

Coach Portfolio for Karate



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.

Partners in Coach Education

The programs of this organization are funded in part by Sport Canada.



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Printed in Canada.



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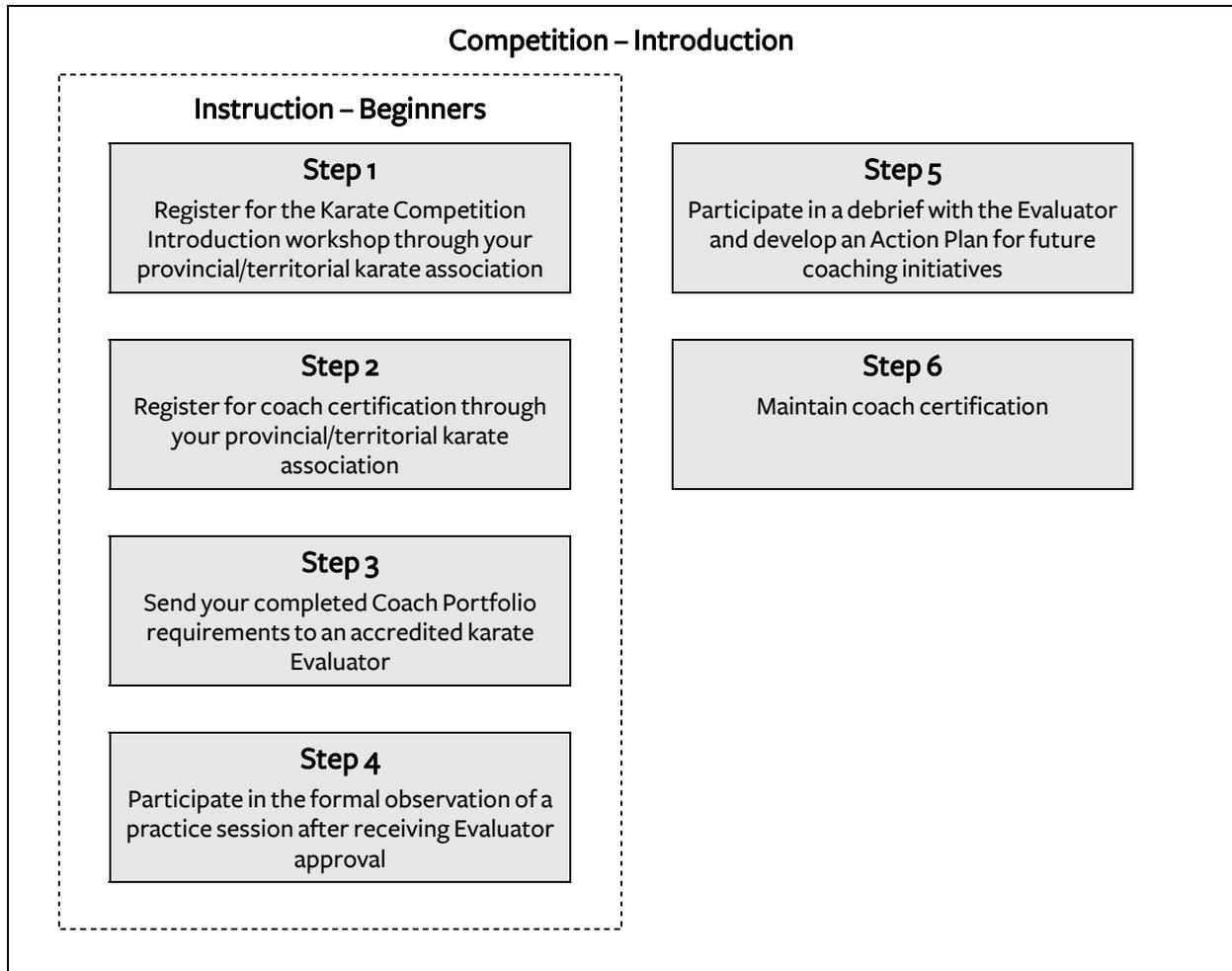
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INTRODUCTION

Congratulations on embarking on the first steps to becoming a certified coach in the Karate Canada National Coaching Certification Program.

The Coach Portfolio is the first module in this process. You must complete the Portfolio and submit it to an Evaluator before he or she can agree to formally evaluate your coaching.

The following diagram shows all the steps in the training and certification process.



The purpose of the Coach Portfolio is to provide coaches with an opportunity to demonstrate coaching competence and readiness for formal observation.

To do this, you must complete certain tasks. You must complete Tasks 1 to 4 for Instruction – Beginners, Tasks 1 to 6 for Competition – Introduction:

Task 1 – Complete a Coach Profile Form

Task 2 – Complete an Emergency Action Plan (EAP)

Task 3 – Complete a Karate Skill Analysis Referent Model

Task 4 – Complete the Online Evaluation of Make Ethical Decisions

Task 5 – Complete an Officials Rules Assessment Form

Task 6 – Complete Two Practice Plans

The forms for each task are included in the following sections. Where necessary, instructions for each task are included.

If you do not feel ready to complete a task, sign up for training workshops that will help you gain the required training and experience. Contact your provincial sport organization or the Evaluator assigned to you to find out about clinics in your area.

Note: The standards for the evaluation of each coaching outcome are included in the Coach Evaluation Matrix in Appendix 1.

TASK 1 – COMPLETE A COACH PROFILE FORM

Coach Profile Form											
Name					CC Number	C	C				
	Family			First Name							
Address											
	Apt.	Street									
	City			Province			Postal Code				
Phone	()		()		()						
	Home			Business			Fax				
E-mail											
Number of years coaching											
Primary context of athlete coached											
Name of club											
Head coach											
Coaching Context Description											
Number of athletes					Average practice time						
Youngest athlete's age (y)					Number of practices/week						
Oldest athlete's age (y)					Number of weeks/year						
Completion Checklist											
Item					Yes	Date (dd/mm/yyyy)					
Task 1: Coach Profile Form											
Task 2: Emergency Action Plan											
Task 3: Karate Skill Analysis Referent Model											
Task 4: Online Evaluation of Make Ethical Decisions											
Task 5: Officials Rules Assessment Form (if applicable)											
Task 6: Two Practice Plans (if applicable)											

TASK 2 – DESIGN AN EMERGENCY ACTION PLAN (EAP)

Preparing an Emergency Action Plan (EAP) in advance will help you respond responsibly and calmly in an emergency.

Your EAP should be prepared for the facility or site where your practices normally take place or for any facility or site used for special training sessions. An EAP can be simple or elaborate. It should cover the following items:

- Advance designation of the person in charge in an emergency (this may be the coach).
- A fully charged cell phone. If this is not possible, specify the location of a pay phone and have spare change available.
- Emergency telephone numbers (facility manager, fire, police, ambulance), as well as contact numbers (parents/guardians, next of kin, family doctor) for athletes.
- A medical profile for each athlete that can be given to emergency medical personnel. Include a signed consent from the parent/guardian authorizing medical treatment in an emergency.
- Directions to the site for Emergency Medical Services (EMS) so they can reach the site as rapidly as possible. Include information such as the closest major intersection, one-way streets, and major landmarks.
- An accessible and properly stocked first aid kit (all coaches are strongly encouraged to pursue first aid training).
- Advance designation of a call person who contacts medical authorities and assists the person in charge. The call person should be able to provide precise instructions to drivers of emergency vehicles so that they can reach the facility as quickly as possible.

Use the templates on the following to prepare your EAP.

Emergency Action Plan		
Emergency Phone #s	911 Coach: Tel: () Coordinator: Tel: ()	Checklist <ul style="list-style-type: none"> <input type="checkbox"/> Location of telephones is identified. <input type="checkbox"/> Emergency telephone numbers are listed. <input type="checkbox"/> Cell-phone battery is charged. <input type="checkbox"/> Change is available to make phone calls from a pay phone.
Facility Address	Address of Dojo: Address of Nearest Hospital:	Directions Accurate directions to site:
Charge Person	Name: Tel: () Alternate 1: Tel: () Alternate 2: Tel: ()	Roles and Responsibilities:
Call Person	Name: Tel: () Alternate 1: Tel: () Alternate 2: Tel: ()	Roles and Responsibilities:
Participant Information		
First Aid Kit		

Medical Information (Please print clearly)

Athlete Name:					
Birth Date (dd/mm/yyyy)		Age		Male <input type="checkbox"/>	Female <input type="checkbox"/>
Address		Street			
		City	Province	Postal Code	
Health Insurance Number					
Names of Parents/Guardians					
Address		Street			
		City	Province	Postal Code	
Telephone					
		Home	Work	Cell	
Family Doctor					
		Name		Phone	
Health History		Details:			
Allergies	Yes <input type="checkbox"/> No <input type="checkbox"/>				
Asthma (Respiratory)	Yes <input type="checkbox"/> No <input type="checkbox"/>				
Blackouts/ Fainting	Yes <input type="checkbox"/> No <input type="checkbox"/>				
Chest pain	Yes <input type="checkbox"/> No <input type="checkbox"/>				
Diabetes	Yes <input type="checkbox"/> No <input type="checkbox"/>				
Epilepsy	Yes <input type="checkbox"/> No <input type="checkbox"/>				
Hearing disorder	Yes <input type="checkbox"/> No <input type="checkbox"/>				
Heart condition	Yes <input type="checkbox"/> No <input type="checkbox"/>				
Recurring headaches	Yes <input type="checkbox"/> No <input type="checkbox"/>				
Seizures	Yes <input type="checkbox"/> No <input type="checkbox"/>				
Glasses	Yes <input type="checkbox"/> No <input type="checkbox"/>				
Contact lenses	Yes <input type="checkbox"/> No <input type="checkbox"/>				
Injuries (specify)	Yes <input type="checkbox"/> No <input type="checkbox"/>				
Medications (specify)	Yes <input type="checkbox"/> No <input type="checkbox"/>				
Other (including recent surgery)	Yes <input type="checkbox"/> No <input type="checkbox"/>				

TASK 3 – CREATE A SKILL ANALYSIS REFERENT MODEL

Creating a Skill Analysis Referent Model allows you to assess your ability to analyze karate performance.

Referent Models

The Referent Model shown on the next two pages describes a decision tree you can use to detect and correct errors in skills. This diagram provides the basis for creating a Referent Model. The amount of detail in your model will depend on the skill you select and context you are coaching. The steps in the model are as follows:

The Intention Phase

Think of a skill or tactic that is commonly used in your sport, and then think about how athletes should perform the key elements — the details of skills that affect final performance — of each movement phase. This is the *intended performance*.

The Detection Phase

The detection phase involves:

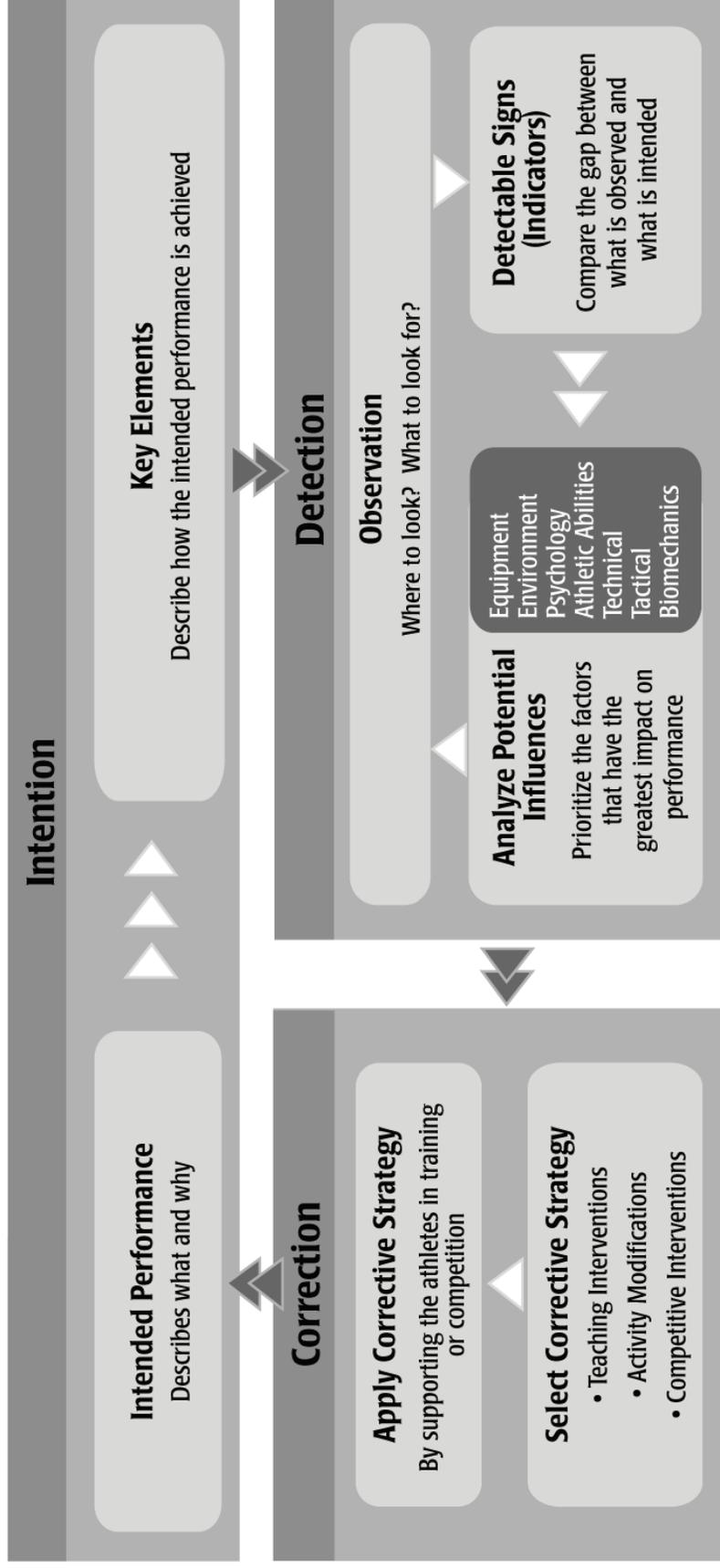
- ❑ *Observing performance.* The observation will require you to choose several vantage points to best identify the outcome and key elements. Different vantage points may reveal different key elements or other potential influences on performance. It is important that the observation strategy provide the best picture of the intended performance.
- ❑ *Detecting gaps.* As you observe performance, you will begin looking for gaps between observed and intended performance.
- ❑ *Identifying reasons for the gaps.* Reasons for gaps include equipment, the environment, psychology, athletic abilities, tactics, technique, and biomechanics.

