

Certification Standards for the Advanced Development Coach Context

This section outlines the certification standards that apply in Volleyball Canada's Advanced Development context.

To ensure the highest degree of objectivity possible when evaluating coaches, Volleyball Canada's NCCP certification requirements are based on *outcomes*, *criteria*, and *evidences*.

Outcomes are the overall tasks coaches must be able to perform, and which are deemed important by both the NCCP and Volleyball Canada.

For certification purposes, Advanced Development Coaches will be evaluated in the following outcomes:

1. Make Ethical Decisions (Multisport)
2. Detect/Correct Errors (Basic Skills)
3. Detect/Correct Errors (Intermediate Skills)
4. Design a Basic Sport Program
5. Plan a Practice
6. Provide Support to Athletes in Training
 - a. Part A, Multisport – Completion of the Making Head way module on concussions
 - b. Part B, Teaching Skills & Tactics while Applying Volleyball Canada's Methodology

Criteria are the components of an outcome that will be evaluated. In other words, criteria indicate *what will be evaluated in an outcome*. There can be several criteria associated with a given outcome, and **ALL** must be completed successfully.

Lastly, **evidences** are the observable behaviour that a coach must display. In other words, they represent *what the Evaluator must observe and measure* to confirm that the candidate meets the NCCP standard for each criterion.

This section presents a series of tables that outline the criteria and the evidences that are associated to each outcome. A scale of achievement ranging from "below standard" to "highly effective" is also provided.

To meet the certification requirements in place for a given criterion, a coach must achieve the "NCCP Standard for Core Certification", or better.

Important Notes - The outcome *Make Ethical Decisions* described below is evaluated online, and marked by an automated system. The minimum certification requirements listed in this section for this particular outcome have been integrated into the automated online marking system.

Outcome: Make Ethical Decisions	
Criterion: Apply the six-step NCCP ethical decision-making process	
Achievement	
Highly Effective	<ul style="list-style-type: none"> ❑ Score 100% for the Make Ethical Decisions online evaluation Competition – Introduction context
Above Standard	<ul style="list-style-type: none"> ❑ Score 90% or above for the Make Ethical Decisions online evaluation for Competition – Introduction context
NCCP Standard for Core Certification 	<ul style="list-style-type: none"> ❑ Complete Make Ethical Decisions online evaluation for Competition – Introduction 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, consistent with the principles of the NCCP Code of Ethics ○ Design an action plan and a plan to manage the consequences
Below Standard	<ul style="list-style-type: none"> ❑ Do not complete the Make Ethical Decisions online evaluation for Competition – Introduction context ❑ Score below the pass standard for the Make Ethical Decisions online evaluation for Competition – Introduction context

Important Notes

The outcomes *Analyze Performance – Detect & Correct Errors of Intermediate Volleyball Skills & Tactics* and *Analyze Performance – Detect & Correct Errors of Basic Volleyball Skills & Tactics* described in the following pages are evaluated online, and marked by an automated system.

The minimum certification requirements listed in this section for this particular outcome have been integrated into the automated online marking system.

Notes: The tables entitled *Analyze Performance – Basic Skills & Tactics* and *Analyze Performance – Intermediate Skills & Tactics* as part of their preparation or submissions are provided for information only.

