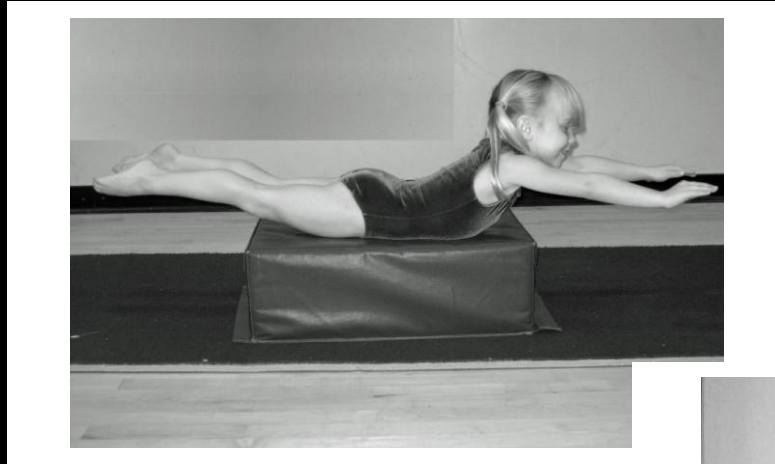


# GYMNASTICS FOUNDATIONS



## EVALUATION



Association  
canadienne  
des entraîneurs



National  
Coaching  
Certification  
Program



GYMnastics  
nastique  
CANADA



# Acknowledgements

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

## Partners in Coach Education

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# Introduction

## What would education be without assessment or evaluation?

For most of us the thought of assessment or evaluation conjures up immediate thoughts of fear and endless hours of studying to prove that we know our stuff. But what exactly is assessment or evaluation, and how can we go about making it less stressful.

## Definition of assessment and evaluation

Assessment is a step in the learning process whereby the coach is informed of his/her performance or progress towards the achievement of a given outcome. It is the formative process, which provides information and feedback on coaching performance at a given time.

Evaluation is the process whereby a judgement is made on the ability of the coach to demonstrate one or more outcomes to an established standard. It may require several assessment methods. Evaluation is objective and provides a benchmark for determining competency.

## What is a competency?

A competency comprises “the application of specific knowledge and skill to a standard of performance required in the coaching context.”

The broad concept of competency covers all aspects of performance and includes:

1. *Applied skills (eg. being able to coach specific elements in specific situations)*
2. *Management skills (e.g. being able to prepare, plan and organize coaching situations)*
3. *Contingency management skills (e.g. being able to fix problems that occur)*
4. *Interpersonal skills (e.g. being able to work with others)*

## Competency based assessment

Competency based assessment differs from traditional forms of assessment which you may be familiar with through previous education or training experiences. The major differences include:

1. *Competency based assessment is criterion based.*

This means that coaches are assessed against standard criteria or benchmarks (i.e. not against each other). The criteria are from a set of national competency standards, learning outcomes and other performance outcomes.

2. *Competency based assessment is evidence based*

This means that decisions about whether a coach is competent are based upon evidence provided by the coach. The evidence may be demonstrated or produced by the coach or gathered by the Evaluator.

3. *Competency based assessment is participatory*

This means that coaches are involved in the assessment process. A competency based approach encourages the use of a wide range of assessment methods. What is important is that you get the chance to show the Evaluator that you are capable of performing the required task.

## Assessment within the Gymnastics Foundations coaching context

The Evaluation Component of the Gymnastics Foundations NCCP is the vehicle used to confirm your competency as a coach. The Gymnastics Foundations Introduction, Theory and Gymnastics Sport-Specific manuals and courses represent the information gathering step of learning how to coach. The Practical Workbook and supervised coaching represent the application step of learning how to coach. The Evaluation is the performing step of coaching.

The purpose of the Evaluation Component is not to determine your coaching 'grade.' Rather, it is to create an awareness of your coaching strengths and weaknesses to help you continue to improve your coaching skills. The Evaluation Component provides you with an opportunity to:

1. Absorb and apply the knowledge acquired in the training courses over a period of time.
2. Receive feedback on your strengths and weaknesses to develop a plan for improvement.
3. Compare your coaching abilities to an established national standard with coaches who have a similar amount of experience.
4. Demonstrate your ability to plan, deliver and evaluate a safe, age and level appropriate gymnastics lesson, which includes detecting and correcting basic gymnastics skills.

### Self-assessment questionnaire

You may be asking yourself, "Am I ready to complete the evaluation?" You may find this to be a difficult question to answer. The following self-assessment questionnaire will give you a pretty good idea if you are ready or not to start the Evaluation process.

- I can prepare a lesson plan for my group of gymnasts and deliver this lesson plan without having to make too many on-the-spot adjustments.*
- I set goals for each lesson and meet them at least 70% of the time.*
- I know the 'developmental targets' and teaching progressions for the FMPs/basic skills in the gym sport in which I would like to be evaluated.*
- I know the key technical points for this gym sport's FMPs/basic skills.*
- I can teach this gym sport's FMPs/basic skills to participants with different learning styles.*
- I use a variety of teaching styles & practice conditions appropriate to the participant's learning stage.*
- I give constructive and positive feedback.*
- My gymnasts' learn something every lesson.*
- I have developed a good rapport with my gymnasts.*
- I communicate (progress) with gymnasts and their parents efficiently.*

If you answered yes to a minimum of 80% of these questions you are ready for the Evaluation. If you did not answer yes to 80% of these questions or feel that you need to improve your coaching, you might want to:

1. Review your Gymnastics Foundations Introduction, Workbook, Theory and Gymnastics Sport-Specific coaching manuals.
2. Create your own coaching development plan outlining the coaching skills you want to develop - refer to your Action Cards in your Gymnastics Foundations Theory manual.
3. Discuss with a more experienced coach (mentor, supervisor, or head coach) what you need to do to improve your coaching skills.



## Gymnastics Foundations training and certification requirements

You are considered to be a *TRAINED* Gymnastics Foundations coach after you have completed the following courses:

1. Gymnastics Foundations Introduction (*2-day multi-gymnastics course*)
2. Gymnastics Foundations Theory (*1-day multi-gymnastics theory course*)
3. Gymnastics Foundations Sport-Specific (gymnastics sport specific 1-day course)

These courses and the *Gymnastics Foundations Coach's Workbook* are designed to prepare you to start coaching under the indirect supervision of a certified coach. This means that as a trained coach, you may be assigned your own group. However you still require some supervision and cannot be left alone in the gym with a group of gymnasts until you have demonstrated your competency in 'Lesson Planning' and completed the 'Make Ethical Decision' online evaluation.

*The goal of the Gymnastics Foundations Evaluation is to verify that you can develop, implement and evaluate a safe, age and level-appropriate gymnastics lesson.*

When you feel you are ready to be evaluated, you may apply to start the Evaluation Component. You will be expected to know and apply the philosophy, teaching methods, and progressions presented in the Gymnastics Foundations courses.

*To become a CERTIFIED, Gymnastics Foundations coach you must:*

*Part 1: Successfully complete the Coaching Portfolio evaluation*

*Part 2: Successfully complete the Videotaped Lesson evaluation*

Completion of the Evaluation Component is the difference between being a *TRAINED* coach and a *CERTIFIED* coach within the Gymnastics Foundations NCCP.

This document describes the certification requirements for the Gymnastics Foundations Coach NCCP. It contains all the information, forms and templates you need to complete the Gymnastics Foundations Evaluation Component.

The coach evaluation process for certification is administered by Gymnastics Canada. The cost of the evaluation is \$100 (for 1<sup>st</sup> Gymnastics Sport) and is payable to Gymnastics Canada when you submit your application form and Coaching Portfolio (Step 1). Once your Coaching Portfolio has been received by Gymnastics Canada, you should be able to complete the rest of the evaluation within 3 months if you do not have to redo any of the work.

If you wish to be evaluated for Certification in a 2<sup>nd</sup>, 3<sup>rd</sup> or 4<sup>th</sup> Gymnastics Sport, the cost of the 2<sup>nd</sup>, 3<sup>rd</sup> or 4<sup>th</sup> evaluation is \$75 payable to Gymnastics Canada.

