



Swimming Teacher EVALUATION GUIDE

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The following tables reflect the NCCP Standards and a proposed achievement scale for each outcome's criteria. Behaviours identified in the "Below Standard" section are suggested examples. Behaviours identified in the "Above Standard" and "Highly Effective" sections include the recommended "optional" evidences as identified from the *Outcomes, Criteria, and Evidences Table*. In some cases, additional examples of "above standard" and "highly effective" behaviours have been suggested in the *Sportification Tables* as examples for consideration.

SAMPLE EVALUATION TABLE

OUTCOME: BROAD AREA OF EXPECTATION

Criteria: A more specific description of the desired teacher competency	
Achievement	Evidences
Highly Effective	Specific examples of what we would expect to see from a teacher who would be used to model exemplary competency for this criteria
Above Standard	Specific examples of what we would expect to see from a teacher who clearly exceed the required minimum standard of competency for this criteria
NCCP Standard for Core Certification	Specific examples of what we would expect to see from a teacher who meets the required minimum standard of competency for this criteria
Below Standard	Specific examples that would not allow a teacher to receive a 'pass' evaluation for this criteria

The tables that follow reflect the NCCP Standards and proposed evidences for Swimming Teacher, Swimming Canada's coaching education program in the NCCP Competition-Introduction context.

Swimming will train and evaluate teachers in seven outcomes;

Make Ethical Decisions

Provide Support to Athletes in Training

Plan a Practice

Support the Competitive Experience


Analyze Performance

Design a Sport Program

Manage a Program


OUTCOME: MAKE ETHICAL DECISIONS

Criteria: Apply an ethical decision making process through the online evaluation

Achievement	Evidences
Highly Effective	<ul style="list-style-type: none"> ❑ Scores 100% for the Make Ethical Decisions online evaluation for Instruction – Beginners context
Above Standard	<ul style="list-style-type: none"> ❑ Scores 90% or above for the Make Ethical Decisions online evaluation Instruction – Beginners context
<p>NCCP Standard for Core Certification</p> 	<ul style="list-style-type: none"> ❑ Completes the Make Ethical Decisions online evaluation for Instruction – Beginners context with a passing score (75%) using the following steps: <ul style="list-style-type: none"> ○ Establish the facts of the situation ○ Determine whether an issue is legal or ethical ○ Identify potential decisions and possible consequences for the situation ○ Identify pros and cons of each decisions ○ Select the best decision option ○ Design an action plan and a plan to manage the consequences
Below Standard	<ul style="list-style-type: none"> ❑ Does not complete the Make Ethical Decisions online evaluation for Instruction – Beginners context ❑ Scores below the pass standard for the Make Ethical Decisions online evaluation for Instruction – Beginner context


OUTCOME: PROVIDE SUPPORT TO ATHLETES IN TRAINING

Criteria: Ensure that the lesson environment is safe

Achievement	Evidences
<p>Highly Effective</p>	<p>Meet “Above Standard” and:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Develop safety standards and guidelines which are used a model for others (e.g., for a league, provincial office, etc.) <input type="checkbox"/> Forecast dangerous factors and makes immediate adjustments so participants are not at risk in all activities
<p>Above Standard</p>	<p>Meet “Standard for Core Certification” and:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Critically reflect on safety guidelines, e.g., provision of a letter written by teacher reflecting on safety concerns <input type="checkbox"/> Certified first aid provider
<p>NCCP Standard for Core Certification</p> 	<ul style="list-style-type: none"> <input type="checkbox"/> Survey the lesson site, e.g., use a safety checklist <input type="checkbox"/> Minimize risk to participants before and throughout the lesson, e.g., ensure that required equipment is present and used correctly, participants are warned about potential hazards at beginning of lesson <ul style="list-style-type: none"> o Identify elements around the deck and in the pool that may lead to, or contribute to a dangerous situation. <input type="checkbox"/> Present an Emergency Action Plan specific to the facility being used with all of the following critical elements <ul style="list-style-type: none"> o Identify location of telephones (cell and land lines) o List emergency telephone numbers o Identify location of medical profiles for each participant under the teachers care o Identify location of fully-stocked first aid kit o Designate advance “call person” and “charge person” o Provide directions to reach the pool / facility
<p>Below Standard</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Do not survey lesson environment prior to lesson <input type="checkbox"/> Do not address dangerous factors in the pool environment <input type="checkbox"/> Do not present an Emergency Action Plan <input type="checkbox"/> Present an Emergency Action Plan with only some (<4) of the following critical elements <ul style="list-style-type: none"> o Identify location of telephones (cell and land lines) o Lists emergency telephone numbers o Identify location of medical profiles for each participant under the teachers care o Identify location of fully-stocked first aid kit o Designate advance “call person” and “charge person” o Provide directions to reach the pool / facility


