

## CCI-L2T Outcome: Delivering an on-snow practice session with L2T athletes

### Criterion: Ensure that the Practice Environment is Safe

Does not yet meet expectations	Meets expectations	Exceeds expectations
<ul style="list-style-type: none"> <li>❑ Does not survey practice environment prior to practice</li> <li>❑ Obviously dangerous factors in the practice environment are not addressed</li> <li>❑ Does not present an emergency action plan</li> <li>❑ Emergency action plan is incomplete with only some (&lt;4) of the following critical elements               <ul style="list-style-type: none"> <li>○ Location of telephones are identified (cell and land lines)</li> <li>○ Emergency telephone numbers are listed</li> <li>○ Location of medical profiles for each participant under the coach's care is identified</li> <li>○ Location of fully-stocked first aid kit identified</li> <li>○ Advance "call person" and "charge person" are designated</li> <li>○ Directions to reach the activity site are provided</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>❑ Selects the appropriate practice site, e.g., uses a safety checklist</li> <li>❑ Minimizes risk to participants before and throughout the practice; participants are warned of potential hazards prior to or at beginning of practice               <ul style="list-style-type: none"> <li>○ Identifies sport-specific elements that may lead to, or contribute to a dangerous situation (e.g. icy trail conditions)</li> <li>○ Takes appropriate precautions and educates athletes with respect to extreme weather conditions</li> <li>○ Ensures athletes wear appropriate clothing for weather conditions, training site</li> </ul> </li> <li>❑ Presents an emergency action plan specific to the facility being used with most of the following critical elements               <ul style="list-style-type: none"> <li>○ Location of telephones are identified (cell and land lines)</li> <li>○ Emergency telephone numbers are listed</li> <li>○ Location of medical profiles for each participant under the coach's care is identified</li> <li>○ Location of fully-stocked first aid kit is identified</li> <li>○ Advance "call person" and "charge person" are designated</li> <li>○ Directions to reach the activity site are provided</li> </ul> </li> <li>❑ Reinforces and teaches appropriate trail etiquette guidelines to enable a safe practice environment</li> </ul>	<p><b>Meets "Standard for Core Certification" and:</b></p> <ul style="list-style-type: none"> <li>❑ Critically reflects on safety guidelines, e.g., debriefing session with parents/athletes to educate them on risks</li> <li>❑ Ensures coaches is a certified first aid provider</li> </ul>

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### Criterion: Implement an appropriately structured and organized practice

Does not yet meet expectations	Meets expectations	Exceeds expectations
<ul style="list-style-type: none"> <li>❑ Does not provide a clear structure to the practice as demonstrated by the following elements:               <ul style="list-style-type: none"> <li>○ No practice plan is provided</li> <li>○ Practice goal is not clearly identified</li> <li>○ No warm-up is provided or inappropriate warm-up activities are used. E.g., inappropriate warm-up activities may include implementation of high intensity activities prior to progressive lower intensity activities.</li> <li>○ Delivery of practice does not match practice plan</li> <li>○ No warm-down is provided</li> </ul> </li> <li>❑ Does not ensure equipment is ready</li> <li>❑ Does not provide breaks for recovery and hydration</li> <li>❑ Dresses inappropriately for active coaching</li> <li>❑ Provides inappropriate duration of practice activities, e.g., activities are so short that there is not enough time to learn or practice; activities are so long that participants become fatigued and demotivated; there is more waiting time than engagement time for participants</li> </ul>	<ul style="list-style-type: none"> <li>❑ Presents a practice plan for the practice that is being implemented</li> <li>❑ Ensures delivery of practice matches practice plan's goal(s)</li> <li>❑ Modifies practice activities to deal with context-specific circumstances or logistics (e.g., weather, timing, resources)</li> <li>❑ Arrives at site <u>early</u> to prepare</li> <li>❑ Ensures main practice segments are evident and include: introduction, warm-up, main part, warm-down, and conclusion</li> <li>❑ Ensures equipment is available and ready to use</li> <li>❑ Ensures positive, fun and safe learning (e.g. incorporates fun component into practice – sprint starts, head to head, cone agility)</li> <li>❑ Adapts to 'real world' situations and need</li> <li>❑ Demonstrates appropriate use of space and equipment</li> <li>❑ Provides breaks for appropriate recovery and hydration</li> <li>❑ Greets athletes as they arrive at practice</li> <li>❑ Dresses appropriately for active coaching and intermittent activity</li> <li>❑ Ensures activities contribute to the development of skills and/or athletic abilities, i.e., the specific drills, exercises, methods and training load match the training objective pursued</li> <li>❑ Maximizes practice time: ensures participants have appropriate transition, duration, and waiting times:               <ul style="list-style-type: none"> <li>○ Practice demonstrates a clear timeline for activities so that activity time is maximized</li> <li>○ Participants are engaged in activity at least 80% of the practice time</li> <li>○ Participants move effectively from one activity to another</li> </ul> </li> </ul>	<p><b>Meets "Standard for Core Certification" and:</b></p> <ul style="list-style-type: none"> <li>❑ Sequences activities to enhance learning or specific training effects – sequencing refers to the timing of practice activities within the practice. For example, the sequence of the activity provides a progression that builds towards execution under realistic competitive situations</li> <li>❑ Makes adjustments to practice based on an analysis of athlete performance</li> <li>❑ Implements a variety of options for adapting the practice to ensure adequate learning</li> </ul>

