

Coaching
Association
of Canada



Association
canadienne
des entraîneurs



ROWING
CANADA
AVIRON

***RCA Coach
(Competition- Introduction)
Evaluation Guide
For Coaches
Draft
November 2008***

National
Coaching
Certification
Program



Programme
national de
certification des
entraîneurs

The National Coaching Certification Program is a collaborative program of the Government of Canada, provincial/territorial governments, national/provincial/territorial sport organizations, and the Coaching Association of Canada.

Partners in Coach Education



The programs of this organization are funded in part by Sport Canada.



© This document is copyrighted by the Coaching Association of Canada (2008) and its licensors, and Rowing Canada Aviron (2008). All rights reserved.

Printed in Canada.



Rubrics for RCA Coach Evaluation

Criteria	Evidence	No Evidence	Below Standard	Meets Standard	Exceeds Standard
Professionalism	Acts professionally and is prepared for activities	<input type="checkbox"/> No evidence of professionalism or preparation for activities	<input type="checkbox"/> Late and unprepared <input type="checkbox"/> Does not welcome rowers prior to the lesson <input type="checkbox"/> Does not act as an appropriate role model for the rowers <input type="checkbox"/> Clothing is inappropriate for the weather and active coaching <input type="checkbox"/> Coaching equipment (i.e. megaphone, watches,) are unavailable when required and delays practice	<input type="checkbox"/> Arrives early enough to set up for the practice <input type="checkbox"/> Welcomes rowers prior to the practice <input type="checkbox"/> Acts as an appropriate role model for the rowers <input type="checkbox"/> Clothing is appropriate for the weather and active coaching <input type="checkbox"/> Training aids are available and ready to use with minimal delay for setting up in the practice	<input type="checkbox"/> Lesson is reviewed and allows enough time and opportunity to address any possible unforeseen circumstances <input type="checkbox"/> Is prepared with additional clothing in case of unforecasted changes in the weather <input type="checkbox"/> Training aids are available and used without any delay or loss of flow in the lesson

Criteria	Evidence	No Evidence	Below Standard	Meets Standard	Exceeds Standard
	<p>Provides professional communication to rowers, parents, and volunteers</p>	<ul style="list-style-type: none"> <input type="checkbox"/> No evidence that the candidate provides professional communication to rowers, parents, and volunteers 	<ul style="list-style-type: none"> <input type="checkbox"/> Speaks ill of rowers, other coaches, and/or facility during practice <input type="checkbox"/> Uses profanities, insults, or discriminatory language <input type="checkbox"/> Speaks above/below the level of the group (i.e. uses sarcasm with rowers) <input type="checkbox"/> Critical rather than constructive (addresses what is wrong instead of what and how it can be improved) <input type="checkbox"/> Does not define &/or reinforce his/her expectations of appropriate behaviour <input type="checkbox"/> One or more rowers are ignored <input type="checkbox"/> Behaviour does not illustrate an understanding of expressed rowers' fears and anxieties <input type="checkbox"/> Rarely interacts or avoids interaction with club volunteers, parents, and rowers 	<ul style="list-style-type: none"> <input type="checkbox"/> Uses simple language and mannerisms <input type="checkbox"/> Communication is respectful, non-discriminatory, and void of profanities or insults. <input type="checkbox"/> Displays confidence in all activities <input type="checkbox"/> Usually defines & reinforces his/her expectations of appropriate behaviour <input type="checkbox"/> Consequences for inappropriate behaviour are usually identified and reinforced <input type="checkbox"/> Comments are positive and constructive <input type="checkbox"/> Addresses what is going well in addition to what needs to be improved <input type="checkbox"/> Facial expressions and body language are positive and open <input type="checkbox"/> Listens to rowers' ideas and concerns <input type="checkbox"/> Attempts to understand and overcome anxiety and fears of rowers <input type="checkbox"/> Interacts in a positive manner with club volunteers, parents, and rowers when required 	<ul style="list-style-type: none"> <input type="checkbox"/> Connects with the group and establishes a respectful rapport that facilitates learning and enjoyment of the activity <input type="checkbox"/> Reinforces efforts by encouraging problem solving and independent thinking <input type="checkbox"/> Consistently identifies and models appropriate expectations for participant behaviour as well as corrects inappropriate behaviours <input type="checkbox"/> Positive outlook facilitates a constructive learning environment <input type="checkbox"/> Rowers appear to enjoy themselves while learning <input type="checkbox"/> Gathers rowers' thoughts and concerns and uses them to improve his/her coaching performance <input type="checkbox"/> Goes out of the way to positively and frequently interact with club volunteers, parents, and rowers

Criteria	Evidence	No Evidence	Below Standard	Meets Standard	Exceeds Standard
		<input type="checkbox"/>	<input type="checkbox"/> Incorrect footwear is worn <input type="checkbox"/> Does not wear a PFD <input type="checkbox"/> No consideration of risks and shows no concern for the safety of either the students or him/herself <input type="checkbox"/> Safety concerns that are noticed are not dealt with	<input type="checkbox"/> Proper footwear is worn at all times <input type="checkbox"/> PFD is worn at all times on the water. <input type="checkbox"/> Consistently shows concern for everyone's safety <input type="checkbox"/> Notices safety concerns and takes appropriate action to eliminate or reduce them when they occur	<input type="checkbox"/> Anticipates potential safety concerns and rectifies them before they impact activities
	Adheres to the RCA Code of Conduct	<input type="checkbox"/> No evidence that the candidate adheres to the RCA Code of Conduct	<input type="checkbox"/> Rarely adheres to the RCA code of conduct.	<input type="checkbox"/> Adheres to the RCA code of conduct.	<input type="checkbox"/> Promotes the RCA code of conduct.
Provide a Safe Environment	Conducts thorough survey of docks, equipment & facilities	<input type="checkbox"/> No evidence that the candidate conducts a thorough survey of docks, equipment, and facilities	<input type="checkbox"/> Does not inspect docks, equipment, & facilities as evidenced by unsafe factors in the environment <input type="checkbox"/> Does not address potential hazards in the area <input type="checkbox"/> Has chosen an unsafe location for the lesson	<input type="checkbox"/> Corrects or identifies to those responsible, potential hazards with docks, equipment, and facilities <input type="checkbox"/> Potential hazards that cannot be immediately dealt with are pointed out to rowers to reduce risk (i.e. slippery ramp) <input type="checkbox"/> Checks that lifejackets fit properly and proper footwear is worn <input type="checkbox"/> Signs of equipment malfunctions are dealt with <input type="checkbox"/> Location chosen is safe	<input type="checkbox"/> Uses facility inspection as a teachable moment for the rowers
	Conducts on water and land activities in a safe manner	<input type="checkbox"/> No evidence that the candidate conducts on water and land activities in a safe manner	<input type="checkbox"/> Incorrect footwear is worn <input type="checkbox"/> Does not wear a PFD while in motor boat <input type="checkbox"/> No consideration of risks and shows no concern for the safety of either the students or him/herself <input type="checkbox"/> Safety concerns that are noticed are not dealt with	<input type="checkbox"/> Proper footwear is worn at all times <input type="checkbox"/> PFD is worn at all times on the water. <input type="checkbox"/> Consistently shows concern for everyone's safety <input type="checkbox"/> Notices safety concerns and takes appropriate action to eliminate or reduce them when they occur	<input type="checkbox"/> Anticipates potential safety concerns and rectifies them before they impact activities

