EVALUATION TOOL

Note: Additional details concerning evidences of achievement may be found in the matrices, Appendix 3.

Candidate			**CC number:**	C	C						
	Surname	First Name									

Outcome: Plan a Practice (Training Session)

Criteria	*Mark*			*Evidence of Achievement*	*Comments*	*Scoring 0*	*Scoring 1*
Identifies Logistics and Background Information for Practice				Players' ages, abilities, and performance levels are identified.*		Not there. No evidence appears on plan.	All there. Sufficient detail of evidence.
				Date, time, location and number of players are identified*			
				Training session plan indicates basic logistical needs (i.e. facilities and equipment) to achieve session goals.*			
				The training session has clearly identified goals and objectives that indicate where the session fits in the yearly program and is consistent with Golf's LTPD plan*			
				The goals of the session are clearly communicated to the players.			
				An appropriate rationale is provided for the choice of training session goals.			
				Main segments of the training session are identified as per the PGA of Canada's EE DD PRC format.*			
				The duration of the session and each segment are identified on a timeline			
				Potential risk factors are identified			
				Location of training session in seasonal plan is identified*			
				TOTAL POINTS THIS SECTION			
Emergency Action Plan				Locations of telephones are identified (cell or land lines).		Not there. No evidence appear on plan	All there. Sufficient detail of evidence.
				Emergency telephone numbers are listed.*			
				Location of medical profile for each player under the candidate's care is identified.*			
				Access to fully stocked first-aid kit is identified*			
				Advance "call person" and "control person" are designated			
				Directions to reach the specific activity site are provided*			
				TOTAL POINTS THIS SECTION			

**** Evidence must be observed to meet pass standard***

	Mark			Evidence of Achievement	Comments	Scoring			
Identifies Appropriate Activities in Each Part of Session				Planned activities are effectively described through illustrations, diagrams, and explanations.		0	1	2	3
				Plans indicate the key factors or teaching points that will be emphasized		No evidence present.	Some evidence. Plan has limited detail and insufficient accuracy to meet overall criteria. A different coach would have difficulty implementing the session.	Good evidence. Plan has sufficient detail and accuracy to meet overall criteria. A different coach could implement the session.	Exceptional evidence. Plan has excellent detail and accuracy to meet overall criteria. Plan would assist a different coach in enhancing the session.
				Duration of overall training session and each training session segment is clearly identified and consistent with NCCP growth and development principles.					
				Activities are purposeful and linked to training session goal (purposeful means the activities match Golf's LTPD). *					
				Planned activities are appropriate to the stage of skill development (Acquisition, Consolidation, and Refinement). *					
				Planned activities contribute to the development of athletic abilities, are appropriate to golf, and are consistent with NCCP growth and development principles.					
				Planned activities have appropriate work–rest ratios, target training loads, or target intensities.					
				Planned activities are sequenced properly to promote learning, skill development and to induce desired training effects.*					
				Planned activities integrate appropriate mental skills.					
				Planned activities are appropriate to the time in the season of the program.*					
				Planned activities reflect a knowledge of a variety of practice techniques such as Part, Whole, Whole-Part, Massed, Distributed, Constant, Variable, etc.					
				Activities are adapted to assist a player with a disability or returning from injury.					
				TOTAL POINTS THIS SECTION					

**** Evidence must be observed to meet pass standard***

Criteria	Mark	Evidence of Achievement	Comments	Scoring			
Design and Sequence Activities Within the Practice to Enhance Performance		All the key activities (i.e. those that contribute the most towards achieving the main goals and objectives of the session) are sequenced consistent with the recommended principles and guidelines.		0	1	2	3
		The sequence of the activities provides a progression that builds towards execution under realistic / competitive situations.		No evidence present.	Some evidence. Plan has limited detail and insufficient accuracy to meet overall criteria. A different coach would have difficulty implementing the session.	Good evidence. Plan has sufficient detail and accuracy to meet overall criteria. A different coach could implement the session.	Exceptional evidence. Plan has excellent detail and accuracy to meet overall criteria. Plan would assist a different coach in enhancing the session.
		Coach sequences most of the athletic training activities consistent with the guidelines pertaining to the state of fatigue of the athletes					
		Planned activities integrate the use of training methods (as per LTPD) that are appropriate for the training goal and time of year.					
		The duration of activities is adequate to affect learning and/or training.					
		TOTAL POINTS THIS SECTION					

