

CCI Advanced (T2T) Outcome: Analyzing ski technique of T2T athletes

Criterion: Detect ski technique performance working with T2T athletes

Does not yet meet expectations	Meets expectations	Exceeds expectations
<ul style="list-style-type: none"> ❑ Scans practice environment infrequently and pay little attention to skill execution ❑ Identifies effort and motivational factors that contribute to lack of performance rather than key technical or tactical factors ❑ Does not use sport's approved skill development and progression checklist 	<ul style="list-style-type: none"> ❑ Observes skills from adequate vantage point(s) as appropriate to cross country skiing ❑ Identifies or selects factors that have a direct impact on performance ❑ Explains how an error relates to overall skill performance ❑ Uses CCC-approved skill development and progression checklist to scan basic movement phases ❑ Identifies any error for correction is consistent with the CCC-approved skill development and progression checklist ❑ Identifies potential causes of skill error (cognitive, affective, motor) ❑ Facilitates athletes to increase awareness of skill errors by asking appropriate questions ❑ Communicates how and why the critical error contributes to the performance ❑ Uses a variety of observational strategies (e.g., positioning, video, other coaches, etc.) to identify the most critical aspects of performance 	<p>Meets "Standard Core Certification " and:</p> <ul style="list-style-type: none"> ❑ Provides specific evidence (e.g., notational analysis, biomechanical analysis, etc.) to reinforce analysis of performance ❑ Analyzes a variety of factors that could contribute to increased performance (e.g., athletic abilities, environmental factors, recovery and regenerative strategies, mental strategies, etc.) ❑ Helps athletes to detect key performance factors and to understand how and why errors affect overall performance

CCI Advanced (T2T) Outcome: Analyzing ski technique of T2T athletes

Criterion: Correct performance working with T2T athletes

Does not yet meet expectations	Meets expectations	Exceeds expectations
<ul style="list-style-type: none"> ❑ Provides corrections that identify vague external factors rather than specific factors that contribute to improved performance: “Concentrate more” “Work harder” ❑ Corrects the athletes by indicating what they did rather than identifying specific strategies for how to improve the performance: “You dropped the ball; next time, catch it.” “You’re dropping you right arm; don’t drop your arm.” “We need to get the ball to the open player; be sure to pass it to the open player.” 	<ul style="list-style-type: none"> ❑ Identifies specific correction based on observation of movement phases and in accordance with the skill development and progression checklist ❑ Ensures skill or performance corrections are prescriptive (i.e., they emphasize how to improve, not just what to improve) ❑ Explains how the correction relates to improved performance ❑ Explains why the correction contributes to improved performance ❑ Facilitates athletes to increase awareness of corrections by asking appropriate questions ❑ Prescribes an appropriate activity or drill that assists athlete to make correction in performance ❑ Ensures adequate motor engagement in the task or activity for each athlete ❑ Asks participant’s consent for physical contact when assisting in correcting a skill error ❑ Identifies if level of difficulty in the task is relevant to athletes’ capabilities ❑ Identifies corrections that focus athlete’s attention towards internal cues as well as external cues. <i>*Internal cues refer to the anticipated feeling of the proper biomechanical execution of specific technical phases. External cues refer to observable consequences of the proper biomechanical execution of specific technical phases.</i> ❑ Helps athletes 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>Meets “Standard for Core Certification” and:</p> <ul style="list-style-type: none"> ❑ Involves athletes in a critical thinking process. This often involves asking open ended questions: “What did you do?” “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 receive the ball?” “How can you generate greater force upon release?” ❑ Identifies why the correction will have a beneficial effect on the performance and consistently identify how to improve performance