



**ROWING
CANADA
AVIRON**

**EVALUATION
RCA COACH**

**Information for the Coach
(April 2019)**

National
Coaching
Certification
Program



Programme
national de
certification des
entraîneurs

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National
Coaching
Certification
Program



PARTNERS IN COACH EDUCATION

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.

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Evaluation, Administration and Logistics

The Coach, Evaluator, Provincial Rowing Association (PRA) and Rowing Canada Aviron (RCA) all have roles and responsibilities related to the evaluation. In addition, there are some administrative aspects to the process.

The Coach

The coach may have the following responsibilities:

- Registers & pays for evaluation through the PRA. Each PRA determines the costs of the evaluation.
Note: The evaluation must be completed within 18 months of completion of the RCA Coach Weekend #2 Workshop.
- Submits the portfolio (written practice plans, Emergency Action Plan and completed assignment from the RCA Workshop Weekend #1) to the Evaluator (or through the PRA) prior to the formal observation. All paperwork may be submitted via email.
- Plans a practice for the formal observation designed to focus on one of the Categories of Intensity and to incorporate skill training based on the analyze performance outcome.
- Understands the parameters and expectations for the evaluation by reviewing this guide.
- Confirms the date for the observation and debrief with the PRA and/or Evaluator.

The PRA

The PRA may have the following responsibilities:

- Receives Coach registration and payment for evaluation.
- Ensures that all other prerequisites are complete prior to the evaluation in accordance with current RCA policy (Pleasure Craft Operators Certificate, completed assignment, on-line MED, on-line Rowing Essentials).
- Selects an RCA Coach Evaluator to conduct the evaluation and coordinates with the Evaluator and Coach to schedule the formal observation and debrief.
- Pays the Evaluator upon completion of the evaluation and receipt of all evaluation paperwork.
- Submits copy of RCA Coach Final Evaluation Form and the NCCP Registration Form to the CAC and RCA within one week of receipt from the Evaluator.

The Evaluator

The Evaluator may have the following responsibilities:

- Coordinates the exchange of the portfolio.
- Coordinates scheduling of the formal observation and debrief with the PRA and/or Coach.
- Evaluates portfolio items.

- Confirms with the Coach prior to a formal observation, the parameters of the session and expectations for the observation.
- Observes the coach working with their rowers as outlined in the evaluation document.
- Conducts a debrief with the Coach and provides some action plan for future development.
- Submits completed paper or PDF copies of the RCA Coach Final Evaluation Form to the Coach and PRA and the NCCP Registration Form (electronic version) to the PRA within one week of the formal observation.

RCA

RCA may have the following responsibilities:

- Maintains copy of all Coach Evaluation forms & prerequisites in the Coach Education Database.
- Ensures that the evaluation standards are applied consistently by working with Master Coach Developers, Facilitators/ Evaluators and Provincial Rowing Associations.

Evaluation Parameters

The following are the RCA parameters for the RCA Coach evaluation:

- The Coach must submit a portfolio containing:
 1. One written practice plan for a land session based on the rowing fitness assessment (movement screen, ergometer testing, rowing technique, other performance analysis).
 2. One written practice plan for a water session that demonstrates use of the categories of intensity and skill analysis.
 3. Emergency Action Plan used at the club.
 4. The assignment that was completed between weekend #1 and #2.
 5. Pleasure Craft Operator Card.
 6. Completion of the on-line MED evaluation.
 7. Completion of the on-line Rowing Essentials.

The Evaluator should receive this portfolio two weeks prior to the formal observation, providing the Evaluator with sufficient time to review the material so that he/she is prepared to debrief the Coach on all aspects of the evaluation immediately following the formal observation. The Evaluator ~~should~~ must evaluate the portfolio and provide feedback to the Coach prior to the formal observation. This can be done via email.

- The formal observation may take place at the Coach's club/school, or at an alternate location agreed to by the Coach and Evaluator.
- The Coach must be evaluated working with their athletes in the Training to Train or Learning to Compete stage of the LTAD.
- The Coach must be observed performing the following activities:
 - Teaching a dryland session (20 minutes maximum) from the RCA Coach Workshop. This session must follow a common

theme of the practice that could be related to the results of the movement screen, teaching a strength training lift, an ergometer workout showing categories of intensity or skills and RCA Rowing Technique and be consistent with the theme of the on-water session.

