



**National  
Coaching  
Certification  
Program**



Coaching  
Association  
of Canada

**Taekwondo Canada**

# **Assistant Instructor Portfolio**

**Instruction-Beginners**



**TAEKWONDO CANADA**

The National Coaching Certification Program is a collaborative program of the Government of Canada, provincial/territorial governments, national/provincial/territorial sport federations, and the Coaching Association of Canada.

## Partners in Coach Education



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Printed in Canada



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### *Acknowledgments*

*Taekwondo Canada would like to acknowledge the following people for their contribution in the development of this document.*

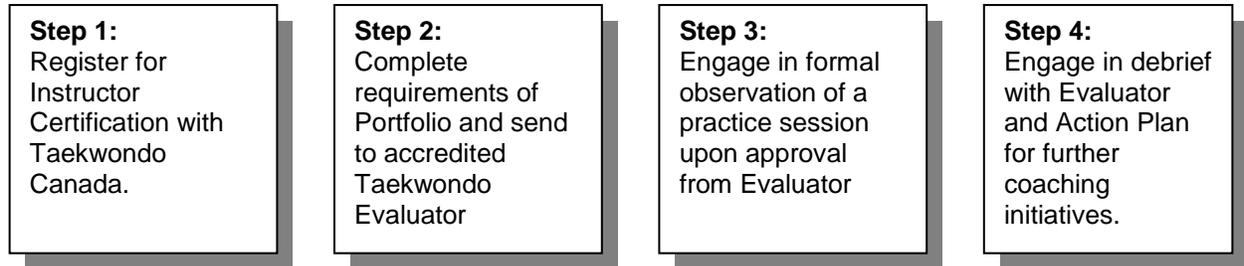
*David Hill (Developer)*

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## Introduction

Congratulations for embarking on the first steps to becoming an Instructor in Taekwondo Canada's National Coaching Certification Program. As a first step in the certification process you will be required to complete the ASSISTANT INSTRUCTOR PORTFOLIO. The completed portfolio must be submitted to your evaluator prior to engaging in a formal observation of your coaching. The following diagram illustrates the steps you must take.



The purpose of this portfolio is to:

1. Provide you with an opportunity demonstrate certain coaching competencies.

And

2. Allow you to demonstrate your readiness for a formal observation.

The portfolio will require you to complete the following 5 tasks.

1. Have instructor assessment forms completed by one peer or mentor coach, one athlete, and one parent. Submitted to evaluator, prior to formal observation.
2. Complete an **Emergency Action Plan**.
3. Submit a practice plan for one skill you will teach.
4. Complete Taekwondo Skill analysis Referent Model
5. Complete Make Ethical Decisions On-Line evaluation, and complete taekwondo specific Ethical Decision evaluation.

Instructions for each task are included. If you do not feel that you are ready to complete the task, specific training workshops will be made available to assist you in gaining this training and experience. Contact Taekwondo Canada, or your assigned evaluator about clinics in your area.

Important note: The standards for the evaluation are included in the Appendix, identifying an evaluation matrix for each coaching outcome.





## Assistant Instructor Profile

Name			CC										
	Surname	First Name	number:										
Address													
	Apt.	Street											
	City	Province					Postal Code						
Phone	( )			( )			( )						
	Home			Business			Fax						
E-mail													
Number of years coaching													
Primary context of athlete coached													
Name of Club													
Head Coach													

## Coaching Context Description

Number of Athletes		Average practice time	
Youngest Athlete Age		Number of practices / week	
Oldest Athlete Age		Number of weeks per year	

### Completed checklist:

Item	Yes	Date (dd/mm/yyyy)
Task 1: Have a coach assessment completed by a Peer Coach, Parent & Athlete		
Task 2: Complete Emergency Action Plan.		
Task 3: Complete Lesson plan for novice participants		
Task 4: Complete Taekwondo Skill Analysis Referent Model.		
Task 5: Complete Make Ethical Decisions of Taekwondo specific ethical scenario.		



## Task 1: Assistant Instructor Assessment FORM - Instructor

This assessment form is to be completed by a peer or mentor Instructor/Coach who has had experience working with you or have seen you coach. This form must be submitted as part of the coaching portfolio.

Coach Name		
	Surname	First Name

**For each item listed below, use the following rating scale to rate the coach candidate.**

1	2	3	4
Strongly Disagree (SD)	Disagree (D)	Agree (A)	Strongly Agree (SA)

Rate each statement below by placing an X in the appropriate box to the right.		SD	D	A	SA
1	Instructor ensures that the dojang environment has minimal safety risks	1	2	3	4
2	Instructor reinforces and teaches the correct application of skills.	1	2	3	4
3	Instructor is not aware of injuries that occur during practice.	1	2	3	4
4	Instructor uses practice activities that physically challenge the student.	1	2	3	4
5	Instructor ensures that practice stays on time and flows smoothly.	1	2	3	4
6	Instructor uses activities that are too advanced and or dangerous for the student's skill level.	1	2	3	4
7	Instructor provides specific goals for the athlete to achieve during practice	1	2	3	4
8	Instructor does not give adequate breaks for water or rest.	1	2	3	4
9	Instructor ensures that all exercises are safe for age/gender/ability.	1	2	3	4
10	Instructor provides feedback that clearly identifies <b>what</b> to improve.	1	2	3	4
11	Instructor asks questions during training to clarify instructions	1	2	3	4
12	Instructor instructions are not clear and do not identify key teaching points.	1	2	3	4
13	Instructor scolds and punishes students when not performing to his/her expectations.	1	2	3	4
14	Instructor provides instruction that clearly identifies <b>how</b> to make improvements.	1	2	3	4
15	Instructor reinforces and shows appreciation for students/athletes effort and performance.	1	2	3	4
16	Instructor uses poor or no demonstrations to assist in teaching skills.	1	2	3	4
17	Instructor provides positive feedback that helps athlete to improve.	1	2	3	4
18	Instructor maintains a positive outlook and acknowledges the student's needs and abilities.	1	2	3	4
19	Instructor does not use appropriate language when talking to students.	1	2	3	4
20	Instructor demonstrates rapport with students to enable a positive Taekwondo environment	1	2	3	4

Please check the box below to indicate how many hours of coaching that the coach has done

<input type="checkbox"/>	Less than 50 Hours	<input type="checkbox"/>	50-100 Hours	<input type="checkbox"/>	100-200 Hours	<input type="checkbox"/>	Over 200 Hours
--------------------------	--------------------	--------------------------	--------------	--------------------------	---------------	--------------------------	----------------

Assessor	
Signed	Date
Assessor	
Surname	First Name

By signing this assessment you are endorsing that the coach candidate is ready to be formally observed by an Evaluator in a practice.



## Task 1: Assistant Instructor Assessment FORM - PARENT

This assessment form is to be completed by a Parent of a participant who you have instructed on a regular basis. This form must be submitted as part of the coaching portfolio.

