

# Introduction

This program is intended for people interested in coaching “beginners” in the “Instruction Stream”.

These coaches must be interested in the **technical development** of the fencer. No aspect of competitive development will be expected in this context. Coaches in this context must have a strong technical background: a minimum of blue armband (CFF instructional program) is required and red is preferred<sup>1</sup>.

All of the technical material for this context can be found on the CFF website ([www.fencing.ca](http://www.fencing.ca)) under the link to coaching. Candidate coaches will have to have the level 1 and 2 manuals (old NCCP), the “Fiches de l’entraîneur”, and any other technical manuals which they feel comfortable using and which contain the technical material covered in the yellow and orange armband.

## Context Description

Main objective:	Create a FUN environment in which newcomers to the sport can develop basic technique and love of the GAME of fencing
Development philosophy:	Fencing FUN-damentals
Age range:	8 – 15 (primary), adaptation to young adult learners (secondary)
Competitions:	No external competitive experience, “in-club” learning competitions only
Competition Objectives:	Develop the game of fencing.

## At the end of this course the coach should be able to:

- Apply the NCCP Make Ethical decision Process
- Analyze Performance
- Plan a Practice
- Provide Support in Training
- Manage some aspect of the Program

### Pathway to Certification:

Candidates will have to attend a workshop, provide some post workshop materials (See coach evaluation handbook), and attend a formal evaluation.

Upon successful completion of the workshop, coaches will gain “trained” status. To be fully certified the coach must submit a portfolio and be evaluated: coaching participants at the level of yellow or orange armband. The coaching evaluation will be done only **after** the portfolio has been evaluated.

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<sup>1</sup> Successful completion of this context is one of the requirements of the Black armband.

**Registering for the program:**

Coaches who would like to register for this program will have to contact their Provincial Association. It is the Provincial Association that will be carrying out the workshops, using CFF certified Learning Facilitators and Evaluators.

**Note:**

This program supercedes the old Level 1 and 2. Any level 1 and 2 certified coaches will have five years, as of **the date of inception**, to be certified in the new program. All coaches not certified under the new NCCP will not be recognized after the 5 years of grace.

## STANDARDS DEVELOPMENT

Description of the minimum standards and recommendations that the sport has in place with respect to this context

The Canadian Fencing Federation recommends that any club coach working with beginner fencers be certified Aide-moniteur (Instructor – Beginner).

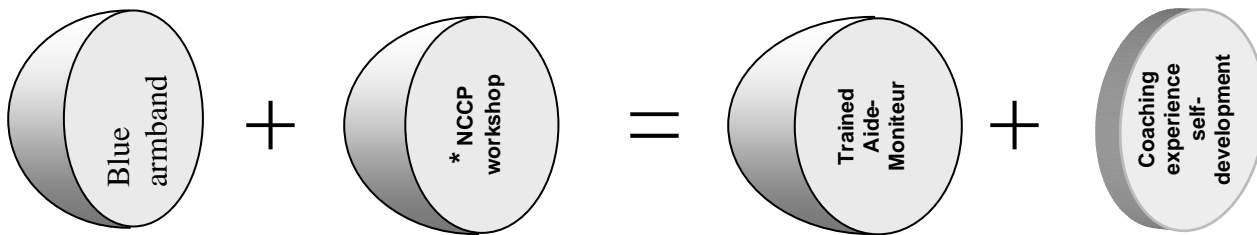
Identification of expiry date for certification

As of the beginning of the season where this context is approved all coaches level 1 and 2 (old system) will have five years to certify as Aide-moniteurs.

Any candidate to this context has 2 years, from the date of taking the course, to complete his/her certification process. If the process is not terminated in this period the candidate will have to take the course over.

