanical analysis, etc.) to reinforce analysis of performance ❑ Facilitates the participant(s) to detect key performance factors and to understand how and why errors affect overall performance. E.g., "What do you think will help you to get into the rotation of the turn? Increase your speed?" or, "In freestyle, what do you think will happen to the catch in your arm pull if you change your body rotation?"
Above Standard	**Meets "Standard for Core Certification" and:** ❑ Identifies potential causes of skill error (cognitive, affective, motor) ❑ Explains how and why the critical error contributes to the performance ❑ Uses a variety of observational strategies (i.e. positioning, video, other teachers, etc.) to identify the most critical aspects of performance ❑ Identifies if level of difficulty in the task is relevant to participants' capabilities
NCCP Standard for Core Certification	❑ Observes skills from adequate vantage point(s) as appropriate ❑ Identifies or selects common errors that have a direct impact on performance ❑ Uses sport approved skill development/progression checklist to scan basic movement phases ❑ Ensures errors identified for correction are consistent with the sport approved skill development/progression checklist for beginners
Below Standard	❑ Scans lesson environment infrequently and pays little attention to skill execution ❑ Identifies effort and motivational factors that contribute to lack of performance rather than common errors or corrections

OUTCOME: ANALYZE PERFORMANCE

Criteria: Correct Performance	
Achievement	**Evidences**
Highly Effective	**Meets "Above Standard" and:** ❑ Facilitates the participant(s) to detect key performance factors and to understand how and why these errors affect overall performance. E.g., "What do you think will help you to get into the rotation of the turn in? Increase your speed?" or, "In freestyle, what do you think will happen to the catch in your arm pull if you change your body rotation?"
Above Standard	**Meets "Standard for Core Certification" and:** ❑ Explains how and why the correction relates to improved performance ❑ Facilitates participants to increase awareness of corrections by asking appropriate questions ❑ Teacher's corrections focus participants' attention towards external cues, or on the anticipated effects of the movement rather than the way the movement is performed (internal focus). E.g., external focus: "Concentration on pushing off under the wave created off of a sprint freestyle turn and 'catching' the wave for momentum off the breakout" versus internal focus: "Concentrating on holding arms in a tighter streamline off the wall and kicking harder." ❑ Identifies if level of difficulty in the task is relevant to participants' capabilities
NCCP Standard for Core Certification	❑ Identifies common corrections based on observation of movement phases and in accordance with the skill/development progression checklist ❑ Ensures skill/performance corrections are prescriptive (emphasize how to improve, not just what to improve). E.g., "You are coming out of your streamline too early, tuck your head down and ensure hands are tightly together to get more distance" or "You are dropping your right elbow. Think about pulling the elbow up prior to pulling your hand back after the catch." ❑ Prescribes an appropriate activity and/or drill that assists participants to make correction in performance
Below Standard	❑ Correct the participant(s) by indicating what they did rather than identifying common corrective strategies for how to improve the performance. E.g., "You are coming out of your streamline too early, next time go further, or "You are dropping your right arm, don't drop your arm." ❑ Make corrections that are not appropriate as per the sport's appropriate athlete development model and/or technical checklists

OUTCOME: PLAN A PRACTICE

Criteria: Organize a series of lesson activities into a plan that enhances the learning of one or more skills	
Achievement	**Evidences**
Highly Effective	**Meets "Above Standard" and:** ❑ Includes the use of goal setting and indicates specific criteria for assessing participant achievement ❑ Identifies a clear rationale and objective for each activity ❑ Sequences activities in the main part to promote learning, skill development, and induce desired training effects ❑ Selected activities include adaptations to create specific and appropriate challenges to enhance learning
Above Standard	**Meets "Standard for Core Certification" and:** ❑ Selects activities that are appropriate to the time and location in unit plan or session program ❑ Provides appropriate rationale for choice of overall lesson goal ❑ Describes planned activities through illustration, diagram, explanation
NCCP Standard for Core Certification	❑ Identifies basic information (participant age and skill level, number of participants, potential risk factors) ❑ Identifies a lesson goal that is consistent with appropriate athlete development and the actual level of the participants ❑ Outlines facilities and equipment required to achieve lesson goal (i.e. dryland room or deck space for stretching, lanes assigned) ❑ Identifies the duration of the overall lesson ❑ Provides a timeline for the activities and ensures each lesson segment is consistent with athlete abilities and NCCP growth and development principles ❑ Selects activities that contribute to the development of skill(s) and are appropriate to the stage of skill development (acquisition, consolidation, refinement) ❑ Selects activities that reflect awareness of and control for potential risk factors ❑ Identifies1-3 key instructing points for each activity
Below Standard	❑ Identifies vague lesson plan goals and objectives ❑ Does not clearly identify main segments or time line of lesson ❑ Does not identify key instructing points for activities ❑ Does not match appropriate athlete development

OUTCOME: PLAN A PRACTICE

Criteria: Design an Emergency Action Plan (EAP)	
Achievement	**Evidences**
Highly Effective	**Meets "Above Standard" and:** ❑ Identifies a process for updating and maintaining medical profiles ❑ Designs an EAP that reflects learning from past experiences, including previous implementation ❑ Identifies aspects that can contribute to enhancing established practices for the design of an EAP ❑ Swimming uses EAP as a model of best practice
Above Standard	**Meets "Standard for Core Certification" and:** ❑ Maintains well organized participant profiles in a secure location to protect privacy ❑ Presents a checklist of necessary equipment found in a first aid kit, which has been checked/updated on a regular basis ❑ Identifies specific steps or procedures in the plan if an injury occurs