Criteria	Evidence	No Evidence	Below Standard	Meets Standard	Exceeds Standard
	Considers risks of rowing incorporating weather conditions and rowers' skill	<ul style="list-style-type: none"> <input type="checkbox"/> No evidence that the candidate considers risks of rowing incorporating weather conditions and rowers' skill 	<ul style="list-style-type: none"> <input type="checkbox"/> Does not adjust activities to ensure safety of all participants after a dangerous situation has become evident <input type="checkbox"/> Does not address dangerous factors in the environment <input type="checkbox"/> Is unable to explain why weather conditions are or are not appropriate for the skill level of the rowers 	<ul style="list-style-type: none"> <input type="checkbox"/> Adjusts activities to ensure safety of all participants after a dangerous situation has become evident <input type="checkbox"/> Is able to explain why weather conditions are or are not appropriate for the skill level of the rowers when prompted <input type="checkbox"/> Avoids exposure to hot or cold environments <input type="checkbox"/> Avoids activities that feature repeated impacts or where there is risk of collision 	<ul style="list-style-type: none"> <input type="checkbox"/> Quickly adapts to a situation that emerges during lesson (i.e. wind squall) <input type="checkbox"/> Explains why weather conditions are or are not appropriate for the skill level of the rowers without prompting <input type="checkbox"/> Adapts to changes in weather to maximize the use of the conditions for teaching
	Maintains group control on land & water	<ul style="list-style-type: none"> <input type="checkbox"/> No evidence that the candidate maintains group control on land and water 	<ul style="list-style-type: none"> <input type="checkbox"/> Unsafe or disruptive behavior is left unchecked <input type="checkbox"/> Does not have safety rules in place or does not indicate them to the rowers. <input type="checkbox"/> Leaves rowers on their own or out of sight for a period of time <input type="checkbox"/> Rowers are on water prior to coach boat being started <input type="checkbox"/> Boats are spread out and not gathered in a reasonable time. (Potential danger to rowers) 	<ul style="list-style-type: none"> <input type="checkbox"/> Unsafe or disruptive behavior in the boathouse, weightroom or dock is corrected immediately (e.g. running, yelling, talking during the lesson or carrying equipment) <input type="checkbox"/> Has reviewed safety rules with the rowers at one time but may not consistently remind rowers <input type="checkbox"/> Is present with rowers most of the time on shore, <input type="checkbox"/> Rowers do not leave the dock without a coach on the water <input type="checkbox"/> Boats are occasionally away from the coach but are following flow pattern and meeting place based on coach's instructions. 	<ul style="list-style-type: none"> <input type="checkbox"/> Clearly outlines expected safe behaviors at the beginning of the practice <input type="checkbox"/> All safety rules are followed and enforced <input type="checkbox"/> Rowers monitored at all times by the coach and do not leave the dock prior to a coach's boat being started. <input type="checkbox"/> Boats are kept close to the coach <input type="checkbox"/> Any boats that spread from the group are quickly gathered either by the coach or by a predetermined signal

Criteria	Evidence	No Evidence	Below Standard	Meets Standard	Exceeds Standard
	<p>Presents an up-to-date & complete Emergency Action Plan (EAP)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> No evidence that the candidate presents and up-to-date and complete Emergency Action Plan (EAP) 	<ul style="list-style-type: none"> <input type="checkbox"/> EAP is not on the site or is missing 2 or more critical elements <input type="checkbox"/> Forms with necessary medical information for each rower under coach's care are inaccessible <input type="checkbox"/> Location of phones is not indicated <input type="checkbox"/> Listing of emergency numbers is incomplete or absent. <input type="checkbox"/> Location of first-aid kits (land & water) is not identified <input type="checkbox"/> Advance call and control persons are not identified <input type="checkbox"/> Roles and contact info not included <input type="checkbox"/> Directions are not included <input type="checkbox"/> Directions are incomplete <input type="checkbox"/> List of emergency signals is incomplete 	<ul style="list-style-type: none"> <input type="checkbox"/> EAP is produced with little effort and includes at least five of the critical elements <input type="checkbox"/> Forms with necessary medical information are accessible with a little work <input type="checkbox"/> Location of phones is clearly indicated <input type="checkbox"/> Listing of emergency numbers/channels is complete and visible <input type="checkbox"/> Location of medical profiles for each rower in the coach's care is identified <input type="checkbox"/> Location of first-aid kits (land & water) is identified <input type="checkbox"/> Advance call and control persons are identified <input type="checkbox"/> Roles and contact info are included <input type="checkbox"/> Directions to the rowing club are clear and correct <input type="checkbox"/> List of emergency signals is complete <input type="checkbox"/> Is able to use the EAP quickly and effectively 	<ul style="list-style-type: none"> <input type="checkbox"/> Emergency action plan (EAP) is easily available and includes all of the critical elements <input type="checkbox"/> Registration forms with valuable medical information are easily accessible <input type="checkbox"/> Location of first-aid kits (land & water) is identified & coach presents a checklist of required content <input type="checkbox"/> Alternate advance call and control persons are identified <input type="checkbox"/> Directions include a map to the boathouse