Outcome: Analyze Performance – Basic Skills & Tactics	
Criterion 1: Detect performance errors of Basic Volleyball Skills & Tactics (Indoor and Beach)	
Achievement	
Highly Effective	<p>Meet “Above Standard” and:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Provide specific evidence (e.g., notational analysis, video analysis; biomechanical analysis, etc.) to reinforce analysis of performance <input type="checkbox"/> Analyze a variety of factors that could contribute to increased performance (e.g., athletic abilities, recovery and regenerative strategies, mental strategies, etc.) <input type="checkbox"/> Help players to detect key performance factors and to understand how and why errors affect overall performance
Above Standard	<p>Meet “Standard for Core Certification” and:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Reinforce application of Volleyball rules that relate to skill or tactical execution when appropriate <input type="checkbox"/> Facilitate players to increase awareness of skill errors by asking appropriate questions <input type="checkbox"/> Communicate clearly and creatively how and why the critical error affects the performance <input type="checkbox"/> Provide a sound and detailed rationale when identifying individual skills or tactics that need improvement <input type="checkbox"/> Use a variety of observational strategies (e.g., positioning, video, other coaches, etc.) to identify the most critical aspects of performance
<p>NCCP Standard for Core Certification</p> 	<ul style="list-style-type: none"> <input type="checkbox"/> Use a systematic process to analyze performance <input type="checkbox"/> Use Volleyball Canada’s skill development and progression checklists and/or tactical parameters to analyze whether basic Indoor and Beach techniques and tactics are executed correctly <input type="checkbox"/> Identify if situation is safe for the athlete. <input type="checkbox"/> Identify if task is appropriate for the level of development of the player. <input type="checkbox"/> Identify if vantage point is adequate for observation. <input type="checkbox"/> Identify if the action performed requires correction. <input type="checkbox"/> Identify correctly the critical error involved in the action. <input type="checkbox"/> Identify correctly the primary cause of the critical error (cue reading, decision-making, or execution).
Below Standard	<ul style="list-style-type: none"> <input type="checkbox"/> Do not use a systematic process to analyze performance <input type="checkbox"/> Identify effort and motivational factors that contribute to lack of performance rather than key technical or tactical factors <input type="checkbox"/> Do not use Volleyball Canada’s skill development and progression models, tactical principles and/or other suitable referents during the performance analysis, or demonstrate insufficient understanding of such technical and tactical guidelines

Outcome: Analyze Performance – Basic Skills & Tactics	
Criterion 2: Correct performance – Basic Beach and Indoor Skills & Tactics	
Achievement	
Highly Effective	<p>Meet “Above Standard” and:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Involve players in a critical thinking process. This often involves asking open ended questions: “What did you do, and why?” “What should you do?” “What are you going to do to get better results?” “What do you think will help you to maximize your options when you get the ball in this type of situation?” “How can you generate greater speed and force when throwing the ball in this position?” <input type="checkbox"/> Ensure each player engages in the corrective task or activity using his or her athletic abilities to the fullest <input type="checkbox"/> Identify why the correction will have a beneficial effect on the performance <input type="checkbox"/> Consistently seek to identify how to improve performance
Above Standard	<p>Meet “Standard for Core Certification” and:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Ask players’ consent for physical contact when assisting in correcting a skill error <input type="checkbox"/> Identify corrections that focus players’ attention towards external cues or the anticipated effects of their movement rather than focusing on more internal aspects of the movement. Internal focus means concentrating on keeping a specific part of the body in a certain position during the movement <input type="checkbox"/> Help players to increase awareness of basic corrections by asking closed questions: “If you move into that position will you have more options to attack?” “Will that arm position allow greater application of force and provide more efficiency in your movement?” “Is your arm extended or flexed at the end of the movement?”
NCCP Standard for Core Certification 	<ul style="list-style-type: none"> <input type="checkbox"/> Identify adequate and specific correction(s) given the errors by the players. <input type="checkbox"/> Establish an adequate link between the correction and the performance. <input type="checkbox"/> During the correction, apply correctly Volleyball Canada’s technical or tactical development guidelines applicable to basic Beach and Indoor skills and tactics. <input type="checkbox"/> Prescribe appropriate activities or drills that assist players to make correction in performance.
Below Standard	<ul style="list-style-type: none"> <input type="checkbox"/> Identify a correction that does not have a clear link with the performance analysis. <input type="checkbox"/> Do not or cannot explain how the correction relates to improved performance <input type="checkbox"/> Do not apply correctly Volleyball Canada’s technical or tactical development guidelines during correction <input type="checkbox"/> Do not apply correctly the guidelines regarding effective feedback during correction <input type="checkbox"/> Prescribe activities or drills that are not adequate to assist players improve performance <input type="checkbox"/> Provide corrections that identify vague factors rather than specific factors that contribute to improved performance: “Concentrate more” “Work harder” <input type="checkbox"/> Correct the players by indicating what they did rather than identifying specific strategies for how to improve the performance, e.g.: “<i>You dropped the ball; next time, catch it!</i>” “<i>You’re dropping you right arm; don’t drop your arm.</i>”, etc.

