

## Self-assessment Form

Coach: \_\_\_\_\_ Start Time: \_\_\_\_\_ Finish Time: \_\_\_\_\_

Team/Level: \_\_\_\_\_ Date: \_\_\_\_\_

### Rating Scale:

**3 – Above Expectations, 2 – Met Expectations, 1 – Below Expectations, N/A – Not Applicable**

Pre-Practice Preparation				
<b>Objectives</b> • Have identified specific technical and tactical objectives	<b>3</b>	<b>2</b>	<b>1</b>	<b>N/A</b>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Organization</b> • Pre-ice presentation, prep of assistants • Equipment required	<b>3</b>	<b>2</b>	<b>1</b>	<b>N/A</b>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Practice Outline</b> • Clear, organized, diagrams, warm-up and cool-down, related to objectives	<b>3</b>	<b>2</b>	<b>1</b>	<b>N/A</b>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Components of Yearly Plan</b> • Practice plan fits into yearly plan • Objectives and drill progressions relate to previous practice	<b>3</b>	<b>2</b>	<b>1</b>	<b>N/A</b>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Practice				
<b>Use of Drills</b> • Full participation • Teach skills and tactics effectively • Use drill progressions from simple to complex	<b>3</b>	<b>2</b>	<b>1</b>	<b>N/A</b>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Teaching Techniques</b> • Allowed time for teaching and demo • Demonstrations effective • Effective use of voice and body language	<b>3</b>	<b>2</b>	<b>1</b>	<b>N/A</b>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Error Correction</b> • Immediate and appropriate feedback • Repetition of drills where necessary	<b>3</b>	<b>2</b>	<b>1</b>	<b>N/A</b>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Rapport with Players</b> • Positive communicator • Non-threatening, relaxed environment • Evidence of player enjoyment	<b>3</b>	<b>2</b>	<b>1</b>	<b>N/A</b>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Organization</b> • Used full ice when necessary and appropriate • Attention to risk management • Follow practice outline • Use of on-ice assistants – support personnel	<b>3</b>	<b>2</b>	<b>1</b>	<b>N/A</b>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>3 Things that went well:</b> _____ _____ _____	<b>3 Things to improve on:</b> _____ _____ _____			

## APPENDIX 1: STANDARD OF EVIDENCE FOR COACH EVALUATION FOR DEVELOPMENT 1

Outcome: Provide Support to Athletes in Training		
1. Ensure that the practice environment is safe		
1 – Does Not Yet Meet Expectations	2 – Meets Expectations	3 – Exceeds Expectations
<ul style="list-style-type: none"> <li>▪ Coach does not survey practice environment prior to practice. E.g. Clearly there are dangerous factors in the playing environment, which should have been addressed.</li> <li>▪ Coach recognizes the potential risks but does nothing to adjust the practice environment to enable safety.</li> <li>▪ Coach is not able to present an Emergency Action Plan or the EAP has <b>4 or less</b> of the following critical elements:               <ol style="list-style-type: none"> <li>1 Locations of telephones are identified (cell or land lines)</li> <li>2 Emergency telephone numbers are listed</li> <li>3 Location of medical profile for each athlete under the coach's care is identified</li> <li>4 Location of fully-stocked first-aid kit is identified</li> <li>5 Team Safety Person identified as the "call person" and a "control person" is identified</li> <li>6 Directions to reach the activity site are provided</li> <li>7 Role of the Team Safety Person is identified</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Coach surveys the practice environment and ensures that there are minimal safety risks. E.g. All entry doors to the ice are closed, ice free of debris, ice free of ruts, cracks, etc., nets properly placed and secured, players wearing neck guards, helmets and properly fitting equipment; players not on ice when zamboni is present.</li> <li>▪ Coach can identify adjustments to the practice only <b>after</b> a dangerous situation has become evident. E.g. Coach adjusts player positioning in a drill <b>AFTER</b> it becomes evident that players are in an unsafe position.</li> <li>▪ Coach reinforces and teaches the correct application of competitive rules that enable a safe practice where appropriate. E.g. Coach reinforces Hockey Canada rules emphasis within practice – checking from behind, head checking, stick fouls, clutching and grabbing.</li> <li>▪ Coach is able to present an Emergency Action Plan with <b>5 or more</b> of the following critical elements:               <ol style="list-style-type: none"> <li>1 Locations of telephones are identified (cell or land lines)</li> <li>2 Emergency telephone numbers are listed</li> <li>3 Location of medical profile for each athlete under the coach's care is identified</li> <li>4 Location of fully-stocked first-aid kit is identified</li> <li>5 Team Safety Person identified as the "call person" and a "control person" is identified</li> <li>6 Directions to reach the activity site are provided</li> <li>7 Role of the Team Safety Person is identified</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Coach is able to critically reflect on safety concerns before practice. E.g. Coach consciously positions athletes so that they are not in a dangerous position on the ice during a drill.</li> <li>▪ Coach forecasts dangerous factors and makes immediate adjustments so that participants in <b>all</b> activities are not at risk.</li> <li>▪ Coach can identify potentially dangerous situations and makes adjustments before engaging participants in <b>most</b> activities.</li> <li>▪ Coach is able to present an Emergency Action Plan with <b>all 6</b> critical elements.</li> </ul>