- Rigging a rowing boat (sweep and ~~or~~ sculling). A coach must demonstrate their ability to measure all rigging dimensions, adjust or explain how changes are made and may be asked questions about rigging a boat related to specific athlete needs in either discipline.
- Conducting a full on-water practice session focused on the categories of intensity and skill analysis for skills from the RCA Coach workshop for a minimum of one hour of “coaching” time (i.e. not including travel time to/from the training area). This should allow the Coach to conduct two to three drills with the rowers.
- Safely operating a coach boat throughout the on-water session, and ensuring the coach boat has safety equipment in accordance with Transport Canada Regulations.

All aspects of the formal observation are to be completed on the same day whenever possible. The Evaluator may conduct the observation over a number of days if required due to extenuating circumstances (e.g. inclement weather, scheduling of athletes, facilities or equipment).

Note: The Evaluator may complete the observation between 2 -3 hours because of extenuating circumstances (e.g. inclement weather, equipment problems, etc.) at his/her discretion if he/she feels that they observed the Coach long enough to make an accurate evaluation of their coaching skills

- The Evaluator should plan to debrief the Coach the same day as the formal observation whenever possible, however this can be rescheduled for a later date at the discretion of the Evaluator if required due to extenuating circumstances

Re-Evaluation

- In the event of an unsuccessful evaluation the Coach may register for a re-evaluation with the PRA. Coaches must wait at least five days before attempting a re-evaluation
- Coaches are eligible for re-evaluation on all outcomes.
- Coaches need only be re-evaluated on the outcomes evaluated as “incomplete” or “below standard.”
- Re-evaluations must be completed within 18 months following completion of the RCA Coach Weekend #2. Coaches may attempt a re-evaluation up to three times within this period.
- It is highly recommended that coaches not be re-evaluated by the same Evaluator who conducted the initial evaluation

RCA COACH PATHWAY

Pre-Requisites

1. Create an account and register with RCA as a coach (membership.rowingcanada.org)
2. Register in "The Locker" (thelocker.coach.ca)
3. Obtain/verify Pleasure Craft Operator Card (PCOC) and provide to your Provincial Rowing Association

ELearning Pre-Requisites

1. Complete NCCP Coach Initiation in Sport | eLearning Module
2. Complete RCA Rowing Essentials eLearning Module
3. Complete MED module <https://www.coach.ca/make-ethical-decisions-med--sl6834>

YOU ARE IN TRAINING

RCA COACH WORKSHOP

Coach actively for six months between coach workshops #1 and #2

1

Workshop Weekend #1

1. Long Term Athlete Development
2. Analyze performance - Technique Part 1
3. Analyze performance - Rigging
4. Design a Sport Program - Categories of Intensity
5. Movement Screen
6. Plan a Practice
7. Support Athletes in Training
8. Support Competitive Experience - Rules of Racing and LTAD

Workshop Weekend #2

9. Analyze Performance - Technique Part 2
10. Support Athletes in Training
11. Analyze Performance - Equipment and Rigging
12. Analyze Performance Testing and Monitoring Athlete Performance
13. Design a Sport Program for Rowing
14. Design a Sport Program - Strength Training and The Movement Screen
15. Analyze Performance - Race Performance
16. Support the Competitive Experience



YOU ARE TRAINED

Upload the following items to your portfolio in the Coach Education Database or email to your Provincial Rowing Association

1. RCA Coach Weekend #1 assignment
2. A copy of your PCOC
3. A copy of your organization's Emergency Action Plan
4. Two lesson plans (on water and dryland practice)

2

BUILD YOUR PORTFOLIO

EVALUATION STEPS

3

Must complete online evaluation via thelocker.coach.ca
Only one MED evaluation needs to be completed.

1. Make Ethical Decisions
2. Contact your Provincial Rowing Association to request an evaluation
3. Portfolio review (determines "readiness" of coach for direct observation)
4. Direct Observation
 - Conduct a practice - on water and dry land
 - Rig a boat - detect and correct skill errors
 - Drive and manoeuvre a boat safely



YOU ARE CERTIFIED

Upon successful completion, you are NCCP certified.

ACTIVE COACH STATUS MAINTAINED

In order to maintain certification, coaches are required to earn professional development credits.



**ROWING
CANADA
AVIRON**

RCA COACH WEEKEND #1

PRACTICAL COACHING ASSIGNMENT

Instructions:

The purpose of the post Weekend #1 practical coaching assignment is to provide RCA Coaches “in training” an opportunity to apply and reflect on new coaching information presented at the Weekend #1 workshop. It is expected that each coach will complete this assignment and bring it to the Weekend #2 workshop to discuss with your coaching peers.

This will become part of your coaching portfolio that will be used for evaluation as part of the certification process.

