



Wheelchair Basketball Canada: NCCP Operations Manual





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.



Health and
Wellness



The programs of this organization are funded
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Canada

Table of Contents

| | |
|---|-----------|
| Introduction..... | 1 |
| Purpose of this Document | 1 |
| Version Control | 1 |
| 1 Wheelchair Basketball Canada and NCCP | 2 |
| 1.1 Mission, Vision, and Values..... | 2 |
| Who We Are..... | 2 |
| 1.2 Partners in Coach Education | 3 |
| 1.3 Participant Development Model (PDM)..... | 5 |
| 1.4 Coach Development Model (CDM) | 6 |
| 1.5 Long-Term Athlete Development | 7 |
| 1.6 The Basic LTAD Pathway..... | 8 |
| 2 The NCCP Model | 11 |
| 2.1 Training vs. Certification | 12 |
| 2.2 Contexts | 13 |
| 2.3 Workshops and Modules | 14 |
| 3 Evaluation and Certification | 20 |
| 3.1 Objectives | 20 |
| 3.2 Principles of Evaluation in the NCCP..... | 20 |
| 3.3 Outcomes, Criteria, and Evidence | 20 |
| 3.4 Evaluating Coaches in the NCCP | 22 |
| 3.5 Certification Standard | 22 |
| 3.6 NCCP Database (the Locker) | 23 |
| 3.7 Administration and Logistics of Evaluation..... | 23 |
| 3.8 Recognition of Coaching Competence..... | 23 |
| 4 Coach Developers..... | 27 |
| 4.1 Identification and Selection of Coach Developers..... | 28 |
| 4.2 Learning Facilitator | 29 |
| 4.3 Coach Evaluator | 33 |
| 4.4 Master Coach Developer | 36 |
| 5 Business Model..... | 39 |
| 5.1 Communication | 39 |
| 5.2 Responsibilities and Planning..... | 41 |
| 5.3 Fee Structure, Payment, and Honorarium | 43 |
| 5.4 Maintenance of Certification and Professional Development | 44 |
| 5.5 Quality Control..... | 50 |
| 5.6 Minimum Age Restrictions | 51 |

| | | |
|----------|--|-----------|
| 6 | Tools | 52 |
| 6.1 | NCCP Code of Ethics | 52 |
| 6.2 | NCCP Coach Developer Code of Conduct | 54 |
| 6.3 | Coach Developer Self-Nomination Letter..... | 56 |
| 6.4 | Coach Developer Application Form | 57 |
| 6.5 | Coach Developer Letter/Preliminary Worksheet | 58 |
| 6.6 | Feedback Form | 60 |
| 6.7 | Challenge Applications | 64 |
| | Reference | 73 |

The Collection, Use, and Disclosure of Personal Information

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

Introduction

Purpose of this Document

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

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

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

Version Control

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

| Revision Date | Revisions |
|---------------|--|
| 2011/11/04 | Original Publication of Wheelchair Basketball Canada's Operations Manual |
| 2014/11/03 | Updated Version of Wheelchair Basketball Canada's Operations Manual (Update to new NCCP competency standards specifically the Competition - Introduction stream) |
| 2015/06/08 | Updated Version of Wheelchair Basketball Canada's Operations Manual (Update to new NCCP competency standards specifically the Competition - Introduction Advanced stream as well as the Competition - Development stream) |
| 2015/12/14 | Updated Version of Wheelchair Basketball Canada's Operations Manual (Update to new NCCP competency standards specifically the Competition - Introduction Advanced stream as well as the Competition - Development stream based on CAC recommendations) |

1 WHEELCHAIR BASKETBALL CANADA AND NCCP

1.1 Mission, Vision, and Values

Who We Are

Wheelchair Basketball Canada is the national sport governing body responsible for the organization of wheelchair basketball in Canada. It is a non-profit, charitable organization that is the Canadian member to the International Wheelchair Basketball Federation (IWBF). Wheelchair Basketball Canada delivers programs and services that strengthen the sport from the grassroots level to high performance athletes competing in the Paralympics Games. Representatives from the provinces elect the Board of Directors which establishes policy and lends guidance to the development of wheelchair basketball in Canada.

Our Mission

Wheelchair Basketball Canada is committed to excellence in the development, support and promotion of wheelchair basketball programs and services for all Canadians.

We Dream

Wheelchair Basketball Canada's vision for 2020 is to be the world leader in wheelchair basketball.

We Believe...

- ☐ In ethical conduct and behaviour;
- ☐ In a community that promotes fair play;
- ☐ In committing to a policy of inclusion, encouraging all Canadians, both disabled and able-bodied, to participate in the sport of wheelchair basketball;
- ☐ In diversified programming and services.

Who We Serve

Wheelchair Basketball Canada prides itself on its diversity, encouraging individuals with disabilities as well as able-bodied participants of all ages to become active in our sport. Wheelchair Basketball Canada promotes growth at the initiation, developmental, competitive and elite levels offering programs for youth, men and women. There are over 2,500 member athletes, coaches, officials and administrators active in all provinces and territories across the country.

1.2 Partners in Coach Education

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

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

1.2.1 Coaching Association of Canada (CAC)

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

1.2.2 Provincial/Territorial Coaching Representatives (PTCRs)

The Provincial/Territorial Coaching Representatives provide leadership, development, and support in delivering the NCCP.

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

- ☐ Yukon: Sport and Recreation, Department of Community Services, Government of Yukon

1.2.3 National Sport Organization (NSO)

- ☐ Wheelchair Basketball Canada

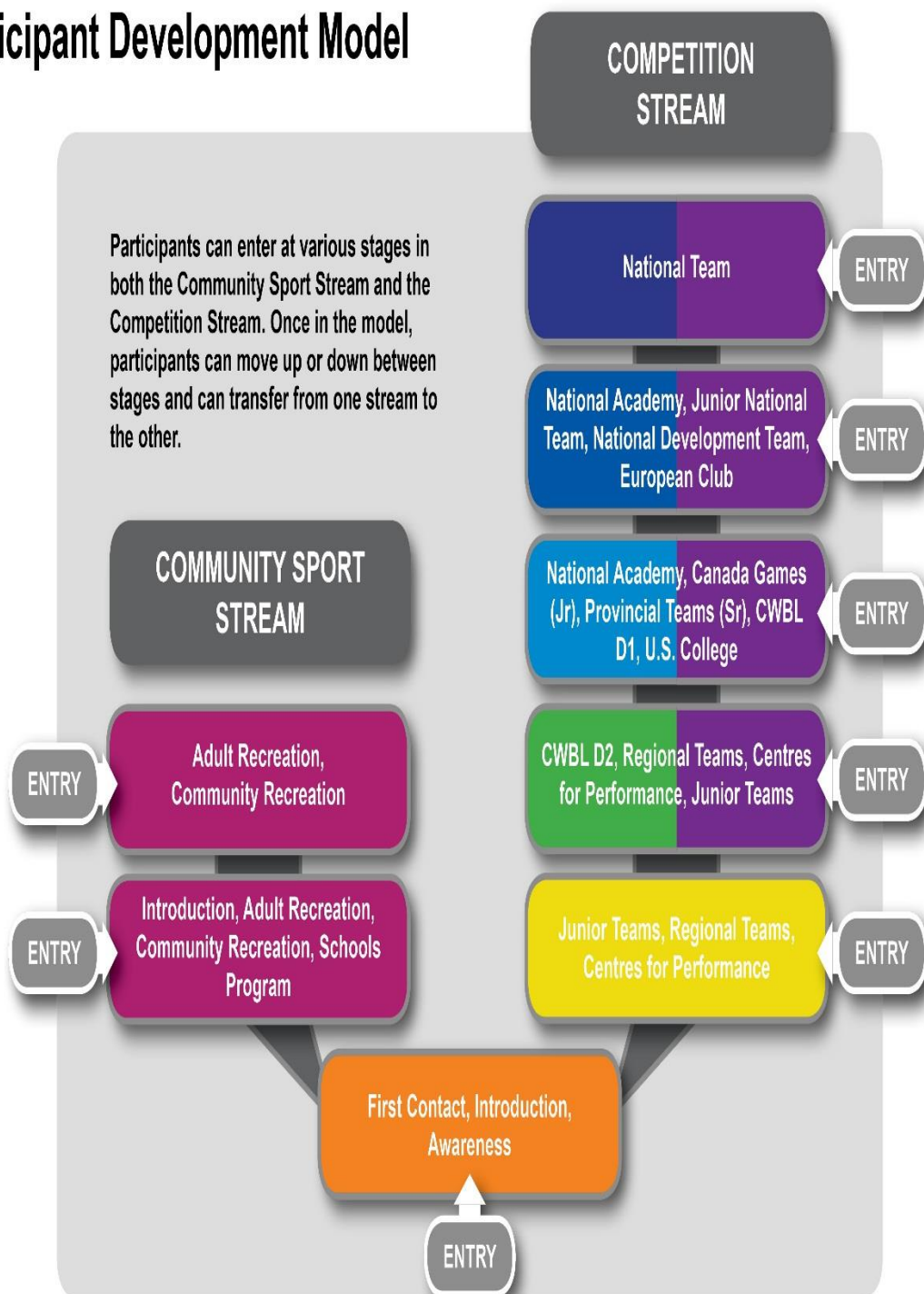
1.2.4 Provincial/Territorial Sport Organizations (P/TSOs)

- ☐ BC Wheelchair Basketball Society
- ☐ Manitoba Wheelchair Sports Association
- ☐ Newfoundland & Labrador Wheelchair Sports Association
- ☐ Nova Scotia Wheelchair Sports Association
- ☐ Ontario Wheelchair Sports Association
- ☐ Parasport and Recreation PEI
- ☐ Parasports Québec
- ☐ Saskatchewan Wheelchair Sports Association
- ☐ Wheelchair Sports Alberta
- ☐ Wheelchair Sports New Brunswick