# Evaluation Process

When you have completed all 3 Gymnastics Foundations coach training courses, you are eligible to apply for the Gymnastics Foundations Evaluation. A qualified Evaluator will be assigned to you by Gymnastics Canada. Your Evaluator will contact you after you have submitted your Coaching Portfolio (Part 1) to guide you through the Videotaped Lesson evaluation (Part 2).

## Evaluation Process Checklist: (1<sup>st</sup> Gymnastics Sport)

### PART 1 - Coaching Portfolio

- Step 1:
- You are working in a Gymnastics Foundations environment and are responsible for planning and delivering your own class lesson plans.
  - You have completed your Coaching Portfolio.
- Step 2: (Success completion)
- You have submitted your Evaluation Request form, your Coaching Portfolio and your \$100 evaluation fee cheque to Gymnastics Canada.
  - Your Coaching Portfolio has been evaluated and feedback has been provided to you. You are now ready to film your lesson.
- Step 3: (Coaching Portfolio needs improvement)
- Your Coaching Portfolio has been evaluated and feedback has been provided to you.
  - You have adjusted and resubmitted your Coaching Portfolio to your Evaluator.
  - Your Coaching Portfolio has been evaluated and feedback has been provided to you. You are now ready to film your lesson.

### PART 2 - Videotaped Lesson

- Step 1: (Successful evaluation)
- You have filmed your lesson and sent your DVD and lesson plan to your assigned Evaluator.
  - Your Videotaped Lesson has been evaluated and feedback has been provided to you. You have successfully completed the Evaluation Component and have been granted CERTIFIED status in a gym sport (Active Start, Artistic, Rhythmic, or Trampoline).
  - You have received a copy of your Coaching Portfolio Evaluation and your Videotaped Lesson Evaluation Feedback forms with your Evaluator's comments and recommendations. Copies of your Evaluation forms have been sent to your supervisor/club.
- Step 2: (Lesson planning competency needs improvement)
- Your 1<sup>st</sup> Videotaped Lesson has been evaluated and feedback has been provided to you by your assigned Evaluator. You have some areas that need improvement. You have discussed this with your assigned Evaluator and know what needs to be corrected.
  - You have filmed a 2<sup>nd</sup> lesson and sent your DVD & lesson plan to your assigned Evaluator.
  - Your 2<sup>nd</sup> Videotaped Lesson has been evaluated and feedback has been provide to you. You have successfully completed the Evaluation Component and have been granted CERTIFIED status in a specific gymnastics sport (Active Start, Artistic, Rhythmic, or Trampoline).

## Evaluation Process Checklist: (2<sup>nd</sup>, 3<sup>rd</sup>, etc. Gymnastics sport)

### PART 1 - Coaching Portfolio

- Step 1:
- You are working in a 2<sup>nd</sup>, 3<sup>rd</sup> etc. Gymnastics Foundations environment and are responsible for planning and delivering your own class lesson plans.
  - You have completed your Coaching Portfolio for that context (2<sup>nd</sup>, 3<sup>rd</sup> etc. Gymnastics sport).

Step 2: (Success completion)

- You have submitted your Evaluation Request form, your Coaching Portfolio and your \$75 evaluation fee cheque to Gymnastics Canada.
- Your Coaching Portfolio has been evaluated and feedback has been provided to you. You are now ready to film your lesson.

Step 3: (Coaching Portfolio needs improvement)

- Your Coaching Portfolio has been evaluated and feedback has been provided to you.
- You have adjusted and resubmitted your Coaching Portfolio to your Evaluator.
- Your Coaching Portfolio has been evaluated and feedback has been provided to you. You are now ready to film your lesson.

### PART 2 - Videotaped Lesson

Step 1: (Successful evaluation)

- You have filmed your lesson and sent your DVD and lesson plan to your assigned Evaluator.
- Your Videotaped Lesson has been evaluated and feedback has been provided to you. You have successfully completed the Evaluation Component and have been granted CERTIFIED status in a 2<sup>nd</sup>, 3<sup>rd</sup> or 4<sup>th</sup> gym sport (Active Start, Artistic, Rhythmic, or Trampoline).
- You have received a copy of your Coaching Portfolio Evaluation and your Videotaped Lesson Evaluation Feedback forms with your Evaluator's comments and recommendations. Copies of your Evaluation forms have been sent to your supervisor/club.

Step 2: (Lesson planning competency needs improvement)

- Your 1<sup>st</sup> Videotaped Lesson has been evaluated and feedback has been provided to you by your assigned Evaluator. You have some areas that need improvement. You have discussed this with your assigned Evaluator and know what needs to be corrected.
- You have filmed a 2<sup>nd</sup> lesson and sent your DVD & lesson plan to your assigned Evaluator.
- Your 2<sup>nd</sup> Videotaped Lesson has been evaluated and feedback has been provided to you. You have successfully completed the Evaluation Component and have been granted CERTIFIED status in a 2<sup>nd</sup>, 3<sup>rd</sup> or 4<sup>th</sup> gym sport (Active Start, Artistic, Rhythmic, or Trampoline).

*Your Evaluator acts as one of your mentors.  
If your Coaching Portfolio or Videotaped Lesson  
have areas that need improvement,  
your Evaluator will work with you  
to help you develop your skills in these areas.*

# Building your Coaching Portfolio

To be certified as a Gymnastics Foundations coach you will be evaluated on your ability to:

- ✓ Make Ethical Decisions (evaluated online at [www.coach.ca](http://www.coach.ca))
  - ✓ Plan a lesson
  - ✓ Deliver a lesson
  - ✓ Evaluate a lesson
- } (evaluated through Coaching Portfolio & Videotaped lesson)

There are two parts to the evaluation. First, you must prepare and submit your *Coaching Portfolio* for evaluation. Second, after your COACHING PORTFOLIO EVALUATION, you will be evaluated while delivering a lesson to a group of gymnasts (*VIDEOTAPED LESSON EVALUATION*). Both evaluations (Coaching Portfolio and Videotaped Lesson) are done by the same Gymnastics Canada assigned Evaluator.

## Part 1: Coaching Portfolio Evaluation (1<sup>st</sup> Gym Sport - all except Active Start)

Your submitted Coaching Portfolio must include ALL the following documents:

- Make Ethical Decision online evaluation certificate of completion**
- Completed Gymnastics Foundations workbook**
- Completed Program Description form (see Forms and Templates)**
- A 10 Week Session Plan for your Program (see Forms and Templates)**
  - You may transfer your club's program onto the template or design your own template.
- Emergency Action Plan (see the Gymnastics Foundations Theory manual)**
  - You may submit your club's EAP or the EAP you designed during your Gymnastics Foundations Theory course.
  - Your EAP must include: the phone location, emergency phone numbers, address of the training facility, address of the nearest hospital and/or medical clinic, specific directions to the training facility, location of medical files, location of first aid kit, identification of call and charge persons as well as their emergency/first aid qualifications.
- A copy of a **progress report** provided to the participant at the end of the session
  - It must be filled in - you may delete the participant's name if you wish.
- 1 lesson plan** that you have already taught (see Forms and Templates)
  - Please include your evaluation of the lesson directly on your lesson plan using a different colour of ink or on a separate sheet of paper if using the same colour of ink.
  - If you do not use the template provided, please make sure you include in your lesson plan all the information required on the template.
- Completed Coaching Profile form (see Forms and Templates)**
  - Complete the form when you are ready to apply for evaluation
  - You completed this form at the end of your 10-week Practical Workbook (p. 48). Transfer the information onto the form included in this document.
  - Use this information to complete your LTCD Action Card.
- Completed LTCD Action Card (see Forms and Templates)**

## Part 1: Coaching Portfolio Evaluation (1<sup>st</sup> Gym Sport - Active Start)

Your submitted Coaching Portfolio must include ALL the following documents:

- \* **Make Ethical Decision online evaluation certificate of completion**
- \* **Completed Gymnastics Foundations workbook**
- Completed ACTIVE START Coach's Manual pages**
  - You must complete the answers and include a photocopy of the following pages in your Active Start Coaching Portfolio.
  - The Approach - pages 4, 5, 6, 9, 10, 12, and 15
  - The Child - pages 1, 2, 7, 14, 15, 16, 17, and 18
  - The Fundamentals - pages 1, 5, 6, and 7
  - The Safe Lesson - pages 1, 2, 3, 6, 7, and 10
- Completed Program Description form (see Forms and Templates)**
- A 10 Week Session Plan for your Program (see AS Coach's Manual)**
  - Similar to the example in your Active Start coach's manual (*The Safe Lesson*, p. 14).
- Emergency Action Plan (see the Gymnastics Foundations Theory manual)**
  - You may submit your club's EAP or the EAP you designed during your Gymnastics Foundations Theory course.
  - Your EAP must include: the phone location, emergency phone numbers, address of the training facility, address of the nearest hospital and/or medical clinic, specific directions to the training facility, location of medical files, location of first aid kit, identification of call and charge persons as well as their emergency/first aid qualifications.
- A sample of a **reward/recognition/feedback** document provided to the participant at the end of the session
  - It must be filled in - you may delete the participant's name if you wish.
- 1 lesson plan** that you have already taught (see Forms and Templates)
  - Please include your evaluation of the lesson directly on your lesson plan using a different colour of ink or on a separate sheet of paper if using the same colour of ink.
  - If you do not use the template provided, please make sure you include in your lesson plan all the information required on the template.
- \* **Completed Coaching Profile form (see Forms and Templates)**
  - Complete the form when you are ready to apply for evaluation
  - You completed this form at the end of your 10-week Practical Workbook (p. 48). Transfer the information onto the form included in this document.
  - Use this information to complete your LTCD Action Card.
- Completed LTCD Action Card (see Forms and Templates)**

For coaches already Certified in at least 1 Gym Sport who wish to become Certified as Active Start coaches.

## Part 1: Coaching Portfolio Evaluation (Active Start as 2<sup>nd</sup>, 3<sup>rd</sup>, etc. Gym Sport)

Your submitted Coaching Portfolio must include ALL the documents listed above - items marked with an \* do not have to be redone, however, they must be submitted with the other documents. Items not marked by an \* must be redone to reflect the reality of working with Active Start participants.

**Please use the above checklist (1<sup>st</sup> Gym Sport - Active Start).**

For coaches already Certified in at least 1 Gym Sport who wish to become Certified in a 2<sup>nd</sup>, 3<sup>rd</sup>, etc. Gymnastics Sport other than Active Start.

### Part 1: Coaching Portfolio Evaluation (2<sup>nd</sup>, 3<sup>rd</sup>, etc. Gym Sport)

Your submitted Coaching Portfolio must include ALL the following documents - items marked with an \* do not have to be redone, however, they must be submitted with the other documents. Items not marked by an \* must be redone to reflect the reality of the 2<sup>nd</sup>, 3<sup>rd</sup>, etc. Gymnastics Sport you would like to be Certified in:

- \* **Make Ethical Decision online evaluation certificate of completion**
- \* **Completed Gymnastics Foundations workbook**
- Completed Program Description form (see Forms and Templates)**
- A 10 Week Session Plan for your Program (see Forms and Templates)**
  - *You may transfer your club's program onto the template or design your own template.*
- Emergency Action Plan (see the Gymnastics Foundations Theory manual)**
  - *You may submit your club's EAP or the EAP you designed during your Gymnastics Foundations Theory course.*
  - *Your EAP must include: the phone location, emergency phone numbers, address of the training facility, address of the nearest hospital and/or medical clinic, specific directions to the training facility, location of medical files, location of first aid kit, identification of call and charge persons as well as their emergency/first aid qualifications.*
- A copy of a **progress report** provided to the participant at the end of the session
  - *It must be filled in - you may delete the participant's name if you wish.*
- 1 lesson plan** that you have already taught (see Forms and Templates)
  - *Please include your evaluation of the lesson directly on your lesson plan using a different colour of ink or on a separate sheet of paper if using the same colour of ink.*
  - *If you do not use the template provided, please make sure you include in your lesson plan all the information required on the template.*
- \* **Completed Coaching Profile form (see Forms and Templates)**
- Completed LTCD Action Card (see Forms and Templates)**

#### Lesson plans...

All coaches should use lesson plans on a regular basis for the following reasons:

- Lesson plans help improve coaching skills more rapidly. They allow coaches to keep track of teaching methods and progressions that worked as well as those that didn't.
- Lesson plans allow the training of gymnasts to progress in an organized fashion.
- Lesson plans result in a better prepared coach and a more effective lesson delivery.

The following information must be considered for each lesson you plan:

- Your goals and your participants' motivation
- Your participants' learning styles
- Your participants' learning stage(s)
- The teaching style and methodology you will use
- The practice conditions and equipment you will use
- Your evaluation (what worked, what didn't, what would you do differently next time) and how this will the next lesson you plan for this group

# FILMING YOUR LESSON

Once you have successfully completed your Coaching Portfolio evaluation, you will need to submit a DVD of you delivering a gymnastics lesson. You will need to write a 2<sup>nd</sup> lesson plan and film yourself using a tripod, or have someone film you (recommended), delivering this lesson to your gymnasts.

## Part 2: Videotaped Lesson Evaluation

Your DVD must include the following:

### **Filmed introduction (1 to 2 minutes maximum)**

- *At the beginning of the video, you must introduce yourself (state your name, the club where you are working, the time you have spent working with these gymnasts, the gymnasts' age and their level).*
- *Do this ahead of time so it does not interfere with your pre-lesson preparation.*

### **Filmed lesson (length of the lesson)**

- *Start filming 5 minutes before the arrival of the gymnasts so the Evaluator can see you preparing for the class.*
- *Stop filming 5 minutes after the class is over so the Evaluator can see you 'cleaning' up after the class if you do not have to give another class immediately.*
- *You must film the gymnasts' arrival in the gym, the entire lesson, and the gymnasts' departure from the gym..*
- *Your DVD needs to include all 5 parts of the lesson (Introduction, Warm-up, Main part, Cool-down and Conclusion).*

### **Filmed self-evaluation (1 to 3 minutes maximum)**

- *At the end of the video, you must briefly explain what worked, what didn't and what you would do differently next time.*
- *If you deviated from your lesson plan you must explain how and why.*
- *Do this at a later time if you have back-to-back classes or if you need to collect your thoughts or jot some notes so your self-evaluation is clear and concise.*

The following documents must be submitted to your Evaluator with your DVD:

### **Lesson plan, which includes your written evaluation**

- Overall Program Plan with week corresponding to your Lesson highlighted** so your Evaluator knows where this lesson fits into your overall Long Term Athlete Development plan.

Your DVD will be returned to you unmarked if:

- If your voice is not clearly heard or understood.
- If the Lesson portion has been edited without explanation (see Filming Procedures)
- If it does not capture most of the interactions between you and the participants
- If it is incomplete (missing the introduction and the self-evaluation).
- It cannot be played.

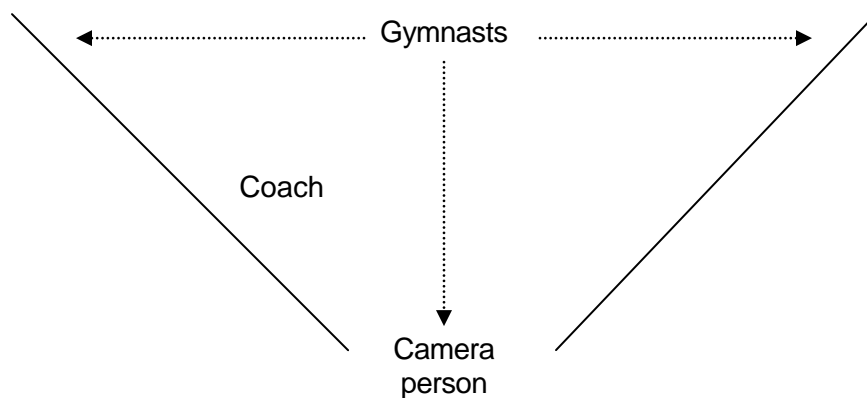
If your DVD is returned to you unmarked:

- You will need to re-film it and resubmit it at your expense. If your DVD was returned because it could not be played, you will not be required to pay an additional fee.
- If your DVD was returned for any other reasons, you will also be required to pay an additional marking fee of \$50.