Outcome: Analyze Performance – Intermediate Skills & Tactics

Criterion 1: Detect Performance Errors of Intermediate Volleyball Skills & Tactics (Beach OR Indoor, depending on the discipline in which the coach is seeking certification)

Achievement	
<p>Highly Effective</p>	<p>Meet “Above Standard” and:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Provide specific evidence (e.g., notational analysis, video analysis; biomechanical analysis, etc.) to reinforce analysis of performance <input type="checkbox"/> Analyze a variety of factors that could contribute to increased performance (e.g., athletic abilities, recovery and regenerative strategies, mental strategies, etc.) <input type="checkbox"/> Help players to detect key performance factors and to understand how and why errors affect overall performance
<p>Above Standard</p>	<p>Meet “Standard for Core Certification” and:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Reinforce application of Volleyball rules that relate to skill or tactical execution when appropriate <input type="checkbox"/> Facilitate players to increase awareness of skill errors by asking appropriate questions <input type="checkbox"/> Communicate clearly and creatively how and why the critical error affects the performance <input type="checkbox"/> Provide a sound and detailed rationale when identifying individual skills or tactics that need improvement <input type="checkbox"/> Use a variety of observational strategies (e.g., positioning, video, other coaches, etc.) to identify the most critical aspects of performance
<p>NCCP Standard for Core Certification</p> 	<ul style="list-style-type: none"> <input type="checkbox"/> Use a systematic process to analyze performance <input type="checkbox"/> Use Volleyball Canada’s skill development and progression checklists and/or tactical parameters to analyze whether intermediate techniques and tactics are executed correctly <input type="checkbox"/> Identify if situation is safe for the athlete. <input type="checkbox"/> Identify if task is appropriate for the level of development of the player. <input type="checkbox"/> Identify if vantage point is adequate for observation. <input type="checkbox"/> Identify if the action performed requires correction. <input type="checkbox"/> Identify correctly the critical error involved in the action. <input type="checkbox"/> Identify correctly the primary cause of the critical error (cue reading, decision-making, or execution).
<p>Below Standard</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Do not use a systematic process to analyze performance <input type="checkbox"/> Identify effort and motivational factors that contribute to lack of performance rather than key technical or tactical factors <input type="checkbox"/> Do not use Volleyball Canada’s skill development and progression models, tactical principles and/or other suitable referents during the performance analysis, or demonstrate insufficient understanding of such technical and tactical guidelines

Outcome: Analyze Performance – Intermediate Skills & Tactics

Criterion 2: Correct performance - Intermediate Skills & Tactics

(Beach OR Indoor, depending on the discipline in which the coach is seeking certification)

