

Volleyball Canada

NCCP COACHING CERTIFICATION

Level 3 Indoor Volleyball

PORTFOLIO AND EVALUATION REQUIREMENTS

Coaches in the NCCP program are either designated as IN-TRAINING, TRAINED or CERTIFIED.

These are the **minimum** requirements for achieving your CERTIFIED designation for Level 3 as prescribed by Volleyball Canada in conjunction with the Coaching Association of Canada. Additional requirements may be added on a case-by-case basis.

Designation	Requirements						
In Training	Completion of the Level 3 Indoor Volleyball Course						
Trained	A. Level 3 IN-TRAINING designation B. Level 2 Indoor Volleyball Certified C. Successful completion of the six Competition Development Multi-Sport Modules (or Level 3 Theory): <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">a. Prevention and Recovery of Injury</td> <td style="width: 50%;">d. Psychology of Performance</td> </tr> <tr> <td>b. Managing Conflict</td> <td>e. Coaching and Leading Effectively</td> </tr> <tr> <td>c. Doping Prevention</td> <td>f. Developing Athletic Abilities</td> </tr> </table>	a. Prevention and Recovery of Injury	d. Psychology of Performance	b. Managing Conflict	e. Coaching and Leading Effectively	c. Doping Prevention	f. Developing Athletic Abilities
a. Prevention and Recovery of Injury	d. Psychology of Performance						
b. Managing Conflict	e. Coaching and Leading Effectively						
c. Doping Prevention	f. Developing Athletic Abilities						
Certified	A. Level 3 TRAINED designation B. Completion of the Level 3 Volleyball Coaching Portfolio: <ol style="list-style-type: none"> a. A description of your coaching context b. Player data (including physical testing data). c. Completion of a Yearly Training Plan (YTP) for a season. d. An Emergency Action Plan (EAP) e. A full season of properly structured written practice plans (minimum 80 hours). f. The season's match plans and match outcomes. g. A completed Practice Observation Form from observing a practice directed by a NCCP certified indoor volleyball coach (Level 2 or higher however a Level 3 or higher certified coach is recommended). h. A completed Match Observation Form from observing a match directed by a NCCP certified indoor volleyball coach (Level 2 or higher however a Level 3 or higher certified coach is recommended). i. Verification of one full season of training (minimum of 80 training hours) as a head coach of a team within the Training to Compete or Learning to Win LTAD stages (i.e. 18U+, CIS, CCAA, etc.). C. Upon completion of all portfolio assignments, the candidate will be formally observed and evaluated by a Level 3 Evaluator in a minimum of 3 practice settings. D. Membership with your Provincial/Territorial Volleyball Association during the full period in which the portfolio and observation requirements are being completed.						

YOUR PORTFOLIO (ASSIGNMENTS 'A' THRU 'I') MUST BE COMPLETED AND PROVIDED TO YOUR ASSIGNED EVALUATOR PRIOR TO ACCEPTANCE INTO THE FORMAL EVALUATION PROCESS.

LEVEL 3 INDOOR VOLLEYBALL PORTFOLIO REQUIREMENTS

As part of the Level 3 certification process, you must complete a coaching portfolio containing documentation for one season of training and competition. The specific portfolio requirements and details are outlined within this document. We recommend you complete the portfolio as you progress through your season. Do not compile this portfolio until after you have completed the Level 3 course. In addition, the portfolio must be completed before you begin the formal evaluation process.

It is recommended that you compile all the portfolio tasks within a tabbed binder for ease of organization.

All portfolio requirements must be completed to the Evaluator's satisfaction to receive credit towards certification and entry into the evaluation phase of the Level 3 program.

Context Description	Portfolio Assignment A – Coaching Context Description is completed and included in your portfolio.
Player Data	Portfolio Assignment B – Player Data. Include player details for your team in your portfolio.
Yearly Training Plan (YTP)	Portfolio Assignment C – Yearly Training Plan. Include a detailed YTP in your portfolio which includes: <ul style="list-style-type: none"> • Competition details • Physical preparation details • Technical and tactical training details • Mental preparation details • Performance benchmarks and targets.
Emergency Action Plan (EAP)	Portfolio Assignment D – Emergency Action Plan is completed and included in the portfolio. The EAP includes at least 4 of the following 5 items: <ol style="list-style-type: none"> 1. identifies the locations of telephones and emergency telephone numbers 2. The full address of the practice site and any other relevant details to its location 3. The location of medical profiles for each athlete under the coach's care is identified. 4. The location of a fully stocked first-aid kit is identified. 5. The "Charge Person" and the "Call Person" are designated and their roles and responsibilities outlined.
Written Practice Plans (full season-min 80 hours)	A full season of properly written practice plans (Assignment E – Practice Plans). As a minimum, 80 hours of written plans should be provided.
Match Plans and Match Outcomes	The match plans and match results for all matches within the season. (Assignment F – Match Plans and Match Outcomes)
Practice Observation	Assignment G – "Practice Observation" is completed, the project signed by the coach observed, and included in your portfolio for the Evaluator review.
Match Observation	Assignment H – "Match Observation" is completed, the project signed by the coach observed, and included in your portfolio for the Evaluator review.
Verification of one Season of Training	The follow up requirement "Assignment I – Verification of Training Hours" is completed, signed by a verifier, and included in his/her portfolio for the Evaluator review. One complete season must be completed (a minimum of 80 training hours).

Upon completion of all portfolio assignments (Portfolio assignments A thru I) you are eligible to proceed to the final evaluation phase of the Level 3 certification program. You are required to supply your Evaluator with your entire portfolio with all completed assignments for his/her review prior to the start of the evaluation process.

PORTFOLIO ASSIGNMENT A – Coaching Context Description

Please complete the following table.

Athlete	<p>Context Describe the context in which you coach: the type of athlete, level of competition, priorities, etc.</p>		
	<p>Age Range What is the age range of your athletes?</p>		
	<p>Range of Experience Describe the experience of your athletes (year's playing highest levels, etc.)</p>		
	<p>Major Life Influences Who most influences your athletes: parents, peers etc..</p>		
Program	<p>Major Emphasis Indicate the main priority of the program. Eg. Fun, Skill development etc.</p>		
	<p>Development Priorities What is your main developmental focus with your athletes?</p>		
	<p>Competition Focus What is (are) your focal competition(s)? What is your league situation?</p>	<p>Date of First Competition</p>	
		<p>Date of Last Competition</p>	

Environment	Learning/Training Environment What are the training expectations and training time you try to establish? – length of practices – average number of sessions per week		On court practices/week	
			Practice length	
			Physical preparation sessions/week	
			Total training hours/week	
	Physical Environment Describe the training facilities available to you. Highlight any advantages, limitations, and/or restrictions they provide your program			
Coaching Details	Type of Coach Briefly describe your coaching style			
	Coaching Background What is your background as a coach, experience, education, etc.			
	Assistant Coaches Describe the background and abilities of any assistant coaches you may have. Include a description of how they contribute to your program.			
	Outside Experts List any outside experts you utilize in your program (therapists, trainers, psychologists, etc.)			
Program Success Describe the criteria you will use to judge whether your volleyball program is successful.				