1.3 Participant Development Model (PDM)

1.3.1 The Participant Development Model (PDM)

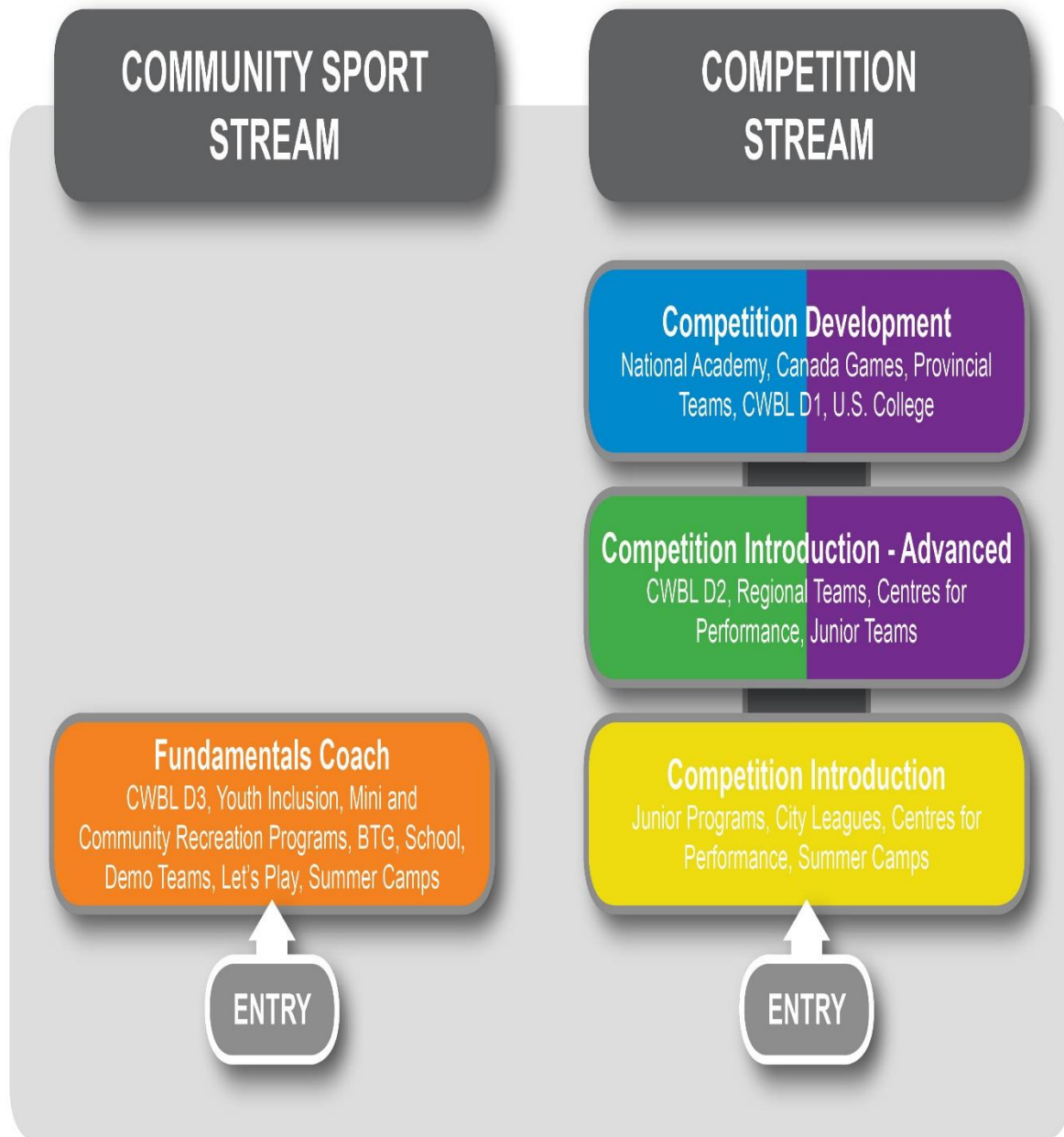
Participant Development Model



1.4 Coach Development Model (CDM)

1.4.1 The Coach Development Model (CDM)

Coach Development Model



1.5 Long-Term Athlete Development

1.5.1 Introduction

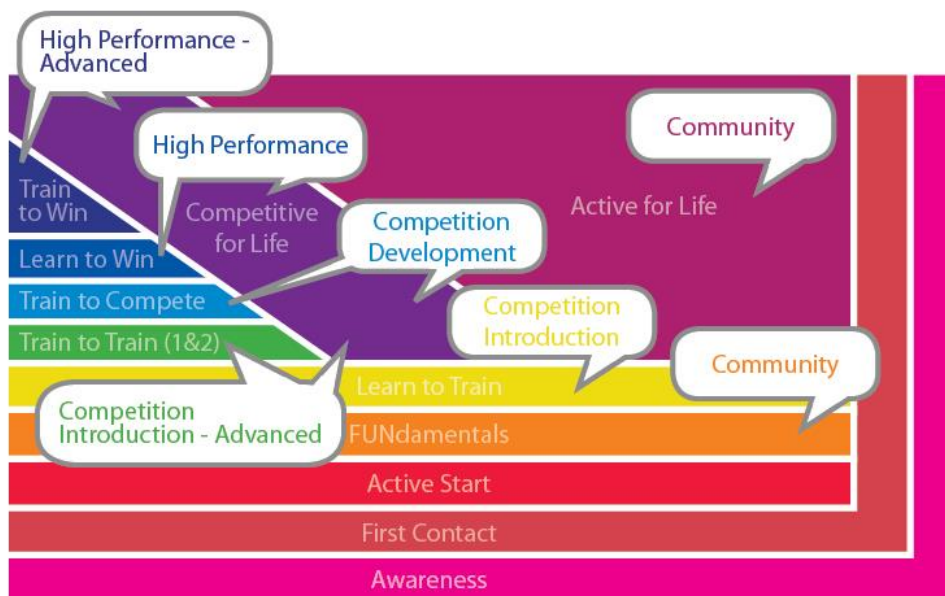
In Canada, wheelchair basketball enjoys the participation of more than 2,500 member athletes, coaches, officials and administrators across all provinces and territories. As the sport's national governing body, Wheelchair Basketball Canada is committed to excellence in the development, support and promotion of wheelchair basketball programs and services for all Canadians. To meet this commitment, Wheelchair Basketball Canada delivers programs and services that strengthen the sport from the community grassroots level to high performance competition at the Paralympics Games.

The Long-Term Athlete Development (LTAD) model for wheelchair basketball is an integral part of making this happen. The LTAD model below presents the rationale and basic guidelines for promoting the sport and developing our athletes at the initiation, developmental, competitive and elite levels in Canada. Through logical training, competition and recovery programs that focus on the needs of athletes at every stage of maturation and development, the LTAD model is designed to achieve Wheelchair Basketball Canada's long-term vision to become the world leader in wheelchair basketball.

For more information, please visit: <http://www.wheelchairbasketball.ca/technical/ltad/>

1.5.2 LTAD and Wheelchair Basketball

The LTAD model for Wheelchair Basketball is an adaptation of the Long-Term Athlete Development approach as described by Canadian Sport for Life (CS4L). The rationale behind LTAD is the recognition that better athletic performance and an active nation are both outcomes of a well-defined athlete development pathway. LTAD aims for optimal training, competition and recovery programming in relation to biological development and maturation. LTAD also promotes equal opportunity and inclusion for all participants, and an athlete-centred approach to coaching and program design. To achieve these aims, LTAD incorporates the most current research in sport science and coaching best practices to deliver optimal programming.



1.5.3 Understanding Key Factors

The LTAD guideline will help coaches understand the importance of teaching particular aspects of the game at specific stages of athlete development, considering developmental age, maturation, and other key factors. Using this systematic approach, athletes will consistently develop the skills and abilities needed to achieve excellence in wheelchair basketball, especially if they choose a high performance pathway in the sport. At the same time, the LTAD will ensure that all athletes and participants receive appropriate training to maintain a lifelong passion for the sport and stay active for life.

1.5.4 Goals of the LTAD Model

- ☐ To provide a consistent, acceptable framework for coaches to use in developing players.
- ☐ To provide consistent leadership in the development of wheelchair basketball in Canada.
- ☐ To provide age and stage appropriate competition to practice ratios that will allow our players to develop the skills that are fitting for their stage of development.
- ☐ To place the suitable emphasis on winning that is required for each stage of development.
- ☐ To ensure that the fundamental movement and mental, technical and tactical wheelchair basketball skills are being introduced in a systematic and timely way.
- ☐ To ensure appropriate considerations are taken to design programs that will be inclusive and allow everyone the potential for self-fulfillment.
- ☐ To recognize the importance of quality leadership at all levels of programming.

1.6 The Basic LTAD Pathway

Apart from a few small modifications, the Wheelchair Basketball LTAD closely follows the seven basic stages of the LTAD model (Higgs, Balyi, Cardinal, Norris, and Way, 2009). The seven stages as described by CS4L are presented below (Figure 1).

The first three stages are intended for all individuals who participate in physical activity and represent the process for acquiring basic physical literacy. Stages four to six, from Train to Train through Train to Win, represent the high-performance option for athletes who wish to build on their basic skills and take their game to the highest competitive ranks.

1.6.1 Figure 1: Seven Stages of LTAD

Athletes with disabilities pass through the same stages as able-bodied athletes presented below, but chronological ages and rates of progress may differ depending on the type and degree of disability (Higgs et al., 2009).

| | | |
|------------------|--|---|
| Active Start | Males and Females 0 - 6 | Learn FUNDamental movements and link them together in play |
| FUNDamentals | Males 6 – 9 Females 6 - 8 | Learn all FUNDamental movement skills and build overall motor skills |
| Learn to Train | Males 9 – 12 Females 8 – 11 | Learn overall sport skills |
| Train to Train | Males 12 – 16 Females 11 – 15 | Build aerobic base, develop speed and strength, further develop and consolidate sport-specific skills |
| Train to Compete | Males 16 – 23 +/- Females 15 – 21 +/- | Optimize fitness preparation and sport-, individual-, and position-specific skills as well as performance |
| Train to Win | Males 19 +/- Females 18 +/- | Focus on podium performances |
| Active for Life | Enter at any age | Smooth transition from an athlete's competitive career to a lifelong physical activity and participation in sport |

Note that Figure 1 shows the typical age ranges when individuals who are able-bodied pass through each stage. Individuals with disabilities, whether congenital or acquired, may pass through these stages at significantly different ages. They may also pass through the stages at vastly different rates depending on the nature of their disabilities. For example, individuals with acquired disabilities might pass through some stages more than once – first as a person without a disability and later as a person with a disability.

The wheelchair basketball LTAD includes the Learn to Win stage, as well as age modifications to the existing stages to accommodate the various ways and ages that athletes enter the sport.

1.6.2 Two Additional Stages

In addition to these seven basic stages, two extra stages are identified for athletes with disabilities: Awareness and First Contact. These extra stages are particularly important for individuals with an acquired disability who, prior to injury or illness, may have had no contact with, and no knowledge of, sport and physical activity for persons with a disability. These additional stages are shown in Figure 2 below.

1.6.3 Figure 2: The CS4L-NAC Model

Awareness and First Contact programs are used to inform and engage potential athletes at all ages since disabilities may be congenital or acquired (Higgs et al., 2009).



1.6.4 Awareness Stage

Opportunities for persons with disabilities to participate in sport and physical activity are not always well known to the general public. The Awareness stage simply signifies the need of sports such as wheelchair basketball to inform the general public and prospective athletes with disabilities of the opportunities available through good communication. In the case of individuals who acquire a disability, the period following acquisition of a disability is generally one of great change and transition. Some of their previous physical activities may no longer be open to them in the same form, and they may not be aware of the sports and physical activities that are available. Awareness plans and effective communication can help to ease this transition. As well, these plans can increase awareness among parents and people who work with persons with disabilities, such as health care professionals and teachers.

1.6.5 First Contact Stage

The First Contact stage is where persons with disabilities have a positive first experience of the sport and remain engaged. Accordingly, wheelchair basketball groups need to develop programs that provide suitable orientation for prospective wheelchair athletes, helping them to feel confident, comfortable in their surroundings, and welcome among peers and training personnel.

1.6.6 Retention

At the end of their careers, wheelchair athletes who retire from competition should be encouraged to remain involved in the sport as coaches, program volunteers, fundraisers, mentors, or officials. Through their experiences in the sport, they can act as role models who provide a wealth of information, expertise and guidance to upcoming athlete

2 THE NCCP MODEL



National Coaching Certification Program

The Goal: Coaches who can demonstrate their competence



COACH CERTIFICATION

The National Coaching Certification Program certifies coaches who have demonstrated their ability to apply critically important competencies to coaching situations relevant to the stage of athletes they coach. This means that coaches must not only know about coaching but be able to demonstrate their ability to apply this knowledge in the coaching situation.

Coaches can be trained in any of the following eight coaching contexts, which are specific to the type of athlete they are working with, and can progress through to a "Master Coach" level in any context.

COMMUNITY SPORT

The **Community Sport – Initiation** context focuses on participants who are being introduced to a sport. In many sports this is very young children participating in the sport for the first time. In a few sports, initiation into the sport can occur with youth or adults. Participants get involved to meet new friends, have fun, and to learn a new activity. The role of the coach is to ensure a fun and safe environment and to teach the development of some of the "FUNDamentals" stage skills and abilities for participants.

The **Community Sport – Ongoing participation** context is typically for either youth participating in a recreational environment, or masters participants participating for recreation, fitness, and socialization reasons. The participants are in the Active for Life stage of long-term athlete development. The role of the coach is to encourage participants to continue their involvement in the sport.

COMPETITION

The **Competition – Introduction** context is designed for coaches of athletes moving from the FUNDamentals to the Learn to Train and Train to Train stages of long-term athlete development.

The **Competition – Development** context is designed for coaches of athletes ranging from the Train to Train to the Train to Compete stages of long-term athlete development.

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

INSTRUCTION

Instructors in the **Instruction – Beginners** context are usually working with participants who are experiencing the sport for the first time through a series of lessons. Typically there's no formalized competition at this level — it's strictly about skill development and there is a short timeframe of interaction between the instructor and the participant.