Achievement	
<p style="text-align: center;">Highly Effective</p>	<p>Meet “Above Standard” and:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Involve players in a critical thinking process. This often involves asking open ended questions: “What did you do, and why?” “What should you do?” “What are you going to do to get better results?” “What do you think will help you to maximize your options when you get the ball in this type of situation?” “How can you generate greater speed and force when throwing the ball in this position?” <input type="checkbox"/> Ensure each player engages in the corrective task or activity using his or her athletic abilities to the fullest <input type="checkbox"/> Identify why the correction will have a beneficial effect on the performance <input type="checkbox"/> Consistently seek to identify how to improve performance
<p style="text-align: center;">Above Standard</p>	<p>Meet “Standard for Core Certification” and:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Ask players’ consent for physical contact when assisting in correcting a skill error <input type="checkbox"/> Identify corrections that focus players’ attention towards external cues or the anticipated effects of their movement rather than focusing on more internal aspects of the movement. Internal focus means concentrating on keeping a specific part of the body in a certain position during the movement <input type="checkbox"/> Help players to increase awareness of basic corrections by asking closed questions: “If you move into that position will you have more options to attack?” “Will that arm position allow greater application of force and provide more efficiency in your movement?” “Is your arm extended or flexed at the end of the movement?”
<p style="text-align: center;">NCCP Standard for Core Certification</p> 	<ul style="list-style-type: none"> <input type="checkbox"/> Identify adequate and specific correction(s) given the errors by the players. <input type="checkbox"/> Establish an adequate link between the correction and the performance. <input type="checkbox"/> During the correction, apply correctly Volleyball Canada’s technical or tactical development guidelines. <input type="checkbox"/> Prescribe appropriate activities or drills that assist players to make correction in performance.
<p style="text-align: center;">Below Standard</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Identify a correction that does not have a clear link with the performance analysis. <input type="checkbox"/> Do not or cannot explain how the correction relates to improved performance <input type="checkbox"/> Do not apply correctly Volleyball Canada’s technical or tactical development guidelines during correction <input type="checkbox"/> Do not apply correctly the guidelines regarding effective feedback during correction <input type="checkbox"/> Prescribe activities or drills that are not adequate to assist players improve performance <input type="checkbox"/> Provide corrections that identify vague factors rather than specific factors that contribute to improved performance: “Concentrate more” “Work harder” <input type="checkbox"/> Correct the players by indicating what they did rather than identifying specific strategies for how to improve the performance, e.g.: “<i>You dropped the ball; next time, catch it!</i>,” “<i>You’re dropping you right arm; don’t drop your arm.</i>”, etc.

Important Notes

The outcomes described in the following pages are evaluated by a Volleyball Canada Evaluator:

- Provide Support to Athletes in Training
- Design a Basic Sport Program and
- Plan a Practice

Outcome: Design a Basic Sport Program	
Criterion 1: Identify 2 issues that may impact negatively the long-term development of athletes given own coaching context.	
Achievement	Evidence
NCCP Standard for Core Certification 	<p>The coach must use the electronic template provided by Volleyball Canada to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Describe the training and competitive opportunities available in own coaching context <input type="checkbox"/> Identify a minimum of two (2) issues specific to own program that should be addressed in order to enhance player development in a way that is consistent with Volleyball Canada LTAD guidelines <p>Notes: <i>The above issues must be identified following a critical reflection in which the coach will cross-reference (1) the work done during the Design a Basic Sport Program Multisport workshop and (2) Volleyball Canada LTAD guidelines.</i></p> <p><i>During the Design a Basic Sport Program Multisport workshop, coaches completed a workbook in which they:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>Provided a description of the athletes they coach (age, stage of sport development, differences in growth and development)</i> <input type="checkbox"/> <i>Identified major goals and objectives for their program</i> <ul style="list-style-type: none"> <input type="radio"/> <i>Identified competition schedule and number of competitions during the program</i> <input type="radio"/> <i>Identified length of each period of the program (preparation, competition, and transition)</i> <input type="radio"/> <i>Identified the number, duration, and frequency of training sessions in each period of the program (preparation, competition, transition)</i> <input type="radio"/> <i>Determined the training to competition ratio</i> <input type="radio"/> <i>Assessed the overall effectiveness of their program in terms of player development</i>

Outcome: Design a Basic Sport Program	
Criterion 2: Select one of the sample seasonal programs developed by Volleyball Canada	
Achievement	Evidence
NCCP Standard for Core Certification 	<p>Using Volleyball Canada's electronic template, review the sample Volleyball seasonal plans/programs provided, and:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Select the sample plan that is best suited to own coaching context. <input type="checkbox"/> Provide a brief rationale explaining why this is the case, taking into consideration the key characteristics of own program: <ul style="list-style-type: none"> <input type="radio"/> Overall program duration <input type="radio"/> Facilities available <input type="radio"/> Typical duration of training sessions <input type="radio"/> Frequency of training and competition opportunities <input type="radio"/> Quality and level of competitions

Outcome: Design a Basic Sport Program

Criterion 3: Outline context-adapted strategies to address the issues identified, and integrate such strategies to the sample season plan selected.