You may cycle through these steps several times before making a decision on what to correct. The key question is: **When does the gap between observed and intended performance reach a point that makes a coaching intervention necessary?**

The Correction Phase

The correction phase helps you close the gap between observed and intended performance. Corrective measures include teaching interventions, modifications of activities or drills, and competitive interventions. Applying the corrective measure requires that you consider how you will implement it in practice or competition.

Analyze Performance Referent Model



Analysis of Factors				
Equipment	Environment	Psychology	Athletic Abilities	Technical
<input type="checkbox"/> Fit	<input type="checkbox"/> Weather	<input type="checkbox"/> Fear	<input type="checkbox"/> Strength	<input type="checkbox"/> Key elements
<input type="checkbox"/> Tuning	<input type="checkbox"/> Surface	<input type="checkbox"/> Motivation	<input type="checkbox"/> Stamina	<input type="checkbox"/> Phases of movement
<input type="checkbox"/> Type	<input type="checkbox"/> Lighting	<input type="checkbox"/> Self-efficacy	<input type="checkbox"/> Speed	<input type="checkbox"/> Decision-making
	<input type="checkbox"/> Altitude	<input type="checkbox"/> Belief	<input type="checkbox"/> Flexibility	<input type="checkbox"/> Competition plan
	<input type="checkbox"/> Pollution	<input type="checkbox"/> Concentration		<input type="checkbox"/> Selection/ Substitution
		<input type="checkbox"/> Focus		
		<input type="checkbox"/> Arousal control		
		<input type="checkbox"/> Cue recognition		
		<input type="checkbox"/> Perception		

Biomechanics

Planes of motion

Biomechanical principles

Detectable Signs or Indicators of Gaps

Corrective Measures		
Teaching Interventions	Modifications of Activities or Drills	Competitive Interventions
<input type="checkbox"/> Help or reassure	<input type="checkbox"/> Adjust equipment	<input type="checkbox"/> Adjust equipment
<input type="checkbox"/> Explain or ask questions	<input type="checkbox"/> Adjust task demands or repeat	<input type="checkbox"/> Changing tactics or game plan
<input type="checkbox"/> Simplify – Reduce number of variables to process, or use examples	<input type="checkbox"/> Adjust progression	<input type="checkbox"/> Making substitutions
<input type="checkbox"/> Use mental skills strategy (e.g., re-focusing, visualization, or goal setting)	<input type="checkbox"/> Adjust speed or timing	<input type="checkbox"/> Change selection
<input type="checkbox"/> Demonstrate or model correct performance	<input type="checkbox"/> Adjust space or change environment	<input type="checkbox"/> Use mental skills strategy (e.g., re-focusing, visualization, or goal setting)
<input type="checkbox"/> Provide feedback or results	<input type="checkbox"/> Adjust work/rest ratios or intensity	<input type="checkbox"/> Provide feedback or results
<input type="checkbox"/> Adjust for athlete learning styles		

Skills for Your Referent Model

If you are coaching in the Instruction – Beginners context, use one of the following skills to construct your Referent Model:

- Stances (*Tachi*)
- Blocks (*Uke*)
- Kicks (*Keri*)
- Punches (*Tsuki*)
- Strikes (*Uchi*)

If you are coaching in the Competition – Introduction context, use one of the following skills to construct your Referent Model:

- Competition basics (*kumite*)
- Basic *kumite/kata* strategies
- Basic distance and timing
- Kata* performance factors
- Competition basics (*kumite*)

Skill Analysis Referent Model Worksheet

Sport: Karate		Context: Instruction – Beginners/ Competition – Introduction	
Skill	Intended Performance	Key Elements	
Analysis of Factors	Priority H/M/L	Detectable Signs (Indicators) for Intervention (Gap)	Corrective Measures
Equipment Sport-specific equipment that could limit performance (poor footwear, poor fit, etc.)	_____		
Environment Environmental factors that could lead to performance deficiencies (surface, weather, lighting etc.)	_____		
Psychology Internal factors that could affect perception of task, performance, or activity (fear, confusion, concentration, motivation, interest, etc.)	_____		
Athletic Abilities Physical abilities that could limit performance (strength, stamina, flexibility, etc.)	_____		
Technical Aspects of skill execution that affect performance (key elements, phases of movement)	_____		
Tactical Factors associated with a skill's intent that could affect performance (decision-making, for example)	_____		
Biomechanics Aspects of biomechanics that could affect performance (planes of motion, biomechanical principles)	_____		

An example of a completed Referent Model is provided on the following page.

Example of Karate Skill Analysis Referent Model

Sport: Karate		Context: Instruction – Beginners/ Competition – Introduction	
Skill	Intended Performance	Key Elements	
<input type="checkbox"/> Basic timing and distance <input type="checkbox"/> Observed in all elements of practice	<input type="checkbox"/> Attacking or defending at correct distance, with proper timing	<input type="checkbox"/> Distance differs for hand and foot techniques. <input type="checkbox"/> Hand techniques generally applied at close range. Kicks generally applied at greater range <input type="checkbox"/> Timing must be adjusted to range and movement of opponent	
Analysis of Factors	Priority H/M/L	Detectable Signs (Indicators) for Intervention (Gap)	Corrective Measures
Equipment	L	<input type="checkbox"/> Trips on uniform (karategi) pants <input type="checkbox"/> Unable to see hands <input type="checkbox"/> Pads fall off	<input type="checkbox"/> Ensure proper fit
Environment	L	<input type="checkbox"/> Steps out of bounds <input type="checkbox"/> Slips on mat	<input type="checkbox"/> Training in boundary-specific situations <input type="checkbox"/> Clean mat
Psychology	M	<input type="checkbox"/> Turns head away/closes eyes	<input type="checkbox"/> Design drills to maintain eye contact with opponent/target
Athletic Abilities	M	<input type="checkbox"/> Slow or weak	<input type="checkbox"/> Train fast-twitch muscles <input type="checkbox"/> Resistance band training
Technical	H	<input type="checkbox"/> Uses wrong technique	<input type="checkbox"/> Apply appropriate key performance factors
Tactical	H	<input type="checkbox"/> Too close/too far	<input type="checkbox"/> Deepen distance training
Biomechanics	M	<input type="checkbox"/> Poor balance	<input type="checkbox"/> Drills for balance

TASK 4 – COMPLETE THE ONLINE EVALUATION OF MAKE ETHICAL DECISIONS

Evaluating the Make Ethical Decisions (MED) module online at www.coach.ca will increase your familiarity with the NCCP ethical decision-making process.

Do the following in the order specified:

1. Participate in an appropriate MED training module. This module is available through provincial or territorial sport organizations or coordinators. Contact your Evaluator for further information about accessing this training.
2. Submit proof that you have completed an MED module. You may do this online or through your KC NCCP Committee member.
3. Complete the online evaluation of the MED module. To do this, go to www.coach.ca, select *Training and Certification*, click on *Index*, and click on the icon on the right-hand side of the page for the online evaluation of MED. This page gives you all the information you need to complete the evaluation.

TASK 5 – COMPLETE AN OFFICIALS RULES ASSESSMENT FORM

This assessment form must be completed by a national referee who knows you have participated in an officials’ course that teaches the official World Karate Federation (WKF) rules.

Officials Rules Assessment Form – Competition – Introduction					
Coach Name					
		Family name		First name	
For each item listed below, use the following rating scale to rate the coach candidate.					
1	2	3	4		
Strongly disagree (SD)	Disagree (D)	Agree (A)	Strongly agree (SA)		
Rate each statement below by placing an X in the appropriate box to the right.					
		SD	D	A	SA
1.	Coach has a basic understanding of competition rules	1	2	3	4
2.	Coach has a competent understanding of competition rules	1	2	3	4
3.	Coach has a basic understanding of the repechage system in competition	1	2	3	4
4.	Coach is competent in the repechage system in competition	1	2	3	4
Yes or No to questions 5 and 6					
		Yes	No		
5.	Coach is already a certified official				
6.	Coach has already passed a rules exam				
Even if the coach has already passed rules exams, please assess 1-4.					
Officials Assessor					
Signed		Date			
Assessor					
	Family name		First name		

By signing this assessment, an assessor is endorsing that the coach candidate is ready to be formally observed by an Evaluator in a practice.

TASK 6 – COMPLETE TWO PRACTICE PLANS

This task demonstrates your ability to plan a karate lesson. You must submit the first plan before requesting formal evaluation. An Evaluator will assess the plan and give you feedback on areas for improvement. This plan will also help the Evaluator determine your readiness for formal observation.

Your second practice plan will be used in your formal observation.

Both plans must show how you would plan and implement a skill from the appropriate Skill Analysis Referent Matrix. This will ensure objectivity in the evaluation for certification.

Note: The process for performance analysis is the same in Instruction – Beginners as it is in Competition – Introduction, but the skill analysis matrices are different. In Instruction – Beginners, the focus is on analyzing the performance of karate *beginners*; in Competition – Introduction, the focus is on analyzing the performance of karate *competitors*.

The table below outlines the specific components that should be in your practice plans. Use this table as a guide in planning a karate practice.

Practice Segment	Key Components
Introduction	<ul style="list-style-type: none"> <input type="checkbox"/> Introduces athletes and lets them understand what will happen <input type="checkbox"/> Identifies key safety considerations that should be factored into the practice
Warm-up/Flexibility	<ul style="list-style-type: none"> <input type="checkbox"/> Prepares the body for the physical demands of the main part of the plan <input type="checkbox"/> Progresses from a general to a specific warm-up and includes karate-specific exercises
Main Part	<ul style="list-style-type: none"> <input type="checkbox"/> Engages athletes in activities that will help them improve karate-specific abilities and fitness <input type="checkbox"/> Includes training of both the aerobic and anaerobic lactic systems, as well as technical components
Technical Session (Part A)	<ul style="list-style-type: none"> <input type="checkbox"/> Identifies appropriate details for the technical session, as well as key elements and athletic abilities that will be covered
Technical Session (Part B)	<ul style="list-style-type: none"> <input type="checkbox"/> Outlines appropriate activities, key elements, and athletic abilities that will be covered <input type="checkbox"/> Describes specific <i>kata</i> or <i>kumite</i> training
Cool-down	<ul style="list-style-type: none"> <input type="checkbox"/> Begins recovery <input type="checkbox"/> Includes appropriate activities such as stretching or light aerobic activity
Conclusion	<ul style="list-style-type: none"> <input type="checkbox"/> Debriefs the practice <input type="checkbox"/> Informs athletes about the next practice or competition <input type="checkbox"/> Includes a wrap-up of key training principles from the practice

Use the forms on the following pages to create your practice plans.