OUTCOME: PLAN A PRACTICE (EARLY SEASON TRAINING SESSION) – EVALUATION SUMMARY

Rank (NI, MS, ES)	Planning Element	NI = Needs Improvement	MS = Meets Standard	ES = Exceeds Standard
	Identifies appropriate logistics for session	< 7	7-9	> 9
	Design an emergency action plan	< 5	5-6	> 6
	Identifies appropriate activities in each part of the session	**< 22**	**22-28**	**> 29**
	Designs sequence of activities within a training session	**< 9**	**9-12**	**> 9**

Recommendation

○	**Attend training**	○	**Resubmission required**	○	**Credit towards certification**

Evaluator

Signed	**Date**
Print	
Surname	**First Name**

**** Evidence must be observed to meet pass standard***

OUTCOME: PLAN A PRACTICE (MID SEASON TRAINING SESSION) – EVALUATION SUMMARY

Rank (NI, MS, ES)	Planning Element	*NI = Needs Improvement*	*MS = Meets Standard*	*ES = Exceeds Standard*
	Identifies appropriate logistics for session	< 7	7-9	> 9
	Design an emergency action plan	< 5	5-6	> 6
	Identifies appropriate activities in each part of the session	< 22	22-28	> 29
	Designs sequence of activities within a training session	< 9	9-12	> 12

Recommendation					
○	Attend training	○	Resubmission required	○	Credit towards certification

Evaluator		
Signed		Date
Print		
	Surname	First Name

Rank (NI, MS, ES)	Planning Element	*NI = Needs Improvement*	*MS = Meets Standard*	*ES = Exceeds Standard*
	Identifies appropriate logistics for session	< 7	7-9	> 9
	Design an emergency action plan	< 5	5-6	> 6
	Identifies appropriate activities in each part of the session	< 22	22-28	> 29
	Designs sequence of activities within a training session	< 9	9-12	> 12

Recommendation					
○	Attend training	○	Resubmission required	○	Credit towards certification

Evaluator		
Signed		Date
Print		
	Surname	First Name

**** Evidence must be observed to meet pass standard***

EVALUATION TOOL

Note: Additional details concerning evidences of achievement may be found in the matrices, Appendix 3.

Date													
Instructor				**CC number:**	C	C							
		Surname	First Name										

OUTCOME: PROVIDE SUPPORT TO PLAYERS IN TRAINING

	Mark	*Evidence of Achievement*	*Comments*	*Scoring*			
				0	**1**	**2**	**3**
Safety		Candidate surveys the training session site.		**Not there. No evidence is observed.**	**Some evidence but lacks detail.**	**Evidence is observed consistently throughout the session.**	**Exceptional quality and attention to detail throughout the whole session**
		Candidate takes steps to minimize risk to participants before and throughout the training session. Including adapting to environmental factors.*					
		Candidate teaches and reinforces appropriate rules to enable a safe training session environment.					
		Candidate presents an emergency action plan (EAP) that includes all 6 critical elements. *					
		TOTAL POINTS THIS SECTION					
Implements Appropriately Structured and Organized Practice		Candidate presents a training session plan*					
		Equipment is available and ready to use.*					
		Candidate is dressed for active coaching as appropriate to golf.					
		Candidate clearly communicates the training session goals/objectives to players.					
		Practice goals are related to the yearly plan and are aligned with the LTPD *					
		Candidate delivers training session matching the goals identified in the training session plan.*					
		Main training session segments are evident and reflect the EE DD PRC model.*					
		Candidate demonstrates adequate use of space and equipment at the training session facility.					
		If required, beaks are provided for appropriate recovery and hydration.					
		Activities are appropriate for players in the Developing Competitors context and clearly relate to the training session objectives.*					
		Activities contribute to development of skills, tactics, or athletic abilities.*					
		Training session time is maximized (i.e. duration, transition, and waiting times appropriate to golf).					
		Training session activities are adequately sequenced to enhance skill learning or obtain specific training effects.					
		Candidate makes adjustments to the training session based on player performance analysis.					
		Individual player needs are addressed in a way that preserves the practice structure and organization for the group.					
		There is evidence that players are enjoying the activities and have opportunities to be creative and offer suggestions.					
		Candidate can adapt activities to meet the needs of an player with a disability					
		Candidate provides players with a written summary of the session					
		TOTAL POINTS THIS SECTION					