## Part 2: Filming Procedures

To assist you in producing a quality DVD to standard, we suggest that you consider the following when you film:

- The film of the Lesson itself must be unedited** - if you have a planned break (snack or drink) you must indicate the start of the break on the film (before turning the camera off) and you must indicate the end of the break on the film (after turning the camera on). This can be done by the coach or the camera person.
- Your voice must be clear and audible at all times.** This means that the camera cannot be too far from you. You should ask a parent or another coach to film if your gym is big or if you move around a lot. You can also use a portable microphone.
- Background noise, including music, should be minimal.** You may need to prep the other coaches in the gym so they can help keep the noise level down as much as possible.
- The camera must be held steady.** This is best done using a tripod, which can be moved, or by placing the camera on a steady surface.
- The camera must focus on the coach and participants throughout.** You will need to make sure that the camera angle is wide enough to capture you and the participants as they complete the different activities you have planned. The camera person should stand behind and to the side about 8 to 10 feet away from you. The camera angle must permit to capture the demonstrations, discussions and performances of the gymnasts. If you move, the camera person also needs to move.





# Forms and Templates

### Program Description form

1. What are the logistics of your program (available space, equipment and time - refer to p. 4 in your GF Theory manual)?

2. Who are your participants (age/stage, gender, number, special needs)?

3. What are you trying to accomplish (what you hope to achieve)?

### GF Lesson Plan Template

Group: \_\_\_\_\_ Location: \_\_\_\_\_  
 Coach: \_\_\_\_\_ Date: \_\_\_\_\_  
 Helpers: \_\_\_\_\_ Time: \_\_\_\_\_

**GOALS / FOCUS**  
 FUN: \_\_\_\_\_  
 FITNESS: Focus on (circle): E S P F A B C S  
 FUNDAMENTALS: Review: \_\_\_\_\_ New: \_\_\_\_\_

PRE-CLASS PREP (Equipment, music, set-up, inspection, etc.)

Introduction \_\_\_\_\_ Time: \_\_\_\_\_

Warm-up (Cardio, ROM, Skill Review) \_\_\_\_\_ Time: \_\_\_\_\_

Main Part (backside of this page)

Cool-down \_\_\_\_\_ Time: \_\_\_\_\_

Conclusion \_\_\_\_\_

### Session Plan template # 1

Club: \_\_\_\_\_ Coach: \_\_\_\_\_  
 Session (# of weeks): \_\_\_\_\_ Start & end dates: \_\_\_\_\_  
 Class (day & time): \_\_\_\_\_ Staff meeting dates: \_\_\_\_\_  
 Other information: \_\_\_\_\_

Program Component	Week										Comments...	
	1	2	3	4	5	6	7	8	9	10		
<b>Physical Abilities</b>												
• Endurance												
• Strength												
• Power												
• Flexibility												
<b>Motor Abilities</b>												
• Agility												
• Balance												
• Coordination												
• Spatial Orientation												
<b>FMPs (Special focus)</b>												
• Landing												
• Stationary Positions												
• Locomotion												
• Rotation												
• Spring												
• Swing												
• Object manipulation												
<b>Cognitive and Psycho-Social Skills</b>												
• _____												
• _____												
• _____												
<b>Special Days (list)</b>												

### LTCD Action Card

1. Is there any difference between your first coaching profile and the final coaching profile? What is the difference? To what do you attribute this difference?

2. In which 3 areas do you feel particularly strong?

3. In which 3 areas do you feel you still need to improve? How do you plan to improve in these areas?



# 1<sup>st</sup> Evaluation Application Form

Use this form when applying for your **FIRST GYMNASTICS FOUNDATIONS EVALUATION**  
Send a copy of this form and all documents to **Gymnastics Canada Gymnastique**  
1900 City Park Drive, suite 120, Ottawa, ON, K1J 1A3

Surname: \_\_\_\_\_ First name: \_\_\_\_\_  
Address: \_\_\_\_\_  
*Street including apartment number City P/T Postal Code*  
Phone: \_\_\_\_\_ Email: \_\_\_\_\_  
CC number: \_\_\_\_\_  
Club: \_\_\_\_\_ Location: \_\_\_\_\_  
*City P/T*  
Phone: \_\_\_\_\_ Email: \_\_\_\_\_  
Supervisor: \_\_\_\_\_  
*Full name Title*

## Gymnastics Foundations Courses completed:

Introduction course: Date & location: \_\_\_\_\_  
Theory course: Date & location: \_\_\_\_\_  
1<sup>st</sup> Gym-sport course: Date & location: \_\_\_\_\_ Sport: \_\_\_\_\_  
*Gym sports include: Acrobatic, Active Start, Aerobic, Artistic, Rhythmic, Trampoline*  
2<sup>nd</sup> Gym-sport course: Date & location: \_\_\_\_\_ Sport: \_\_\_\_\_  
3<sup>rd</sup> Gym-sport course: Date & location: \_\_\_\_\_ Sport: \_\_\_\_\_  
4<sup>th</sup> Gym-sport course: Date & location: \_\_\_\_\_ Sport: \_\_\_\_\_  
5<sup>th</sup> Gym-sport course: Date & location: \_\_\_\_\_ Sport: \_\_\_\_\_  
6<sup>th</sup> Gym-sport course: Date & location: \_\_\_\_\_ Sport: \_\_\_\_\_

## Coach's Supervisor's Endorsement

I, \_\_\_\_\_, have verified and confirm that this applicant has completed the  
Gymnastics Foundations Coaching Portfolio and is ready for the Gymnastics Foundations evaluation.

I, \_\_\_\_\_, also confirm that this applicant has developed the Lesson Plan  
that is being submitted as part of this Coaching Portfolio.

Supervisor's signature: \_\_\_\_\_ Email: \_\_\_\_\_

With this application, I signify my intention to complete the Gymnastics Foundations Coach Evaluation.

Coach's signature: \_\_\_\_\_ Date: \_\_\_\_\_

- My Coaching Portfolio is enclosed
- My Coaching Portfolio contains all the required documents
- My \$100 cheque, payable to Gymnastics Canada, is enclosed

# 2<sup>nd</sup> + Evaluation Application Form

Use this form when applying for your 2<sup>nd</sup>, 3<sup>rd</sup>, etc. **GYMNASTICS FOUNDATIONS EVALUATION**  
Send a copy of this form and all documents to **Gymnastics Canada Gymnastique**  
1900 City Park Drive, suite 120, Ottawa, ON, K1J 1A3

Surname: \_\_\_\_\_ First name: \_\_\_\_\_  
Address: \_\_\_\_\_  
*Street including apartment number* *City* *P/T* *Postal Code*  
Phone: \_\_\_\_\_ Email: \_\_\_\_\_  
CC number: \_\_\_\_\_  
Club: \_\_\_\_\_ Location: \_\_\_\_\_  
*City* *P/T*  
Phone: \_\_\_\_\_ Email: \_\_\_\_\_  
Supervisor: \_\_\_\_\_  
*Full name* *Title*

## Gymnastics Foundations Courses and Evaluation completed:

1<sup>st</sup> Gym-sport course: Date & location: \_\_\_\_\_ Sport: \_\_\_\_\_  
*Gym sports include: Acrobatic, Active Start, Aerobic, Artistic, Rhythmic, Trampoline*  
2<sup>nd</sup> Gym-sport course: Date & location: \_\_\_\_\_ Sport: \_\_\_\_\_  
3<sup>rd</sup> Gym-sport course: Date & location: \_\_\_\_\_ Sport: \_\_\_\_\_  
4<sup>th</sup> Gym-sport course: Date & location: \_\_\_\_\_ Sport: \_\_\_\_\_  
1<sup>st</sup> Gym-sport eval'n: Year & Evaluator: \_\_\_\_\_ Sport: \_\_\_\_\_  
2<sup>nd</sup> Gym-sport eval'n: Year & Evaluator: \_\_\_\_\_ Sport: \_\_\_\_\_  
3<sup>rd</sup> Gym-sport eval'n: Year & Evaluator: \_\_\_\_\_ Sport: \_\_\_\_\_

## Coach's Supervisor's Endorsement

I, \_\_\_\_\_, have verified and confirm that this applicant has completed the Gymnastics Foundations Coaching Portfolio and is ready for the Gymnastics Foundations evaluation.