Structure of a Practice Plan

Segment	Time	Key Components
Introduction	Variable	<p>Before practice begins:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Inspect <i>dojo</i> <input type="checkbox"/> Organize equipment in <i>dojo</i>, as well as on the athlete <input type="checkbox"/> Greet each athlete <input type="checkbox"/> Assess the energy level of each athlete <p>At start of practice:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Review the goals of training and planned activities <input type="checkbox"/> Give any additional instructions specific to planned activities
	2 - 3 min	
Warm-up	5-10 min	<p>General warm-up:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Assign general exercises or games to loosen muscles and raise body temperature (determined by age) <input type="checkbox"/> Assign progressive stretching (dynamic is most appropriate at start) <p>Specific warm-up:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Assign brief activities that athletes already know that mimic the movements of the main part (may even be the same activity, but at lower intensity); work the right energy system <input type="checkbox"/> Ensure a gradual increase in intensity that will not tire athletes <input type="checkbox"/> Ensure a quick transition between the end of the warm-up, explanations/instructions given for first activities of the main part, and the actual activities
	8-15 min Varies with age and level	
Main Part	Variable; usually 60 min	<ul style="list-style-type: none"> <input type="checkbox"/> Assign 3 or more activities linked in suitable order <input type="checkbox"/> Ensure activities challenge athletes to learn and improve while enjoying themselves <input type="checkbox"/> Use the energy systems and muscles needed for the training required <input type="checkbox"/> Include a break for hydration <input type="checkbox"/> Ensure athletes are actively engaged most of the time (not standing around or waiting) <input type="checkbox"/> Assign lots of practice for each activity, and repetition of drills if needed <input type="checkbox"/> Ensure activities are adapted to athlete's age/gender/ability
Cool-down	5-10 min	<ul style="list-style-type: none"> <input type="checkbox"/> Gradually decrease intensity <input type="checkbox"/> Ensure slow passive stretch of muscles most used
Conclusion	3-5 min	<ul style="list-style-type: none"> <input type="checkbox"/> Provide and ask for feedback on what went well, and suggest improvements <input type="checkbox"/> Tell athletes about next practice or goal <input type="checkbox"/> Ask athletes about concerns or questions <input type="checkbox"/> Speak personally with each athlete before he or she leaves to assess personal questions, agendas

Planning a Practice Worksheet					
Club			Date		Time
Location			Goals		
Equipment					
Introduction	Time				
Warm-up	Time				
Main Part	Time				
Cool-down	Time				
Conclusion	Time				

APPENDIX 1 – COACH EVALUATION MATRIX

Outcome Evaluation Criteria: Support Athletes in Training		
#1	Ensure Safe Practice Environment	
Achievement	Evidence	Sport-specific Examples
5 (Highly Effective)	<p>As in #4 and:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Coach can critically reflect on safety concerns before practice. <input type="checkbox"/> Coach predicts dangerous situations and makes immediate adjustments to reduce risk during any activities. 	<ul style="list-style-type: none"> <input type="checkbox"/> Coach identifies safety concerns and conducts a walk-around of the training facility to minimize safety risks on floor, walls & equipment before practice. <input type="checkbox"/> Coach ensures space is adequate for <i>kumite</i> drills, or <i>kihon</i> training.
4 (Advanced)	<p>As in #3 and:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Coach can identify potentially dangerous situations and makes adjustments prior to engaging participants in most activities. <input type="checkbox"/> Coach can correct dangerous situations. 	<p>(Post-assessment review of 3 scenarios)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Coach can identify adjustments to practice after assessing space, facilities and room required. <input type="checkbox"/> Coach portfolio submission (EAP) with 6 critical elements.
3 (NCCP Standard)	<ul style="list-style-type: none"> <input type="checkbox"/> Coach surveys practice environment and ensures minimal safety risks. <input type="checkbox"/> Coach can identify adjustments to practice when dangerous situation arises. <input type="checkbox"/> Coach reinforces and teaches correct application of competitive rules to enable safe practice. <input type="checkbox"/> Coach presents an Emergency Action Plan with most (5) of the following critical elements in the submitted form from Coach Portfolio. <ul style="list-style-type: none"> • Locations of telephones are identified (cell or land lines). • Emergency telephone numbers are listed. • Location of medical profile for each athlete is identified. • Location of fully-stocked first aid kit. • Advance 'call person' and 'control person' are designated. • Directions to activity site are provided. <input type="checkbox"/> Coach has Inherent-danger participant form signed. 	<ul style="list-style-type: none"> <input type="checkbox"/> Coach conducts a walk-around of training facility before practice to minimize safety risks paying particular attention to the following areas: floor, strike pads, athletes' attire, jewellery, mats, pillars. <p>(Post-assessment review of 2 scenarios)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Coach can identify adjustments to practice when a dangerous situation has arisen. <input type="checkbox"/> Coach posts competitive rules, codes of conduct or <i>dojo</i> rules (that reminds athletes and of requirements for safe practice). <input type="checkbox"/> Coach ensures acceptable contact with participant form (Centre for Sport and Law).
2 (Foundation)	<ul style="list-style-type: none"> <input type="checkbox"/> Coach recognizes potential risks but does not alter practice to enable safety. <input type="checkbox"/> Coach can present Emergency Action Plan from Coach Portfolio with some (3-4) of the 6 elements mentioned above. 	<ul style="list-style-type: none"> <input type="checkbox"/> Coach identifies possible safety concerns before practice (conducted during evaluation/debriefing). <input type="checkbox"/> Coach portfolio submission (EAP) from Inst. Beg Coach Portfolio.
1 (Insufficient)	<ul style="list-style-type: none"> <input type="checkbox"/> Coach does not survey practice environment before practice. <input type="checkbox"/> Dangerous factors in training environment not addressed. <input type="checkbox"/> Coach cannot present Emergency Action Plan (Inst. Beg Coach Portfolio). 	<ul style="list-style-type: none"> <input type="checkbox"/> Coach does not walk about training facility before practice. <input type="checkbox"/> Written EAP not readily available. <input type="checkbox"/> No waiver, release or medical forms.

Outcome Evaluation Criteria: Support Athletes in Training		
#2	Implements Appropriate Structured and Organized Practice	
Achievement	Evidence	Sport-specific Examples
5 (Highly Effective)	As in #4 and: <ul style="list-style-type: none"> <input type="checkbox"/> Coach adapts practice activity to increase challenge or to ensure optimal learning opportunities. <input type="checkbox"/> Activity identifies performance factors and learning objectives outlined at start of practice. <input type="checkbox"/> Activity creates specific coaching moments (cognitive triggers) to enhance learning. 	<ul style="list-style-type: none"> <input type="checkbox"/> Coach adjusts practice so complexity principles can enhance the challenge of the activity. Coach demonstrates final outcomes to practice, and re-iterates key points to achievement. <input type="checkbox"/> <i>Kumite</i> training and <i>kihon</i> drills are well supervised.
4 (Advanced)	As in #3 and: <ul style="list-style-type: none"> <input type="checkbox"/> Coach modifies practice activities to address context-specific circumstances or logistics, and to create specific training effect (physical or motor). <input type="checkbox"/> Adjustments implemented depending on athlete reaction and performance during the activity. <input type="checkbox"/> Implemented adjustments enable achievement of practice objectives. <input type="checkbox"/> Coach adequately progresses activities to enhance learning or specific training effects. 	<ul style="list-style-type: none"> <input type="checkbox"/> Coach can use basic plyometrics and weight/resistance band training to achieve goal. <input type="checkbox"/> Drills, exercises, methods, and training load are in accordance with pursued training objective(s), and are age/gender/physical ability structured. <input type="checkbox"/> Adequate sequencing refers to timing of practice activities. For example, activity sequence provides progression that builds towards execution under realistic/competitive situations.
3 (NCCP Standard) 	As in #2 and: <ul style="list-style-type: none"> <input type="checkbox"/> Delivery of practice matches practice plan goal(s). <input type="checkbox"/> Breaks provided for recovery and hydration. <input type="checkbox"/> Practice demonstrates clear timeline for activities and drills and activity time is maximized. <input type="checkbox"/> Coach demonstrates adequate use of space and equipment. <input type="checkbox"/> Coach implements activities that contribute to development of skills, tactics and or athletic abilities. 	Observed <ul style="list-style-type: none"> <input type="checkbox"/> Appropriate recovery and hydration. <input type="checkbox"/> Coach recognizes energy systems needed for Comp Intro. <input type="checkbox"/> All approved activities (5 practice elements: intro, warm-up, main, cool-down, and conclusion). <input type="checkbox"/> Main teaches at least three karate Comp skills (for example, timing/distance, jabbing). <input type="checkbox"/> Adequate use of space. <input type="checkbox"/> Makes training enjoyable.
2 (Foundation)	Practice has some structure as identified by all of the following elements: <ul style="list-style-type: none"> <input type="checkbox"/> Coach provides evidence of planning. <input type="checkbox"/> Clear segments comprising appropriate warm-up, main segments, and cool-down. <input type="checkbox"/> Equipment available and ready to use. <input type="checkbox"/> Coach is appropriately dressed. 	<ul style="list-style-type: none"> <input type="checkbox"/> Coach implements practice elements of intro, warm-up, cool-down. Minimum of two main practice elements (for example, coach does not teach sparring session) Observed coach competence: <ul style="list-style-type: none"> <input type="checkbox"/> Equipment pads readily available for use. <input type="checkbox"/> Coach is appropriately dressed.
1 (Insufficient)	No clear structure to practice as demonstrated by the following elements: <ul style="list-style-type: none"> <input type="checkbox"/> Coach does not use appropriate warm-up activities. <input type="checkbox"/> Coach cannot provide evidence of planning (Practice Plan). 	<ul style="list-style-type: none"> <input type="checkbox"/> Coach implements practice plan not based on submitted practice for portfolio. Observed coach competence: <ul style="list-style-type: none"> <input type="checkbox"/> 3 practice elements performed (warm-up, main, cool-down).

Outcome Evaluation Criteria: Support Athletes in Training		
#3	Interventions that Promote Learning	
Achievement	Evidence	Sport-specific Examples
5 (Highly Effective)	<p>As in #4 and:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Coach uses various intervention strategies to achieve learning objectives. <input type="checkbox"/> Intervention is specific and enables athlete to take greater ownership over performance factors and learning objectives. <input type="checkbox"/> Coach emphasizes independent thinking and problem solving. 	<p>Observed coach competence</p> <ul style="list-style-type: none"> <input type="checkbox"/> Implements various karate teaching methods. <input type="checkbox"/> Introduces various scenarios in practice activities (Complexity principles). <input type="checkbox"/> Recognizes athlete uniqueness (some are defensive, others are offensive fighters)
4 (Advanced)	<p>As in #3 and:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Coach uses questions for athletes to reflect on their performance. <input type="checkbox"/> Coach can identify individual learning styles and provide appropriate interventions to optimize learning. <input type="checkbox"/> Coach reinforces correct performance using appropriate interventions (for example, feedback, questions, or a demonstration) and identifies key factors that were properly executed. <input type="checkbox"/> Coaches encourage calculated risks to enhance performance in accordance with NCCP Code of Ethics. 	<p>Observed coach competence</p> <ul style="list-style-type: none"> <input type="checkbox"/> Interventions used by coach. <input type="checkbox"/> Provides feedback to athlete. <input type="checkbox"/> Asks reflective questions after performance of a skill/activity. <input type="checkbox"/> Explains/demonstrates proper skill and its effect on overall performance. <input type="checkbox"/> Coach uses a variety of teaching and training methods to ensure understanding.
3 (NCCP Standard)	<p>As in #2 and:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Coach provides feedback and instruction that identifies WHAT and HOW to improve. <input type="checkbox"/> Coach uses feedback during the drill to reinforce athletes' effort and performance. <input type="checkbox"/> Coach clarifies key learning objectives and/or performance factors (feedback/instruction) with athletes before starting the activity. <input type="checkbox"/> Coach promotes positive image of karate and models the image to athletes and others. <input type="checkbox"/> Coach identifies expectations for athlete's behaviour and reinforces these expectations. 	<ul style="list-style-type: none"> <input type="checkbox"/> During practice, coach communicates 2-3 key learning points for context-appropriate skills (pros and cons of various hand or foot techniques). <p>Observed coach competence</p> <ul style="list-style-type: none"> <input type="checkbox"/> Constructive reinforcement using key points identified for each skill. <input type="checkbox"/> Key learning objectives and performance identified. <input type="checkbox"/> Expected behaviours and philosophies concerning competition or in the <i>dojo</i> identified.
2 (Foundation)	<ul style="list-style-type: none"> <input type="checkbox"/> Coach uses explanation and identifies 1-3 key learning points (Referent Model). <input type="checkbox"/> Coach uses demonstrations, ensures participants are in an optimal position to learn. <input type="checkbox"/> Feedback is positive, specific, and communicated to individuals and group. <input type="checkbox"/> Coach interventions ensure that participants have adequate time to practice skill or tactic. <input type="checkbox"/> Feedback and/or instruction only identify what to improve, and not how to improve. <input type="checkbox"/> Coach maintains a positive outlook and acknowledges athletes' needs and thoughts. <input type="checkbox"/> Coach uses respectful language when providing verbal interventions. 	<p>Observed</p> <ul style="list-style-type: none"> <input type="checkbox"/> Promotes positive image of karate. <input type="checkbox"/> Submits Coach Portfolio. <input type="checkbox"/> Presents a coaching and Martial Arts philosophy. <input type="checkbox"/> Gives positive and effective feedback. <input type="checkbox"/> Uses interventions effectively (refer to analyze performance referent model) <input type="checkbox"/> Positive outlook and acknowledgment of athletes' needs and thoughts. <input type="checkbox"/> Respectful when intervening with an athlete.
1 (Insufficient)	<ul style="list-style-type: none"> <input type="checkbox"/> Coach explains but does not identify key learning points. <input type="checkbox"/> Coach demonstrates but participants are not in optimal position to see/hear. <input type="checkbox"/> Limited intervention to clarify key learning objectives. 	<p>Observed</p> <ul style="list-style-type: none"> <input type="checkbox"/> Interventions do not identify key learning points. <input type="checkbox"/> Unclear explanations and demonstration of skills (positioning relative to athlete).