RCA COACH PRACTICAL COACHING ASSIGNMENT

ATHLETE DEVELOPMENT PATHWAY

The Athlete Development Pathway (ADP) can be found on the RCA website and you were introduced to the general concepts in the Rowing Essentials eLearning module. Identify the LTAD stage of development for your program and comment on its consistency and inconsistency related to the four parts of the Whole Athlete Approach (Physical, Mental, Technical/Tactical and Life Skills).

TECHNICAL QUESTION - RCA TECHNIQUE

Describe three (3) technical errors that you addressed during the rowing season and explain why they needed to be corrected. Discuss what you did to help the athlete(s) understand the change required and the process used to make the correction.

RIGGING

During the Weekend #1 workshop, you had the opportunity to rig a sculling boat and a sweep boat. Between Weekend #1 and Weekend #2, you must rig 2 sculling boats and 2 sweep boats for a basic rig (i.e. standard club measurements throughout the boat).

Identify the level and experience of the crew and record the measurements (span/spread, pitch, height, oar length, inboard length) for each time you measure & adjust.

What challenges did you have and how did you resolve these?

Please include a rationale as to why the boat's you have rigged are set at the measurements you have indicated. EG if your club sets oars at a standard length and inboard, why are these measurements used.

What might you consider if rigging a boat for tall athletes vs small athletes. Please give examples of what you might do to ensure athlete safety, comfort and efficiency in changing the rigging from your club standard in these cases.

STRENGTH TRAINING - MOVEMENT SCREEN

The movement screen tests provide you with an opportunity to identify existing flexibility/mobility, core strength and muscle imbalance issues with the athletes that you coach. During the time between Weekend #1 and Weekend #2, conduct the movement screen test with 3 or 4 of the athletes that you coach, List each of the tests that you use as well as the athletes' score. Provide ideas of what you will recommend for strength training as a result of the movement screen test.

TRAINING PROGRAM & DESIGN Part 1

At the end of this module, you will have been introduced to a number of workouts that could be used in practices. Whether you use these workouts exactly, modify them or develop workouts independently, the coach shall provide copies of 4 practice plans that have been used during the season. Ensure that you have done the following:

1. Outlined the objectives of the practice;
2. Described the characteristics of your athletes,
3. Indicated when during the season that the practice was used
4. Identified which category of intensity is being used.
5. Included any reflections about the workout that has caused you as a coach to change or modify this practice.

Training Program & Design Part 2

You have been exposed to recommended training hours and distribution of those hours across training categories according to the LTAD. For the athletes that you are coaching complete the following:

My athletes are in the _____ phase of LTAD

They are training for rowing _____ weeks per year

They should be training for rowing _____ weeks per year

They are training for rowing _____ days per week

They should be training for rowing _____ days per week

They are training for rowing _____ hours per week

They should be training for rowing _____ hours per week

In my program the athletes will train for rowing for a total of _____ hours (multiply your hours per week by your total number of weeks)

Based on their phase of the LTAD program over the course of the program the athletes that I am coaching should be spending a total of

_____ minutes in category 6
_____ minutes in category 5
_____ minutes in category 4
_____ minutes in category 3
_____ minutes in category 2
_____ minutes in category 1
_____ minutes in strength training

SAFETY

Submit a copy of your club's emergency action plan (EAP) and comment on any missing or unclear information. Show your athletes the RCA Safety Video Chapters 1-4 (available from RCA Website **show link** or YouTube at <https://www.youtube.com/watch?v=vVOCsfjna3Q>). Outline three safety challenges that you have had during your coaching season including cold water rowing, flow patterns, etc. What did you do to resolve these challenges to ensure the maximum safety of your rowers?

SUPPORT TO ATHLETES IN COMPETITION - RULES OF RACING

For a number of years, RCA Umpires have articulated that crews entering regattas do not have some of the knowledge and skills necessary to race effectively. Primarily this includes lack of knowledge of the rules of racing and rowers not having boat-handling skills to back into starting gates or to align their boat prior to the start.

Create a timeline for your rowing season and outline when and how Rules of Racing will be introduced.

Outline three rules you will share that are relevant to your crew and their competition.

NOTE to Evaluator

Review the assignment to get an idea of whether the coach is ready to participate in the evaluation. Are there strong indicators that the coach will be successful?

- Has the coach rigged boats and reflected on the measurements and adjustments?
- Has the coach completed the movement screen exercise with a number of athletes? Has he/she reflected on the results of these and used information from Weekend #2 to make program recommendations?