PORTFOLIO ASSIGNMENT B – Player Data

Provide player information for a team you have coached in your portfolio. As a minimum the following data needs to be provided:

- name
- age (chronological and estimated developmental?)
- four height measurements recorded at regular intervals (every 3 months) during the year (only one measurement required if athletes have completed their growth phase of development)
- LTAD stage of development
- standing one-hand reach
- standing two-hand reach
- maximum spike touch
- maximum block touch (no steps)
- spike jump vertical displacement
- block jump vertical displacement
- playing position

PORTFOLIO ASSIGNMENT C – Yearly Training Plan

Provide your yearly training plan (YTP) for your team. There is no specific format the training plan needs to be provided in, but we recommend you use the format demonstrated within the NCCP Competition Introduction Performance Planning Multi-Sport Module or Level 3 Theory. As a minimum, your YTP must contain the following elements:

- a time line dividing your season into weekly increments complete with the following:
 - a competition calendar with preseason, main, and major competitions identified
 - any tryout and/or training camps and/or testing/monitoring days identified
 - other important dates (i.e. fund-raisers, exam periods, travel days, etc.) Identified
 - a training calendar with on court training sessions identified
 - a training calendar with off court (physical preparation) training sessions identified
 - a minimum of three training phases (i.e. GP, SP, and CP) identified
- training and competition ratios calculated for each training phase
- a physical and motor abilities preparation plan which includes:
 - the physical and/or motor abilities you intend to address during the year.
 - the relative importance you feel each ability will have on performance during the year.
 - the training emphasis you will place on each ability (i.e. are you introducing the training of the ability, planning to develop the ability, or planning to maintain/refine the ability) and how the training of the abilities will be sequenced during the year.
- a mental preparation plan
- a technical and tactical preparation plan
 - the technical and tactical abilities you intend to address during the year.
 - the relative importance you feel each ability will have on performance during the year.
 - the training emphasis you will place on each ability (i.e. acquisition, stabilization, integration) and how the training of the abilities will be sequenced during the year.
- a technical and tactical preparation plan for your **setters**
- a technical and tactical preparation plan for your **middle blockers**
- establish benchmarks (performance targets) for the year including:
 - what will need to happen in order to achieve the benchmark
 - KPI (Key Performance Indicators) - how will the goal be measured?
 - Method of measurement - tests and norms

PORTFOLIO ASSIGNMENT D – Emergency Action Plan

The purpose of an emergency action plan (EAP) is to get *professional care to the injured participant as quickly as possible*. Unless the coach has received specialized training in advanced first-aid techniques, *leave such care to professionals*.

Prepare and EAP for the facility or site where you normally hold practices.

An EAP needs to cover the following items:

1. Designate in advance who is in charge in the event of an emergency (this may very well be you).
2. Ideally, you should have a cell phone with you and make sure the battery is fully charged. If this is not possible, identify where the nearest telephone you can use is located. Have spare change in the event it is a pay phone.
3. Have emergency telephone numbers with you (facility manager, fire, police, ambulance) as well as contact numbers (parents/guardians, next of kin, family doctor) for the participants.
4. Have on hand a medical profile for each participant, so that this information can be provided to emergency medical personnel. Include in this profile a signed consent from the parent/guardian to authorize medical treatment in an emergency.
5. Have a complete address for the venue to provide Emergency Medical Services (EMS) to enable them to reach the site as rapidly as possible.
6. Have a first aid kit accessible and properly stocked at all times (all coaches are strongly encouraged to pursue first aid training).
7. Designate in advance a “call person” (the person who makes contact with medical authorities and otherwise assists the person in charge). Be sure that your call person can give emergency vehicles precise instructions to reach your facility or site.

Emergency Action Plan	Number Card
Team/Event _____	Locations of Phones _____
Site _____	Call 911 (in an emergency) or:
Charge Person _____	Ambulance _____
Call Person _____	Police _____
	Fire _____
	Hospital _____
	Doctor’s Office _____
	Facility Office _____
	Details of Location _____

PORTFOLIO ASSIGNMENT E – Practice Plans

An important part of any coach portfolio is a record of all practice plans for the season. Add your season's practices to your portfolio for review by your Evaluator at the time of your final evaluation. As a minimum, 80 hours of properly structured, written plans should be provided. All plans as a minimum should include the following five parts:

- Welcome/Introduction
- A warm-up
- The main part
- A cool-down
- Conclusion/debrief

In addition, each activity included within the main part of the practice should include:

- A timeline
- Objectives
- A description
- Success criteria
- Reference points

For more information on appropriate written plan preparation, consult the Volleyball Level 1 Manual (Chapter 12) or the NCCP Multisport Module: Planning a Practice Reference Material.

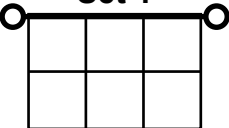
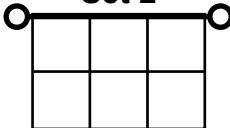
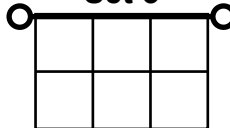
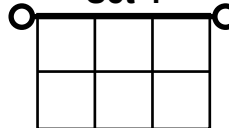
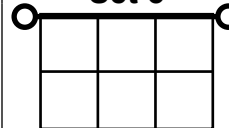
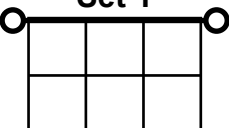
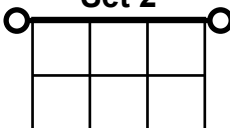
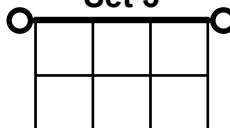
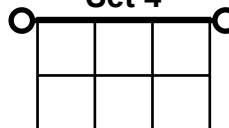
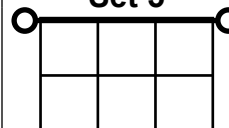
PORTFOLIO ASSIGNMENT F – Match Plans and Match Outcomes

Provide written match plans as well as match outcomes (results) for **all** matches played within the season. Match plans can be submitted in any form you desire or if you choose you can use the Match Plan form provided here. As a minimum all match plans should contain the following items:

- your starting rotations for each set
- the opponents starting rotations for each set
- substitutions made
- any serving strategies identified
- any serve receive strategies identified
- setting strategies for the match
- offensive strategies
- defensive strategies
- match adjustments
- final set scores

Match Plan and Match Outcome

Date of match:		Final Set Score:	
Opponent:		Location:	

US	Set 1 	Set 2 	Set 3 	Set 4 	Set 5 
	Substitution Details	Substitution Details	Substitution Details	Substitution Details	Substitution Details
THEM	Set 1 	Set 2 	Set 3 	Set 4 	Set 5 
	Substitution Details	Substitution Details	Substitution Details	Substitution Details	Substitution Details
Set Score					

Serving Strategies	Serve Receive Strategies	Setting Strategies
Offensive Strategies	Defensive Strategies	Adjustments

PORTFOLIO ASSIGNMENT G – Practice Observation

As part of your Level 3 portfolio you must observe a practice directed by a NCCP certified volleyball coach (Level 3 or higher, however observation of a Level 4 certified coach is recommended) and complete the attached observation exercises.