Outcome Evaluation Criteria: Analyzing Performance		
#1	Assesses Performance	
Achievement	Evidence	Sport-specific Examples
5 (Highly Effective)	<ul style="list-style-type: none"> <input type="checkbox"/> As in #4 PLUS: <input type="checkbox"/> Coach provides specific evidence (i.e. notational analysis, biomechanical analysis, etc.) to reinforce analysis of performance. <input type="checkbox"/> Coach teaches key performance factors and explains how and why these errors affect overall performance. <input type="checkbox"/> Coach analyzes various factors that could contribute to improved performance. 	<ul style="list-style-type: none"> <input type="checkbox"/> Coach uses video and analysis checklist to document performance errors. <input type="checkbox"/> Coach uses video to provide instant feedback to athlete after <i>kata</i> performance. <input type="checkbox"/> Submits Coach Portfolio.
4 (Advanced)	<ul style="list-style-type: none"> <input type="checkbox"/> Coach uses various strategies (i.e. positioning, video, other coaches, etc.) to identify critical factors of performance. <input type="checkbox"/> Coach consistently communicates how and why critical error contributes to performance. <input type="checkbox"/> Coach asks questions to supports athletes' understanding of how errors affect overall performance. <input type="checkbox"/> Coach reinforces application of competitive rules relating to skill execution. <input type="checkbox"/> Coach identifies individual/team skills and/or tactics that need improvement. 	<ul style="list-style-type: none"> <input type="checkbox"/> Coach uses assistants to detect errors in performance during sparring or <i>kata</i>. (i.e., using officials to critique <i>kata</i> performance.) <p>Observed</p> <ul style="list-style-type: none"> <input type="checkbox"/> Supports athlete's comprehension (see interventions that promote learning). <input type="checkbox"/> Coach explains skills and strategy of defensive and offensive fighters, and when to use appropriate techniques. <input type="checkbox"/> Coach can identify weak areas in athletes i.e., guard is down in <i>kumite</i>, head bobbing in <i>kata</i> causing imbalance.
3 (NCCP Standard)	 <ul style="list-style-type: none"> <input type="checkbox"/> Coach moves around practice environment to observe skills and athletes during sparring sessions. <input type="checkbox"/> Coach selects key factor impacting performance. <input type="checkbox"/> Coach explains how the error relates to overall performance but does not indicate why it is important. <input type="checkbox"/> Coach reflects on potential causes of skill error <input type="checkbox"/> Identified errors consistent with guidelines for appropriate stage of athlete development. 	<p>Skill error detection</p> <p>Potential cause(s) of skill errors in performance are classified as follows:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Equipment <input type="checkbox"/> Environment <input type="checkbox"/> Psychology <input type="checkbox"/> Athletic Abilities <input type="checkbox"/> Technical <input type="checkbox"/> Tactical <input type="checkbox"/> Biomechanics <p>Skills must relate to age/gender/ability.</p>
2 (Foundation)	<ul style="list-style-type: none"> <input type="checkbox"/> Coach observes skill from single vantage point. <input type="checkbox"/> Coach identifies key factors contributing to performance errors but cannot select most critical factor impacting performance. 	<p>Observed</p> <ul style="list-style-type: none"> <input type="checkbox"/> Coach uses only one vantage point to detect errors. <input type="checkbox"/> Analysis does not identify key performance factor. <input type="checkbox"/> Coach only assesses <i>kata</i> from one perspective.
1 (Insufficient)	<ul style="list-style-type: none"> <input type="checkbox"/> Coach scans practice environment infrequently and pays little attention to skill execution. <input type="checkbox"/> Coach identifies effort and motivational factors that contribute to lack of performance rather than key technical or tactical factors. 	<ul style="list-style-type: none"> <input type="checkbox"/> Coach cannot detect performance errors.

Note: Evidence for this outcome should be gathered during direct observation of the coach in the practice environment and combined with other methods for evidence building (during learning experiences, online applications, portfolio submissions).

Outcome Evaluation Criteria: Analyzing Performance		
#2	Corrects Performance	
Achievement	Evidence	Sport-specific Examples
5 (Highly Effective)	<p>As in #4 PLUS:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Coach asks open-ended questions to assist athlete to identify individual corrections. <input type="checkbox"/> Coach involves athlete in critical thinking process: What did you do? What should you do? How can you net better results? 	<p>Observed coach competence</p> <ul style="list-style-type: none"> <input type="checkbox"/> Coach uses reflective questioning. Why did the applied skill not work? Why did he/she use a particular <i>kata</i> a certain time?
4 (Advanced)	<p>As in #3 PLUS:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Coach identifies why the correction will benefit performance and consistently identifies how to improve performance. <input type="checkbox"/> Coaching corrections focus athlete attention towards external cues, or on anticipated effects of movement rather than the way the movement is performed (internal focus). 	<p>Observed coach competence</p> <ul style="list-style-type: none"> <input type="checkbox"/> Coach identifies why correction will benefit overall performance and corrects performance using 2-3 key points. <p>Observed</p> <ul style="list-style-type: none"> <input type="checkbox"/> Encourages use of external cues. <input type="checkbox"/> Allows the athlete to feel the effect of the correction.
3 (NCCP Standard)	 <ul style="list-style-type: none"> <input type="checkbox"/> Coach makes specific corrections that identify <i>how</i> to improve performance by prescribing key performance factors. <input type="checkbox"/> Coach uses adequate demonstrations to model correct performance. <input type="checkbox"/> Skill/performance corrections are prescriptive (emphasize how to improve, not just what to improve). 	<p>Observed coach competence</p> <ul style="list-style-type: none"> <input type="checkbox"/> Coach can identify effects of error on performance and communicate the importance skill has on overall performance. <input type="checkbox"/> Coach facilitates athlete learning during training by providing a biomechanical explanation or demonstration of proper execution. <input type="checkbox"/> Coach adequately demonstrates cause and effect of skill performance.
2 (Foundation)	<ul style="list-style-type: none"> <input type="checkbox"/> Coach corrects the athlete(s) by indicating what they did rather than identifying specific strategies for how to improve performance. 	<p>Observed coach competence</p> <ul style="list-style-type: none"> <input type="checkbox"/> Coach identifies error and offers a biomechanical explanation without ensuring that the athlete understands how to correct the error.
1 (Insufficient)	<ul style="list-style-type: none"> <input type="checkbox"/> Coach provides corrections that identify vague external factors rather than specific factors that contribute to improved performance. 	<ul style="list-style-type: none"> <input type="checkbox"/> Performance correction not based on biomechanical principles.

Note: Evidence for this outcome should be gathered during direct observation of the coach in the practice environment and combined with other methods for evidence building (during learning experiences, online applications, portfolio submissions).

Outcome Evaluation Criteria: Ethical Decision-Making		
#1	Apply Ethical Decision-making Process	
Achievement	Evidence	Sport-specific Examples
5 (Highly Effective)	<p>As in #4 PLUS:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Coach correctly assigns all potential arguments (1-2) to two conflicting decisions for all three legal and ethical scenarios. <input type="checkbox"/> Coach correctly selects all of the most effective actions (10) in implementing the chosen decision while avoiding all actions (5) that are not effective in all three legal and ethical scenarios. 	
4 (Advanced)	<p>As in #3 and:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Coach correctly assigns most potential arguments (> 8/12) to two conflicting decisions for all three legal and ethical scenarios. <input type="checkbox"/> Coach correctly selects majority of most effective actions (> 8/10) in implementing chosen decision while avoiding most actions (> 4) that are not effective in one intermediate and one complex legal or ethical scenario. 	
3 (NCCP Standard)	<p>As in #2 PLUS:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Coach correctly identifies most, including all critical facts (15) in all three legal and ethical scenarios. <input type="checkbox"/> Coach correctly identifies what is at stake (legal vs. ethical and potential reasons for ethical issues) for three ethical or legal scenarios. <input type="checkbox"/> Coach correctly assigns some potential arguments (> 6/12) to two conflicting decisions for one intermediate and one complex legal or ethical scenario. <input type="checkbox"/> Coach correctly selects > 5/10 of the most effective actions in implementing chosen decision while avoiding < 5 actions that are not effective in one intermediate and one complex legal or ethical scenario. 	<ul style="list-style-type: none"> <input type="checkbox"/> Complex scenario: Interpretation of a legal and ethical issue with > 3 decisions and includes > 6) consequences and (> 3 stakeholders. <input type="checkbox"/> Intermediate scenario: Interpretation of an ethical issue with > 3 decisions, and includes > 6 consequences and >3 stakeholders. <p>As presented in Karate Technical 1 reference materials.</p>
2 (Foundation)		
1 (Insufficient)		

Outcome Evaluation Criteria: Planning a Practice		
#1	Identifies Appropriate Logistics for Practice	
Achievement	Evidence	Sport-specific Examples
<p>5 (Highly Effective)</p>	<p>As in #4 PLUS:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Clear rationale provided for each goal and objective. <input type="checkbox"/> Practice plan demonstrates optimal use of time and equipment to promote maximal time in active engagement, learning and training. 	<p>During evaluation/debriefing</p> <ul style="list-style-type: none"> <input type="checkbox"/> Coach provides rationale for each stated goal and objective. <input type="checkbox"/> Coach readily identifies training deficiencies. <input type="checkbox"/> Coach has displayed appropriate use of time and space in the practice.
<p>4 (Advanced)</p>	<p>As in #3 PLUS:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Practice plan has specific objectives for each activity. <input type="checkbox"/> Key factors or teaching points are provided for each activity. <input type="checkbox"/> Plan identifies where practice is located within context of season or annual plan. 	<p>Exceptional evidence</p> <ul style="list-style-type: none"> <input type="checkbox"/> Excellent detail and accuracy to meet overall criteria. <input type="checkbox"/> Plan would assist a different coach in enhancing practice. <p>Practice plan includes</p> <ul style="list-style-type: none"> <input type="checkbox"/> Specific goals and objectives, <input type="checkbox"/> 2-3 key teaching points for each skill.
<p>3 (NCCP Standard)</p> 	<p>As in #2 PLUS:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Practice plan identifies goals consistent with NCCP growth and development principles. <input type="checkbox"/> Practice plan is organized into main segments that include an intro, warm-up, main part, cool-down and conclusion. <input type="checkbox"/> Timelines identify each practice segment and duration of practice. <input type="checkbox"/> Plan lists key factors or teaching points that relate to overall goal. 	<p>Good evidence</p> <ul style="list-style-type: none"> <input type="checkbox"/> Detail and accuracy in plan sufficient to meet overall criteria. A different coach could implement the practice. <input type="checkbox"/> Practice plan submission contains all 5 practice elements: intro, warm-up, main part, cool-down, conclusion. <input type="checkbox"/> Teaches at least 3 key elements. <input type="checkbox"/> Coach can apply weight/resistance, or plyometric exercises to improve performance..
<p>2 (Foundation)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Practice plan identifies goal or series of key elements that will be addressed in practice. <input type="checkbox"/> Practice plan identifies basic information including date, time, location, number and level of athletes. <input type="checkbox"/> Practice plan indicates basic logistical needs (i.e. facilities and equipment) to match overall goal. 	<p>Some evidence</p> <ul style="list-style-type: none"> <input type="checkbox"/> Plan has limited detail and insufficient accuracy to meet overall criteria. A different coach would have difficulty implementing the practice. <input type="checkbox"/> Submitted practice plan includes practice elements of warm-up, cool-down, ≥ 2 of 3 main practice elements.
<p>1 (Insufficient)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Practice plan goals and objectives vague/not clearly identified. <input type="checkbox"/> Plan has basic structure, but does not identify main segments or practice timeline. 	<p>Absence of evidence</p> <ul style="list-style-type: none"> <input type="checkbox"/> Practice plan not submitted.

Outcome Evaluation Criteria: Planning a Practice		
#2	Identify Appropriate Activities in Each Part of Practice	
Achievement	Evidence	Sport-specific Examples
5 (Highly Effective)	As in #4 and: <ul style="list-style-type: none"> <input type="checkbox"/> Practice activities meet participants' needs based on analysis of performance in competition. <input type="checkbox"/> Practice plan integrates mental skills and strategies (visualization, goal setting, focusing and refocusing strategies). <input type="checkbox"/> Practice elements integrated to promote skill development are consistent with NCCP skill development guidelines. 	<ul style="list-style-type: none"> <input type="checkbox"/> Coach uses basic Complexity Principles. <input type="checkbox"/> Coach sets goal of 'Score 1 clean point in 10 seconds.' <input type="checkbox"/> Coach uses visualization to enhance training.
4 (Advanced)	As in #3 and: <ul style="list-style-type: none"> <input type="checkbox"/> Activities purposefully create challenges that elicit specific training effect. <input type="checkbox"/> Activities promote concepts of decision training during sparring sessions. <input type="checkbox"/> Activities develop specific physical abilities by identifying work: rest ratios, target training load, and/or target intensities. <input type="checkbox"/> Plan uses goal setting and indicates specific criteria for assessing athlete achievement. <input type="checkbox"/> Activities are appropriate to time and location in seasonal program. <input type="checkbox"/> Activities are properly sequenced in 'main part' of practice to promote learning, skill development, and induce desired training effect. 	Exceptional evidence <ul style="list-style-type: none"> <input type="checkbox"/> Plan is detailed and accurate in meeting overall criteria. <input type="checkbox"/> Plan would assist another coach to enhance the practice. <input type="checkbox"/> Coach modifies practice elements to obtain specific training effect. Observed coach competence <ul style="list-style-type: none"> <input type="checkbox"/> Implementation of modified practice plan. Evaluation/Debriefing <ul style="list-style-type: none"> <input type="checkbox"/> Coach provides rationale for modifying practice elements that comply with context objectives (age/gender/abilities). <input type="checkbox"/> Submission of practice plan (portfolio). <input type="checkbox"/> Specific training effect identified. Coach competence assessment includes <ul style="list-style-type: none"> <input type="checkbox"/> Implementation of practice plan. <input type="checkbox"/> Practice plan to include optimal written work that suits karate-specific discipline.
3 (NCCP Standard)	As in #2 and: <ul style="list-style-type: none"> <input type="checkbox"/> Activities effectively described (demonstration, explanations, identifying key points). <input type="checkbox"/> Activities allotted sufficient time to develop skills and or tactics identified by the goal. <input type="checkbox"/> Planned activities contribute to skill(s) development and appropriate to stage of such development (Refinement). <input type="checkbox"/> Practice plan indicates key factors (coaching points) that will be identified in the practice activity. <input type="checkbox"/> Activities that contribute to athletic fitness and conditioning, are appropriate for karate, and are consistent with NCCP growth and development principles. 	Good evidence <ul style="list-style-type: none"> <input type="checkbox"/> Plan has sufficient detail and accuracy to meet overall criteria. Another coach could implement the practice. <input type="checkbox"/> Coach trains correct energy systems and flexibility. <input type="checkbox"/> Coach implements practice plan and competently includes practice elements of intro, warm-up, main, technical, cool-down and conclusion. <input type="checkbox"/> Coach implements 2-3 key points for skills in training plan. (See Referent Model.) <input type="checkbox"/> Coach shows basic understanding of using basic plyometrics and weight/resistance band training. <input type="checkbox"/> Coach can adopt energy systems required for <i>kata/kumite/kihon</i>.
2 (Foundation)	<ul style="list-style-type: none"> <input type="checkbox"/> Activities are purposeful and link to overall practice goal. <input type="checkbox"/> Practice duration and each segment consistent with NCCP growth and development principles. <input type="checkbox"/> Planned activities reflect awareness and control of potential risk factors. 	Some evidence <ul style="list-style-type: none"> <input type="checkbox"/> Plan has limited detail and insufficient accuracy to meet overall criteria. A different coach would have difficulty implementing the practice. <input type="checkbox"/> Practice plan includes only two of the three main practice elements and not all appropriate skills and key teaching points are stressed (Referent Model).
1 (Insufficient)	<ul style="list-style-type: none"> <input type="checkbox"/> Activities not linked to overall purpose of practice. <input type="checkbox"/> Activities do not reflect safety awareness. <input type="checkbox"/> Activities inconsistent with NCCP growth and development principles. 	<ul style="list-style-type: none"> <input type="checkbox"/> Practice plan does not include any of the three practice elements (no warm-up, cool-down or flexibility). <input type="checkbox"/> Practice activities are not appropriate or consistent with context objectives.