Criteria	Evidence	No Evidence	Below Standard	Meets Standard	Exceeds Standard
	Operates coach boat in a safe and courteous manner	<input type="checkbox"/> No evidence that the candidate operates the coach boat in a safe and courteous manner	<input type="checkbox"/> Is unable to start motor boat. <input type="checkbox"/> Does not look when backing up, ignores other boats around the dock when launching and docking <input type="checkbox"/> Wakes crews when driving by <input type="checkbox"/> Missing necessary safety equipment in coach boat. <input type="checkbox"/> Does not use the kill switch cord when coaching, even after reminding	<input type="checkbox"/> Professional speed control (i.e. only moves around on the water and goes full throttle if there is an appropriate reason to do so) <input type="checkbox"/> Carries all the DOT required & club recommended safety gear <input type="checkbox"/> Always attaches the kill cord <input type="checkbox"/> Minimizes wake to crews by adjusting course and speed	<input type="checkbox"/> Carries additional safety equipment beyond DOT & club requirements (i.e. extra windbreaker, first aid kit, etc)
Coach a structured dryland session	Coaches a structured dryland session	<input type="checkbox"/> No evidence that the candidate coaches a structured dryland session	<input type="checkbox"/> Most of the session activities & exercises are unrelated and off-topic. <input type="checkbox"/> Coach is not positioned in a way to be able to monitor and communicate effectively <input type="checkbox"/> Most of the lesson activities & exercises do not contribute to the development of the selected rowing skills/athletic abilities <input type="checkbox"/> Activities are too structured and require a relatively large amount of attention	<input type="checkbox"/> Most of the session activities & exercises contribute to the development of the selected rowing skill/athletic ability. <input type="checkbox"/> Instructions are simple and easy for rowers to follow. <input type="checkbox"/> Exercises prescribed relate to overall program objectives ie. Movement screen, physical abilities or technique <input type="checkbox"/> Coach moves around the area to monitor and communicate effectively	<input type="checkbox"/> All of the session activities contribute to the development of the selected rowing skills/athletic abilities <input type="checkbox"/> Activities are progressively sequenced to promote learning, safety, and success

Criteria	Evidence	No Evidence	Below Standard	Meets Standard	Exceeds Standard
	Main lesson segments are evident & their duration appropriate	<ul style="list-style-type: none"> <input type="checkbox"/> No evidence that main lesson segments are evident and their duration is appropriate No evidence that the candidate 	<ul style="list-style-type: none"> <input type="checkbox"/> Session segments are not clearly identified <input type="checkbox"/> Missing 1 or more of the main lesson segments <input type="checkbox"/> Session segments are inappropriate or rushed (i.e. cool down and debriefing are too short because other segments took too long) <input type="checkbox"/> Spends too much time on off-topic conversation <input type="checkbox"/> Uses lengthy explanations and activities are too long <input type="checkbox"/> 	<ul style="list-style-type: none"> <input type="checkbox"/> Main lesson segments are identified (introduction, explanation, warm-up, main part, cool down and debriefing) <input type="checkbox"/> Key factors / teaching points are identified in each of the session segments <input type="checkbox"/> Duration of each segment is appropriate as per the plan <input type="checkbox"/> Segments are covered in a comfortable length of time <input type="checkbox"/> Duration of activities are relatively short and exercises change frequently 	<ul style="list-style-type: none"> <input type="checkbox"/> All main lesson segments are identifiable such that observers can easily distinguish the transition from one to the other. <input type="checkbox"/> Flow between segments is smooth without loss of momentum during transitions. <input type="checkbox"/> Optimal use of the available time in each segment
	Lesson content matches goal of lesson plan	<ul style="list-style-type: none"> <input type="checkbox"/> No evidence that the lesson content matches the goals of the lesson plan 	<ul style="list-style-type: none"> <input type="checkbox"/> Content does not lead to, or distracts from, the achievement of the I goals 	<ul style="list-style-type: none"> <input type="checkbox"/> Content is simple and contributes to the achievement/development of the I goals <input type="checkbox"/> Content progressively works toward goals 	<ul style="list-style-type: none"> <input type="checkbox"/> Content directly leads to the achievement of the lesson goals <input type="checkbox"/> Activities are progressively sequenced to promote learning, safety, and success
	Manages time effectively	<ul style="list-style-type: none"> <input type="checkbox"/> No evidence that the candidate manages time effectively 	<ul style="list-style-type: none"> <input type="checkbox"/> Lesson runs significantly longer or shorter than scheduled <input type="checkbox"/> Does not adjust plan when it is apparent time constraint will be an issue <input type="checkbox"/> Rowers are rushed through the activities or become bored and get off-topic 	<ul style="list-style-type: none"> <input type="checkbox"/> Session runs close to on time <input type="checkbox"/> Enough time is allotted to each activity to achieve goals 	<ul style="list-style-type: none"> <input type="checkbox"/> Lesson timed at an even pace without time pressure <input type="checkbox"/> Adjusts time lengths of each segment if rowers are asking good questions or if more time needs to be spent on a key point. <input type="checkbox"/> Activity time is maximized without time pressure

Criteria	Evidence	No Evidence	Below Standard	Meets Standard	Exceeds Standard
	Positions him/herself to communicate effectively during session	<input type="checkbox"/> No evidence that the candidate positions him/herself to communicate effectively during the session	<input type="checkbox"/> Does not position themselves so that they can be clearly seen & heard by all athletes (e.g. talks to the whiteboard or flip-chart instead of facing the group) <input type="checkbox"/> The rowers have difficulty hearing/ understanding	<input type="checkbox"/> Usually positioned so that they can be clearly seen & heard by all rowers <input type="checkbox"/> Rowers can comfortably communicate with the coach	<input type="checkbox"/> Consistently positions themselves so that they can be clearly seen & heard by all rowers <input type="checkbox"/> Positioning is effective for providing feedback, instruction, and facilitating 2-way communication
	Follows the RCA models during session : RCA model technique, RCA categories of intensity, RCA strength training list	<input type="checkbox"/> No evidence that the candidate follows the RCA models during the session: RCA model technique, RCA categories of intensity, RCA strength training list	<input type="checkbox"/> Does not follow the progression model during skill development or does not have a progression plan <input type="checkbox"/> Session activities are not sequenced properly to permit feedback and learning	<input type="checkbox"/> Generally follows the progression model during skill development <input type="checkbox"/> Session activities are sequenced properly for ease of learning	<input type="checkbox"/> Consistently follows the progression model during skill development <input type="checkbox"/> Session activities are sequenced properly for optimal learning
Interventions & Teaching Methods	Uses appropriate teaching methods & training aids	<input type="checkbox"/> No evidence that the candidate uses appropriate teaching methods and training aids	<input type="checkbox"/> Poorly planned or un-planned lessons <input type="checkbox"/> Not properly structured and lack a variety of teaching methods and training aids when appropriate <input type="checkbox"/> Does not use demonstrations to model desired performance when needed <input type="checkbox"/> Emphasizes the result or performance	<input type="checkbox"/> Plans various lessons that are properly structured <input type="checkbox"/> Demonstrations are highly specific, simple, and aimed at the achievement of a well-defined objective <input type="checkbox"/> Occasionally uses demonstrations to model desired performance <input type="checkbox"/> Techniques introduced in ways that stimulate the child's imagination	<input type="checkbox"/> Uses various teaching methods and training aids when appropriate <input type="checkbox"/> Teaching methods are always appropriate for the age and ability of each individual, facilitating a maximum rate of learning for everyone <input type="checkbox"/> Demonstrations conducted at a rate that allows for all participants to process the key teaching steps

