

## Evaluation Criteria

**When observing/ reviewing your work, the person responsible for assessing and evaluating your competency will verify that you have:**

- Identified and addressed the safety issues associated with the delivery program for beginner judoka (dojo, judoka, exercises)
- Identified and addressed liability issues to which individuals involved in judo may be subjected
- Identified and addressed ethical problems that are specific to Judo.
- Delivered a judo class in a safe and ethical fashion.
- Treated all participants with courtesy, respect and dignity
- Ensured that the activities are appropriate to the age/developmental level of the students
- Conducted a class in an efficient, well-organized manner
- Ensured that the needs of all participants have been met
- Maximized the time and facilities available
- Detected and implemented corrective measures for individual and group difficulties

He/she will use forms provided for this purpose that are identical to what you have been using in the assessment process, except that you will be graded on each standard as to whether you “do not meet expectation”, “meet expectations” or “exceed expectations”

### **Notice to candidates submitting videotape for evaluation.**

The following suggestions will hasten the evaluation process and help the evaluator to gain a good overall impression of your evaluation.

It is recommended that a skilled person operate the camera.

A variety of views will be needed to perform the evaluation. Generally a wide view is recommended but frequent close-ups, especially when dealing with individual difficulties/problems, is needed. Ensure that the video is clear and will enable the evaluator to make an appropriate assessment of your class.

Speak clearly to ensure that your voice and directions are recorded on tape.


The entire practice should be shown, from beginning to end, including any pre-class facility inspection or preparatory activities.

Please submit a copy of your lesson plan and EAP with your tape.


Feel free to add any comments pertaining to your class at the beginning or end of the video. Please submit a stamped-self-addressed envelope for return of your tape/CD and your evaluation results.

Include copies of your self-assessment and sensei's assessment when you submit your video.


EVALUATION MATRIX:

Provide Support to Athletes in Training		
Criteria	Delivery of a practice in a safe and ethical fashion ( <i>Verifies that the practice environment is safe</i> )	
Achievement	Evidence	Sport Specific Examples
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>	<ul style="list-style-type: none"> <li>Examine dojo end environments. What possible dangers/problems exist? Can they be rectified? Eg. There is space between the mats. Tighten the frame. Look for mirrors, chairs, obstructions, items left from other classes prior to the start of class.</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>	<ul style="list-style-type: none"> <li>Obvious obstructions such as chairs are removed from the area but smaller items may go unnoticed until practice is underway. E.g. During the warm-up the instructor notices bits of paper left on the mats from a pre-school class that had used the room earlier. The mats are then swept off.</li> <li>The instructor does not allow mismatches of participants in most 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 ensures that techniques taught are appropriate for the age and ability of athletes</li> <li>Instructor ensures that techniques are taught in an ethical manner using appropriate demonstrations and participant groupings</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>Location of telephones are identified (cell or land lines)</li> <li>Emergency telephone numbers are listed</li> <li>Location of medical profiles for each participant under the instructor's care is identified</li> <li>Location of Fully-stocked first-aid kit identified</li> <li>Advance "call person" and "control person" are designated</li> <li>Directions to reach the activity site are provided</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>Obvious obstructions are removed.</li> <li>Instructor allows mismatches of participants then realizes during practice that someone could be hurt and adjusts.</li> <li>Techniques taught correspond to the Judo Canada syllabus for age and ability.</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 <b>some (&lt;4)</b> of the following critical elements               <ol style="list-style-type: none"> <li>Location of telephones are identified (cell or land lines)</li> <li>Emergency telephone numbers are listed</li> <li>Location of medical profiles for each participant under the instructor's care is identified</li> <li>Location of Fully-stocked first-aid kit identified</li> <li>Advance "call person" and "control person" are designated</li> <li>Directions to reach the activity site are provided</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>Mats come apart and the instructor does nothing.</li> <li>The instructor allows a mismatch of size/ability when judoka pair off to practice a technique.</li> </ul>
1 (Not Sufficient)	<ul style="list-style-type: none"> <li>Instructor does not survey lesson environment prior to lesson.</li> <li>Instructor demonstrates and teaches techniques that are not appropriate for the developmental level, stage of learning, or inappropriate male / female interaction.</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>	<ul style="list-style-type: none"> <li>The is no attempt to check mats for safety</li> <li>Drop seoinage and headlock throws are taught</li> <li>Male/females are paired off together for kami shiho gatame.</li> </ul>