Prior to attending another coach's practice, contact the coach and request permission to observe and critique their practice so that you may fulfill your Level 3 observation requirements. It is recommended that you avoid visiting the practice of a rival team as some coaches may view the observation as a means of attempting to gain a competitive advantage. Regardless of which coach you select to observe, it is imperative that you obtain permission from him or her prior to the commencement of this exercise.

Be sure to have the coach you observed sign your observation form. The form is not valid for certification purposes if it is not signed.

Once permission has been received, ask the coach to send you a copy their practice plan in advance. If this is not possible, ask for a copy at the practice site. If the NCCP coach does not have a practice plan, then be sure to report it in the observation form.

While observing the practice, be sure to place yourself close enough to the action to hear the coach's comments but not so close that you interfere with the practice. It is recommended you move around and observe the practice from several locations.

What to observe:

The primary goal of this exercise is to allow you to observe how to conduct a practice (i.e. Providing support to athletes in training). Upon completion of the practice observation please answer the following questions:

What was the coach trying to achieve? What was the objective(s) of the practice?	
How did the coach try to achieve the goals? What were the content and methods used to achieve these goals?	
Was the coach successful at achieving the goals?	
What were the strategies used by the coach to maximize performance in practice.	
Overall coaching philosophy of the coach? Ask the coach directly.	
Was time spent efficiently during the practice?	
Was the practice organized well?	
Was the coach effective at interacting with the players?	
Bonus: Did you learn anything about skills and/or tactics? If yes, please describe.	

Practice Recording Sheet - Coaching Management

Coach Observed		CC#:	NCCP Level
Team Name			Team Level
Sex	<input type="radio"/> Males	<input type="radio"/> Females	Age Range
Location			Date
Phase of the Season	<input type="radio"/> General Preparation	<input type="radio"/> Specific Preparation	<input type="radio"/> Competition Preparation
Was a practice plan received?	<input type="radio"/> Yes <input type="radio"/> No		

Introduction

Were the goals and/or objectives of the practice explained to the athletes? If yes, describe them.	
What else did the coach talk to the athletes about?	
How long did it take?	
Comments:	

Warm Up

<i>Explanation:</i> How long was it?	
<i>Execution:</i> Did the players follow a pre-learned routine?	
What did the coach do during the warm-up? (you may select more than one option)	<input type="radio"/> Observe <input type="radio"/> Encourage athletes <input type="radio"/> Direct the activity <input type="radio"/> Talk to somebody else <input type="radio"/> Correct <input type="radio"/> Other _____ <input type="radio"/> Other _____
Comments:	

Activity Record Sheet

(Complete an Activity Record Sheet for each activity in the practice)

Activity #1:

Describe the activity.			
Was the explanation brief?		Was there any demonstration and was it necessary for better comprehension?	
Was the explanation clear?			
How long was the activity?			
Describe the type of feedback given to the athletes?	<input type="checkbox"/> Did nothing <input type="checkbox"/> Shouting/rebukes <input type="checkbox"/> Encouraged <input type="checkbox"/> Repeated instructions or demos <input type="checkbox"/> Reinforced reference points <input type="checkbox"/> Identified errors <input type="checkbox"/> Corrected errors <input type="checkbox"/> Other _____	What did the coach do during the activity?	<input type="checkbox"/> Ran the activity <input type="checkbox"/> Observed <input type="checkbox"/> Encouraged athletes <input type="checkbox"/> Directed the activity <input type="checkbox"/> Talked to somebody else <input type="checkbox"/> Made corrections <input type="checkbox"/> Other _____ <input type="checkbox"/> Other _____
Describe the activity objective.		Was the activity objective achieved?	
Was this activity appropriate for the athletes? If not, what modifications would you have made?			
Would this activity be appropriate for your own athletes? If not how would you modify it for your own situation?			
Comments:			

Activity #2:

Describe the activity.			
Was the explanation brief?		Was there any demonstration and was it necessary for better comprehension?	
Was the explanation clear?			
How long was the activity?			
Describe the type of feedback given to the athletes?	<input type="checkbox"/> Did nothing <input type="checkbox"/> Shouting/rebukes <input type="checkbox"/> Encouraged <input type="checkbox"/> Repeated instructions or demos <input type="checkbox"/> Reinforced reference points <input type="checkbox"/> Identified errors <input type="checkbox"/> Corrected errors <input type="checkbox"/> Other _____	What did the coach do during the activity?	<input type="checkbox"/> Ran the activity <input type="checkbox"/> Observed <input type="checkbox"/> Encouraged athletes <input type="checkbox"/> Directed the activity <input type="checkbox"/> Talked to somebody else <input type="checkbox"/> Made corrections <input type="checkbox"/> Other _____ <input type="checkbox"/> Other _____
Describe the activity objective.		Was the activity objective achieved?	
Was this activity appropriate for the athletes? If not, what modifications would you have made?			
Would this activity be appropriate for your own athletes? If not how would you modify it for your own situation?			
Comments:			

Activity Record Sheet

(Complete an Activity Record Sheet for each activity in the practice)

Activity #3:

Describe the activity.			
Was the explanation brief?		Was there any demonstration and was it necessary for better comprehension?	
Was the explanation clear?			
How long was the activity?			
Describe the type of feedback given to the athletes?	<input type="checkbox"/> Did nothing <input type="checkbox"/> Shouting/rebukes <input type="checkbox"/> Encouraged <input type="checkbox"/> Repeated instructions or demos <input type="checkbox"/> Reinforced reference points <input type="checkbox"/> Identified errors <input type="checkbox"/> Corrected errors <input type="checkbox"/> Other _____	What did the coach do during the activity?	<input type="checkbox"/> Ran the activity <input type="checkbox"/> Observed <input type="checkbox"/> Encouraged athletes <input type="checkbox"/> Directed the activity <input type="checkbox"/> Talked to somebody else <input type="checkbox"/> Made corrections <input type="checkbox"/> Other _____ <input type="checkbox"/> Other _____
Describe the activity objective.		Was the activity objective achieved?	
Was this activity appropriate for the athletes? If not, what modifications would you have made?			
Would this activity be appropriate for your own athletes? If not how would you modify it for your own situation?			
Comments:			

Activity #4:

Describe the activity.			
Was the explanation brief?		Was there any demonstration and was it necessary for better comprehension?	
Was the explanation clear?			
How long was the activity?			
Describe the type of feedback given to the athletes?	<input type="checkbox"/> Did nothing <input type="checkbox"/> Shouting/rebukes <input type="checkbox"/> Encouraged <input type="checkbox"/> Repeated instructions or demos <input type="checkbox"/> Reinforced reference points <input type="checkbox"/> Identified errors <input type="checkbox"/> Corrected errors <input type="checkbox"/> Other _____	What did the coach do during the activity?	<input type="checkbox"/> Ran the activity <input type="checkbox"/> Observed <input type="checkbox"/> Encouraged athletes <input type="checkbox"/> Directed the activity <input type="checkbox"/> Talked to somebody else <input type="checkbox"/> Made corrections <input type="checkbox"/> Other _____ <input type="checkbox"/> Other _____
Describe the activity objective.		Was the activity objective achieved?	
Was this activity appropriate for the athletes? If not, what modifications would you have made?			
Would this activity be appropriate for your own athletes? If not how would you modify it for your own situation?			
Comments:			

