



***NCCP Instruction Intermediate
Primary STARSkate Coach
Portfolio***



**National
Coaching
Certification
Program**






Coaching
Association
of Canada

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des entraîneurs

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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INTRODUCTION

This portfolio has been created to provide participants at this level with information regarding the expectations of all the training and evaluation requirements and standards to obtain a full Primary STARSkate Coach certification within the NCCP Instruction-Intermediate context.

PRIMARY STARSKATE COACH - TRAINING REQUIREMENTS

(Former NCCP Phases 2-3)

Entry Pre-Requisites:

1. Must have achieved the CanSkate coach trained status or higher (certified)
2. Completed all three Junior Bronze STARSkate tests

Training Requirements:

1. Complete the Primary STARSkate Coach Home Study Guide
2. Attend the 3-day Primary STARSkate technical course
3. Obtain a valid first-aid certificate
4. Teach one 15-min lesson in front of a mentor coach (done at the 3-day course)
5. Complete three daily assignments (done at the 3-day course)

PRIMARY STARSKATE COACH - EVALUATION REQUIREMENTS

(Former NCCP Phase 4)

Entry Pre-Requisites:

1. Register as a Skate Canada Professional Coach prior to beginning your 50 hours of practice coaching
2. Complete a minimum of 50 hours of practice coaching immediately following the completion of the 3-day Primary STARSkate technical course

Evaluation Requirements:

1. Submit **three different 15-minute** lessons at the primary STARSkate test level – i.e. preliminary or junior bronze. The video that is one standard size VHS tape or one standard size DVD only **must** include the following lessons:
 - **One** 15-minute mandatory stroking or skating skills lesson and;
 - **Two** additional 15-minute lessons each based on the following selection: Jump, Spin, Interpretive Skating, Dance, Synchronized Skating, Pairs
 -
2. Complete the Make Ethical Decision (MED) on-line module at www.coach.ca

Candidates at this level have two years to become fully certified as a Primary STARSkate Coach. It is important to clarify that you do not have two years to submit your video for marking but you have two years to become fully certified – fulfill all of the Primary STARSkate Coach Evaluation requirements successfully.

THE EVALUATION COMPONENT

The Evaluation Component provides coaches at this level with an opportunity to:

- ✓ Absorb and apply the knowledge acquired in the training component in a coaching environment, over a period of time
- ✓ Receive feedback on their strengths and weaknesses in order to develop a plan for improvement
- ✓ Compare his/her coaching abilities to an establish national standard for coaches who have a similar amount of experience
- ✓ Demonstrate his/her ability to: detect and correct primary or higher STARSkate skills, make ethical decisions, develop strategies to address and resolve conflicts in sport, and produces a safe and organized lesson pan that shows development of one or more sport skills and/or athletic abilities.

GUIDING PRINCIPLES

Primary STARSkate coaches are competent at implementing pre-packaged plans and activities at a basic level for CanSkate and Primary STARSkate.

As a result of this philosophy, participants at this level have been provided with many resources, pre-packaged plans and activities that included:

1. Teaching Points and Progressions for the following skills:
 - ✓ Forward and Backward Skating
 - ✓ Forward and Backward Crosscuts
 - ✓ Two foot and one foot gliding skills
 - ✓ Stops: Snowplow stop, Side Stop, T Stop
 - ✓ Turns: Three turns (one foot turns on a curve), Mohawks (turning on a curve with a change of foot)
 - ✓ Spins: Two foot spin, One foot spin with a spiraling entry edge, Corkscrew, Back Spin, Sit Spin, Camel, Layback, Change Spins
 - ✓ Jumps: Bunny Hop (forward power jump), Waltz Jump (rotating power jump), Backward toe assist jump, Salchow, Toe Loop, Loop, Flip, Lutz, Axel, Combination Jumps, Jump Sequences
 - ✓ Skating Skills progressions for the preliminary and junior bronze test levels,
 - ✓ Dance Positions: Hand in Hand, Kilian, Reverse Kilian, Closed (Waltz), Open (Foxtrot)

- ✓ Dance Steps: Progressive, Chasse, Cross Step, Roll, Swing Roll, Cross Roll, Cross Swing Roll, Open Mohawk
 - ✓ Primary Dances: Dutch Waltz, Canasta Tango, Baby Blues, Swing Dance, Fiesta Tango, Willow Waltz
2. Worksheets and samples for business, planning and goal setting.
 3. Worksheets for program planning, program monitoring, skill analysis and talent identification, etc.

LEARNING STRATEGIES FOR COACHES

There are many opportunities for you to develop skills as a professional coach. To assist you in developing a quality video to standard, we suggest that you consider the following strategies: You may also want to add to this list as you go along and use it as a handy reference.

- ✓ Practice video analysis using competition footage.
- ✓ Refer to the skill analysis module of the Primary STARSkate manual.
- ✓ Work with a mentor coach.
- ✓ Work with more than one mentor coach in order to experience different viewpoints.
- ✓ Access resources at a teachers' store.
- ✓ Attend the Skate Canada ACGM and Section AGM.
- ✓ Attend clinics within your section.
- ✓ Observe test days and evaluation sessions.
- ✓ Attend evaluator/judge training. Consult your Primary Evaluator/Judge Technical manual included in the Introduction to Figure Skating home study.
- ✓ Practice writing and implementing lesson plans.
- ✓ Consult your Primary STARSkate Technical manual.
- ✓ Consult your Introduction to Competition Part A resources
- ✓ Videotape yourself coaching and watch it using the evaluation forms.
- ✓ Attend apprenticeships at competitions.
- ✓ Refer to the skating/coaching websites that you have found to be good.
(i.e. Professionally Speaking has tons of excellent coaching resources)

LESSON PLANS

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

- ✓ Lesson plans help improve coaching skills more rapidly. They allow new coaches to keep track of techniques and tips that worked and also those that didn't.
- ✓ Lesson plans allow the training of skaters to progress in a more organized fashion
- ✓ The use of lesson plans result in a better prepared coach and thus; more effective lesson are delivered to skaters
- ✓ Coaches completing the Primary STARSkate evaluation component should ensure that they practice using and following lesson plans in order to be more successful in their video evaluation.

Guidelines to consider in the preparation of lesson plans:

The format used for developing lesson plans can be a matter of personal preference; however, the following information must be included:

- ✓ Introduction & Motivation
- ✓ Learning Phase
- ✓ Teaching Points
- ✓ Teaching Progressions
- ✓ Lesson Summary
- ✓ Self-Evaluation (what worked, what didn't, what you would do differently next time)

Please check (✓) each component once read, understood and adhered to:

Introduction & Motivation:

- Select goals that are appropriate to the skater/group you are working with and achievable during a **15-minute** lesson.
- Introduce and motivate skater/group to the skill you will be teaching

Learning Phase:

- Indicate the learning phase of your skater/group on your lesson plan: Phase 1: Understanding (cognitive) Phase 2: Intermediate (associative) Phase 3: Automatic (autonomous)

Note: Detail information on each phase is outlined in the Primary STARSkate technical manual

Teaching Points:

- Select appropriate teaching points that are appropriate to the skill you are teaching and the skater/group you are working with. For example, when the skater/group can already perform the skill, you would probably want to focus on refining the technique.

Teaching Progressions:

- Select appropriate teaching progressions that are appropriate to the skill you are teaching and the skater/group you are working with. If the skater/group can already perform the skill it may not be necessary to use all of the progressions.

