

National
Coaching
Certification
Program



Programme
national de
certification des
entraîneurs



Evaluation Workbook

Community Coach Development Box Lacrosse

Coach's
Name: _____

Coaching Certification Number: CC _____

Address: _____

City Prov. Postal Code

Tel No: () _____

Email: _____

Team: _____

Level

Role: _____

(ie., head coach, assistant, manager, etc.)

Coach's
Signature: _____

Submission Date

Name of Facilitator: _____

Evaluator's
Signature: _____

Date

Coaching
Association
of Canada



Association
canadienne
des entraîneurs

Association
canadienne
de crosse



Canadian
Lacrosse
Association

SUBMIT EVALUATION WORKBOOK TO:

Alberta Lacrosse Association
Percy Page Centre, 3rd Floor
11759 Groat Road
Edmonton, AB
T5M 3K6

Manitoba Lacrosse Association
200 Main Street
Winnipeg, MB
R3C 4M2

British Columbia Lacrosse Association
4041 B Remi Place
Burnaby, BC
V5A 4J8

Nunavut Lacrosse Association
Box 373
KugluKtuk, Nunavut
X0E 0E0

Fédération de crosse du québec
4545 av. Pierre-de-Coubertin
C.P. 1000, Succursale M
Montreal, PQ
H1V 3R2

Ontario Lacrosse Association
1185 Eglinton Avenue E - 6th Floor
Toronto, ON
M3C 3C6

Lacrosse New Brunswick
P.O. Box 6631 Sta. A.
Saint John NB
E2L 4S1

Saskatchewan Lacrosse Association
2205 Victoria Avenue
Regina, SK
S4P 0S4

Lacrosse Nova Scotia
20 Tache Street
Lower Sackville, NS
B4C 1Y6



BOX LACROSSE COACHING CERTIFICATION							
OLD				NEW CBET			
LEVEL	Complete Certification			LEVEL	Complete Certification		
	Theory	Technical	Practical		Trained	Evaluated	
Pre-I				Community Sport	Initiation		
I				Community Sport	Development		You are here
II				Competition	Introduction		
III				Competition	Development		
IV	Not available			Competition	High Performance		Not available
V							

When submitting your workbook, please ensure you have completed the following:

Part I	<input type="checkbox"/> Objectives from each Module <input type="checkbox"/> Three Key Objectives
Part II	<input type="checkbox"/> Enhancing Self-Esteem <input type="checkbox"/> Ethical Decision Making <input type="checkbox"/> Athlete Centred Approach
Part III	<input type="checkbox"/> Emergency Action Plan
Part IV	<input type="checkbox"/> Evaluations: Coach, Player, Team <input type="checkbox"/> Practice Plans
Part V	<input type="checkbox"/> Year-end Report



INTRODUCTION

The Evaluation Component of the NCCP is the vehicle used to confirm the competency of a coach. The manuals and the clinics represent the “Information Gathering” step of learning and the Evaluation is the “Performing” step. Completion of the Evaluation Workbook is the difference between being a “trained” coach and a “certified” coach within the NCCP model.

The purpose of the Evaluation Workbook within the Community Coach Stream – Development is not to determine a coaching grade, but to create an awareness of coaching strengths and weaknesses to stimulate improvement in coaching skills. Associations are encouraged to monitor coaching behaviour throughout the season in order to provide mentoring for coaches that may be having difficulties.

This workbook contains templates to write:

1. One Objective from each Module.
2. Three of the most important objectives for the season.
3. Enhancing the Self-Esteem of your players.
4. Ethical Decision Making Framework
5. The Athlete Centred Approach.
6. Your Emergency Action Plan.
7. Coach Self-evaluation, Player Development, and Team Performance checklists.
8. Practice Planning.*
9. The final report for the season and an evaluation of the Certification Program.

* It is expected that the coach will plan every practice, although not necessarily as detailed as the example in the workbook.

Each of these components will require a very concentrated effort to complete. All evaluation components must be completed and submitted to the association coaching coordinator, designated evaluator or other designated collect point prior to the coach registration date in the year immediately following the training session. The evaluation components will be marked, documented and forwarded to the appropriate authority for action.

NOTE: COACHES WHO SUCCESSFULLY COMPLETE THIS EVALUATION WORKBOOK WILL BE “TRAINED.” TO BECOME CERTIFIED, COACHES ARE REQUIRED TO LOG ONTO www.coach.ca TO COMPLETE AN “ON-LINE” ETHICS EVALUATION TEST.