<b>Coach Name</b>		
	Surname	First Name

**For each item listed below, use the following rating scale to rate the coach candidate.**

1 Strongly Disagree (SD)	2 Disagree (D)	3 Agree (A)	4 Strongly Agree (SA)	Not Applicable Cannot observe NA
-----------------------------	-------------------	----------------	--------------------------	--

<b>Rate each statement below by placing an X in the appropriate box to the right.</b>		<b>SD</b>	<b>D</b>	<b>A</b>	<b>SA</b>	<b>NA</b>
1	Instructor ensures that the practice environment has minimal safety risks	1	2	3	4	
2	Instructor does not teach and reinforces safety throughout the lesson.	1	2	3	4	
3	Instructor has asked participants for information related to safety such as: telephone number in case of emergency, allergies, medicatio I take, or any special health problem I may have.	1	2	3	4	
4	Lessons do not start on time and do not stay to expected timelines	1	2	3	4	
5	Instructor has planned for the lesson and is always well prepared	1	2	3	4	
6	The participants are active for most of the time during the lesson	1	2	3	4	
7	Instructor ensures that all equipment available and ready to use	1	2	3	4	
8	Instructor provides specific goals for the participant to achieve during the lesson	1	2	3	4	
9	Instructor provides enough time for the participant to practice and make corrections when necessary.	1	2	3	4	
10	Instructor explanations or instructions are not clear and participants are often confused	1	2	3	4	
11	Instructor scolds and punishes participants when not performing to expectations	1	2	3	4	
12	The participants have made improvements because of the instruction they have received.	1	2	3	4	
13	Instructor does not use demonstrations to assist in teaching skills	1	2	3	4	
14	Instructor does not use respectful language when talking to participants	1	2	3	4	
15	Instructor gives participants an opportunity to respond to questions and reflect on their performance	1	2	3	4	

## Task 1: Assistant Instructor Assessment FORM – PARTICIPANT

This assessment form is to be completed by an athlete or participant who you have instructed on a regular basis. This form must be submitted as part of the coaching portfolio.

<b>Coach Name</b>		
	Surname	First Name

**For each item listed below, use the following rating scale to rate the coach candidate.**

1 Strongly Disagree (SD)	2 Disagree (D)	3 Agree (A)	4 Strongly Agree (SA)	Not Applicable Cannot observe NA
-----------------------------	-------------------	----------------	--------------------------	--

<b>Rate each statement below by placing an X in the appropriate box to the right.</b>		<b>SD</b>	<b>D</b>	<b>A</b>	<b>SA</b>	<b>NA</b>
1	I feel safe during my lesson	1	2	3	4	
2	My instructor teaches key safety issues within my sport.	1	2	3	4	
3	My instructor has asked me or my parents for information related to safety such as: telephone number in case of emergency, allergies, medication I take, or any special health problem I may have.	1	2	3	4	
4	My lessons rarely start and finish on time	1	2	3	4	
5	I feel that the lessons are organized	1	2	3	4	
6	I am active most of the time during the lessons	1	2	3	4	
7	The equipment is always available and ready to use.	1	2	3	4	
8	At the beginning of the lesson, my instructor tells me what I will be doing and why.	1	2	3	4	
9	I have enough time to practice my skills and I am told what I need to do to improve.	1	2	3	4	
10	I find the explanations and instruction very confusing	1	2	3	4	
11	I am scolded and punished for mistakes that I make.	1	2	3	4	
12	I feel that I have improved because of the instruction I have received.	1	2	3	4	
13	There is little use of demonstrations during the lesson	1	2	3	4	
14	My instructor uses respectful language when talking to me and others	1	2	3	4	
15	I am given an opportunity to respond to questions and reflect on my performance	1	2	3	4	

## Task 2: Design an emergency action plan (EAP)

This task requires you to design an emergency action plan for the dojang in which you coach. An Emergency Action Plan (EAP) is a plan designed by coaches to assist them in responding to emergency situations. The idea behind having such a plan prepared in advance is that it will help you respond in a responsible and clear-headed way if an emergency occurs.

**An EAP** should be prepared for the facility or site where you normally hold practices and for any facility or site where you may go to attend special training sessions.

An EAP can be simple or elaborate should cover the following items:

1. Designate in advance who is in charge in the event of an emergency (this may very well be you).
2. Have a cell-phone with you and make sure the battery is fully charged. If this is not possible, find out exactly where a telephone that you can use is located. Have spare change in the event you need to use a pay phone.
3. Have emergency telephone numbers with you (facility manager, fire, police, ambulance) as well as contact numbers (parents/guardians, next of kin, family doctor) for the participants.
4. Have on hand a medical profile for each participant, so that this information can be provided to emergency medical personnel. Include in this profile a signed consent from the parent/guardian to authorize medical treatment in an emergency.
5. Prepare directions to provide Emergency Medical Services (EMS) to enable them to reach the site as rapidly as possible. You may want to include information such as the closest major intersection, one-way streets, or major landmarks.
6. Have a first aid kit accessible and properly stocked at all times (all coaches are strongly encouraged to pursue first aid training).
7. Designate in advance a “call person” (the person who makes contact with medical authorities and otherwise assists the person in charge). Be sure that your call person can give emergency vehicles precise instructions to reach your facility or site.

**You can use these templates to assist you in completing this task**



<b>EMERGENCY ACTION PLAN</b>	
<b>EMERGENCY PHONE #'s</b>	<p>911</p> <p>Coach: PH: (    )</p> <p>Coordinator: PH: (    )</p>
<b>FACILITY ADDRESS</b>	<p>Checklist:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Location of telephones are identified.</li> <li><input type="checkbox"/> Emergency telephone numbers are listed.</li> <li><input type="checkbox"/> Cell-phone, battery well charged</li> <li><input type="checkbox"/> Change available to make phone calls from a pay phone</li> </ul>
<b>CHARGE PERSON</b>	<p>Address of Dojang:</p>    <p>Address of Nearest Hospital:</p>
<b>CALL PERSON</b>	<p>DIRECTIONS: Accurate directions to the site:</p>
<b>CHARGE PERSON</b>	<p>NAME:</p> <p>PH: (    )</p> <p>ALTERNATE 1:</p> <p>PH: (    )</p> <p>ALTERNATE 2:</p> <p>PH: (    )</p>
<b>CALL PERSON</b>	<p>NAME:</p> <p>PH: (    )</p> <p>ALTERNATE 1:</p> <p>PH: (    )</p> <p>ALTERNATE 2:</p> <p>PH: (    )</p>
<b>PARTICIPANT INFORMATION</b>	
<b>FIRST AID KIT</b>	





## MEDICAL INFORMATION

PLEASE PRINT CLEARLY

Athlete Name:					
Birth Date	(Dd/mm/yy)	Age		Male <input type="checkbox"/>	Female <input type="checkbox"/>
Address	Street				
	City	Province	Postal		
Medicare Number					

Parents Name					
Address	Street				
	City	Province	Postal		
Phone #'s					
	Home	Work	Cell		