OUTCOME: PROVIDE SUPPORT TO SWIMMERS IN TRAINING

Criteria: Implement an appropriately structured and organized lesson

Achievement	Evidences
<p>Highly Effective</p>	<p>Meet “Above Standard” and:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify the performance factors and learning objectives at the beginning of lesson and create specific teachable moments to enhance learning <input type="checkbox"/> Adjust the lesson parameters (time/space), and/or training environment to elicit a specific technical or tactical response
<p>Above Standard</p>	<p>Meet “Standard for Core Certification” and:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Sequence lesson activities to enhance learning <ul style="list-style-type: none"> o Drills, exercises, methods, and training load are in accordance with the training objective(s) pursued o Adequate sequencing refers to the timing of lesson activities within the lesson. For example, the sequence of the activity provides a progression that builds towards execution under realistic/competitive situations <input type="checkbox"/> Modify lesson activities to address context specific circumstances or logistics; e.g., changes to timing, pool space, water temperature, or available resources which require changes to the lesson <input type="checkbox"/> Adapt lesson activities to provide appropriate challenge; e.g., adapting lesson to keep the participant motivated and engaged) <input type="checkbox"/> Implement a variety of options to ensure adequate learning; e.g., offering activities that meet different learning styles <input type="checkbox"/> Adjust the lesson based on analysis of participant performance, e.g., adjustments are made depending on the reaction and performance of the participants during the lesson.
<p>NCCP Standard for Core Certification</p> 	<ul style="list-style-type: none"> <input type="checkbox"/> Present a lesson plan for the lesson that is being implemented <input type="checkbox"/> Ensure delivery of lesson matches lesson plan’s goal(s) <input type="checkbox"/> Ensure main lesson segments are evident and include: introduction, warm-up, main part, cool down, and conclusion <input type="checkbox"/> Ensure equipment is available and ready to use <input type="checkbox"/> Provide breaks for appropriate recovery and hydration. <input type="checkbox"/> Welcome participants prior to lesson <input type="checkbox"/> Dress appropriately for active instructing <input type="checkbox"/> Ensure activities contribute to the development of skills and/or athletic abilities. <input type="checkbox"/> Demonstrate adequate use of deck & pool space and equipment <input type="checkbox"/> Maximize lesson time: ensure participants have appropriate transition, duration and waiting times: <ul style="list-style-type: none"> o Lesson demonstrates a clear timeline for activities so that activity time is maximized o Participants are engaged in activity at least 50% of the lesson time o Participants move effectively from one activity to another
<p>Below Standard</p>	<ul style="list-style-type: none"> <input type="checkbox"/> There is no clear structure to the lesson as demonstrated by the following elements: <ul style="list-style-type: none"> o No lesson plan is provided o Lesson goal is not clearly identified o Delivery of lesson does not match lesson plan <input type="checkbox"/> Equipment is not ready <input type="checkbox"/> Teacher is inappropriately dressed for instructing <input type="checkbox"/> Duration of lesson activities are inappropriate, e.g., activities are so short that there is not enough time to learn or practice; activities are so long that participants become fatigued and de-motivated; there is more waiting time than engagement time for participants