- Has the coach submitted their club's EAP with all of the evidence required (see rubric under safety)? Has the coach done a safety session with the rowers?
- Here we are looking for evidence/indicators that the coach has been actively coaching using the new material effectively and is able to apply the knowledge in solving problems in their coaching.
- The portfolio must be evaluated (and meet expectations) prior to any on-water evaluation

Evaluating the Portfolio (including the Assignment)

Coach Info		Surname:		First Name:		NCCP #:						
Evaluator				Date:		RCA #:						
Mark:												
0 = Incomplete/no evidence		2 = Below Standard		3 = Meet Standards		4 = Exceeds						
Standards												
ADP	Coach identified the correct stage of development for the program as related to the ADP											
	Coach identified the four factors of the Whole Athlete Approach and discussed Indicators of inconsistencies and consistencies											
Technique	Coach identified 3 rowing technique errors and described the inefficiency											
	Described communication to athletes											
	Explained how errors were addressed and corrected											
Rigging	Sweep	Crew Level										
		Spread										
		Pitch										
		Height										
		Oar Length										
		Inboard										
	Sculling	Crew Level										
		Span										
		Pitch										
		Height										
		Oar Length										
		Inboard										
		Move Screen	Movement screen completed on 3-4 athletes									
			Movement screens include all exercises and scoring for each									
Training Program and Design	Part 1 Plans	Movement screens included correct recommendations for strength training, muscle imbalances or mobility improvements for athletes										
		Outlined the objective of the practice										
		Described the characteristics of the athletes and practice is consistent with RCA framework & LTAD										
		Identified when during the season the practice is used										
		Identified which category of intensity is being used										
	Pt 2	Included any reflections about the workout that caused the coach to change or modify the practice										
		Identified LTAD stage of athletes										
		Identified training time weeks per year										
		Identified training time days per week										
		Identified training time hours per week										
Safety	Submitted and review of club's EAP with comments											
	Has shown athletes the RCA Safety Video (Chapter 1-4)											
	Outlines 3 safety challenges and how they were resolved											
Rules	Submission shows plan to teach rowers the rules of racing											
	Submission shows appropriate timing of this (i.e. Before racing starts)											
PORTFOLIO INCLUDES	Submits EAP											
	Copy of Pleasure Craft Operators Card											
	Practice plans for formal evaluation on-land and on-water sessions are well-organized, complete, and submitted											
	Practice objectives clearly identified & consistent with RCA framework & LTAD											

	Main segments of on-land and on-water practices are identified & the durations appropriate		
	Completion of online Make Ethical Decisions evaluation		

RCA Coach Portfolio Evaluation

Evaluator recommendation:	Proceed with evaluation	Further review advised:
Plan a Practice & Safety must “meet expectations” to move forward to formal evaluation		

Rubrics for RCA Coach Evaluation - Plan a Practice (portfolio)

CRITERIA:

	NO EVIDENCE	BELOW STANDARD	MEETS STANDARD	EXCEEDS STANDARD
ADP	<ul style="list-style-type: none"> Is incomplete or not included 	<ul style="list-style-type: none"> Does not identify the LTAD stage. Does not discuss all four parts of the Whole Athlete Approach (physical mental, technical/tactical and life skills). 	<ul style="list-style-type: none"> Identifies the correct LTAD stage. Outlines the consistencies and inconsistencies within the four their parts of the Whole Athlete Approach. 	<ul style="list-style-type: none"> Outlines and discusses in detail the consistencies and inconsistencies within the four their parts of the Whole Athlete Approach.
Technique	<ul style="list-style-type: none"> Is incomplete or not included 	<ul style="list-style-type: none"> Identifies errors but does not discuss how/why they affect the boat negatively. Does not discuss how error was communicated to athlete(s) or process for correction 	<ul style="list-style-type: none"> Identifies the error and relates to negative impact on boat. Describes communication with athlete using verbal and visual examples. Discusses process for error correction (ie: drills, demonstration, verbal ques). 	<ul style="list-style-type: none"> As in meets standard plus Discusses difficulties found during error detection/correction and how they were overcome.
Rigging	<ul style="list-style-type: none"> Does not include evidence that rigging has been done 	<ul style="list-style-type: none"> Includes charts and measurement for only a sweep boat. <p>OR</p> <ul style="list-style-type: none"> Includes charts and measurements for only a sculling boat. 	<ul style="list-style-type: none"> Provides a clear indication that rigging has been done in both a sweep and sculling boat. Records measurements of span, height, pitch, oar length, inboard) Identifies challenges with rigging at club. 	<ul style="list-style-type: none"> All in meets Standards plus Identifies additional dimensions related to footstops (height, angle) Identifies how challenges were resolved.