Activity Record Sheet

(Complete an Activity Record Sheet for each activity in the practice)

Activity #5:

Describe the activity.			
Was the explanation brief?		Was there any demonstration and was it necessary for better comprehension?	
Was the explanation clear?			
How long was the activity?			
Describe the type of feedback given to the athletes?	<input type="checkbox"/> Did nothing <input type="checkbox"/> Shouting/rebukes <input type="checkbox"/> Encouraged <input type="checkbox"/> Repeated instructions or demos <input type="checkbox"/> Reinforced reference points <input type="checkbox"/> Identified errors <input type="checkbox"/> Corrected errors <input type="checkbox"/> Other _____	What did the coach do during the activity?	<input type="checkbox"/> Ran the activity <input type="checkbox"/> Observed <input type="checkbox"/> Encouraged athletes <input type="checkbox"/> Directed the activity <input type="checkbox"/> Talked to somebody else <input type="checkbox"/> Made corrections <input type="checkbox"/> Other _____ <input type="checkbox"/> Other _____
Describe the activity objective.		Was the activity objective achieved?	
Was this activity appropriate for the athletes? If not, what modifications would you have made?			
Would this activity be appropriate for your own athletes? If not how would you modify it for your own situation?			
Comments:			

Activity #6:

Describe the activity.			
Was the explanation brief?		Was there any demonstration and was it necessary for better comprehension?	
Was the explanation clear?			
How long was the activity?			
Describe the type of feedback given to the athletes?	<input type="checkbox"/> Did nothing <input type="checkbox"/> Shouting/rebukes <input type="checkbox"/> Encouraged <input type="checkbox"/> Repeated instructions or demos <input type="checkbox"/> Reinforced reference points <input type="checkbox"/> Identified errors <input type="checkbox"/> Corrected errors <input type="checkbox"/> Other _____	What did the coach do during the activity?	<input type="checkbox"/> Ran the activity <input type="checkbox"/> Observed <input type="checkbox"/> Encouraged athletes <input type="checkbox"/> Directed the activity <input type="checkbox"/> Talked to somebody else <input type="checkbox"/> Made corrections <input type="checkbox"/> Other _____ <input type="checkbox"/> Other _____
Describe the activity objective.		Was the activity objective achieved?	
Was this activity appropriate for the athletes? If not, what modifications would you have made?			
Would this activity be appropriate for your own athletes? If not how would you modify it for your own situation?			
Comments:			

Activity Record Sheet

(Complete an Activity Record Sheet for each activity in the practice)

Activity # ___:

Describe the activity.			
Was the explanation brief?		Was there any demonstration and was it necessary for better comprehension?	
Was the explanation clear?			
How long was the activity?			
Describe the type of feedback given to the athletes?	<input type="checkbox"/> Did nothing <input type="checkbox"/> Shouting/rebukes <input type="checkbox"/> Encouraged <input type="checkbox"/> Repeated instructions or demos <input type="checkbox"/> Reinforced reference points <input type="checkbox"/> Identified errors <input type="checkbox"/> Corrected errors <input type="checkbox"/> Other _____	What did the coach do during the activity?	<input type="checkbox"/> Ran the activity <input type="checkbox"/> Observed <input type="checkbox"/> Encouraged athletes <input type="checkbox"/> Directed the activity <input type="checkbox"/> Talked to somebody else <input type="checkbox"/> Made corrections <input type="checkbox"/> Other _____ <input type="checkbox"/> Other _____
Describe the activity objective.		Was the activity objective achieved?	
Was this activity appropriate for the athletes? If not, what modifications would you have made?			
Would this activity be appropriate for your own athletes? If not how would you modify it for your own situation?			
Comments:			

Activity # ___:

Describe the activity.			
Was the explanation brief?		Was there any demonstration and was it necessary for better comprehension?	
Was the explanation clear?			
How long was the activity?			
Describe the type of feedback given to the athletes?	<input type="checkbox"/> Did nothing <input type="checkbox"/> Shouting/rebukes <input type="checkbox"/> Encouraged <input type="checkbox"/> Repeated instructions or demos <input type="checkbox"/> Reinforced reference points <input type="checkbox"/> Identified errors <input type="checkbox"/> Corrected errors <input type="checkbox"/> Other _____	What did the coach do during the activity?	<input type="checkbox"/> Ran the activity <input type="checkbox"/> Observed <input type="checkbox"/> Encouraged athletes <input type="checkbox"/> Directed the activity <input type="checkbox"/> Talked to somebody else <input type="checkbox"/> Made corrections <input type="checkbox"/> Other _____ <input type="checkbox"/> Other _____
Describe the activity objective.		Was the activity objective achieved?	
Was this activity appropriate for the athletes? If not, what modifications would you have made?			
Would this activity be appropriate for your own athletes? If not how would you modify it for your own situation?			
Comments:			

Cool Down

Was there a cool down activity?	<input type="radio"/> Yes	<input type="radio"/> No
Was it appropriate?	<input type="radio"/> Yes	<input type="radio"/> No
If not, why?		

Global Review of the Training Session

Note: The objective of this exercise is not to be highly critical of the coach you are observing, but to look for those techniques and approaches which would be useful in your own practice settings.

Coaching Technique Please rank the coach from 1 to 5 (5 being the best) in the following areas	Group organization	1	2	3	4	5	Correction of errors	1	2	3	4	5
	Distribution of attention	1	2	3	4	5	Ball Handling	1	2	3	4	5
	Observation of individuals	1	2	3	4	5	Work load – intensity	1	2	3	4	5
	Detection of errors	1	2	3	4	5	Work load – volume	1	2	3	4	5
	In your opinion what are the best qualities of this coach?											
In your opinion what are the weakest qualities of this coach?												
List the key principles/features observed which you will try to incorporate into your own training situations (if any)												
Did the athletes appear to have fun/enjoy the session?												
Did the athletes appear to give maximum or an appropriate effort and perform in a way which would mirror their competition experience?												

Observed Coach	NCCP Number:	CC							
Signed	Date								

PORTFOLIO ASSIGNMENT H – Match Observation

As part of your Level 3 portfolio you must observe a match directed by a NCCP certified indoor volleyball coach (Level 3 or higher, however observation of a Level 3 or higher certified coach is recommended) and complete the attached observation exercise.

Prior to attending another coach's match, it is important that you contact the coach and request permission to observe and critique it so that you may fulfill your Level 3 observation requirements. **Be sure to have the coach you observed sign your observation form. The form is not valid for certification purposes if it is not signed.**

The observation should take place over a best of 3 sets match if possible. While observing the match try to place yourself close enough to the action to hear the coach's comments but not so close that you interfere. It is recommended you move around and observe the match from several locations.

