



National  
Coaching  
Certification  
Program

# Softball Canada Regional Coach Observation Kit

Context: Competition Introduction

**Instructions:** Coach must complete **Section A** prior to the practice evaluation and provide the evaluator with a sample of their practice plan. Evaluator completes **Section B** during practice observation. Coach and evaluator complete **Section C** and both must sign the form. Completed practice observation forms must be submitted to the Provincial/Territorial Softball Association by the evaluator, who will then mail the appropriate copies to Softball Canada.



National Coaching Certification Program

Programme national de certification des entraîneurs

**SECTION A: Coach Information (To be completed by the coach)**

<b>Name</b>			CC number:											
	Surname		First											
<b>Address</b>	Apt.		Street											
	City		Province		Postal Code									
	( )		( )		( )									
<b>Phone</b>	Home		Business		Fax									
<b>Email</b>														

Age category of athletes for which this practice is planned:		Classification of athletes for which this practice is planned:	
Time of the season for which this practice is planned:			

<b>OBJECTIVES</b>	<b>RATIONALE</b>
Indicate the 3 main objectives of the practice	Indicate the rationale for choosing these objectives
1.	1.
2.	2.
3.	3.

<b>PRACTICE EXPECTATIONS:</b> Indicate practice expectation by placing an (X) in the appropriate box.													
<b>Technical Expectations</b>							<b>Physical Expectations</b>						
Low		Medium		High			Low		Medium		High		
<b>Why?</b>							<b>Why?</b>						
<b>Tactical Expectations</b>							<b>Mental Expectations</b>						
Low		Medium		High			Low		Medium		High		
<b>Why?</b>							<b>Why?</b>						

**Note:** Attach a copy of your practice plan to this form

**Section B: Data Collection**

<b>Coach Name</b>			<b>CC number:</b>										
	Surname			First									
<b>Date:</b>			<b>Location:</b>										

**PRACTICE TIME ANALYSIS (Each box represents one minute of practice time):**

<b>O = organization/set up</b>										<b>E = explanation/instruction</b>										<b>P = practice time</b>										<b>B = break</b>									
O= ____ min, ____% (target <10%)										E= ____ min, ____% (target 15 - 30%)										P= ____ min, ____% (target 60% or >)																			

**Provide Support to Athletes in Training**

Mark	Evidence of Achievement	Comments	Scoring		
<b>Safety</b>	<ul style="list-style-type: none"> <li>Surveys the practice environment / ensures that there are minimal safety risks.</li> </ul>		0	1	2
	<ul style="list-style-type: none"> <li>Able to make adjustments to practice/drills if there are safety issues.</li> </ul>		Not There. No evidence is observed.	Evidence is observed, however there is limited attention and/or quality in the presentation of the practice, or not entirely complete.	Evidence is observed consistently throughout the practice. Exceptional quality and attention to detail throughout the whole practice.
	<ul style="list-style-type: none"> <li>Has an applicable emergency action plan (EAP) with all of the critical elements.</li> </ul>				
	<ul style="list-style-type: none"> <li>Reinforces and teaches competitive rules that enable a safe practice where appropriate.</li> </ul>				
<b>TOTAL POINTS</b>					
<b>Structure &amp; Organization</b>	<ul style="list-style-type: none"> <li>Coach is appropriately dressed.</li> </ul>				
	<ul style="list-style-type: none"> <li>Equipment is available and ready to use.</li> </ul>				
	<ul style="list-style-type: none"> <li>Clear practice segments (appropriate warm-up, main segments and cool down).</li> </ul>				
	<ul style="list-style-type: none"> <li>Has a practice plan.</li> </ul>				
	<ul style="list-style-type: none"> <li>Delivery of practice matches practice plan's goal(s).</li> </ul>				
	<ul style="list-style-type: none"> <li>Specific objectives identified for each practice activity</li> </ul>				
	<ul style="list-style-type: none"> <li>Breaks are provided for appropriate recovery and hydration.</li> </ul>				
	<ul style="list-style-type: none"> <li>Clear timeline for activities and drills / activity time is maximized.</li> </ul>				
	<ul style="list-style-type: none"> <li>Optimal use of space and equipment.</li> </ul>				
	<ul style="list-style-type: none"> <li>Activities contribute to the development of skills and / or tactics.</li> </ul>				
	<ul style="list-style-type: none"> <li>Modifies practice activities to address context specific circumstances or logistics, and to create a specific training effect (physical or motor)</li> </ul>				
	<ul style="list-style-type: none"> <li>Adjustments are made depending on the reaction and performance of the athlete in the activity</li> </ul>				
<ul style="list-style-type: none"> <li>The adjustments that are made enable the objectives of the practice to be achieved.</li> </ul>					
<ul style="list-style-type: none"> <li>Activities are adequately sequenced to enhance learning or specific training effects.</li> </ul>					
<ul style="list-style-type: none"> <li>Practice activities adapted to increase challenge or to ensure optimal learning opportunities.</li> </ul>					
<b>TOTAL POINTS</b>					
<b>Coach Intervention</b>	<ul style="list-style-type: none"> <li>Coach uses explanation and identifies 1-3 key learning points.</li> </ul>				
	<ul style="list-style-type: none"> <li>Coach uses demonstrations, and participants are in an optimal position to see and hear.</li> </ul>				
	<ul style="list-style-type: none"> <li>Feedback is positive, specific and is communicated to both individuals and the group.</li> </ul>				
	<ul style="list-style-type: none"> <li>Coach makes interventions so that participants have adequate time to practice skill or tactic.</li> </ul>				
	<ul style="list-style-type: none"> <li>Coach maintains a positive outlook and acknowledges athletes' needs and thoughts.</li> </ul>				
	<ul style="list-style-type: none"> <li>Coach uses respectful language when providing verbal interventions</li> </ul>				
	<ul style="list-style-type: none"> <li>Coach provides feedback and instruction that clearly identifies <b>what</b> to improve and <b>how</b> to improve.</li> </ul>				
	<ul style="list-style-type: none"> <li>Coach selectively uses feedback during the drill to constructively reinforce athletes' effort and performance.</li> </ul>				
	<ul style="list-style-type: none"> <li>Coach clarifies key learning objectives and / or performance factors (feedback / instruction) with athletes prior to engaging in the activity.</li> </ul>				
	<ul style="list-style-type: none"> <li>Coach promotes a positive image of the SPORT and models the image to athletes and other stakeholders.</li> </ul>				
	<ul style="list-style-type: none"> <li>Coach identifies appropriate expectations for athlete behaviour and reinforces these expectations when appropriate</li> </ul>				
	<ul style="list-style-type: none"> <li>Coach identifies <b>why</b> the correction will have a beneficial effect on the performance consistently identifies <b>how</b> to improve performance.</li> </ul>				
<ul style="list-style-type: none"> <li>Coach facilitates athlete to increase awareness of basic corrections by asking closed questions.</li> </ul>					
<b>TOTAL POINTS</b>					