Lesson summary:

- Check for accuracy and plan the skills you want to cover next lesson

Self-Evaluation:

- Note the teaching progressions and key words that worked, indicate what didn't work and note any changes you would like to make next time

You can refer to the Primary STARSkate technical manual for detailed lesson plans. You can also refer back to the plans developed in the home study guide and any other plans you may have developed along the way. Note: The following pages contain three blank formats that you can use if desired. If you perhaps you want to use a different format, please note that it must include all of the above lesson plan components.



STARSKATE

LESSON PLAN #1 (15-MINUTES)

Skater(s): _____ Coach: _____	
Lesson type & format: _____ Learning phase: _____	
LESSON TOPIC: (Skills to be covered) 	
TEACHING POINT #1: _____	
Progressions: 	Instructions:
TEACHING POINT #2: _____	
Progressions: 	Instructions:
TEACHING POINT #3: _____	
Progressions: 	Instructions:
LESSON SUMMARY: 	
SELF-EVALUATION: 	



STARSKATE LESSON PLAN #2 (15-MINUTES)

Skater(s): _____ Coach: _____	
Lesson type & format: _____ Learning phase: _____	
LESSON TOPIC: (Skills to be covered) 	
TEACHING POINT #1: _____	
Progressions: 	Instructions:
TEACHING POINT #2: _____	
Progressions: 	Instructions:
TEACHING POINT #3: _____	
Progressions: 	Instructions:
LESSON SUMMARY: 	
SELF-EVALUATION: 	



STARSKATE LESSON PLAN #3 (15-MINUTES)

Skater(s): _____ Coach: _____	
Lesson type & format: _____ Learning phase: _____	
LESSON TOPIC: (Skills to be covered) 	
TEACHING POINT #1: _____	
Progressions: 	Instructions:
TEACHING POINT #2: _____	
Progressions: 	Instructions:
TEACHING POINT #3: _____	
Progressions: 	Instructions:
LESSON SUMMARY: 	
SELF-EVALUATION: 	

GENERAL EVALUATION CRITERIA

The following is a summary of general criteria for the NCCP Primary STARSkate Coach training and evaluation components. For a greater detailed version of expectations, please refer to the chart outlined on the next few pages.

Demonstrates Professionalism in Coaching

- ❖ Punctual
- ❖ Prepared for all activities
- ❖ Conducts self with discretion
- ❖ Professional approach to coaching
- ❖ Professional in appearance
- ❖ Treats others with respect

Teaching methods promote learning

- ❖ Strong listening skills
- ❖ Objectivity
- ❖ Thinks before taking action
- ❖ Ability to adapt to different age groups
- ❖ Ability to simplify skills through teaching progressions

Teaches safe and structured lessons

- ❖ Strong listening skills
- ❖ Objectivity
- ❖ Thinks before taking action

Plans Primary StarSkate Lessons

- ❖ Lesson plans are structured
- ❖ Lesson plans incorporate the age and ability of the participants
- ❖ Lesson plans focus on Primary StarSkate skills
- ❖ Lesson plans incorporate safety of participants

Analyzes and Improves Performance

- ❖ Analyzes Primary StarSkate skills
- ❖ Applies corrective strategies that will improve Primary StarSkate skills

Makes Ethical Decisions

- ❖ Coach can apply the NCCP ethical decision making process

PRIMARY STARSKATE COACH EVALUATION CRITERIA

The following is a summary of evaluation criteria for the Primary STARSkate Certification. The criteria listed below have been used for evaluation during all aspects of the Primary STARSkate Technical component. Refer to the following chart for a greater detailed version of expectations from a Primary STARSkate candidate:

NCCP OUTCOME: PROVIDE SUPPORT TO ATHLETES IN TRAINING

A. Ensures that the lesson environment is safe

- Strong listening skills
- Objectivity
- Thinks before taking action

B. Implements an organized and structured lesson that consolidates and refines Primary STARSkate skills

- Lesson plans are structured
- Lesson plans incorporate the age and ability of the skaters
- Lesson plans focus on Primary STARSkate skills
- Lesson plans incorporate safety of skaters

C. Makes interventions that promote learning

- Strong listening skills
- Objectivity
- Thinks before taking action
- Ability to adapt to different age groups
- Ability to simplify skills through teaching progressions

D. Demonstrates Professionalism in Coaching

- Punctual
- Prepared for all activities
- Conducts self with discretion
- Professional approach to coaching
- Professional in appearance
- Treats others with respect

NCCP OUTCOME: ANALYZE PERFORMANCE

A. Detects Primary STARSkaters' skill errors

- Analyzes Primary StarSkate skills
- Uses variety of observational strategies
- Communicates **how** and **why** a critical error contributes to a skill
- Selects most critical factor that has a direct impact on skills

B. Corrects Primary STARSkaters' skill errors

- Applies corrective strategies that will improve Primary StarSkate skills
- Identifies **why** the correction will have a beneficial effect on the skill and consistently identifies **how** to improve the skill

- Uses demonstrations to model correct performance
- Asks questions for understanding

NCCP OUTCOME: PLAN A PRACTICE

A. Organizes a series of lesson activities into a plan that enhances the learning of one or more Primary STARSkate skills

- Lesson has a clearly identified goal
- Main segments of the lesson are identified
- Lesson plan provides evidence of adequate use of the available time and teaching aids to promote 90% continuous movement
- Teaching points and progressions are used
- Selected activities are appropriate to the level of the skater

B. Designs an Emergency Action Plan

- Includes specific steps or procedures if an injury occurs
- Location of medical profiles of Primary STARSkaters is available
- Fully stocked first aid kit is available
- Charge person and call person have been designated with roles and responsibilities

NCCP OUTCOME: MAKES ETHICAL DECISIONS

A. Coach can apply the NCCP ethical decision making process

- Correctly identifies facts in legal/ethical scenarios
- Correctly identifies what is at stake and gives potential reasons for ethical issues in legal/ethical scenarios
- Correctly assigns some of the potential arguments to two conflicting decisions for legal/ethical scenario
- Correctly selects a portion of the most effective actions

Tool/Task	Criteria	NCCP Outcome Being Evaluated
Teach Primary STARSkate skills	Safety, Structure & Organization, Teaching Skills, Model Professional Conduct	Providing Support to Athletes in Training
Assess Primary STARSkate Skills	Detects Skill Errors, Prescribes Corrections	Analyze Performance
Develop Primary STARSkate Lesson Plan and Emergency Action Plan	Appropriate & Structured Lesson Plan and Emergency Action Plan (EAP)	Plan a Practice
Making Ethical Decisions On-Line Evaluation	Apply the NCCP ethical decision making process	Make Ethical Decisions

NOTE: To receive a mark of (E) for “Excellent”, the Primary STARSkate Coach Candidate must have the elements listed under (S – Satisfactory) “Minimum standards” PLUS what is listed in the “Excellent” column.

OUTCOME: Provide Support to Athletes in Training

Criteria	Evidence	Evidence is incorrect or incomplete – Needs Improvement (NI)	Minimum standards – Satisfactory - (S)	Exceptional quality and attention to detail – Excellent - (E)
SAFETY	Ice and Equipment Ready	<ul style="list-style-type: none"> <input type="checkbox"/> Ice surface has not been checked. <input type="checkbox"/> Ice has been checked but not adjusted. <input type="checkbox"/> Doors to the hockey benches are open. <input type="checkbox"/> Teaching aids are not ready. <input type="checkbox"/> Some skaters do not have proper fitting skates. <input type="checkbox"/> Some skaters are wearing clothing that interferes with movement. 	<ul style="list-style-type: none"> <input type="checkbox"/> Ice has been checked and adjustments have been made if necessary. <input type="checkbox"/> Doors to the hockey benches are closed. <input type="checkbox"/> Teaching aids are ready and available for use. <input type="checkbox"/> All skaters are wearing proper fitting skates. <input type="checkbox"/> All skaters are wearing appropriate clothing for skating. 	<ul style="list-style-type: none"> <input type="checkbox"/> Coach talks to arena manager (or has someone ask for him/her) about condition of ice surface. <input type="checkbox"/> Coach talks to specific parents about proper fitting skates and clothing and has handout available.
	Emergency Action Plan	<ul style="list-style-type: none"> <input type="checkbox"/> EAP is not present. <input type="checkbox"/> EAP is present with only 1-2 of the critical elements. 	<ul style="list-style-type: none"> <input type="checkbox"/> EAP is present with at least 3-4 of the critical elements. 	<ul style="list-style-type: none"> <input type="checkbox"/> EAP is present with all of the critical elements.