Family Doctor		
	Name	Phone

### Health History

### Details:

- |                                  |  |
|----------------------------------|--|
| Allergies                        | Yes <input type="checkbox"/> No <input type="checkbox"/> _____ |
| Asthma (Respiratory)             | Yes <input type="checkbox"/> No <input type="checkbox"/> _____ |
| Blackouts/Fainting               | Yes <input type="checkbox"/> No <input type="checkbox"/> _____ |
| Chest pain                       | Yes <input type="checkbox"/> No <input type="checkbox"/> _____ |
| Diabetes                         | Yes <input type="checkbox"/> No <input type="checkbox"/> _____ |
| Epilepsy                         | Yes <input type="checkbox"/> No <input type="checkbox"/> _____ |
| Hearing Disorder                 | Yes <input type="checkbox"/> No <input type="checkbox"/> _____ |
| Heart Condition                  | Yes <input type="checkbox"/> No <input type="checkbox"/> _____ |
| Recurring Headaches              | Yes <input type="checkbox"/> No <input type="checkbox"/> _____ |
| Seizures                         | Yes <input type="checkbox"/> No <input type="checkbox"/> _____ |
| Glasses                          | Yes <input type="checkbox"/> No <input type="checkbox"/> _____ |
| Contact Lenses                   | Yes <input type="checkbox"/> No <input type="checkbox"/> _____ |
| Injuries (specify)               | Yes <input type="checkbox"/> No <input type="checkbox"/> _____ |
| Medications (specify)            | Yes <input type="checkbox"/> No <input type="checkbox"/> _____ |
| Concussions                      | Yes <input type="checkbox"/> No <input type="checkbox"/> _____ |
| Other (including recent surgery) | Yes <input type="checkbox"/> No <input type="checkbox"/> _____ |
| Other:                           | _____  |



### Task 3: Complete A Lesson Plan

The purpose of this task is to demonstrate your ability to plan a Taekwondo lesson. You will be required to submit one plan for the portfolio. Your Evaluator will assess the plan, and you will be given feedback on areas for improvement. This plan will also help the Evaluator determine your readiness for a formal observation.

In order to provide objectivity in the evaluation for certification, the instructor candidate will be required to plan and implement a skill from the Skill referent module. The table below outlines the specific elements that should be in the practice. This table can be used as a guide in planning your taekwondo lesson.

Practice Segment	Elements to be included in the plan
Introduction	Purpose is to greet athletes and let them know what will be taking place. It should also identify and key safety considerations that could factored into the practice
Warm-up / Flexibility	Purpose is to prepare the body for the efforts that will be produced during the main part. This segment of the practice should progress from a general to a specific warm-up and should include specific exercises for taekwondo.
Main Part	Purpose is to engage athletes in activities that will help them to improve taekwondo-specific abilities and fitness. The main part should also include a technical session.
Basic Techniques	This section should identify appropriate technical elements, key performance factors and athletic abilities that will be addressed for specific taekwondo skills
Combative Games	This section should outline appropriate technical elements, key performance factors and athletic abilities that will be addressed during combative activities or games
Cool Down	Purpose is to begin recovery, and should include appropriate activities like stretching, which allows athlete to settle after practice
Conclusion	Purpose is to debrief and inform about next practice, competition, and should include wrap-up of key training principals from the day.

The following templates can be used to assist you in creating a lesson plan.

If you do not feel that you are ready to complete this task, you may want to take a specific training workshop to assist you in gaining the necessary experience. Please contact your assigned evaluator for appropriate workshops or Taekwondo Canada about clinics in your area.

*The Structure of a practice Plan, showing the Key Elements*

<b>Practice Part</b>	<b>Time</b>	<b>Key Elements</b>
<p><b>Introduction</b></p> <p>Purpose is to greet athletes and let them know what will be taking place</p>	<p><i>variable</i></p> <p><i>2-3 min</i></p>	<p><b>Before practice begins:</b></p> <ul style="list-style-type: none"> <li>➤ Inspect facilities</li> <li>➤ Organize equipment</li> <li>➤ Greet each athlete</li> <li>➤ Assess the energy level of each athlete</li> </ul> <p><b>At the beginning of practice:</b></p> <ul style="list-style-type: none"> <li>➤ Review the goals of the practice and the activities planned</li> <li>➤ Give safety instructions specific to the activities planned</li> </ul>
<p><b>Warm-up</b></p> <p>Purpose is to prepare the body for the efforts that will be produced during the main part</p>	<p><i>3-7 min</i></p> <p><i>5-10 min</i></p>	<p><b>General warm-up:</b></p> <ul style="list-style-type: none"> <li>➤ General exercises or games to loosen muscles and raise body temperature</li> <li>➤ Progressive stretching</li> </ul> <p><b>Specific warm-up:</b></p> <ul style="list-style-type: none"> <li>➤ Brief activities that athletes already know that mimic the movements of the main part (may even be the same activity, but at lower intensity)</li> <li>➤ A gradual increase in intensity that will not tire the athlete</li> <li>➤ A quick transition between the end of the warm-up, the explanations/instructions given for the first activities of the main part, and the activities themselves</li> </ul>

<b>Practice Part</b>	<b>Time</b>	<b>Key Elements</b>
<p><b>Main part</b></p> <p>Purpose is to engage athletes in activities that will help them to improve sport-specific abilities and fitness</p>	<p><i>Variable; usually 20-30min, depending on age of student</i></p>	<p><b>3 or more activities linked in the proper order</b></p> <ul style="list-style-type: none"> <li>➤ Activities that challenge the athletes so that they can learn and improve while enjoying themselves</li> <li>➤ Athletes engaged most of the time in an activity (i.e. not standing around or waiting in line)</li> <li>➤ Athletes allowed lots of practice for each activity</li> <li>➤ Activities that are be adapted to the age, fitness, and ability levels of the athletes and are relevant to the sport</li> </ul>
<p><b>Cool-down</b></p> <p>Purpose is to begin recovery</p>	<p>2-3 min</p>	<ul style="list-style-type: none"> <li>➤ A gradual decrease in intensity</li> <li>➤ Stretching, especially of those muscles most used</li> </ul>
<p><b>Conclusion</b></p> <p>Purpose is to debrief and inform about next practice or competition</p>	<p>2-3 min</p>	<ul style="list-style-type: none"> <li>➤ Provide and ask for feedback on what went well and suggest how improvement can be made</li> <li>➤ Inform about the next practice or competition (e.g. logistics, goals and emphasis)</li> <li>➤ Lead team cheer</li> <li>➤ Speak with each athlete before he/she leaves</li> </ul>



### PRACTICE PLANNING WORKSHEET

Note: This worksheet is a sample. The plan that you submit as part of your portfolio may require more detail to meet the evaluation standard.

	CLUB	DATE	TIME
	LOCATION	GOALS	
EQUIPMENT			
<b>Introduction</b>	Time		
<b>Warm-up</b>	Time		
<b>Main Part</b>	Time		
<b>Cool down</b>	Time		
<b>Conclusion</b>	Time		



## Task 4: Create a Skill Analysis Referent Model

The purpose of this task is to assess your ability to analyze novice taekwondo skills by creating a referent model using the worksheet. The reference model that you create should identify a skill that you normally teach students in the novice participant context. An example of a skill referent model is provided in the following table.

The following steps are provided to assist you in creating a reference model.

### Step One: IDENTIFY A SKILL

Your evaluator may assign you a particular skill, or you may select a skill that is appropriate for the students you are coaching. Indicate the skill in the template and the environment in which you would intend on observing the skill

### Step Two: IDENTIFY OUTCOME

For the skill that you have identified define the outcome for the intended performance. The outcome is a broad statement that describes the intended performance or expected execution or form. The outcome should define when the skill / tactic is clearly achieved or not achieved.