Outcome Evaluation Criteria: Planning a Practice		
#3	Design an Emergency Action Plan	
Achievement	Evidence	Sport-specific Examples
5 (Highly Effective)	As in #4 and: <ul style="list-style-type: none"> <input type="checkbox"/> Presents current medical profiles. <input type="checkbox"/> Well organized athlete profiles stored in secure location to protect privacy. 	<ul style="list-style-type: none"> <input type="checkbox"/> Coach/Manager has database of current contact, emergency contact, and relevant medical information for all athletes.
4 (Advanced)	As in #3 and: <ul style="list-style-type: none"> <input type="checkbox"/> Presents checklist of equipment necessary in first aid kit, <input type="checkbox"/> Reviews first aid equipment bi-annually. <input type="checkbox"/> Identifies specific steps or procedures in event of injury. 	<ul style="list-style-type: none"> <input type="checkbox"/> Coach presents proof of record that first aid kit is inspected twice annually. <input type="checkbox"/> Procedures for common karate injuries are included in EAP booklet (concussions, finger and toe sprains, cuts, blisters, joint strains, muscle tears).
3 (NCCP Standard)	 As in #2 and: <ul style="list-style-type: none"> <input type="checkbox"/> One- or two-page emergency action plan (EAP) includes list of emergency phone numbers, instructions on finding the training area and how to implement emergency action plan, escape routes identified. <input type="checkbox"/> Presents basic medical profiles for each athlete under the care of the coach. <input type="checkbox"/> Presents fully stocked first aid kit. <input type="checkbox"/> Designated charge person and call person with roles and responsibilities. 	<ul style="list-style-type: none"> <input type="checkbox"/> Detailed EAP protocol booklet containing 6 critical elements available in known location. Coach/manager presents necessary medical records maintained for competition purposes. <input type="checkbox"/> Coach has signed waiver/participant forms. <input type="checkbox"/> Coach knows designated charge and call persons. <input type="checkbox"/> Role and responsibilities included in protocol booklet.
2 (Foundation)	<ul style="list-style-type: none"> <input type="checkbox"/> One or two page emergency action plan includes location of emergency escape routes. <input type="checkbox"/> Location of telephones and emergency telephone numbers. <input type="checkbox"/> Specific directions to reach activity site might include map or list of key instructions. 	<p>Written EAP presented with 4 basic elements:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Locations of telephones are identified (cell or land lines). <input type="checkbox"/> Emergency telephone numbers listed. <input type="checkbox"/> Location of fully-stocked first aid kit. <input type="checkbox"/> Directions to reach activity site provided (e.g. gymnasium address).
1 (Insufficient)	<ul style="list-style-type: none"> <input type="checkbox"/> Emergency action plan written, but may include very basic elements such as location of land or cell phone and who to contact. 	<p>EAP not presented</p> <p>During evaluation/debriefing coach can explain three basic elements:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Locations of telephones identified (cell or land lines). <input type="checkbox"/> Emergency telephone numbers listed. <input type="checkbox"/> Location of fully-stocked first aid kit.

Outcome Evaluation Criteria: Supporting the Competitive Experience		
#1	Prepare for Readiness in Competition	
Achievement	Evidence	Sport-specific Examples
5 (Highly Effective)	<p>As in #4 and:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Coach presents contingency plans for unforeseen or ambiguous factors affecting competition. 	<ul style="list-style-type: none"> <input type="checkbox"/> Additional evidence may be obtained during debriefing session by having coach respond to a specific scenario. Coach has relevant sport insurance forms available.
4 (Advanced)	<p>As in #3 and:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Coach ensures use of basic mental strategies for ideal performance. <input type="checkbox"/> Coach plans and organizes roles and responsibilities of assistants and other stakeholders (e.g., other coaches, trainers, parents, managers, etc.). <input type="checkbox"/> Coach adjusts athlete or team preparation based on changes in competitive environment or athlete injury. <input type="checkbox"/> Coach presents strategy to monitor competition goals or gather evidence of athlete performance. <input type="checkbox"/> Coach reinforces key nutritional considerations (hydration, pre-event food consumption) before competition. 	<ul style="list-style-type: none"> <input type="checkbox"/> Implementation of mental strategies used in practice could involve specific debriefing to determine additional evidence. <input type="checkbox"/> Coach demonstrates ability to change practice parameters to facilitate environmental conditions (competition at high altitude/hot and humid/cold). <input type="checkbox"/> Coach ensures adequate observation of all athletes competing at same time in various categories. <input type="checkbox"/> Coach ensures that all rings are monitored to determine likelihood of repechage.
3 (NCCP Standard)	<p>As in #2 and:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Coach produces competition plan identifying tactics, strategies or athlete expectations before, during and after competition. <input type="checkbox"/> Coach clarifies competitive rules before competition (eligibility, modification of game rules) and communicates appropriate information to athletes and other stakeholders (parents). <input type="checkbox"/> Coach ensures that tactics and strategies are consistent with athletes' stage of development, skill level, and fitness level, seasonal objectives, and competition rules. 	<ul style="list-style-type: none"> <input type="checkbox"/> Coach can follow both draw and repechage sheets of competition. <input type="checkbox"/> Coach understands basic tournament operations (time-keeping, scorekeeping, and draw sheets). <input type="checkbox"/> Coach knows which equipment is mandatory and acceptable according to rules. <input type="checkbox"/> Coach ensures that compulsory events are followed (appropriate <i>Shitei kata</i> and no repetition). <p>Observed competence</p> <ul style="list-style-type: none"> <input type="checkbox"/> Coach demonstrates from a draw sheet, who competes where and who goes against whom.
2 (Foundation)	<ul style="list-style-type: none"> <input type="checkbox"/> Coach ensures safe and positive competition environment by checking sport-specific logistics and procedures (equipment, facility, rules). <input type="checkbox"/> Coach ensures physical readiness of athletes and venue (warm-up, taping, etc.), equipment checks, and sport-specific logistics (coaches meeting). <input type="checkbox"/> Coach identifies performance or process goals for competition and has planned strategies to monitor these goals. 	<ul style="list-style-type: none"> <input type="checkbox"/> Checks and understands tournament draws. <input type="checkbox"/> Ensures all mandatory equipment is approved and within rules guidelines. <input type="checkbox"/> Coach understands time keeping and score keeping. <input type="checkbox"/> Coach understands warm-ups required but only for one discipline (<i>kata</i> or <i>kumite</i>).
1 (Insufficient)	<ul style="list-style-type: none"> <input type="checkbox"/> Coach is unprepared and has difficulty organizing athletes for competition. <input type="checkbox"/> Athletes are unaware of competition schedule or plan. <input type="checkbox"/> Pre-competition preparation is rushed and equipment is not readily available. 	<ul style="list-style-type: none"> <input type="checkbox"/> Coach does not understand draw or repechage system and is not familiar with tournament operations.

Outcome Evaluation Criteria: Supporting the Competitive Experience		
#2	Provide Effective Interventions during and after Competition.	
Achievement	Evidence	Sport-specific Examples
5 (Highly Effective)	<p>As in #4 and:</p> <ul style="list-style-type: none"> <input type="checkbox"/> During or between events, coach helps athletes to reflect critically by prompting them to choose successful strategies for subsequent performances. <p>Interventions are complex and require athletes to take ownership over competitive decisions where appropriate.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> What do you think worked well? <input type="checkbox"/> You lost in overtime, with no points scored. <input type="checkbox"/> How can you make the appropriate adjustment for next time?
4 (Advanced)	<p>As in #3 and:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Coach uses interventions that provide strategic information (event specific), manages athletes (substitutions, replacements), makes equipment adjustments (fine tuning, etc.) or implements mental strategies (arousal control). <input type="checkbox"/> Coach assesses timing and interventions (or decisions not to intervene) made during competition and can justify which interventions may be repeated or modified in subsequent competition situation. <p>Interventions are more complex and are predominantly coach directed with the aim of empowering athletes to achieve successful performance.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Team sport: Coach uses substitutions during team fights to maintain momentum or create desired changes in team performance. <input type="checkbox"/> Individual sport: Coach makes changes to strategies or <i>kata</i> selections before event to adjust for type and level of opponent. <input type="checkbox"/> Multi-event sport: Coach uses mental strategies between competitive performances to assist athletes to achieve ideal performance state (Individual vs. team <i>kumite</i>) <input type="checkbox"/> Timing of interventions can be elicited during debriefing by having coach reflect on a critical intervention implemented during competition. Interventions are ethical and are implemented in accordance to the competition rules.
3 (NCCP Standard)	<p>As in #2 and:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Coach is positive and provides athletes with basic information that identifies what and how to improve performance. For example, coach gives basic strategic information and describes ways to achieve successful performance during the competition or between competitive events. <input type="checkbox"/> Coach ensured that athletes are focused on the task, and not the outcome or scoreboard. <input type="checkbox"/> Coach meets with athletes after the competition to review competitive objectives. <p>Interventions are still coach-directed but empower athlete to have successful performances.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> “Ok, you are ahead, now get to the centre and control the ring.” <input type="checkbox"/> “Your next fighter is all offence, so you have to make sure you get off first.” <input type="checkbox"/> “You lost to the best person in the division, forget it and focus on who you will meet in the repechage, you’re still in it.” <input type="checkbox"/> “Your most challenging <i>kata</i> opponent is in round 3, so let’s select your <i>kata</i> strategically to prepare for this.”
2 (Foundation)	<ul style="list-style-type: none"> <input type="checkbox"/> Coach is positive and provides athletes with basic information that identifies what they need to improve performance. <input type="checkbox"/> Coach gives frequent motivational or directional prompts during competition or between competitive events. <input type="checkbox"/> Coach meets with athletes after competition to provide encouragement and reinforce achievement. <p>Interventions are coach-directed and tend to be non-specific or vague.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> “You have lots of time, stay focused.” <input type="checkbox"/> “You know what we practised when forced back into the corner.” <input type="checkbox"/> “He is a defensive fighter, so you have to break his timing first, and create an opening.”
1 (Insufficient)	<ul style="list-style-type: none"> <input type="checkbox"/> Coach criticizes athlete performance during competition or between competitive events. <input type="checkbox"/> Coach ignores athletes after competition or berates athletes’ performance. 	<ul style="list-style-type: none"> <input type="checkbox"/> “You know that you are better than this.” <input type="checkbox"/> “Are you sleeping in there?” <input type="checkbox"/> “You were great in practice but now you can’t do anything.”

APPENDIX 2 – NCCP CODE OF ETHICS

Following the CPCA (Canadian Professional Coaches Association) Coaching Code of Ethics, the *NCCP Code of Ethics* is based on the following fundamental principles:

- Respecting participants
- Coaching responsibly
- Maintaining integrity in relationships
- Honouring sport
- Preserving participants' physical safety and health

Respecting Participants

The principle of *respecting participants* challenges coaches to act in a manner respectful of the dignity of those involved in sport. The cornerstone of this principle is the assumption that each person has value and is worthy of respect. Respecting participants means that coaches:

- Do not make some participants feel they are worth more or less than others on the basis of gender, race, place of origin, athletic potential, skin colour, sexual orientation, religion, political beliefs, socio-economic status, marital status, age, or any other conditions.
- Have a responsibility to respect and promote the rights of all participants. This is accomplished by establishing and following procedures for confidentiality (the right to privacy); informed participation and shared decision-making (the right to self-determination and participants' rights); and fair and reasonable treatment (the right to procedural fairness). Coaches have a special responsibility to respect and promote the rights of participants who are in vulnerable or dependent positions, and therefore less able to protect their own rights.
- Interact with others in a manner that enables all participants in sport to maintain their dignity.
- Build mutual support among fellow coaches, officials, participants, and their family members.

Coaching Responsibly

The principle of *coaching responsibly* carries the expectation that the activities of coaches will benefit society in general and participants in particular, and will do no harm. The notion of competence is fundamental to the implementation of this principle (that coaches are well prepared and current in their discipline and can maximize benefits and minimize risks to participants).

