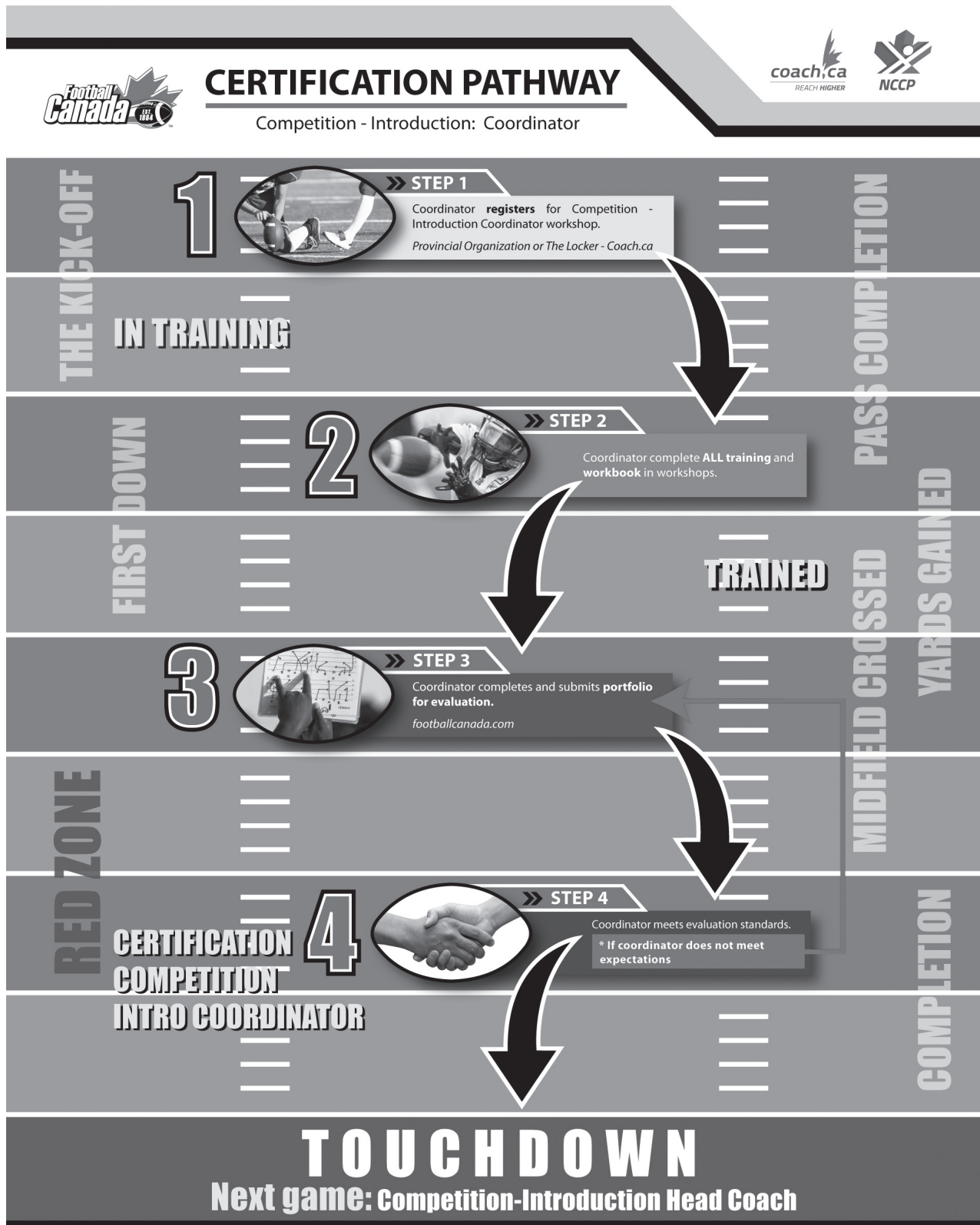


CLOSING

Steps to Certification at the Coordinator Level



Pre-requisites

A coach is **required** to have attained either trained status or certified status at the Position Coach level. It is also recommended that coach should complete training in two positions, as well as having at least 3 years of coaching experience.

Trained Status

Coach has completed all training requirements at the current level and the previous level.

Certified Status

Coach has successfully completed the evaluation requirements at a given level. As well to be certified at the next level a coach must be certified at the previous level.

Portfolio Evaluation Process**Introduction**

For many years the use of portfolios as evidence of skills and abilities had been limited to the fields of fine arts and architecture. This trend has changed dramatically with universities using portfolios at both the under graduate and graduate levels. As well portfolios have gained greater acceptance in the fields of health care and education. This trend is also true for sports in Canada, as more and more National Sport Organizations are using portfolios to assess the competency of their coaches.

