

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
<input type="checkbox"/> Does not survey practice environment prior to practice <input type="checkbox"/> Obviously dangerous factors in the practice environment are not addressed <input type="checkbox"/> Does not present an emergency action plan <input type="checkbox"/> Emergency action plan is incomplete with only some (<4) of the following critical elements <ul style="list-style-type: none"> • Location of telephones are identified (cell and land lines) • Emergency telephone numbers are listed • Location of medical profiles for each 	<input type="checkbox"/> Selects the appropriate practice site, e.g., uses a safety checklist <input type="checkbox"/> 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"> • Identifies sport-specific elements that may lead to, or contribute to a dangerous situation (e.g. icy trail conditions) • Takes appropriate precautions and educates athletes with respect to extreme weather conditions • Ensures athletes wear appropriate clothing for weather conditions, training site <input type="checkbox"/> Presents an emergency action plan specific to the facility being used with most of the following	Meets “Standard for Core Certification” and: <input type="checkbox"/> Critically reflects on safety guidelines, e.g., debriefing session with parents/athletes to educate them on risks <input type="checkbox"/> Ensures coaches Is a certified first aid provider

<p>participant under the coach’s care is identified</p> <ul style="list-style-type: none"> • Location of fully-stocked first aid kit identified • Advance “call person” and “charge person” are designated • Directions to reach the activity site are provided 	<p>critical elements</p> <ul style="list-style-type: none"> • Location of telephones are identified (cell and land lines) • Emergency telephone numbers are listed • Location of medical profiles for each participant under the coach’s care is identified • Location of fully-stocked first aid kit is identified • Advance “call person” and “charge person” are designated • Directions to reach the activity site are provided • Reinforces and teaches appropriate trail etiquette guidelines to enable a safe practice environment 	
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Criterion: Implement an appropriately structured and organized practice		
Does not yet meet expectations	Meets expectations	Exceeds expectations
<input type="checkbox"/> Does not provide a clear structure to the practice as demonstrated	<input type="checkbox"/> Presents a practice plan for the practice that is being implemented	<input type="checkbox"/> Meets “Standard for Core Certification” and:

<p>by the following elements:</p> <ul style="list-style-type: none"> <input type="checkbox"/> No practice plan is provided <input type="checkbox"/> Practice goal is not clearly identified <input type="checkbox"/> 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. <input type="checkbox"/> Delivery of practice does not match practice plan <input type="checkbox"/> No warm-down is provided <input type="checkbox"/> Does not ensure equipment is ready <input type="checkbox"/> Does not provide breaks for recovery and hydration <input type="checkbox"/> Dresses inappropriately for active coaching 	<ul style="list-style-type: none"> <input type="checkbox"/> Ensures delivery of practice matches practice plan's goal(s) <input type="checkbox"/> Modifies practice activities to deal with context-specific circumstances or logistics (e.g., weather, timing, resources) <input type="checkbox"/> Arrives at site <u>early</u> to prepare <input type="checkbox"/> Ensures main practice segments are evident and include: introduction, warm-up, main part, warm-down, and conclusion <input type="checkbox"/> Ensures equipment is available and ready to use <input type="checkbox"/> Ensures positive, fun and safe learning (e.g. incorporates fun component into practice – sprint starts, head to head, cone agility) <input type="checkbox"/> Adapts to 'real world' situations and need <input type="checkbox"/> Demonstrates appropriate use of space and equipment <input type="checkbox"/> Provides breaks for appropriate recovery and hydration 	<ul style="list-style-type: none"> <input type="checkbox"/> 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 <input type="checkbox"/> Makes adjustments to practice based on an analysis of athlete performance <input type="checkbox"/> Implements a variety of options for adapting the practice to ensure adequate learning
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<input type="checkbox"/> 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	<input type="checkbox"/> Greets athletes as they arrive at practice <input type="checkbox"/> Dresses appropriately for active coaching and intermittent activity <input type="checkbox"/> 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 <input type="checkbox"/> Maximizes practice time: ensures participants have appropriate transition, duration, and waiting times: <input type="checkbox"/> Practice demonstrates a clear timeline for activities so that activity time is maximized <input type="checkbox"/> Participants are engaged in activity at least 80% of the practice time <input type="checkbox"/> Participants move effectively from one activity to another	
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CCI-L2T Outcome: Delivering an on-snow practice session with L2T athletes

Criterion: Make effective interventions

Does not yet meet expectations	Meets expectations	Exceeds expectations
<p><input type="checkbox"/> Does not identify key learning points in explanation</p> <p><input type="checkbox"/> Demonstrates with participants NOT in a position to see and hear</p> <p><input type="checkbox"/> Makes limited intervention to clarify key learning objectives</p> <p><input type="checkbox"/> Provides feedback and instruction that only identifies what to improve, and not how to improve</p> <p><input type="checkbox"/> Provides feedback that tends to emphasize motivational prompts rather than specific corrections (e.g., frequent use of reinforcement or “hustle” comments)</p> <p><input type="checkbox"/> Does not use respectful language. Respectful language is non-discriminatory and void of profanity and</p>	<p><input type="checkbox"/> Creates opportunities to interact with all athletes</p> <p><input type="checkbox"/> Positions demonstrations so that athletes can see and hear</p> <p><input type="checkbox"/> Provides 1–3 key learning points in explanation or demonstration</p> <p><input type="checkbox"/> Clarifies key learning objectives and/or performance factors (feedback/instruction) with participants prior to engaging in the activity</p> <p><input type="checkbox"/> Ensures key learning points match Nordiq Canada’s Athlete Development Model</p> <p><input type="checkbox"/> Constructively reinforces athletes’ efforts and correct performance</p> <p><input type="checkbox"/> Provides feedback and instruction that clearly identifies what and how to improve</p> <p><input type="checkbox"/> Provides feedback that is positive, specific, and directed towards both the group and individuals</p>	<p><input type="checkbox"/> Meet “Standard for Core Certification” and:</p> <p><input type="checkbox"/> Analyzes when to inhibit feedback to promote critical thinking</p> <p><input type="checkbox"/> Identifies interventions that are evaluative, prescriptive, and descriptive</p> <p><input type="checkbox"/> 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</p> <p><input type="checkbox"/> Integrates and teaches basic decision making</p> <p><input type="checkbox"/> Emphasizes</p>

<p>insults</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Identifies appropriate expectations for athlete behaviour and reinforces these expectations when appropriate <input type="checkbox"/> Promotes a positive image of the sport and model the image to athletes and other stakeholders <input type="checkbox"/> Uses respectful language towards athletes when providing verbal interventions. Respectful language is non-discriminatory and void of profanity and insults <input type="checkbox"/> Maintains a positive outlook and acknowledge athletes' needs and thoughts <input type="checkbox"/> Ensures explanations are clear and concise and provides opportunities for athletes to ask questions <input type="checkbox"/> Uses self or others to model desired performance 	<p>independent thinking and problem solving</p> <ul style="list-style-type: none"> <input type="checkbox"/> Uses quality questions that promote critical thinking <input type="checkbox"/> Implements interventions that identify when to make appropriate decisions to enhance participants' performance of a skill or tactic <input type="checkbox"/> Integrates mental preparation strategies into practice (mass starts, group skiing, sprint tactics) <input type="checkbox"/> Takes into consideration individual learning styles (auditory, visual, kinesthetic) and provides appropriate interventions to optimize learning.
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