Instructors in the **Instruction – Intermediate performers** and **Instruction – Advanced performers** contexts are very specialized and are specifically there to assist athletes crossing over from competitive sport to gain enhanced skills, and in some cases, tactical development specific to their sport.

2.1 Training vs. Certification

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

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

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

- ☐ NCCP coaches are described as follows: **In Training** – when they have completed some of the required training for a context;
- ☐ **Trained** – when they have completed all required training for a context;

Certified – when they have completed all evaluation requirements for a context.

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

2.2 Contexts

2.2.1 Community Sport



COMMUNITY SPORT COACH

The **Community Sport** context focuses on participants who are being introduced to a sport. In wheelchair basketball this can range from very young children participating in the sport for the first time, to late entry youth or adults. Participants get involved to meet new friends, have fun, and to learn a new activity. The role of the coach is to ensure a fun and safe environment and to teach the development of some of the “FUNdamentals” stage skills and abilities for participants. This course can currently be taken through Canada Basketball and is named Fundamentals coach.

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

2.2.2 Competition



COMPETITION COACH

Coaches in the Competition stream usually have previous coaching experience or are former athletes in the sport. They tend to work with athletes over the long term to improve performance, often in preparation for provincial, national, and international competitions.

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

- ❑ The **Competition - Introduction** is a 19-hour course, scheduled over 3 days with on- and off-court teachings. There is no prerequisite and can be considered your entry level competition course. Athletes will be in the Learn to Train stage of the LTAD and range in age from 8-11 for females, 9-12 for males and late entry +1-2 years. The ratio of Athletes to Coach Candidates is 4:1 and Coach Candidates to Learning Facilitators is 4:1.
- ❑ The **Competition - Introduction Advanced** is a 22-hour course, scheduled over 3-4 days with on- and off-court teachings. Competition – Introduction is the pre-requisite course. Athletes will be in the Train to Train stage of LTAD and range in age from 11-15 for females, 12-16 for males and late entry +2-5 years. The ratio of Athletes to Coach Candidates is 4:1 and Coach Candidates to Learning Facilitators is 4:1.
- ❑ The **Competition – Development** is a 36 to 42-hour course, scheduled over 6 days with on- and off-court teachings. Wheelchair Basketball Canada requires that coach candidates have obtained certification in Competition - Introduction and Competition - Introduction Advanced (or the old NCCP equivalencies) as a pre-requisite. Athletes will be in the Training to Compete stage of LTAD and range in age from 15-18 for females, 16-18 for males and late entry +4-5 years. The ratio of Athletes to Coach Candidates is 4:1 and Coach Candidates to Learning Facilitators is 4:1.

*Coach candidates must be at least 16 years of age to be certified within the competition stream.

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

2.3 Workshops and Modules

2.3.1 Sport-specific Training

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

Wheelchair Basketball Canada Sport Specific Modules

Competition - Introduction:

- ☐ *Plan to Develop Wheelchair Basketball Players*
- ☐ *Modified Games Approach*
- ☐ *Making Ethical Decisions*

Competition - Introduction Advanced:

- ☐ *Introduction and Review*
- ☐ *Strategies and Tactics*
- ☐ *Sport Program*
- ☐ *Mental Skills*
- ☐ *Coaching at Competitions*
- ☐ *Practical Applications*
- ☐ *Coaching Leadership*

Competition – Development:

- ☐ *Teaching and Learning*
- ☐ *Analyze Performance*
- ☐ *Practice Planning*
- ☐ *Managing a Sport Program*
- ☐ *Seasonal Planning*
- ☐ *Strategy and Tactics*
- ☐ *Performance: Peak and*

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

2.3.2 Multi-sport Training

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

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

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

ABORIGINAL COACHING MODULES



If you work with, or supervise youth of Aboriginal heritage, this workshop is an essential resource. If you wish to understand, relate to, and apply Aboriginal cultural perspectives that will allow you to motivate, inspire, and lead those youth towards a successful and meaningful lifestyle, this workshop was designed for you.

This interactive workshop is available to both Aboriginal and mainstream organizations who have Aboriginal youth in their sport, social, or employment programs. Aboriginal Sport Circle's trained instructors will facilitate discussions which include role playing and group activities to engage all participants. This type of interactive setting has provided a fun, fulfilling, and positive learning experience for both participants and facilitators alike.

The workshop includes unique methods and perspectives not found in mainstream coaching certification programs. It is holistic in its approach and includes teachings of the Medicine Wheel, the four gifts, as well as the values within the four pillars and many other issues that are unique to Aboriginal culture.

The Aboriginal Coaching Modules were designed to provide culturally relevant courses for coaches and people working with Aboriginal youth and athletes.

EMPOWER +



An incredible addition to our NCCP workshop lineup, Empower + is an intense and thought provoking 4-hour workshop that will teach you how to enhance the well-being of the athletes in your care and be a positive role model in the world of sport.

In an interactive and dynamic learning environment, our expert facilitators will guide you through how to enhance athlete welfare by:

- ☐ Recognizing the potential for, and presence of maltreatment in sport;
- ☐ Learning when and how to intervene when you observe or suspect maltreatment.

You will bring your coaching to new heights by:

- ☐ Implementing the NCCP's renowned six-step decision-making model;
- ☐ Mastering the art of the difficult conversation; and
- ☐ Creating a list of key positive athlete development strategies you can implement in your coaching right away.

This NCCP workshop will set you up for success in coaching and in life!

FUNDAMENTAL MOVEMENT SKILLS (FMS)



The Fundamental Movement Skills of throwing, catching, jumping, striking, running, kicking, agility, and balance and coordination, form the basis for future sport skill development and for the life-long enjoyment of physical activity. Learn how to OBSERVE and IMPROVE the fundamental movement skills through the format listed below which is best suited to you and your line of work (also see the Professional Development page for FMS PD).

Community Leader

- ☐ Target: Recreation leaders, sport camp leaders, etc.
- ☐ Format: 8 hour workshop.

High School Leadership

- ☐ Target: High school students.
- ☐ Format: Composed of 9 lesson plans delivered by the Physical Education Teacher at your school.

The FMS module will give participants the skills to:

- ☐ Analyze and identify the various stages of development for the fundamental movement skills;
- ☐ Apply a six-step process to teaching the fundamental movement skills;
- ☐ Create safe games where children can practise fundamental movement skills.

MAKE ETHICAL DECISIONS (MED)



By successfully completing the Make Ethical Decisions workshop you will be fully equipped to handle virtually any ethical situation with confidence and surety.

MED is one of the NCCP's cornerstone workshops, and leaves coaches with no doubt as to what to do when the going gets tough.

Upon completing the MED module you'll be able to:

- ☐ Analyze a challenging situation and determine if it has moral, legal or ethical implications;
- ☐ Apply the NCCP Ethical Decision-Making Model to properly respond to each situation in a way that is consistent with the NCCP Code of Ethics.

PLANNING A PRACTICE



The Planning a Practice module will give you the skills to:

- ☐ Organize a well-structured practice plan with safe, age-appropriate activities you've designed to match the proficiency level of participants;
- ☐ Identify potential risk factors that could impact the sport and practice activities;
- ☐ Create an emergency action plan;
- ☐ Identify practice goals and design activities that offer the best training benefits for the athletic skills required in your sport.

NUTRITION



After taking the Nutrition module you will be able to:

- ☐ Determine if foods and beverages consumed by your athletes before, during and after training are adequate;
- ☐ Offer suggestions for more suitable food and beverage alternatives when necessary;

- ☐ Gain a better understanding of the best way to promote healthy food choices that are consistent with basic sport nutrition principles to both athletes and their parents.

RESISTANCE TRAINING



A must-have for competitive coaches, this 4-hour dynamic and interactive introductory workshop will teach you how to prevent injuries and increase athlete performance through proven resistance training tools. Become a better coach by augmenting your plan with elements such as:

- ☐ Basic lifts
- ☐ Stability training
- ☐ Core training

TEACHING AND LEARNING



Upon completing the Teaching and Learning module you will be able to:

- ☐ Assess your own beliefs regarding effective teaching;
- ☐ Analyze certain coaching situations to determine if they promote learning;
- ☐ Create conditions that promote learning and self-esteem through:
 - ☐ appropriate consideration of the affective, cognitive and motor dimensions of learning;
 - ☐ the use of words and methods that relate to an athlete's preferred learning style;
 - ☐ a sound organization;
 - ☐ active supervision; and
 - ☐ the use of well-formulated feedback offered at the right time and with the right frequency;
- ☐ Use teaching assessment grids to gather objective information on teaching effectiveness, and use this data to develop an action plan to enhance your own effectiveness as a teacher and coach.

DESIGN A BASIC SPORT PROGRAM



Design a Basic Sport Program will teach you to:

- ☐ Create a sound outline for your sport program that includes competition and training events;
- ☐ Compare your program to those outlined by the NCCP in terms of long-term athlete development;
- ☐ Assess the athletic development opportunities your program offers, and identify ways to remedy any weaknesses;
- ☐ Interpret the information in a sample program, identifying training priorities and objectives at certain periods;

- ☐ Establish a link between your program's training objectives and the content of practice sessions.

BASIC MENTAL SKILLS



The Basic Mental Skills module gives you the ability to:

- ☐ Recognize signs indicating that an athlete may need to improve his/her goal setting, focus, and anxiety control skills; and develop tools to help the athlete to make improvements in these areas;
- ☐ Run simple guided activities that help athletes improve basic mental skills.

COACHING AND LEADING EFFECTIVELY



The Coaching and Leading Effectively module gives you the skills needed to:

- ☐ Promote a positive image of sport, and model it to athletes and those supporting their performance;
- ☐ Deliver clear messages and explanations when communicating with athletes and their supporters;
- ☐ Identify opportunities to interact with all athletes and use feedback to improve and correct performance and behaviour.

MANAGING CONFLICT



The Managing Conflict module will allow you to:

- ☐ Identify common sources of conflict in sport;
- ☐ Determine which individuals or groups are most likely to find themselves in situations involving conflict;
- ☐ Learn important skills that will help you prevent and solve conflict resulting from misinformation, miscommunication or misunderstanding;
- ☐ Develop skills that will empower you to listen and speak effectively in conflict situations while maintaining positive relationships with athletes, parents, officials and other coaches.

LEADING DRUG-FREE SPORT



After taking Leading Drug-free Sport you will be able to:

- ☐ Fully understand and explain the consequences of using banned substances in sport;
- ☐ Educate athletes about drug-testing protocols at major competitions;
- ☐ Encourage athletes to safeguard their sport values and take greater responsibility for their personal actions;
- ☐ Apply the NCCP Ethical Decision-Making Model to your coaching as it relates to keeping your sport and athletes drug-free.

DEVELOPING ATHLETIC ABILITIES

After completing the Developing Athletic Abilities module, you will:

- ☐ Be able to implement general and sport-specific training protocols and methods to effectively develop or maintain the athletic abilities necessary for your sport;
- ☐ Know how to apply training principles and variables to training methods that build fitness, endurance, strength, speed and sport-specific conditioning;
- ☐ Be able to select and adapt testing and training protocols.

INCLUDES: 2 hour online pre-workshop session

PREVENTION AND RECOVERY

After taking Prevention and Recovery you will have the knowledge needed to:

- ☐ Identify common injuries in your sport and develop appropriate prevention and recovery strategies to keep your athletes injury-free during training and competition;
- ☐ Offer valuable information and guidance on hydration, nutrition and sleep as they relate to injury prevention;
- ☐ Choose skills and drills that help athletes perform appropriate warm-ups and cool-downs;
- ☐ Develop functional evaluations for an athlete's return to play;
- ☐ Implement recovery and regeneration techniques to help an athlete maintain or return to optimal performance post injury.

PSYCHOLOGY OF PERFORMANCE

Completing Psychology of Performance will allow you to:

- ☐ Help athletes learn to manage distractions and use visualization techniques to prepare themselves technically and tactically for training and competition;
- ☐ Learn how to work with athletes or teams to identify performance and process goals related to their ability to focus on performance;
- ☐ Learn debriefing skills that can be used to help athletes assess their performance in both training and competition.