Criteria	Evidence	No Evidence	Below Standard	Meets Standard	Exceeds Standard
	Uses 1-3 key points that are explained & checked for clarification	<input type="checkbox"/> No evidence that the candidate uses 1-3 key points that are explained and checked for clarification	<input type="checkbox"/> Doesn't use key teaching points <input type="checkbox"/> Provides an overload of key points (more than 5) <input type="checkbox"/> Key points are incorrect <input type="checkbox"/> Key points are confusing and there is no check for clarification among rowers	<input type="checkbox"/> Uses 1-3 key teaching points to explain HOW the goal will be accomplished <input type="checkbox"/> Key points are consistent with RCA standards for Categories of Intensity, Strength training or RCA Technique (technically correct) <input type="checkbox"/> Checks that rowers understand key points with questions	<input type="checkbox"/> Explanations or demonstrations have 1-3 key points that are simple and to the point <input type="checkbox"/> Uses analogies and examples from rowers' experiences to reinforce key learning points <input type="checkbox"/> Explains WHY key points are important
	Provides appropriate/effective explanations/feedback	<input type="checkbox"/> No evidence that the candidate provides appropriate/effective explanations/feedback	<input type="checkbox"/> Explanations/feedback are not specific <input type="checkbox"/> Explanations/comments are directed to the group only, and lack individual feedback <input type="checkbox"/> Feedback only identifies what to improve and not how to improve <input type="checkbox"/> More motivation than correction – rowers are told "good job" instead of "good job" and how to improve <input type="checkbox"/> Feedback is critical rather than constructive (addresses only what is wrong instead how it can be improved) <input type="checkbox"/> Makes comparisons with other rowers	<input type="checkbox"/> Explanations/feedback are generally clear and concise <input type="checkbox"/> Explanations/comments are directed to the group and also provide individual feedback. <input type="checkbox"/> Feedback focuses on one point only <input type="checkbox"/> Feedback provides enough information for rowers to try & improve performance <input type="checkbox"/> Feedback is generally constructive and reinforces participants efforts and correct performance <input type="checkbox"/> Praised and complimented generously and regularly for their efforts <input type="checkbox"/> Feedback emphasizes development of confidence, self-esteem, putting winning and losing into perspective, and giving 100% effort	<input type="checkbox"/> Feedback is always clear and concise <input type="checkbox"/> Interventions enable rowers to take a greater ownership over learning objectives <input type="checkbox"/> Reinforces efforts by encouraging problem solving and independent thinking

Criteria	Evidence	No Evidence	Below Standard	Meets Standard	Exceeds Standard
	Minimizes the barriers to communication	<input type="checkbox"/> No evidence that the candidate minimizes the barriers to communication	<input type="checkbox"/> Does not recognize/deal with distractions (i.e. other groups, boat traffic, etc.) <input type="checkbox"/> Does not speak clearly or loud enough for rowers to hear	<input type="checkbox"/> Recognizes distractions when they occur & attempts to minimize their effect on the lesson/practice <input type="checkbox"/> Speaks clearly and loud enough for rowers to hear	<input type="checkbox"/> Anticipates potential distractions & takes action before they can affect the session
Plan a Practice for On-water Practice	Lesson plans are well-organized, complete, and submitted	<input type="checkbox"/> No evidence that the candidate's lesson plans are well-organized, complete, and submitted	<input type="checkbox"/> Onwater practice plan is not submitted <input type="checkbox"/> Plan(s) are disorganized &/or hard to follow <input type="checkbox"/> Plan(s) are incomplete or missing basic logistical information	<input type="checkbox"/> Onwater practice plan is submitted <input type="checkbox"/> Plan is neat and easy to follow <input type="checkbox"/> Plan identifies basic logistical information (date, time, location, number of athletes, age, sex & level of athletes, equipment, etc.)	<input type="checkbox"/> Plan is detailed enough for another coach to clearly implement the practice
	Practice objectives clearly identified & consistent with RCA framework & LTAD	<input type="checkbox"/> No evidence that the candidate's practice objectives are clearly identified and consistent with RCA framework and LTAD	<input type="checkbox"/> Objectives are vague and/or not clearly identified <input type="checkbox"/> Objectives are inconsistent with the RCA framework	<input type="checkbox"/> Objectives are clearly identified & consistent with RCA framework & the LTAD Model <input type="checkbox"/> Coach clearly states WHAT is going to be done in the lesson	<input type="checkbox"/> Specific objectives are identified for each activity at an individual level <input type="checkbox"/> Coach states WHY the objectives are important.