PART I MODULE OBJECTIVES

List one important objective from each Module.

Module 1 – The Game

Module 2 – The Coach

Module 3 – The Players

Module 4 – Technical Preparation

Module 5 – Mental Preparation

Module 6 – Physical Preparation

Module 7 – Planning



PART I

THE SEASON OBJECTIVES AND EVALUATION

1. Select three of the more important objectives from three different Modules.
2. At the end of the season, evaluate the performance of the players and indicate to what level the objectives were achieved.

Objective #1

Evaluation: _____

Objective #1

Evaluation: _____

Objective #1

Evaluation: _____



PART II

ETHICAL DECISION MAKING FRAMEWORK

Using the Ethical Decision Making Framework, describe how you handled a specific ethical situation.

Step One: Establish the Facts of the Situation: _____

Step Two: A) Does the situation have legal implications? _____

B) Does the situation have ethical implications? _____

Step Three: Identify possible decisions: _____

Step Four: Identify the pros and cons of each potential decision: _____

Step Five: Select the best option for the decision: _____

Step Six: Design an action plan to implement the decision: _____



PART 11

THE ATHLETE-CENTRED APPROACH

1. In your own words, write a definition of the athlete-centred approach.

2. What would an evaluator see if he/she attended a practice where the coach used the athlete-centred approach?

3. Pick a specific skill and describe how it can be taught using the task, guided discovery, minor games approach to teaching, or using rules to direct attention.



PART III THE EMERGENCY ACTION PLAN

Contact Information

Attach the medical profile for each participant and for all members of the coaching staff, as well as sufficient change to make several phone calls if necessary. The EAP should be printed two-sided, on a single sheet of paper.

Emergency phone numbers: 9-1-1 for all emergencies

Cell phone number of coach: _____

Cell phone number of assistant coach: _____

Phone number of home facility: _____

Address of home facility: _____

Address of nearest hospital: _____

Charge person (1st option): _____ (coach)

Charge person (2nd option): _____ (assistant coach)

Charge person (3rd option): _____ (parent, nurse, usually on site)

Call person (1st option): _____ (parent, cell) _____

Call person (2nd option): _____ (parent, cell) _____

Call person (3rd option): _____ (parent, cell) _____

Directions to Hospital from Park: _____



PART IV COACH SELF-EVALUATION

- Key:**
- 1) Met Requirements 80% of the time or better
 - 2) Needs Improvement
 - 3) Help!
 - 4) Difficult to Assess

During the Practice the Coach:	1	2	3	4
1. Controls emotions.				
2. Communicates in a positive manner.				
3. Gives constructive and positive feedback.				
4. Gives effective and understandable instructions.				
5. Runs organized and orderly practices.				
6. Keeps the players active.				
7. Uses appropriate teaching progression.				
8. Uses coaching methods that match the age of the players.				
9. Communicates in a positive manner to parents.				
10. Ensures the players use safe equipment				
11. Sets the example for and promotes positive team interaction. No 'put-downs,' harassment, etc.				
12. Controls the emotions and behaviour of the players in a fair & positive way.				
13. Promotes positive team interaction.				
During the Game the Coach:				
1. Maintains an organized and disciplines bench.				
2. Demonstrates ethical behaviour and sportsmanship.				
3. Ensures reasonable playing time for all players.				
4. Controls his/her emotions regarding bad calls and injuries.				
5. Controls the emotions of the players and bench personnel.				
6. Emphasizes the execution of skills and how the game is played over winning.				
7. Treats officials, players & parents with respect and fairness.				



PART IV PLAYER PERFORMANCE

- Key:**
- 1) Met Requirements 80% of the time or better
 - 2) Needs Improvement
 - 3) Help!
 - 4) Difficult to Assess

The Players:	1	2	3	4
1. Are attentive during demonstrations.				
2. Respond positively to the coach.				
3. Enjoy the practices.				
4. Enjoy the games.				
5. Attempt to follow the direction of the coach.				
6. Follow the rules to the best of their abilities.				
7. Uses appropriate teaching progression.				

TEAM PERFORMANCE

The Team:	1	2	3	4
1. Acted like a team.				
2. Developed the motion offence in practices.				
3. Developed the motion offence in games.				
4. Exercised emotional control during games.				
5. Developed the soft hands technique.				
6. Used self-talk during practices and games.				

List other coaching competencies that you think should be included.