3 EVALUATION AND CERTIFICATION

3.1 Objectives

Evaluation in the National Coaching Certification Program (NCCP) is the process used to determine whether coaches meet NCCP coaching standards for certification. This process applies to all coaching contexts in the NCCP. Please note that there is no evaluation process to become a trained Fundamentals coach in the Community Sport stream.

3.2 Principles of Evaluation in the NCCP

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

Additional Points

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

3.3 Outcomes, Criteria, and Evidence

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

- ☐ Outcomes
- ☐ Criteria
- ☐ Evidence

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

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

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

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

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

Every outcome is associated with one or more criteria.

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

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

EXAMPLE – Provide Support to Athletes in Training Criteria:

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

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

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

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

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

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

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

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

3.4 Evaluating Coaches in the NCCP

Evaluating coaches in the NCCP evaluation process involves:

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



3.4.1 Portfolio Evaluation

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

3.5 Certification Standard

Certification standard refers to the degree to which coaches meet a given criterion. An achievement scale is used to determine whether or not a coach meets or exceeds the minimum standards. The scale for Wheelchair Basketball Canada involves 3 levels:

- EE Exceeds Expectation
- ME Meets Expectation
- NE Needs Improvement

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

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

3.6 NCCP Database (the Locker)

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

3.7 Administration and Logistics of Evaluation

The Evaluator receives payment from Wheelchair Basketball Canada upon completing the marking of the portfolio evaluation and submission of the evaluation documentation, action plan copy, and event entry in the NCCP Database (the Locker).

3.7.1 Appeals and Audits of Evaluations

Coaches are able to appeal an unsuccessful evaluation.

The Master Coach Developer (MCD) will complete an audit of coach evaluations as they are made available.

Audits and appeals will be submitted to the Wheelchair Basketball Canada for review.

Documentation for an audit and appeal will include the following.

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

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

The cost to launch the appeals process by an unsuccessful coach candidate is \$250.

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

Please see section 6.7 for the Coaching Challenge documents for Competition - Introduction, Competition - Introduction Advanced, and Competition - Development.

3.8 Recognition of Coaching Competence

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

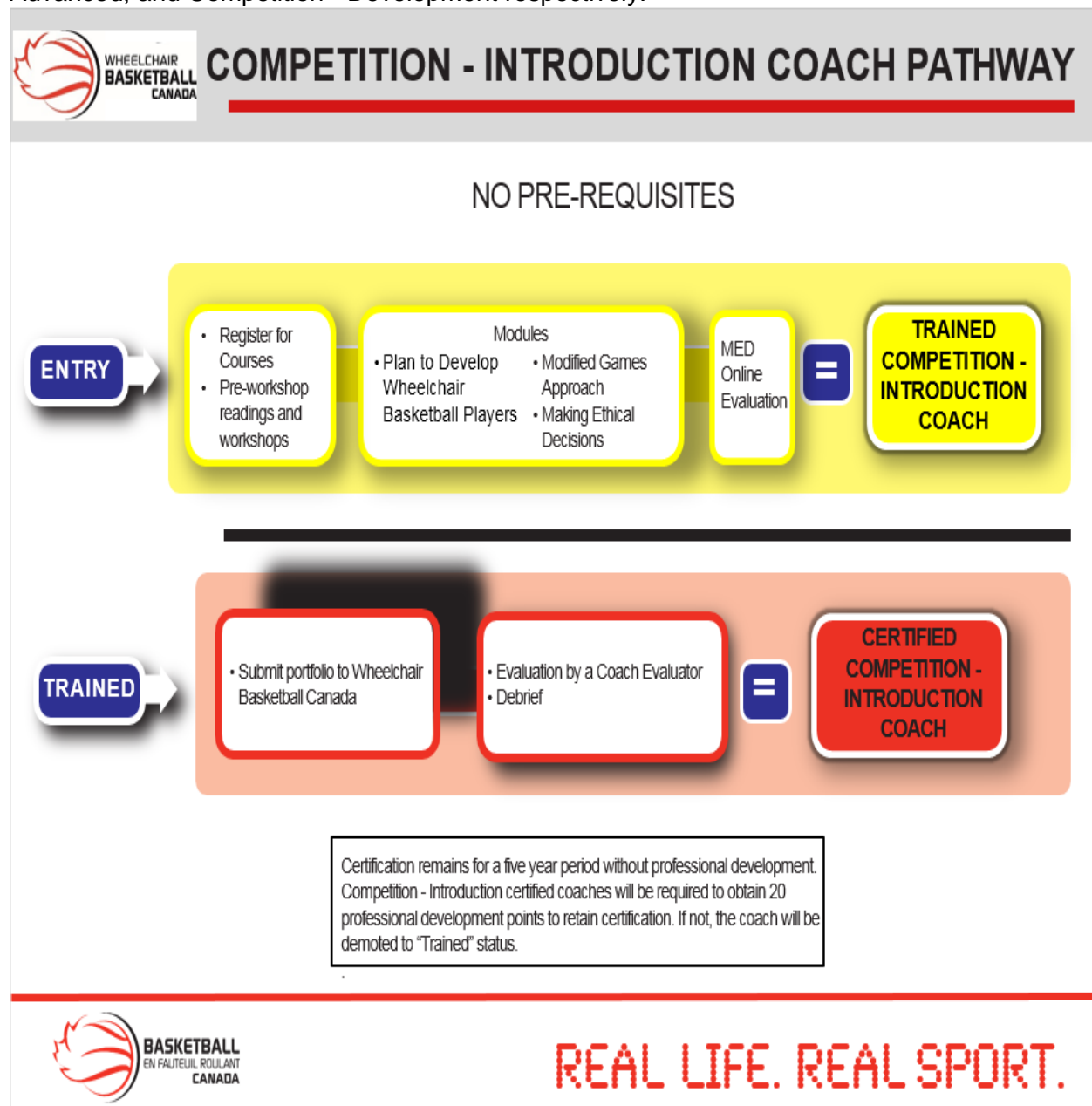
Coaches must go through the evaluation process for the context in which they are coaching. Evaluation must include the entire evaluation process for the context in which the coach is being certified (including online multi-sport evaluations). This ensures the coach is able to

demonstrate the required competencies for the context, and removes the need for Wheelchair Basketball Canada or other partners to “judge” the relevance or rigor of the many different international programs that exist.

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

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

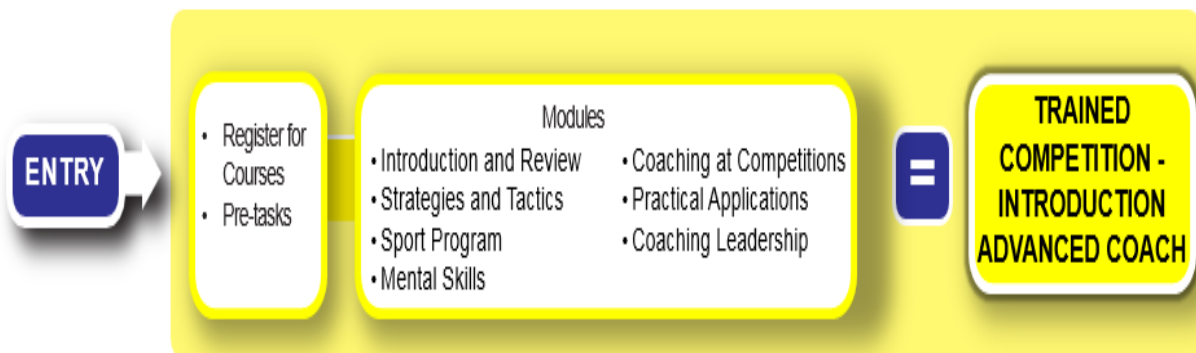
The three diagrams below depict how to pursue recognition of coaching competence through Wheelchair Basketball Canada for Competition - Introduction, Competition - Introduction Advanced, and Competition - Development respectively.





COMPETITION - INTRODUCTION ADVANCED COACH PATHWAY

COMPETITION - INTRODUCTION COURSE IS A PREREQUISITE



**A coach may not submit a portfolio for Competition - Introduction Advanced until he/she is certified at the Competition - Introduction level.

Certification remains for a five year period without professional development. Competition - Introduction Advanced certified coaches will be required to obtain 20 professional development points to retain certification. If not, the coach will be demoted to "Trained" status



REAL LIFE. REAL SPORT.



COMPETITION - DEVELOPMENT COACH PATHWAY



Certification remains for a five year period without professional development. Competition - Development certified coaches will be required to obtain 20 professional development points to retain certification. If not, the coach will be demoted to "Trained" status.



REAL LIFE. REAL SPORT.

4 COACH DEVELOPERS

Who coaches the coaches? NCCP Coach Developers do!

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

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

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



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

- ❑ **Core Training:** Provides Coach Developers with the skills to perform their role.
- ❑ **Content-specific Training (sport or multi-sport):** This includes micro-facilitation which gives Coach Developers an opportunity to practise delivery with their peers.
- ❑ **Co-delivery:** This is a chance for the new Coach Developer to practise with real coaches alongside an experienced Coach Developer. Coach developers are also assessed at this point.

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

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

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

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

4.1 Identification and Selection of Coach Developers

Master Coach Developers, Provincial/Territorial Sport Organizations (P/TSOs), and Wheelchair Basketball Canada will be the ones to identify Coach Developer candidates.

When establishing a pool of candidates, Wheelchair Basketball Canada will try to balance the regional training requirements for wheelchair basketball to attempt to have appropriate representation of all regions in Canada based on availability of qualified candidates. Candidates will be coaches who are already involved in the NCCP or individuals with backgrounds in physical education, kinesiology, or similar areas of study.

The identification may include a call for candidates or a recruitment campaign that is led by Wheelchair Basketball Canada.

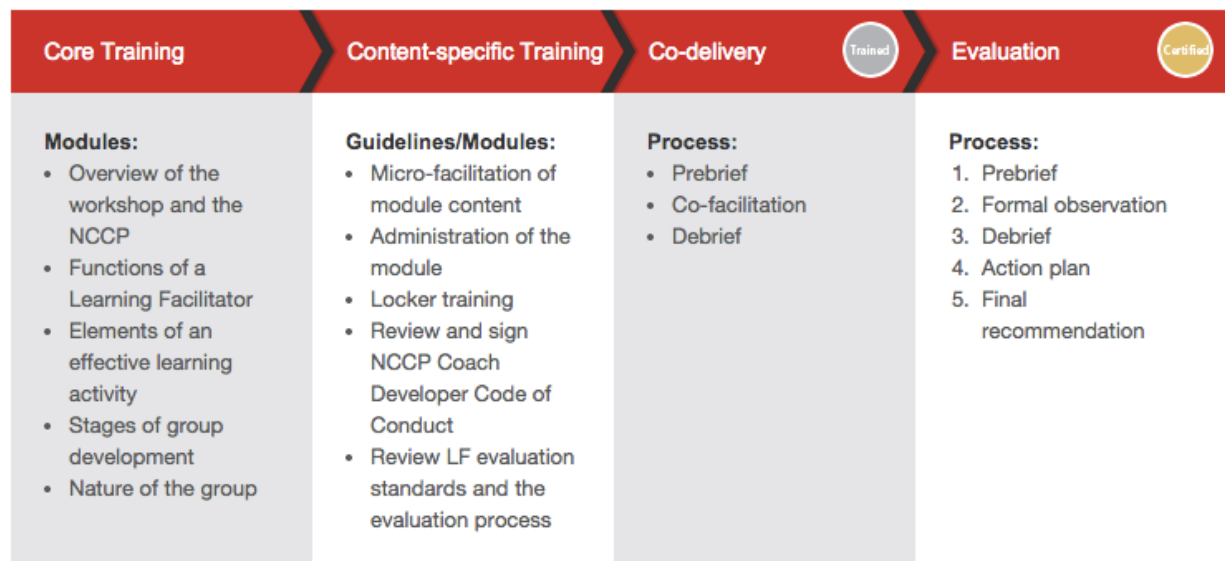
4.2 Learning Facilitator

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

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

4.2.1 How to Become a Learning Facilitator

All Learning Facilitators complete the following steps:



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

4.2.2 Selecting Learning Facilitators

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

It is recommended that Learning Facilitators are:

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

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

- ☐ Good understanding and background in the full spectrum of wheelchair basketball skill development, particularly at relevant stage of development;
- ☐ Good understanding of the growth and development principles related to the age groups and LTAD for each context
- ☐ Good understanding of the appropriate skill training for any context in which they may be trained;
- ☐ Good understanding of the principles applied in Making Ethical Decisions.