Criteria	Evidence	No Evidence	Below Standard	Meets Standard	Exceeds Standard
	Selected drills, and teaching methods, enhance learning for targeted athletes	<input type="checkbox"/> No evidence that the candidate has selected drills and teaching methods that enhance learning for targeted athletes	<input type="checkbox"/> Most of the drills/activities are unrelated and off-topic <input type="checkbox"/> Drills/activities are too complex to be carried out or too easy for rowers <input type="checkbox"/> Teaching method is inappropriate for the age/skill level of rowers	<input type="checkbox"/> Most of the drills/activities are appropriate to the development of the identified rowing skills. <input type="checkbox"/> Consideration to the proper sequencing of drills/activities for skill progression (as per the RCA Coach curriculum) is evident <input type="checkbox"/> Drill/activity is usually appropriate and challenging, for the age and skill level of most rowers in the group <input type="checkbox"/> Teaching methods are appropriate for most rowers in the group	<input type="checkbox"/> All of the drills/activities contribute to the development of the selected skills or athletic abilities <input type="checkbox"/> Activities and teaching methods are always appropriate for the age and ability of each individual, facilitating a maximum rate of learning for everyone
	Main segments of practice are identified & their durations appropriate	<input type="checkbox"/> No evidence that the candidate's main segments of practice are identified and their durations are appropriate	<input type="checkbox"/> Plan has a base structure, but does not clearly identify main segments or timeline of practice <input type="checkbox"/> Total practice/lesson time allotted is insufficient <input type="checkbox"/> Segments or activities in the plan are given an inappropriate amount of time	<input type="checkbox"/> Plan is organized into main segments that include introduction, explanation, warm-up, main part, cool down and debriefing) <input type="checkbox"/> Duration of the practice and each segment are identified on a timeline <input type="checkbox"/> Enough time is allotted to each activity to achieve goals and activity time is maximized <input type="checkbox"/> Appropriate breaks are provided as required <input type="checkbox"/> Activities within the main part are sequenced to enhance learning	<input type="checkbox"/> Detail is such that another coach could easily implement all segments as per the intended timelines. <input type="checkbox"/> Timeline provides evidence of optimal use of the available time

Criteria	Evidence	No Evidence	Below Standard	Meets Standard	Exceeds Standard
	Drills/activities match practice goals & are explained clearly	<input type="checkbox"/> No evidence that the candidate's drills/activities match practice goals and are explained clearly	<input type="checkbox"/> Drills and activities do not lead to, or distract from, the achievement of the practice/lesson goals <input type="checkbox"/> There is no description of the different activities <input type="checkbox"/> Description does not reflect safety	<input type="checkbox"/> Drills/activities contribute to the achievement of the practice/lesson goals <input type="checkbox"/> Coach clearly states what is going to be done in the practice	<input type="checkbox"/> Drills/activities directly lead to the achievement of the practice/lesson goals <input type="checkbox"/> Detail is such that another coach could implement this practice/lesson and achieve the desired learning or training effect
	Drills and key points are reinforced	<input type="checkbox"/> No evidence that the candidate's drills and key points are reinforced	<input type="checkbox"/> No evidence of key factors/teaching points <input type="checkbox"/> Key points are incorrect <input type="checkbox"/> Provides an overload of key points (more than 5) <input type="checkbox"/> Explanation of key points is confusing and coach does not clarify	<input type="checkbox"/> Uses 1-3 key teaching points to explain <i>HOW</i> the goal will be accomplished <input type="checkbox"/> Key points are consistent with RCA standards (technically correct)	<input type="checkbox"/> Specific key factors and teaching points are identified for each activity
	Drills/activities reflect awareness & control of potential risk factors	<input type="checkbox"/> No evidence that the candidate's drills/activities reflect awareness and control of potential risk factors	<input type="checkbox"/> Potential risk factors are not identified in the plan or taken into consideration when selecting drills/activities	<input type="checkbox"/> Potential risk factors are identified in the plan and taken into consideration when selecting drills/activities	<input type="checkbox"/> There is a plan to use potential risk factors as a teachable moment for the rowers
	Has a constructive back-up plan for inclement weather/equipment malfunction	<input type="checkbox"/> No evidence that the candidate has a constructive back-up plan for inclement weather/equipment malfunction	<input type="checkbox"/> Has a poor (or no) alternate/back up plan	<input type="checkbox"/> Has an alternate/back up plan that is not related to the topic of the practice/lesson	<input type="checkbox"/> Has an effective alternate/back up plan that will lead toward at least one of the objectives

Criteria	Evidence	No Evidence	Below Standard	Meets Standard	Exceeds Standard
Coach a structured on-water session	Follows the progression model during skill development	<input type="checkbox"/> No evidence that the candidate follows the progression model during skill development	<input type="checkbox"/> Does not follow the progression model during skill development or does not have a progression plan <input type="checkbox"/> Increases in difficulty of drill are too large for rower success	<input type="checkbox"/> Follows the progression model during skill development <input type="checkbox"/> Difficulty of skills is comfortably increased at an even pace throughout the drill allowing rowers to be challenged, but still successful at achieving a goal	<input type="checkbox"/> Completely follows the progression model during skill development and progresses on an individual basis
	Manages time effectively including recovery and/or hydration	<input type="checkbox"/> No evidence that the candidate manages time effectively including recovery and/or hydration	<input type="checkbox"/> Does not start practice on time or does not maximize practice time <input type="checkbox"/> Spends too much time off-topic or managing the rowers instead of teaching them <input type="checkbox"/> Does not adjust the plan to make better use of conditions if weather is inappropriate for practicing a certain drill, (i.e. if rowers are too light or too heavy for wind conditions), <input type="checkbox"/> Rowers are sitting and listening for more than 25% of the practice <input type="checkbox"/> Rowers are rushed through the activities or become bored and get off-topic <input type="checkbox"/> Does not give rowers adequate time for breaks and hydration or gives too much time	<input type="checkbox"/> Starts practice on time and usually maximizes practice time <input type="checkbox"/> Rowers are engaged in activity more than 75% of the time <input type="checkbox"/> If weather is inappropriate for practicing a certain drill, plan is adjusted to make better use of conditions <input type="checkbox"/> Usually gives rowers adequate time for each activity to achieve goals <input type="checkbox"/> Monitors the rowers ensuring adequate breaks for recovery and hydration are provided as required	<input type="checkbox"/> Starts practice on time and maximizes practice time <input type="checkbox"/> Coach engages rowers by increasing or downsizing challenges <input type="checkbox"/> Rowers actively participate for more than 90% of the lesson <input type="checkbox"/> Consistently gives rowers adequate time for each activity <input type="checkbox"/> Rowers are not pressured for time such that it inhibits learning <input type="checkbox"/> Provided breaks do not interrupt flow of practice and/or breaks are incorporated with teachable moments