### Step three: IDENTIFY KEY PERFORMANCE INDICATORS OR FACTORS:

For the skill and outcome that you have defined, identify the key performance factors that identify how the outcome could be achieved. The key performance indicators or factors should describe optimal or effective execution of the skill. These indicators or factors are the sport specific technical or tactical elements that help to describe how the outcome is achieved.

### Four: IDENTIFY POTENTIAL CAUSES AND GAPS (Deviations)

In this step you will be required to prioritize the potential causes of performance error, and identify instance when an intervention may be required. In the column labeled priority indicate using an H=High, M=Medium and L=Low to prioritize each potential cause (Equipment, Environment, Affective, Cognitive/Mental, Physical/Motor, Tactical, Technical). In the column labeled “Key indicators for intervention (GAP)” identify possible detectable signs that may require an intervention. For each cause the questions is; ***when does the gap between the observed performance and the intended outcome reach a point that makes a coaching intervention necessary?***

### Step five: IDENTIFY COMMON CORRECTIVE MEASURES

In the column labeled “Common Corrective Measures” indicate the type of intervention that you would implement. This step defines the appropriateness of a correction and whether it actually relates to the potential cause that was observed in the participant’s performance. Where appropriate, indicate a common correction for a particular cause that will assist in creating better performance. Corrective measures could be categorized as 1) Teaching Interventions and 2) Activity or Drill Modifications.

## Skill Analysis Referent Model Worksheet - Example

Sport: Taekwondo		Context: Instructor-Beginner	
SKILL	OUTCOME	Key Performance Indicators / Factors	
Ap chagi Front Kick	Execute front kick to hit stationary middle target (and score points – competition). Variation: Could be static target or moving target	Balance: Weight, center of mass over non kicking leg. Backswing: Kicking thigh to 90 degrees. Kicking foot close to non-kicking knee. Minimum back lean to maintain balance; Hand position for fighting stance and balance Force Generating Movement: Accelerate foot to target and retract foot to starting position. Critical Instant: Strike target with top of foot (In-step). Extend toes Follow through: Return to fighting stance by placing kicking foot to ground to maintain balance position.	
Analysis of Causes	Priority H / M / L	Key indicators for intervention (GAP)	Common Corrective Strategies
<b>Equipment</b> Examines sport specific equipment that could be a limiting factor on the performance. Eg. Poorly fitted Gi. No mats etc.	L	Clothing too restrictive. Other elements: Jewelry – rings, chains, ear rings. Chewing gum Poor foot ware. Laces untied. Paddles or target equipment too worn, unsafe.	Ensure students wear proper clothing for activity or Dobok Remove jewelry – chewing gum Ensure proper footwear. Change equipment or ensure equipment is in good condition
<b>Environment</b> Examines any environmental factors that could lead to performance deficiencies? Eg. Surface area & condition, lighting etc.	M	Not enough space to perform skill. Participant too close together. Wet, slippery or uneven surface. Floor gives (wood, mats) Hazards – Pillars padded, padded edges, parent distractions Good ventilation / Low noise	Reorganize students or modify activity to ensure there is enough room. Remove hazards or make students aware of hazard(s). Ensure non-participating people do not interfere in lesson area Open doors – Use voice to project verbal instructions
<b>Affective</b> Examines internal factors that could be related to the performer's perception of the task, performance or activity. Eg. Fear, motivation, interest, etc.	M	Low motivation – students not interested Student afraid to strike. Hesitation Student not confident, does not try. Very excited, hyper, not on task.	Encourage student. Use praise Give individual attention Modify activity to ensure all students are active Organize activity so all students get an opportunity to try.
<b>Cognitive / mental</b> Examines factors that relates to the performers thoughts or thought processes that are used to execute a given task or action. Eg. Lack of understanding, confusion, choice of decision, concentration etc.	H	Does not understand. Player is confused, information overload Poor concentration or focus on task. Does not attend to the correct cues.	Provide clear instructions. Ask questions for clarification. Use demonstration (student or instructor) to clarify expectations. Use visualization to help focus and or re-focus attention Get students active quickly.
<b>Physical / Motor</b> Examines the physical abilities that could have limiting affects on the performance, task or activity. Eg. Strength, stamina, age, gender, flexibility etc.	H	Student tired or fatigued Student lacks motor skills (i.e. balance) Student lacks physical abilities (i.e. Flexibility) Student standing around doing nothing (cold)	Give breaks for recovery (rest). Modify activity so participant has opportunity to recover. Identify and adjust activities to supplement motor skills or physical skills. Eg. If student has poor balance have them use the wall for support. Ensure students are actively engaged in the task.
<b>Tactical</b> Examines the intent of the skill execution within the overall strategies that enable successful performance. Identifies decisions that need to be made in order to effectively achieve the outcome	M	Student not aware of when or where to kick. Poor decisions. Eg. What does the student do after the kick. What is the next position.	Adjust activity to provide different target or different timing Clarify expectations for skill. Explain why the skill is important. (Give context for performance)
<b>Technical</b> Examines the execution and or biomechanics of skill execution and identifies specific performance factors/goals that are required to achieve a given outcome.	H	Key performance factors lacking. Poor balance, leg position, foot position, follow through.	Give specific feedback on how to perform skill. Ask questions Reinforce key performance factor. Use demonstration to show proper execution. Make adjustments to body positioning



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Assistant Instructor Portfolio

## Skill Analysis Referent Model - Template

<b>Sport: Taekwondo</b>		<b>Context: Instructor-beginner</b>	
<b>SKILL</b>	<b>OUTCOME</b>	<b>Key Performance Indicators / Factors</b>	
		•	
<b>Analysis of Causes</b>	<b>Priority H / M / L</b>	<b>Key indicators for intervention (GAP) Deficiencies</b>	<b>Common Corrective Measures</b>
<b>Equipment</b> Examines sport specific equipment that could be a limiting factor on the performance. Eg. Gi too long/short. Protective pads too big/small.	L		
<b>Environment</b> Examines any environmental factors that could lead to performance deficiencies? Eg. Surface, weather, lighting etc.	L		
<b>Affective</b> Examines internal factors that could be related to the performer's perception of the task, performance or activity. Eg. Fear, motivation, interest, etc.	M		
<b>Cognitive / mental</b> Examines factors that relates to the performers thoughts or thought processes that are used to execute a given task or action. Eg. Lack of understanding, confusion, choice of decision, concentration etc.	M		
<b>Physical / Motor</b> Examines the physical abilities that could have limiting affects on the performance, task or activity. Eg. Strength, stamina, flexibility etc.	H		
<b>Tactical</b> Examines the intent of the skill execution within the overall strategies that enable successful performance. Asks whether the tactic may be too demanding for the technical skills that are required to achieve the outcome.	H		
<b>Technical</b> Examines the execution and or biomechanics of skill execution and identifies specific performance factors/goals that are required to achieve a given outcome.	H		



## Task 5: Complete Make Ethical Decisions (MED) On-line Evaluation and apply MED process for Taekwondo specific scenario.

The purpose of this task verifies your familiarity with the NCCP Ethical Decision Making process. You will be required to:

1. Submit verification of successfully completing the MED online evaluation. This evaluation is available on the Coaching Association of Canada website at: [www.coach.ca](http://www.coach.ca). Upon completion of this online module you can obtain a copy your “Coach Transcript” from the Coaching Association of Canada website verifying the successful completion of this task. You can obtain your transcript on-line by entering your NCCP Coaching Certification Number, or contact the Taekwondo Canada to obtain a copy.