OUTCOME: PROVIDE SUPPORT TO ATHLETES IN TRAINING

Criteria: Make interventions that promote learning

Achievement	Evidence: Add Sport-specific Examples
<p>Highly Effective</p>	<p>Meet “Above Standard” and:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Reinforce correct performance by facilitating interventions that promote reflection (i.e. feedback, questioning the participant, or using a demonstration) to identify the key factors that were properly executed <input type="checkbox"/> Ensure intervention is specific to individuals and enables the participant to take greater ownership over specific performance factors and learning objectives. (i.e. intervention strategies may include: delayed or summative feedback, questioning, focusing external attention, video, modeling, and learning aids)
<p>Above Standard</p>	<p>Meet “Standard for Core Certification” and:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Analyze when to inhibit feedback to promote critical thinking <input type="checkbox"/> Use questions to facilitate participants to think critically and reflect on their performance <input type="checkbox"/> Identify individual learning styles and provide appropriate interventions that optimize learning. Appropriate interventions for learning style may include: <ul style="list-style-type: none"> <input type="checkbox"/> Auditory learner – verbal feedback <input type="checkbox"/> Visual learning – demonstration or modeling <input type="checkbox"/> Kinaesthetic learner – doing and/or feeling <input type="checkbox"/> Encourage calculated risks in order to enhance performance in accordance to the NCCP Code of Ethics <input type="checkbox"/> Integrate and teach basic decision making <input type="checkbox"/> Integrate mental preparation strategies into the lesson <input type="checkbox"/> Identify corrections that focus participant(s)’ attention towards external cues, or on the anticipated effects of the movement rather than focusing on more internal aspects of the movement
<p>NCCP Standard for Core Certification</p> 	<ul style="list-style-type: none"> <input type="checkbox"/> Create opportunities to interact with all participants <input type="checkbox"/> Position self so that participants can see and hear <input type="checkbox"/> Provide 1–3 key learning points in explanation or demonstration <input type="checkbox"/> Clarify key learning objectives and/or performance factors (feedback/instruction) with participants prior to engaging in the activity <input type="checkbox"/> Ensure key learning points match skill development model <input type="checkbox"/> Reinforce participants’ efforts and correct performance <input type="checkbox"/> Provide feedback and instruction that clearly identifies how and what to improve <input type="checkbox"/> Provide feedback that is specific, positive and directed to both the group and individuals <input type="checkbox"/> Identify appropriate expectations for participant behaviour and reinforce these expectations when appropriate <input type="checkbox"/> Promote a positive image of the sport and model the image to participants and other stakeholders <input type="checkbox"/> Use respectful language when providing verbal interventions. Respectful language is identified as non-discriminatory and void of profanity and/or insults <input type="checkbox"/> Maintain a positive outlook and acknowledges participants’ needs and thoughts <input type="checkbox"/> Ensure explanations are clear and concise and provide opportunities to ask questions <input type="checkbox"/> Use self or others to model desired performance
<p>Below Standard</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Use an explanation but do not identify any key learning points <input type="checkbox"/> Use demonstrations but participants are not in a position to see and hear <input type="checkbox"/> Make limited intervention to clarify key learning objectives <input type="checkbox"/> Provide feedback or instruction that only identifies what to improve, and not how to improve <input type="checkbox"/> Provide feedback that tends to emphasize motivational prompts rather than specific corrections (i.e. frequent use of reinforcement or hustle comments)