	Risk Management	<ul style="list-style-type: none"> ❑ Coach leaves doors/gates open and ignores potential hazards. ❑ Coach does not recognize potential risks when there are dangerous factors in the arena, which should have been addressed. e.g. teaching aids have been left loose on the ice surface. 	<ul style="list-style-type: none"> ❑ Coach can identify potential dangerous situations and makes adjustments prior to engaging the <u>Primary STARSkater</u> in most activities. e.g. Coach is in a group free skate lesson with 8 Primary STARSkaters. 5 jump one direction and 3 jump the other direction. The Coach realizes ahead of time and gives each group their own space on the ice so there are no collisions. ❑ Coach surveys the lesson environment and ensures that there are minimal safety risks. ❑ Coach reinforces and teaches appropriate rules to enable a safe lesson environment. e.g. At the beginning of each season, all Primary STARSkaters are given a written set of on-ice rules to enable a safe lesson environment. 	<ul style="list-style-type: none"> ❑ Coach quickly adapts to a situation that emerges during lesson. e.g. Coach is giving a private free skate lesson to a young Primary STARSkater who shares the ice with Senior STARSkaters. One of the Sr. STARSkaters has just done a double flip jump and made a huge hole in the ice right in the area of the Primary STARSkater's lesson. The Coach goes over to the area quickly and puts a pylon on top of the hole and moves lesson to another portion of the arena.
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OUTCOME: Provide Support to Athletes in Training

Criteria	Evidence	Evidence is incorrect or incomplete – Needs Improvement (NI)	Minimum standards – Satisfactory - (S)	Exceptional quality and attention to detail – Excellent - (E)
STRUCTURE & ORGANIZATION	Appropriate Lesson Plan	<ul style="list-style-type: none"> ❑ Coach does not have a lesson plan. ❑ Coach did have lesson plan but plan was ignored completely. 	<ul style="list-style-type: none"> ❑ Coach has a lesson plan that is appropriate for the level of the Primary STARSkater. ❑ Plan identifies a clear lesson goal. ❑ He lesson followed the plan initially, then veered off course and did not return or the changes from the plan were not entirely logical 	<ul style="list-style-type: none"> ❑ Coach has a detailed and structured lesson plan appropriate for the level of the Primary STARSkater. ❑ The lesson varied from the plan in a logical way but then returned to the plan.
	Lesson Equipment is Ready	<ul style="list-style-type: none"> ❑ Equipment is not ready when needed (includes teaching aids). ❑ Coach has to disrupt lesson to set up. e.g. get video camera from storage room 	<ul style="list-style-type: none"> ❑ Equipment is available and quickly set up. 	<ul style="list-style-type: none"> ❑ Equipment is set up with teaching progressions in mind.

	Clear Lesson Segments and Appropriate Timeline for Activities	<input type="checkbox"/> Lesson has a base structure, but does not follow the main segments or timeline laid out in the plan.	<input type="checkbox"/> Plan is organized into main segments that includes an introduction, explanation, demonstration, warm-up, lesson time, cool down and conclusion. <input type="checkbox"/> Duration of the lessons and each segment follow the identified timeline. <input type="checkbox"/> Enough time is allotted for each activity to achieve goals and activity time is maximized.	<input type="checkbox"/> Details are such that another coach could easily implement this lesson as per the intended timelines. <input type="checkbox"/> Timeline provides evidence of optimal use of the available time to promote a high degree of active engagement, practicing and learning by the Primary STARSkaters. <input type="checkbox"/> Activities within the lesson time are sequenced to enhance learning.
	Activities Match the Lesson Goals	<input type="checkbox"/> Activities do not match lesson goals. <input type="checkbox"/> Activities are too complex to achieve lesson goals e.g. skaters learning a footwork sequence but still struggle with individual turns.	<input type="checkbox"/> Delivered activities match the lesson goals. <input type="checkbox"/> Planning of activity progressions is evident. e.g learning a one foot spin, follow, progressions in the Primary STARSkate Manual.	<input type="checkbox"/> Coach adjusts the activities to best meet the lesson goal based on Primary STARSkater's reactions. <input type="checkbox"/> If a change is required (content or timeline) the coach is able to explain why changes are made to the lesson plan.
Criteria	Evidence	Evidence is incorrect or incomplete – Needs Improvement (NI)	Minimum standards – Satisfactory - (S)	Exceptional quality and attention to detail – Excellent - (E)
STRUCTURE & ORGANIZATION	Primary STARSkater Actively Engaged	<input type="checkbox"/> Primary STARSkater is standing around not doing any skating activity at least 90% of the time.	<input type="checkbox"/> Primary STARSkater is moving in activity at least 90% of the time.	<input type="checkbox"/> Coach engages Primary STARSkater by increasing or decreasing number and/or level of challenges. <input type="checkbox"/> Coach's creativity and variety engages the Primary STARSkater as evidenced by his/her active participation (either skating or participating in "teachable moments" dialogue) for at least 90% of the lesson.
	Optimal Use of Space and Equipment	<input type="checkbox"/> Coach does not use all of the available space and is unable to explain why.	<input type="checkbox"/> Coach uses available space to ensure Primary STARSkater has enough room to safely perform skills.	<input type="checkbox"/> Coach creatively maximizes available space. e.g. creates stations for learning skills, uses different starting positions.

OUTCOME: Provide Support to Athletes in Training

Criteria	Evidence	Evidence is incorrect or incomplete – Needs Improvement (NI)	Minimum standards – Satisfactory - (S)	Exceptional quality and attention to detail – Excellent - (E)
TEACHING - MAKES INTERVENTIONS THAT PROMOTE LEARNING	Appropriate Content for Primary STARSkater	<ul style="list-style-type: none"> ❑ The content is above/below the ability level of Primary STARSkater. 	<ul style="list-style-type: none"> ❑ The content is at the appropriate level for the Primary STARSkater. 	<ul style="list-style-type: none"> ❑ Content is clearly aimed for the age and ability level of the Primary STARSkater and focuses on Primary STARSkate skills.
	Lesson Objectives are Introduced	<ul style="list-style-type: none"> ❑ Coach does not identify lesson goals to Primary STARSkater. 	<ul style="list-style-type: none"> ❑ Coach clearly states WHAT is going to be done in the lesson. 	<ul style="list-style-type: none"> ❑ Coach states lesson goals at the beginning of the lesson and explains WHY this goal is important.
	Effective Explanation	<ul style="list-style-type: none"> ❑ Coach does not use key teaching points. ❑ Coach provides an overload of key teaching points (more than 5). ❑ Key teaching points are incorrect. ❑ Explanation of key teaching points is confusing and coach does not clarify. ❑ Coach did not have a realistic view of the lesson that took place. 	<ul style="list-style-type: none"> ❑ Uses 1-3 key teaching points to explain HOW the goal will be accomplished. ❑ Key teaching points are correct within Primary STARSkate standards (technically correct). ❑ Coach uses age appropriate language to explain key teaching points. ❑ The coach identified some of the strengths and weakness of the lesson. 	<ul style="list-style-type: none"> ❑ Coach uses analogies and examples from Primary STARSkater's experiences to reinforce key teaching points. ❑ Coach uses PrimarySTARSkate specific language and ensures that the PrimarySTARSkater understands. ❑ Coach clearly related both the strengths and weaknesses of the lesson.