I, \_\_\_\_\_, also confirm that this applicant has developed the Lesson Plan that is being submitted as part of this Coaching Portfolio.

Signature: \_\_\_\_\_ Email: \_\_\_\_\_

With this application, I signify my intention to complete the Gymnastics Foundations Coach Evaluation.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

- My Coaching Portfolio is enclosed
- My Coaching Portfolio contains all the required documents
- My \$75 cheque, payable to Gymnastics Canada, is enclosed

# Program Description form

1. What are the logistics of your program (available space, equipment and time - refer to p. 4 in your GF Theory manual)?

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2. Who are your participants (age/stage, gender, number, special needs)?

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3. What are you trying to accomplish (what you hope the participants will achieve)?

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# GF Lesson Plan Template

Group: \_\_\_\_\_ Location: \_\_\_\_\_

Coach: \_\_\_\_\_ Date: \_\_\_\_\_

Helpers: \_\_\_\_\_ Time: \_\_\_\_\_

<b>GOALS / FOCUS</b> <i>FUN:</i> <i>FITNESS: Focus on (circle): E S P F A B C S</i> <i>FUNDAMENTALS: Review:</i> <i>New:</i>	
<b>PRE-CLASS PREP</b> (Equipment, music, set-up, inspection, etc.)	
<b>Introduction</b>	<b>Time</b> .....
<b>Warm-up</b> (Cardio, ROM, Skill Review)	<b>Time</b> .....
<b>Main Part (backside of this page)</b>	<b>Time</b> .....
<b>Cool-down</b>	<b>Time</b> .....
<b>Conclusion</b>	<b>Time</b> .....

**Main Part** (Stations, Circuits, Activities, with/without Task Cards, etc.)

**Time**.....

**KEY COACHING  
POINTS**

**EASIER/HARDER  
variations**

**SAFETY  
CONSIDERATIONS**

**EVALUATION**

# Active Start Lesson Plan Template

GROUP: \_\_\_\_\_ Lesson Number: \_\_\_\_\_  
 Age: \_\_\_\_\_ # in group: (M) \_\_\_\_\_ (F) \_\_\_\_\_  
 Coach: \_\_\_\_\_ Date: \_\_\_\_\_  
 Parents: \_\_\_\_\_ Time: \_\_\_\_\_

<b>THEME</b>	
<b>GOALS / FOCUS / TARGETS</b>	
<i>FUN:</i> _____ <i>FITNESS:</i> Cognitive _____ <i>Psycho/Social</i> _____ Physical (ESPF) _____ <i>Motor (ABCS)</i> _____ <i>FUNDAMENTALS:</i> (DT) _____ <input type="checkbox"/> Locomotion <input type="checkbox"/> Stationary Positions <input type="checkbox"/> Spring <input type="checkbox"/> Swing <input type="checkbox"/> Landing <input type="checkbox"/> Rotation <input type="checkbox"/> Object Manipulation	
<b>PRE-CLASS PREP</b>	<b>RESOURCES</b>
<b>Introduction</b> <span style="float: right;">Time.....</span>	
<b>Warm-up (Starting Activity)</b> <span style="float: right;">Time.....</span>	
<b>Main Part (backside of this page)</b> <span style="float: right;">Time.....</span>	
<b>Cool-down (Closing Activity)</b> <span style="float: right;">Time.....</span>	
<b>Conclusion</b> <span style="float: right;">Time.....</span>	



<b>Main Part</b> (Stations, Circuits, Activities, with/without Task Cards, Rotations, Group, En masse, etc.)	<b>Time</b> .....
	<b>KEY COACHING POINTS</b>
	<b>EASIER/HARDER variations</b>
	<b>SAFETY CONSIDERATIONS</b>
<b>COMMENTS/EVALUATION</b>	

# Session Plan template # 1

Club: \_\_\_\_\_ Coach: \_\_\_\_\_

Session (# of weeks): \_\_\_\_\_ Start & end dates: \_\_\_\_\_

Class (day & time): \_\_\_\_\_ Staff meeting dates: \_\_\_\_\_

Other information: \_\_\_\_\_

Program Component	Week										Comments...
	1	2	3	4	5	6	7	8	9	10	
<b>Physical Abilities</b>											
♦ Endurance											
♦ Strength											
♦ Power											
♦ Flexibility											
<b>Motor Abilities</b>											
♦ Agility											
♦ Balance											
♦ Coordination											
♦ Spatial Orientation											
<b>FMPs (Special focus)</b>											
♦ Landing											<i>On feet; on hands; with rotation</i>
♦ Stationary Positions											<i>In support, in hang, balances</i>
♦ Locomotion											<i>On feet, in support, in hang</i>
♦ Rotation											<i>Fwd, bwd, swd, longitudinal</i>
♦ Spring											<i>From feet, from hands, both</i>
♦ Swing											<i>Long, glide, beat, sole, UB, PB</i>
♦ Object manipulation											<i>Projection, reception, manipulation</i>
<b>Cognitive and Psycho-Social Skills</b>											
♦											
♦											
♦											
♦											
♦											
<b>Special Days (list)</b>											
♦											
♦											
♦											

# Session Plan template # 2

Club: \_\_\_\_\_ Coach: \_\_\_\_\_

Session (# of weeks): \_\_\_\_\_ Start & end dates: \_\_\_\_\_

Class (day & time): \_\_\_\_\_ Staff meeting dates: \_\_\_\_\_

Other information: \_\_\_\_\_

Program Component	Week										Comments...
	1	2	3	4	5	6	7	8	9	10	
<b>Physical Abilities</b>											
♦ Endurance											
♦ Strength											
♦ Power											
♦ Flexibility											
<b>Motor Abilities</b>											
♦ Agility											
♦ Balance											
♦ Coordination											
♦ Spatial Orientation											
<b>FMPs or Basic Skills(Special focus)</b>											
♦											
♦											
♦											
♦											
♦											
♦											
♦											
♦											
♦											
♦											
♦											
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♦											
♦											
<b>Special Days (list)</b>											
♦											
♦											
♦											

# My Coaching Profile form

PRE and POST SELF-ASSESSMENT instructions:

- Complete this form when you are ready to apply for the Gymnastics Foundations evaluation.
- Transfer the information from your Gymnastics Foundations Practical workbook (p. 48) onto this form **using a different colour of ink.**
- Compare your responses and use it to complete your Long Term Coaching Development (LTCD) Action Card on the next page.

## Coaching Profile Form

On the form below, rate your level of confidence on a scale from 1 (low) to 5 (high).

How confident do you feel in your ability to:



Planning:	1	2	3	4	5
Plan warm-up and cool-down activities					
Plan gymnastics games					
Plan activities to develop physical abilities					
Plan activities to develop motor abilities					
Plan activities to develop the FMPs					
Plan circuit-type activities to maximize the time and space available					
Plan activities that are fun, challenging and safe, and ensure continuous activity					
Develop a lesson plan					
Teaching:	1	2	3	4	5
Teach warm-up and cool-down activities					
Teach gymnastics games					
Teach activities that develop physical and motor abilities					
Teach activities that develop the FMPs/basic skills					
Teach circuits that are safe and that maximize the time and space available					
Teach activities that are fun, challenging, safe and ensure continuous activity					
Assess gymnasts' progress using CANGYM, CANJUMP, PRISM or similar programs					

# LTCD Action Card

1. Is there any difference between your first coaching profile and the final coaching profile? What is the difference? To what do you attribute this difference?

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2. In which 3 areas do you feel particularly strong?

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3. In which 3 areas do you feel you still need to improve? How do you plan to improve in these areas?

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4. Did you encounter any difficulties during your coaching? How did you deal with it? What did you learn from it?

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5. What was your most positive experience? What did you learn from it?

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6. What new objectives will you set for yourself as a Gymnastics Foundations coach?

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7. What would help you achieve your objectives? Where will you get this help?