***It is strongly recommended that you take the appropriate training in the Outcome: Make Ethical Decisions prior to engaging in the online evaluation. This module is available through your provincial / territorial coaching association or coordinator. Please contact your evaluator for further information on accessing this training.***

2. Complete the worksheet below and submit as part of your portfolio. This worksheet will require you to apply the Ethical Decision Making framework to a Taekwondo specific scenario.

## Taekwondo Specific Ethical Decision Scenario

You will be required to answer a number of questions to apply your knowledge of the Ethical Decision Making Framework based on the following scenario. Please read the scenario and answer the questions below.

*You are preparing your students for the annual grading at your club. All students have been informed of the requirements for testing and the protocol involved. This is the last day of training before summer break and it is important that you complete all of the gradings. Three days prior you receive a phone call from a parent who explains that his son Johnny has had a badly injured ankle. Johnny, one of your best students, has been absent from taekwondo classes for three weeks. Johnny's father, says that his son has recovered from the injury and that he be graded. You explain that the rules of the dojang stipulate students must be at training consistently before testing. You also state that any medical absence must be verified by a doctor's note stating the student is ready to return to training. The father explains that despite the injury, Johnny has been doing all his preparation training at home with his older brother, who is a much senior Student. The father also says that he will supply a doctor's note at the testing day.*

*When the night of the testing arrives, Johnny shows up with his father, but has no medical note. The father explains that the doctor has cleared him, but they were unable to see the doctor in the past three days to get the medical note. Additionally, you have just learned from another student prior to the class that Johnny has been in a cast at school. Johnny is able to walk on his ankle and says he feels fine. The parent demands that he be tested. What do you do?*

**Use the worksheet on the following page to work through Steps 1 – 3.**

### Step 1: Gather the facts

Use column one to identify the facts of the situation. You will be scored on the number and quality of the facts that you identify. You will also be scored on whether you can correctly identify if the situation is legal or ethical.

### Step 2: Identify relevant ethical issues

Use column two and place a check beside the ethical issues that are at play in the scenario. You will be marked on the accuracy of identifying the correct ethical issues.

### Step 3: Identify possible consequence of potential decisions

In column three you are provided with two options, one to do nothing and let the sparing continue, or two, to intervene and stop the session. You are required to identify possible consequences of these options in light of the ethical issues that you identified in column 2. In addition, you must propose a third option and describe the consequences. You will be marked on the quality of the consequences that you identify and the innovativeness of the third option.



#### **Step 4: Evaluate your options in relation to NCCP Code Of Ethics**

Use the table on the next page to determine the extent to which each of the options you identified in Worksheet 1 upholds NCCP standards of behaviour.

- Consider Option 1.
- Read the first statement in the first row of the column A coach is expected to.
- Ask yourself whether Option 1 upholds this standard of behaviour. If it does, put a checkmark in the Option 1 column; if it doesn't, leave the Option 1 column empty.
- Repeat this for each statement in the A coach is expected to column for Option 1.
- Once you've evaluated Option 1 in the light of each statement, do the same for each of the other options you identified in Worksheet 1 (Options 2, 3, 4, and 5 as appropriate).
- Total the number of checkmarks associated with each option.

## Worksheet 2: Evaluating Your Options

Principles	A coach is expected to: (expected standards of behaviour)	Option Number				
		1	2	3	4	5
Physical safety and health of athletes	Ensure training or competition sites are safe at all times					
	Be prepared to act appropriately in case of emergency					
	Avoid placing athletes in situations presenting unnecessary risk or beyond their level					
	Strive to maintain the present and future health and well-being of athletes					
Coaching responsibly	Make wise use of the authority of the position and make decisions in the interest of athletes					
	Foster self-esteem among athletes					
	Avoid deriving personal advantage for a situation or decision					
	Know one's limitations in terms of knowledge and skills when making decisions, giving instructions or taking action					
	Honour commitments, word given, and agreed objectives					
	Maintain confidentiality and privacy of personal information, and use it appropriately					
Integrity in relations with others	Avoid situations that may affect objectivity or impartiality of coaching duties					
	Abstain from all behaviours considered to be harassment or inappropriate relations with an athlete					
	Always ensure decisions are taken equitably					
Respect	Ensure that everyone is treated equally, regardless of athletic potential, race, sex, language, religion or age					
	Preserve the dignity of each person in interacting with others					
	Respect the principles, rules, and policies in force					
Honouring sport	Strictly observe and ensure observance of all regulations					
	Aim to compete fairly					
	Maintain dignity in all circumstances and exercise self-control					
	Respect officials and accept their decisions without questioning their integrity					
<b>Number of behavioural standards consistent with Options 1 through 5 =</b>						



### **Step 5: Make a decision**

In the space below, indicate your decision using one of the three options that were presented in WORKSHEET one and had the highest score on WORKSHEET two. Briefly describe why you believe that this is the best decision. You will not be marked for the decision that you made, but rather how you have justified making the decision.

**My decision:**

**In my opinion it is the best decision because ...**

**I have validated my decision and it is “just and reasonable”**





**National  
Coaching  
Certification  
Program**



Coaching  
Association  
of Canada

**Appendix 1:**

**Taekwondo Canada  
Assistant Instructor  
Matrix**

**Instruction-Beginners**



<b>Outcome: Provide Support to Athletes in Training</b>	
<i>Criteria</i>	<i>Ensure that the dojang is safe</i>
<i>Achievement</i>	<b>Evidence</b>
5 (Highly Effective)	<p>As in #4 PLUS:</p> <ul style="list-style-type: none"> <li>• Instructor is able to critically reflect on safety concerns prior to lesson.</li> <li>• Instructor forecasts dangerous factors and makes immediate adjustments so participants are not at risk in <b>all</b> activities.</li> </ul>
4 (Advanced)	<p>As in #3 PLUS:</p> <ul style="list-style-type: none"> <li>• Instructor can identify potential dangerous situations and makes adjustments prior to engaging the participant in <b>most</b> activities.</li> </ul>
3 (NCCP Standard) 	<ul style="list-style-type: none"> <li>• Instructor surveys the lesson environment and ensures that there are minimal safety risks.</li> <li>• Instructor can identify adjustments to the lesson only <b>after</b> a dangerous situation has become evident.</li> <li>• Instructor is able to present an emergency action plan with <b>all</b> of the following critical elements. <ol style="list-style-type: none"> <li>1. Location of telephones are identified (cell or land lines)</li> <li>2. Emergency telephone numbers are listed</li> <li>3. Location of medical profiles for each participant under the instructor's care is identified</li> <li>4. Location of Fully-stocked first-aid kit identified</li> <li>5. Advance "call person" and "control person" are designated</li> <li>6. Directions to reach the activity site are provided</li> </ol> </li> </ul>
2 (Foundation)	<ul style="list-style-type: none"> <li>• Instructor recognizes the potential risks but does nothing to adjust the lesson to enable safety.</li> <li>• Instructor is able to present an emergency action plan with some (&lt;4) of the following critical elements <ol style="list-style-type: none"> <li>1. Location of telephones are identified (cell or land lines)</li> <li>2. Emergency telephone numbers are listed</li> <li>3. Location of medical profiles for each participant under the instructor's care is identified</li> <li>4. Location of Fully-stocked first-aid kit identified</li> <li>5. Advance "call person" and "control person" are designated</li> <li>6. Directions to reach the activity site are provided</li> </ol> </li> </ul>
1 (Not Sufficient)	<ul style="list-style-type: none"> <li>• Instructor does not survey lesson environment prior to lesson.</li> <li>• Clearly there are dangerous factors in the lesson environment, which should have been addressed.</li> <li>• Instructor is <b>not</b> able to present an Emergency action plan.</li> </ul>

Note: It is recommended that evidence observed for this outcome is gathered during direct observation of the Instructor either through an on-site formal observation, or observation of a video submission. NSOs must identify the parameters of the lesson to be observed, outlining specific element that will allow the candidate the best opportunity for evidence to be observed.