Level 3 INDOOR VOLLEYBALL - MATCH OBSERVATION FORM

Name of coach observed:		NCCP #:	
Date of match:		Location:	
Team observed:		Opponent:	
Match final score:		Set scores:	

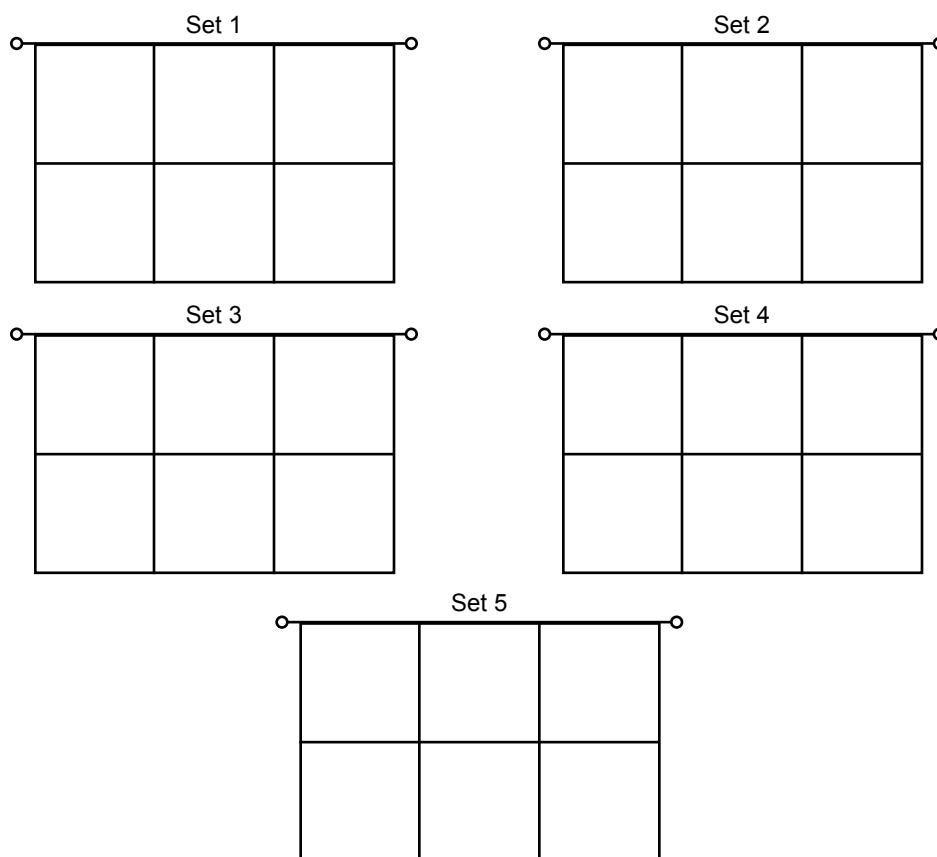
PART A – TACTICAL DATA

Gather the information requested below.

A) Starting Rotations

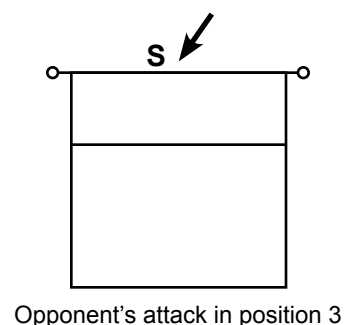
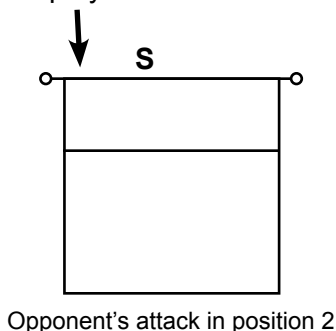
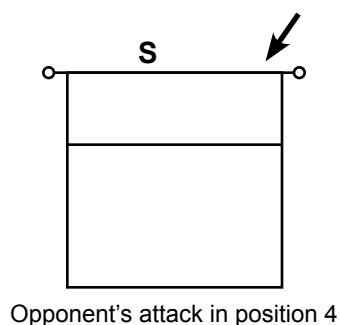
Identify each player's starting rotation, specialization, and uniform number for each set using the following legend. Place player uniform number within the shape:

- Setter(s)
- Left Side Hitter(s)
- Middle Hitter(s)
- Right Side Hitter(s)



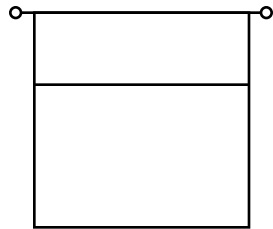
B) Defensive Systems

Identify the placement of players in the 3 following defensive situations:

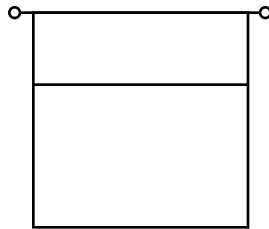


C) Offensive Systems

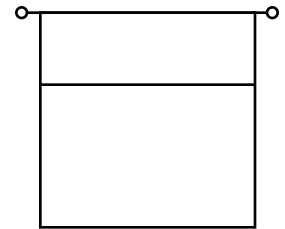
- Identify the Offensive system used: 5-1 6-2 4-2 6-0 other
- Identify the serve receive patterns. For each rotation, illustrate the positioning of all 6 players as well as the main attack patterns used.



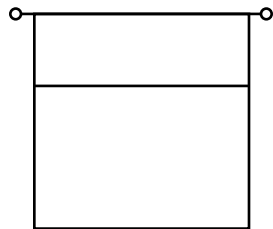
Rotation #1



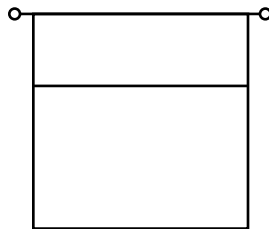
Rotation #2



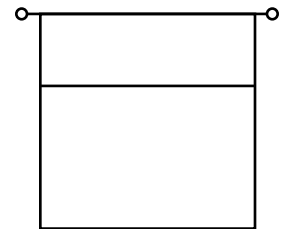
Rotation #3



Rotation #4



Rotation #5



Rotation #6

PART B – GENERAL INFORMATION

A) Head Coach (check any or all appropriate boxes)

Involvement in team pre-game warm-up	<input type="checkbox"/> very active	<input type="checkbox"/> active	<input type="checkbox"/> inactive
Positioning during play	<input type="checkbox"/> standing	<input type="checkbox"/> sitting	
Feedback during play	<input type="checkbox"/> mostly to whole team	<input type="checkbox"/> mostly to individual players	
Feedback during time-outs	<input type="checkbox"/> mostly to whole team	<input type="checkbox"/> mostly to individual players	
General attitude	<input type="checkbox"/> nervous	<input type="checkbox"/> relaxed	<input type="checkbox"/> talkative <input type="checkbox"/> quiet
Communication with officials	<input type="checkbox"/> friendly		<input type="checkbox"/> aggressive
Communication with non-playing players before they go in	<input type="checkbox"/> non existent	<input type="checkbox"/> brief	<input type="checkbox"/> constant

B) Players (check any or all appropriate boxes)

General attitude	<input type="checkbox"/> nervous	<input type="checkbox"/> relaxed	<input type="checkbox"/> talkative	<input type="checkbox"/> quiet
Communication with officials	<input type="checkbox"/> nonexistent	<input type="checkbox"/> friendly	<input type="checkbox"/> aggressive	
On court players during timeouts	<input type="checkbox"/> sit	<input type="checkbox"/> stand	<input type="checkbox"/> listen to coach	<input type="checkbox"/> talk to each other
Non-playing players during timeouts	<input type="checkbox"/> sit	<input type="checkbox"/> warm up	<input type="checkbox"/> sit listen to coach	<input type="checkbox"/> talk to each other
Non-playing players during play	<input type="checkbox"/> sit	<input type="checkbox"/> stand	<input type="checkbox"/> take stats	<input type="checkbox"/> watch <input type="checkbox"/> cheer

C) Game Interruptions

	Set 1	Set 2	Set 3	Set 4	Set 5
Number of substitutions used					
Number of timeouts per game					

Observed Coach	NCCP Number:	CC							
Signed	Date								

PORTFOLIO ASSIGNMENT I – Verification of Training Hours

An official statement concerning the fulfillment of 80 training hours prior to completing your Level 3 indoor volleyball evaluation.