# Provide Support to Athletes in Training

Provide Support to Athletes in Training		
Criteria	Delivery of a Judo Program for a beginner (Implements an appropriately structured and organized lesson)	
Achievement	Evidence	Sport Specific Examples
5 (Highly Effective)	<p>AS IN #4</p> <p>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 (cognitive triggers) to enhance learning</li> </ul>	<ul style="list-style-type: none"> <li>A student asks why we learn ippon seoinage – the instructor may ask the students if they can think of a time when it would be a good technique to use. This both increases challenge for the students and creates a learning opportunity for everyone.</li> </ul>
4 (Advanced)	<p>AS IN #3</p> <p>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>	<ul style="list-style-type: none"> <li>A class consisting of mostly under 10 year olds appears to have a shortened attention span – the instructor suspects it was due to the excitement of Halloween the night prior and the amount of candy ingested before practice. It becomes increasingly difficult to maintain focus on technique. The instructor chooses to shorten the technical section of the lesson and play additional games.</li> <li>Instructor teaches basic techniques before combinations. E.g. teaches ippon seoinage and ouchi-gari then teaches how to use them in combination.</li> </ul>
3 (NCCP Standard) 	<p>AS IN #2</p> <p>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>	<ul style="list-style-type: none"> <li>Dependent on age/development</li> <li>Shrimps, jack-knives and mat pulls are done prior to ne-waza lesson</li> </ul>
2 (Foundation)	<p>Lesson has some structure as identified by all of the following elements:</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>Mats are clean, safe and ready to use.</li> <li>Instructor has a clean judo-gi, of proper size and not showing signs of wear and tear.</li> </ul>	<ul style="list-style-type: none"> <li>The instructor shows the basic lesson segments and the environment is appropriate for class.</li> </ul>
1 (Not Sufficient)	<p>There is no clear structure to the lesson as demonstrated by the following elements:</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>	<ul style="list-style-type: none"> <li>Inappropriate warm-up activities may include implementation of high intensity activities prior to progressive lower intensity activities.</li> </ul>


# Provide Support to Athletes in Training

Provide Support to Athletes in Training		
Criteria	Conduct a judo practice ( <i>Make Interventions that promote learning</i> )	
Achievement	Evidence	Sport Specific Examples
5 (Highly Effective)	<p>AS IN #4 PLUS:</p> <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>	<ul style="list-style-type: none"> <li>Instructor asks the student what she/he would do if uke habitually steps back (or forward or left to right).</li> </ul>
4 (Advanced)	<p>As in #3 PLUS:</p> <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>	<ul style="list-style-type: none"> <li>Instructor may ask the student if he/she can think of why he/she had trouble with the throw.</li> <li>Instructor realizes that a student learns by seeing (a visual learner) so shows the throw without bending his knees and demonstrates the difficulty then shows the throw with knees bent and demonstrates how much more efficient the throw can be.</li> <li>Instructor sees that the student is now doing the throw with knees bent – he may ask the student if he/she knows why the throw is now easier to do.</li> </ul>
3 (NCCP Standard) 	<p>As in # 2 PLUS:</p> <ul style="list-style-type: none"> <li>Instructor provides feedback and instruction that clearly identifies <i>what</i> to improve and <i>how</i> 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>	<ul style="list-style-type: none"> <li>The instructor says you don't have enough kuzushi – you have to pull harder with your left hand.</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>	<ul style="list-style-type: none"> <li>Instructor identifies bent knees, kuzushi and foot placement in ippon seoinage.</li> <li>Instructor has all the students in a good sightline for the demonstration.</li> <li>Instructor says that the kuzushi needs to be better but not how to make it better.</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>	<ul style="list-style-type: none"> <li>"turn in on uke"</li> <li>"pull him off-balance"</li> </ul>