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# Appendices

## A2 Videotaped Lesson Evaluation form

(to be completed by the assigned Evaluator)

Coach's name: \_\_\_\_\_ CC number: \_\_\_\_\_  
 Address: \_\_\_\_\_  
 Phone: \_\_\_\_\_ Email: \_\_\_\_\_ City: \_\_\_\_\_ Prov: \_\_\_\_\_  
 Supervisor's name: \_\_\_\_\_  
 Club: \_\_\_\_\_ Location: \_\_\_\_\_  
 Phone: \_\_\_\_\_ Email: \_\_\_\_\_ City: \_\_\_\_\_ Prov: \_\_\_\_\_

Gym Sport being evaluated:  Acrobatic  Active Start  Aerobic  Artistic  Rhythmic  Trampoline

**Before their lesson, did the coach...**

• Arrive a bit early with a written lesson plan?	YES <input type="checkbox"/>	NO <input type="checkbox"/>
• Have equipment set-up and ready for use for the lesson?	<input type="checkbox"/>	<input type="checkbox"/>
• Inspect the equipment for safety?	<input type="checkbox"/>	<input type="checkbox"/>

**Within their introduction, did the coach...**

• Greet each participant as he/she arrives?	YES <input type="checkbox"/>	<input type="checkbox"/>
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**Within the warm-up, did the coach...**

• Assemble participants appropriately to start the warm-up?	YES <input type="checkbox"/>	<input type="checkbox"/>
• Conduct a balanced warm-up (were all major muscle groups worked)?	<input type="checkbox"/>	<input type="checkbox"/>
• Did the warm-up start with energetic activities (fast and fun moving games)?	<input type="checkbox"/>	<input type="checkbox"/>
• Incorporate physical preparation (ESP) activities?	<input type="checkbox"/>	<input type="checkbox"/>
• Use activities appropriate to the participants' age/abilities?	<input type="checkbox"/>	<input type="checkbox"/>
• Involve all the participants?	<input type="checkbox"/>	<input type="checkbox"/>
• Increase the participants' body temperature/heart rate appropriately?	<input type="checkbox"/>	<input type="checkbox"/>
• Maintain good class control?	<input type="checkbox"/>	<input type="checkbox"/>
• Use music (if applicable)?	<input type="checkbox"/>	<input type="checkbox"/>
• Move participants onto the 1 <sup>st</sup> activity (main part) quickly and appropriately?	<input type="checkbox"/>	<input type="checkbox"/>

Comments: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

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## A1 Coaching Portfolio Evaluation form

(to be completed by the assigned Evaluator)

Coach's name: \_\_\_\_\_  
 Address: \_\_\_\_\_  
 Phone: \_\_\_\_\_  
 Supervisor's name: \_\_\_\_\_  
 Club: \_\_\_\_\_  
 Phone: \_\_\_\_\_

Gym Sport being evaluated:  Active Start  Artistic  Rhythmic  Trampoline

**Coaching Portfolio Item**

1. MTD Online Evaluation	<input type="checkbox"/>
2. Active Start Coach Manual	<input type="checkbox"/>
3. Program Director Manual	<input type="checkbox"/>
4. To Flow Session Plan	<input type="checkbox"/>
5. Emergency Action Plan	<input type="checkbox"/>
6. Sample Progress Report or	<input type="checkbox"/>
7. Lesson Plan	<input type="checkbox"/>
8. Coaching Profile form	<input type="checkbox"/>
9. L1/L2 Action card	<input type="checkbox"/>
10. Feedback document (Active Start coaches)	<input type="checkbox"/>

If the coach has already completed the Evaluation for another Gym Sport, it is not an A1 Coaching Portfolio item.

Comments: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Next steps: \_\_\_\_\_

Evaluator's name: \_\_\_\_\_  
 Phone: \_\_\_\_\_

Gymnastics Canada  
Coach Evaluation

## A3 Coaching self-assessment form

This self-assessment will allow you to reflect on your current coaching practices. The items that are listed in the self-assessment are the evidences that an Evaluator will be looking for during your assignments and observations. They will help determine if you have the required abilities/competencies and will help you identify areas of strength and areas for improvement.

Rate your ability to use effective teaching methods to optimize athletes' learning.

For each statement presented below, circle the number that best represents whether you achieve the statement (Never, Sometimes, Often, Always).

I make my teaching as effective as possible by...	Never	Sometimes	Often	Always
Following a lesson plan, which includes an introduction, warm-up, main part, cool-down and a conclusion	1	2	3	4
Identifying each lesson's goals based on the season plan (Long Term Athlete Development plan) provided by the club/supervisor	1	2	3	4
Providing suitable warm-up and cool-down activities in line with the lesson's main goal/objective of theme	1	2	3	4
Choosing age and level appropriate activities to develop the participants' physical and motor abilities	1	2	3	4
Choosing age and level appropriate activities to develop the participants' fundamental movement patterns or basic skills	1	2	3	4
Choosing age and level appropriate activities to develop the participants' cognitive and/or psycho-social skills	1	2	3	4
Planning an organized and orderly lesson	1	2	3	4
Maintaining control of the group	1	2	3	4
Ensuring that equipment is available, ready and safe to use before the start of the lesson	1	2	3	4
Using space and equipment safely and effectively so participants are active most of the time during the lesson	1	2	3	4
Sequencing activities to enhance learning or specific training effects (e.g. timing, resources, etc.)	1	2	3	4
Modifying activities to deal with specific circumstances or logistics (e.g. timing, resources, etc.)	1	2	3	4
Adapting activities to challenge participants appropriately	1	2	3	4
Adapting activities as required to ensure participants' safety	1	2	3	4

Gymnastics Canada  
Coach Evaluation

## A4 Description of Evaluation Criteria

Criterion	Evidence
<b>OUTCOME: Plan a Lesson</b>	
<b>Identify appropriate logistics for the lesson</b>	<ul style="list-style-type: none"> <li>Duration of the overall lesson and each lesson segment are clearly identified and consistent with participant age and abilities.</li> <li>Participants' ages, abilities and performance levels are identified.</li> <li>The lesson has a clearly defined goal or focus, consistent with the gymnastics sport and the level of the participants.</li> <li>The main segments of the lesson are identified: intro, warm-up, main part, cool-down, and conclusion or reflection.</li> <li>The uses of the gym facilities and equipment are outlined and match the lesson goal or focus.</li> <li>A timeline for the various activities is provided.</li> </ul>
<b>Plan appropriate activities in each part of the lesson</b>	<ul style="list-style-type: none"> <li>Identify the participants' needs in relation to age, ability &amp; performance level.</li> <li>Gym-sport specific activities are integrated into the lesson plan.</li> <li>Planned activities are purposeful and linked to overall lesson goal or focus.</li> <li>Planned activities are effectively described through illustration, diagram and explanation.</li> <li>Key coaching points are identified for all planned lesson activities.</li> <li>Planned activities reflect an awareness of and control for potential risk factors.</li> <li>Planned activities match the appropriate segment of the lesson (intro, warm-up, main part, cool-down, and conclusion).</li> <li>Planned activities contribute to the development of fundamental gymnastics movement patterns and/or basic skills and are appropriate to the participants' stage of development.</li> <li>Planned activities contribute to the development of physical and motor abilities and are appropriate to the gym sport.</li> </ul>
<b>Design an Emergency Action Plan (EAP)</b>	<ul style="list-style-type: none"> <li>Present an Emergency Action Plan that contains elements specific to the practice facility (as identified in the Gymnastics Foundations - Theory course and Coach's manual).</li> <li>Locations of telephones are identified.</li> <li>Emergency phone numbers are listed.</li> <li>Location of medical profile for each athlete under the coach's care is identified.</li> <li>Location of fully stocked first aid kit is identified.</li> <li>Advance 'half person' and 'control person' are designated.</li> <li>Directions to reach the facility are provided.</li> </ul>

Gymnastics Canada  
Coach Evaluation





# A1

# Coaching Portfolio Evaluation form

(to be completed by the assigned Evaluator)

Coach's name: \_\_\_\_\_ CC number: \_\_\_\_\_

Address: \_\_\_\_\_  
Street including apartment number City P/T Postal Code

Phone: \_\_\_\_\_ Email: \_\_\_\_\_

Supervisor's name: \_\_\_\_\_

Club: \_\_\_\_\_ Location: \_\_\_\_\_

Phone: \_\_\_\_\_ Email: \_\_\_\_\_  
City P/T

**Gym Sport being evaluated:**     Active Start     Artistic     Rhythmic     Trampoline

Coaching Portfolio Item	Complete	Incomplete	Not Applicable
1. MED Online Evaluation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. GF Practical workbook	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Active Start Coach's Manual assignment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Program Description	<input type="checkbox"/>	<input type="checkbox"/>	
5. 10 Week Session Plan	<input type="checkbox"/>	<input type="checkbox"/>	
6. Emergency Action Plan	<input type="checkbox"/>	<input type="checkbox"/>	
7. Sample Progress Report or Reward/Recognition/Feedback document (Active Start coaches)	<input type="checkbox"/>	<input type="checkbox"/>	
8. 1 Lesson Plan	<input type="checkbox"/>	<input type="checkbox"/>	
9. Coaching Profile form	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. LTCD Action Card	<input type="checkbox"/>	<input type="checkbox"/>	

Note: If the coach has already completed the GF Evaluation for another Gym Sport, or is not an Active Start GF Coach, the items marked 'Not Applicable' do not have to be assessed.