Date			NCCP Number:	CC						
Coach										
	Surname		First Name							
Address	Apt.		Street							
			City				Province		Postal Code	
Phone	()		()				()			
	Home		Business				Fax			
E-mail										

Level 3 VOLLEYBALL COURSE WAS COMPLETED

Date			Location		
Learning Facilitator					

Description of Practical Experiences

Name of Team Coached <small>(If you coach more than one team use the team with the most extensive preparation program)</small>				<input type="radio"/> Males <input type="radio"/> Females
Season Length	Start Date	End Date	Total Number of Weeks	Total Training Hours
Average Number of Sessions per Week			Average Length of each Session	
Competitions	Name	Date(s)	Level	

Please have an individual who can vouch for your coaching activity sign-off below:

STATEMENT OF VERIFICATION

This is to certify that _____ has been directly involved in the coaching of the above-mentioned team or players for a minimum of 1 (one) complete season (a minimum of 80 hours of training time). I hereby declare that the above information is true:

Name of Verifier			
Full Address			
Signature of Verifier			Date
Club, institution, or League Represented			Position within club/institution
Signature of Candidate Coach			Date

FINAL LEVEL 3 EVALUATION

Upon completion of all portfolio components (Assignments A thru I) you are eligible to proceed to the final phase of Level 3 volleyball certification: Evaluation. This evaluation cannot proceed until all portfolio requirements have been fulfilled. You will need to supply your Evaluator with your **entire portfolio** with all completed assignments for his/her review as part of the evaluation process.

Notes for the Coach Being Observed

All NCCP Level 3 indoor volleyball coaches must be evaluated by a CERTIFIED Level 3 Indoor Volleyball Evaluator (assigned by your Provincial/Territorial Volleyball Association) to meet certification requirements.

Once all portfolio assignments are complete, contact your Provincial/Territorial Volleyball Association (P/ TVA) to have a Level 3 Evaluator Assigned to you. Once arrangements have been made, your evaluator will contact you to begin the formal evaluation process. Your Evaluator will be both your assessor as well as your mentor during the evaluation period which usually takes about one season to complete. Your evaluator will work with you during your season assist with the development of your Yearly Training Plan and assist you with effectively implementing and adjusting your plan, as well as, effectively integrating your plan into your weekly training sessions during the year.

During your season, there will be three (3) formal evaluation points where your Evaluator will observe one of your training sessions to assess your coaching effectiveness. Each observation will take place in a different phase of your season (GP, SP, CP). You will have two chances to pass each of the three evaluation points. **Failure to pass the evaluation within two attempts will result in you having to repeat the entire Level 3 certification program.**

Prior to each observation, be sure to provide your Evaluator with a copy of your practice plan at least 24 hours in advance of the start of the session. Be sure to organize your time so that you will be available to meet with your evaluator for at least 30 minutes before the practice to answer any questions or respond to any requests he/she may have. As well, anticipate a 60-minute debriefing after the practice to receive feedback from the evaluator on your training session.

Please note that the demonstration of one or more of the following behaviours during an evaluation will result in the Evaluator being forced to intervene, an immediate end to the evaluation, and the coach will need to be re-evaluated at a later date:

SAFETY	Seriously endangering the health of an athlete or any other person regardless of whether the behaviour was accidental or intentional.
HARRASSMENT AND/OR ABUSE	Demonstrating harassing or abusive behaviours towards an athlete or any other person. Harassing behaviours may consist of repeatedly humiliating or intimidating someone, making racist comments, threatening someone with physical harm, making cruel personal jokes or teasing someone about their body or sexual orientation. Abusive behaviours may consist of name calling, swearing, threatening, ridiculing, intimidating, isolating, hazing, ignoring a person's needs, slapping, hitting, shaking, kicking, pulling hair, pulling ears, striking, shoving grabbing or excessive exercise as a form of punishment.
DISREGARD FOR FAIRPLAY	Violating Volleyball Canada rules and/or the Coaching Association of Canada Code of Ethics/Conduct.
LOSS OF CONTROL OF ATHLETE GROUP	Athletes clearly not responding to directions of the coach by wandering off, and/or not following instructions, and/or displaying unsafe, abusive and/or harassing behaviours.
DEMONSTRATION OF DISRESPECT FOR ATHLETES, PEERS, VOLUNTEERS, AND EQUIPMENT	Violation of the NCCP's Code of Ethics/Conduct

The Evaluation Process

The evaluation process includes the following steps:

1. A request from a Level 3 candidate to be evaluated.
2. The provision of the practice plan to the Evaluator one day in advance of the evaluation.
4. The Evaluator arrives on site for the evaluation 60 minutes before the start of the practice.
5. The practice plan is reviewed by the Evaluator and candidate coach. Any necessary adjustments are made.
6. The observation takes place (details below).
7. Upon conclusion of the practice session, a 60 minute debriefing takes place (details below)
8. The Evaluator signs off on the Evaluation Summary and returns the completed summary and observation tool to the candidate coach.
9. The candidate coach submits the completed evaluation summary and observation tool to their provincial volleyball association and retains a copy for their records.

The Observation

The primary goal of this exercise is to evaluate how the coach organizes their practice, conducts their drills (i.e. drill management), manages risk/safety, behaves towards the athletes, and integrates yearly planning concepts into daily training sessions.

In general, the following steps are used in the evaluation process:

Step 1: The evidence to be observed is identified and its quality rated.

Step 2: Whether the coach meets the proscribed standard for Level 3 certification is determined.

Step 3: Identify recommendations. To assist the evaluated coach and encourage ongoing improvement, meaningful feedback is provided to the coach and help them improve their coaching skills.

The Debriefing

Each evaluation is followed by a debrief. This serves two purposes:

1. To continue to gather necessary information to verify specific evidences that may not have been clearly demonstrated during the practice.
2. To provide feedback to the candidate about what went well and what areas need improvement.

The coach is asked relevant questions about the practice session. Then relevant points are summarized. Items done well and those items that may need improvement are identified. Further actions he/she may take to continue to improve as a coach are suggested. The candidate coach's YTP and coaching portfolio are reviewed to ensure the coach is appropriately logging their season. Any related planning issues are discussed and corrections or adjustments recommended.

The Evaluation Summary sheet and Observation tool, are then signed and returned to the candidate coach.