**** Evidence must be observed to meet pass standard***

OUTCOME: PROVIDE SUPPORT TO PLAYERS IN TRAINING

	Mark	Evidence of Achievement	Comments	0	1	2	3
Makes Interventions that Enhance Learning and Improve Performance		Candidate creates opportunities to interact with each player.*		Not there. No evidence is observed.	Some evidence is observed; however, there is limited attention or quality in the presentation or it is not entirely complete.	Evidence is observed consistently throughout the session.	. Exceptional quality and attention to detail throughout the whole session
		Demonstrator positioned so that players can see and hear.					
		Explanations/demonstrations have 1–3 key learning points.*					
		Key factors or learning points are explained and checked for clarification.					
		Key learning points match the Golf Reference Material					
		Explanations are clear and concise and provide opportunities for players to ask questions.					
		Coach correctly analyzes the cause of performance errors based on the "Golf Skill Analysis Model"					
		Coach implements corrective measures based on the "Golf Skill Analysis Model"					
		Candidate uses feedback selectively to constructively reinforce players' efforts and correct performance.					
		Candidate provides feedback and instruction that clearly identifies what and how to improve.*					
		Feedback is positive and specific*					
		When providing feedback coach clarifies key learning objectives and/or performance factors with players prior to re-engaging in the activity.					
		Coach makes interventions so that participants have adequate time to practice skill, tactic or athletic ability.					
		Coach correctly uses delayed or summary feedback techniques where appropriate, and consciously determines when to inhibit feedback to promote critical thinking.					
		Coach identifies corrections that focus player(s)' attention towards external cues, or on the anticipated effects of the movement.					
		Uses tools to gather information about players' performance to enhance learning in players.					
		Can articulate the difference between learning and performance and can determine whether or not learning has occurred.					
		Coach can provide a rationale for choosing interventions that are used during the training session					
		Identifies interventions that are evaluative, prescriptive and descriptive, and consciously selects the appropriate type given the circumstances.*					
		Implements interventions that identify when to make appropriate decisions to enhance performance of a skill or tactic.					
		Teaches players the ability to self-analyze and self-monitor their performance in order to become more independent in solving performance related decision-making problems.					
		Coach identifies appropriate expectations for player behaviour and reinforces these expectations appropriately.					
		Coach can identify individual learning preferences and provide appropiate interventions that promote learning for players based on their preferences.					
		Coach uses individualized mental training strategies for each player based on performance needs and personal characteristics.					
		Candidate uses respectful language towards players when providing verbal interventions.*					
		Candidate maintains a positive outlook and acknowledges players' needs and thoughts.					
		Candidate understands the basic uses and limitations of learning aids.					
		TOTAL POINTS THIS SECTION					

**** Evidence must be observed to meet pass standard***

OUTCOME: PROVIDE SUPPORT TO PLAYERS IN TRAINING

	Mark	Evidence of Achievement	Comments	0	1	2	3
Implements Protocols and Methods that Contribute to Athletic Abilities Specific to Golf		Coach correctly implements general and/or golf specific training protocols and methods to develop and/or maintain **some or all of** the following athletic abilities: balance, flexibility; posture, core strength and stability; agility and co-ordination, strength; power; cardiovascular fitness, and performance skills		Not there. No evidence is observed	Evidence is observed; however, there is limited attention to detail in the session, or it is not consistent.	Evidence is observed consistently throughout the session	Exceptional quality and attention to detail throughout the whole session.
		Coach selects and implements training protocols and methods that are adapted to the age and training experience of the players as outlined in the LTPD *					
		Coach selects and implements training protocols and methods that are adapted to the time of the yearly program.					
		Coach uses training protocols and methods that are adapted to performance improvement needs identified through player evaluation.					
		TOTAL THIS SECTION					