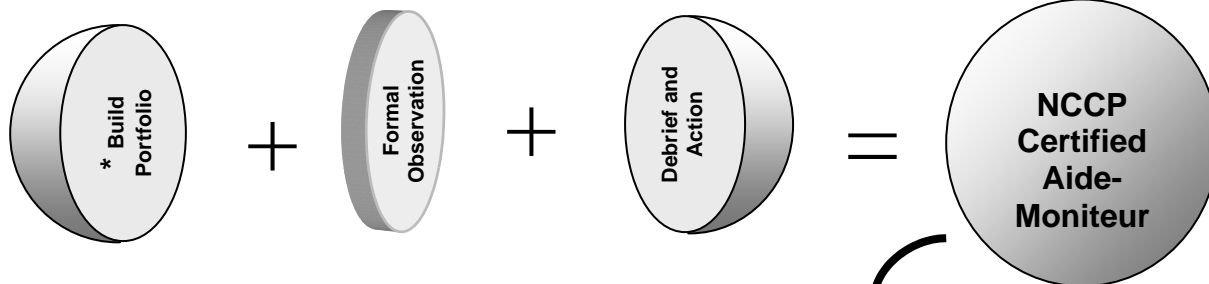
## Aide-Moniteur Pathways

### Coach Training Pathway



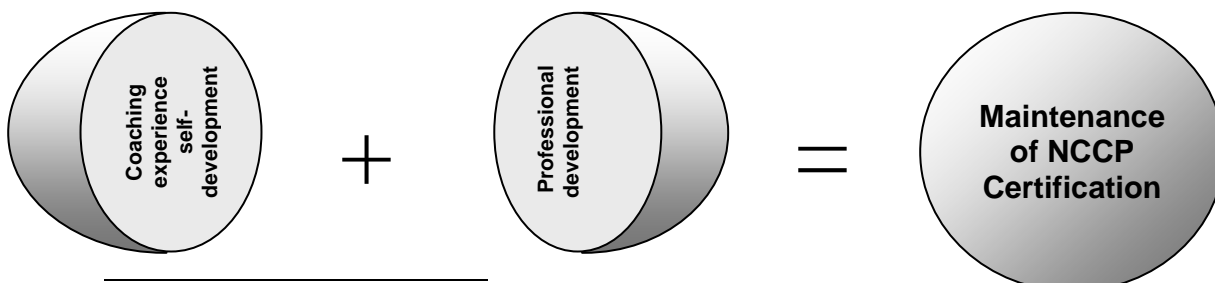
\* Please contact your provincial Fencing Association

### Coach certification pathway



\* Please contact your provincial Fencing Association

### Coach Maintenance of Certification<sup>2</sup>



<sup>2</sup> Professional Development will be offered by the Canadian fencing Federation

## **MAINTENANCE OF CERTIFICATION AND HORIZONTAL DEVELOPMENT**

### **Brief outline of available professional development opportunities for coaches in this context**

The major professional development opportunity will be the yearly coaching workshops and seminars presented by the Canadian Fencing Federation at our National Championships.

Other opportunities will be pre-approved courses, workshops, or clinics delivered by third parties. The important thing to note is that any courses in this section must be pre-approved by the Canadian Fencing Federation, and meet the coaching goals of the particular coach.

### **Brief outline of requirements for maintenance of certification (list accredited activities)**

The Canadian Fencing Federation requires that all of its coaches attend, and complete, a minimum of two PD opportunities in any given five year period. These PD opportunities must meet coaching goals as presented by the coach.

### **Link to or copy of published maintenance activities**

The Canadian Fencing Federation will be designing PD opportunities based on the needs of the coaches. As such a list will not be published. At the start of the season a form will go out to the coaches in this context to ascertain their PD needs. From this survey some PD opportunities will be prepared for delivery at the season ending National Championships.

# CANADIAN FENCING FEDERATION PARTICIPANT DEVELOPMENT MODEL

## Profile Community

Recreational and skill learning  
All ages  
Inter club competitions  
Club based recreational leagues  
Ath: 4000 Coach: 250

## Profile Instruction

Recreational and skill learning  
Schools – boys and girls 10-14 years  
Clubs – youth to adult  
Universities (ON) – teens (OUAA competitions)  
Inter club competitions  
Club based recreational leagues  
Ath: 5000 Coach: 200

## Profile Comp

Senior HP – Top 16 WC and Worlds  
Senior A – Top 32 WC and Worlds  
Senior B – Top 64 WC and Worlds  
Top 16 Junior - Worlds  
Top 8 Cadet – Worlds  
Ath: 300 Coach: 40

Squad – Inconsistent Top 64  
Junior A – Top 8 Jr Int. Dev  
Junior B / Cadet Team – Top 16

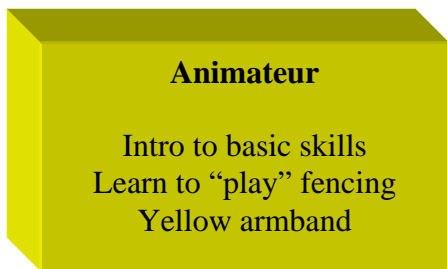
Selection circuit  
- Sr. - Top 12, Red  
- Jr – Top 8, Blue  
- Cadet – Top 4, Blue  
Ath: 1000 Coach: 75