	Effective Demonstrations	<ul style="list-style-type: none"> ❑ Coach does not provide any demonstrations. ❑ Demonstration does not match teaching goal. ❑ Demonstration does not describe what the coach intends. ❑ The Primary STARSkater cannot see or hear the demonstration. ❑ Teaching progressions were not really used. 	<ul style="list-style-type: none"> ❑ Coach uses demonstrations that can be seen/heard by the Primary STARSkater. ❑ Demonstration correctly matches the goal of the lesson. ❑ Demonstration matches the coach's explanation. ❑ Some teaching progressions were used. 	<ul style="list-style-type: none"> ❑ Coach places Primary STARSkater so that he/she is in an optimal position to see and hear demonstrations. ❑ Key teaching points clearly match the demonstration provided. ❑ Teaching progressions were used effectively and resulted in an improvement to the skill(s).
Criteria	Evidence	Evidence is incorrect or incomplete – Needs Improvement (NI)	Minimum standards – Satisfactory - (S)	Exceptional quality and attention to detail – Excellent - (E)
TEACHING – MAKES INTERVENTIONS THAT PROMOTE LEARNING	Effective Feedback to Primary STARSkater	<ul style="list-style-type: none"> ❑ Feedback only identifies what to improve and not how to improve. ❑ More motivation than correction – skaters are told “good job” instead of how to improve. ❑ Coach speaks too quickly or quietly for Primary STARSkater to hear feedback. 	<ul style="list-style-type: none"> ❑ Coach ensures Primary STARSkater can hear him/her and that he/she can hear them. ❑ Coach checks for understanding. ❑ Feedback is positive, specific and is communicated to the Primary STARSkater. ❑ Feedback is selective and not constant. ❑ Feedback provides enough information for Primary STARSkater to try improve performance. ❑ Coach affirms or corrects Primary STARSkater's responses. 	<ul style="list-style-type: none"> ❑ Feedback is specific to learning styles of Primary STARSkaters. ❑ Feedback covers all three learning styles: verbal for auditory learners, demonstration/ modeling for visual learners and tactile for kinesthetic learners. ❑ Coach's voice is clear and audible for entire lesson.

	Facilitates Skill Practice	<ul style="list-style-type: none"> <input type="checkbox"/> Primary STARSkater is not given an opportunity to practice after feedback is given. <input type="checkbox"/> Activities do not provide an opportunity for the Primary STARSkater to practice the goal of the lesson. <input type="checkbox"/> Progressions do not allow the Primary STARSkater to practice/master the skill. 	<ul style="list-style-type: none"> <input type="checkbox"/> Coach provides opportunities for the Primary STARSkater to incorporate feedback. <input type="checkbox"/> Coach provides opportunities for the Primary STARSkater to practice new skills. Activities provide an opportunity for the Primary STARSkater to practice skills which lead to accomplishment of lesson goal. <input type="checkbox"/> Sufficient time is allowed for the Primary STARSkater to practice/master skill of each progression. 	<ul style="list-style-type: none"> <input type="checkbox"/> Coach alters/amends progressions to meet the needs of the Primary STARSkater.
	Reinforcement of Primary STARSkater's Effort and Performance	<ul style="list-style-type: none"> <input type="checkbox"/> Coach does not address Primary STARSkater by name. <input type="checkbox"/> Coach is critical rather than constructive (addresses what is wrong instead of what and how it can be improved). 	<ul style="list-style-type: none"> <input type="checkbox"/> Coach speaks to each individual with a positive and constructive comment on his/her performance. <input type="checkbox"/> Coach uses Skate Canada's STARSkate incentives e.g. badges, stickers, etc. 	<ul style="list-style-type: none"> <input type="checkbox"/> Coach reinforces efforts by encouraging problem solving and independent thinking. <input type="checkbox"/> Interventions are specific to individuals. <input type="checkbox"/> Coach rewards badges to Primary STARSkate the same day skills are mastered. <input type="checkbox"/>

Criteria	Evidence	Evidence is incorrect or incomplete – Needs Improvement (NI)	Minimum standards – Satisfactory - (S)	Exceptional quality and attention to detail – Excellent - (E)
	Use of 2 Way Communication	<ul style="list-style-type: none"> ❑ Coach does all the talking in the lesson – talks for more than 50% of the time. ❑ Coach does not react to Primary STARSkater's response. ❑ Coach seemed distracted. Eye contact was not made. 	<ul style="list-style-type: none"> ❑ Coach asks at least one question regarding Primary STARSkater's reaction/understanding of an activity. ❑ Coach appropriately reacts to Primary STARSkater's response by moving ahead with the lesson or clarifying and allowing more practice of the skill. ❑ Coach made eye contact and showed interest. 	<ul style="list-style-type: none"> ❑ Coach consistently uses questioning to help the Primary STARSkater reflect on performance. ❑ Coach provides plenty of opportunity to let Primary STARSkater express him/herself. ❑ Coach was clearly interested in the conversation, used eye contact and used listening techniques like rephrasing and questioning.

OUTCOME: Provide Support to Athletes in Training

Criteria	Evidence	Evidence is incorrect or incomplete – Needs Improvement (NI)	Minimum standards – Satisfactory - (S)	Exceptional quality and attention to detail – Excellent - (E)
MODEL PROFESSIONAL CONDUCT	Appropriate Clothing	<ul style="list-style-type: none"> ❑ Clothing is inappropriate for coaching. e.g. pyjama bottoms or jeans, not wearing skates 	<ul style="list-style-type: none"> ❑ Clothing is appropriate for coaching. 	<ul style="list-style-type: none"> ❑ Coach is professionally and neatly dressed.
	Professional Communication	<ul style="list-style-type: none"> ❑ Coach speaks ill of another coach, client and/or executive member. ❑ Coach uses profanities, insults or discriminatory language. ❑ Coach's body language and facial expressions are negative. ❑ Coach speaks above/below the level of the Primary STARSkater. 	<ul style="list-style-type: none"> ❑ Coach uses age appropriate language and mannerisms. ❑ Communication is respectful: non-discriminatory and void of profanities and/or insults. 	<ul style="list-style-type: none"> ❑ Coach connects with the Primary STARSkater and establishes a respectful rapport that facilitates learning and enjoyment of the activity.

	Positive Outlook	<input type="checkbox"/> Coach comments are negative. <input type="checkbox"/> Coach dwells on what is wrong and does not address anything that is being performed well.	<input type="checkbox"/> Coach comments are positive and constructive. <input type="checkbox"/> Coach reinforces what is going well in addition to what needs to be improved. <input type="checkbox"/> Coach's facial expressions and body language are positive and open. <input type="checkbox"/> Coach promotes and models a positive attitude toward the sport. E.g. promotes programs, passion for the sport is evident	<input type="checkbox"/> Coach's behavior, language and attitude inspires the Primary STARSkater. <input type="checkbox"/> Coach's positive behavior facilitates a constructive learning environment and creates an atmosphere of fun.
	Respects Primary STARSkater's Needs/Thoughts	<input type="checkbox"/> Coach is late and/or unprepared. <input type="checkbox"/> Coach disrupts lesson to talk to other skaters. <input type="checkbox"/> Coach's behavior does not illustrate an understanding of expressed Primary STARSkater's fears and anxieties.	<input type="checkbox"/> Coach arrives on time and is prepared for the lesson. <input type="checkbox"/> Coach listens to The Primary STARSkater's ideas and concerns. <input type="checkbox"/> Coach's behavior illustrates an attempt to understand and overcome anxieties and fears of the Primary STARSkater.	<input type="checkbox"/> Coach arrives early enough to set up, review lesson and greets skater as he/she arrives. <input type="checkbox"/> Coach is able to channel the Primary STARSkater's thoughts and concerns into improved performance.