# Analyze Performance

Criteria	Analysis of Technique (on mat) ( <i>Candidate detects and corrects performance</i> )	
Achievement	Evidence	Sport Specific Examples
<p>5 (Highly Effective)</p>	<p>AS IN #4 PLUS:</p> <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. External focus: "Concentration on keeping a specific object or implement in a certain position during the movement". versus Internal focus: "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>	<ul style="list-style-type: none"> <li>The instructor may tape and playback video of participants practicing a technique to visually reinforce the evidence that a low center of gravity provides a great advantage in the technique of seoinage.</li> <li>Participant facilitation may include questioning the participant to see if he/she can detect key factors. E.g. "Why do you think you're having trouble throwing Mary? What could you do to increase kuzushi?"</li> </ul>
<p>4 (Advanced)</p>	<p>AS IN #3 PLUS</p> <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 <i>why</i> the error effects performance identifies <i>how</i> to correct performance.</li> <li>Instructor facilitates participants to understand how errors affect overall performance by asking appropriate questions</li> <li>Instructor is able to reflect on potential causes of skill error (Cognitive / Affective / Motor)</li> </ul>	<ul style="list-style-type: none"> <li>"You need to lower your center of gravity. Try bending your knees instead of bending at the waist."</li> </ul>
<p>3 (NCCP Standard)</p> 	<ul style="list-style-type: none"> <li>Instructor moves around lesson environment to observe skills from the most adequate vantage points and scans all the participants.</li> <li>Instructor identifies or selects common errors that have a direct impact on performance</li> <li>Instructor identifies common corrections and gives prescriptive feedback that emphasizes how to improve as well as what to improve.</li> <li>Instructor prescribes an appropriate activity and or drill that assists participant to make correction in performance.</li> <li>Instructor asks participant's consent for physical contact when assisting in correcting a skill error when appropriate</li> <li>Errors identified are consistent with participant development guidelines for the appropriate stage of participant development.</li> </ul>	<ul style="list-style-type: none"> <li>"You need to bend your knees more"</li> <li>"You need to be lower"</li> <li>"you need more kuzushi"</li> </ul>
<p>2 (Foundation)</p>	<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>	<ul style="list-style-type: none"> <li>"You kept your knees straight – next time, don't keep your knees straight. "</li> </ul>
<p>1 (Not Sufficient)</p>	<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>	<ul style="list-style-type: none"> <li>"You're not trying hard enough"</li> </ul>

# Plan a Practice

Plan a Practice		
<b>Criteria</b>	<b>Identifies appropriate logistics for practice</b>	
<b>Achievement</b>	<b>Evidence</b>	<b>Sport Specific Examples</b>
<p><b>5</b> (Highly Effective)</p>	<p>AS IN #4 PLUS:</p> <ul style="list-style-type: none"> <li>A clear rationale is identified for each goal and objective.</li> <li>Practice plan provides evidence of optimal use of the available time and space to promote a high degree of active engagement time, learning and training on the part of athletes.</li> </ul>	<p>AS IN #4 PLUS:</p> <ul style="list-style-type: none"> <li>Rationale behind choosing the specific activities and the timeline of the plan. E.g. We are doing ouchi-gari tonight so that we can use it with morote seoinage in a combination.</li> </ul>
<p><b>4</b> (Advanced)</p>	<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 athlete development.</li> </ul>	<p>AS IN #3 PLUS:</p> <ul style="list-style-type: none"> <li>Specific objectives for each of the main segments</li> <li>Key teaching points to emphasize common errors to look for and correctives to be applied. E.g. Insufficient kuzushi when applying technique and center of gravity is too high are common errors. Common correctives are to pull harder with lead hand and to increase the bend of the knees</li> <li>Specific exercises or drills to be done. E.g. In the warm-up segment judo push ups might be a specific exercise.</li> </ul>
<p><b>3</b> (NCCP Standard)</p> 	<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 an introduction, warm-up, main part, cool-down and a 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 related to the overall goal.</li> </ul>	<p>AS IN #2 PLUS</p> <ul style="list-style-type: none"> <li>Timelines for each of the main segments. E.g. Warm-up will be 10 minutes.</li> <li>Key factor or teaching point identified. E.g. Practicing ippon seoinage – review basic throw then concentrate on kuzushi by doing uchikomi.</li> </ul>
<p><b>2</b> (Foundation)</p>	<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, level of athletes.</li> <li>Practice plan indicates basic logistical needs to match the overall goal.</li> </ul>	<ul style="list-style-type: none"> <li>Basic information of an activity. E.g. Review ippon seoinage, escapes from kesa-gatame</li> </ul>
<p><b>1</b> (Not Sufficient)</p>	<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>	<ul style="list-style-type: none"> <li>Minimal information.</li> <li>E.g. work on nage-waza, ne-waza</li> </ul>