<b>Outcome: Provide Support to Athletes in Training</b>	
<b>Criteria</b>	Implement an appropriately structured and organized lesson to develop basic taekwondo skills
<b>Achievement</b>	<b>Evidence</b>
5 (Highly Effective)	<p><b>AS IN # 4.</b> PLUS:</p> <ul style="list-style-type: none"> <li>• Instructor adapts lesson activity to increase challenge or to ensure adequate learning opportunities.</li> <li>• The activity clearly identifies the performance factors and learning objectives that were outlined at the beginning of lesson and creates specific teachable moments to enhance learning</li> </ul>
4 (Advanced)	<p>AS IN #3 PLUS:</p> <ul style="list-style-type: none"> <li>• Instructor adequately modifies lesson activities to address context specific circumstances or logistics, and to create a specific learning effect (physical or motor)</li> <li>• Adjustments are made depending on the reaction and performance of the participant in the activity</li> <li>• The adjustments that are made enable the objectives of the lesson to be achieved.</li> <li>• Instructor adequately sequences (progresses) activities to enhance learning.</li> </ul>
3 (NCCP Standard) 	<p>AS IN # 2 PLUS:</p> <ul style="list-style-type: none"> <li>• Delivery of lesson matches lesson plan's goal(s).</li> <li>• Breaks are provided for appropriate recovery and hydration.</li> <li>• Lesson demonstrates a clear timeline for activities so that activity time is maximized.</li> <li>• Instructor demonstrates adequate use of space and equipment.</li> <li>• Instructor implements activities that contribute to the development of skills and or athletic abilities as outlined in lesson plan.</li> </ul>
2 (Foundation)	<p><b>Lesson has some structure as identified by all of the following elements:</b></p> <ul style="list-style-type: none"> <li>• There are clear lesson segments, which includes an appropriate warm-up, main segments and cool down.</li> <li>• Equipment is available and ready to use.</li> <li>• Instructor is appropriately dressed.</li> </ul>
1 (Not Sufficient)	<p><b>There is no clear structure to the lesson as demonstrated by the following elements:</b></p> <ul style="list-style-type: none"> <li>• Instructor does not use appropriate warm-up activities.</li> <li>• Instructor is unable to implement an established lesson plan.</li> </ul>

Note: It is recommended that evidence observed for this outcome is gathered during direct observation of the Instructor either through an on-site formal observation, or observation of a video submission. NSOs must identify the parameters of the lesson to be observed, outlining specific element that will allow the candidate the best opportunity for evidence to be observed.



<b>Outcome: Provide Support to Athletes in Training</b>	
<b>Criteria</b>	Make interventions that promote learning with novice performers
<b>Achievement</b>	<b>Evidence</b>
5 (Highly Effective)	AS IN #4 PLUS: <ul style="list-style-type: none"> <li>Intervention is specific to individuals and enables the participant to take greater ownership over specific performance factors and learning objectives.</li> <li>Instructor emphasizes independent thinking and problem solving.</li> </ul>
4 (Advanced)	As in #3 PLUS: <ul style="list-style-type: none"> <li>Instructor uses questioning to facilitate participants to reflect on their performance.</li> <li>Instructor can identify individual learning styles and provides appropriate interventions that optimize learning.</li> <li>Instructor reinforces correct performance by facilitating appropriate interventions (i.e feedback, questioning the participant, or using a demonstration) to identify the key factors that were properly executed.</li> <li>Instructor encourages calculated risks in order to enhance performance in accordance to the NCCP code of ethics.</li> </ul>
3 (NCCP Standard) 	As in # 2 PLUS: <ul style="list-style-type: none"> <li>Instructor provides feedback and instruction that clearly identifies <b>what</b> to improve and <b>how</b> to improve.</li> <li>Instructor selectively uses feedback during the drill to constructively reinforce participants' effort and performance.</li> <li>Instructor clarifies key learning objectives and or performance factors (feedback / instruction) with participants prior to engaging in the activity.</li> <li>Instructor promotes a positive image of the SPORT and models the image to participants and other stakeholders.</li> <li>Instructor identifies appropriate expectations for participant behaviour and reinforces these expectations when appropriate</li> </ul>
2 (Foundation)	<ul style="list-style-type: none"> <li>Instructor uses explanation and identifies 1-3 key learning points.</li> <li>Instructor uses demonstrations, and participants are in an adequate position to see and hear.</li> <li>Feedback is positive, specific and is communicated to both individuals and the group.</li> <li>Instructor makes interventions so that participants have adequate time to practice skill.</li> <li>Feedback and or instruction only identifies what to improve, and not how to improve.</li> <li>Instructor maintains a positive outlook and acknowledges participants' needs and thoughts.</li> <li>Instructor uses respectful language when providing verbal interventions</li> </ul>
1 (Not Sufficient)	<ul style="list-style-type: none"> <li>Instructor uses an explanation but does not identify any key learning points.</li> <li>Instructor uses demonstration but participants are not in an adequate position to see and hear.</li> <li>Limited intervention is made to clarify key learning objectives.</li> </ul>