OUTCOME: ANALYZE PERFORMANCE

Criteria	Evidence	Evidence is incorrect or incomplete – Needs Improvement (NI)	Minimum standards – Satisfactory - (S)	Exceptional quality and attention to detail – Excellent - (E)
DETECT SKILL ERRORS	Effective Observation of Performance	<ul style="list-style-type: none"> ❑ Coach does not pay attention to skill executions. ❑ Coach does not move around lesson environment to observe skills. 	<ul style="list-style-type: none"> ❑ Coach moves around lesson environment to observe most of the skill development. 	<ul style="list-style-type: none"> ❑ Coach moves around lesson to observe all skill development and the Primary STARSkater from the most optimal vantage points.
	Appropriate Errors Identified	<ul style="list-style-type: none"> ❑ No errors are detected. ❑ Errors identified are not root problems as identified in the Primary STARSkate manual or are not consistent with the Primary STARSkater's level. 	<ul style="list-style-type: none"> ❑ Errors identified are consistent with Primary STARSkate guidelines. ❑ Coach is able to identify the errors that will have a direct impact on the performance of the skill as per the lesson goals and the Primary STARSkate guidelines. 	<ul style="list-style-type: none"> ❑ Identified errors will have the most direct impact on performance of the skill as per the lesson goals and the Primary STARSkate guidelines.
	Identifies Potential Causes of Error	<ul style="list-style-type: none"> ❑ Coach is unable to problem solve and is not able to identify potential causes of skill error. 	<ul style="list-style-type: none"> ❑ Coach is able to reflect on and respond to some potential causes of skill errors and communicates this to the Primary STARSkater. 	<ul style="list-style-type: none"> ❑ Coach is able to reflect on all potential causes of skill errors as relevant for Primary STARSkaters. ❑ Coach helps Primary STARSkater detect errors and understand how performance is impacted.
	Appropriate Explanation of Error	<ul style="list-style-type: none"> ❑ Coach is unable to explain how the error relates to performance. ❑ Explanation of the error is incorrect as per the Primary STARSkate guidelines. ❑ There did not appear to be an awareness of biomechanics on the part of the coach. 	<ul style="list-style-type: none"> ❑ Coach is able to explain how the errors relate to overall performance. ❑ Coach displayed an understanding of biomechanics. 	<ul style="list-style-type: none"> ❑ Coach is able to explain how the errors relate to overall performance. ❑ Coach is able explain WHY this is important. ❑ Coach referenced a biomechanical principle relating to a strength or weakness of the skill in an understandable and appropriate manner.

OUTCOME: ANALYZE PERFORMANCE

Criteria	Evidence	Evidence is incorrect or incomplete – Needs Improvement (NI)	Minimum standards – Satisfactory - (S)	Exceptional quality and attention to detail – Excellent - (E)
CORRECTS SKILL ERRORS	Appropriate Correction Applied	<ul style="list-style-type: none"> ❑ Coach does not apply corrections to identified errors. ❑ Correction identified does not impact the error being addressed. ❑ Poor technique was taught to the skater on more than one occasion during the lesson. 	<ul style="list-style-type: none"> ❑ Coach's correction will have some impact on the performance of the skill as per the Primary STARSkate guidelines. ❑ On one occasion during the lesson, the technique that was taught was questionable. 	<ul style="list-style-type: none"> ❑ Coach's correction will have the most impact on the performance of the skill as per the lesson goals. ❑ At no times, during the lesson was there a concern with technique.

	Communicates Prescriptive Skill Correction	<ul style="list-style-type: none"> ❑ Coach does not identify/use adequate demonstrations to model correct skill performance. ❑ Skill corrections are vague and too general. e.g. "eyes, shoulders". ❑ Skill corrections focus on WHAT to improve rather than identifying specific strategies for HOW to improve the skill performance. e.g. "Your eyes and shoulders are down." 	<ul style="list-style-type: none"> ❑ Coach's correction clearly emphasizes both WHAT to improve and HOW to improve. e.g. "You are leaning too far forward. Stand up straight." ❑ Coach uses/identifies adequate demonstrations to model correct skill performance. ❑ Coach uses own body language to demonstrate. 	<ul style="list-style-type: none"> ❑ Coach explains WHY the correction will have a beneficial effect on performance while identifying HOW to improve. e.g. "If you stand up straight, your flow will be nice and smooth." ❑ Coach uses specific external cues. e.g. "Keep your eyes on the top of the boards." ❑ Coach helps the Primary STARSkater increase awareness of basic corrections by asking open-ended questions. e.g. "Where should your arms be? (up and out to the side or down by your sides)" ❑ Coach is able to rephrase corrections to achieve the desired result.
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OUTCOME: PLAN A PRACTICE

Criteria	Evidence	Evidence is incorrect or incomplete – Needs Improvement (NI)	Minimum standards – Satisfactory - (S)	Exceptional quality and attention to detail – Excellent - (E)
APPROPRIATE & STRUCTURED LESSON	Logistics Information Identified	<ul style="list-style-type: none"> ❑ Logistics are incomplete or missing. 	<ul style="list-style-type: none"> ❑ Plan identifies basic logistics: date, time, location, number of skaters and the stage skaters are working on, etc. 	<ul style="list-style-type: none"> ❑ Logistics are detailed enough for another coach to clearly implement the plan. ❑ Facility map.

	Required Equipment Identified (includes teaching aids)	<input type="checkbox"/> Equipment is required, but not identified. <input type="checkbox"/> Identified equipment is inappropriate for Primary STARSkate. <input type="checkbox"/> Identified equipment does not match planned activities. <input type="checkbox"/> No teaching aids were available.	<input type="checkbox"/> Required equipment is identified. <input type="checkbox"/> Equipment is relevant to planned activities. <input type="checkbox"/> Teaching aids were available but not used or used ineffectively.	<input type="checkbox"/> A diagram of how equipment is to be set up is included in the plan. <input type="checkbox"/> Teaching aids were used effectively.
	Identifies Potential Causes of Error	<input type="checkbox"/> Coach is unable to problem solve and is not able to identify potential causes of skill error.	<input type="checkbox"/> Coach is able to reflect on and respond to some potential causes of skill errors and communicates this to the Primary STARSkater.	<input type="checkbox"/> Coach is able to reflect on all potential causes of skill errors as relevant for Primary STARSkaters. <input type="checkbox"/> Coach helps Primary STARSkater detect errors and understand how performance is impacted.
	Appropriate Goal/Key Elements for Lesson	<input type="checkbox"/> Plan goals are not identified. <input type="checkbox"/> Plan goals are vague and not clearly identified.	<input type="checkbox"/> Lesson plan has a clearly identified goal that is consistent with the Primary STARSkate framework and NCCP growth and development principles.	<input type="checkbox"/> Specific objectives are identified for each individual activity.