Canada Games

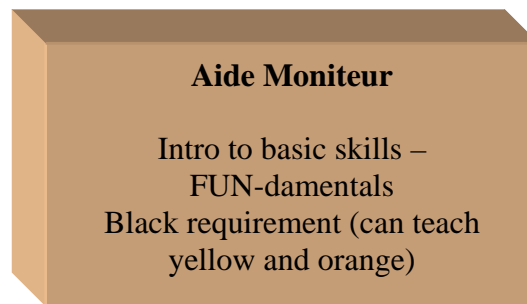
Recreation and Intro to Competition  
Boys and girls – 12-18 yrs.  
Domestic Circuit, Green Clubs - Universities (ON)  
Ath: 2000 Coach: 70

# CANADIAN FENCING FEDERATION Fencing - Coach Development Model

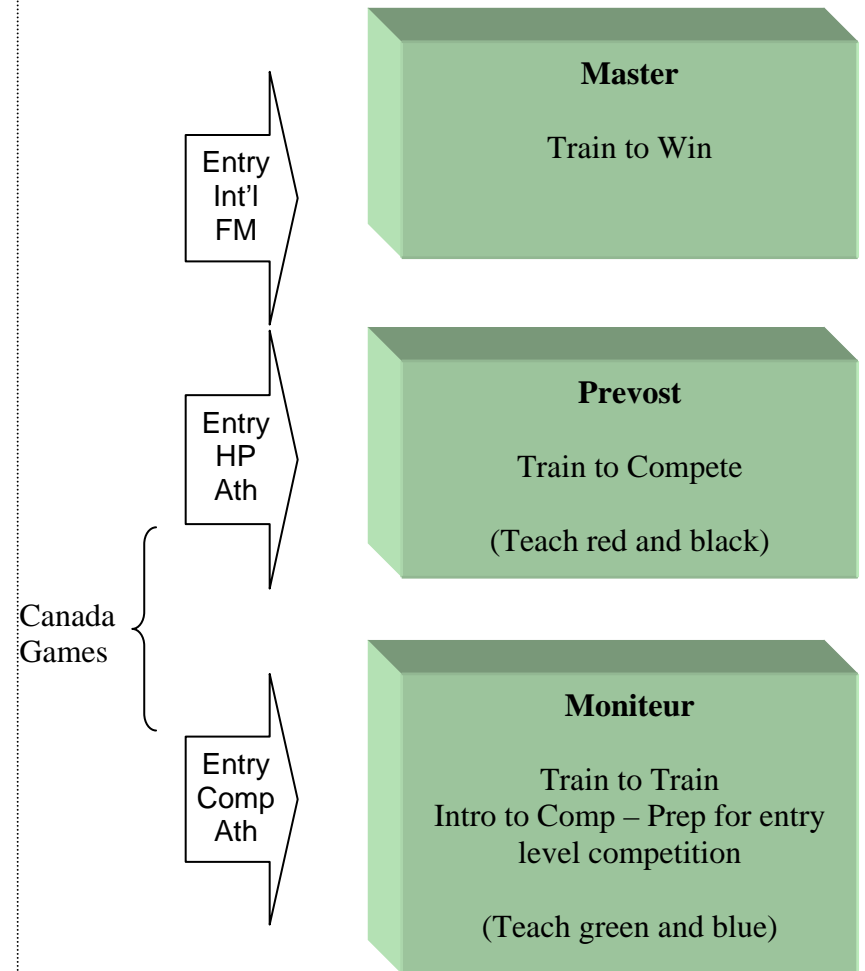
## Community Stream



## Instruction Stream



## Competition Stream



### FENCING AIDE-MONITEUR: PORTFOLIO EVALUATION TOOL

Marks	Outcome	Provide Support to athlete in training		Plan Practice		
		Criteria	Safe practice environment	Structure and organise practice	Logistics	Appropriate activities
	<b>Evidences</b>					
	EAP- Location of telephones are identified					
	EAP-Emergency phone numbers are listed					
	EAP- Location of medical profiles for each athlete is available					
	EAP- Location of fully stocked first aid kit					
	EAP-Role of everyone in an emergency situation is designated					
	EAP- Directions to reach activiy site are provided					
	PP-Practice Plan					
	PP-Athletes age, abilities and performance levels are identified					
	PP-Identify Practice Segments on Practice Plan					
	PP-Use of space and equipment to match goals					
	PP-Provide timeline for activities consistent with LTAD and athletes abilities					
	PP-Identify potential risks factors for each activity in Practice Plan					
	PP-Practice activities described through illustration/diagram/explanation					
	PP-Description of activity in 1 to 3 key points					
	PP-Identify purpose for each activity in practice plan					
	PP-Appropriate rationale for sequences of activities					
	PP-Variation of activities are listed to meet athletes' performance level					
	<b>Criteria final score</b>					







National  
Coaching  
Certification  
Program



Coaching  
Association  
of Canada

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# **NCCP Competency Matrix**