Criteria	Evidence	No Evidence	Below Standard	Meets Standard	Exceeds Standard
	Communicates effectively during training & manages crew/s effectively on the water	<ul style="list-style-type: none"> <input type="checkbox"/> No evidence that the candidate communicates effectively during training and manages crew/s effectively on the water 	<ul style="list-style-type: none"> <input type="checkbox"/> Not positioned so that all rowers can see or understand (i.e. too far away, downwind, etc.) <input type="checkbox"/> Positioning is unsafe <input type="checkbox"/> Rowers don't understand what they are doing on the water <input type="checkbox"/> Does not use megaphone <input type="checkbox"/> Talks over the motor 	<ul style="list-style-type: none"> <input type="checkbox"/> Positioning is safe and comfortable for the rowers <input type="checkbox"/> Positioning is effective for providing feedback, instruction, and facilitating 2-way communication <input type="checkbox"/> Control position is effectively executed <input type="checkbox"/> Ensures rowers understand what they are doing on the water at all times <input type="checkbox"/> Uses megaphone or stops motor when speaking to rowers. 	<ul style="list-style-type: none"> <input type="checkbox"/> Positioning is well planned and coach moves from crew to crew in an efficient manner with minimal driving time <input type="checkbox"/> Control position is carried out efficiently with minimal waiting time for everyone <input type="checkbox"/> Checks for understanding when providing feedback
	Drills/activities contribute to the development of rowing skills/athletic abilities	<ul style="list-style-type: none"> <input type="checkbox"/> No evidence that the candidate's drills/activities contribute to the development of rowing skills/athletic abilities 	<ul style="list-style-type: none"> <input type="checkbox"/> Most of the drills/activities are unrelated and off-topic <input type="checkbox"/> Most of the drills/activities do not effectively contribute to the development of the selected rowing skills/athletic abilities <input type="checkbox"/> Some of the rowers struggle to perform because they are not skilled or old enough 	<ul style="list-style-type: none"> <input type="checkbox"/> Most of the drills/activities are appropriate to the development of the selected rowing skills/athletic abilities <input type="checkbox"/> Some consideration to the proper sequencing of drills/activities for skill progression (as per the RCA Coach curriculum) is evident 	<ul style="list-style-type: none"> <input type="checkbox"/> All of the drills/activities contribute to the development of the selected skills/athletic abilities <input type="checkbox"/> Drills/activities are progressively sequenced to promote learning, safety, and success <input type="checkbox"/> Rowers will subconsciously practice other valuable skills at the same time (i.e. keeping head out of the boat)

Criteria	Evidence	No Evidence	Below Standard	Meets Standard	Exceeds Standard
	Main practice segments are evident & their duration appropriate	<input type="checkbox"/> No evidence that the candidate's main practice segments are evident and their duration appropriate	<input type="checkbox"/> Practice segments are not clearly identified <input type="checkbox"/> Missing at least 3 out of the 6 main lesson segments (introduction, explanation, warm-up, main part, cool down and debriefing) <input type="checkbox"/> Practice segments are inappropriate or rushed (i.e. cool down and debriefing are too short because other segments took too long)	<input type="checkbox"/> Main lesson segments are identified and include at least 4 of the 6 main lesson segments (introduction, explanation, warm-up, main part, cool down and debriefing) <input type="checkbox"/> Key factors / teaching points are identified in each of the practice segments <input type="checkbox"/> Duration of each segment is appropriate as per the lesson plan <input type="checkbox"/> Lesson segments are covered in a comfortable length of time <input type="checkbox"/> Duration of activities are relatively short and exercises change frequently	<input type="checkbox"/> All main practice segments are identifiable such that observers can distinguish the transition from one to the other <input type="checkbox"/> Flow between lesson segments is smooth without loss of momentum during transitions <input type="checkbox"/> Specific key factors and teaching points are identified in each segment
	Conducts session in order to match goal(s) of practice plan	<input type="checkbox"/> No evidence that the candidate conducts session in order to match goal/s of practice plan	<input type="checkbox"/> Delivers practice that does not match the goals of the practice plan	<input type="checkbox"/> Delivers practice that works towards the goals of the practice plan <input type="checkbox"/> Planning for activity progression is evident	<input type="checkbox"/> Delivers practice that matches all of the goals of the practice plan <input type="checkbox"/> Adjusts the exercises to best meet the practice goal based on rowers' reactions <input type="checkbox"/> If change is required, coach is able to explain why changes are made to the lesson plan
	Adjusts rigging based on equipment, size and strength of rowers (Volker)	<input type="checkbox"/> No evidence that the candidate adjusts rigging based on equipment, size and strength of rowers	<input type="checkbox"/> Little evidence that the candidate adjusts rigging based on equipment, size and strength of rowers	<input type="checkbox"/> Evidence that the candidate adjusts rigging based on equipment, size and strength of rowers	<input type="checkbox"/> Ample evidence that the candidate adjusts rigging based on equipment, size and strength of rowers

Criteria	Evidence	No Evidence	Below Standard	Meets Standard	Exceeds Standard
Detect Skill Errors	Uses a skill development/progression checklist to scan basic movement phases	<input type="checkbox"/> No evidence that the candidate uses a skill development progression checklist to scan basic movement phases	<input type="checkbox"/> Does not use a skill development/progression checklist <input type="checkbox"/> Demonstrated minimal understanding of RCA Model technical and is unable to explain errors at they relate to the model.	<input type="checkbox"/> Usually uses a skill development/progression checklist <input type="checkbox"/> Demonstrates good understanding of and explains RCA Model technique	<input type="checkbox"/> Is able to scan and pin-point detailed movement phases that are not listed on the skill development/progression checklist <input type="checkbox"/> Demonstrates exceptional understanding of and explains RCA model technique clearly
	Identifies key errors from an appropriate vantage point	<input type="checkbox"/> No evidence that the candidate identifies key errors from an appropriate vantage point	<input type="checkbox"/> Does not move around practice environment to observe technique from different vantage points. <input type="checkbox"/> Observation of skill is impossible or difficult from vantage point <input type="checkbox"/> Vantage point compromises safety <input type="checkbox"/> Errors are not detected or identified <input type="checkbox"/> Errors identified are not root problems or are not consistent with level of rower	<input type="checkbox"/> Moves around training area to observe most of the skills <input type="checkbox"/> Observation of skills & rowers is possible from selected vantage points <input type="checkbox"/> Errors identified are consistent with RCA guidelines <input type="checkbox"/> Identifies the errors that will have an impact on performance of the skill as per the practice goals	<input type="checkbox"/> Moves around training area to observe all skills and rowers from the most optimal vantage points <input type="checkbox"/> Identifies errors with the most direct impact on performance of the skills as per the lesson goals <input type="checkbox"/> Consistently identifies & sequences errors
	Identifies potential causes of errors & explains how they affect performance	<input type="checkbox"/> No evidence that the candidate identifies potential causes of errors and/or explains how they affect performance	<input type="checkbox"/> Cannot identify the causes of errors <input type="checkbox"/> Cannot explain how the errors affects performance when prompted	<input type="checkbox"/> Identifies causes of each error <input type="checkbox"/> Is able to explain in basic terms, how the error affects performance when prompted	<input type="checkbox"/> Identifies all causes of errors <input type="checkbox"/> Explains in detail how the error affects performance without prompting