Rank (NI, ME, EE)	Standard	NI = Needs Improvement	ME = Meets Expectations	EE = Exceeds Expectations
	<b>Ensures that the practice environment is safe</b>	< 3	4	> 5
	<b>Implements an appropriately structured and organized practice</b>	< 8	9 – 15	> 16
	<b>Makes interventions that promote learning</b>	< 8	9 – 15	> 16

**Evaluator**

Signed		Date	
Evaluator		Evaluator	
Surname		First	



**SECTION C: Coach Debrief**

<b>Date</b>											
<b>Name</b>				CC number:	C	C					
	Surname			First							
<b>Pre - Observation</b>	<b>Preparation Checklist</b>					<b>Meeting</b>					
	<input type="checkbox"/> Necessary practice parameters are identified to the coach. <input type="checkbox"/> Practice Plan are made available and evaluated prior to practice <input type="checkbox"/> EAP made available and evaluated prior to practice <input type="checkbox"/> Evidence required in the practice (evaluation tools) made available to the coach <input type="checkbox"/> Pre-observation feedback given to coach to identify possible issues and or concerns <input type="checkbox"/> Date and time of observation confirmed <input type="checkbox"/>					<input type="checkbox"/> Discuss process for observation including evidence sought <input type="checkbox"/> Clarify and questions or concerns <input type="checkbox"/> Goals and objectives are identified and discussed with the coach <input type="checkbox"/> Identify the context and logistics – Location in Season, Athlete Development Stage, Etc... <input type="checkbox"/>					
	<b>Steps in Process</b>										
<b>Debrief (Reflections and Comments)</b>	<b>1. Opening: Asking Key Questions:</b>										
	Examples: <ul style="list-style-type: none"> <li>• "What did you think went well and why?" "What might you have done better and how you would change it?"</li> <li>• "Did you consider other ways to do that?"</li> <li>•</li> </ul>										
	<b>2. Facilitation: Leading the coach in guided discover to probe areas for further evidence.</b>										
Examples: <ul style="list-style-type: none"> <li>• If &lt;&lt;safety situation&gt;&gt; occurred explain what you could have done?</li> <li>• I noticed that you did _____, why did you do that, or, what might you have done differently?</li> </ul>											
<b>3. Closing: Summarizing key points and providing feedback</b>											
Examples: <ul style="list-style-type: none"> <li>• Overall I thought that you did _____ well. You may want to consider trying _____ in the future.</li> <li>• I observed that &lt;&lt;a specific scenario&gt;&gt; occurred and thought that you should be aware its impact during the practice.</li> </ul>											