Description of evaluation criteria

Written Practice Plan

Basic Information	The written plan identifies basic information including date, time, location, number of athletes, gender, and any logistical considerations.
Timeline	The durations of the practice and each practice segment are adequately identified on a timeline. The length of each drill is also appropriate and considers the attention span of the athletes, the intensity of the drill, and the level of athlete conditioning.
Written Plan Organization	The written plan is organized into main segments that include greetings and instructions (if required), a warm up, a main part, and a cool down.
Activity Descriptions	Written activities are effectively described and include outcomes, a description, success criteria, and reference points. Each description should include: <ul style="list-style-type: none"> • The number of athletes. • Court positions of the athletes in the drill. • The path and circulation of the ball. • Court movements of the players. • Return point of the ball. • Role of the athletes not involved in the drill (shaggers, feeders, supporters) • Rhythm, specific load, number of series and repetitions, rest time. • Delimitation of the space used. • Role of the coach (active or passive)
Objectives	Reasonable objective have been outlined for each activity and the structure of the activity, the success criteria, and the reference points all link and work to meet the activity's objective(s). The objective must be clearly identified, specific, and attainable.
Success Criteria	Appropriate success criteria (either quantitative or qualitative) that are attainable, challenging for the athletes, consider the nature of the drill, the drill's objective(s), and the athletes' abilities have been developed.
Reference Points	2-4 technical points or reference points (indicators) should be identified for each practice activity. These points should be tied to the objective of the drill and help the athletes focus on the objective and what to improve. These points can be utilized as a teaching tool, remind the coach where to focus observations, and assist in identifying what type of feedback should be supplied to the athlete during the activity.
Developmental Appropriateness	Planned activities are appropriate for and respectful of the developmental level of the athletes in the practice. Thereby optimizing learning.
Game Transferability	Are the activities planned such that the skills being performed in training are using the same context and conditions as experienced in competition thus improving transferability to game situations.

Practice & Drill Implementation

Implementation of Written Plan	Is the coach able to follow his/her plan as it is written? Does the written plan conform to what is observed on the court and are the majority of the procedures outlined in the plan being respected?
Explanation of procedure	<p>This is an evaluation of the coach's ability to explain the drill. Are key instructions explaining: drill objectives, player positions on the court, his/her role, ball trajectory, tempo, intensity, etc. adequately delivered?</p> <p>There are two key factors in the evaluation of the explanation:</p> <ul style="list-style-type: none"> • Was the explanation clear • Was the explanation brief
Demonstration	<p>The coach's ability to create a precise mental image of what technically must occur in the drill.</p> <p>Key Criteria: was the choice of demonstration appropriate for the skills to be focused on?</p> <p>Some possible demonstration methods:</p> <ul style="list-style-type: none"> • global/broken down (whole-part-whole) • slow speed/normal speed <p>Coaches can choose to demonstrate themselves or use other methods for demonstration when required. The most important feature is that the demonstration is effective in providing a precise image of what must occur.</p>
Position of Participants	<p>Does the coach position participants advantageously so that:</p> <ul style="list-style-type: none"> • Participants are able to clearly hear directions. • Distractions are minimized. • Activity can begin as quickly as possible.
Ball Manipulation	<p>When the coach is active in a drill, is he/she able to handle the ball (throw-hit-serve) with the precision and consistency that will allow the athletes to work efficiently. Or if the coach chooses to use others (players, assistants, etc.) are these people able to meet the control objectives identified above.</p>
Error detection	<p>Does the coach have the required technical and tactical knowledge to adequately detect errors and what needs to be improved? Are they able to effectively combine it with their observation skills to rapidly perform a skill analysis on an individual or group to identify the cause(s) of error?</p>
Error correction	<p>How does the coach react to an error that has been detected? Do they have the ability to make the type of adjustments that will allow for the correction of an error and how to improve?</p>
Reference Point Reinforcement	<p>Does the coach consistently reinforce and provide feedback related to the reference points outlined for each activity in the written practice plan?</p>

Practice & Drill Implementation (cont.)

<p>Feedback</p>	<p>One of the most critical abilities for all coaches. This is usually one of the most closely evaluated aspects of the NCCP program and has several characteristics:</p> <p><i>Positive:</i> Does the coach regularly use language that is positive in nature? Does he/she reinforce behavior and inform the athlete in a meaningful way on successful attempts of correct or desired responses. Is negative feedback only given to stop undesired reactions by telling athletes what they have done incorrectly and suggest, when necessary, better alternative responses or ways to correct the problem (skill or attitude). Negative feedback should usually be followed by positive feedback.</p> <p><i>Specific</i> Is the feedback specific to the situation and directly related to the circumstance identified.</p> <p><i>Clear</i> Does the athlete(s) understand what they are being told. Does the coach seek confirmation of understanding?</p> <p><i>Brief</i> Is the feedback given in a succinct fashion that allows for immediate continuation of an activity?</p> <p>In general, the most effective coaches provide far more positive reinforcement than negative reinforcement. Research suggests that a 3:1 ratio of positive to negative reinforcement tends to produce the best behavioural results.</p>
<p>Distribution of attention</p>	<p>An assessment of what the coach sees in his/her practice environment. Does the coach regularly look and observe the entire group during drills and play? Does the coach respond appropriately to what he/she sees?</p>
<p>Volume</p>	<p>This is an assessment of the coach's ability to prescribe the correct volume of contacts in training. It is the capacity of the coach to plan a sufficient number of repetitions during a drill or over the entire practice session and maintain a tempo and rhythm in ball distribution which correctly conforms to planned volumes.</p> <p>The number of repetitions planned also has to be related to the established goals of the training phase (General Preparation, Specific Preparation, etc...).</p>
<p>Intensity</p>	<p>In a simple way this is an assessment of how dynamic the coach is. Does he/she have the capacity to motivate/encourage athletes to perform at an intensity level previously set in relation with the main objective(s) of a drill or practice session?</p>
<p>Recovery</p>	<p>Volleyball is a very physically demanding activity. With intense training significant fatigue will occur and this will lead to a reduction in performance quality over a training session. It is important that the coach is able to recognize this possibility and is able to plan his/her sessions so that after intense efforts, sufficient physical recovery is possible so the performance quality of a training session does not suffer significantly.</p>
<p>Adjustment of Procedure (if required)</p>	<p>The coach successfully make adjustments to activities that are not producing desired results.</p>
<p>Activity Appropriateness</p>	<p>This is an evaluation of the coach's ability to design and successfully present activities within their practice in an order that optimizes learning. The early part of practice should focus on the acquisition of technical skill, individual tactics, and team tactics. The middle of practice on the stabilization of previously acquired technical and tactical skills, and the last part of practice on the integration of technical and tactical skills into realistic competitive situations as well as the development of sport specific endurance.</p>

Safety

Environmental Risks	The coach plans for and uses the facility in ways that reflect an awareness of and control for potential risk factors. The coach ensures that the training area is made as safe as is reasonable and considers the safety of all participants when making decisions about the utilization of facility space.
Activity Risks	The coach continually surveys the practice environment and makes adjustments to activities, participant behaviours, etc. to minimize any related risks.