This increased utilization of portfolios is based up the capacity of the portfolio to:

- assess actual performance
- assess outcomes (ie: problem-solving, communications) that are difficult to assess using traditional methods.

Portfolios provide an assessment framework that has the potential to assess learners at four different levels of learning. The four levels of learning are:

- “**Knows**” – factual recall of knowledge
- “**Knows how**” – application of knowledge
- “**Shows how**” – through simulated experience
- “**Does**” – assessment of performance in real life

A portfolio has proven to be an effective process for assessing coaches for two reasons. First, the portfolio provides breadth in assessing the performance of a coach. The breadth is provided by the capacity of the portfolio to evaluate difficult to assess outcomes in real life performance. Second, the evidences collected in a portfolio provide depth is assessment – ranging from “knowing” to “doing”.

Portfolio

Simply defined a portfolio is a collection of evidences of the achievement of a set of prescribed learning outcomes. A portfolio is a compendium of evidences that include:

- **Tasks** – that provides evidence of what the learner knows and their ability to apply this knowledge in simulated experience
- **Survey** – observation of actual performance by key stakeholders
- **Artifacts** – that provides evidence of the learners’ performance in real life
- **Videos** – that provides evidence of the learners’ performance in real life

Each of these evidences are effective in assessing the competency of a coach.

Process for Submitting Portfolio for Evaluation

Coaches will submit their portfolios electronically to the PSO. The portfolio will be evaluated by a trained evaluator.

Instructions for Completing the Football Portfolio

Introduction

The portfolio will be composed of four types of evidence:

- **Tasks** – where coaches will be able to display their knowledge and their application of the knowledge in simulated situations
- **Survey** – observation of actual performance by key stakeholders
- **Artifacts** – examples of how the coach applied information from this training to their coaching context
- **Videos** – that illustrate the coaches ability to achieve specific learning outcomes

Specific instructions for each specific type of evidence is provided below.

Tasks:

1. You are holding a meeting for the parents of the players on your team. One of the topics on the agenda is to get the parents to assist you in improving the eating habits of the players. Write a summary of the key points you will cover related to these three topics:
 - Eating a balanced diet
 - Use of supplements and energy drinks
 - Pre-game meals
 - Foods not to eat on game day
 - Hydration
 - Post-game meals
2. Staying focused and controlling emotions during competition is a challenge for many football players. Outline how you could use:
 - Self-talk
 - Visualization
 - Thought stop
 - Controlled breathing
 to help players stay focused and keep their emotions in check.
3. Write a brief job description summarizing the duties you performed last season as a coordinator.

Survey:

1. Position Coach Mentorship: Coordinators help mentor their position coaches in their development as coaches over the season. Two position coaches you mentored last season complete a mentorship survey.

Instructions: Please check off the answer that best describes your relationship with the coordinator.

Statements	Responses			
	<i>Never</i>	<i>Rarely</i>	<i>Regularly</i>	<i>Often</i>
a. Coordinator ensured I understood my role of the coaching staff				
b. Coordinator explained team philosophy, priorities, & objectives				
c. Coordinator ensured I understand the team schemes & strategies				
d. Coordinator observed performance during practices and games				
e. Coordinator met with me prior to observing me				
f. Coordinator met with me after observing me				
g. Coordinator allowed you to speak freely & ask questions				
h. Coordinator assisted in identifying areas that required improvement				
i. Coordinator allowed you to develop strategies for improvement				
j. Coordinator intervened appropriately & effectively when required				
k. Coordinator willing listened to your input & feedback				
l. Coordinator provided appropriate latitude in coaching my unit				
m. Coordinator intervened effectively when there was conflict between position coaches				
n. Coordinator takes time to answer my questions				
o. Coordinator provided feedback that was positive & supportive				

Instructions: Describe a time when the coordinator performed the following role:

The coordinator worked to develop a nurturing relationship with me
The coordinator afforded me a significant role in directing the process of improvement
The coordinator took personal interest in me as a person
The coordinator provided a process of open discussion and mentoring

2. During Competition: Head coach observes coordinator performance during competitions over the competitive season. Head coach records these observations on the “Competition Observation” Evaluation that is part of Portfolio Evaluation Tool.