Comments: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Next steps: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Evaluator's name: \_\_\_\_\_ Date: \_\_\_\_\_

Phone: \_\_\_\_\_ Email: \_\_\_\_\_



**Within the main part of the lesson, did the coach...**

	YES	NO
• Incorporate physical preparation (ESPF) and motor preparation activities?	<input type="checkbox"/>	<input type="checkbox"/>
• Break skill learning into sequential steps?	<input type="checkbox"/>	<input type="checkbox"/>
• Use drills / progressions / activities appropriate to the participants' age/abilities?	<input type="checkbox"/>	<input type="checkbox"/>
• Use different teaching methods for participants with different learning styles?	<input type="checkbox"/>	<input type="checkbox"/>
• Use a variety of drills / progressions / activities to ensure lots of little successes?	<input type="checkbox"/>	<input type="checkbox"/>
• Recognize and adapt for an individual's needs?	<input type="checkbox"/>	<input type="checkbox"/>
• Stress 1 to 3 key coaching points and safety?	<input type="checkbox"/>	<input type="checkbox"/>
• Provide clear and concise instructions?	<input type="checkbox"/>	<input type="checkbox"/>
• Correct errors as they occur by providing constructive & specific feedback?	<input type="checkbox"/>	<input type="checkbox"/>
• Provide feedback to reinforce 'effort, trying, etc.'?	<input type="checkbox"/>	<input type="checkbox"/>
• Have everyone involved through continuous activity?	<input type="checkbox"/>	<input type="checkbox"/>
• Supervise all participants at all times?	<input type="checkbox"/>	<input type="checkbox"/>
• Use supplementary equipment to assist with teaching / learning of skills?	<input type="checkbox"/>	<input type="checkbox"/>
• Use equipment (large and small) effectively?	<input type="checkbox"/>	<input type="checkbox"/>
• Do activities that work towards / achieve the stated objectives of the lesson?	<input type="checkbox"/>	<input type="checkbox"/>
• Maintain class control?	<input type="checkbox"/>	<input type="checkbox"/>

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Within the cool-down, did the coach...**

	YES	NO
• Assemble participants appropriately to start the cool-down?	<input type="checkbox"/>	<input type="checkbox"/>
• Involve all participants?	<input type="checkbox"/>	<input type="checkbox"/>
• Maintain good class control	<input type="checkbox"/>	<input type="checkbox"/>
• Do slower paced and/or stretching activities?	<input type="checkbox"/>	<input type="checkbox"/>
• Finish off with a fun activity?	<input type="checkbox"/>	<input type="checkbox"/>

**Within the conclusion, did the coach...**

	YES	NO
• Organize the participants appropriately to leave the gym?	<input type="checkbox"/>	<input type="checkbox"/>

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Overall communication: did the coach...**

- |   | YES                      | NO                       |
|---|--------------------------|--------------------------|
| • Catch the participants' attention quickly?                                    | <input type="checkbox"/> | <input type="checkbox"/> |
| • Provide clear and concise feedback and instructions?                          | <input type="checkbox"/> | <input type="checkbox"/> |
| • Check the participants' understanding with regards to instruction and safety? | <input type="checkbox"/> | <input type="checkbox"/> |
| • Maintain good, clear voice control?   | <input type="checkbox"/> | <input type="checkbox"/> |
| • Use non-verbal communication with the participants?                           | <input type="checkbox"/> | <input type="checkbox"/> |
| • Address participants respectfully?  | <input type="checkbox"/> | <input type="checkbox"/> |
| • Have fun with the participants?   | <input type="checkbox"/> | <input type="checkbox"/> |
| • Handle disciplinary situations appropriately?                                 | <input type="checkbox"/> | <input type="checkbox"/> |
| • Handle any injury / emergency situation that occurred appropriately?          | <input type="checkbox"/> | <input type="checkbox"/> |

**General points - Personal: did the coach...**

- |   | YES                      | NO                       |
|---|--------------------------|--------------------------|
| • Dress appropriately for the lesson?                 | <input type="checkbox"/> | <input type="checkbox"/> |
| • Act in a professional manner at all times?          | <input type="checkbox"/> | <input type="checkbox"/> |
| • Show enthusiasm?                                    | <input type="checkbox"/> | <input type="checkbox"/> |
| • Display a positive attitude towards their coaching? | <input type="checkbox"/> | <input type="checkbox"/> |

**General points - Presentation: did the coach...**

- |   | YES                      | NO                       |
|---|--------------------------|--------------------------|
| • Present the right amount of material?   | <input type="checkbox"/> | <input type="checkbox"/> |
| • Present material in a logical way?  | <input type="checkbox"/> | <input type="checkbox"/> |
| • Present material at the right level for the participants?                       | <input type="checkbox"/> | <input type="checkbox"/> |
| • Demonstrate a sound knowledge of the material being presented?                  | <input type="checkbox"/> | <input type="checkbox"/> |
| • Cover all key points / information relevant to the desired learning experience? | <input type="checkbox"/> | <input type="checkbox"/> |

Additional comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Next steps: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

I have read the above feedback and discussed it with my Evaluator.

Coach's signature: \_\_\_\_\_ Date: \_\_\_\_\_  
Phone: \_\_\_\_\_ Email: \_\_\_\_\_

Evaluator's signature: \_\_\_\_\_ Date: \_\_\_\_\_  
Phone: \_\_\_\_\_ Email: \_\_\_\_\_

# A3

## Coaching self-assessment form

This self-assessment will allow you to reflect on your current coaching practices. The items that are listed in the self-assessment are the evidences that an Evaluator will be looking for during your assignments and observations. They will help determine if you have the required abilities/competencies and will help you identify areas of strength and areas for improvement.

**Rate your ability to use effective teaching methods to optimize athletes' learning.**

For each statement presented below, **circle the number that best represents whether you achieve the statement** (Never, Sometimes, Often, Always).