	NO EVIDENCE	BELOW STANDARD	MEETS STANDARD	EXCEEDS STANDARD
MOVEMENT SCREENING	<ul style="list-style-type: none"> Did not submit 3 or 4 movement screens for athletes in the program. 	<ul style="list-style-type: none"> Movement screens were incomplete and did not identify the exercises used, description, scoring system or athlete's scores. 	<ul style="list-style-type: none"> Submission identified and described a minimum of six exercises evaluated. Submission identified scoring system for each exercise and the athletes score. Submission identified weaknesses and/or imbalance. Submission included recommendations addressing weaknesses or imbalance 	<ul style="list-style-type: none"> Submission included eight or more exercises and a follow-up screen to evaluate development
Training Program and Design (Part 1)	<ul style="list-style-type: none"> Did not submit four (4) practice plans 	<ul style="list-style-type: none"> Provides practice plans but the RCA Categories of intensity are not used correctly. Volume is too high for LTAD stage, experience and skill level of athletes. Too much intensity during phase of season Objectives and workouts are incompatible. 	<ul style="list-style-type: none"> Objectives of the practice clearly outlined and detailed. Characters of the athletes outlined. Details included when during the season the practice was used. Correct use of Categories of Intensity – recovery, volume and intensity. Practice submissions included reflection on the practice. 	<ul style="list-style-type: none"> All of Meets Standards plus Identifies modifications to the practice when objectives were not achieved
Training Program and Design (Part 2)	<ul style="list-style-type: none"> Did not submit or analyze the training time and intensity related to the crews LTAD stage of training. 	<ul style="list-style-type: none"> Incorrect identification of LTAD stage for the crew. Incorrect identification of time (weeks/days/hours) of training for identified level of LTAD. Incorrect use or identification of RCA Categories of Intensity. 	<ul style="list-style-type: none"> Provides a correct identification of the crew's LTAD stage of training. Correctly identifies the weeks per year of training time. Correctly identifies the days per week of training Correctly identifies hours per week Correctly identifies minutes in each training category. 	<ul style="list-style-type: none"> All of Meets Standards plus Discusses specific considerations related to the training program.

	NO EVIDENCE	BELOW STANDARD	MEETS STANDARD	EXCEEDS STANDARD
SAFETY	<ul style="list-style-type: none"> No evidence that safety component was included in the program 	<ul style="list-style-type: none"> An incomplete review of the club's emergency action plan is included. Safety challenges were not identified Resolutions to the challenges were inadequate, or contravened RCA Safety guidelines. 	<ul style="list-style-type: none"> A thorough review of the Club's EAP is included. Indicates when RCA Safety Video was shown to athletes Safety challenges were identified. Good solutions to the challenges were consistent with RCA Safety Guidelines 	<ul style="list-style-type: none"> Meets standard plus Identifies ways that the club can improve safety procedures at the club.
Rules of Racing	<ul style="list-style-type: none"> Plan was not submitted 	<ul style="list-style-type: none"> Submitted a plan but a number of important rules were not included. 	<ul style="list-style-type: none"> Submission of a plan to teach rowers the rules of racing showing which rules were taught and when in the season these were introduced. 	<ul style="list-style-type: none"> All in Meets Standard plus reports on challenges or successes at regattas with crews (re: following the rules)

RCA Coach Formal Evaluation

Coach Info		Surname:		First Name:		NCCP #:	
Evaluation Info		Evaluation Location:		Evaluation Date:			
0 = No Evidence 2 = Below Standard 3 = Complete or Meets Standards 4 = Exceeds Standards							
Coaching	Safety	Conducts review of docks, equipment, coach boat & facilities					
		Considers risks of rowing relating to weather conditions and rowers' skill					
		Maintains control of rowers on-land & on-water					
		Indicates where Emergency Action Plan (EAP) is located on premises					
		Operates coach boat in a safe manner including use of PFD and kill-switch					
	Behaviours	Manages practice time effectively					
		Positions him/herself to observe and communicate effectively					
		Uses 1 – 3 key points that are explained & checked for clarification to provide effective feedback					
		Uses appropriate teaching methods & training aids					
		Uses various communication methods & provides opportunities for questions to minimize barriers					
Supports Athletes	On-Land	Practice Plan is well-organized, complete, and submitted					
		Coaches a structured on-land session effectively					
		Main practice segments are evident & their duration appropriate					
	On-Water	Coaches RCA Model Technique using skill component of practice					
		Selected drills and teaching methods enhance learning for targeted athletes					
		Drills/Activities contribute to the development of skills/athletic abilities					
		Main practice segments are evident & their duration appropriate					
Analyze Performance	Detect Errors	Uses a skill development/progression based on RCA Model Technique to identify errors					
		Identifies potential causes of errors and explains how they affect performance					
		Assesses technical errors based on strength and weaknesses in rowing fitness					
	Correct 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					
		Provides activity/drill/demonstration that assists rower to make correction					
	Equipment	Measures all rigging dimensions and explains adjustments					
		Discusses possible adjustments relative to individual rower requirements					
Assess boat choice and rigging measurements based on crew type							
Safety section: coach must meet expectations or exceed expectations to pass the evaluation. Mostly "3's" are required in all other sections.					Pre-requisites met (circle): Portfolio PCOC		