Coaching responsibly also implies that coaches:

- Act in the best interests of the participant's development as a whole person
- Recognize the power inherent in the position of coach
- Are aware of their personal values and the way these affect their behaviour
- Acknowledge the limitations of their knowledge and competence in their sport

- Accept the responsibility to work with other coaches and professionals in sport in the best interests of participants

Maintaining Integrity in Relationships

Maintaining integrity in relationships requires that coaches be honest, sincere, and honourable in their relationships. Acting on these values is most likely when coaches have a high degree of self-awareness and the ability to reflect critically on how their views and opinions influence their interactions.

Critical reflection questions existing assumptions about the values and practices that govern coaches' actions. The essential component of critical reflection is an attitude based on open-mindedness, active inquiry, and sincerity.

Honouring Sport

The principle of *honouring sport* challenges coaches to recognize, act on, and promote the value of sport for individuals, teams, and society in general. Honouring sport implies that coaches:

- Act on and promote clearly articulated values related to coaching and sport
- Encourage and model honourable intentions and actions

Preserving Participants' Physical Safety and Health

The theme of safety and health must be a part of all coaching. Preserving the physical safety and health of participants implies that coaches:

- Ensure the training or the competition environment is safe at all times
- Are prepared to react appropriately and in a timely manner in an emergency situation
- Ensure participation in training or competition activities does not pose a threat to the safety or health of the athlete beyond the normal risks of the sport
- Do not allow an injured athlete to participate in training or in competition if such participation increases the likelihood of further injury

APPENDIX 3 – OVERVIEW OF EVALUATION OUTCOMES

Coaches must be evaluated with context-specific athletes. This usually means athletes who train in the karate *dojo* setting and are learning basic karate skills and concepts for competition. Novice adults could also be used in the evaluation.

The following chart outlines karate priorities in the Instruction – Beginners and Competition – Introduction contexts.

Instruction – Beginners Priorities		
Enjoyment	Increased self-esteem	Proper attitude development
Increase physical fitness	Basic skill development	Basic <i>waza</i>
Learn motor skills	Basic <i>kumite/kata</i>	Basic timing and distance
Develop learning skills	Promote good health	Respect and courtesy
Basic power sources	Basic <i>kihon</i>	Learn to set goals
Competition – Introduction Priorities		
Acquire basic competition skills	Improve flexibility	Develop full potential
Learn sport ethics	<i>Dojo</i> vs. competition	Train energy systems
Understand competition rules	Competition experience	Start competing
Learn tactics and strategies	Body-specific training	Nutritional needs

Overview of Evaluation Outcomes

Outcome	Criteria	Method
Ethical Decision-making Instruction – Beginners and Competition – Introduction	<input type="checkbox"/> Applies ethical decision-making process	<input type="checkbox"/> MED online evaluation
Support Athletes In Training Instruction – Beginners and Competition – Introduction	<input type="checkbox"/> Ensures safe practice environment <input type="checkbox"/> Implements structured and organized practice <input type="checkbox"/> Develops interventions to promote learning	<input type="checkbox"/> Formal observation at practice (Preferred) <input type="checkbox"/> Portfolio submission and evaluation <input type="checkbox"/> Video submission analysis (Logistics optional)
Analyzing Performance Instruction – Beginners and Competition – Introduction	<input type="checkbox"/> Detects and corrects performance for beginner athletes <input type="checkbox"/> Detects and corrects performance for athletes starting competition	<input type="checkbox"/> Formal observation at practice (preferred) <input type="checkbox"/> Formal observation of video (logistic optional) <input type="checkbox"/> Pre-observation portfolio submission
Planning a Practice Competition – Introduction	<input type="checkbox"/> Organizes series of lesson activities into plan that enhances learning of one or more skills <input type="checkbox"/> Designs an Emergency Action Plan	<input type="checkbox"/> EAP submitted in Coach Portfolio <input type="checkbox"/> Observation at practice (preferred) <input type="checkbox"/> Video submission analysis (logistics option)
Support the Competitive Experience Competition – Introduction	<input type="checkbox"/> Prepares for competition readiness <input type="checkbox"/> Makes effective interventions during and after competition	<input type="checkbox"/> Submission of Coach Portfolio for assessment <input type="checkbox"/> Formal observation at competition <input type="checkbox"/> Mentorship with certified coach

NCCP Minimum Requirements for Certification

The competency-based NCCP evaluates important knowledge, skills, and attitudes in a variety of coaching settings. The evaluation must reflect the framework of ethical coaching practice promoted by Sport Canada. NCCP certification is outcomes-based and requires evidence-based evaluation. Certification supposes (1) the coach can demonstrate certain criteria and (2) sufficient evidence has been gathered to assess whether a specific goal has been achieved.

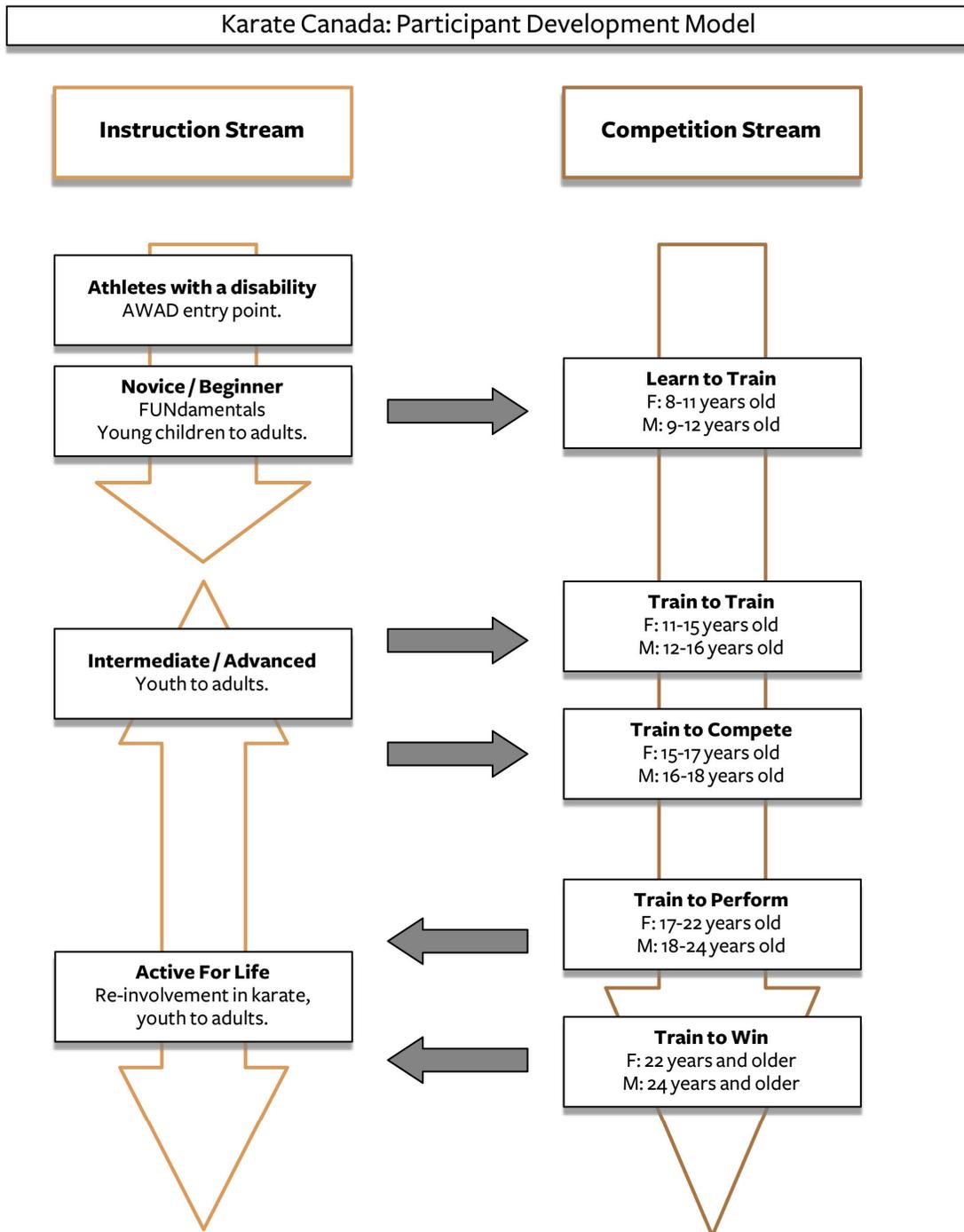
The certification process also requires the following:

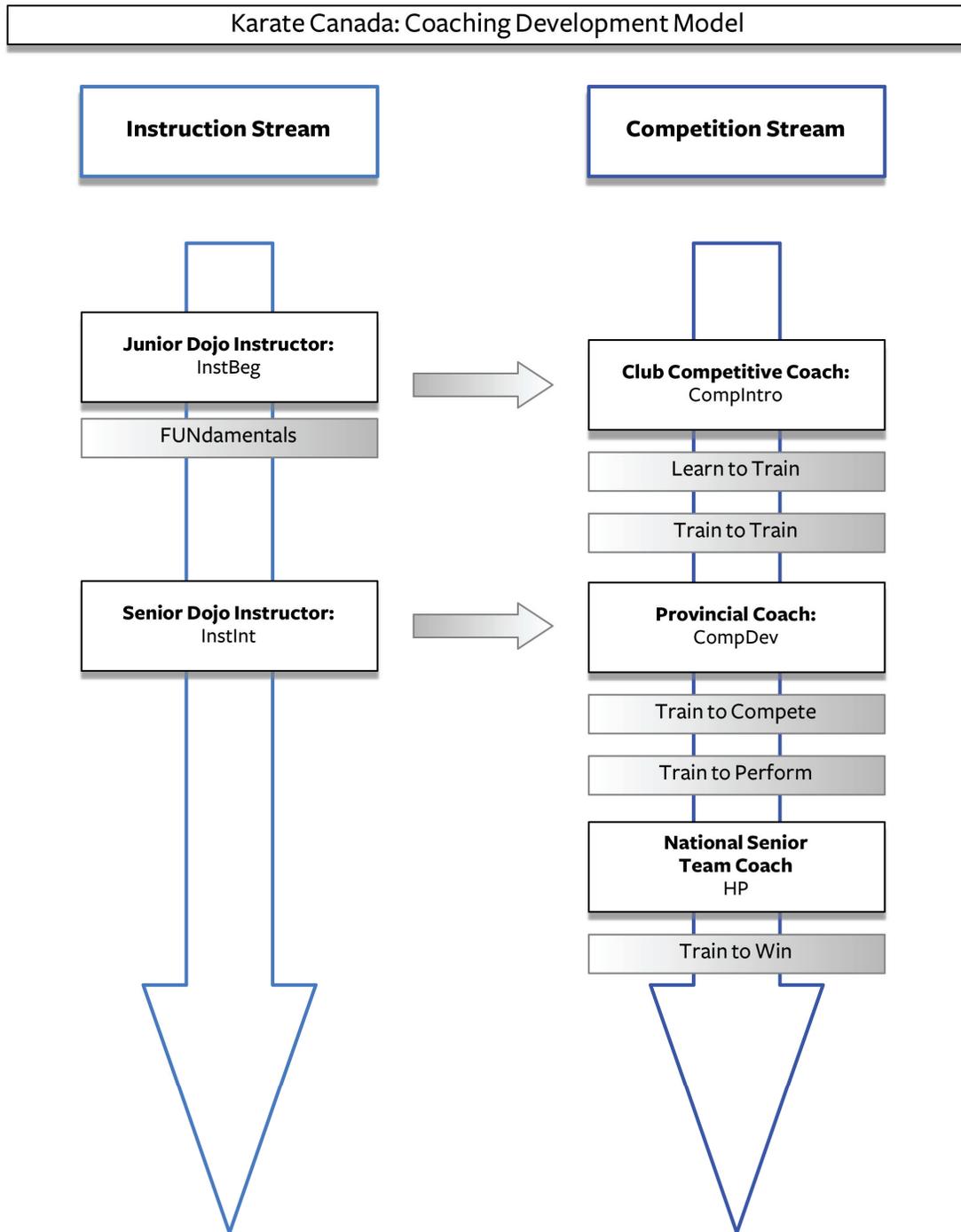
- The evaluation process must help coaches achieve certification by identifying the evidence and descriptors used to assess any given criterion.
- Only NCCP-trained and NCCP-accredited Evaluators can determine whether a coach has achieved any given criterion.
- Evidence of achievement may be obtained from several sources and must adhere to the minimum recommendations for gathering evidence based on the specific outcomes that are being evaluated.
- Coaches seeking certification must be formally observed by an external Evaluator as they coach athletes or participants in a specific coaching context.