	Clear Lesson Segments and Appropriate Timeline for Activities	<ul style="list-style-type: none"> ❑ Plan has a base structure but does not clearly identify main segments or timeline of the lesson. 	<ul style="list-style-type: none"> ❑ Plan is organized into main segments that includes introduction, explanation, demonstration, warm-up, cool down and conclusion. ❑ Duration of the lesson and each segment are identified on a timeline. ❑ Enough time is allotted to each activity to achieve goals and activity time is maximized. 	<ul style="list-style-type: none"> ❑ Detail is such that another coach could easily implement this lesson as per the intended timelines. ❑ Timeline provides evidence of optimal use of the available time to promote a high degree of active engagement, practicing and learning by the Primary STARSkater. ❑ Activities within the lesson are sequenced to enhance learning.
Criteria	Evidence	Evidence is incorrect or incomplete – Needs Improvement (NI)	Minimum standards – Satisfactory - (S)	Exceptional quality and attention to detail – Excellent - (E)
APPROPRIATE & STRUCTURED LESSON PLAN	Appropriate Activities	<ul style="list-style-type: none"> ❑ Activities are inappropriate for Primary STARSkaters, as outlined in the Primary STARSkate Technical Manual and the Participant Development Model. ❑ Activities do not match goals. ❑ No evidence of teaching progressions. 	<ul style="list-style-type: none"> ❑ Activities match goal. ❑ Activities reflect Skate Canada recommendations and guidelines for teaching Primary STARSkaters. ❑ Activities contribute to skill development. ❑ At least one teaching progression is included. 	<ul style="list-style-type: none"> ❑ Plan identifies where this lesson fits in the Primary STARSkater's overall development. ❑ Activities are progressively sequenced to promote learning, safety and success. ❑ More than one teaching progression is included.
	Activities Clearly Described	<ul style="list-style-type: none"> ❑ There is no description of the different activities. ❑ Description does not reflect safety. 	<ul style="list-style-type: none"> ❑ Activities are clearly described. ❑ Description reflects awareness of and control for potential risk factors. 	<ul style="list-style-type: none"> ❑ Detail is such that another coach could implement this lesson and achieve the desired learning or training effect.
	Key Teaching Points for each Activity Included	<ul style="list-style-type: none"> ❑ No evidence of key teaching points. ❑ Teaching points are incorrect. 	<ul style="list-style-type: none"> ❑ Key teaching points are identified. ❑ Teaching points are correct. 	<ul style="list-style-type: none"> ❑ Specific key factors and teaching points are identified for each activity.

	Location of Phones and Emergency Numbers Including Fire	<input type="checkbox"/> Logistics are incomplete or missing.	<input type="checkbox"/> Plan identifies basic logistics: date, time, location, number of skaters, level skaters are working on.	<input type="checkbox"/> Logistics are detailed enough for another coach to clearly implement the lesson.
EAP	Specific Directions to Reach Arena	<input type="checkbox"/> Directions are not included. <input type="checkbox"/> Directions are not complete.	<input type="checkbox"/> Directions are clear and correct.	<input type="checkbox"/> Map is included.
	Location of Medical Profiles	<input type="checkbox"/> Location is not identified.	<input type="checkbox"/> Location is identified.	<input type="checkbox"/> Medical profiles are available and have been recently updated.
	Location of First Aid Kits	<input type="checkbox"/> Location is not identified.	<input type="checkbox"/> Location is identified.	<input type="checkbox"/> Coach presents a checklist of required equipment found in first aid kit.
	Identification of Call and Charge Persons	<input type="checkbox"/> Call and charge persons are not identified. <input type="checkbox"/> Roles and contact info is not included.	<input type="checkbox"/> Roles and/or contacts for call and charge persons are identified.	<input type="checkbox"/> Alternate call and charge persons are identified.

SELF EVALUATION QUESTIONNAIRE

Am I ready to complete the Video Evaluation? This may be a difficult question to answer. Complete the following self-evaluation and you will have a pretty good idea how prepared you currently are.

- ✓ I can successfully prepare and implement lesson plans
- ✓ I set goals for my lessons and meet them at least 60% of the time
- ✓ I know teaching points for the primary level skills
- ✓ I know the teaching progressions for the primary level skills
- ✓ I know what teaching progressions are and how to develop them
- ✓ I use teaching aids.
- ✓ I have been to a test day as either a coach or observer, taking note of the process and standards.
- ✓ If I coach private lessons, I have had a skater or skaters successfully pass test(s).
- ✓ My skaters accomplish something every session.
- ✓ I communicate (skill status and progress) with skaters and their parents efficiently
- ✓ I give constructive feedback.
- ✓ I feel confident in the technique I teach.
- ✓ I have developed rapport with my students.

You should answer yes to a minimum of 80% of these questions. If you are having difficulty with these questions or feel that you need to further improve your coaching, consider the following:

- ✓ Review all resource materials provided to you during the Primary STARSkate Coach training.
- ✓ Create your own coaching development plan outlining which coaching skills you want to work on each week.

THE VIDEO COMPONENT

REQUIREMENTS:

All candidates at this level must submit **three different 15-minute** lessons at the primary STARSkate test level – i.e. preliminary or junior bronze. The video that is one standard size VHS tape or one standard size DVD only **must** include the following lessons:

- ✓ **One** 15-minute mandatory stroking or skating skills lesson and;
- ✓ **Two** additional 15-minute lessons each based on the following selection: Jump, Spin, Interpretive Skating, Dance, Synchronized Skating, Pairs

Note: All three lessons must be different in disciplines (i.e. one stroking or skating skills lesson plus two other different lessons – one jump and one dance as an example)

VIDEO DELIVERY FORMAT – Please check (✓) each step once completed:

Step 1 - Video introduction:

- At the beginning of the video, you must introduce yourself on or off the ice and make a brief introductory statement, which answers the following:

- Personal Coaching Philosophy
- Personal Strengths as a Coach
- Personal Challenges as a Coach
- Coaching Background - time spent coaching, level of skaters working with
- Your Goals or Objectives as a Coach

Step 2 - For each video lesson, you must:

- Prepare and submit three separate lesson plans on paper using the lesson planning worksheets sheet provided on pages 7-9 of this booklet or use a similar format that works best for you.
- Begin your 15-minute lesson by introducing the skills and motivate your skater/group. Note: the video lesson and corresponding lesson plan (on paper) must reflect one another.

- Once the lesson introduction is complete, continue the 15-minute lesson delivery by covering the following key lesson components: effective teaching points and progressions, key instructions and descriptive words, detecting and correcting errors, and lesson summary (i.e. highlight key areas of the lesson and plan for the next one) with the skater/group.

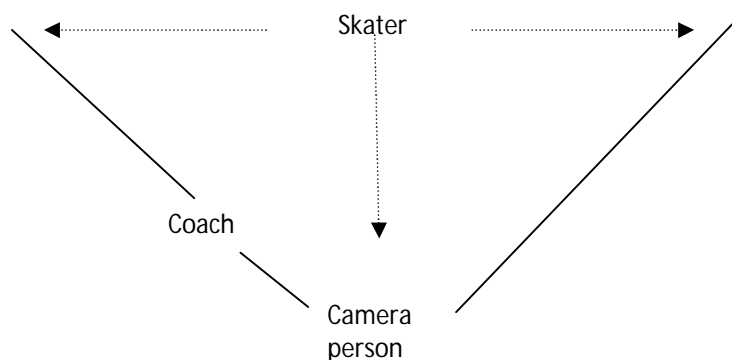
Step 3 – At the conclusion of each 15-minute lesson or after all three lessons are completed, you must:

- Perform a self-evaluation of each lesson delivered either on or off the ice explaining what worked, what didn't, if and how you deviated from the lesson plan and why, what you would do differently next time.