<i>Re-eval</i>		<i>Certified</i>		<i>Excellence (overall)</i>		<i>Coaching Behaviours</i>	<i>Safety</i>	<i>Support Athletes in Training</i>	<i>Analyze Performance</i>	
<i>Recommendation:</i>						<i>Evaluator Name</i>				<i>NCCP#</i>
						<i>Evaluator Signature</i>				<i>Date</i>

Rubrics for RCA Coach Evaluation

Criteria	Outcome Evidence	No Evidence	Below Standard	Meets Standard	Exceeds Standard As in "Meets Standard" plus
Safety	Conducts thorough survey of docks, equipment & facilities	<input type="checkbox"/> No evidence that the coach 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
Safety	Considers risks of rowing incorporating weather conditions and rowers' skill	<input type="checkbox"/> No evidence that the coach considers risks of rowing incorporating weather conditions and rowers' skill	<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	<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	<input type="checkbox"/> Quickly adapts to a situation that emerges during practice (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

Criteria	Outcome Evidence	No Evidence	Below Standard	Meets Standard	Exceeds Standard As in "Meets Standard" plus
Safety	Maintains group control on land & water	<input type="checkbox"/> No evidence that the coach maintains group control on land and water	<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)	<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.	<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
Safety	Indicates where Emergency Action Plan (EAP) is located on premises	<input type="checkbox"/> No evidence that the coach presents an up-to-date and complete Emergency Action Plan (EAP)	<input type="checkbox"/> EAP is not on the site or is missing 2 or more critical elements <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"/> EAP is produced with little effort and includes at least five of the critical elements <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"/> Is able to use the EAP quickly and effectively	<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	Outcome Evidence	No Evidence	Below Standard	Meets Standard	Exceeds Standard As in "Meets Standard" plus
Safety	Operates coach boat in a safe manner including use of PFD and kill-switch	<input type="checkbox"/> No evidence that the coach 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)
Coaching Behaviours	Manages practice time effectively	<input type="checkbox"/> No evidence that the coach manages time effectively	<input type="checkbox"/> Practice 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	<input type="checkbox"/> Session runs close to on time <input type="checkbox"/> Enough time is allotted to each activity to achieve goals	<input type="checkbox"/> Practice time 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
Coaching Behaviours	Positions him/herself to observe and communicate effectively	<input type="checkbox"/> No evidence that the coach positions him/herself to observe and communicate effectively during the session	<input type="checkbox"/> Does not position themselves so that they can be clearly seen & heard by all athletes. <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

Criteria	Outcome Evidence	No Evidence	Below Standard	Meets Standard	Exceeds Standard As in "Meets Standard" plus
Coaching Behaviours	Uses 1-3 key points that are explained & checked for clarification to provide effective feedback	<input type="checkbox"/> No evidence that the coach 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"/> Explanation/feedback are not specific or effective	<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/feedback are generally clear and concise	<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 <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
Coaching Behaviours	Uses appropriate teaching methods & training aids	<input type="checkbox"/> No evidence that the coach 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 rower'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
Coaching Behaviours	Uses various communication methods & provides opportunities for questions to minimize barriers.	<input type="checkbox"/> No evidence that the coach 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

Criteria	Outcome Evidence	No Evidence	Below Standard	Meets Standard	Exceeds Standard As in "Meets Standard" plus
Land Session	Practice Plan is well-organized, complete, and submitted	<input type="checkbox"/> No evidence that the coach's practice plans are well-organized, complete, and submitted	<input type="checkbox"/> On-land 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"/> On-land 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
Land Session	Coaches a structured on-land session effectively	<input type="checkbox"/> No evidence that the coach coaches a structured on-land 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 session 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 skills/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
Land Session	Main practice segments are evident & their duration appropriate	<input type="checkbox"/> No evidence that main practice segments are present and their duration is appropriate	<input type="checkbox"/> Practice segments are not clearly identified <input type="checkbox"/> Missing 1 or more of the main practice 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"/> Main practice 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	<input type="checkbox"/> All main practice 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
On-Water	Coaches RCA Model Technique using skill component of practice	<input type="checkbox"/> No evidence coach uses RCA Model technique	<input type="checkbox"/> Some evidence that coach uses RCA model technique but ineffective in skill development	<input type="checkbox"/> Skill development is related to RCA Model technique	<input type="checkbox"/> Skill development enhances RCA model technique