OUTCOME: ANALYZE PERFORMANCE

Criteria: Detect performance

Achievement	Evidences
<p>Highly Effective</p>	<p>Meet “Above Standard” and:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Provide specific evidence (i.e. notational analysis, video analysis, biomechanical analysis, etc.) to reinforce analysis of performance <input type="checkbox"/> Facilitate the participant(s) to detect key performance factors and to understand how and why errors affect overall performance. E.g., “What do you think will help you to get into the rotation of the turn in increase your speed or, “In freestyle, what do you think will happen to the catch in your arm pull if you change your body rotation?”
<p>Above Standard</p>	<p>Meet “Standard for Core Certification” and:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify potential causes of skill error (cognitive, affective, motor) <input type="checkbox"/> Explain how and why the critical error contributes to the performance <input type="checkbox"/> Use a variety of observational strategies (i.e. positioning, video, other teacher’s, etc.) to identify the most critical aspects of performance <input type="checkbox"/> Identify if level of difficulty in the task is relevant to participants’ capabilities
<p>NCCP Standard for Core Certification</p> 	<ul style="list-style-type: none"> <input type="checkbox"/> Observe skills from adequate vantage point(s) as appropriate <input type="checkbox"/> Identify or select common errors that have a direct impact on performance <input type="checkbox"/> Use sport approved skill development/progression checklist to scan basic movement phases <input type="checkbox"/> Ensure errors identified for correction are consistent with the sport approved skill development/progression checklist for beginners
<p>Below Standard</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Scan lesson environment infrequently and pay little attention to skill execution <input type="checkbox"/> Identify effort and motivational factors that contribute to lack of performance rather than common errors or corrections


OUTCOME: ANALYZE PERFORMANCE

Criteria: Correct Performance

Achievement	Evidences
<p>Highly Effective</p>	<p>Meet “Above Standard” and:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Facilitate the participant(s) to detect key performance factors and to understand how and why these errors affect overall performance. E.g., “What do you think will help you to get into the rotation of the turn in increase your speed or, “In freestyle, what do you think will happen to the catch in your arm pull if you change your body rotation?”
<p>Above Standard</p>	<p>Meet “Standard for Core Certification” and:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Explain how and why the correction relates to improved performance <input type="checkbox"/> Facilitate participants to increase awareness of corrections by asking appropriate questions <input type="checkbox"/> Teachers corrections focus participants’ attention towards external cues, or on the anticipated effects of the movement rather than the way the movement is performed (internal focus). E.g., external focus: “Concentration on pushing off under the wave created off of a sprint freestyle turn and ‘catching’ the wave for momentum off the breakout” versus internal focus: “Concentrating on holding arms in a tighter streamline off the wall and kicking harder. <input type="checkbox"/> Identify if level of difficulty in the task is relevant to participants’ capabilities
<p>NCCP Standard for Core Certification</p> 	<ul style="list-style-type: none"> <input type="checkbox"/> Identify common corrections based on observation of movement phases and in accordance with the skill/development progression checklist <input type="checkbox"/> Ensure skill/performance corrections are prescriptive (emphasize how to improve, not just what to improve). E.g., “You are coming out of your streamline too early, tuck your head down and ensure hands are tightly together to get more distance” or “You are dropping your right elbow think about pulling the elbow up prior to pulling your hand back after the catch.” <input type="checkbox"/> Prescribe an appropriate activity and/or drill that assists participants to make correction in performance
<p>Below Standard</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Correct the participant(s) by indicating what they did rather than identifying common corrective strategies for how to improve the performance. E.g., “You are coming out of your streamline too early, next time go further, or “You are dropping your right arm, don’t drop your arm.” <input type="checkbox"/> Make corrections that are not appropriate as per the sport’s athlete development model and/or technical checklists


OUTCOME: PLAN A PRACTICE

Criteria: Organize a series of lesson activities into a plan that enhances the learning of one or more skills