Achievement	Evidence
<p>NCCP Standard for Core Certification</p> 	<p>Using the electronic template developed by Volleyball Canada and Volleyball Canada's long term athlete development model and guidelines:</p> <ul style="list-style-type: none">○ Identify specific strategies that can be implemented to address the issues affecting the development of players in own program (see Criterion 1).○ Describe how such strategies could be operationalized given (1) the specifics of the sample plan selected (see criterion 2); and (2) own coaching reality.

Note: For the *Plan a Practice* outcome, criteria 1 and 2 identified in the following pages will apply to week 7 of the sample plan selected previously (see criterion 2 of the *Design a Basic Sport Program* outcome).

Outcome: Plan a Practice	
Criterion 1: Identify appropriate logistics for practice	
Achievement	
Highly Effective	<p>Meet “Above Standard” and:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Provide a clear rationale for each goal and objective, based on objectively identified players’ needs <input type="checkbox"/> Provide evidence of optimal use of the available time and equipment to promote a high degree of active engagement time, learning, and training on the part of players
Above Standard	<p>Meet “Standard for Core Certification” and:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Make a thorough reflection about all potential risk factors and takes into account players’ individual history at the time of planning <input type="checkbox"/> Identify correctly the location of training session in the seasonal plan <input type="checkbox"/> Provide an appropriate rationale for chosen session goals <input type="checkbox"/> Include detailed logistical evidence that would allow an assistant or other coach to implement the session and achieve the desired learning or training effects
<p>NCCP Standard for Core Certification</p> 	<p>Using Volleyball Canada’s practice planning template:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify potential risk factors (environmental, mechanical, human) at the time of planning <input type="checkbox"/> Clearly identify one or more goals for the practice that are consistent with week 7 of the selected plan <input type="checkbox"/> Identify adequate activities for the main segments of the training session: warm-up, main part, and cool-down. <input type="checkbox"/> Outline facilities and equipment required to achieve training goal(s) <input type="checkbox"/> Provide a timeline for the session’s activities <input type="checkbox"/> Select activities whose duration and general characteristics support the achievement of the session’s goal(s) <input type="checkbox"/> Select activities whose duration and general characteristics are adapted to the age and ability level of the players, as well as the part of the session in which they are scheduled.
Below Standard	<ul style="list-style-type: none"> <input type="checkbox"/> Do not identify practice plan goals, or identify vague practice plan goals <input type="checkbox"/> Do not clearly identify main segments or timelines of the training session <input type="checkbox"/> Do not include information about players <input type="checkbox"/> Do not identify required facilities and equipment <input type="checkbox"/> Do not identify potential risk factors <input type="checkbox"/> The timeline for the activities is not appropriate given the goals identified, or the age and ability level of the players <input type="checkbox"/> Selected activities do not support the achievement of the session’s goal(s) <input type="checkbox"/> Selected activities are not adapted to the age and ability level of the players, or the part of the session in which they are scheduled.