Criteria	Evidence	No Evidence	Below Standard	Meets Standard	Exceeds Standard
Correct Skill Errors	Proposes appropriate correction based on a skill development/ progression checklist	<input type="checkbox"/> No evidence that the candidate proposes appropriate correction based on a skill development/progression checklist	<input type="checkbox"/> Unable to problem solve to figure out corrective actions <input type="checkbox"/> Errors are ignored and no corrections are proposed <input type="checkbox"/> Correction identified does not impact the error being addressed <input type="checkbox"/> Proposes more than one correction at a time	<input type="checkbox"/> Able to reflect on and respond to some potential causes of skills error and communicates appropriate corrections to the rower <input type="checkbox"/> Correction will have a direct impact on the performance of the skill as per the lesson goals <input type="checkbox"/> Proposes no more than one correction at a time	<input type="checkbox"/> Able to reflect on all potential causes of skill errors as relevant to rower's ability <input type="checkbox"/> Correction will have the most direct impact on the performance of the skill as per the lesson goals
	Emphasizes not just what to improve, but how & why performance will improve	<input type="checkbox"/> No evidence that the candidate emphasizes not just what to improve, but how and why performance will improve	<input type="checkbox"/> Is unable to explain why/how the corrections can improve performance <input type="checkbox"/> Skills corrections are vague and too general <input type="checkbox"/> Skill corrections focus on WHAT to improve rather than identifying specific strategies for HOW to improve the skill performance	<input type="checkbox"/> Is able to explain why/how the corrections can improve performance <input type="checkbox"/> Correction clearly emphasizes both WHAT to improve and HOW to improve	<input type="checkbox"/> Consistently explains WHY the correction will have a beneficial effect on performance while identifying HOW to improve <input type="checkbox"/> Uses specific external cues (i.e. "watch the blade at the release and make sure there is no wash when you feather") <input type="checkbox"/> Able to rephrase corrections to achieve the desired result
	Uses 2-way communication when helping the rower correct errors	<input type="checkbox"/> No evidence that the candidate uses 2-way communication when helping the rower correct errors	<input type="checkbox"/> Does all the talking when making corrections <input type="checkbox"/> Does not ask questions	<input type="checkbox"/> Asks at least one question to each rower regarding their reaction/understanding of an activity/skill (i.e. solicits information from the rowers as well as gives it)	<input type="checkbox"/> Consistently uses questioning to help rower reflect on performance <input type="checkbox"/> Helps rower detect errors and understand how performance is impacted by asking open ended questions and through means of 'guided discovery'
	Suggests a simple activity/ drill that assists the rower to make the correction	<input type="checkbox"/> No evidence that the candidate suggests a simple activity/drill that assists the rower to make the correction	<input type="checkbox"/> Does not break the skill down further to the root error and come up with an activity/drill that will practice the correction	<input type="checkbox"/> Changes the drill to better target the root error and help make the correction <input type="checkbox"/> Change is simple and easy to understand and follow	<input type="checkbox"/> Breaks the skill down to the root error and comes up with an activity/drill that corrects it. Then progresses forward to correctly perform the entire skill

Criteria	Evidence	No Evidence	Below Standard	Meets Standard	Exceeds Standard
	Uses simple demonstrations to model correct performance	<ul style="list-style-type: none"> <input type="checkbox"/> No evidence that the candidate uses simple demonstrations to model correct performance 	<ul style="list-style-type: none"> <input type="checkbox"/> Does not use demos when they would assist the sailor to better understand the correct performance of a skill <input type="checkbox"/> Does not ask for consent if physical contact is involved 	<ul style="list-style-type: none"> <input type="checkbox"/> Occasionally recognizes when a demo is required <input type="checkbox"/> Is able to adequately demo the correct performance or has someone else perform the skill correctly <input type="checkbox"/> Usually asks for consent if physical contact is required <input type="checkbox"/> Demonstration is simple and focuses on one point 	<ul style="list-style-type: none"> <input type="checkbox"/> Consistently recognizes when a demo is required <input type="checkbox"/> Effectively demos the skill or selects someone else who can effectively model the correct performance <input type="checkbox"/> Consistently asks for consent if physical contact is required
Assesses and monitors changes in physical fitness	Administers the RCA Movement Screen Test and explains the results.	<ul style="list-style-type: none"> <input type="checkbox"/> No evidence that the candidate administers the RCA Movement Screen Test and explains the results 	<ul style="list-style-type: none"> <input type="checkbox"/> Does not clearly provide instructions for each test <input type="checkbox"/> Does not identify errors as outlined in the protocol <input type="checkbox"/> Scoring is more than 7 points different than that of LF <input type="checkbox"/> Cannot identify correct level or provide exercises 	<ul style="list-style-type: none"> <input type="checkbox"/> Occasionally makes observation notes <input type="checkbox"/> Provides instruction on each test but no demo <input type="checkbox"/> Has scoring total within 7 points of LF <input type="checkbox"/> Correctly identifies level 	<ul style="list-style-type: none"> <input type="checkbox"/> Consistently provides instruction and demos as outlined in the protocol <input type="checkbox"/> Consistently identifies movement errors <input type="checkbox"/> Has scoring that is identical to that of the LF <input type="checkbox"/> Keeps observation notes on each test <input type="checkbox"/> Correctly identifies level and can prescribe corrective exercises when required