Achievement	Evidences
<p>Highly Effective</p>	<p>Meet “Above Standard” and:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Include the use of goal setting and indicate specific criteria for assessing participant achievement Identify a clear rational and objective for each activity <input type="checkbox"/> Sequence activities in the main part to promote learning, skill development and induce desired training effects <input type="checkbox"/> Selected activities include adaptations to create specific and appropriate challenges to enhance learning
<p>Above Standard</p>	<p>Meet “Standard for Core Certification” and:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Select activities that are appropriate to the time and location in unit plan or session program <input type="checkbox"/> Provide appropriate rational for choice of overall lesson goal <input type="checkbox"/> Describe planned activities through illustration, diagram, explanation
<p>NCCP Standard for Core Certification</p> 	<ul style="list-style-type: none"> <input type="checkbox"/> Identify basic information (participant age and skill level, number of participants, potential risk factors) <input type="checkbox"/> Identify a lesson goal that is consistent with the sport athlete development model and the actual level of the participants <input type="checkbox"/> Outline facilities and equipment required to achieve lesson goal (i.e. dryland room or deck space for stretching, lanes assigned) <input type="checkbox"/> Identify the duration of the overall lesson <input type="checkbox"/> Provide a timeline for the activities and ensure each lesson segment is consistent with athlete abilities and NCCP growth and development principles <input type="checkbox"/> Select activities that contribute to the development of skill(s) and are appropriate to the stage of skill development (acquisition, consolidation, refinement) <input type="checkbox"/> Select activities that reflect awareness of and control for potential risk factors <input type="checkbox"/> Identify 1-3 key instructing points for each activity
<p>Below Standard</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Identify vague lesson plan goals and objectives <input type="checkbox"/> Do not clearly identify main segments or time line of lesson <input type="checkbox"/> Do not identify key instructing points for activities <input type="checkbox"/> Do not match activities sport’s athlete development model


OUTCOME: PLAN A PRACTICE

Criteria: Design an Emergency Action Plan

Achievement	Evidences
<p>Highly Effective</p>	<p>Meet “Above Standard” and:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify a process for updating and maintaining medical profiles <input type="checkbox"/> Design an EAP that reflects learning from past experiences, including previous implementation <input type="checkbox"/> Identify aspects that can contribute to enhancing established practices for the design of an EAP <input type="checkbox"/> Sport uses EAP as a model of best practice
<p>Above Standard</p>	<p>Meet “Standard for Core Certification” and:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Maintain well organized participant profiles in a secure location to protect privacy <input type="checkbox"/> Present a checklist of necessary equipment found in a first aid kit, which has been checked/updated on a regular basis <input type="checkbox"/> Identify specific steps or procedures in the plan if an injury occurs
<p>NCCP Standard for Core Certification</p> 	<ul style="list-style-type: none"> <input type="checkbox"/> Present a complete Emergency Action Plan (EAP) with six of the six following critical elements. <ul style="list-style-type: none"> o Locations of telephones (cell and land lines) o Emergency telephone numbers o Location of medical profile for each athlete under the teachers care o Location of fully-stocked first-aid kit o Advance “call person” and “control person” o Directions or map to reach the activity site
<p>Below Standard</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Do not present an Emergency Action Plan in writing <input type="checkbox"/> Include less than six critical elements outlined in the NCCP Standard for core certification


OUTCOME: DESIGN A SPORT PROGRAM

Criteria: Design a multi-week session or unit plan to enhance learning

Achievement	Evidences
<p>Highly Effective</p>	<p>Meet “Above Standard” and:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify strategies for monitoring or assessing performance improvements throughout the program <input type="checkbox"/> Demonstrates integration of a variety of instructional strategies that contribute to the development of cognitive, physical, and affective influences on learning <input type="checkbox"/> Reference and demonstrate strategies to implement sport’s athlete development model goals and priorities
<p>Above Standard</p>	<p>Meet “Standard for Core Certification” and:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify a specific scope and sequence of skill development that addresses participants who enter the program with different skill levels <input type="checkbox"/> Identify development of athletic abilities that are required by the sport in order to improve performance <input type="checkbox"/> Reference sport’s athlete development model goals and priorities
<p>NCCP Standard for Core Certification</p> 	<ul style="list-style-type: none"> <input type="checkbox"/> Identify basic participant information (age, number, differences in growth and development, skill level) <input type="checkbox"/> Present a series of lesson plans that demonstrate an appropriate progression for the development of skills or athletic abilities <input type="checkbox"/> Identify number, duration and frequency of training sessions <input type="checkbox"/> Prioritize goals and objectives for each lesson in the unit or session plan <input type="checkbox"/> Prioritize appropriate progression of lessons in the unit or session plan based on skill level of participant
<p>Below Standard</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Do not provide basic participant information (age, number, differences in growth and development, skill level) <input type="checkbox"/> Do not present a series of lesson plans <input type="checkbox"/> Do not demonstrate an appropriate progression for the development of skills or athletic abilities throughout lesson plans <input type="checkbox"/> Do not prioritize goals and objectives for each lesson in the unit or session plan <input type="checkbox"/> Do not prioritize appropriate progression of lessons in the unit or session plan based on skill level of participant