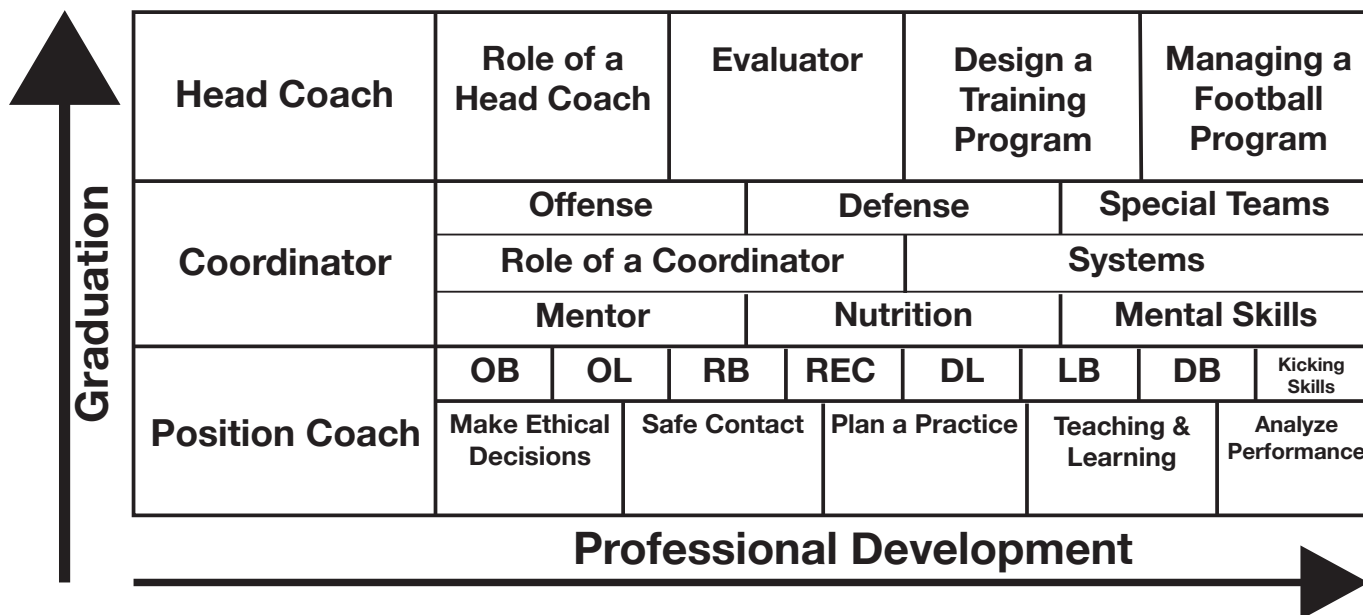
Artifacts:

1. A significant mental skill in the sport of football is attention control. Outline three drills you used during practice to enhance the attention skills of your players.
2. Football is a game of emotions. Outline the pre-competition strategy you employed this season to ensure your athletes were at their optimum level of focus prior to the game. It is important to explain how your strategy addressed individual differences.
3. As a coordinator one of your key functions is the development of a playbook. Attach the playbook you lasted year.
4. Being a coordinator is a complex task, with many duties. In the game of football one of the most important duties is planning for the installation of schemes and systems. Attach two weeks of practice plans that focus on the installation of schemes and systems prior to the start of the season. Also attach one week of practice plans that focus on the preparation for a specific opponent.

Video:

1. A key role of a coordinator is the design, instruction, and installation of a scheme or system. Create a video (minimum 15 minutes in length) with an audio track that show you instructing and installing a scheme. You should be working with position coaches and players in the video. The video should be focusing on you and how you go about instructing and installing a scheme. The video should show you providing explanation, instruction, feedback, and correction.

Football Canada Competition Introduction Coaching Program



Professional Development:

At the Position Coach level a coach after completing the 5 multi-sport modules and 1 position specific module, may choose to attend the remaining 7 position specific modules. At the Coordinator level a

coach may choose to complete all three coordinator training – offense, defense, and special teams. At the Head Coach level it is recommended that a coach attend Competition Development multi-sport modules offered in each province.

Gradation:

It is recommended that a coach complete the 5 mutli-sport modules and at least 2 position specific modules (both either offense or defense) prior to progressing to the Coordinator level. It is also recommended that a coach should have at least three years of experience coaching football prior to attending Coordinator training. At the Head Coach level it is recommended that a coach completes 2 Coordinator trainings and has at least 5 years of coaching experience.

Certification:

To be certified at each level (Position Coach, Coordinator, or Head Coach) a coach must complete an evaluation. At the Position Coach it is an observation, at the Coordinator level it is a portfolio, and at the Head Coach level it is making a 45-60 minute presentation related to Managing a football team. A coach must be certified at the previous level to achieve certified status at the next level.