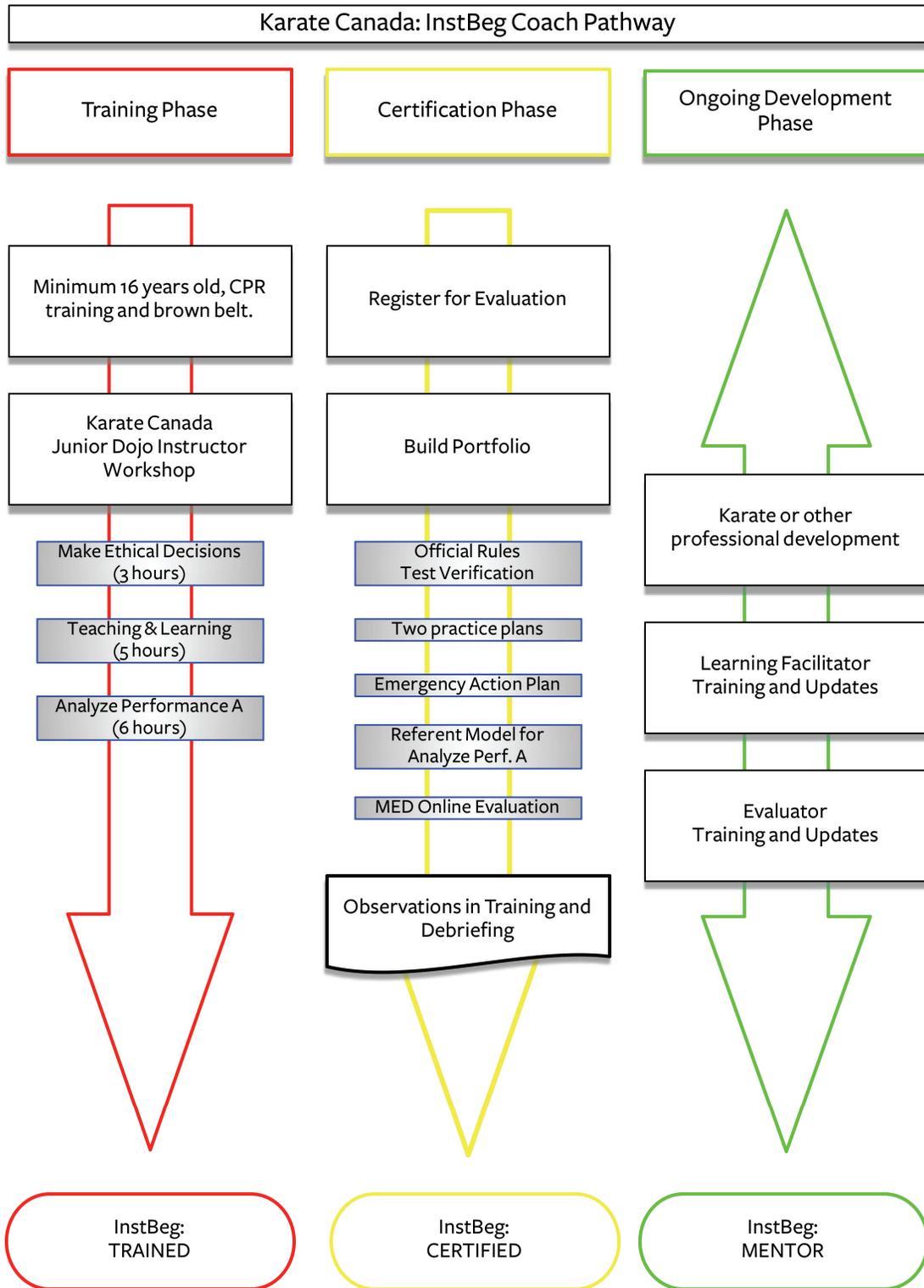
Certification is valid for three years. Coaches must provide proof of activity during this period to maintain certification. A coach is deemed active if he or she meets the following requirements:

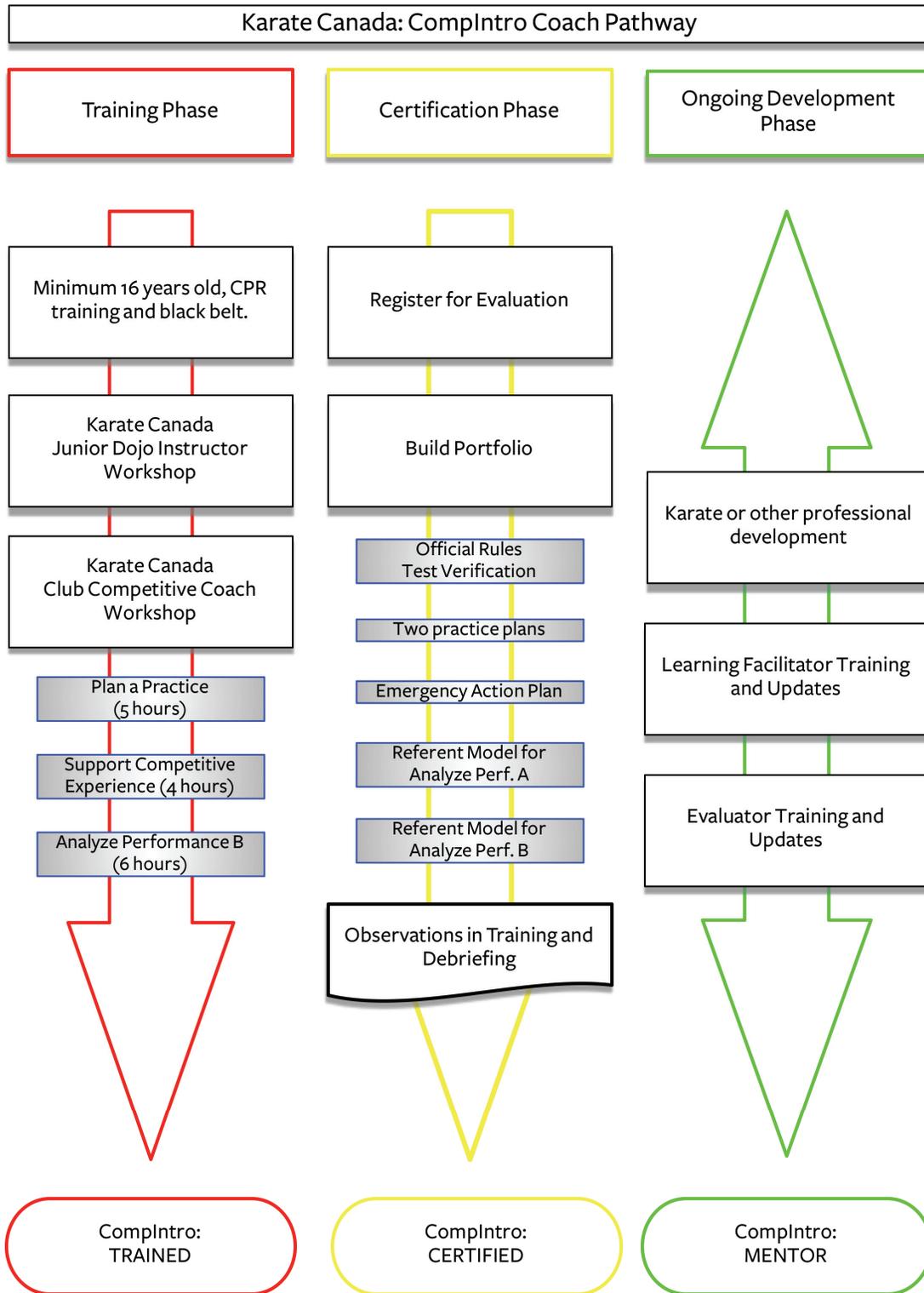
- Actively teaches in the *dojo*
- Attends or participates in one of the following activities (additional activities may be recognized if preapproved by a provincial NCCP representative):
 - Professional development training
 - NCCP training modules (Multi-Sport Modules or karate-specific modules)
 - First aid training
 - Training sessions by Master Evaluators, Learning Facilitators, or Master Learning Facilitators
 - Workshops provided by multi-sport provincial sport organizations
 - Competition coach seminars/symposiums or training camps offered by provincial or national sport organization coaching committees
 - Mentorship by a certified Competition – Introduction coach

APPENDIX 4 – KARATE CANADA DEVELOPMENT OVERVIEW AND PATHWAYS









APPENDIX 5 – KC OVERVIEW OF COACHING CONTEXTS

Instruction Stream						
NCCP Context	Coach Levels	Priorities	Concepts	NCCP Outcomes	Criteria	Training/ Evaluation
Inst-Beg	Junior <i>Dojo</i> Coach	<input type="checkbox"/> Enjoyment <input type="checkbox"/> Promote good health <input type="checkbox"/> Promote Self-Esteem <input type="checkbox"/> Promote good ethics <input type="checkbox"/> Basic skill development <input type="checkbox"/> Basic Motor skills <input type="checkbox"/> Basic flexibility <input type="checkbox"/> Build physical fitness <input type="checkbox"/> Learn to set goals <input type="checkbox"/> Strengthen muscles <input type="checkbox"/> Develop learning skills <input type="checkbox"/> Intro to a new culture <input type="checkbox"/> Respect and courtesy <input type="checkbox"/> <i>Dojo</i> rules <input type="checkbox"/> Martial Art Education <input type="checkbox"/> Basic power sources <input type="checkbox"/> Fundamental <i>kihon</i> <input type="checkbox"/> Fundamental <i>waza</i> <input type="checkbox"/> Fundamental <i>kata</i> <input type="checkbox"/> Fundamental <i>kumite</i>	<input type="checkbox"/> Make learning fun <input type="checkbox"/> Learn proper <i>dojo</i> hygiene <input type="checkbox"/> Learn the respect for <i>dojo</i> and participants within it <input type="checkbox"/> Learn all basics, stances, punches, kicks, blocks, and strikes <input type="checkbox"/> Make goals reasonable and attainable <input type="checkbox"/> Learn basic distance and timing <input type="checkbox"/> Learn basic <i>kumite</i> methods — <i>gohan</i> and <i>sanbon kumite</i> <input type="checkbox"/> Training specific to age/belt <input type="checkbox"/> Keep training exercises simple and age/belt specific <input type="checkbox"/> Promote understanding about use and dangers of self-defence <input type="checkbox"/> Exercises and techniques appropriate for age/belt <input type="checkbox"/> Learn basic sources of power applied to karate technique <input type="checkbox"/> Understand basic nutritional needs	<input type="checkbox"/> Ethical decision-making <input type="checkbox"/> Analyzing performance <input type="checkbox"/> Support athletes in training	See Appendix 3	Karate-specific training: <input type="checkbox"/> Instruction – Beginners Karate Learning Experience or <input type="checkbox"/> Competition – Introduction In- <i>Dojo</i> evaluation could include: <input type="checkbox"/> Building a portfolio <input type="checkbox"/> Possible video submission <input type="checkbox"/> Formal observation

Coach Portfolio for Karate: Appendix 5 – KC Overview of Coaching Contexts

Instruction Stream						
NCCP Context	Coach Levels	Priorities	Concepts	NCCP Outcomes	Criteria	Training/ Evaluation
Inst-Imd	Senior Dojo Coach	<input type="checkbox"/> Enjoy training/learning <input type="checkbox"/> Build strong body <input type="checkbox"/> Advanced skill development <ul style="list-style-type: none"> • motor skills • flexibility • fitness • learning skills • self-defence • <i>kihon</i> • <i>kata</i> • <i>kumite</i> • sources of power • <i>bunkai</i> <input type="checkbox"/> Promote <ul style="list-style-type: none"> • good ethics • moral character • self-confidence • martial philosophy • the art <input type="checkbox"/> Way of life <input type="checkbox"/> History of art of karate <input type="checkbox"/> Learn mental imagery <input type="checkbox"/> Communication <input type="checkbox"/> Risk management	<input type="checkbox"/> Make learning enjoyable <input type="checkbox"/> Be a leader in <i>dojorules</i> and etiquette <input type="checkbox"/> Study history of karate and KC <input type="checkbox"/> Karate is a 'way of life' (<i>Budo</i>) <input type="checkbox"/> Understand martial philosophy and how it applies <input type="checkbox"/> Understand physics of karate techniques <input type="checkbox"/> Understand basic body structure and development <input type="checkbox"/> Train <i>kihon</i> and <i>kata</i> specific to age/belt level <input type="checkbox"/> Learn advanced <i>kumite</i> techniques and training methods (<i>Jiyu kumite</i>) <input type="checkbox"/> Learn difference between sport karate and traditional karate and how they are applied <input type="checkbox"/> Learn visualization for progress and goals <input type="checkbox"/> Understand goals <input type="checkbox"/> Understand relationship between student (<i>seito</i>) and teacher (<i>sensei</i>) <input type="checkbox"/> Self-defence: <i>dojo</i> (competition)/street <input type="checkbox"/> Become versed in Codes of Conduct, ethics policies, rights, obligations, harassment, and risk management <input type="checkbox"/> Learn advanced sources of power applied to karate <i>waza</i> <input type="checkbox"/> Advanced nutritional requirements	<input type="checkbox"/> Ethical decision-making <input type="checkbox"/> Analyzing performance <input type="checkbox"/> Support athletes in training <input type="checkbox"/> Manage a program <input type="checkbox"/> Plan a practice	See Inst-Imd Portfolio	Karate-specific training In-Dojo Evaluation could include: <ul style="list-style-type: none"> <input type="checkbox"/> Building a portfolio <input type="checkbox"/> Possible video submission <input type="checkbox"/> Formal observation