Outcome: Plan a Practice	
Criterion 2: Design activities that support player development, consistent with the objectives and priorities of the seasonal plan.	
Achievement	
Highly Effective	<p>Meet “Above Standard” and:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Select activities that address the specific needs of the players based on analysis of performance during training or competition <input type="checkbox"/> Include activities that integrate mental skill development (goal setting, visualization, arousal control, focus) <input type="checkbox"/> Adapt activities to assist a player returning from injury (physical, mental, and emotional considerations) <input type="checkbox"/> Ensure optimal types of practice (part; progressive-part; whole; blocked; massed; constant; distributed; variable; random) are purposely selected to promote technical and tactical development, consistent with the NCCP and Volleyball Canada’s technical and tactical development guidelines
Above Standard	<p>Meet “Standard for Core Certification” and:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Include variations of activities or training conditions that can be used to create specific challenges to elicit a particular training effect. Plan activities that train effective decision-making in the players and develop their ability to read and adapt to the playing conditions, consistent with performance analyses made previously in training or in competition. <input type="checkbox"/> Identify appropriate work–rest ratios, target training loads, or target intensities for activities <input type="checkbox"/> Select activities that are appropriate to the time and location in seasonal plan <input type="checkbox"/> Sequence activities appropriately in the main part to promote learning, skill development, and to induce desired training effects. Adequate sequencing refers to the timing of practice activities within the practice
NCCP Standard for Core Certification 	<p>Using Volleyball Canada’s practice planning template:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Describe planned activities through illustration, diagram, and/or explanation <input type="checkbox"/> Indicate key factors (coaching points) that will be identified in the activities of the training session <input type="checkbox"/> Identify duration of overall session and of each segment and ensure that such durations are adequate given the age and the level of the players. <input type="checkbox"/> Ensure activities are purposeful and linked to overall goal(s) of the training session (purposeful means that the activities match Volleyball Canada’s long-term athlete development model, and are consistent with the technical and tactical progressive development guidelines) <input type="checkbox"/> Ensure activities reflect awareness and control for potential risk factors <input type="checkbox"/> Ensure activities contribute to the development of skill(s) and that training/practice conditions are appropriate to the stage of skill development (Acquisition, Consolidation, Refinement) <input type="checkbox"/> Ensure activities contribute to the development of athletic abilities that are important in Volleyball, and that they match the players’ physical maturation level <input type="checkbox"/> Include activities that promote basic concepts of decision training and develop the players’ ability to read and adapt to the play as it develops, consistent with their experience and level of play
Below Standard	<ul style="list-style-type: none"> <input type="checkbox"/> Do not link activities to overall goal(s) of training session. <input type="checkbox"/> Do not reflect awareness of safety concerns in session plan <input type="checkbox"/> Do not ensure activities are consistent with NCCP growth and development principles <input type="checkbox"/> Include activities that are not conducive to the achievement of the overall goal(s) of the training session, or that are not adapted to the player’s age, maturation level, or experience.

Outcome: Plan a Practice	
Criterion 3: Design an Emergency Action Plan	
Achievement	
Highly Effective	<p>Meet “Above Standard” and:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify a process for updating and maintaining medical profiles of players <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"/> Volleyball Federations or other Clubs use the coach’s EAP as a model of best practice
Above Standard	<p>Meet “Standard for Core Certification” and:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Maintain well organized players 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) for own training facility with all the following critical elements: <ul style="list-style-type: none"> ○ Locations of telephones (cell and land lines) * ○ Emergency telephone numbers ○ Location of medical profile for each player under the coach’s care ○ Location of fully-stocked first-aid kit * ○ Advance “call person” and “charge person” ○ Clear directions or map to reach quickly the activity site <p><i>Note: For items marked with an *, pictures of the coach with the required element would be sufficient.</i></p>
Below Standard	<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: Provide Support to Athletes in Training	
Criterion 1: Ensure that the practice environment is safe	
Achievement	
Highly Effective	<p>Meet “Above Standard” and:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Develop safety standards and guidelines which are used as model for others (e.g., for other clubs, provincial office, etc.) <input type="checkbox"/> Forecast dangerous factors and make immediate adjustments so players are not exposed to unnecessary risks during activities
Above Standard	<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 document written by the coach reflecting on safety concerns in Volleyball or the Club environment <input type="checkbox"/> Certified first aid provider
NCCP Standard for Core Certification 	<ul style="list-style-type: none"> <input type="checkbox"/> Survey the gym or the training site and check that facility and equipment are safe and adequate for training, e.g., using a safety checklist <input type="checkbox"/> Minimize risks to players before and throughout the training session: <ul style="list-style-type: none"> o Athletes wear knee pads, and other protective equipment as may be necessary. o Balls are not being hit randomly in the gym. o Athletes responsible to pick up loose balls do their job swiftly. o Loose balls are put to one side of the court, and balls are not allowed to roll into an area where a player is jumping. o Athletes don't bump into each other, or cross each other's path. o There are no net infringements or dangerous plays around the net. o Less skilled players are not coming up against skilled players.. <input type="checkbox"/> Shows that the Emergency Action Plan specific to the facility being used can be implemented quickly and efficiently (i.e. all of the following critical elements are physically present) <ul style="list-style-type: none"> o Location of telephones are identified (cell and land lines) o List of emergency telephone numbers o Location of medical profiles for each participant under the coach's care is identified o Location of fully-stocked first aid kit identified o Advance “call person” and “charge person” are designated o Directions to reach the activity site are provided <input type="checkbox"/> Reinforce and teach appropriate Volleyball rules to ensure safe training conditions
Below Standard	<ul style="list-style-type: none"> <input type="checkbox"/> Do not survey practice environment prior to practice <input type="checkbox"/> Obviously dangerous factors in the practice environment are not addressed <input type="checkbox"/> Do not present an Emergency Action Plan <input type="checkbox"/> Emergency Action Plan is incomplete with only some (<4) of the following critical elements <ul style="list-style-type: none"> o Location of telephones are identified (cell and land lines) o Emergency telephone numbers are listed o Location of medical profiles for each participant under the coach's care is identified o Location of fully-stocked first aid kit identified o Advance “call person” and “charge person” are designated o Directions to reach the activity site are provided