**Standard of Evidence for Coach Evaluation**


## **CFF- Aide Moniteur**

**Context: Instruction - Beginners**




FENCING • ESCRIME  
**CANADA**

# Outcome: Provide Support to Athletes in Training


<b>Criteria</b>	<b>Ensure that the lesson environment is safe</b>	
<b>Achievement</b>	<b>Evidence</b>	<b>Sport Specific Examples</b>
<p style="text-align: center;">2 (NCCP Standard)</p> 	<ul style="list-style-type: none"> <li>• Coach surveys the lesson environment and ensures that there are minimal safety risks.</li> <li>• Coach can identify adjustments to the lesson only <i>after</i> a dangerous situation has become evident.</li> <li>• Coach is able to present an emergency action plan with <b>all</b> of the following critical elements.               <ol style="list-style-type: none"> <li>1. Location of telephones are identified (cell or land lines)</li> <li>2. Emergency telephone numbers are listed</li> <li>3. Location of medical profiles for each participant under the coach's care is identified</li> <li>4. Location of Fully-stocked first-aid kit identified</li> <li>5. Advance "call person" and "control person" are designated</li> <li>6. Directions to reach the activity site are provided</li> </ol> </li> </ul>	<p>Coach uses the fencing inspection grid before lesson. Coach assures that all equipment is in good order and is used in an appropriate manner</p>
<p style="text-align: center;">1 (Below Minimum Standard)</p>	<ul style="list-style-type: none"> <li>• Coach recognizes the potential risks but does nothing to adjust the lesson to enable safety. .</li> <li>• Coach is able to present an emergency action plan with <b>some (&lt;4)</b> of the following critical elements               <ol style="list-style-type: none"> <li>1. Location of telephones are identified (cell or land lines)</li> <li>2. Emergency telephone numbers are listed</li> <li>3. Location of medical profiles for each participant under the coach's care is identified</li> <li>4. Location of Fully-stocked first-aid kit identified</li> <li>5. Advance "call person" and "control person" are designated</li> <li>6. Directions to reach the activity site are provided</li> </ol> </li> </ul>	<p>Participants do not wear mask.</p>

# Outcome: Provide Support to Athletes in Training


Criteria	Implement an appropriately structured and organized lesson	
Achievement	Evidence	Sport Specific Examples
5 (Highly Effective)	<p>AS IN # 4.</p> <p>PLUS:</p> <ul style="list-style-type: none"> <li>Coach adapts lesson activity to increase challenge or to ensure adequate learning opportunities.</li> <li>The activity clearly identifies the performance factors and learning objectives that were outlined at the beginning of lesson and creates specific teachable moments (cognitive triggers) to enhance learning</li> </ul>	<p>Coach moves from Initiation to Acquisition or Consolidation stages in support of the athletes development.</p>
4 (Advanced)	<p>AS IN #3</p> <p>PLUS:</p> <ul style="list-style-type: none"> <li>Coach adequately modifies lesson activities to address context specific circumstances or logistics, and to create a specific learning effect (physical or motor)</li> <li>Adjustments are made depending on the reaction and performance of the participant in the activity</li> <li>The adjustments that are made enable the objectives of the lesson to be achieved.</li> </ul>	<p><b>Coach adjusts the lesson parameters to match the stages of skill development.</b></p> <p><b>Coach poses the technical difficulties for the athlete to deal with</b></p> <p><b>Coach uses different aspects of fencing (defence, offence and counter offence) in the development of technical actions</b></p>
3 (NCCP Standard) 	<p>AS IN # 2</p> <p>PLUS:</p> <ul style="list-style-type: none"> <li>Delivery of lesson matches lesson plan's goal(s).</li> <li>Breaks are provided for appropriate recovery and hydration.</li> <li>Coach implements activities that contribute to the development of skills and or athletic abilities as outlined in lesson plan.</li> </ul>	<p>Participants are engaged in activity at least 50% of the lesson time.</p> <p>Coach encourages athlete to drink when breaks are given.</p> <p>Coach uses a variety of approaches to challenge the athlete.</p>
2 (Foundation)	<p><b>Lesson has some structure as identified by all of the following elements:</b></p> <ul style="list-style-type: none"> <li>There are clear lesson segments, which includes an appropriate warm-up, main segments and cool down.</li> <li>Equipment is available and ready to use.</li> </ul>	<p>Coach follows lesson plan but does not demonstrate fluidity between the segments (e.g. does not transition smoothly between warm-up and main phase)</p> <p>The transitions between phases of the practice are efficient (no wasted time gathering fencers and equipment)</p>
1 (Not Sufficient)	<p><b>There is no clear structure to the lesson as demonstrated by the following elements:</b></p> <ul style="list-style-type: none"> <li>Coach does not use appropriate warm-up activities.</li> <li>Coach is unable to implement an established lesson plan.</li> </ul>	<p>Segments of the lesson are missed or ignored</p> <p>Lesson plan is not followed (not because of athlete need)</p>

Note: It is recommended that evidence observed for this outcome is gathered during direct observation of the Coach either through an on-site formal observation, or observation of a video submission. NSFs must identify the parameters of the lesson to be observed, outlining specific element that will allow the candidate the best opportunity for evidence to be observed.