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### Criterion: Make effective interventions

Does not yet meet expectations	Meets expectations	Exceeds expectations
<ul style="list-style-type: none"> <li>❑ Does not identify key learning points in explanation</li> <li>❑ Demonstrates with participants NOT in a position to see and hear</li> <li>❑ Makes limited intervention to clarify key learning objectives</li> <li>❑ Provides feedback and instruction that only identifies what to improve, and not how to improve</li> <li>❑ Provides feedback that tends to emphasize motivational prompts rather than specific corrections (e.g., frequent use of reinforcement or “hustle” comments)</li> <li>❑ Does not use respectful language. Respectful language is non-discriminatory and void of profanity and insults</li> </ul>	<ul style="list-style-type: none"> <li>❑ Creates opportunities to interact with all athletes</li> <li>❑ Positions demonstrations so that athletes can see and hear</li> <li>❑ Provides 1–3 key learning points in explanation or demonstration</li> <li>❑ Clarifies key learning objectives and/or performance factors (feedback/instruction) with participants prior to engaging in the activity</li> <li>❑ Ensures key learning points match CCC’s Athlete Development Model</li> <li>❑ Constructively reinforces athletes’ efforts and correct performance</li> <li>❑ Provides feedback and instruction that clearly identifies what and how to improve</li> <li>❑ Provides feedback that is positive, specific, and directed towards both the group and individuals</li> <li>❑ Identifies appropriate expectations for athlete behaviour and reinforces these expectations when appropriate</li> <li>❑ Promotes a positive image of the sport and model the image to athletes and other stakeholders</li> <li>❑ Uses respectful language towards athletes when providing verbal interventions. Respectful language is non-discriminatory and void of profanity and insults</li> <li>❑ Maintains a positive outlook and acknowledge athletes’ needs and thoughts</li> <li>❑ Ensures explanations are clear and concise and provides opportunities for athletes to ask questions</li> <li>❑ Uses self or others to model desired performance</li> </ul>	<p><b>Meet “Standard for Core Certification” and:</b></p> <ul style="list-style-type: none"> <li>❑ Analyzes when to inhibit feedback to promote critical thinking</li> <li>❑ Identifies interventions that are evaluative, prescriptive, and descriptive</li> <li>❑ Identifies corrections that focus athletes’ attention towards external cues or on the anticipated effects of the movement rather than focusing on more internal aspects of the movement</li> <li>❑ Integrates and teaches basic decision making               <ul style="list-style-type: none"> <li>○ Emphasizes independent thinking and problem solving</li> <li>○ Uses quality questions that promote critical thinking</li> <li>○ Implements interventions that identify when to make appropriate decisions to enhance participants’ performance of a skill or tactic</li> </ul> </li> <li>❑ Integrates mental preparation strategies into practice (mass starts, group skiing, sprint tactics)</li> <li>❑ Takes into consideration individual learning styles (auditory, visual, kinesthetic) and provides appropriate interventions to optimize learning. Appropriate interventions for learning style may include the following:               <ul style="list-style-type: none"> <li>○ Auditory learning – verbal feedback</li> <li>○ Visual learning – demonstration or modelling</li> <li>○ Kinesthetic learning – doing or feeling</li> </ul> </li> <li>❑ Encourages calculated risks to enhance performance in accordance with the NCCP Code of Ethics (e.g. progressive downhill techniques to increase speed, or pushing out of comfort zone in speed or effort)</li> </ul>