Outcome: Provide Support to Athletes in Training	
Criterion 2: Implement an appropriately structured and organized practice	
Achievement	
Highly Effective	<p>Meet “Above Standard” and:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Adapt practice activities to increase challenge or to ensure optimal learning opportunities <input type="checkbox"/> Adjust the practice parameters (time, space), players’ roles, and training environment to elicit a specific physical, motor, technical or tactical training response
Above Standard	<p>Meet “Standard for Core Certification” and:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Modify practice activities to deal with specific circumstances or logistics (e.g., conditions of the gym, timing, equipment available, etc.) <input type="checkbox"/> Sequence activities to enhance learning or specific training effects – sequencing refers to the timing/order of activities within the trainings session. For example, the sequence of the activity provides a progression that builds towards execution under realistic competitive situations; takes into account fatigue that may accumulate over time, etc. <input type="checkbox"/> Make adjustments to training activities based on an analysis of the players’ performance <input type="checkbox"/> Implement a variety of options for adapting the practice and demonstrate creativity to optimize learning or specific training effects
NCCP Standard for Core Certification 	<ul style="list-style-type: none"> <input type="checkbox"/> Greet players as they arrive at the training session <input type="checkbox"/> Dress appropriately for active coaching in a Volleyball gym <input type="checkbox"/> Ensure delivery of practice and activities match requirements outlined for certification purposes <input type="checkbox"/> Ensure practice segments shown on the videos are clearly identified, e.g.: introduction, warm-up, main part, cool-down, and conclusion <input type="checkbox"/> Ensure training or teaching equipment is available and ready to use <input type="checkbox"/> Demonstrate adequate use of space and equipment <input type="checkbox"/> Provide breaks for appropriate recovery and hydration (<i>optional; this evidence may not be observed in a video evaluation</i>) <input type="checkbox"/> Ensure activities contribute to the development of Volleyball skills and/or athletic abilities, i.e., the drills, exercises, methods and training load are adequate for the training task identified, and suit the level of the players involved. <input type="checkbox"/> Ensure effective use of training time: <ul style="list-style-type: none"> o The duration of the session’s activities, of the transitions, and of waiting times are adequate given the age and level of the players o Practice demonstrates a clear timeline for activities so that activity time is maximized o Players are engaged in activity at least 50% of the time in the videotaped/in person segments o Players move effectively from one activity to another
Below Standard	<ul style="list-style-type: none"> <input type="checkbox"/> Dress inappropriately for active coaching in the gym <input type="checkbox"/> Do not provide a clear structure to the training activities videotaped <input type="checkbox"/> Training or teaching equipment is not readily available for use <input type="checkbox"/> Training activities are inappropriate, i.e. they are not suitable for the coaching task(s) provided or the level of the players involved; for instance, activities are so short that there is not enough time to learn or practice; activities are so long that players become fatigued and de-motivated; there is more waiting time than engagement time for players, etc.