# Outcome: Provide Support to Athletes in Training

Criteria	Make interventions that promote learning	
Achievement	Evidence	Sport Specific Examples
<p>5 (Highly Effective)</p>	<p>AS IN #4 PLUS:</p> <ul style="list-style-type: none"> <li>Intervention is specific to individuals and enables the participant to take greater ownership over specific performance factors and learning objectives.</li> <li>Coach emphasizes independent thinking and problem solving.</li> </ul>	<p>Coach encourages fencer to find multiple solutions to posed problems</p> <p>Intervention strategies may include: delayed or summative feedback, questioning, focusing external attention, video, modeling, and learning aids.</p>
<p>4 (Advanced)</p>	<p>As in #3 PLUS:</p> <ul style="list-style-type: none"> <li>Coach uses questioning to facilitate participants to reflect on their performance.</li> <li>Coach can identify individual learning styles and provides appropriate interventions that optimize learning.</li> <li>Coach reinforces correct performance by facilitating appropriate interventions (i.e feedback, questioning the participant, or using a demonstration) to identify the key factors that were properly executed.</li> <li>Coach encourages calculated risks in order to enhance performance in accordance to the NCCP code of ethics.</li> </ul>	<p>Coach uses varied models of feedback to help the athlete come to conclusions about problems posed: verbal, modeling, mirroring, shadowing</p> <p>Coach explores different solutions with his athletes (e.g. counter-sixte rather than quarte)</p>
<p>3 (NCCP Standard)</p> 	<p>As in # 2 PLUS:</p> <ul style="list-style-type: none"> <li>Coach provides feedback and instruction that clearly identifies <i>what</i> to improve and <i>how</i> to improve.</li> <li>Coach selectively uses feedback during the drill to constructively reinforce participants' effort and performance.</li> <li>Coach clarifies key learning objectives and or performance factors (feedback / instruction) with participants prior to engaging in the activity.</li> <li>Coach identifies appropriate expectations for participant behaviour and reinforces these expectations when appropriate</li> </ul>	<p>Feedback or intervention strategy provides adequate information to help fencer self correct (using PBL practices)</p> <p>The coaches feedback is direct, simple and to the point, in a supportive manner (e.g. can you find a solution that changes the direction of blade travel)</p> <p>The athlete is aware of and ready for the lesson</p> <p>The coaches lesson is consistent with the stated coaching philosophy</p>
<p>2 (Foundation)</p>	<ul style="list-style-type: none"> <li><b>Coach uses explanation and identifies 1-3 key learning points.</b></li> <li>Coach uses demonstrations, and participants are in an adequate position to see and hear.</li> <li>Feedback is positive, specific and is communicated to both individuals and the group.</li> <li>Coach makes interventions so that participants have adequate time to practice skill.</li> <li>Feedback and or instruction only identifies what to improve, and not how to improve.</li> <li>Coach maintains a positive outlook and acknowledges participants' needs and thoughts.</li> <li>Coach uses respectful language when providing verbal interventions</li> </ul>	<p>Coach makes interventions but too quickly or in a teaching style, not encouraging the athlete to problem solve.</p> <p>Respectful language is identified as non-discriminatory and void of profanity and/or insults.</p> <p>Coach helps the athlete feel good about their person and does not equate the performance with the individual.</p>
<p>1 (Not Sufficient)</p>	<ul style="list-style-type: none"> <li><b>Coach uses an explanation but does not identify any key learning points.</b></li> <li>Coach uses demonstration but participants are not in an adequate position to see and hear.</li> <li>Limited intervention is made to clarify key learning objectives.</li> </ul>	<p>No interventions which lead to PBL input, not clarifying goal of actions.</p>