	Mark	Evidence of Achievement	Comments	0	1	2	3
Makes Adjustments to the Session Based on Players' Responses to the Training Tasks.		Coach intervenes and makes adequate adjustments to practice activities when safety is at stake *		Not there. No evidence is observed	Evidence is observed; however, there is limited attention in the session, or it is not consistent.	Evidence is observed consistently throughout the session.	Exceptional quality and attention to detail throughout the whole session.
		Coach modifies practice activities to deal with specific circumstances or logistics (e.g. weather, timing, resources etc.) if necessary.					
		Coach adapts practice activities or practice conditions where necessary to provide appropriate challenges from a technical, tactical, physical, or decision-making point of view, if required *					
		Coach reduces or increases work intensity, work periods, or length of pauses as necessary to account for players' fitness and/or fatigue, consistent with practice goals.					
		Coach correctly implements and adapts corrective measures based on golf's "**Analyze Performance** Model" used to analyze the cause of performance errors during practice.					
		Coach makes adaptation to facilitate achievement of training objective by modifying practice conditions to increase cognitive effort, promote effective decisions, and regulate intensity based on fitness and/or fatigue.					
		Coach provides an appropriate rationale for his/her decisions					
		TOTAL THIS SECTION					

**** Evidence must be observed to meet pass standard***

OUTCOME: PROVIDE SUPPORT TO PLAYERS IN TRAINING – EVALUATION SUMMARY

Rank (NI, MS, ES)	CRITERIA	*NI = Needs Improvement*	*MS = Meets Standard*	*ES = Exceeds Standard*
	Ensures practice environment is Safe	< 5	5-8	> 8
	Implements an appropriately structured and organized practice	< 28	28-44	> 44
	Make interventions that enhance performance and promote learning	< 48	48-65	> 65
	Implements methods to develop athletic abilities specific to golf	< 7	7-10	> 10
	Makes adjustments to the session based on players' responses to the training tasks	< 12	12-14	> 14

Recommendation					
○	**Attend training**	○	**Resubmission required**	○	**Credit towards certification**

Evaluator		
Signed		**Date**
Print		
	Surname	**First Name**

EVALUATION TOOL

Note: Additional details concerning evidences of achievement may be found in the matrices, Appendix 3.

Candidate's Name	Surname	First	CC number:	C	C						

OUTCOME: ANALYZING PERFORMANCE

	Mark	Evidence of Achievement	Comments	Scoring 0	1	2	3
Detects technical elements to be improved.		Coach correctly uses s golf's "**Analyze Performance** Model" to evaluate the technical execution of a player's performance		**No Evidence**	**Some evidence, but analyses were not always consistent with the Referent Model.**	**Good evidence. Analysis was reasonably accurate in relation to the Referent Model.**	**Exceptional evidence. Analysis was excellent and accurate in relation to the Referent Model.**
		Coach can identify results of skill execution and specific performance factors that define optimal performance based on golf's **reference material.**					
		Coach can identify critical errors, which in turn suggests corrections to technical elements that may contribute to an improvement of performance (i.e. athletic abilities, equipment, environment, mental strategies etc.), and is able to select some of the most critical elements that impact performance.*					
		Coach communicates how and why the critical error(s) impact(s) performance.*					
		Coach adjusts short-term program to correct the technical elements identified.					
		TOTAL POINTS THIS SECTION					

**** Evidence must be observed to meet pass standard***

	Mark	Evidence of Achievement	Comments	Scoring 0	1	2	3
Facilitates Correction of Technical Elements to Enhance Performance		Coach identifies specific corrective measures based on analysis, consistent with golf's **reference material.***		No Evidence	Some evidence, but suggested activities for improvement were not always consistent with the Referent Model.	Good evidence. Suggested activities to improve performance were appropriate	Exceptional evidence. Suggested activities to improve performance were highly appropriate.
		Coach identifies *why* the correction will have a beneficial effect on performance and *how* to improve performance using prescriptive interventions					
		Coach evaluates when a specific intervention (teaching / modification of activity) is needed based on observation of player performance and whether corrective measure will produce desired effects.					
		Coach uses adequate demonstrations to model correct performance.					
		Coach prescribes an appropriate activity that assists player to make correction in performance.					
		Coach's corrective task or activity for each player, is relevant to the players' capabilities as per the stage of development within golf's LTPD.*					
		Coaching corrections focus players' attention towards external cues (target), or on the anticipated effects of the movement rather than the way the movement is performed (Internal focus).					
		Coach identifies the **volume of practice,** relevant to golf's LTPD, which may be necessary to achieve the desired effects in correcting/enhancing the skill execution.					
		TOTAL POINTS THIS SECTION					