<b>Outcome: Analyze Performance</b>	
<i>Criteria</i>	Detect and correct a basic taekwondo skill
<i>Achievement</i>	<b>Evidence</b>
5 (Highly Effective)	AS IN #4 <b>PLUS:</b> <ul style="list-style-type: none"> <li>• Instructor provides specific evidence (i.e. Notational analysis, video analysis, biomechanical analysis, etc..) to reinforce analysis of performance.</li> <li>• Instructor corrections focus participants' attention towards external cues, or on the anticipated effects of the movement rather than the way the movement is performed (Internal focus). Eg. <b>External focus:</b> "Concentration on keeping a specific object or implement in a certain position during the movement". versus <b>Internal focus:</b> "Concentrating on keeping a specific part of the body in a certain position during the movement"</li> <li>• Instructor facilitates the participant(s) to detect key performance factors and to understand how and why these errors affect overall performance.</li> </ul>
4 (Advanced)	AS IN #3 <b>PLUS</b> <ul style="list-style-type: none"> <li>• Instructor uses a variety of observational strategies (ie. Positioning, video, other instructors, etc..) to identify the most critical aspects of performance.</li> <li>• Instructor identifies <b>why</b> the error effects performance identifies <b>how</b> to correct performance.</li> <li>• Instructor facilitates participants to understand how errors affect overall performance by asking appropriate questions</li> </ul>
3 (NCCP Standard) 	<ul style="list-style-type: none"> <li>• Errors identified are consistent with athlete development guidelines for the appropriate stage of athlete development</li> <li>• Instructor moves around practice environment to observe skills from the most optimal vantage points and scans all participants</li> <li>• Instructor is able to reflect on potential causes of skill error (cognitive, affective motor).</li> <li>• Instructor identifies of selects common errors that have a direct impact on performance</li> <li>• Instructor detects discrepancies between observed performance and referent model</li> <li>• Instructor uses adequate demonstrations to model correct performance and</li> <li>• Instructor asks for consent if physical contact is involved in correcting skill</li> <li>• Instructor provides prescriptive feedback that identifies <b>how</b> to improve as well as what to improve.</li> <li>• Instructor prescribes an appropriate drill and or activity that assists participant to make correction</li> </ul>
2 (Foundation)	<ul style="list-style-type: none"> <li>• Instructor observes the skill from a single vantage point to detect performance factors.</li> <li>• Instructor is able to identify common errors, but cannot prescribe an appropriate correction that facilitates a change in performance.</li> <li>• Instructor corrects the participant(s) by indicating <b>what</b> they did rather than identifying common corrective strategies for how to improve the performance.</li> </ul>
1 (Not Sufficient)	<ul style="list-style-type: none"> <li>• Instructor scans lesson environment infrequently and pays little attention to skill execution.</li> <li>• Instructor identifies effort and motivational factors that contribute to lack of performance rather than common errors or corrections.</li> </ul>



<b>Outcome: Plan a Practice</b>	
Criterion	Identify appropriate logistics for practice
<i>Achievement</i>	<b>Evidence</b>
5 (Highly Effective)	<p>As in #4 plus:</p> <ul style="list-style-type: none"> <li>• A clear rationale is identified for each goal and objective, based on objectively identified athletes' needs.</li> <li>• The practice plan provides evidence of optimal use of the available time and equipment to promote a high degree of active engagement time, learning, and training on the part of athletes.</li> </ul>
4 (Advanced)	<p>As in #3 plus:</p> <ul style="list-style-type: none"> <li>• The practice plan has specific objectives that are identified for each activity.</li> <li>• A list of key factors or teaching points is provided for each activity.</li> <li>• Plan identifies where the practice is located within context of season or annual plan.</li> <li>• Training priorities and objectives are appropriate for the time of the season and reflect the sport's recommendations and guidelines.</li> </ul>
3 (NCCP Standard) 	<p>As in #2 plus:</p> <ul style="list-style-type: none"> <li>• Practice plan has a clearly identified goal that is consistent with NCCP growth and development principles.</li> <li>• Practice plan is organized into main segments that include introduction, warm-up, main part, cool-down and conclusion.</li> <li>• Duration of the practice and each practice segment are identified on a timeline.</li> <li>• Plan includes a list of key factors or teaching points that relate to the overall goal.</li> </ul>
2 (Foundation)	<ul style="list-style-type: none"> <li>• Practice plan identifies a goal or a series of key elements that will be addressed in the practice.</li> <li>• Practice plan identifies basic information, including date, time, location, number of athletes, and level of athletes.</li> <li>• Practice plan indicates basic logistical needs (i.e., facilities and equipment) to match the overall goal.</li> </ul>
1 (Not Sufficient)	<ul style="list-style-type: none"> <li>• Practice plan goals and objectives are vague and not clearly identified.</li> <li>• Plan has a basic structure, but does not clearly identify main segments or time line of practice.</li> </ul>



<b>Outcome: Plan a Practice</b>	
Criterion	Identify appropriate activities in each part of the practice
<i>Achievement</i>	<b>Evidence</b>
5 (Highly Effective)	<p>As in #4 plus:</p> <ul style="list-style-type: none"> <li>Practice activities are created or designed for the specific needs of the participant or team based on analysis of performance in competition.</li> <li>Practice plan integrates mental skills and strategies such as visualization, goal setting, and focusing strategies.</li> <li>Optimal types of practice are purposely integrated to promote skill development and are consistent with the NCCP skill development guidelines.</li> </ul>
4 (Advanced)	<p>As in #3 plus:</p> <ul style="list-style-type: none"> <li>Practice conditions and or variations in activities purposefully create challenges that elicit specific training effect.</li> <li>Practice activities promote basic concepts of decision training.</li> <li>Practice activities contribute to development of specific physical abilities by identifying work–rest ratios, target training load, and target intensities.</li> <li>Practice plan includes the use of goal setting and indicates specific criteria for assessing athlete achievement.</li> <li>Planned activities are appropriate to the time and location in the seasonal program.</li> <li>Planned activities are sequenced properly in the main part to promote learning and skill development and induce the desired training effect.</li> </ul>
3 (NCCP Standard) 	<p>As in #2 plus:</p> <ul style="list-style-type: none"> <li>Practice activities are effectively described (e.g., diagrams, explanations, key points).</li> <li>Planned activities are allotted enough time to develop the skills or tactics identified by the goal.</li> <li>Planned activities contribute to the development of skill and are appropriate to the stage of skill development (acquisition, consolidation, refinement) of the athletes.</li> <li>The practice plan indicates key factors (coaching points) that will be identified in the practice activity.</li> <li>Planned activities contribute to the development of athletic abilities, are appropriate for the sport, and are consistent with NCCP growth and development principles.</li> </ul>
2 (Foundation)	<ul style="list-style-type: none"> <li>Activities are purposeful and link to overall practice goal.</li> <li>The duration of the practice and each practice segment are consistent with NCCP growth and development principles.</li> <li>Planned activities reflect awareness of and control for potential risk factors.</li> </ul>
1 (Not Sufficient)	<ul style="list-style-type: none"> <li>Activities do not link to overall purpose of practice.</li> <li>Activities may not reflect awareness of safety.</li> <li>Activities may not be consistent with NCCP growth and development principles.</li> </ul>



<b>Outcome: Plan a Practice</b>		
<i>Criterion</i>	Design an emergency action plan	
<i>Achievement</i>	<b>Evidence</b>	<b>Sport-Specific Examples</b>
5 (Highly Effective)	As in #4 <b>plus:</b> <ul style="list-style-type: none"> <li>• Medical profiles are available and have been updated to reflect athletes' most current medical conditions.</li> <li>• Profiles are well organized and are kept in a secure location to protect privacy.</li> </ul>	
4 (Advanced)	As in #3 <b>plus:</b> <ul style="list-style-type: none"> <li>• Coach presents a checklist of necessary equipment found in a first-aid kit, which has been checked and updated on a regular basis.</li> <li>• Specific steps or procedures are identified in the plan for what to do if an injury occurs.</li> </ul>	
3 (NCCP Standard) 	As in #2 <b>plus:</b> A one- or two-page emergency action plan includes: <ul style="list-style-type: none"> <li>• Location of medical profiles for each athlete under the coach's care.</li> <li>• Location of a fully stocked first aid kit.</li> <li>• Designated charge person and call person with roles and responsibilities.</li> </ul>	
2 (Foundation)	A one- or two-page emergency action plan includes: <ul style="list-style-type: none"> <li>• The location of telephones and emergency telephone numbers.</li> <li>• Specific directions to reach the activity site, which may include a map or a list of key instructions.</li> </ul>	
1 (Not Sufficient)	<ul style="list-style-type: none"> <li>• The emergency action plan is not in writing, but may include very basic elements like location of a telephone or cellular phone.</li> </ul>	