# Outcome: Analyze Performance

Criteria	Detect and correct performance	
Achievement	Evidence	Sport Specific Examples
<p>5 (Highly Effective)</p>	<p>AS IN #4 PLUS:</p> <ul style="list-style-type: none"> <li>Coach provides specific evidence (i.e. Notational analysis, video analysis, biomechanical analysis, etc..) to reinforce analysis of performance.</li> <li>Coach 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). Eg. External focus: "Concentration on keeping a specific object or implement in a certain position during the movement". versus Internal focus: "Concentrating on keeping a specific part of the body in a certain position during the movement"</li> <li>Coach facilitates the participant(s) to detect key performance factors and to understand how and why these errors affect overall performance.</li> </ul>	<p>Coach asks probing questions, and lets the athlete test his hypothesis, to reinforce performance analysis. (e.g. "What do you think will help you to maximize your ability to riposte?" "How can you catch your opponent in a distance trap?" Then let the fencer develop and test the hypothesis)</p> <p>External rather than internal focus (e.g. what happened when you half-stepped from middle distance)</p> <p>Facilitation of error detection (e.g. what was your response to his feint)</p>
<p>4 (Advanced)</p>	<p>AS IN #3 PLUS</p> <ul style="list-style-type: none"> <li>Coach uses a variety of observational strategies (ie. Positioning, video, other coaches, etc..) to identify the most critical aspects of performance.</li> <li>Coach identifies <i>why</i> the error effects performance identifies <i>how</i> to correct performance.</li> <li>Coach facilitates participants to understand how errors affect overall performance by asking appropriate questions</li> </ul>	
<p>3 (NCCP Standard)</p> 	<ul style="list-style-type: none"> <li>Errors identified are consistent with athlete development guidelines for the appropriate stage of athlete development</li> <li>Coach moves around practice environment to observe skills from the most optimal vantage points and scans all participants</li> <li>Coach identifies of selects common errors that have a direct impact on performance</li> <li>Coach detects discrepancies between observed performance and referent model</li> <li>Coach uses adequate demonstrations to model correct performance and asks for consent if physical contact is involved.</li> <li>Coach provides prescriptive feedback that identifies <i>how</i> to improve as well as what to improve.</li> <li>Coach prescribes an appropriate drill and or activity that assists participant to make correction</li> </ul>	<p>Coach is consistent in his environmental challenges at appropriate skill development stage.</p> <p>Coach assures that actions are made in different directions (standing still, stepping forward and backwards)</p> <p>Coach helps athlete group error types on a functional basis</p> <p>Coach always asks before physical contact of athlete, when correcting positional or postural errors.</p> <p>Coach varies drills to get the athlete to be aware of errors</p>
<p>2 (Foundation)</p>	<ul style="list-style-type: none"> <li>Coach observes the skill from a single vantage point to detect performance factors.</li> <li>Coach is able to identify common errors, but cannot prescribe an appropriate correction that facilitates a change in performance.</li> <li>Coach corrects the participant(s) by indicating <i>what</i> they did rather than identifying common corrective strategies for how to improve the performance.</li> </ul>	<p>Actions are made unidirectional or standing still only.</p> <p>Coach recognizes the error, but cannot apply a methodical approach to correcting it.</p>
<p>1 (Not Sufficient)</p>	<ul style="list-style-type: none"> <li><b>Coach scans lesson environment infrequently and pays little attention to skill execution.</b></li> <li>Coach identifies effort and motivational factors that contribute to lack of performance rather than common errors or corrections.</li> </ul>	