	Mark	Evidence of Achievement	Comments	Scoring 0	1	2	3
Detects Tactical Elements that need Improvement		Coach communicates how and why the critical error(s) impact(s) performance at appropriate time for each individual.		No Evidence	Some evidence, but analyses not always consistent with Referent	Good evidence. Analysis was reasonably accurate in relation to the Referent Model.	Exceptional evidence. Analysis was excellent and accurate in relation to the Referent Model.
		Coach identifies critical decisions that must be considered by players while performing specific tactics / strategies.					
		Coach correctly identifies potential technical elements that may impact the ability to implement tactical strategies					
		TOTAL POINTS THIS SECTION					

**** Evidence must be observed to meet pass standard***

	Mark	Evidence of Achievement	Comments	Scoring 0	1	2	3
Facilitates Correction of Tactical Elements that need Improvement		Coach identifies specific corrective measure(s) based on analysis of potential causes of tactical errors*		No Evidence	Some evidence, but suggested activities for improvement were not always appropriate.	Good evidence. Suggested activities to improve performance were appropriate.	Exceptional evidence. Suggested activities to improve performance were highly appropriate.
		Coach identifies **why t**he correction will have a beneficial effect on performance and **how** to improve tactic using prescriptive interventions**.**					
		Coach evaluates when a specific intervention (teaching / modification of activity) is needed and whether corrective measure will produce desired effects.					
		Coach uses adequate descriptions and demonstrations to model tactic.*					
		Coach prescribes an appropriate activity that assists player to make correction in tactic**.**					
		Coach ensures adequate engagement in the corrective activity for each player (relevant to golf's LTPD stages of development) and identifies relevancy based on the players' capabilities.					
		Coach can make appropriate tactical decisions based on specific analysis of competitive event**.**					
		Coach ensures that the activity simulates competition as it relates to tactical corrections.					
		TOTAL POINTS THIS SECTION					

OUTCOME: ANALYZING PERFORMANCE – EVALUATION SUMMARY

Rank (NI, MS, ES)	Criteria	*NI = Needs Improvement*	*MS = Meets Standard*	*ES = Exceeds Standard*
	Detects technical elements that have to be improved	< 9	9-12	> 12
	Facilitates the correction of technical elements	< 13	13-16	> 16
	Detects tactical elements that have to be improved	< **5**	**5-8**	> **8**
	Facilitates the correction of tactical elements	<13	13-16	>16

Recommendation

○	**Attend training**	○	**Resubmission required**	○	**Credit towards certification**

Evaluator

Signed	**Date**
Print	
Surname	**First Name**

**** Evidence must be observed to meet pass standard***

EVALUATION TOOL

Note: Additional details concerning evidences of achievement may be found in the matrices, Appendix 3.

Candidate Name	Surname	First	CC number:	C	C						

OUTCOME: Design a Competitive Golf Program

	Mark	Evidence of Achievement	Comments	Scoring 0	1	2	3
Program structure is based on training and competition opportunities		Coach presents logistical information on a planning calendar'*		**No Evidence**	**Some evidence. Plan has limited detail and insufficient accuracy to meet overall criteria. A different coach would have difficulty implementing the program.**	**Good evidence. Plan has sufficient detail and accuracy to meet overall criteria. A different coach could implement the program.**	**Exceptional evidence. Plan has excellent detail and accuracy to meet overall criteria. Plan would assist a different coach in enhancing the program.**
		Coach correctly calculates the length of the season given breaks and other logistics.*					
		Coach correctly calculates the total number of appropriate competition days for the development stage of the player as referenced in the LTPD in the yearly program.*					
		Given the level of the players the coach correctly determines if the yearly program should be based on a single or a double periodization approach, and provides a rationale that is sound.					
		Coach identifies number, duration, and frequency of training sessions in each period of the program.*					
		Coach correctly divides the program into three main periods (Preparation, Competition, Transition) based on training and competition opportunities and, where appropriate, breaks down each Period into Phases (GPP; SPP; PCP; CP) of appropriate durations.*					
		Coach's golf program clearly demonstrates the inclusion of core elements such as physiological and psychological factors*					
		Coach presents an evaluation tool for his/her program.*					
		Coach uses the results of evaluations to identify training and competition needs for the program.					
		Coach can identify number of competition and training days within his/her players program.*					
		Coach can identify basic player information (age, number, differences in growth and development).					
		Coach can identify entry point for the players in the season plan.					
		Coach reflects on possibility of starting earlier or finishing later in the season.					
		TOTAL POINTS THIS SECTION					