FILMING PROCEDURES:

To assist you in producing a quality video to standard, we suggest that you consider the following filming procedures:

- The voice of the coach should be audible at all times. This means that the camera cannot be too far from the coach. It is recommended that the cameraperson be a Skate Canada member or another coach from your club so that they can wear skates. This will allow you to move around a little more during the lessons.
- It is up to you to ensure that the video is clearly audible. If necessary it is recommended that a portable microphone would be rented. In cases where the coach cannot be clearly heard and understood, the video will be returned unmarked and will need to be re-filmed and resubmitted at the candidates' expense.
- Background noise should be minimal. Music should not be playing.
- The camera should focus on the coach and skater during any discussions.
- The camera should use a wide-angle shot to capture the skater as he/she performs the skill.
- The film must be unedited.
- The end result needs to provide the Evaluator with a clear and cohesive view of the lesson given.



Tip - Have the cameraperson stand behind and to the side of the coach about 8-10 feet away. The camera should be able to film the discussions and also the performance of the skills. If the coach moves, the cameraperson also needs to move.

VIDEO VERIFICATION CHECKLIST:

Before you contact Skate Canada to find out which National Video Evaluator will mark your video, we highly suggest that you complete the following video submission checklist:

a) In my introductory statement, I covered the following topics:

- My personal background
- My coaching background
- My coaching philosophy
- My personal strengths
- My challenges as a coach
- My goals and objectives

b) For each 15-minute lesson I am submitting, I made sure to:

- Introduce each lesson and motivate my skater/group: the three lessons I am submitting are all different disciplines and are delivered to at least 2 or 3 different skaters or group of skaters.
- Deliver all three on-ice 15-minute lessons according to my paper lesson plans I am also submitting for marking. In this submission, I made sure to use effective teaching points and teaching progressions, detected and corrected any errors I saw to the best of my abilities, communicated good instructions efficiently and used many descriptive words and also made sure to do a quick lesson summary at the end of each lesson that highlighted key areas of the lesson and my plan for future lessons.

c) After each 15-minute lesson OR after all three lessons were completed, I did a self-evaluation on each of the lessons either on or off the ice and made sure to cover the following subjects:

- What worked well in the lesson and why? θ What did not work well and why?
- The reasons if and why I deviated from the original lesson plan
- What I would do differently next time

d) **And finally, I have checked the overall quality of the video I am submitting on one standard size VHS tape or one standard size DVD and made sure that:**

- My voice and speech was clear and audible
- Background noise was minimal and did not negatively impact one's ability to hear me clearly
- Camera did use a wide-angle shot to capture the skill performed by the skater/group
- Video tape or DVD was unedited
- Video or DVD provides a clear and cohesive view of the lessons given
- The VHS standard size videotape or standard size DVD I am submitting cover all of the above key areas

SUBMISSION PROCEDURE AND ASSOCIATED MARKING FEE – Please check (✓) once each step is completed:

- **Step 1** - Once you are ready to submit your video, email **Heather McMahon** hmcMahon@skatecanada.ca to find out which National Video Evaluator will mark your video and write his/her name and the date you contacted Skate Canada.
- Evaluator's Name: _____ Date contacted SC: _____
- **Step 2** – Detach the Primary STARSkate Coach Video **Evaluation Form** found at the back of this booklet, complete Sections 1 to 3 and enclose in your submission package.
- **Step 3** – Make sure that all parts (except for part F) of the Primary STARSkate Coach **Record Form** found at the back of this booklet are completed and enclose a photocopy of this document in your submission package. Note: You will send the original record form to your Section Course Administrator once your video has been marked successfully.
- **Step 4** – In a padded type envelope, make sure that you have enclosed:
 - One standard size VHS video tape or one standard size DVD
 - Three different lesson plans on paper
 - One money order or certified cheque in the amount of **\$60.00** payable to the National Video Evaluator (NVE) selected by Skate Canada
 - One copy of the Primary STARSkate Coach Video Evaluation Form
 - One photocopy of the Primary STARSkate Coach Record Form.
 - One pre-paid padded envelope for the NVE to use for returning my marked video.

Note: The \$60.00 fee includes the evaluation and marking of three video lessons, completion of a detailed evaluation form and feedback letter (when a resubmission is required), and associated mailing fees.

RESUBMISSION PROCEDURE – Please check (✓) each step once completed:

- **Step 1** - Once you have completed the video lesson(s) as indicated by the NVE you need to enclose:
 - One revised standard size VHS video or one revised standard size DVD and associated lesson plans
 - One pre-paid padded envelope for the NVE to use for returning my marked video.
 - A money order or certified cheque in the amount of \$_____ as specified by the NVE.
 - A copy of all previous **marked evaluation forms only** and **not** previous marked videos
- **Step 2** – Mail your padded envelope directly to the NVE who marked your original video submission.
- **Step 3** – In the case of a third resubmission, you may request to have this third resubmission marked by a different NVE by contacting the Skate Canada Coaching Department. If you choose this option, please write the name of the new evaluator and the date you contacted Skate Canada.

New Evaluator's Name: _____ Date contacted SC: _____

Note: You must not forget to include in your padded envelope all previous marked evaluation forms, associated lesson plans and money order or certified cheque in the amount specified by the NVE on your video evaluation form.

RESUBMISSION POLICIES AND ASSOCIATED REMARKING FEES:

1. Any video or DVD that is not clear, visible, or audible will be returned to you unmarked. In this event, you would be required to resubmit a new video or DVD and the full \$60.00 marking fee.
2. If all 3 video or DVD lessons did not meet the minimum standard, a remarking fee of \$60.00 will apply.
3. If 2 of the 3 video or DVD lessons did not meet the minimum standard, a remarking fee of \$45.00 will apply.

4. If 1 of the 3 video or DVD lessons did not meet the minimum standard, a remarking fee of \$30.00 will apply.

NCCP PRIMARY STARSkate COACH CERTIFICATION POLICY

Candidates at this level have two years to become fully **certified as a Primary STARSkate Coach**. This means that you must complete 50 hours of practice coaching, submit and have three primary STARSkate video lessons marked successfully within two years from the date that you completed your Phase 3 course. It is important to clarify that you do not have two years to submit your Phase 4 video for marking but you have two years to become **fully certified** – fulfill all of the Primary STARSkate Coach Evaluation requirements successfully.

If your 2-year deadline has expired and you have not achieved the full Primary STARSkate Coach certification, you must contact your Section Course Administrator for further instructions.

Note: Do not send your video to be marked if your 2-year certification deadline has expired because it will be returned to you unmarked and at your own expense.

NCCP PRIMARY STARSkate COACH RECORD FORM SUBMISSION

Once you have successfully completed all of the Primary STARSkate Coach evaluation requirements you need to send the original coach record form that is at the back of this booklet to your Section Course Administrator for certification purposes.