PART IV

PRACTICE PLANNING

The following is a guide for learning how to plan practices and is the vehicle for learning how to teach. "Give a person a fish and you will feed him/her for a day; teach a person to fish and you will feed him/her for a lifetime."

GOAL

To develop players who:

- Are independent and able to perform without a coaches support
- Can make wise choices from all the feedback and input received
- Feels responsibility and ownership over their learning
- Can function without the coach at their side and learns to be independent

OBJECTIVES

To plan practices that are safe and highly structured while, at the same, allowing for the choice and freedom of the player by:

- Allowing for choice
- Encouraging input from the players by asking:
 - How they feel?
 - What they think?
 - What they want to do?
- Allowing time for the players to explore several options and come to understand for themselves why some options are more effective than others
- Valuing and responding to each player's input
- Encouraging players to try feedback that they receive, and asking questions when they do not

APPLICATION

Drills are an important part of teaching lacrosse. However, there are several aspects of teaching drills that have not been addressed. If learning is intuitive and best accomplished when the player has control:

- What happens in a drill where the coach has control?
- What are the players learning?
- Where do drills fit in the four step learning process outlined in the Community Coach - Development clinic?
- When should drills be used?



Drills are used in the “gathering of information” portion of the four step learning process.

- Gathering information (on a skill)
- Making decisions (about how to perform a skill)
- Performing (a skill)
- Evaluating performance (of a skill)

They are used to program habits or to memorize information so that the information or skill can be used automatically. Unfortunately, most coaches think they are teaching lacrosse when they are running drills. They are not: they are teaching players how to run a drill. The skills of team games are performed in an open setting, which means they are never repeated in exactly the same way because of the changing conditions. Drills constitute a closed setting that leads players to think about skills in the opposite way they are to be used.

Once the players can perform the skills or plays as instructed in the drill, they should use the information from the drill in minor games. How long should this go on?

- When coaches see the practices behaviour in a formal game.

The reason is that players need time to recognize when and how to use the skill or concept in a constantly changing environment. Once players try something, they need to do the evaluation and then have the opportunity to try again. In other words, players need time to experiment and therefore to learn.

When scrimmaging, stop the action when players miss the opportunity to execute the skill or the play being taught:

- Let individuals walk through the correct responses.
- Set up a drill to mimic the game situation that is causing the problem when the players do not respond.

The problem is not that the players do not know what to do: it is just that the complexity of full scrimmages or games interferes with the players’ ability to concentrate. In other words, coaches must develop a progression of events through which players can gradually increase their level of concentration, and then allow them enough time and repetition to make it happen. Also, the understanding of a concept or the development of a skill can be much faster when the players can set their own goals, organize their own games and evaluate the outcomes.

Coaches who carefully study and master these methods of facilitating learning can expect:

*Any drill can become a better teaching tool when you add passive then full defence. Drills then become **GAMES** and the players begin the **SELF-DISCOVERY** phase of becoming Lacrosse Players.*



PRACTICE PLANNING EXERCISE

Create two practice plans from the following choices:

- A. After a recent game that you had trouble picking up loose balls.
 - B. After a recent game that your team had many missed passes.
 - C. After a recent game that you had several breakdowns on defence.
 - D. After a recent game that you were unable to get many scoring chances.
-
- Use any drills shown to you during the clinic or that you know already.
 - Do your best to explain them in detail or give yourself reminders that will trigger your memory.
 - Attempt to make the drills flow and go from easy to challenging.
 - Always consider the age and skill level of your team.
 - Focus your attention on the portion of the practice following the stretch and warm-up period and previous to your cool-down.



PRACTICE PLANNER #1

Date:	Time:	Location:
Purpose of the practice:		Reminder:
Objectives:		
Time	Activity or Drill	Key Elements
	Warm-up:	
	Skill Development:	
	Skill Practice:	
	Fitness:	
	Cool-down:	
Evaluation		Things to work on:



PRACTICE PLANNER #2

Date:		Time:		Location:	
Purpose of the practice:				Reminder:	
Objectives:					
Time	Activity or Drill			Key Elements	
	Warm-up:				
	Skill Development:				
	Skill Practice:				
	Fitness:				
	Cool-down:				
Evaluation				Things to work on:	



Standard Protocol

NCCP Materials



Standard Protocol Action Card



Date: _____ Location: _____

Actions

I intend to STOP ...

I intend to CONTINUE ...

I intend to START ...

www.coach.ca

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