Prerequisites for LFs will be:

- ☐ Attendance at LF training sessions as conducted by a MCD
- ☐ LFs will be expected to be certified at the context stage in which they are being trained as an LF – exceptions will be considered in the early years of implementation on an individual basis
- ☐ LFs must be supported by Wheelchair Basketball Canada

Certification and Renewal for LFs

- ☐ One course assessment will be undertaken after the LF's 6th delivery of the course OR every 5 years.
- ☐ Assessments will be undertaken by a MCD.
- ☐ LFs are required to attend the NCCP workshop a minimum of once every four years or they will lose certification

4.2.3 Core Training

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

Core Training can be accessed through the P/TCR in each province or territory. The upcoming Core Training for each province can be found at: <http://coach.ca/p156811>.

4.2.4 Content-specific Training

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

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

Content-specific Training will also include:

- ☐ Training for Competition - Introduction is a three-day training to prepare Learning Facilitators for the content they will deliver. Competition - Introduction Advanced and Competition - Development are both one-day training. You must have taken the LF training for Competition - Introduction to be eligible to begin the training for Competition - Introduction Advanced. You must be a certified LF for Competition - Introduction to begin the LF training for Competition - Development.

The governing body who oversees this training is Wheelchair Basketball Canada through an MCD.

For information on how to begin this process, the candidate should contact the Program Coordinator at Wheelchair Basketball Canada.

4.2.5 Co-delivery

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

- ☐ Co-facilitation is part of training and therefore the person being trained will not be paid.
- ☐ A Learning Facilitator candidate may be required to co-facilitate a workshop a number of times before facilitating a workshop on their own.

4.2.6 Evaluation

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

- ☐ Learning Facilitators should be evaluated as soon as possible after training and those who have not been evaluated in 3 years may be asked to be evaluated at the discretion of Wheelchair Basketball Canada.
- ☐ Learning Facilitators will be evaluated in person by a MCD.
- ☐ Learning Facilitators will be evaluated against the CAC Learning Facilitator Outcomes, Criteria, and Evidence.
- ☐ All Learning Facilitators must complete the Make Ethical Decisions online evaluation.

4.2.7 Maintenance of Certification

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

- ☐ LFs are strongly recommended to attend the Wheelchair Basketball Canada and / or the Canada Basketball NCCP workshop a minimum of once every four years to maintain certification.
- ☐ If a LF is not assessed after the 7th course, the LF will be removed from the system OR retrained.

4.2.8 Honorarium

- ☐ Final approval for the honorarium will be handled by the Program Coordinator at Wheelchair Basketball Canada. Barring any major changes to the length of the courses, detailed earlier in this document, the Learning Facilitator will be paid \$500 for Competition - Introduction, \$750 for Competition - Introduction Advanced and a minimum of \$1,200 for Competition - Development.
- ☐ Any travel done by the Learning Facilitator in order to get to the clinic has to be approved by the Program Coordinator at Wheelchair Basketball Canada. If the facilitator travels by car, they will be reimbursed at a rate of \$0.38/km and should submit their mileage through the appropriate Expense Claim form provided by Wheelchair Basketball Canada. If the Learning Facilitator requires transportation other than a car (for example a train or plane), this should be approved and booked by the Program Coordinator at Wheelchair Basketball Canada.

- ❑ Any accommodations that the Learning Facilitator requires while running the clinic should be approved and booked by the Program Coordinator at Wheelchair Basketball Canada.

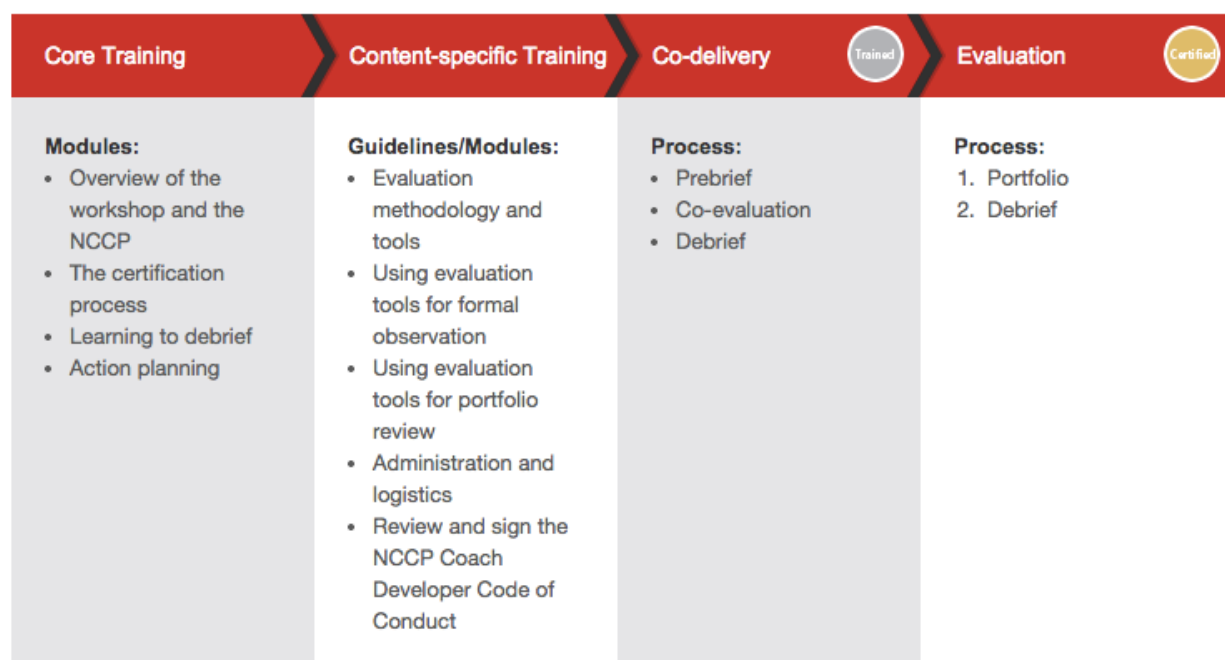
4.3 Coach Evaluator

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

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

4.3.1 How to Become a Coach Evaluator

All Coach Evaluators complete the following steps:



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

4.3.2 Selecting Coach Evaluators

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

It is recommended that Coach Evaluators have:

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

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

Although desirable, it is not critical that the Coach Evaluator have a higher position and significantly greater coaching experience than the candidate. All Coach Evaluators will receive content-specific Coach Evaluator training in conjunction with content-specific LF training (Core Training for LFs and Core Training for CEs are still separate) and will double as evaluators until an adequate pool of evaluators exist. ***A coach candidate cannot be evaluated by the same individual who conducted their coach training.***

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

Evaluators will be sought with the following skill sets:

- ☐ Good understanding and background in the full spectrum of wheelchair basketball skill development;
- ☐ Good understanding of the growth and development principles related to the age groups and LTAD for each context;
- ☐ Good understanding of the appropriate skill training for any context in which they may be trained;
- ☐ Demonstrable skills in the core competencies of valuing, leading, interacting, problem solving and critical thinking.

Prerequisites for Evaluators will be:

- ☐ Attendance at *Evaluator* training session as conducted by a *MCD*;
- ☐ *Coach Evaluators* will be expected to be certified at the context stage in which they are being trained to be an Evaluator – exceptions will be considered in the early years of implementation on an individual basis;
- ☐ *Coach Evaluators must be supported by the P/TSO.*

4.3.3 Core Training

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

Core Training can be accessed through the P/TCR in each province or territory. The upcoming Core Training for each province can be found at: <http://coach.ca/-p156811>.

4.3.4 Content-specific Training

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

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

Content-specific Training will also include:

- ☐ A two-day training to prepare Coach Evaluators for the tools they will use in evaluation.

4.3.5 Co-delivery

All Coach Evaluators must co-evaluate with an experienced Coach Developer prior to performing an evaluation on their own.

- ☐ Co-evaluation is part of training and therefore the person being trained will not be paid.
- ☐ A Coach Evaluator candidate may be required to perform co-evaluation a number of times before performing an evaluation on their own.

4.3.6 Evaluation

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

- ☐ Coach Evaluators will be evaluated by submitting their portfolio.
- ☐ All Coach Evaluators must complete the Make Ethical Decisions online evaluation.

4.3.7 Maintenance of Certification

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

4.3.8 Honorarium

- ☐ Honorarium will be awarded at \$250 per evaluation.
- ☐ Any travel done by the Coach Evaluator in order to get to the clinic has to be approved by the Program Coordinator at Wheelchair Basketball Canada. If the Coach Evaluator travels by car, they will be reimbursed at a rate of \$0.38/km and should submit their mileage through the appropriate Expense Claim form provided by Wheelchair Basketball Canada. If the Coach Evaluator requires transportation other than a car (for example a train or plane), this should be approved and booked by the Program Coordinator at Wheelchair Basketball Canada.
- ☐ Any accommodations that the Coach Evaluator requires should be approved and booked by the Program Coordinator at Wheelchair Basketball Canada.

4.4 Master Coach Developer

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

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

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

4.4.1 How to Become a Master Coach Developer

All Master Coach Developers complete the following steps:



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

4.4.2 Selecting Master C

Wheelchair Basketball Canada is responsible for the training and selection of its own Master Coach Developers. While the specifics may vary, MCDs will typically:

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

While the specifics may vary, the duties of an MCD will include:

- ☐ Training of the Coach Evaluators

- ☐ Evaluation of the Coach Evaluators
- ☐ Mentoring of the Coach Evaluators

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

- ☐ **MCDs will be sought with the following skill sets:**
 - Experience in guiding or mentoring coaches, preferably in wheelchair basketball
 - Experience in delivery of wheelchair basketball technical training to adults
 - Knowledge of NCCP coach training paradigm
- ☐ **Prerequisites for MCDs will be the following:**
 - Full Competition – Development certification in Wheelchair Basketball (preferable) – exceptions will be considered in the early years of implementation on an individual basis
 - Existing designation as a Coach Developer in wheelchair basketball
 - Attendance at a Coach Developer training session

4.4.3 Core Training

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

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

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

Core Training for each province can be found at: <http://coach.ca/-p156811>.

4.4.4 Content-specific Training

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

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

Content-specific Training will also include:

- ☐ A two-day training to prepare Master Coach Developers for the content they will deliver.

4.4.5 Co-delivery

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

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

4.4.6 Evaluation

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

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

4.4.7 Maintenance of Certification

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

4.4.8 Honorarium

- ☐ Honorarium will be awarded at \$250 per evaluation.
- ☐ Any travel done by the Master Coach Developers in order to get to the clinic has to be approved by the Program Coordinator at Wheelchair Basketball Canada. If the Master Coach Developers travels by car, they will be reimbursed at a rate of \$0.38/km and should submit their mileage through the appropriate Expense Claim form provided by Wheelchair Basketball Canada. If the Master Coach Developers requires transportation other than a car (for example a train or plane), this should be approved and booked by the Program Coordinator at Wheelchair Basketball Canada.
- ☐ Any accommodations that the Master Coach Developers requires should be approved and booked by the Program Coordinator at Wheelchair Basketball Canada.

5 BUSINESS MODEL

5.1 Communication

5.1.1 Inclusivity, Accessibility, and Official Languages

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

5.1.2 Copyright

The CAC holds co-copyright with Wheelchair Basketball Canada on all materials produced by the Wheelchair Basketball Canada with CAC financial support. The principles of this agreement are as follows:

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

5.1.3 Identification and Credit

All NCCP materials produced require the following:

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

The following statement must appear in the credits:

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

The Collection, Use, and Disclosure of Personal Information

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

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

5.1.4 Strategy

Wheelchair Basketball Canada recognizes the importance of a consistent and well developed communications strategy to keep all stakeholders fully informed of program developments and benefits. It shall establish a distribution network to communicate changes, updates and developments, such network to include P/TSOs, their coaching coordinators, LFs, Evaluators and MCDs. All NCCP developments and events will be included in “Tip Off”, Wheelchair Basketball Canada’s monthly newsletter, on the website - both as news items and within the Members section and at pertinent meetings including the Annual General Meeting. Wheelchair Basketball Canada will also be responsible to host conference calls enabling both coaches and P/TSOs to receive updates as well as engage in a Q&A session.