**** Evidence must be observed to meet pass standard***

	Mark	Evidence of Achievement	Comments	Scoring 0	1	2	3
Identification of Appropriate Measures to Promote Player Development		Coach calculates the proper ratio of training to competition opportunities within the seasonal program as referenced in the LTPD.*		No Evidence	Some evidence of data collection and calculations but incomplete	Good evidence of data collection, calculations and identifying major issues.	Excellent evidence of accurate data collection, calculations, and identification of major issues
		Coach uses data from performance analyses and normative data pertaining to expected performance standards at Competition-Development to identify whether training and competition opportunities of own program are adequate for player progression.					
		Coach correctly identifies major issues negatively impacting player progression within own yearly program, and presents realistic solutions that are consistent with LTPD principles and are adapted to the needs of Developing Competitors.					
		TOTAL POINTS THIS SECTION					

	Mark	Evidence of Achievement	Comments	Scoring 0	1	2	3
Integrates Yearly Training Priorities in Own Program		**For a given week of their program, the coach can:** - Identify the total number of practices and the duration of each practice, and use this information to determine the total training/practice time within the week as referenced in the LTPD - Determine whether there is a gap between the "minimum training time required to induce specific training effects" and the "time available for training", using the LTPD. - Use the above information to organize and sequence training priorities on a weekly basis (see specific criterion below).*		No Evidence	Some evidence of coaches ability to plan training yearly and weekly in keeping with the principles of the LTPD, growth and development, etc.	Good evidence of coaches ability to plan training yearly and weekly in keeping with the principles of the LTPD, growth and development, etc	Excellent evidence of coaches and ability to plan training yearly and weekly in keeping with the principles of the LTPD, growth and development, etc
		Coach's own template for yearly LTPD is consistent with LTPD principles, growth and development principles, principles for training athletic abilities, and stages of skill development.					
		Coach presents a yearly planning template that prioritizes key training factors/components, indicates training and developmental objectives, and provides appropriate sequencing of such factors/components/objectives with each period of the plan.					
		Coach ensures the program includes technical, tactical, physical and mental elements*					
		TOTAL POINTS THIS SECTION					

**** Evidence must be observed to meet pass standard***

	Mark	Evidence of Achievement	Comments	Scoring 0	1	2	3
Organizes and Sequences Training Priorities on a Weekly Basis		Using PGA guidelines, the coach manages and prioritizes training time appropriately, and presents a strategy to develop athletic abilities that is consistent with the training priorities and objectives identified in the PGA template for the week of the program.		No Evidence	Some evidence of use of training time and exercises to develop elements, but not always appropriate.	Good evidence of the appropriate use of training time to develop the elements of performance.	Excellent evidence of the appropriate use of training time as well as the use of specific analysis to inform program decisions.
		The coach takes into account the logistical constraints that apply to their own program when sequencing the training activities within the week.					
		The coach positions training sessions strategically relative to each other within the week, in a manner that reflects factors such as anticipated fatigue levels, time necessary to recover from specific activities, training priorities, overall performance goals, and competitions scheduled in the short term.					
		The coach provides a practice plan that identifies appropriate types of exercises for improving fitness for golf, and practice conditions for technical, tactical and mental factors within each of the weekly plans.					
		Based on the results of specific performance analyses, the coach factors in critical programming decisions that have to be made to the weekly plan in order to address or correct specific performance factors.					
		TOTAL POINTS THIS SECTION					

**** Evidence must be observed to meet pass standard***

	Mark	Evidence of Achievement	Comments	Scoring 0	1	2	3
Develop a Tapering and Peaking Program		A description of the competition and training activities for the week preceding an important competition is provided.		No Evidence	Some evidence of a pre-competition plan with some tapering but no evidence of adjustments to nutrition, hydration, etc.	Good evidence of planning for tapering/ peaking in keeping with accepted principles & some adjustments for nutrition, etc.	Excellent evidence of planning for tapering/peaking in keeping with principles & excellent adjustments for nutrition, etc.
		During the week preceding an important competition, activities are appropriately adapted for tapering and peaking based on the correct application of the following principles: ○ *Reduction in the training volume throughout the taper phase.* ○ *Maintenance of sufficient volume of high-intensity training.* ○ *Decrease in the level of fatigue generated during training sessions.* ○ *Maintenance/slight reduction in the weekly frequency of training sessions.* ○ *Activities performed during the taper period are highly specific to the player's competitive demands.*					
		In addition to adjustments made to activities and weekly program, specific measures and strategies that contribute to maximizing the players' potential for performance are identified in areas such as: nutrition and hydration; adjustments to equipment; mental preparation; logistics; etc .					
		TOTAL POINTS THIS SECTION					

