

SPORT COACH (As of September 22, 2023)

Designed for coaches working with athletes at the Train to Train stage of the Long Term Athlete Development model (typically grade 7-12- training for shorter seasons). Coaches will be trained in all event areas. To obtain sport coach status you must:

1. Take a Sport Coach course (Sask Athletics usually hosts 1 or 2 per year- saskathletics.ca)
 - a. Once the course has been completed you will be “In-Training”
2. Complete The Make Ethical Decisions multisport module (saskcoach.ca/nccp-training/upcoming-courses/)
 - a. Once this has been completed you will be “Trained”

SPORT COACH Certification

There are four parts to the Athletics Canada Sport Coach evaluation (athletics.ca/coach), once you have “Trained” status. To be certified, a coach must successfully complete the following:

1. The Make Ethical Decisions multisport module and the associated online evaluation (thelocker.coach.ca)
2. The Athletics Canada Sport Coach portfolio
3. The Athletics Canada Sport Coach practice observation
4. Coach Action Plan

Portfolio

1. *Emergency Action Plan*
 - a. Identify the location of telephones (land or cell phones)
 - b. Identify the list of emergency phone numbers
 - c. Identify the location of medical profiles for each athlete
 - d. Identify the location of fully stocked first-aid kit identified
 - e. Identify the call person and the control person
 - f. Directions to reach the activity site are provided
2. *General Overview*
 - a. Identify the athlete’s age and performance level
 - b. Identify the timelines of the practice (warm up, main part, cool down etc.)
 - c. Provide a description of the training group (number of athletes, training site, number of group sessions a week, etc)
 - d. Provide a run, a jump, a throw, and a wheel practice
 - i. Practice plan identifies a goal or a series of key elements that will be addressed in the practice.
 - ii. Practice plan identifies basic information including date, time, location, number of athletes, and level of athletes.
 - iii. Practice plan indicates basic logistical needs (e.g., facilities, equipment) to match the overall goal.
 - iv. Practice plan has a clearly identified goal that is consistent with Athletics Canada LTAD growth and development principles
 - v. Practice plan is organized into main segments that include an introduction, a warm-up, a main part, a cool-down and a conclusion.
 - vi. Duration of the practice and each practice segment are identified on a timeline.
 - vii. Plan includes a list of key factors or teaching points that relate to the overall goal.
 - viii. Practice activities are effectively described (e.g., diagrams, explanations, key points).
 - ix. Planned activities are allotted enough time to develop the skills identified by the goal.

- x. Planned activities contribute to the development of skill and are appropriate to the stage of skill development
- xi. The practice plan indicates key factors (coaching points) that will be identified in the practice activity.
- xii. Planned activities contribute to the development of athletic abilities, are appropriate for the sport, and are consistent with Athletics Canada LTAD growth and development principles.
- xiii. The duration of the practice and each practice segment are consistent with Athletics Canada LTAD growth and development principles.
- xiv. Planned activities reflect awareness of and control for potential risk factors.
- xv. Activities are purposeful and link to overall practice goal.

Practice Observation

1. Provide the evaluator with a plan for the practice that will be observed
2. Following the practice observation, the evaluator and coach will have a discussion and debrief on both the portfolio submission and practice observation.
 - a. Once the debrief is complete the evaluator and the coach complete an action plan for the coach which outlines steps the coach can take to continue to improve.
3. *General Practice Observations*
 - a. Present a practice plan that outlines the goals and outcomes of the practice as well as key factors and/or teaching points
 - b. Identify practice segments (warm up, main part, cool down)
 - c. Take steps to minimize risk to athletes before and throughout the practice (appropriate use of equipment, respect for other groups use of space, adapting to environmental factors, surveying the practice site, etc)
 - d. Welcome athletes to practice
 - e. Describe practice activities clearly and effectively (diagrams or descriptions)
 - f. Ensure equipment is available and ready to use
 - g. Promote a positive image of Athletics and models the image to athletes and other stakeholders
 - h. Use respectful language towards athletes and all stakeholders
4. *Main Part Observations*
 - a. Deliver a practice matching the goals identified in the practice plan
 - b. Dress appropriately and greets the athletes as they arrive
 - c. Demonstrate the main practice segments are evident and developmentally appropriate
 - d. Provide breaks for appropriate recovery and hydration
 - e. Plan activities that contribute to development of skills and athletic abilities as outlined in the Athletics Canada LTAD
 - f. Maximize practice time
 - g. Create opportunities to interact with athletes
 - h. If demonstration is required, coach utilizes appropriate models to demonstrate skill (self, athlete, video)
 - i. Position themselves such that athletes can see and hear
 - j. Provide an explanation or demonstration that has 1-3 key learning principles
 - k. Explain key factors or teaching points; coach checks if any athlete requires clarification
 - l. Identify appropriate expectations for athlete behaviour and reinforces these expectations when appropriate
 - m. Acknowledge athletes' needs
 - n. Constructively reinforce athletes' efforts and corrects performance
 - o. Provide feedback and instruction that clearly identifies what and how to improve technically
 - p. Provide feedback that is positive, specific, and directed towards the group and individuals

- q. Have a backup plan if needed due to weather changes
 - r. Use respectful language towards all stakeholders
 - s. Ask for participant's consent for physical contact when assisting in correcting a skill error
5. *Practice Observation Analysis (1 each for Run, Jump, Throw, and Wheel)*
- a. Identify the basic technical elements
 - b. Identify errors athletes are making
 - c. Prescribe corrections for the identified errors
 - d. Provide rationale for correction prescription

Certification Maintenance

- 1. Must complete 10 professional development points every 5 years
 - a. Can be tracked in "The Locker" (thelocker.coach.ca)