Responsible Coaching

Coach Attire	The coach is dressed in sports attire appropriate for coaching in a volleyball situation.
Respectful Language	The coach uses language that demonstrates a respect for participants and other stakeholders.
Coach Behaviour	The coach behaves in a manner that honours sport and respects participants.
Expectations for Athlete Behaviour	The coach identifies appropriate expectations for athlete behaviour and reinforces these expectations as required.

FORWARD REQUIRED DOCUMENTATION TO YOUR PROVINCIAL ASSOCIATION

Once you have completed your evaluation, you must remit your evaluation results to your Provincial/Territorial Volleyball Association.

Be sure all portfolio items are listed as completed and that your Evaluator has signed your Evaluation Tool form and your Evaluation Summary form.

Once all the above activities have been completed, please forward only your *Level 3 NCCP Evaluation Tool* and your *Level 3 NCCP Evaluation Summary* to your Provincial/Territorial Volleyball Association for review and submission to the Coaching Association of Canada to complete the certification process. These are all the volleyball specific tasks required to achieve your Level 1 CERTIFIED designation.

Be sure to keep a copy of all documentation for your records.

Your athletes will benefit greatly by you becoming a CERTIFIED coach. Good luck with your coaching this season.



Level 3 – Volleyball NCCP Evaluation Tool



Coach			NCCP number:	CC					
	Surname	First Name	Phase:	<input type="radio"/> Other	<input type="radio"/> GP	<input type="radio"/> SP	<input type="radio"/> CP		

	Assessment Criteria	Needs Improvement	Meets Standard	Comments	
Written Plan	Basic Information	<input type="radio"/>	<input type="radio"/>		
	Time line	<input type="radio"/>	<input type="radio"/>		
	Written Plan Organization	<input type="radio"/>	<input type="radio"/>		
	Activity Descriptions	<input type="radio"/>	<input type="radio"/>		
	Objectives	<input type="radio"/>	<input type="radio"/>		
	Success Criteria	<input type="radio"/>	<input type="radio"/>		
	Reference Points	<input type="radio"/>	<input type="radio"/>		
	Game Transferability	<input type="radio"/>	<input type="radio"/>		
	Developmental Appropriateness	<input type="radio"/>	<input type="radio"/>		
	Seasonal Appropriateness	<input type="radio"/>	<input type="radio"/>		Written Plan Total
Practice & Drill Implementation	Implementation of Written Plan	<input type="radio"/>	<input type="radio"/>		
	Explanation of Procedure	<input type="radio"/>	<input type="radio"/>		
	Demonstration	<input type="radio"/>	<input type="radio"/>		
	Position of Participants	<input type="radio"/>	<input type="radio"/>		
	Ball Manipulation	<input type="radio"/>	<input type="radio"/>		
	Error Detection	<input type="radio"/>	<input type="radio"/>		
	Error Correction	<input type="radio"/>	<input type="radio"/>		
	Reference Point Reinforcement	<input type="radio"/>	<input type="radio"/>		
	Feedback	positive	<input type="radio"/>		<input type="radio"/>
		clear	<input type="radio"/>		<input type="radio"/>
		brief	<input type="radio"/>		<input type="radio"/>
	Distribution of Attention	<input type="radio"/>	<input type="radio"/>		
	Workload	volume	<input type="radio"/>		<input type="radio"/>
		intensity	<input type="radio"/>		<input type="radio"/>
		recovery	<input type="radio"/>		<input type="radio"/>
Adjustment of Procedure (if required)	<input type="radio"/>	<input type="radio"/>			
Activity Appropriateness	<input type="radio"/>	<input type="radio"/>	Practice & Drill Implementation Total		
Safety	Environmental Risks	<input type="radio"/>	<input type="radio"/>	Safety Total	
	Activity Risks	<input type="radio"/>	<input type="radio"/>		
Responsible Coaching	Coach Attire	<input type="radio"/>	<input type="radio"/>	Responsible Coaching Total	
	Respectful Language	<input type="radio"/>	<input type="radio"/>		
	Coach Behaviour	<input type="radio"/>	<input type="radio"/>		
	Expectations for Athlete Behaviour	<input type="radio"/>	<input type="radio"/>		

Reward one (1) point for every item which meets the standard. Reward zero (0) points for every item which needs improvement.

Evaluator	NCCP Number:	CC							
Signed		Date							



Level 3 – Indoor Volleyball NCCP Evaluation Summary



Date				NCCP Number:	CC							
Coach												
	Surname			First Name								
Address	Apt.			Street								
	City			Province			Postal Code					
Phone	()			()			()					
	Home			Business			Fax					
E-mail												

Portfolio Requirements

Portfolio Assignment	Incomplete	Complete	Portfolio Assignment	Incomplete	Complete
Context Description	<input type="radio"/>	<input type="radio"/>	Match Plans and Outcomes	<input type="radio"/>	<input type="radio"/>
Player Data	<input type="radio"/>	<input type="radio"/>	Practice Observation	<input type="radio"/>	<input type="radio"/>
Yearly Training Plan	<input type="radio"/>	<input type="radio"/>	Match Observation	<input type="radio"/>	<input type="radio"/>
Emergency Action Plan	<input type="radio"/>	<input type="radio"/>	Verification of 80 Training Hours	<input type="radio"/>	<input type="radio"/>
Written Practice Plans (full season)	<input type="radio"/>	<input type="radio"/>			

All portfolio requirements must be completed prior to the first of the three evaluations

Level 3 Evaluation Requirements (from Level 3 Evaluation Form)

Evaluation Component	Score	Standard	Needs Improvement	Meets Standard
Written Plan		8 of 10	<input type="radio"/>	<input type="radio"/>
Practice and Drill Implementation		14 of 17	<input type="radio"/>	<input type="radio"/>
Safety		2 of 2	<input type="radio"/>	<input type="radio"/>
Responsible Coaching		4 of 4	<input type="radio"/>	<input type="radio"/>

All scores must meet the standard to receive credit towards certification

Recommendation			Phase:	<input type="radio"/> Other	<input type="radio"/> GP	<input type="radio"/> SP	<input type="radio"/> CP
<input type="radio"/>	Repeat observation by a Level 3 Learning Facilitator • Two (2) or less of the evaluation components meet the standard	<input type="radio"/>	Repeat observation by a Level 3 certified coach • Three (3) evaluation components meet the standard	<input type="radio"/>	Credit towards certification • All portfolio assignments are complete • Four (4) evaluation components meet the standard		

Evaluator				NCCP number:	CC							
	Surname			First Name								
Address	Apt.			Street								
	City			Province			Postal Code					
Phone	()			()			()					
	Home			Business			Fax					
E-mail												

To the best of my knowledge, the evaluation conducted for the coach identified above has been carried out in accordance with the established certification standards for the volleyball NCCP. The recommendation I have made is based on my professional estimation of the coach's observed abilities in the training session I observed, as well as the written evidence provided in the coaching portfolio and the evaluation session's written plan. I have attempted to conduct my evaluation in a fair and unbiased manner and have fully briefed the evaluated coach on the outcome of this evaluation and made recommendations for improvement where appropriate.

Evaluator												
Signed												
Date												