OUTCOME: DESIGN A COMPETITIVE GOLF PROGRAM – EVALUATION SUMMARY

Rank	Criteria	*Below Pass Standard-NI*	*PGA Pass Standard*	*Exceeds Standard*
	Outlines program structure based on training and competition opportunities	< 24	24 - 28	> 28
	Identifies appropriate measures to promote player development within own program.	< 5	5-6	> 6
	Integrates yearly training priorities into own program.	< 6	6-8	> 8
	Organizes and sequences training priorities and objectives on a weekly basis (microcyles)	< 8	8-10	> 10
	Develops tapering and peaking program in preparation for important competitions	< 5	5-6	> 6

Recommendation

○	**Attend training**	○	**Resubmission required**	○	**Credit towards certification**

Evaluator

Signed	**Date**
Print	
Surname	**First Name**

**** Evidence must be observed to meet pass standard***

EVALUATION TOOL

Note: Additional details concerning evidences of achievement may be found in the matrices, Appendix 3.

Candidate Name	Surname	First	CC number:	C	C						

OUTCOME: MANAGE A COMPETITIVE GOLF PROGRAM

	Mark	*Evidence of Achievement*	*Comments*	*Scoring* 0	1	2	3
Manages Administrative and Logistical Aspects of Program.		Coach identifies expectations for behaviour and commitment in players, and identifies appropriate consequences.*		**No Evidence**	**Some evidence. Organizational efforts give limited attention to detail and insufficient accuracy to meet overall criteria.**	**Good evidence. Enough detail to implement the golf program.**	**Exceptional evidence. Gives excellent attention to detail and accuracy to meet all criteria.**
		Coach facilitates logistics for away competitions or training events (i.e. travel arrangements, reservation of facilities, food, chaperones, etc.)					
		Coach works with program volunteers and or administrators to prepare budgets and other financial aspects for program and/or projects.					
		Coach manages financial resources effectively and responsibly.					
		Coach uses pre-designed templates to produce project reports that are complete, clear, objective					
		Coach can **submits** documentation that outlines the philosophy, objectives, basic financial demands, and schedules of competition events and training commitments.*					
		There is evidence of ongoing communication with players, parents or other key stakeholders.*					
		TOTAL POINTS THIS SECTION					
Reports on Player Progress Throughout the program		Coach uses detailed individual player assessment tools that are consistent with the LTPD guide.*					
		Using the above documentation, coach presents a complete assessment of the player's performances in training and in competition, and recommends areas for improvement in specific performance factors.					
		TOTAL POINTS THIS SECTION					

**** Evidence must be observed to meet pass standard***

OUTCOME: MANAGE A COMPETITIVE GOLF PROGRAM – EVALUATION SUMMARY

Rank	Criteria	*Below Pass Standard-NI*	*PGA Pass Standard*	*Exceeds Standard*
	Manages Administrative and Logistical Aspects of Program.	<11	11-16	>16
	Reports on Player Progress Throughout the program	<4	4-5	>5

Recommendation

☐	**Attend training**	☐	**Resubmission required**	☐	**Credit towards certification**

Evaluator

Signed	**Date**
Print	
Surname	**First Name**

EVALUATION TOOL

Note: Additional details concerning evidences of achievement may be found in the matrices, Appendix 3.