# NCCP Competency Template

## Dojo Assistant



National  
Coaching  
Certification  
Program

Programme  
national de  
certification des  
entraîneurs

Candidate Name			CC number:	C	C						
	Surname	First									

### Provide Support to Athletes in Training

Mark	Evidence of Achievement	Comments	Scoring		
Safety	<ul style="list-style-type: none"> <li>Candidate surveys the practice environment and ensures that there are minimal safety risks.</li> </ul>		0	1	2
	<ul style="list-style-type: none"> <li>Candidate can identify adjustments to the practice to ensure safety of athletes. Have candidate reflect on a specific scenario in the debrief if a dangerous situation did not present itself during the practice.</li> </ul>		Not There. No evidence is observed.	Evidence is observed, however there is limited attention and or quality in the presentation of the practice, or not entirely complete.	Evidence is observed consistently throughout the practice. Exceptional quality and attention to detail throughout the whole practice.
	<ul style="list-style-type: none"> <li>Candidate is able to present an emergency action plan that contains <b>most</b> of the critical elements and is suitable to provide immediate care in case of an emergency</li> </ul>				
	<ul style="list-style-type: none"> <li>Instructor ensures that techniques taught are appropriate for the age and ability of athletes</li> </ul>				
	<b>TOTAL POINTS</b>				
Structure & Organization	<ul style="list-style-type: none"> <li>Candidate is appropriately dressed.</li> </ul>				
	<ul style="list-style-type: none"> <li>Equipment is available and ready to use.</li> </ul>				
	<ul style="list-style-type: none"> <li>There are clear practice segments, which includes an appropriate warm-up, main segments and cool down.</li> </ul>				
	<ul style="list-style-type: none"> <li>Candidate provides evidence of planning.</li> </ul>				
	<ul style="list-style-type: none"> <li>Delivery of practice matches practice plan's goal(s).</li> </ul>				
	<ul style="list-style-type: none"> <li>Breaks are provided for appropriate recovery and hydration.</li> </ul>				
	<ul style="list-style-type: none"> <li>Practice demonstrates a clear timeline for activities and drills and activity time is maximized.</li> </ul>				
	<ul style="list-style-type: none"> <li>Candidate demonstrates optimal use of space and equipment.</li> </ul>				
	<ul style="list-style-type: none"> <li>Activities contribute to the development of skills and or tactics.</li> </ul>				
<b>TOTAL POINTS</b>					
Candidate Intervention	<ul style="list-style-type: none"> <li>Candidate uses explanation and identifies 1-3 key learning points.</li> </ul>				
	<ul style="list-style-type: none"> <li>Candidate uses demonstrations, and participants are in an optimal position to see and hear.</li> </ul>				
	<ul style="list-style-type: none"> <li>Feedback is positive, specific and is communicated to both individuals and the group.</li> </ul>				
	<ul style="list-style-type: none"> <li>Candidate makes interventions so that participants have adequate time to practice skill or tactic.</li> </ul>				
	<ul style="list-style-type: none"> <li>Feedback is appropriate to the age and level of development of the athlete(s)</li> </ul>				
	<ul style="list-style-type: none"> <li>Candidate maintains a positive outlook and acknowledges athletes' needs and thoughts.</li> </ul>				
	<ul style="list-style-type: none"> <li>Candidate uses respectful language when providing verbal interventions</li> </ul>				
	<ul style="list-style-type: none"> <li>Candidate provides feedback and instruction that clearly identifies <b>what</b> to improve and <b>how</b> to improve.</li> </ul>				
	<ul style="list-style-type: none"> <li>Candidate selectively uses feedback during the drill to constructively reinforce athletes' effort and performance.</li> </ul>				
	<ul style="list-style-type: none"> <li>Candidate clarifies key learning objectives and or performance factors (feedback / instruction) with athletes prior to engaging in the activity.</li> </ul>				
	<ul style="list-style-type: none"> <li>Candidate promotes a positive image of Judo and models the image to athletes and other stakeholders.</li> </ul>				
<ul style="list-style-type: none"> <li>Candidate identifies appropriate expectations for athlete behaviour and reinforces these expectations when appropriate</li> </ul>					
<b>TOTAL POINTS</b>					

(NI, ME, EE)		NI = Needs Improvement	ME = Meets Expectations	EE = Exceeds Expectations
	Delivery of a practice in a safe and ethical fashion (Verifies that the practice environment is safe)	< 4	4 (no 0's)	> 4 (no 0's)
	Delivery of a Judo Program for a beginner (Implements an appropriately structured and organized lesson)	< 9	9 – 14 (no 0's)	> 14 (no 0's)
	Conduct a judo practice (Make Interventions that promote learning)	< 12	12 – 18 (no 0's)	> 18 (no 0's)

<b>Evaluator</b>		
Signed		Date
<b>Evaluator</b>		
	Surname	First



# NCCP Competency Template

## Dojo Assistant

Candidate Name			CC number:	C	C						
	Surname	First									
Yes <input type="checkbox"/>	Completed Workbook #1		Date:								
No <input type="checkbox"/>											