5.2 Responsibilities and Planning

5.2.1 National Sport Organization (NSO)

Wheelchair Basketball Canada's will identify and designate a roster of personnel to carry out the objectives of the NCCP. These personnel include:

- ☐ Wheelchair Basketball Canada's Staff Liaison
- ☐ MCDs

Wheelchair Basketball Canada's in cooperation with the P/TSO will identify a roster of personnel to carry out the objectives of the NCCP. These personnel include:

- ☐ P/TSO Staff Liaison
- ☐ LFs
- ☐ Evaluators

Wheelchair Basketball Canada will recruit and develop this roster of training personnel by seeking candidates with the demonstrated core competencies of valuing, leading, interacting, problem-solving and critical thinking skills. The liaison to Wheelchair Basketball Canada will be responsible for coordinating the activities of the coach and athlete frameworks and the planning process and report to Wheelchair Basketball Canada's management. This staff member will be responsible for managing the communication plan and reporting on the progress of coach education efforts to stakeholders within Wheelchair Basketball Canada's.

Wheelchair Basketball Canada's will also be forming a Coaching Committee to oversee all the decisions that are being made domestically involving NCCP, CAC and LTAD. A Terms of Reference will be created in order to govern said committee and outline its composition, responsibilities and reporting strategy.

5.2.2 Provincial/Territorial Sport Organizations (P/TSOs)

The P/TSOs will be responsible for the same activities within the provincial associations as Wheelchair Basketball Canada. They will act in a leadership role within the province and will monitor the progress of coaching education programs, reporting to the Wheelchair Basketball Canada liaison any difficulties, recommendations for improvement or challenges related to implementing the new programs. They will manage and coordinate the activities in coordination with Wheelchair Basketball Canada.

5.2.3 The Locker (the NCCP Database)

The input of all information into the Locker regarding events, clinics, co-facilitation, evaluation and PD points will be handled directly by Wheelchair Basketball Canada. P/TSOs will be responsible for informing Wheelchair Basketball Canada of the details of any of the aforementioned events. Wheelchair Basketball Canada will work closely with the P/TSOs so make sure that an accurate record of PD points is kept.

5.2.4 Recruitment, Retention, and Recognition

Recruitment

It has been identified that there is a need to train more LFs and Coach Evaluators in order to continue to run our coaching clinics nationwide and have our trained coaches become certified. In order to achieve this, Wheelchair Basketball Canada will be forming a Coaching Committee who will aid in the creation, implementation and evaluation of this process.

The Coaching Committee will work closely with the P/TSOs in order to gauge their needs and provide viable options to achieve the goals that province has set forth in regards to training and certifying LFs and Coach Evaluators. This will involve creating calendars of when and where courses will be offered, setting provincial goals as to how many LFs and Coach Evaluators each province requires and developing a communication strategy in order to have the information surrounding these courses readily available to potential candidates. Through this process adequate representation of LFs and Coach Evaluators throughout the country will be maintained.

The LF and Coach Evaluator training program will be reviewed by the Coaching Committee every two years in conjunction with our Fundamentals and Competition - Development streams and Competition - Introduction and Competition - Introduction Advanced streams. The Coaching Committee will work closely with the Program Coordinator at Wheelchair Basketball Canada in order to identify potential opportunities to have new LFs and Coach Evaluators trained such as, but not limited to, Academy Camps, U-19 Domestic Camps and Canada Basketball's Super Clinic.

Retention

The Program Coordinator and Coaching Committee will work closely with the P/TSOs to ensure that all of their LFs and Coach Evaluators are staying active and that they are also accumulating the proper amount of PD points to maintain their certification.

Recognition

Wheelchair Basketball Canada has an annual awards banquet at the Canadian Wheelchair Basketball League National Championship. At this banquet, awards for players and coaches are handed out based on nominations from their P/TSO and with the final decision being made by the Domestic Committee. Once the coaching committee has been formed, the Coaching Committee will discuss the possibility of having LFs and Evaluators become part of this nomination process in order to recognize their ongoing efforts for wheelchair basketball within Canada. There will also be a discussion about having LFs and Evaluators featured on our website.

5.3 Fee Structure, Payment, and Honorarium

5.3.1 Workshop Registration Fees

The Workshop Registration Fees shall be set at the discretion of the host committee.

5.3.2 Coach Developer Honorarium

Specific honorariums for each clinic or evaluation are identified in the appropriate sections of this document.

5.4 Maintenance of Certification and Professional Development

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

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

Maintenance of certification is essential to:

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

Certification within the NCCP shall be valid for 5 years. The concept of “life-span of NCCP certification” shall apply to coaches who:

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

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

| | |
|---|---|
| | Minimum Professional Development credits required if the period for renewal of certification is: |
| Context (includes any gradation) | 5 years |
| Fundamentals Coach | 10 points |
| Competition - Introduction Competition - Introduction Advanced | 20 points |
| Competition - Development | 30 points |
| Coach Developer | 20 Points |
| Master Coach Developer | 20 Points |

Professional development opportunities and points allocated are as follows:

Fundamentals Coach PD Points

| | Active Category | Points | Limitations |
|-----------------------|------------------------------|---|--|
| Sport Specific | Active Coaching | 1 point/year for every season coached OR 1 point/year for learning Facilitator or Evaluator activity | To a maximum of points equal to the number of years the certification renewal period (5 Points for 5 years) |
| | NCCP Activity | 5 points/training module or evaluation event | No maximum or minimum |
| | Non-NCCP Activity | 1 point/hour of activity up to 3 hours maximum | No minimum or maximum |
| | Coach self-directed activity | 3 points for the valid certification period | Maximum of 3 points for certification renewal period |
| | Re-evaluation in context | 100% of the points required for PD credit in the context | No other PD is required if coach chooses re-evaluation |
| Multi-Sport | NCCP activity | 5 points/training module or evaluation event | No maximum or minimum |
| | Non-NCCP activity | 1 point/ hour of activity up to 3 points maximum | To a maximum of 50% of the required PD credit for the context in a certification renewal period. |

Competition - Introduction and Competition - Introduction Advanced PD Points

| | Active Category | Points | Limitations |
|-----------------------|---|---|--|
| Sport Specific | Active Coaching | 1 point/year for every season coached | Maximum of 5 points per PD renewal period |
| | | OR | |
| | | 1 point/year for learning Facilitator or Evaluator activity | |
| | NCCP course in wheelchair basketball | 2 points per course for the Competition - Introduction or Competition – Introduction Advanced | Maximum of 4 points per PD renewal period. |
| | Non-NCCP wheelchair basketball activity such as first aid, CPR, other coaching related approved courses | 3 points per approved 8 hour course | Maximum of 6 points per PD renewal period |
| | Coach self-directed activity | 1-3 points depending on scope and nature of self-directed activity | Maximum of 3 points per PD renewal period |
| | Academy Coaching | 3 points per week spent at the Academy | Maximum of 6 points per PD renewal period |
| | Wheelchair Basketball Canada Formal Mentoring Program | 2 points for Peer Mentoring, 3 points for Master Coach Mentoring | Maximum of 3 points per PD renewal period |
| | Re-evaluation in context | N/A | No other PD is required if the coach chooses this option |
| Multi-sport | NCCP activity | 3 points each for Theory A and Theory B, 2 points for Competition - Development modules | Maximum of 6 points per PD renewal period |
| | Non-NCCP activity | 3 points for an approved non-NCCP 2-day coaching course | Maximum of 3 points per PD renewal period |

Competition - Development PD Points

| | Active Category | Points | Limitations |
|-----------------------|---|---|--|
| Sport Specific | Active Coaching | 1 point per year for a season coached | Maximum of 5 points per PD renewal period |
| | NCCP course in wheelchair basketball | 2 points for the Competition - Development course, including the one taken within the renewal period for the purposes of evaluation. 2 points per Competition - Development module. | Maximum of 6 points per PD renewal period |
| | Non-NCCP wheelchair basketball activity such as first aid, CPR, other coaching related approved courses | 3 points per approved 8 hour course | Maximum of 6 points per PD renewal period |
| | Coach Self Directed Activity (submitted and pre-approved) | 1–3 points depending on scope and nature of self-directed activity | Maximum of 3 points per PD renewal period |
| | Academy Coaching | 3 points per week spent at the Academy | Maximum of 6 points per renewal period |
| | Competition Report | 2 points | Required |
| | Practice and Game observation and evaluation | 5 points | Required |
| | Wheelchair Basketball Canada Formal Mentoring Program | 3 points for Master Coach Mentoring | Required component for the first renewal period. Required for the second renewal period also but Peer Mentoring is acceptable. |
| | Advanced Coaching Diploma | 3 points per module | 3 points per module |
| | | | |
| Multi-sport | NCCP activity | 3 points each for Theory A and Theory B, 2 points each for a Competition - Development module | Maximum of 8 points per PD renewal period |

| | | | |
|--|-------------------|---|---|
| | Non-NCCP activity | 3 points for an approved non-NCCP 2-day coaching course | Maximum of 3 points per PD renewal period |
|--|-------------------|---|---|

Learning Facilitator and Coach Evaluator PD Points

| | Active Category | Points | Limitations |
|----------------|---|--|---|
| Sport Specific | Active Coaching | 1 point/year for every season coached | Maximum of 5 points per PD renewal period |
| | | OR | |
| | | 1 point/year for LF or MLF activity | |
| | NCCP course in Wheelchair Basketball | 2 points per Wheelchair Basketball Canada NCCP course | Maximum of 4 points per PD renewal period. |
| | Wheelchair Basketball events and workshops | 1 point per 4 hour event/workshop/course | Maximum of 6 points per PD renewal period. |
| | Coach self-directed activity | 1–3 points depending on scope and nature of self-directed activity | Maximum of 3 points per PD renewal period |
| | Academy Coaching | 3 points per week spent at the Academy | Maximum of 3 points per PD renewal period |
| | Wheelchair Basketball Canada Formal Mentoring Program | 2 points for Peer Mentoring, 3 points for Master Coach Mentoring | Maximum of 3 points per PD renewal period |
| | Re-evaluation in context | N/A | No other PD is required if the LF/MLF chooses this option |
| Multi-sport | NCCP activity | 2 points per NCCP Multi Sport module | Maximum of 6 points per PD renewal period |
| | Non-NCCP activity | 1 point per 4 hour event/workshop/course, or conference session | Maximum of 6 points per PD renewal period |

Master Coach Developer PD Points

| | Active Category | Points | Limitations |
|----------------|---|--|--|
| Sport Specific | Active Coaching | 1 point/year for every season coached | Maximum of 5 points per PD renewal period |
| | | OR | |
| | | 1 point/year for CE or ME activity | |
| | NCCP course in Wheelchair Basketball | 2 points per Wheelchair Basketball Canada NCCP course | Maximum of 4 points per PD renewal period. |
| | Wheelchair Basketball events and workshops | 1 point per 4 hour event/workshop/course | Maximum of 6 points per PD renewal period. |
| | Coach self-directed activity | 1–3 points depending on scope and nature of self-directed activity | Maximum of 3 points per PD renewal period |
| | Academy Coaching | 3 points per week spent at the Academy | Maximum of 3 points per PD renewal period |
| | Wheelchair Basketball Canada Formal Mentoring Program | 2 points for Peer Mentoring, 3 points for Master Coach Mentoring | Maximum of 3 points per PD renewal period |
| Multi-sport | Re-evaluation in context | N/A | No other PD is required if the MCD chooses this option |
| | NCCP activity | 2 points per NCCP Multi Sport module | Maximum of 6 points per PD renewal period |
| | Non-NCCP activity | 1 point per 4 hour event/workshop/course, or conference session | Maximum of 6 points per PD renewal period |

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

5.5 Quality Control

5.5.1 Course Evaluation

Wheelchair Basketball Canada has created an online evaluation for each course that occurs. This evaluation is completed by the coaches, LFs and Coach Evaluators at the conclusion of the course and submitted electronically. The data collected from these surveys is housed online and is used to shape future courses.