Criteria Evaluated	Rank <small>(NI, ME, EE)</small>	Outcomes Evaluated
<i>Ensures that the practice environment is safe</i>		<ul style="list-style-type: none"> <li>• Provide Support to Athletes in Training</li> </ul>
<i>Implements an appropriately structured and organized practice</i>		
<i>Makes interventions that promote learning</i>		
<i>Identifies appropriate logistics for practice</i>		<ul style="list-style-type: none"> <li>• Plan a Practice</li> </ul>
<i>Design an Emergency Action Plan</i>		
<i>Identifies appropriate activities in each part of the practice</i>		
<i>Coach detects Performances</i>		<ul style="list-style-type: none"> <li>• Analyze Performance</li> </ul>
<i>Coach corrects Performance</i>		
<b>NEEDS IMPROVEMENT</b> Identify what the coach needs to do in order to complete the successful evaluation in a particular outcome. This may involve a re-submit, or a re-observation		
<b>MEETS EXPECTATION</b> Identify to the coach what needs to happen in order to maintain certification. This may include identifying appropriate professional development opportunities, mentorship, etc..		
<b>EXCEEDS EXPECTATIONS</b> In outcomes where the coach has performed exceptionally well, identify opportunities to graduate to a more expert level. This may involve further evaluation and or training. Further identify opportunities to continue to excel in coaching.		
<b>Evaluator</b>		
Signed		Date
<b>Coach</b>		
Signed		Date

<b>Coach Name</b>			<b>CC number:</b>	<b>C</b>	<b>C</b>				
	Surname	First							

**Plan a Practice**

	Mark	Evidence of Achievement	Comments	Scoring	
<b>Logistics &amp; Structure</b>		<ul style="list-style-type: none"> <li>Practice plan identifies a goal or a series of key elements that will be addressed in the practice</li> </ul>		0	1
		<ul style="list-style-type: none"> <li>Practice plan identifies basic information include, date, time, location, number of athletes, level of athletes.</li> </ul>		Not There. No evidence appears on plan	All There. Sufficient detail of evidence
		<ul style="list-style-type: none"> <li>Practice plan indicates basic logistical needs (i.e. facilities and equipment) to match the overall goal.</li> </ul>			
		<ul style="list-style-type: none"> <li>Practice plan has a clearly identified goal that is consistent with NCCP growth and development principles</li> </ul>			
		<ul style="list-style-type: none"> <li>Practice plan is organized into main segments that include an introduction, warm-up, main part, cool-down and a conclusion.</li> </ul>			
		<ul style="list-style-type: none"> <li>Duration of the practice and each practice segment are identified on a timeline.</li> </ul>			
		<ul style="list-style-type: none"> <li>Plan includes a list of key factors or teaching points that relate to the overall goal.</li> </ul>			
	<b>TOTAL POINTS</b>				
<b>Emergency Action Plan</b>		<ul style="list-style-type: none"> <li>The location of telephones (or possession of mobile phone) and emergency telephone numbers</li> </ul>			
		<ul style="list-style-type: none"> <li>Specific directions to reach the activity site, which may include a map or a list of key instructions</li> </ul>			
		<ul style="list-style-type: none"> <li>Location of medical profiles for each athlete under the coach's care</li> </ul>			
		<ul style="list-style-type: none"> <li>Location and checklist for a fully stocked first aid kit</li> </ul>			
		<ul style="list-style-type: none"> <li>Designated charge person and call person with roles and responsibilities.</li> </ul>			
	<b>TOTAL POINTS</b>				

	Mark	Evidence of Achievement	Comments	Scoring			
<b>Appropriate Activities</b>		<ul style="list-style-type: none"> <li>Practice activities are effectively described (i.e. diagrams, explanations, key points)</li> </ul>		0	1	2	3
		<ul style="list-style-type: none"> <li>Planned activities are allotted enough time to develop the skills and or tactics identified by the goal.</li> </ul>		No evidence present	Some evidence, limited detail and accuracy to meet overall criteria. A different coach would have difficulty implementing the practice	Good evidence, sufficient detail and accuracy to meet overall criteria. A different coach could implement the practice	Exceptional evidence with excellent detail and accuracy to meet overall criteria. Plan would assist a different coach in enhancing the practice.
		<ul style="list-style-type: none"> <li>Planned activities contribute to the development of skill (s) and are appropriate to the stage of skill development (Acquisition, Consolidation, Refinement)</li> </ul>					
		<ul style="list-style-type: none"> <li>The practice plan indicates key factors (coaching points) that will be identified in the practice activity.</li> </ul>					
		<ul style="list-style-type: none"> <li>Planned activities contribute to the development of athletic abilities, are appropriate for the sport, and are consistent with NCCP growth and development principles.</li> </ul>					
		<ul style="list-style-type: none"> <li>The duration of the practice and each practice segment are consistent with NCCP growth and development principles.</li> </ul>					
		<ul style="list-style-type: none"> <li>Planned activities reflect awareness of, and control for potential risk factors</li> </ul>					
		<ul style="list-style-type: none"> <li>Activities are purposeful and link to overall practice goal.</li> </ul>					
	<b>TOTAL POINTS</b>						

<b>Rank</b> (NI, ME, EE)	<b>Planning Element</b>	<b>NI = Needs Improvement</b>	<b>ME = Meets Expectations</b>	<b>EE = Exceeds Expectations</b>
	<b>Identifies appropriate logistics for practice</b>	< 6	7	
	<b>Design an Emergency Action Plan</b>	< 3	5	
	<b>Identifies appropriate activities in each part of the practice</b>	< 8	9-14 (No 0s)	> 15

<b>Evaluator</b>		
Signed		Date
<b>Evaluator</b>	Surname	First

White Copy = Coach Candidate

Yellow Copy = Evaluator

Pink Copy = Sport Organization / Federation