

CCIA Roller Ski Practice

2019



CCI-Advanced (T2T) Outcome: Delivering a roller ski practice session with T2T athletes

Criterion: Ensure that the Practice Environment is Safe

Does not yet meet expectations	Meets expectations	Exceeds expectations
<ul style="list-style-type: none"> ❑ Does not survey practice environment prior to practice ❑ Obviously dangerous factors in the practice environment are not addressed ❑ Does not present an emergency action plan ❑ 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 	<ul style="list-style-type: none"> ❑ Selects the appropriate practice site, e.g., uses a safety checklist ❑ 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, etc. (e.g. wears reflective/bright clothing, helmet; gloves for highway sessions) ○ Rules of the road or other training site are stated clearly at beginning; coach ensures athletes adhere to rules (e.g. single file, courteous to drivers, shoulder check before turning) ❑ Presents an emergency action plan specific to the facility being used with all of the following critical elements <ul style="list-style-type: none"> ○ Location of telephones are identified (cell and land lines) 	<p>Meets “Standard for Core Certification” and:</p> <ul style="list-style-type: none"> ❑ Develops safety standards and guidelines which are used as model for others (e.g., for a league, provincial office, etc.) ❑ Forecasts dangerous factors and makes immediate adjustments so participants are not at risk in all activities ❑ 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 	<ul style="list-style-type: none"> ○ 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 □ Teaches and reinforces appropriate roller ski safety guidelines to enable a safe practice □ Critically reflects on safety guidelines (e.g., debriefing session with parents/athletes to educate them on risks) 	
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CCI-Advanced (T2T) Outcome: Delivering a roller ski practice session with T2T athletes

Criterion: Implement an appropriately structured and organized practice

Does not yet meet expectations	Meets expectations	Exceeds expectations
<ul style="list-style-type: none"> ❑ Does not provide a clear structure to the practice as demonstrated by the following elements: <ul style="list-style-type: none"> ○ No practice plan is provided ○ Practice goal is not clearly identified ○ 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. ○ Delivery of practice does not match practice plan ○ No warm-down is provided 	<ul style="list-style-type: none"> ❑ Presents a practice plan for the practice that is being implemented ❑ Arrives at site <u>early</u> to prepare ❑ Ensures delivery of practice matches practice plan’s goal(s) ❑ Ensures main practice segments are evident and include: introduction, warm-up, main part, warm-down, and conclusion ❑ Ensures video and roller ski equipment is available and ready to use (e.g. check roller ski wear and ski pole sharpness – have tools and spares available) ❑ Demonstrates appropriate use of space and equipment ❑ Provides breaks for appropriate recovery and hydration ❑ Greets athletes as they arrive at practice ❑ Dresses appropriately for active coaching and for intermittent activity ❑ 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 	<p>Meets “Standard for Core Certification” and:</p> <ul style="list-style-type: none"> ❑ Adapt practice activities to increase challenge or to ensure optimal learning opportunities ❑ Adjust the practice parameters (time, space), player roles, and training environment to elicit a specific technical or tactical training response

<ul style="list-style-type: none"> ❑ Does not ensure equipment is ready ❑ Does not provide breaks for recovery and hydration ❑ Dresses inappropriately for active coaching ❑ 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 	<ul style="list-style-type: none"> ❑ Maximizes practice time: ensures participants have appropriate transition, duration, and waiting times: <ul style="list-style-type: none"> ○ Practice demonstrates a clear timeline for activities so that activity time is maximized ○ Participants are engaged in activity at least 80% of the practice time ○ Participants move effectively from one activity to another ❑ Modifies practice activities to deal with context-specific circumstances or logistics (e.g., weather, timing, resources) ❑ 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 ❑ Makes adjustments to practice based on an analysis of athlete performance ❑ Implements a variety of options for adapting the practice to ensure adequate learning 	
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CCI-Advanced (T2T) Outcome: Delivering a roller ski practice session with T2T athletes

Criterion: Make effective interventions

Doesn't meet expectations yet	Meets expectations	Exceeds expectations
<ul style="list-style-type: none"> ❑ Does not identify key learning points in explanation ❑ Demonstrates with participants NOT in a position to see and hear ❑ Makes limited intervention to clarify key learning objectives ❑ Provides feedback and instruction that only identifies what to improve, and not how to improve ❑ Provides feedback that tends to emphasize motivational prompts rather than specific corrections (e.g., frequent use of reinforcement or “hustle” comments) ❑ Does not use respectful language. Respectful language is non- 	<ul style="list-style-type: none"> ❑ Creates opportunities to interact with all athletes ❑ Positions demonstrations so that athletes can see and hear (e.g. away from distractions and traffic) ❑ Provides 1–3 key learning points in explanation or demonstration ❑ Clarifies key learning objectives and/or performance factors (feedback/instruction) with participants prior to engaging in the activity ❑ Ensures key learning points match Nordiq Canada’s Athlete Development Model ❑ Constructively reinforces athletes’ efforts and correct performance ❑ Provides feedback and instruction that clearly identifies what and how to improve ❑ Provides feedback that is positive, specific, and directed towards both the group and individuals ❑ Identifies appropriate expectations for athlete behaviour and reinforces these expectations when appropriate 	<p>Meets “Standard for Core Certification” and:</p> <ul style="list-style-type: none"> ❑ Identifies the difference between learning and performance ❑ Selects from a variety of intervention strategies to achieve specific learning objectives that will result in greater transfer to the competitive environment ❑ Reinforces correct performance by facilitating interventions that promote reflection (e.g., feedback, questioning the participant, or using a demonstration) to identify the key factors

<p>discriminatory and void of profanity and insults</p>	<ul style="list-style-type: none"> ❑ Promotes a positive image of the sport and model the image to athletes and other stakeholders ❑ Uses respectful language towards athletes when providing verbal interventions. Respectful language is non-discriminatory and void of profanity and insults ❑ Maintains a positive outlook and acknowledge athletes’ needs and thoughts ❑ Ensures explanations are clear and concise and provides opportunities for athletes to ask questions ❑ Uses self or others to model desired performance ❑ Analyzes when to inhibit feedback to promote critical thinking ❑ Identifies interventions that are evaluative, prescriptive, and descriptive ❑ 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 ❑ Integrates and teaches basic decision making <ul style="list-style-type: none"> ○ Emphasizes independent thinking and problem solving 	<p>that were properly executed</p> <ul style="list-style-type: none"> ❑ Ensures intervention is specific to individuals and enable the participant to take greater ownership over specific performance factors and learning objectives. E.g., intervention strategies may include: delayed or summative feedback, questioning, focusing external attention, video, modeling, and learning aids
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	<ul style="list-style-type: none"> ○ Uses quality questions that promote critical thinking ○ Implements interventions that identify when to make appropriate decisions to enhance participants’ performance of a skill or tactic □ Integrates mental preparation strategies into practice (e.g. mass starts, group skiing, sprint tactics) □ Takes into consideration individual learning styles (auditory, visual, kinesthetic) and provides appropriate interventions to optimize learning. Appropriate interventions for learning style may include the following: <ul style="list-style-type: none"> ○ Auditory learning – verbal feedback ○ Visual learning – demonstration or modelling ○ Kinesthetic learning – doing or feeling □ Encourages calculated risks to enhance performance in accordance with the NCCP Code of Ethics (e.g. progressive downhill techniques to increase speed, or pushing out of comfort zone in speed or effort) 	
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