5.5.2 Program Monitoring and Evaluation

Wheelchair Basketball Canada will conduct a quality review of its programs and its resource requirements on an annual basis. At that time, the quality review will consider the following items:

- ☐ Results of any program review conducted by the Coaching Association of Canada and/or funding agencies such as Sport Canada;
- ☐ Any recommendations for improvements by stakeholders involved in delivery of programs or affected by the training programs;
- ☐ A review of the program as suggested by evaluation forms submitted by coaches and facilitators at the end of courses;
- ☐ Suggestions for facilitator training improvements as suggested by course evaluations;
- ☐ Funding requirements for additional recruitment and training of personnel;
- ☐ Requirements for the training and development of personnel to meet the linguistic and geographic profiles of P/TSOs.
- ☐ Reports to the number of workshops conducted, number of coaches participating, roster of active *LFs* and *CEs*, number of evaluations completed together with recommendations and suggestions arising from completed evaluation forms during the past year.

Wheelchair Basketball Canada will review and adopt improvements as developed by the National Coaching Certification Program on a continuous basis. The principles of continuous improvement & professional development for coaches shall be applied.

5.5.3 Revision and Update Cycle

Wheelchair Basketball Canada, with the help of the Coaching Committee, will revise our NCCP programs in conjunction with the Canada Games cycle. Every 2 years we will alternate between revisiting Competition - Introduction and Competition - Introduction Advanced and our Community Coaching Stream and Competition - Development.

5.6 Minimum Age Restrictions

The NCCP Policy on Minimum Age states that:

Persons younger than 16, and older than 14, may enrol in and complete NCCP or NCCP qualifying education opportunities; where:

The CAC has approved Wheelchair Basketball Canada's application that specifies that the Wheelchair Basketball Canada:

- ☐ Plans to offer NCCP or NCCP qualifying development opportunities to persons younger than 16 years of age;
- ☐ Agrees to provide these opportunities within the framework of the NCCP;
- ☐ Agrees to submit and maintain the records on the NCCP Database

OR

The provincial/territorial government or designated delivery agency authorizes enrolment in multi-sport modules.

If a partner chooses to sign the *NCCP Declaration for U16 Coach Education*, the implementation date can be no less than 60 days from the date of submission to the CAC. In accordance with this policy, coaches under the age of 16 years old who attend NCCP events will not receive credit unless Wheelchair Basketball Canada has signed the above declaration. If Wheelchair Basketball Canada chooses to submit the *NCCP Declaration for U16 Coach Education* they must wait a minimum of 60 days before training 14 or 15 year old coaches.

For more information, please contact Wheelchair Basketball Canada.

6 TOOLS

6.1 NCCP Code of Ethics



NCCP Code of Ethics



What is a Code of Ethics?

A code of ethics defines what is considered good and right behaviour. It reflects the values held by a group. These values are usually organized into a series of core principles that contain standards of behaviour expected of members while they perform their duties. It can also be used as a benchmark to assess whether certain behaviours are acceptable.

Why a Code of Ethics in Coaching?

Core coaching values have been formalized and expressed as a series of principles in the *NCCP Code of Ethics*. These principles can be thought of as a set of behavioural expectations regarding participation in sport, coaching athletes or teams, and administering sports.

The *NCCP Code of Ethics* can help coaches to evaluate issues arising within sport because it represents a reference for what constitutes both “the good and right thing to do”. For example, the code of ethics helps coaches make balanced decisions about achieving personal or team goals and the means by which these goals are attained.

Values Underpinning the *NCCP Code of Ethics*

The *NCCP Code of Ethics* is a simplified version of the *Code of Ethics of Coaches of Canada* (formerly the Canadian Professional Coaches Association). However, both codes deal with the same fundamental values of safety, responsible coaching, engaging in relations with integrity, respecting athletes, and honouring sport. These values are expressed as 5 core ethical principles.

1. Physical safety and health of athletes
2. Coaching responsibly
3. Integrity in relations with others
4. Respect of athletes
5. Honouring sport

The following chart provides a description of each principle and outlines some implications for coaches.



NCCP Code of Ethics



Ethical Principles and Their Corresponding Behaviours/Expectations

| Principle | Standards of Behaviour Expected of Coaches |
|---|--|
| Physical safety and health of athletes | Ensure that training or competition site is safe at all times |
| | Be prepared to act quickly and appropriately in case of emergency |
| | Avoid placing athletes in situations presenting unnecessary risk or that are beyond their level |
| | Strive to preserve the present and future health and well-being of athletes |
| Coaching responsibly | Make wise use of the authority of the position and make decisions in the interest of athletes |
| | Foster self-esteem among athletes |
| | Avoid deriving personal advantage for a situation or decision |
| | Know one's limitations in terms of knowledge and skills when making decisions, giving instructions or taking action |
| | Honour commitments, word given, and agreed objectives |
| | Maintain confidentiality and privacy of personal information and use it appropriately |
| Integrity in relations with others | Avoid situations that may affect objectivity or impartiality of coaching duties |
| | Abstain from all behaviours considered to be harassment or inappropriate relations with an athlete |
| | Always ensure decisions are taken equitably |
| Respect | Ensure that everyone is treated equally, regardless of athletic potential, race, ancestry, place of origin, colour, ethnic origin, citizenship, language, creed, religion, sex, sexual orientation, age, marital status, family status or disability |
| | Preserve the dignity of each person in interacting with others |
| | Respect the principles, rules, and policies in force |
| Honouring sport | Strictly observe and ensure observance of all regulations |
| | Aim to compete fairly |
| | Maintain dignity in all circumstances and exercise self-control |
| | Respect officials and accept their decisions without questioning their integrity |

6.2 NCCP Coach Developer Code of Conduct

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

Preamble

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

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

Code of Conduct

I shall:

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

Responsibility

If there is disagreement or misalignment on issues, it is the responsibility of the Coach Developer to seek alignment with the objectives, goals, and directives of Wheelchair Basketball Canada.

Please be advised that the Board of Directors of Wheelchair Basketball Canada will take the necessary disciplinary action should any material breach of the Code of Conduct occur.

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

Name (please print)

Signature

Date

6.3 Coach Developer Self-Nomination Letter

Date _____

Location _____

Name _____

NCCP# _____

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

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

- ☐ Learning Facilitator
- ☐ Coach Evaluator
- ☐ Master Coach Developer

With this letter, I have enclosed an application form that demonstrates my experience in and commitments to sport and particularly to Wheelchair Basketball.

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

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

Signed

Dated

Email address

Primary phone number

Encl.: Résumé
Letter(s) of Support

6.4 Coach Developer Application Form

Date _____

Location _____

Name _____

NCCP# _____

Sport _____

Languages _____

Application Checklist:

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

Declaration

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

Signed

Dated

Email address

Primary phone number

6.5 Coach Developer Letter/Preliminary Worksheet

Date _____

Name _____

NCCP# _____

Dear Coach Developer Candidate,

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

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

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

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

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

6.6 Feedback Form

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

Coach Developer: _____ Date: _____

Workshop: _____ Location: _____

*** 1. What did you like about the classroom sessions?**

*** 2. What changes would you recommend in order to make the classroom sessions better?**

*** 3. What did you like about the gymnasium sessions that were led by the learning facilitators?**

*** 4. What recommendations would you make to improve the gymnasium sessions that were led by the facilitators?**

*** 5. What did you like about the practical experiences in the course? (e.g. video analysis, leading drills, coaching in game situations, providing feedback to athletes)**

* 6. Any suggestions about the practical experiences in the course?

* 7. How well do you now understand and will be able to apply the following to your program?

| | Not very well | Partly | Well enough | Really well | Extremely well |
|--|---------------|--------|-------------|-------------|----------------|
| Teaching and Learning Styles | | | | | |
| Comments: | | | | | |
| | Not very well | Partly | Well enough | Really well | Extremely well |
| Analyzing Performance Methods | | | | | |
| Comments: | | | | | |
| | Not very well | Partly | Well enough | Really well | Extremely well |
| Annual Performance Plan (seasonal plan) | | | | | |

| | | | | | |
|--|------------------------------|---------------|------------------------|------------------------|---------------------------|
| Comments: | | | | | |
| | Not very well | Partly | Well enough | Really well | Extremely well |
| Managing a Sport Program Factors | | | | | |
| Comments: | | | | | |
| | Not very well | Partly | Well enough | Really well | Extremely well |
| Practice Planning in the Phases of a Season | | | | | |
| Comments: | | | | | |
| | Not very well | Partly | Well enough | Really well | Extremely well |
| Strategy and Tactics - Cues, Adjustments, Game coaching | | | | | |
| Comments: | | | | | |
| | Not very well | Partly | Well enough | Really well | Extremely well |
| Creating peak performances and Optimal Experiences | | | | | |
| Comments: | | | | | |

6.7 Challenge Applications

6.7.1 Challenge Application for Introduction Competition Coach Candidate

This document outlines the current process and fees for attempting “challenge” evaluation for certification in the NCCP Competition - Introduction context. The process is subject to change as we continue to develop the program.

About “Challenge” Evaluation for Certification:

All coaches, to be certified in NCCP competition-stream contexts (e.g. Competition - Introduction) are required to successfully complete an evaluation process. Usually this follows completion of the learning workshops and submission of the portfolio. If the coach feels they have all the experience, knowledge and skill to successfully complete the portfolio and evaluation without taking the course, they may request a “challenge” evaluation. **Coaches choosing this option should understand they face a higher risk of not being successful in the evaluation.**

Evaluation in Competition - Introduction has three parts:

- ☐ Successful completion of the Make Ethical Decisions (MED) online evaluation at the Coaching Association of Canada (CAC) website: <http://coach.ca/-p156128>
- ☐ Completion of a Prior Learning Dossier that includes
 - Competition - Introduction Coach Workbooks,
 - Documentation of related coursework,
 - Technical analysis (referent model style) of passing, dribbling, shooting and 1/1 defense including Preparation/Execution/Follow through technical information with examples of questions and positive specific feedback,
 - Practice plans that indicate the use of learning progressions and the whole-part-whole method and
 - Samples of Games Approach drills and activities.

*Prior Learning Dossier must be evaluated prior to the Portfolio
- ☐ Completion of a Portfolio of written work based on the content of Competition - Introduction course, which is then reviewed by an Evaluator
- ☐ Completion of a final evaluation

Process for “Challenge” Evaluation

- ☐ The coach applies for challenge evaluation by sending the challenge form (attached) and fee to the Wheelchair Basketball Canada office. The Coaching Committee will review the form and make recommendations to the applicant. At this point, on receiving the recommendations, the applicant may (a) withdraw his/her application and receive a refund of fees or (b) decide to proceed with the prior learning, portfolio and evaluation.
- ☐ If the coach decides to proceed, the Coaching committee will also appoint an Evaluator and provide this contact information to the coach. The coach must submit the prior learning dossier. This will be evaluated prior to the next step. The Wheelchair Basketball Canada office will then send the Coach Portfolio to the coach (paper or electronic copy)

at the coaches' request). The coach has 60 days from the date the Portfolio is sent to complete it and send it to the designated Evaluator.

- ☐ When the Portfolio work is rated "complete" by the Evaluator, and when the coach has achieved a successful MED result, he/she may proceed to final evaluation. This must occur within one year of the coaches' initial application.
- ☐ When the coach successfully completes the final evaluation, he/she is eligible for certification as a Competition - Introduction coach.
- ☐ Upon certification, the coach then is required to abide by professional development requirements as outlined to maintain certification.

How Does Evaluation Work?