Criteria	Evidence	No Evidence	Below Standard	Meets Standard	Exceeds Standard
	Monitors dryland training including strength training and erg sessions	<input type="checkbox"/> No evidence that the candidate monitors dryland training including strength training and ergometer sessions	<p>Rarely Solicits feedback before or after session</p> <p>Rarely adjusts workouts based on athlete input</p> <p>Does not provide correction or feedback during dryland session</p> <p>Is occupied with other tasks during supervision of dryland session</p>	<input type="checkbox"/> Occasionally Solicits feedback prior to session <input type="checkbox"/> Occasionally adjusts workout based on feedback <input type="checkbox"/> Suggests but does not require a log book <input type="checkbox"/> Is present and attentive during dryland sessions but only occasionally provides correction	<input type="checkbox"/> Consistently solicits feedback at beginning and end of session <input type="checkbox"/> Requires athletes to keep a training log <input type="checkbox"/> Requires athletes to use a recovery questionnaire <input type="checkbox"/> Is attentive and provides correction during dry land exercises <input type="checkbox"/> Adjusts workout based on feedback from athletes <input type="checkbox"/> Occasionally reviews log and recovery forms
	Detects weakness in rowing fitness	<input type="checkbox"/> No evidence that the candidate detects weakness in rowing fitness	<p>Occasionally uses ergometer or other fitness tests</p> <p>Rarely uses fitness test results to modify programs</p> <p>Des not have testing periods planned into the ATP</p>	<input type="checkbox"/> Occasionally uses a full battery of test that assess all parameters significant to rowing fitness <input type="checkbox"/> Occasionally modifies programs based on test results <input type="checkbox"/> Keeps hard copies of all test results <input type="checkbox"/> Looks at test results individually rather than doing a comparative analysis	<input type="checkbox"/> Uses a full battery of tests that assess all parameters significant to rowing fitness <input type="checkbox"/> Has testing built into ATP <input type="checkbox"/> Maintains a database of past test results <input type="checkbox"/> Compares test results to past results to identify improvement <input type="checkbox"/> Analyzes test against each other to identify specific areas of weakness <input type="checkbox"/> Uses the test to individualize training programs

Criteria	Evidence	No Evidence	Below Standard	Meets Standard	Exceeds Standard
Assess boat choice and rigging measurements	Identifies rigging and boat type appropriate for athlete (Volker)	<ul style="list-style-type: none"> No evidence that the candidate identifies rigging and boat type appropriate for athlete 	<ul style="list-style-type: none"> 	<input type="checkbox"/>	<input type="checkbox"/>
Prepares rowers for competition by explaining the RCA rules of racing	Athletes know the main rules of racing relating to starts and protest	<ul style="list-style-type: none"> No evidence that the candidate's athletes know the main rules of racing relating to starts and protest 	<ul style="list-style-type: none"> Rowers are unable to explain how to protest a race result Rowers are unable to describe the rules related to the start 	<input type="checkbox"/> Rower(s) have reasonable understanding and have explained how to protest at the end of a race based on RCA Rules of Racing <input type="checkbox"/> Rowers have accurately identified the important rules related to the start (being at in the gates 2 minutes prior to start etc)	<input type="checkbox"/> Rower(s) have thoroughly described and explained how to file a protest after a race . <input type="checkbox"/> Rower(s) have demonstrated a clear understanding the starting rules and the penalty for breaking the rules.

Coach Info		Surname:	First Name:	NCCP #:
Evaluation Info		Evaluation Location:	Evaluation Date: (dd/mm/yy)	RCA #:
Mark		Evidence of Achievement		Comments
0 = No Evidence		1 = Below Standard	2 = Meets Standard	3 = Exceeds Standard
Provide Support to Athletes in Training	Safety	Acts professionally and is prepared for all activities		
		Provides professional communication to rowers, parents, and volunteers		
		Conducts on water and land activities in a safe manner		
		Adheres to the RCA coaches code of conduct		
	Dryland Session	Conducts thorough survey of docks, equipment & facilities		
		Considers risks of rowing considering weather conditions and rowers' skill		
		Maintains control on land & on water		
		Presents an up-to-date & complete Emergency Action Plan (EAP)		
	Teaching Methods	Operates coach boat in a safe manner		
		Dryland session contribute to the development rowing skills/athletic abilities		
		Main session segments are evident & their duration appropriate		
		Session content matches goal of practice plan		
Plan a Practice for Water (Assignment)	Manages time effectively			
	Positions him/herself to communicate effectively during lesson			
	Follows the progression model during skill development			
	Uses appropriate teaching methods & training aids			
	Uses 1 – 3 key points that are explained & checked for clarification			
	Provides appropriate/effective explanations/feedback			
	Uses various communication methods & provides opportunities for questions			
	Minimizes the barriers to communication			
Provide Support to Athletes in Training	Coaching On the Water	Practice plans are well organized, completed, and submitted		
		Practice objectives fit within RCA framework and LTAD		
		Selected drills and teaching methods enhance learning for targeted athletes		
		Main segments of practice/lesson are identified & their durations appropriate		
		Drills/activities match practice/lesson goals & are explained clearly		
		Drills indicate key points that will be identified		
		Drills/activities reflect awareness & control of potential risk factors		
Analyze Performance	Detect Errors	Has a constructive back-up plan for inclement weather/loss of wind		
		Follows the progression model during skill development		
		Manages group and time effectively including recovery and/or hydration		
	Correct Errors	Communicates effectively during practice		
		Activities contribute to the development of skills/athletic abilities		
		Main lesson segments are evident & their duration appropriate		
Mmt Screen	Conducts session in order to match goal(s) of practice plan			
	Coaches RCA Model Technique appropriate for LTAD stage of rowers			
	Uses a skill progression checklist to scan basic movement phases (if identifies key errors from an appropriate vantage point)			
	Identifies potential causes of errors			
		Proposes appropriate correction based on skill development checklist		
		Emphasizes not just what to improve, but how/why performance will improve		
		Uses 2-way communication when helping the rower correct errors		
		Suggests a simple activity/drill that assists rower to make correction		
		Uses simple demonstrations to model correct performance		
		Administers movement screen and explains results accurately		
		Prescribes a strength & movement program appropriate for athletes		
		Monitors dryland training including strength training and erg sessions		
		Uses RCA battery of tests to evaluate athletes rowing fitness.		
			Pre-requisites met (circle): Portfolio PCOC	Assignment score

Retraining Recommen ded	Below Standard	Meets Standard (Certified)	Exceed Standard	Plan a Practice	Support Athletes in Training	Analyze Performance
Recommendation:				Evaluator Name		NCCP#
				Evaluator Signature		Date