OUTCOME: MANAGE A SPORT PROGRAM

Criteria: Manage administrative aspects of program and oversees logistics

Achievement	Evidences
<p>Highly Effective</p>	<p>Meet “Above Standard” and:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Work with program volunteers or administrators to prepare budgets and other financial logistics where applicable <input type="checkbox"/> Demonstrate ability to work with other teacher’s (assistants) using optimal leadership qualities. Leadership for this context is defined as the ability to influence others to accept, willingly, the leader’s purpose and goal to help bring about some better future outcome or result, and to work together, voluntarily, towards achieving that end
<p>Above Standard</p>	<p>Meet “Standard for Core Certification” and:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Supervise other teachers instructors in the learning environment <input type="checkbox"/> Delegate activities appropriately to other teacher’s (assistants) and acknowledge their ideas and input into the program
<p>NCCP Standard for Core Certification</p> 	<ul style="list-style-type: none"> <input type="checkbox"/> Present documentation that outlines the philosophy, objectives, basic financial demands (if appropriate), and schedules of events and training commitments <input type="checkbox"/> Identify expectations for behaviour and commitment and identifies appropriate consequences, e.g., provide an example of a written communication outlining expectations of participants and potential consequences if expectations are not met <input type="checkbox"/> Provide evidence of regular communication with participants, parents or other key stakeholders, e.g., provide a basic schedule of lesson commitments to participants and key stakeholders, provide an overview of the program including objectives, fees, logistics, required equipment, etc.
<p>Below Standard</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Do not provide a basic schedule of lesson commitments to participants and key stakeholders <input type="checkbox"/> Do not any communication tools or other forms of program information <input type="checkbox"/> Do not identify program objectives, philosophy, etc.

OUTCOME: MANAGE A SPORT PROGRAM

Criteria: Report on participant progress throughout the program

Achievement	Evidences
<p>Highly Effective</p>	<p>Meet “Above Standard” and:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Present evidence of debriefing session or interview with participant or parents to discuss progress in relation to individual and program goals
<p>Above Standard</p>	<p>Meet “Standard for Core Certification” and:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Present evidence of debriefing session or interview with athlete and or parents to discuss progress in relation to individual goals <input type="checkbox"/> Track and assess objective indicators of performance in relation to participant goals (fitness testing results, attendance, training diary, training loads/volumes, etc.)
<p>NCCP Standard for Core Certification</p> 	<ul style="list-style-type: none"> <input type="checkbox"/> Present an assessment of relevant performance factors, e.g., provide a sample of a participant report card <input type="checkbox"/> Inform participants of progress throughout program, e.g., provide an outline demonstrating when and how participants receive progress reports <input type="checkbox"/> Identify appropriate level of progression and steps for improvement, e.g., provide examples of completed sample report cards <input type="checkbox"/> Ensure the privacy of participant information and take steps to maximize confidentiality, e.g., provide an outline of the protocol used to ensure protection of privacy
<p>Below Standard</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Provide assessment of performance that is vague and unclear <input type="checkbox"/> Provide participant assessment that tends to be anecdotal or subjective and does not clearly identify key performance factors or areas for improvement