# Outcome: Plan a Practice

<b>Criteria</b>	<b>Organize a series of lesson activities into a plan that enhances the learning of a skill</b>	
<b>Achievement</b>	<b>Evidence</b>	<b>Sport Specific Examples</b>
<p>5 (Highly Effective)</p>	<p>AS IN #4 PLUS:</p> <ul style="list-style-type: none"> <li>A clear rationale is identified for each goal and objective.</li> <li>Lesson plan provides evidence of adequate use of the available time and equipment to promote a high degree of active engagement time, learning, and training on the part of participants.</li> <li>Selected activities are adapted to create specific and appropriate challenge to enhance learning.</li> </ul>	<p>The lesson plan is both internally and externally consistent (those aspects with low emphasis garner less time)</p> <p>The lesson activities challenge the fencer to draw conclusions and challenge the problem</p>
<p>4 (Advanced)</p>	<p>AS IN #3 PLUS:</p> <ul style="list-style-type: none"> <li>The lesson plan has specific objectives that are identified for each activity</li> <li>A list of key factors or teaching points is provided for each activity</li> <li>Plan includes a list of key factors or teaching points that relate to the overall goal.</li> <li>Lesson plan includes the use of goal setting and indicates specific criteria for assessing participant achievement.</li> <li>Selected activities are appropriate to the time and location in unit plan or session program</li> <li>Lesson activities are effectively described (i.e. diagrams, explanations, key points).</li> </ul>	<p>The lesson plan does not only include the technical aspects of the lesson but also the problem solving goals which are being worked on.</p> <p>The lesson plan demonstrates a clear vision and good understanding of the stages of skill development to be challenged.</p> <p>The lesson activities are described in such a way that another coach could run the lesson.</p>
<p>3 (NCCP Standard)</p> 	<p>AS IN #2 PLUS:</p> <ul style="list-style-type: none"> <li><b>Lesson plan identifies a goal or a series of key elements that will be addressed in the lesson</b></li> <li>Duration of overall lesson and each lesson segment is clearly identified and is consistent with participant abilities and NCCP growth and development principles.</li> <li>Selected activities are allotted enough time to develop the skills identified by the goal.</li> <li>Selected activities contribute to the development of skill (s) and are appropriate to the stage of skill development (Acquisition, Consolidation, Refinement)</li> </ul>	<p>The Goals of the lesson are clearly defined and laid out, with times and emphasis.</p> <p>There is enough logistical evidence in the lesson plan that another coach could implement the lesson</p>
<p>2 (Foundation)</p>	<ul style="list-style-type: none"> <li><b>Lesson plan identifies a timeline of each lesson segment or activity.</b></li> <li><b>Lesson plan identifies basic information include, date, time, location, level of participant.</b></li> <li>Lesson plan indicates basic logistical needs (i.e. facilities and equipment) to match the overall goal.</li> </ul>	<p>The lesson plan gives the basic information (outline) of the lesson but does not go into specifics (time, emphasis, stage of development)</p>
<p>1 (Not Sufficient)</p>	<ul style="list-style-type: none"> <li><b>Lesson plan goals and objectives are vague and not clearly identified.</b></li> <li>Plan has a basic structure, but does not clearly identify main segments or time line of lesson</li> </ul>	<p>The lesson plan is sketch (point form, barely an outline)</p>


# Outcome: Plan a Practice

<b>Criteria</b>	<b>Design an Emergency Action Plan</b>	
<b>Achievement</b>	<b>Evidence</b>	<b>Sport Specific Examples</b>
<p>5 (Highly Effective)</p>	<p>AS IN #4 <b>PLUS:</b></p> <ul style="list-style-type: none"> <li>Medical profiles are available and have been updated to reflect participant's most current medical conditions.</li> <li>Profiles are well organized and are kept in a secure location to protect privacy.</li> </ul>	<p>An updating plan is presented with the presented with the EAP.</p> <p>Profiles are kept in such a way as to be accessible while ensuring privacy.</p>
<p>4 (Advanced)</p>	<p>AS IN #3 <b>PLUS:</b></p> <ul style="list-style-type: none"> <li>Presents a checklist of necessary equipment found in a first aid kit, which has been checked/updated on a regular basis</li> <li>Specific steps or procedures are identified in the plan if an injury occurs.</li> </ul>	
<p>3 (NCCP Standard)</p> 	<p>AS IN #2 <b>PLUS:</b></p> <ul style="list-style-type: none"> <li>A one or two page emergency action plan includes:</li> <li>Location of medical profiles for each participant under the coach's care</li> <li>Location of a fully stocked first aid kit</li> <li>Designated charge person and call person with roles and responsibilities.</li> </ul>	
<p>2 (Foundation)</p>	<ul style="list-style-type: none"> <li>A one or two page emergency action plan includes:</li> <li>The location of telephones and emergency telephone numbers</li> <li>Specific directions to reach the activity site, which may include a map or a list of key instructions</li> </ul>	
<p>1 (Not Sufficient)</p>	<ul style="list-style-type: none"> <li>The emergency action plan is not writing, but may include very basic elements like location of a telephone or cellular phone.</li> </ul>	

# Manage a Sport Program

<b>Manage some of the administrative aspects of program</b>		
<i>Achievement</i>	<b>Evidence</b>	<b>Sport Specific Examples</b>
<p>3 (Above Minimum Standard)</p>	<p>AS IN #2 PLUS:</p> <ul style="list-style-type: none"> <li>There is evidence of regular communication with participants, parents or other key stakeholder.</li> </ul>	<p>Expectations may be outlined in a Fairplay code, or developed through a mutual goal setting strategy.</p> <p>Any other document deemed pertinent that demonstrates the principles of inclusion and and empowerment.</p>
<p>2 (Minimum Standard)</p>	<ul style="list-style-type: none"> <li>Coach can present documentation that outlines the philosophy, objectives, basic financial demands, and schedules of competition events and training commitments.</li> <li>There is evidence of some communication with participants, parents or other key stakeholder.</li> </ul>	<p>Communication strategies may include: Letter to participants and / or parents regarding personal philosophy and school, program goals, coaching qualifications</p>
<p>1 (Below Minimum Standard)</p>	<ul style="list-style-type: none"> <li>Coach provides a basic schedule of lesson commitments to participants and key stakeholders.</li> <li>There is limited use of any communication tools or other forms of program information.</li> </ul>	<p>Insufficient documentation.</p>