Crit eri a	Outcome Evidence	No Evidence	Below Standard	Meets Standard	Exceeds Standard As in "Meets Standard" plus
On-Water	Selected drills, and teaching methods, enhance learning for targeted athletes	<input type="checkbox"/> No evidence that the coach 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
On-Water	Drills/Activities contribute to the development of rowing skills/athletic abilities	<input type="checkbox"/> No evidence that the coach's drills/activities contribute to the development of rowing skills/athletic abilities	<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.	<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	<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 in the boat)

Criteria	Outcome Evidence	No Evidence	Below Standard	Meets Standard	Exceeds Standard As in "Meets Standard" plus
On-Water	Main practice segments are evident & their duration appropriate	<input type="checkbox"/> No evidence that the coach'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"/> Practice 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
Detect Errors	Uses a skill development/progression based on RCA Model Technique to identify errors	<input type="checkbox"/> No evidence that the coach's 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"/> Demonstrates minimal understanding of RCA Model technique and is unable to explain errors as 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
Detect Errors	Identifies potential causes of errors & explains how they affect performance	<input type="checkbox"/> No evidence that the coach 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 affect 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
Detect Errors	Asses technical errors based on strength and weaknesses in rowing fitness	<input type="checkbox"/> No evidence that the coach identifies key errors based on strength and weaknesses in rowing fitness	<input type="checkbox"/> Errors are not detected or identified <input type="checkbox"/> Errors identified are not root problems or are not consistent with strengths/weaknesses in rower(s)	<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"/> Identifies errors with the most direct impact on performance of the skills as per the lesson goals <input type="checkbox"/> Consistently identifies & sequences errors

Criteria	Outcome Evidence	No Evidence	Below Standard	Meets Standard	Exceeds Standard As in "Meets Standard" plus
Correct Errors	Proposes appropriate correction based on a skill development/ progression checklist	<input type="checkbox"/> No evidence that the coach 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
Correct Errors	Emphasizes not just what to improve, but how & why performance will improve	<input type="checkbox"/> No evidence that the coach 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"/> Skill 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
Correct Errors	Uses 2-way communication when helping the rower correct errors	<input type="checkbox"/> No evidence that the coach 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'

Criteria	Outcome Evidence	No Evidence	Below Standard	Meets Standard	Exceeds Standard As in "Meets Standard" plus
Correct Errors	Provides activity/drill/demonstration that assists the rower to make the correction	<ul style="list-style-type: none"> No evidence that the coach suggests a simple activity/drill that assists the rower to make the correction No evidence that the coach uses simple demonstrations to model correct performance 	<ul style="list-style-type: none"> Does not break the skill down further to the root error and come up with an activity/drill that will practice the correction Does not use demonstrations when they would assist the rower to better understand the correct performance of a skill Does not ask for consent if physical contact is involved 	<ul style="list-style-type: none"> Changes the drill to better target the root error and help make the correction Change is simple and easy to understand and follow Occasionally recognizes when a demonstration is required Is able to adequately demonstrate the correct performance or has someone else perform the skill correctly Usually asks for consent if physical contact is required Demonstration is simple and focuses on one point 	<ul style="list-style-type: none"> 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 Consistently recognizes when a demonstration is required Effectively demonstrates the skill or selects someone else who can effectively model the correct performance Consistently asks for consent if physical contact is required
Rigging	Measures all rigging dimensions and explains adjustment process	<ul style="list-style-type: none"> No evidence that the coach can measure or adjust equipment. Coach does not bring tools 	<ul style="list-style-type: none"> Coach can only measure but is unable to adjust Coach has limited rigging tools available Coach is unable to discuss impact of rigging adjustment 	<ul style="list-style-type: none"> Coach can measure and discuss adjustments of span/spread, height, pitch, oar length and inboard. Coach has all tools in good repair and ready for use for rigging session. 	<ul style="list-style-type: none"> Coach demonstrates all in "Meets Standard" plus is able to discuss adjustments to rigging that could be made to accommodate varying weather conditions.
Rigging	Discusses possible adjustments relative to individual rower requirements	<ul style="list-style-type: none"> Coach is unable to discuss any aspects about the connection between rigging and technique 	<ul style="list-style-type: none"> Little evidence that the coach can adjust rigging based on equipment, size and strength of rowers. 	<ul style="list-style-type: none"> Evidence that the coach can measure and adjust rigging based on equipment, size and strength of rowers. Coach is able to discuss rigging and technique as well as adjustments made to correct technical errors associated with equipment 	<ul style="list-style-type: none"> Ample evidence that the coach adjusts rigging based on equipment, size and strength of rowers