NCCP Standard for Core Certification	❑ Presents a complete EAP with six of the six following critical elements.
	   o Location of telephones
	   o Emergency telephone numbers
	   o Location of medical profile for each athlete under the teacher's care
	   o Location of fully-stocked first-aid kit
	   o Advance "call person" and "control person"
	   o Directions or map to reach the activity site

Below Standard	❑ Does not present an Emergency Action Plan in writing ❑ Include less than six critical elements outlined in the NCCP Standard for core certification

OUTCOME: DESIGN A SPORT PROGRAM

Criteria: Design a multi-week session or unit plan to enhance learning

Achievement	Evidences
Highly Effective	**Meets "Above Standard" and:** ❑ Identifies strategies for monitoring or assessing performance improvements throughout the program ❑ Demonstrates integration of a variety of instructional strategies that contribute to the development of cognitive, physical, and affective influences on learning ❑ References and demonstrates strategies to implement Swimming Canada's appropriate athlete development model goals and priorities
Above Standard	**Meets "Standard for Core Certification" and:** ❑ Identifies a specific scope and sequence of skill development that addresses participants who enter the program with different skill levels ❑ Identifies development of athletic abilities that are required by the sport in order to improve performance ❑ References Swimming Canada's appropriate athlete development model goals and priorities
NCCP Standard for Core Certification	❑ Identifies basic participant information (age, number, differences in growth and development, skill level) ❑ Presents a series of lesson plans that demonstrate an appropriate progression for the development of skills or athletic abilities ❑ Identifies number, duration, and frequency of training sessions ❑ Prioritizes goals and objectives for each lesson in the unit or session plan ❑ Prioritizes appropriate progression of lessons in the unit or session plan based on skill level of participant
Below Standard	❑ Does not provide basic participant information (age, number, differences in growth and development, skill level) ❑ Does not present a series of lesson plans ❑ Does not demonstrate an appropriate progression for the development of skills or athletic abilities throughout lesson plans ❑ Does not prioritize goals and objectives for each lesson in the unit or session plan ❑ Does not prioritize appropriate progression of lessons in the unit or session plan based on skill level of participant

OUTCOME: DESIGN A SPORT PROGRAM

Criteria: Manage administrative aspects of program and oversees logistics	
Achievement	**Evidences**
Highly Effective	**Meets "Above Standard" and:** ❑ Works with program volunteers or administrators to prepare budgets and other financial logistics where applicable ❑ Demonstrates ability to work with other teachers (assistants) using optimal leadership qualities. Leadership for this context is defined as the ability to influence others to accept, willingly, the leader's purpose and goal to help bring about some better future outcome or result, and to work together, voluntarily, towards achieving that end
Above Standard	**Meets "Standard for Core Certification" and:** ❑ Supervises other teachers in the learning environment ❑ Delegates activities appropriately to other teachers (assistants) and acknowledges their ideas and input into the program
NCCP Standard for Core Certification	❑ Presents documentation that outlines the philosophy, objectives, basic financial demands (if appropriate), and schedules of events and training commitments ❑ Identifies expectations for behaviour and commitment and identifies appropriate consequences, e.g., provides an example of a written communication outlining expectations of participants and potential consequences if expectations are not met ❑ Provides evidence of regular communication with participants, parents, or other key stakeholders, e.g., provides a basic schedule of lesson commitments to participants and key stakeholders, provides an overview of the program including objectives, fees, logistics, required equipment, etc.
Below Standard	❑ Does not provide a basic schedule of lesson commitments to participants and key stakeholders ❑ Does not provide any communication tools or other forms of program information ❑ Does not identify program objectives, philosophy, etc.

OUTCOME: MANAGE A SPORT PROGRAM

Criteria: Report on participant progress throughout the program	
Achievement	**Evidences**
Highly Effective	**Meets "Above Standard" and:** ❑ Presents evidence of debriefing session or interview with participant or parents to discuss progress in relation to individual and program goals
Above Standard	**Meets "Standard for Core Certification" and:** ❑ Presents evidence of debriefing session or interview with athlete and/or parents to discuss progress in relation to individual goals ❑ Tracks and assesses objective indicators of performance in relation to participant goals (fitness testing results, attendance, training diary, training loads/volumes, etc.)
NCCP Standard for Core Certification	❑ Presents an assessment of relevant performance factors, e.g., provides a sample of a participant report card ❑ Informs participants of progress throughout program, e.g., provide an outline demonstrating when and how participants receive progress reports ❑ Identifies appropriate level of progression and steps for improvement, e.g., provides examples of completed sample report cards ❑ Ensures the privacy of participant information and takes steps to maximize confidentiality, e.g., provides an outline of the protocol used to ensure protection of privacy
Below Standard	❑ Provides assessment of performance that is vague and unclear ❑ Provides participant assessment that tends to be anecdotal or subjective and does not clearly identify key performance factors or areas for improvement