# Make Ethical Decisions

Criteria	Apply an ethical decision making process.	
Achievement	Evidence	Sport Specific Examples
5 (Highly Effective)	<p>AS IN #4: <b>HOWEVER:</b></p> <ul style="list-style-type: none"> <li>Coach correctly assigns all of the potential arguments (=12) to two conflicting decisions for all three legal / ethical scenario.</li> <li>Coach correctly selects all of the most effective actions (=10) in implementing the chosen decision while avoiding all actions (=5) that are not effective in all three legal / ethical scenario.</li> </ul>	
4 (Advanced)	<p>AS IN #3: <b>HOWEVER:</b></p> <ul style="list-style-type: none"> <li>Coach correctly assigns most of the potential arguments (&gt;8/12) to two conflicting decisions for all three legal / ethical scenario.</li> <li>Coach correctly selects almost all of the most effective actions (&gt;8/10) in implementing the chosen decision while avoiding most of the actions (&gt;4) that are not effective in 1 intermediate and 1 complex legal / ethical scenario.</li> </ul>	
3 (NCCP Standard) 	<p>AS IN #2: <b>HOWEVER:</b></p> <ul style="list-style-type: none"> <li>Coach correctly identifies all of the facts (=15) all three legal / ethical scenarios.</li> <li>Coach correctly identifies what is at stake (i.e. legal vs ethical, and potential reasons for ethical issues) for three ethical / legal scenarios</li> <li>Coach correctly assigns some the potential arguments (&gt;6/12) to two conflicting decisions for 1 intermediate and 1 complex legal / ethical scenario.</li> <li>Coach correctly selects a portion of the most effective actions (&gt;5/10) in implementing the chosen decision while avoiding a portion of actions (&lt;5) that are not effective in 1 intermediate and 1 complex legal / ethical scenario.</li> </ul>	<p><i>Complex scenario:</i> Interpretation of a legal and ethical issue that has multiple (&gt;3) decisions including several (&gt;6) consequences and stakeholders (&gt;3).</p> <p><i>Intermediate scenario:</i> Interpretation of only an ethical issue that has multiple (&gt;3) decisions including several (&gt;6) consequences and stakeholders (&gt;3).</p>

# Make Ethical Decisions

Criteria	Apply an ethical decision making process.	
Achievement	Evidence	Sport Specific Examples
2 (Foundation)	<ul style="list-style-type: none"> <li>• Coach correctly orders the six steps of the MED framework</li> <li>• Coach matches 7 critical MED terms with the appropriate definition.</li> <li>• Coach identifies all key values at play in a simple ethical scenario.</li> <li>• Coach correctly identifies the most of the facts (&gt; 10/15) all three legal / ethical scenarios.</li> <li>• Coach correctly identifies what is at stake (i.e. legal vs ethical, and potential reasons for ethical issues) for three ethical / legal scenarios.</li> <li>• Coach chooses from three potential decisions (options) and prioritizes each decision based on an assessment of the potential consequences.</li> <li>• Coach assesses three potential decisions against 6-8 criteria to determine the efficacy of each decision, and chooses to re-prioritize his or her decisions</li> <li>• Coach correctly assigns a few the potential arguments (&gt;3/12) to two conflicting decisions for 1 intermediate and 1 complex legal / ethical scenario.</li> <li>• Coach selects that the best decision option based on the arguments that are consistent with his or her values.</li> <li>• Coach correctly selects a portion of the most effective actions (&gt;5/10) in implementing the chosen decision while avoiding a portion of actions (&lt;5) that are not effective in 1 intermediate and 1 complex legal / ethical scenario.</li> </ul>	<p><i>Complex scenario:</i> Interpretation of a legal and ethical issue that has multiple (&gt;3) decisions including several (&gt;6) consequences and stakeholders (&gt;3).</p> <p><i>Intermediate scenario:</i> Interpretation of only an ethical issue that has multiple (&gt;3) decisions including several (&gt;6) consequences and stakeholders (&gt;3).</p>
1 (Not Sufficient)	<ul style="list-style-type: none"> <li>• Coach identifies the six steps of the MED framework.</li> <li>• Coach matches most (i.e. 4/7) critical MED terms with the definitions.</li> <li>• Coach identifies some of key values at play in a simple ethical scenario.</li> </ul>	<p><i>Critical MED terms:</i> code of ethics, unethical behavior, legal situation, ethical dilemma, do no harm principle, fair play.</p> <p><i>Simple scenario:</i> Interpretation of a single decision with ethical consequences.</p>