### Planning a Practice

Mark	Evidence of Achievement	Comments	Scoring		
			0	1	2
Appropriate Activities	<ul style="list-style-type: none"> <li>Plan includes a list of key factors or teaching points that related to the overall goal.</li> </ul>				
	<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> </ul>				
	<ul style="list-style-type: none"> <li>Practice plan indicates basic logistical needs to match the overall goal.</li> </ul>				
	<ul style="list-style-type: none"> <li>Practice plan identifies basic information including, date, time, location, number of athletes, level of athletes.</li> </ul>				
	<ul style="list-style-type: none"> <li>Candidate identifies athletes age, ability and performance level</li> </ul>				
	<ul style="list-style-type: none"> <li>Practice has a clearly identified goal, consistent with athlete development level</li> </ul>				
	<ul style="list-style-type: none"> <li>Practice session has clearly defined segments, intro, warm-up, main part, cool-down and conclusion</li> </ul>				
	<ul style="list-style-type: none"> <li>Duration of the practice and each practice segment are identified on a timeline</li> </ul>				
	<b>TOTAL POINTS</b>				
EAP	<ul style="list-style-type: none"> <li>Location of telephones are identified</li> </ul>				
	<ul style="list-style-type: none"> <li>Emergency telephone numbers are listed</li> </ul>				
	<ul style="list-style-type: none"> <li>Location of medical profiles for each athlete is identified</li> </ul>				
	<ul style="list-style-type: none"> <li>Location of fully-stocked first aid kit is identified</li> </ul>				
	<ul style="list-style-type: none"> <li>"Call" and "charge" persons are designated</li> </ul>				
	<ul style="list-style-type: none"> <li>Directions to site are provided</li> </ul>				
	<b>TOTAL POINTS</b>				

(NI, ME, EE)		NI = Needs Improvement	ME = Meets Expectations	EE = Exceeds Expectations
	Candidate ensures appropriate logistics for practice	< 4	4 (no 0's)	> 4 (no 0's)
	Candidate provides an appropriate Emergency Action Plan	< 6	6 –9 (no 0's)	> 9 (no 0's)

<b>Evaluator</b>	
Signed	Date
<b>Evaluator</b>	
Surname	First

# NCCP Competency Template

## Dojo Assistant



National  
Coaching  
Certification  
Program

Programme  
national de  
certification des  
entraîneurs

Candidate Name			CC number:	C	C						
	Surname	First									

### Analyze Performance

	Mark	Evidence of Achievement	Comments	Scoring		
				0	1	2
Analysis of Technique		<ul style="list-style-type: none"> <li>Instructor moves around lesson environment to observe skills from the most adequate vantage points and scans all the participants</li> </ul>		Not There. No evidence is observed.	Evidence is observed, however there is limited attention and or quality in the presentation of the practice, or not entirely complete.	Evidence is observed consistently throughout the practice. Exceptional quality and attention to detail throughout the whole practice.
		<ul style="list-style-type: none"> <li>Instructor identifies or selects common errors that have a direct impact on performance</li> </ul>				
		<ul style="list-style-type: none"> <li>Instructor identifies common corrections</li> </ul>				
		<ul style="list-style-type: none"> <li>Instructor prescribes an appropriate activity and or drill that assists participant to make correction in performance</li> </ul>				
		<ul style="list-style-type: none"> <li>Instructor asks participant's consent for physical contact when assisting in correcting a skill error when appropriate</li> </ul>				
		<ul style="list-style-type: none"> <li>Errors identified are consistent with participant development guidelines for the appropriate stage of participant development.</li> </ul>				
		<ul style="list-style-type: none"> <li>Candidate identifies common corrections based on observation of movement phases (kuzushi, tsukuri, kake)</li> </ul>				
		<ul style="list-style-type: none"> <li>Feedback is prescriptive (how to improve not just what to improve)</li> </ul>				
		<ul style="list-style-type: none"> <li>Candidate analyzes technique as per principles of kuzushi, tsukuri and kake</li> </ul>				
	<b>TOTAL POINTS</b>					

(NI, ME, EE)	Standard	NI = Needs Improvement	ME = Meets Expectations	EE = Exceeds Expectations
	Analysis of technique (Candidate detects and corrects performance)	< 9	9 (no 0's)	> 10 (no 0's)

<b>Evaluator</b>	
Signed	Date
<b>Evaluator</b>	
Surname	First

Date candidate passed on-line "Making Ethical Decisions" evaluation: \_\_\_\_\_

Additional comments by the Evaluator:

Areas of strength:

Areas in need of development (and suggestions for improvement):