Crit eri a	Outcome Evidence	No Evidence	Below Standard	Meets Standard	Exceeds Standard As in "Meets Standard" plus
RIGGING	Assess boat choice and rigging measurements based on crew type	<input type="checkbox"/> No evidence that the coach identifies rigging and boat type appropriate for athlete	<input type="checkbox"/> Coach is able to see that equipment is not suitable but is unable to recommend acceptable adjustments <input type="checkbox"/> Coach identifies rigging is not correct but doesn't know what to change	<input type="checkbox"/> Although there are equipment restraints at club, the coach has been able to adjust rigging to best suit rowers. <input type="checkbox"/> Coach can recommend appropriate equipment that the club should purchase <input type="checkbox"/> Athletes are rowing in suitable equipment that is rigged properly	<input type="checkbox"/> Coach identifies best solutions for equipment inadequacies and adjusts rigging to suit rower

DEBRIEF

After the formal evaluation, the evaluator will meet with the coach to discuss the observation. The purpose of the debrief is to discuss the results of the evaluation and to develop an action plan for the coach for further development. The evaluator will identify where the coach was particularly strong and where more knowledge and experience may be needed. The evaluator will also recommend workshops or other learning experiences to enhance the coach's abilities.

Date										
<i>Coach Information</i>										
Name				CC number:	C					
	Surname		First		C					
Address										
	Apt.		Street							
	City			Province				Postal Code		
Phone	()			()			()			
	Home			Business			Fax			
E-mail										
Pre-observation	Preparation Checklist					Meeting				
	<input type="checkbox"/> Necessary practice parameters are identified to the coach <input type="checkbox"/> Practice plan is made available and evaluated before practice <input type="checkbox"/> EAP made available and evaluated before practice <input type="checkbox"/> Evidence required in the practice (evaluation tools) made available to the coach <input type="checkbox"/> Pre-observation feedback given to coach to identify possible issues or concerns <input type="checkbox"/> Date and time of observation confirmed					<input type="checkbox"/> Discuss process for observation, including evidence sought. <input type="checkbox"/> Clarify any questions or concerns. <input type="checkbox"/> Identify goals and objectives and discuss with the coach. <input type="checkbox"/> Identify the context and logistics — Location in Season, Athlete Development Stage, etc.				
Debriefing (reflections & comments)	Steps in Process									
	1. Opening: Asking key questions									
	Examples: <ul style="list-style-type: none"> What did you think went well and why? What might you have done better and how you would change it? Did you consider other ways to do that? 									
	2. Facilitation: Leading the coach in guided discovery to probe areas for further evidence									
	Examples: <ul style="list-style-type: none"> If [safety situation] occurred, explain what you could have done? I noticed that you did _____. Why did you do that, or what might you have done differently? 									
	3. Closing: Summarizing key points and providing feedback									
	Examples: <ul style="list-style-type: none"> Overall I thought that you did _____ well. You may want to consider trying _____ in the future. I observed that [a specific scenario] occurred and thought that you should be aware of its impact during the practice. 									

Action Plan

Action Planning (NextSteps)	<i>NO EVIDENCE OR NEEDS IMPROVEMENT</i> Identify what the coach needs to do to complete a successful evaluation in a particular outcome. This may involve a re-submission or a re-observation.		
	<i>MEETS EXPECTATIONS</i> Identify to the coach what needs to happen to maintain certification. This may include identifying appropriate professional development opportunities, mentorship, etc.		
	<i>EXCEEDS EXPECTATIONS</i> In outcomes where the coach has performed exceptionally well, identify opportunities to move to a more expert level. This may involve further evaluation or training. Identify further opportunities to continue to excel in instructing.		
Evaluator			
<small>Signed</small>		<small>Date</small>	
Coach			
<small>Signed</small>		<small>Date</small>	
Evaluator			
	<small>Surname</small>	<small>First</small>	
Phone	()	()	()
	<small>Home</small>	<small>Business</small>	<small>Fax</small>
E-mail			

For further information on the RCA Coach Evaluation, contact:

Rowing Canada Aviron – 1-877-722-4769

Or your Provincial Rowing Association.