NCCP PRIMARY STARSkate COACH - VIDEO EVALUATION FORM

SECTION 1 – PARTICIPANT’S CONTACT INFORMATION:

NAME: _____ SECTION: _____

MAILING ADDRESS:

E-MAIL: _____

PHONE: _____ SKATE CANADA #: _____

SECTION 2 – PARTICIPANT’S CHECKLIST – PLEASE CHECK ALL:

Date video sent to evaluator: _____ ☐ Submission **OR** ☐ Resubmission

I have included the following items:

- ☐ One standard size VHS tape or one standard size DVD containing my three lessons
- ☐ Three lesson plans on paper – one for each video or DVD lesson
- ☐ One evaluation form
- ☐ A money order or certified cheque in the amount of \$60.00 payable to the NVE
- ☐ A pre-paid padded envelop for my NVE to use for returning my marked video or DVD
- ☐ In the case of a resubmission, I have included a money order or certified cheque in the amount of \$_____ as specified by the NVE in Section 7

SECTION 3 – EVALUATOR’S CHECKLIST – PLEASE CHECK ALL:

Date returned marked video or DVD to participant: _____

Resubmission required: ☐ Yes ☐ No

I have included the following items:

- ☐ A marked VHS videotape or one DVD CD
- ☐ One detailed evaluation form
- ☐ Three marked lesson plans on paper – one for each video lesson evaluated
- ☐ Resubmission: a detailed feedback letter explaining the overall evaluation and recommended initiatives to improve areas of concern

SECTION 4 – LESSON TYPE AND LENGTH (NVE Use):

Lesson 1: _____ Time: _____

Lesson 2 _____ Time: _____

Lesson 3 _____ Time: _____

Overall adequate lesson time: ☐ Yes ☐ No

SECTION 5 – EVALUATION CRITERIA – All 3 lessons must adhere to each passing standard. Evaluation criteria that are marked with an asterisk (*) must be demonstrated to a satisfactory or better rating to succeed the overall video evaluation.

OVERALL PROFESSIONALISM – IN ALL THREE LESSONS						
Passing standard: 5/5	Total: /5					
Coaching philosophy	Y	N	Feedback:			
Coaching background	Y	N				
Safety awareness	E	S NI				
Strengths / challenges	E	S NI				
Goals and objectives	E	S NI				
Leadership & respect	E	S NI				
Professional appearance	E	S NI				
EFFECTIVE COMMUNICAITON – IN EACH INDIVIDUAL LESSON						
Passing standard: 3/5	Lesson 1: /5		Lesson 2: /5		Lesson 3: /5	
Receptive to skater	E S NI		E S NI		E S NI	
<i>*Clear & concise instructions*</i>	E S NI		E S NI		E S NI	
Feedback – positive, well-timed constructive, and appropriate	E S NI		E S NI		E S NI	
Listening skills (body language)	E S NI		E S NI		E S NI	
Use of descriptive words	E S NI		E S NI		E S NI	
Feedback:						
OVERALL COACHING PROFICIENCY – IN ALL THREE LESSONS						
Passing standard: 7/9	Total: /9					
Prepared and organized	E S NI		Feedback :			
Demonstrated lesson objectives	E S NI					
Teaching style & formation(s)	E S NI					
Skill demonstration effectiveness	E S NI					
Use of teaching aids	E S NI					
<i>*Thorough lesson plans*</i>	E S NI					
Followed lesson plan	E S NI					
Self evaluation	E S NI					
Overall proficiency	E S NI					

TECHNICAL KNOWLEDGE – LESSON #1		
Passing standard: 4/6	Total: /6	
Teaching progressions	E S NI	Feedback :
Appropriate view point	E S NI	
Error detection and correction	E S NI	
* Teach correct technique *	E S NI	
Skill Analysis and <u>basic</u> reference to biomechanics	E S NI	
Teaching points	E S NI	
TECHNICAL KNOWLEDGE – LESSON #2		
Passing standard: 4/6	Total: /6	
Teaching progressions	E S NI	Feedback :
Appropriate view point	E S NI	
Error detection and correction	E S NI	
* Teach correct technique *	E S NI	
Skill Analysis and <u>basic</u> reference to biomechanics	E S NI	
Teaching points	E S N	
TECHNICAL KNOWLEDGE – LESSON #3		
Passing standard: 4/6	Total: /6	
Teaching progressions	E S NI	Feedback :
Appropriate view point	E S NI	
Error detection and correction	E S NI	
* Teach correct technique *	E S NI	
Skill Analysis and <u>basic</u> reference to biomechanics	E S NI	
Teaching points	E S NI	

Passing standard for each lesson: 19/25	Lesson 1: /25	Lesson 2: /25	Lesson 3 : /25
Overall rating: <input type="checkbox"/> Excellent <input type="checkbox"/> Satisfactory <input type="checkbox"/> Needs Improvement			

Required? <input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Lesson 1	<input type="checkbox"/> Lesson 2	<input type="checkbox"/> Lesson 3
Resubmission deadline: _____ Resubmission Fee: _____			

I, _____ have notified _____ at the
(National Video Evaluator) (Section Course Administrator)

_____ of the status result of this video on _____.
(Section) (date)

Date

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NCCP PRIMARY STARSKATE COACH RECORD FORM

MAKE A PHOTOCOPY OF THIS FORM PRIOR TO MAILING

Coach's Name: _____	Section: _____
Address: _____	
E-Mail: _____	Telephone #: () _____
Skate Canada #: _____	

The coach must complete **parts A, B, C, D and E** successfully.

COACH DECLARATION: I hereby certify that all of the information in this submission is true and complete.	
_____	_____
<i>Date</i>	<i>Signature of Coach</i>

- Ø **PART A:** I have enclosed proof of my current Skate Canada Coaching Membership AND valid First Aid Certificate.
- Ø **PART B:** I have enclosed proof of my successful completion of the NCCP Make Ethical Decisions (MED) On-Line Evaluation Module at www.coach.ca

Date of completion – MED On-Line Evaluation: _____

- Ø **PART C:** If I'm certifying in a different Section other than the Section where I received my training, I have enclosed proof of my completion of the following NCCP training:

NCCP Instruction-Beginner CanSkate: _____ (date) _____ (location)

NCCP Instruction-Intermediate Primary STARSkate Home Study: _____ (date) _____ ("

NCCP Instruction-Intermediate Primary STARSkate 3-day Course:

_____/_____
(Date) (Location)

Ø **PART D:** Coaching Hours - This section may be duplicated and adjusted if hours are performed at more than one club

I, _____, President of the _____
(Name of Club President) (Name of Club)

and a member of Skate Canada in good standing, hereby attest to the fact that

_____ has completed a minimum of
(Name of Coach)

50 hours (minimum of 40 hours on-ice) of practice coaching at this club _____
(Club Number)

commencing on _____ and finishing on _____.

Signature of Club President

Skate Canada Number

Telephone Number

Signature of Witness

Skate Canada Number

Telephone Number

NOTE: YOU MUST BE A CURRENT SKATE CANADA PROFESSIONAL COACHING MEMBER IN ORDER TO COMPLETE THE PRIMARY STARSkate COACH EVALUATION COMPONENT

Ø **PART E:** Video Evaluation – I have enclosed a copy of my marked video evaluation form as proof of my successful completion of the video evaluation requirement.

Ø **PART F:** Section Course Administrator (SCA) Use – I have verified that all parts of the Primary STARSkate Coach training and evaluation components have been fulfilled successfully.

SCA Signature

Date



The following contact list is correct at that time Skate Canada printed this booklet – September 2010. To ensure that you have the most current contact information, we highly suggest that you confirm the name and address of the NVE listed below when you contact the Skate Canada Coaching Department.

CONTACT LIST	
HEATHER FRASER 3825 Cadboro Rd. PO Box 55005 Victoria, BC V8N 4G0 hmf@telus.net	JOANNE GODIN 1334 Ave. de L'Arlequin Charlesbourg, QC G2L 2E9 joannegodin2@gmail.com
SHELLEY GLAZER-CLEMENTS Box 1675 Esterhazy, SK S0A 0X0 shelleyglazerclements@sasktel.net	SOPHIE LAGUEUX 196 Portage Rd. Grand Falls, NB E3Z 2Y9 sophie1905@rogers.com
SKATE CANADA COACHING DEPARTMENT 865 Shefford Rd. Ottawa, ON K1J 1H9 1.888.747.2372 ext. 2504 1.877.211.2372 (F) coaching&programs@skatecanada.ca (video inquiries)	



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