Competition Stream						
NCCP Context	Coach Levels	Priorities	Concepts	NCCP Outcomes	Criteria	Training/ Evaluation
Comp-Int	Club Competitive Coach	<ul style="list-style-type: none"> <input type="checkbox"/> Acquire basic skills <input type="checkbox"/> Enjoy <input type="checkbox"/> Increase self-esteem <input type="checkbox"/> Learn motor skills <input type="checkbox"/> Basic <i>kumite/kata</i> <input type="checkbox"/> Learn basic rules of competition <input type="checkbox"/> Learn basic tactics and strategies <input type="checkbox"/> Increase physical fitness <input type="checkbox"/> Start competing <input type="checkbox"/> Competition ethics <input type="checkbox"/> Acquire basic competition skills <input type="checkbox"/> Body-specific training <input type="checkbox"/> Understand competition rules <input type="checkbox"/> Train energy systems <input type="checkbox"/> Develop proper attitudes <input type="checkbox"/> Competition experiences <input type="checkbox"/> Improve flexibility <input type="checkbox"/> Increases in competition <input type="checkbox"/> Competition sports ethics <input type="checkbox"/> Develop full potential <input type="checkbox"/> Body-specific training <input type="checkbox"/> Nutritional needs 	<ul style="list-style-type: none"> <input type="checkbox"/> Learn competition basics <input type="checkbox"/> Learn basic distance and timing <input type="checkbox"/> Know scoring areas <input type="checkbox"/> <i>Ippon/Jiyu Kumite</i> <input type="checkbox"/> Enjoy competition: winning not priority <input type="checkbox"/> Learn respect for officials, coaches and competitors <input type="checkbox"/> Goal setting <input type="checkbox"/> Weights and resistance band training <input type="checkbox"/> Basic pleiometrics <input type="checkbox"/> Refine basic distance and timing concepts <input type="checkbox"/> Train aerobic and anaerobic lactic systems <input type="checkbox"/> Basic understanding of rules <input type="checkbox"/> Flexibility training <input type="checkbox"/> Distance and timing <input type="checkbox"/> Complete training schedule <input type="checkbox"/> Advanced pleiometrics <input type="checkbox"/> Skill analysis <input type="checkbox"/> Advanced weight and resistance <input type="checkbox"/> Karate- specific flexibility (dynamic and isometric) <input type="checkbox"/> Full awareness of competition rules <input type="checkbox"/> Understand basic competition structure <input type="checkbox"/> Learn basic event nutrition 	<ul style="list-style-type: none"> <input type="checkbox"/> Ethical decision-making <input type="checkbox"/> Analyzing performance <input type="checkbox"/> Support athletes in training <input type="checkbox"/> Instruction - Beginners outcomes <p>PLUS</p> <ul style="list-style-type: none"> <input type="checkbox"/> Plan a practice <input type="checkbox"/> Support the competitive experience 	See Appendix 3	<p>Karate-specific training:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Comp-Int Karate Learning Experience <p>In-<i>Dojo</i> evaluation would include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Building a portfolio <input type="checkbox"/> Competition evaluation in competitive setting <p>Mentorship training:</p> <ul style="list-style-type: none"> <input type="checkbox"/> With certified Comp-Int coach

Competition Stream						
NCCP Context	Coach Levels	Priorities	Concepts	NCCP Outcomes	Criteria	Training/ Evaluation
Comp-Dev	Provincial/ National Competitive Coach	<input type="checkbox"/> Acquire advanced skills <ul style="list-style-type: none"> • tactics and strategies • mental skills • imagery <input type="checkbox"/> Refine <ul style="list-style-type: none"> • fitness level • specific energy systems <input type="checkbox"/> Body-specific training	<input type="checkbox"/> Advanced distance and timing <input type="checkbox"/> Refine advanced pleiometrics <input type="checkbox"/> Injury prevention & management <input type="checkbox"/> Advanced mental preparation <input type="checkbox"/> Karate-specific flexibility (dynamic and isometric) <input type="checkbox"/> Wind sprints, ballistic actions <input type="checkbox"/> Understand ring strategies	<input type="checkbox"/> Ethical decision-making <input type="checkbox"/> Analyzing performance <input type="checkbox"/> Support athletes in training <input type="checkbox"/> Plan a practice <input type="checkbox"/> Support competitive experience <input type="checkbox"/> Design a sport program <input type="checkbox"/> Manage a program	TBA	TBA
Comp-HP	National Competitive Coach	<input type="checkbox"/> Refine advanced <ul style="list-style-type: none"> • mental skills • strategies • skills <input type="checkbox"/> Refine fitness level <input type="checkbox"/> Maximize training schedules <input type="checkbox"/> Fully develop potential <input type="checkbox"/> Achieve podium results <input type="checkbox"/> Advanced nutritional needs	<input type="checkbox"/> Maintain <ul style="list-style-type: none"> • skills • physical health • flexibility <input type="checkbox"/> Advanced athlete-specific training schedule <input type="checkbox"/> Injury prevention and management <input type="checkbox"/> Sport psychology <input type="checkbox"/> Goal setting <input type="checkbox"/> Define HP nutritional needs		TBA	TBA

APPENDIX 6 – EVALUATION CRITERIA AND FORMS

(Achievement of outcomes will be determined using these tools)

Instruction – Beginners and Competition – Introduction: Factors for Evaluation

Outcome	Criteria	Evidence of Achievement	Yes	No
Planning a Practice (Evaluated Prior to Practice)	Practice Plan	Did the practice plan identify a goal or series of key elements to be addressed during practice?		
		Did the practice plan identify basic information including date, time, location, number and level of athletes?		
		Were basic logistical needs identified on the practice plan? (e.g., facilities, equipment)		
		Was the practice plan organized into main segments that included an introduction, a warm-up, a main part, a cool-down, and a conclusion?		
		Was the duration of the practice and each practice segment identified?		
		Did the practice plan include a list of key factors or teaching points that relate to the overall goal?		
	EAP	Did the EAP identify the location of telephones and emergency telephone numbers?		
		Did the EAP provide directions for how to reach the facility?		
		Did the EAP identify a 'charge person' and 'control person'?		
		Were the roles and responsibilities of the 'charge person' and 'control person' identified?		
		Did the EAP describe how to respond to an injury that needed medical attention?		
	Type of activity	Were practice activities effectively described (e.g., diagrams, explanations, key points)?		
		Was enough time allotted for planned activities to develop goal skills or tactics?		
		Did the practice plan include activities appropriate to athlete developmental level and contribute to skill development?		
		Were key factors (teaching points) identified for each practice activity?		
		Was duration of each practice activity identified on practice plan and were they consistent with NCCP growth and development principles?		
		Did planned activities reflect awareness of and controls for potential risk factors?		
		Were planned activities purposeful and linked to overall practice goal?		
		Were practice activities effectively described (e.g., diagrams, explanations)?		

Coach Portfolio for Karate: Appendix 6 – Evaluation Criteria and Forms

Outcome	Criteria	Evidence of Achievement	Yes	No	
Supporting Athletes in Training (Evaluated during the practice)	Safety	Was sport-specific equipment checked before practice?			
		Before starting individual training session, did coach inspect training area for safety risks?			
		Are coach and staff trained in first aid? Is staff qualified to treat sparring-related injuries?			
		Were emergency phone numbers located near emergency phones?			
		Does the coach have basic medical profiles of athletes? (Allergies, medications, etc.)			
		Is an appropriately stocked first aid kit available?			
		Were instructions to direct EMS to training site near phone and emergency numbers?			
		Were locations of emergency exits clearly marked?			
		Are emergency phone numbers located near emergency phones?			
	Structure and Organization	Was the coach appropriately dressed?			
		Was the equipment available and ready for use?			
		Did the practice have clear practice segments, including appropriate warm-up, main segments, and cool-down?			
		Did the coach have a practice plan readily available?			
		Were goals outlined in the practice plan achieved?			
		Were breaks provided for recovery and hydration?			
		Did the practice have a clear timeline for activities and drills, and was activity time maximized?			
		Did the coach optimize use of space and equipment?			
		Did the practice activities contribute to development of skills or tactics?			
	Coach Intervention	Did explanations identify 1-3 key learning points?			
		Were demonstrations used, and were athletes in optimal position to see and hear?			
		Was feedback positive, specific, and communicated to both individuals and the group?			
		Did the coach maintain a positive outlook and acknowledge the athletes' needs and thoughts?			
		Did the coach use respectful language when providing verbal interventions?			
		Did feedback and instruction clearly identify <i>what</i> and <i>how</i> to improve?			
		Did the coach constructively reinforce athletes' effort and performance?			
		Were athletes made aware of behaviour expectations and were these appropriately reinforced during the practice?			
	Analyzing Performance	Detect	Did the coach move around practice environment to observe skills from optimal vantage points		
			Could the coach identify the key factor that directly impacted performance?		
Could the coach identify all potential causes of skill error as outlined in reference model?					
Did the coach detect discrepancies between observed performance and reference model?					
Correct		Did the coach use adequate demonstrations to model correct performance?			
		Were skill/performance corrections prescriptive (emphasize how to improve, not just what to improve)?			
		Did the coach make specific corrections that identified <i>how</i> to improve performance?			
		Were identified corrections consistent with the referent model?			
		Were appropriate drills and or activities prescribed that helped the athlete to correct performance?			

Coach Evaluation Form for Karate Competition

Coach			CC Number	C	C								
	Family name	First name											
Supporting the Competitive Experience													
Criterion	Prepare for readiness in competition												
	Coach ensures necessary equipment is WKF approved, ready, available for use and is in optimal condition.											Yes	No
	Coach ensures that sport-specific elements and procedures (WKF rules) are accounted for to enable a safe and positive competition environment.											Yes	No
	Coach clarifies competition rules before competition (eligibility, draws, <i>repechage</i>) and communicates appropriate information to athletes, parents, etc.											Yes	No
	Coach communicates competition plan or schedule to athlete or team that identifies athlete expectations before, during and after competition.											Yes	No
	Coach identifies performance and/or process goals for competition.											Yes	No
	Coach ensures athletes perform sport-appropriate physical warm-up.											Yes	No
	Coach develops a game or competition plan that outlines basic strategies or tactics for achieving desired performance during competition.											Yes	No
	Coach ensures that tactics and strategies are consistent with rules of competition.											Yes	No
Comments:													
Criterion	Make effective interventions during and after competition												
	Coach provides athletes or team with positive feedback that identifies what is required to improve performance and how to do it.											Yes	No
	Coach reflects upon and implements confidence and skill-building interventions during and after competition.											Yes	No
	Coach uses interventions to (1) provide strategic information (event specific), (2) manage athletes, (3) make adjustments for equipment (fine-tuning), and (4) implement mental strategies (arousal control, etc.).											Yes	No
	Coach assesses timing and interventions (or decisions to not intervene) during competition as appropriate to the sport and can justify which interventions may be repeated or modified in the next competition situation.											Yes	No
Comments:													
Evaluator													
Signed						Date							
Evaluator													
						Family name						First name	

APPENDIX 7 – MENTORSHIP

The Support the Competitive Experience module requires mentorship by a certified Competition – Introduction coach. Such mentorship is similar to an apprentice working on the job with a journeyman before certification. The KC program Vision 2008 provides additional opportunities for coach training/mentoring.

In the mentorship component of coach training, potential coaches attend competition-specific seminars, clinics, tournaments, or camps with certified Competition – Introduction coaches to receive extra training. Mentors ensure that coaches can actually perform the required coaching tasks and duties. Some coaches are experienced and will not require mentorship. Mentors train coaches to pass evaluations; they do not evaluate coaching performance.

Mentors

- ❑ Provincial head coaches, national coaches, or certified Competition – Introduction coaches can be mentors. Mentors may bring club or competition coaches-in-training to specific events for hands-on training. The purpose of mentorship is to give potential coaches valuable hands-on experience.

A mentor must have a minimum of five years of provincial/national coaching competition experience and be certified in the Competition – Introduction context.

Mentor Duties

- ❑ Certified coaches may be invited to clubs to observe candidates in action and provide feedback. Mentored candidates will be asked to attend competitions and clinics. Certified mentors both carry out the tasks they are asked to perform and use the Support the Athlete in Competition Evaluation Forms to monitor these tasks.
- ❑ Each time a candidate comes to a competition or clinic, his or her mentor should use an evaluation form and a checklist to provide feedback to the coach; this helps coaches learn directly from the experience and correct any deficiencies. Each time a candidate correctly completes an assigned task, the mentor should move on to the next task, until all base training and practical applications are completed. Mentors should always provide coaches-in-training (mentorship) with a copy of their evaluation/feedback.
- ❑ Mentors must remember that coaches-in-training must perform specific tasks within a specific time period. For example, an athlete fighting through repechage bouts may have only one minute to recover between bouts. If a coach-in-training takes two minutes to understand the repechage draw, the athlete will have been disqualified by the time the coach makes a decision.
- ❑ Mentors must help coaches-in-training give appropriate feedback. Hands-on mentoring means teaching coaches the basics of feedback. The feedback given depends on the level/quality of the athletes being coached. Some athletes require considerable advice and attention, whereas others want only minimal information. Coaches must communicate with their athletes before a competition to ensure they understand the type of feedback the athlete requires and the way it should be communicated. Mentors can help give coaches-in-training basic tactical, technical, or supportive feedback.

Mentorship Training Aids for Coaches-in-training

- Videos from various levels of competition — to identify acceptable coaching practices in karate and to analyze the mistakes of both coaches and athletes
- Evaluation sheets for competition outcomes (see the *Coach Portfolio*) — to give feedback after each mentoring session
- Co-observation with their mentor of another coach at a competition — to give candidates feedback on correct coaching technique and areas needing improvement
- Referee courses or clinics
- Hands-on experience with draw sheets — by working with tournament organizers as they go through competition draw sheets
- Observation of scorekeepers at a competition — to ensure understanding of the repechage system and scoring
- Provincial/national team training sessions — to observe experienced coaches and to teach a segment of a training session
- Observation of and assistance to mentors as they perform tasks before, during and after a competition — to gain more hands-on experience
- Repechage skills — by completing repechage on various types of draw sheets within specific time periods

Training camps (mentoring) — Karate Canada is currently providing training to coaches at national camps.

How to be a better coach



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Learn to listen, especially to the athletes – they are excellent teachers.

Help each athlete develop all of their capacities: physical, mental/emotional, and social.

Take a stand against doping and cheating in sport.

Thirst for knowledge
attend coaching courses, get certified, stay up to date.

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- track your progress through the NCCP;
- update your coaching profile;
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