- ☐ First complete the Make Ethical Decisions (MED) on-line evaluation is completed at the Coaching Association of Canada (CAC) website: <http://coach.ca/-p156128>. Please note that this portion is mandatory and is conducted exclusively at the CAC website. Coaches should follow the instructions carefully. On completion the coach is given a percent score. The coach has two attempts to attain a successful score, after which he/she must take a MED workshop prior to attempting the evaluation again.
- ☐ Complete a Prior Learning Dossier and a Portfolio of written work based on the content of the Competition - Introduction course. It is then reviewed by an Evaluator. The Evaluator may either rate the Portfolio complete and return it with comments (successful result) or rate it incomplete and return it for revisions. In this case the coach has 30 days to make the changes and have the Evaluator rate the Portfolio "complete".
- ☐ To proceed to the final evaluation, the **MED result must be successful and the Portfolio must be complete.**

How Do I Know What is Being Evaluated?

The Coach Portfolio contains examples of the evaluation forms which will be used by the Evaluator. The forms clearly show the minimum standard for each task. The objective of evaluation is not to "fail" the coach but to provide additional learning and feedback to help you become a better coach. At the same time, you must meet the minimum standards and must complete evaluation within the specified time to become a certified coach.

What is the Fee?

The current fee for "challenge" evaluation is \$250. This covers the work of the Evaluator in assessing the Portfolio and in conducting evaluation, as well as administrative costs.

CHALLENGE APPLICATION

| PERSONAL INFORMATION | | |
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| Name | | |
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| Phone | | |
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| Language(s) ;spoken & preferred | |
| Gender | |
| TRAINING & EDUCATION | |
| Current NCCP Certification | |
| Advanced Coach Education | |
| Post-Secondary Education (Institution, year, degree/diploma) | |
| Coaching Level equivalencies | |
| EXPERIENCE | |
| Current Coaching Responsibilities | |
| Previous Coaching Experiences Include role and years | |

Declaration

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

Signature of applicant

6.7.2 Challenge Application for Introduction Competition - Advanced Coach Candidate

This document outlines the current process and fees for attempting “challenge” evaluation for certification in the NCCP Competition - Introduction Advanced context. The process is subject to change as we continue to develop the program.

About “Challenge” Evaluation for Certification:

All coaches, to be certified in NCCP competition-stream contexts (e.g. Competition - Introduction Advanced) are required to successfully complete an evaluation process. Usually this follows completion of the learning workshops and submission of the portfolio. If the coach feels they have all the experience, knowledge and skill to successfully complete the portfolio and evaluation without taking the course, they may request a “challenge” evaluation. **Coaches choosing this option should understand they face a higher risk of not being successful in the evaluation.**

Evaluation in Competition – Introduction Advanced has five parts:

- ☐ Successful completion of the Competition - Introduction training and evaluation
- ☐ Successful completion of the Make Ethical Decisions (MED) on-line evaluation at the Coaching Association of Canada (CAC) website: <http://coach.ca/-p156128>
- ☐ Completion of a Prior Learning Dossier that includes
 - Competition - Introduction Advanced Coach Workbooks,
 - Documentation of related coursework,
 - Technical analysis (referent model style) of passing, dribbling, shooting and 1/1 defense including Preparation/Execution/Follow through technical information with examples of questions, positive specific feedback and the integration of mental training concepts,
 - Practice plans that indicate the use of learning progressions and the whole-part-whole method as well as the use of mental training concepts within each practice, and practice plans that reflect three phases of the season, and
 - Game plans that reflect the phase of the season, and the integration of mental training concepts, and
 - Samples of Games Approach drills and activities that include the integration of mental training concepts.

*Prior Learning Dossier must be evaluated prior to the Portfolio
- ☐ Completion of a Portfolio of written work based on the content of Competition – Introduction Advanced course, which is then reviewed by an Evaluator.
- ☐ Completion of a final evaluation

Process for “Challenge” Evaluation

- ☐ The coach applies for challenge evaluation by sending the challenge form (attached) and fee to the Wheelchair Basketball Canada office. The Coaching Committee will review the form and make recommendations to the applicant. At this point, on receiving the recommendations, the applicant may (a) withdraw his/her application and receive a refund of fees or (b) decide to proceed with the prior learning, portfolio and evaluation.
- ☐ If the coach decides to proceed, the Coaching committee will also appoint an Evaluator and provide this contact information to the coach. The coach must submit the prior learning dossier. This will be evaluated prior to the next step. The Wheelchair Basketball Canada office will then send the Coach Portfolio to the coach (paper or electronic copy at the coaches' request). The coach has 60 days from the date the Portfolio is sent to complete it and send it to the designated Evaluator.
- ☐ When the Portfolio work is rated “complete” by the Evaluator, and when the coach has achieved a successful MED result, he/she may proceed to final evaluation. This must occur within one year of the coaches' initial application.
- ☐ When the coach successfully completes the final evaluation, he/she is eligible for certification as a Competition - Introduction Advanced coach.
- ☐ Upon certification, the coach then is required to abide by professional development requirements as outlined to maintain certification.

How Does Evaluation Work?

- ☐ First complete the Make Ethical Decisions (MED) on-line evaluation is completed at the Coaching Association of Canada (CAC) website: <http://coach.ca/-p156128>. Please note that this portion is mandatory and is conducted exclusively at the CAC website. Coaches should follow the instructions carefully. On completion the coach is given a percent score. The coach has two attempts to attain a successful score, after which he/she must take a MED workshop prior to attempting the evaluation again.
- ☐ Complete a Prior Learning Dossier and a Portfolio of written work based on the content of the Competition - Introduction course. It is then reviewed by an Evaluator. The Evaluator may either rate the Portfolio complete and return it with comments (successful result) or rate it incomplete and return it for revisions. In this case the coach has 30 days to make the changes and have the Evaluator rate the Portfolio "complete".
- ☐ To proceed to the final evaluation, the **MED result must be successful and the Portfolio must be complete.**

How Do I Know What is Being Evaluated?

The Coach Portfolio contains examples of the evaluation forms which will be used by the Evaluator. The forms clearly show the minimum standard for each task. The objective of evaluation is not to "fail" the coach but to provide additional learning and feedback to help you become a better coach. At the same time, you must meet the minimum standards and must complete evaluation within the specified time to become a certified coach.

What is the Fee?

The current fee for "challenge" evaluation is \$250. This covers the work of the Evaluator in assessing the Portfolio and in conducting evaluation, as well as administrative costs.

CHALLENGE APPLICATION

| PERSONAL INFORMATION | |
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| Name | |
| DOB | |
| Address | |
| Phone | |
| Email | |
| Language(s) ;spoken & preferred | |
| Gender | |

| TRAINING & EDUCATION | |
|----------------------------|--|
| Current NCCP Certification | |
| Advanced Coach Education | |

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| Post-Secondary Education (Institution, year, degree/diploma) | |
| Coaching Level equivalencies | |

| EXPERIENCE | |
|---|--|
| Current Coaching Responsibilities | |
| Previous Coaching Experiences Include role and years | |

Declaration

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

Signature of applicant

6.7.3 Challenge Application for Competition - Development Coach Candidate

This document outlines the current process and fees for attempting “challenge” evaluation for certification in the NCCP Competition - Development context. The process is subject to change as we continue to develop the program.

About “Challenge” Evaluation for Certification:

All coaches, to be certified in NCCP competition-stream contexts (e.g. Competition - Development) are required to successfully complete an evaluation process. Usually this follows completion of the learning workshops and submission of the portfolio. If the coach feels they have all the experience, knowledge and skill to successfully complete the portfolio and evaluation without taking the course, they may request a “challenge” evaluation. **Coaches choosing this option should understand they face a higher risk of not being successful in the evaluation.**

Evaluation in Competition - Development has five parts:

- ☐ Successful completion of the Competition - Introduction Advanced training and evaluation
 - ☐ Successful completion of the Competition - Development - Make Ethical Decisions (MED) on-line evaluation at the Coaching Association of Canada (CAC) website (<http://coach.ca/-p156128>).
 - ☐ Completion of a Prior Learning Dossier that includes:
 - Competition - Development Workbooks, including an Annual Performance Plan,
 - Documentation of related coursework,
 - Technical analysis (referent model style) of advanced levels of passing, dribbling, shooting and 2/2 & 3/3 defense including Preparation/Execution/Follow through technical information with examples of questions, positive specific feedback and the integration of mental training concepts,
 - Practice plans that indicate the use of decision training concepts and advanced coaching/teaching methods as well as the implementation of end game, end clock and end shot clock concepts,
 - Game plans that reflect the phase of the season, that include reference to staff roles, and that integrate mental training concepts, and
 - Practice plans that include drills and activities that are appropriate for the General Preparation, Specific Preparation and Pre-Competition/Competition phases that also reflect the integration of mental training concepts.
- *Prior Learning Dossier must be evaluated prior to the Portfolio
- ☐ Completion of the Portfolio for the Competition – Development context, which is then reviewed by an Evaluator
 - ☐ Completion of a final evaluation

Process for “Challenge” Evaluation

- ☐ 1. The coach applies for challenge evaluation by sending the challenge form (attached) and fee to the Wheelchair Basketball Canada office. The Coaching Committee will review the form and make recommendations to the applicant. At this point, on receiving the recommendations, the applicant may (a) withdraw his/her application and receive a refund of fees or (b) decide to proceed with the prior learning, portfolio and evaluation.
- ☐ 2. If the coach decides to proceed, the Coaching committee will also appoint an Evaluator and provide this contact information to the coach. The coach must submit the prior learning dossier. This will be evaluated prior to the next step. The Wheelchair Basketball Canada office will then send the Coach Portfolio to the coach (paper or electronic copy at the coaches' request). The coach has 60 days from the date the Portfolio is sent to complete it and send it to the designated Evaluator.

- ☐ 3. When the Portfolio work is rated “complete” by the Evaluator, and when the coach has achieved a successful MED result, he/she may proceed to final evaluation. This must occur within one year of the coaches’ initial application.
- ☐ 4. When the coach successfully completes the final evaluation, he/she is eligible for certification as a Competition - Introduction Advanced coach.
- ☐ 5. Upon certification, the coach then is required to abide by professional development requirements as outlined to maintain certification.

How Does Evaluation Work?

- ☐ First complete the Make Ethical Decisions (MED) on-line evaluation is completed at the Coaching Association of Canada (CAC) website: <http://coach.ca/-p156128>. Please note that this portion is mandatory and is conducted exclusively at the CAC website. Coaches should follow the instructions carefully. On completion the coach is given a percent score. The coach has two attempts to attain a successful score, after which he/she must take a MED workshop prior to attempting the evaluation again.
- ☐ Complete a Prior Learning Dossier and a Portfolio of written work based on the content of the Competition - Introduction course. It is then reviewed by an Evaluator. The Evaluator may either rate the Portfolio complete and return it with comments (successful result) or rate it incomplete and return it for revisions. In this case the coach has 30 days to make the changes and have the Evaluator rate the Portfolio “complete”.
- ☐ To proceed to the final evaluation, the **MED result must be successful and the Portfolio must be complete.**

How Do I Know What is Being Evaluated?

The Coach Portfolio contains examples of the evaluation forms which will be used by the Evaluator. The forms clearly show the minimum standard for each task. The objective of evaluation is not to “fail” the coach but to provide additional learning and feedback to help you become a better coach. At the same time, you must meet the minimum standards and must complete evaluation within the specified time to become a certified coach.

What is the Fee?

The current fee for “challenge” evaluation is \$250. This covers the work of the Evaluator in assessing the Portfolio and in conducting evaluation, as well as administrative costs.

CHALLENGE APPLICATION

| PERSONAL INFORMATION | |
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| Name | |
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| Language(s) ;spoken & preferred | |
| Gender | |

| TRAINING & EDUCATION | |
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| Current NCCP Certification | |
| Advanced Coach Education | |
| Post-Secondary Education (Institution, year, degree/diploma) | |
| Coaching Level equivalencies | |

| EXPERIENCE | |
|---|--|
| Current Coaching Responsibilities | |
| Previous Coaching Experiences Include role and years | |

Declaration

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

Signature of applicant

Reference

Higgs, C., Balyi, I., Cardinal, C., Norris, S., and Way, R. (n.d.). No Accidental Champions. Retrieved December 9, 2009.

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