DATE: \_\_\_\_\_

I make my teaching as effective as possible by...	Never	Some-times	Often	Always
Following a lesson plan, which includes an introduction, warm-up, main part, cool-down and a conclusion	1	2	3	4
Identifying each lesson's goals based on the session plan (Long Term Athlete Development plan) provided by the club/supervisor	1	2	3	4
Providing suitable warm-up and cool-down activities in line with the lesson's main goal/focus or theme	1	2	3	4
Choosing age and level appropriate activities to develop the participants' physical and motor abilities	1	2	3	4
Choosing age and level appropriate activities to develop gymnastics fundamental movement patterns or basic skills	1	2	3	4
Choosing age and level appropriate activities to develop the participants' cognitive and/or psycho-social skills	1	2	3	4
Running an organized and orderly lesson	1	2	3	4
Maintaining control of the group	1	2	3	4
Ensuring that equipment is available, ready and safe to use before the start of the lesson	1	2	3	4
Using space and equipment safely and effectively so participants are active most of the time during the lesson	1	2	3	4
Sequencing activities to enhance learning or specific training effects	1	2	3	4
Modifying activities to deal with specific circumstances or logistics (e.g., timing, resources, etc.)	1	2	3	4
Adapting activities to challenge participants appropriately	1	2	3	4
Adjusting activities as required to ensure participants' safety	1	2	3	4

<b>I encourage my gymnasts' learning by...</b>	<b>Never</b>	<b>Some- times</b>	<b>Often</b>	<b>Alway s</b>
Greeting my participants as they arrive and creating opportunities to interact with all participants	1	2	3	4
Ensuring participants are positioned to see and hear demonstrations	1	2	3	4
Ensuring participants see demonstrations from different angles	1	2	3	4
Using a variety of methods to reach all the participants' learning styles (auditory, visual, kinesthetic and imagery)	1	2	3	4
Getting the participants to focus on 1 to 3 external and internal cues	1	2	3	4
Explaining using simple, clear, concise & age appropriate language	1	2	3	4
Providing opportunities for participants to ask questions	1	2	3	4
Establishing appropriate expectations for participant behavior and reinforcing these expectations when appropriate	1	2	3	4
Giving constructive and positive feedback that clearly identifies what and how to improve	1	2	3	4
Integrating basic decision-making skills into each lesson	1	2	3	4
Emphasizing independent thinking and problem-solving	1	2	3	4
Asking questions to facilitate awareness and promote critical thinking	1	2	3	4
Knowing when to promote critical thinking or problem-solving by withholding feedback from the participant	1	2	3	4
Integrating mental-preparation strategies into practices	1	2	3	4
Setting the example for and promoting positive interactions - no 'put downs,' harassment, etc.	1	2	3	4
Controlling my emotions and communicating in a positive manner	1	2	3	4

<b>I know my gymnasts are engaged when...</b>	<b>Never</b>	<b>Some- times</b>	<b>Often</b>	<b>Alway s</b>
They are attentive during my demonstrations and explanations	1	2	3	4
They ask questions when they don't understand something I have done or said	1	2	3	4
They answer or try to answer questions I ask them	1	2	3	4
They respond positively to my instructions and feedback	1	2	3	4
They try to do what they have been asked to do	1	2	3	4
They participate in all the activities willingly	1	2	3	4
They follow the established rules to the best of their abilities	1	2	3	4
They come up with their own solutions or variations	1	2	3	4
They don't want to stop or leave	1	2	3	4

# A4

## Description of Evaluation Criteria

<b>OUTCOME: Plan a Lesson</b>	
<b><i>Criterion</i></b>	<b><i>Evidence</i></b>
<b>Identify appropriate logistics for the lesson</b>	• Duration of the overall lesson and each lesson segment are clearly identified and consistent with participants' age and abilities.
	• Participants' ages, abilities and performance levels are identified.
	• The lesson has a clearly defined goal or focus, consistent with the gymnastics sport and the level of the participants.
	• The main segments of the lesson are identified: intro, warm-up, main part, cool-down, and conclusion or reflection.
	• The uses of the gym facilities and equipment are outlined and match the lesson goal or focus.
	• A timeline for the various activities is provided.
<b>Plan appropriate activities in each part of the lesson</b>	• Identify the participants' needs in relation to age, ability & performance level.
	• Gym-sport specific activities are integrated into the lesson plan.
	• Planned activities are purposeful and linked to overall lesson goal or focus.
	• Planned activities are effectively described through illustration, diagram and explanation.
	• Key coaching points are identified for all planned lesson activities.
	• Planned activities reflect an awareness of and control for potential risk factors.
	• Planned activities match the appropriate segment of the lesson (intro, warm-up, main part, cool-down, and conclusion).
	• Planned activities contribute to the development of fundamental gymnastics movement patterns and/or basic skills and are appropriate to the participants' stage of development.
<b>Design an Emergency Action Plan (EAP)</b>	• Present an Emergency Action Plan that contains elements specific to the practice facility (as identified in the Gymnastics Foundations - Theory course and Coach's manual).
	• Locations of telephones are identified.
	• Emergency phone numbers are listed.
	• Location of medical profile for each athlete under the coach's care is identified.
	• Location of fully stocked first aid kit is identified.
	• Advance "call person" and "control person" are designated.
• Directions to reach the facility are provided.	

<b>Outcome: Provide Support to the Participant During the Lesson</b>		
<b>Criterion</b>	<b>Evidence</b>	
<b>Ensure that the practice environment is safe</b>	• Coach inspects the gym before lesson begins.	
	• Coach takes steps to minimize risk to participants throughout the lesson. This includes adapting equipment to age and ability level of participants.	
	• Coach can modify lesson activities to address basic scenarios that occur (e.g. gym too hot or cold, distractions, minor injury, etc.).	
	• Coach reinforces and teaches appropriate gym rules to ensure safe environment.	
	• Coach ensures participants are comfortable with physical contact when assisting during skill learning.	
	• An Emergency Action Plan for the facility is provided	
<b>Lead participants in age-appropriate activities</b>	• Key learning points are appropriate for the age & ability level of the participants.	
	• Active engagement time is maximized, consistent with growth and maturation guidelines.	
<b>Implement a structured and organized gymnastics lesson</b>	• Coach is dressed for active coaching, wearing club uniform if required.	
	• Coach greets participants as they arrive.	
	• Coach delivers lesson that matches the goals identified in the lesson plan.	
	• The main lesson segments are evident.	
	• Use of space and equipment is maximized and appropriate to the age of the participants.	
	• Activities contribute to the development of the gymnastics FMPs and/or basic skills.	
	• Lesson time is maximized and inactive time is minimized; participants have appropriate duration, transition and waiting times.	
	• Lesson is structured to allow appropriate breaks for recovery and hydration.	
	• Coach speaks to each participant at the end of the lesson.	
	• Demonstrations can be seen and heard by all participants.	
<b>Make interventions that promote learning through a fun approach</b>	• Coach clearly and concisely explains 1-3 learning points.	
	• Key teaching points are explained and checked for clarification.	
	• Coach constructively reinforces participants' efforts & corrects performances.	
	• Coach's feedback and instruction identifies WHAT and HOW to improve.	
	• Coach's feedback is positive, specific & directed toward both the group & individuals.	
	• Coach behaves respectfully toward participants.	
	• Coach maintains a positive outlook and acknowledges participants' needs and thoughts.	
	• Coach creates opportunities to interact with all participants.	
	• Appropriate behaviour expectations for participants are identified and consistently reinforced.	
	• Coach uses appropriate strategies to develop self-esteem.	
	• Coach creates an enjoyable learning environment.	
	<b>Outcome: Design a Gymnastics Program</b>	
	<b>Criterion</b>	<b>Evidence</b>
<b>Design a 10 week gymnastics session</b>	• Identify and prioritize goals and objectives of the program.	
	• Incorporate each of the gymnastics FMPs and/or basic skills throughout the session.	
	• Identify an appropriate progression of skill development.	
	• Identify when the key athletic abilities and motor abilities (ESPF & ABCS) will be developed.	
	• Identify where and how the lesson fits within the gymnastics session plan.	



<b>Outcome: Manage a Gymnastics Program</b>	
<b>Criterion</b>	<b>Evidence</b>
<b>Communicate program philosophy and logistical factors</b>	• Identify and define behaviour expectations of participants to ensure fair play during the lesson.
	• Demonstrate an understanding of the Fun-Fitness-Fundamentals (FFF) philosophy.
	• Explain the key parts of the session, including holiday cancellations and special days.
<b>Report on participants' progress</b>	• Complete a progress report card using the CANGYM (or equivalent) resource.
	• Identify appropriate level of progression and steps for improvement of participants.

Note: The preceding outcomes will be evaluated through the Coaching Portfolio and the Videotaped Lesson.

<b>OUTCOME: Make Ethical Decisions</b>	
<b>Criterion</b>	<b>Evidence</b>
<b>Apply an ethical decision making process</b>	• Establish the facts of the situation.
	• Determine 'what is at stake' (ethically, legally).
	• Identify potential decisions and outline possible consequences in each case.
	• Identify pros and cons of each decision.
	• Select the best decision option.
	• Design an action plan to implement the decision and a plan to manage the consequences.

Note: This outcome will only be evaluated through CAC's online evaluation process.



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