<b><i>Make Ethical Decisions</i></b>	
Criteria	Apply an ethical decision making process.
<i>Achievement</i>	<b>Evidence</b>
5 (Highly Effective)	<p>AS IN #4: <b>HOWEVER:</b></p> <ul style="list-style-type: none"> <li>Instructor correctly assigns all of the potential arguments (=12) to two conflicting decisions for all three legal / ethical scenario.</li> <li>Instructor correctly selects all of the most effective actions (=10) in implementing the chosen decision while avoiding all actions (=5) that are not effective in all three legal / ethical scenario.</li> </ul>
4 (Advanced)	<p>AS IN #3: <b>HOWEVER:</b></p> <ul style="list-style-type: none"> <li>Instructor correctly assigns most of the potential arguments (&gt;8/12) to two conflicting decisions for all three legal / ethical scenario.</li> <li>Instructor correctly selects almost all of the most effective actions (&gt;8/10) in implementing the chosen decision while avoiding most of the actions (&gt;4) that are not effective in 1 intermediate and 1 complex legal / ethical scenario.</li> </ul>
3 (NCCP Standard) 	<p>AS IN #2: <b>HOWEVER:</b></p> <ul style="list-style-type: none"> <li>Instructor correctly identifies all of the facts (=15) all three legal / ethical scenarios.</li> <li>Instructor correctly identifies what is at stake (i.e. legal vs ethical, and potential reasons for ethical issues) for three ethical / legal scenarios</li> <li>Instructor correctly assigns some the potential arguments (&gt;6/12) to two conflicting decisions for 1 intermediate and 1 complex legal / ethical scenario.</li> <li>Instructor correctly selects a portion of the most effective actions (&gt;5/10) in implementing the chosen decision while avoiding a portion of actions (&lt;5) that are not effective in 1 intermediate and 1 complex legal / ethical scenario.</li> </ul> <p><b>Complex scenario:</b> Interpretation of a legal and ethical issue that has multiple (&gt;3) decisions including several (&gt;6) consequences and stakeholders (&gt;3).</p> <p><b>Intermediate scenario:</b> Interpretation of only an ethical issue that has multiple (&gt;3) decisions including several (&gt;6) consequences and stakeholders (&gt;3).</p>
2 (Foundation)	<ul style="list-style-type: none"> <li>Instructor correctly orders the six steps of the MED framework</li> <li>Instructor matches 7 critical MED terms with the appropriate definition.</li> <li>Instructor identifies all key values at play in a simple ethical scenario.</li> <li>Instructor correctly identifies the most of the facts (&gt; 10/15) all three legal / ethical scenarios.</li> <li>Instructor correctly identifies what is at stake (i.e. legal vs ethical, and potential reasons for ethical issues) for three ethical / legal scenarios.</li> <li>Instructor chooses from three potential decisions (options) and prioritizes each decision based on an assessment of the potential consequences.</li> <li>Instructor assesses three potential decisions against 6-8 criteria to determine the efficacy of each decision, and chooses to re-prioritize his or her decisions</li> <li>Instructor correctly assigns a few the potential arguments (&gt;3/12) to two conflicting decisions for 1 intermediate and 1 complex legal / ethical scenario.</li> <li>Instructor selects that the best decision option based on the arguments that are consistent with his or her values.</li> <li>Instructor correctly selects a portion of the most effective actions (&gt;5/10) in implementing the chosen decision while avoiding a portion of actions (&lt;5) that are not effective in 1 intermediate and 1 complex legal / ethical scenario.</li> </ul>
1 (Not Sufficient)	<ul style="list-style-type: none"> <li>Instructor identifies the six steps of the MED framework.</li> <li>Instructor matches most (i.e. 4/7) critical MED terms with the definitions.</li> <li>Instructor identifies some of key values at play in a simple ethical scenario.</li> </ul> <p><b>Critical MED terms:</b> code of ethics, unethical behavior, legal situation, ethical dilemma, do no harm principle, fair play.</p> <p><b>Simple scenario:</b> Interpretation of a single decision with ethical consequences.</p>



## Appendix 2: The NCCP Code Of Ethics

The NCCP Code of Ethics is based on five fundamental principles:

1. **Respecting Participants**
2. **Coaching Responsibly**
3. **Maintaining Integrity in Relationships**
4. **Honouring Sport**
5. **Preserving the physical safety and health of participants**

### Respect for Participants

The principle of *respecting participants* challenges coaches to act in a manner respectful of the dignity of those involved in sport. The cornerstone of this principle is the basic assumption that each person has value and is worthy of respect. Acting with respect for participants means that coaches:

Do not make some participants feel more or less worthy as persons than others on the basis of gender, race, place of origin, athletic potential, colour, sexual orientation, religion, political beliefs, socioeconomic status, marital status, age, or any other conditions;

Have a responsibility to respect and promote the rights of all participants. This is accomplished by establishing and following procedures for confidentiality (right to privacy); informed participation and shared decision-making (right to self-determination –participants’ rights); and fair and reasonable treatment (right to procedural fairness). Coaches have a special responsibility to respect and promote the rights of participants who are in vulnerable or dependent positions, and therefore less able to protect their own rights;

- Interact with others in a manner that enables all participants in sport to maintain their dignity;
- Build mutual support among fellow coaches, officials, participants, and their family members.

### Coaching Responsibly

The principle of *coaching responsibly* carries the expectation that the activities of coaches will benefit society in general, and participants in particular, and will do no harm. Fundamental to the implementation of this principle is the notion of competence (i.e. coaches who are well prepared and current in their discipline will be able to maximize benefits and minimize risks to participants).

In addition, *coaching responsibly* implies that coaches:

- act in the best interest of the participant’s development as a whole person



- recognize the power inherent in the position of coach
- are aware of their personal values and how these affect their behaviour
- acknowledge the limitations of their knowledge and competence in their sport
- accept the responsibility to work with other coaches and professionals in sport in the best interests of the participants.

### **Maintaining Integrity in Relationships**

The principle of *maintaining integrity in relationships* means that coaches are expected to be honest, sincere, and honourable in their relationships. Acting on these values is most possible when coaches have a high degree of self-awareness and the ability to reflect critically on how their views and opinions influence their interactions.

Critical reflection questions existing assumptions about the values and practices that govern coaches' actions. The essential component of critical reflection is an attitude based on open-mindedness, active inquiry, and sincerity.

### **Honouring Sport**

The principle of *honouring sport* challenges coaches to recognize, act on, and promote the value of sport for individuals and teams, and for society in general. Honouring sport implies that coaches:

- act on and promote clearly articulated values related to coaching and sport
- encourage and model honourable intentions and actions.

### **Preserving the physical safety and health of participants**

The theme of safety and health must be a part of all coaching. Preserving the physical safety and health of participants implies that coaches:

- ensure the training or the competition environment is safe at all times.
- be prepared to react appropriately and in a time efficient manner in case of an emergency situation.
- ensure participation in training or competition activities does not pose a threat to the safety or health of the athlete beyond the normal risks of the sport.
- not allow an injured athlete to participate in training or in competition if such participation increases the likelihood of further injury.