Outcome: Provide Support to Athletes in Training

Criterion 3: Make interventions that promote learning

Achievement	
<p style="text-align: center;">Highly Effective</p>	<p>Meet “Above Standard” and:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify the difference between learning and performance <input type="checkbox"/> Select from a variety of intervention strategies to achieve specific learning objectives that will result in greater transfer to the competitive environment <input type="checkbox"/> Reinforce correct performance by facilitating interventions that promote reflection (e.g., feedback, questioning the player(s), or using a demonstration) to identify the key factors that were properly executed <input type="checkbox"/> Ensure intervention is specific to individuals and enable the player(s) to take greater ownership over specific performance factors and learning objectives. E.g., intervention strategies may include: delayed or summative feedback, questioning, encouraging players to focus their attention on external factors, video, modeling, learning aids , etc.
<p style="text-align: center;">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 in players <input type="checkbox"/> Identify interventions that are evaluative, prescriptive, and descriptive <input type="checkbox"/> Identify corrections that focus players’ attention towards external cues or on the anticipated effects of the movement rather than focusing on more internal aspects of the movement (how to position body segments during execution) <input type="checkbox"/> Integrate and teach basic decision making and how to “read the play” <ul style="list-style-type: none"> o Emphasize independent thinking and problem solving o Use quality questions that promote critical thinking o Implement interventions that identify when to make appropriate decisions to enhance players’ performance of a skill or tactic, given the conditions that prevail <input type="checkbox"/> Integrate mental preparation strategies into training sessions <input type="checkbox"/> Identify individual learning styles (auditory, visual, kinesthetic) and provide appropriate interventions to optimize learning. Appropriate interventions for learning style may include the following: <ul style="list-style-type: none"> o Auditory learning – verbal feedback o Visual learning – demonstration or modelling o Kinesthetic learning – doing or feeling <input type="checkbox"/> Encourage calculated risks to enhance performance in accordance with the NCCP Code of Ethics
<p style="text-align: center;">NCCP Standard for Core Certification</p> 	<ul style="list-style-type: none"> <input type="checkbox"/> Create opportunities to interact with all players <input type="checkbox"/> Maintain a positive outlook and acknowledge players’ needs and thoughts <input type="checkbox"/> Identify appropriate expectations for players’ behaviour and reinforce these expectations when appropriate <input type="checkbox"/> Ensure explanations are clear and concise and provide opportunities for players to ask questions <input type="checkbox"/> Position demonstrations so that all players can see and hear <input type="checkbox"/> Use self or others to model desired performance <input type="checkbox"/> Provide 1–3 key learning points in explanation or demonstration <input type="checkbox"/> Ensure key learning points match Volleyball Canada’s player development model and specific guidelines pertaining to the methods used for the integrated development of cue reading, decision-making and skill execution. <input type="checkbox"/> Clarify key learning objectives and/or performance factors (instruction) with players prior to engaging in the activity <input type="checkbox"/> Constructively reinforce players’ efforts and correct performance as necessary <input type="checkbox"/> Provide feedback and instruction that clearly identifies what and how to improve

Outcome: Provide Support to Athletes in Training	
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<p>NCCP Standard for Core Certification (continued)</p> 	<ul style="list-style-type: none"> <input type="checkbox"/> Provide feedback that is positive, specific, prescriptive and directed towards both the group and individuals as may be needed by the training situation. <input type="checkbox"/> Correctly apply Volleyball Canada process and guidelines when analyzing performance. <input type="checkbox"/> Correctly apply Volleyball Canada technical guidelines when correcting errors. <input type="checkbox"/> Make adequate intervention and offer effective feedback when correcting errors. <input type="checkbox"/> Use respectful language towards athletes when providing verbal interventions. Respectful language is non-discriminatory and void of profanity, sarcasm, and insults <input type="checkbox"/> Promote a positive image of Volleyball and model the image to players and other stakeholders
<p>Below Standard</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Do not identify key learning points in explanation <input type="checkbox"/> Demonstrate with some players NOT in a position to see and hear <input type="checkbox"/> Make no or insufficient intervention to clarify key learning objectives, while the situation requires such involvement <input type="checkbox"/> Provide no feedback, or feedback and instruction that are incorrect from a technical point of view <input type="checkbox"/> Provide no feedback, or feedback and 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 (e.g., frequent use of reinforcement or "hustle" comments) <input type="checkbox"/> Do not use respectful language. Respectful language is non-discriminatory and void of profanity, sarcasm, and insults