Candidate Name	Surname	First	CC number: C C

OUTCOME: SUPPORT THE COMPETITIVE EXPERIENCE

	Mark	Evidence of Achievement	Comments	Scoring 0	1	2	3
Pre-competition: Implements Procedures that Support Readiness for Performance		Coach **can present** a competition plan that outlines specific guidelines for: nutrition, hydration, rest, physical and mental preparation for before, during and after the competition.*	This section to be completed during or following the on-stie evaluation	No Evidence	Some evidence but implementation efforts lack some details important in preparing players to compete.	Good evidence. Implementation efforts have enough detail to prepare players for competition.	Exceptional evidence. Gives excellent attention to detail in preparing players to compete.
		Coach provides clear procedures and team regulations pertaining to expected standards of behaviours while away from home.					
		Coach coordinates safe and timely player and equipment transportation					
		Coach clarifies competitive rules before the competition and communicates appropriate information to players and other stakeholders (e.g., parents).*					
		Coach teaches players to be self reliant with understanding the rules of golf and local rules.					
		Coach teaches and supports the players in developing a plan outlined in a course yardage book, with tactics and strategies to play the course.					
		Coach monitors nutritional and hydration strategies that will assist player's performance in competition.					
		Coach communicates with his/her players, providing them with the necessary information in relation to their role in individual and team performance in competition.					
		Coach works with player to identify performance and process goals and objectives.*					
		Coach manages own anxiety/stress level in an effective way, in order not to become a source of distraction for the players.					
		Coach develops and communicates written guidelines pertaining to expectations of self, players, parents, and other stakeholders before, during and after competitions.					
		Coach ensures that **players** are aware of the facility and local rules to enable a safe and positive competition.*					
		Coach ensures players perform golf specific physical warm-up.					
		Coach ensures that **players** are aware of competition starting times.*					
		TOTAL THIS SECTION					

**** Evidence must be observed to meet pass standard***

During Competition: Makes Decisions and Interventions that Promote Performance	Mark	Evidence of Achievement	Comments	Score 0	Score 1	Score 2	Score 3
		Coach identifies strategies players use to analyze key performance factors during the competition to assist in correctly identifying areas for improvement. (ex.: between holes, mental checks of focus, anxiety, emotional state, intensity level, physical energy etc.) and after a certain number of holes, shot patterns, putting patterns, etc.	This section to be completed during or following the on-stie evaluation	No Evidence	Some evidence of coaches decisions and interventions that promote performance.	Good evidence of coaches decisions and interventions that promote performance	Excellent evidence of coaches decisions and interventions that promote performance
		Coach uses technology to record/ monitor player's performance					
		Coach uses pre-determined templates/ checklists to monitor and evaluate performance factors					
		Coach is able to observe players from tee to green and from hole to hole while respecting the rules of the competition*					
		Coach behaves in a controlled manner and shows respect towards officials, other competitors and own players.*					
		Where appropriate, the coach makes use of the opportunities to interact directly with players during competition.*					
		TOTAL POINTS THIS SECTION					

**** Evidence must be observed to meet pass standard***

After the Competition: Uses the Competitive Experience to Progress Player Development	Mark	Evidence of Achievement	Comments	Score 0	1	2	3
		Coach and player assess the competitive plan after the competition and identify what aspects of the plan were successful and are able to rationalize what could be improved.		No Evidence	Some evidence of coaches efforts to resolve conflicts but insufficient detail.	Good evidence of coaches efforts to resolve conflicts including adequate detail.	Excellent evidence of coaches efforts to resolve conflicts including testimony from players.
		Coach debriefs performance with the player, and provides constructive feedback that identifies what and how to develop greater performance.*					
		Coach uses analysis taken during the competition to review, interpret and modify individual and/or team goals.					
		Coach and player use post-competition assessment to identify goals or objectives of future practices or competitions, where appropriate.					
		Coach assists player to reflect upon, and choose successful tactics/strategies for subsequent competitive performances					
		Coach uses tools to help assess the player's mental performance during the competition.					
		Based on results of assessment coach implements strategies to help the player improve in the key areas of focus, intensity level, control of anxiety and negative emotions					
		Coach implements recovery and regeneration strategies to maintain optimal performance for the next training session or competition.					
		TOTAL POINTS THIS SECTION					

OUTCOME: SUPPORT THE COMPETITIVE EXPERIENCE – EVALUATION SUMMARY

Rank	Criteria	*Below Pass Standard-NI*	*PGA Pass Standard*	*Exceeds Standard*
	Pre-competition: Implements procedures that promote readiness for competition	< 22	22-28	> 28
	During Competition: Makes decisions and interventions that promote performance	<14	14-24	>24
	After Competition: Uses the competitive experience to progress player development	< 12	12-16	> 16

Recommendation

○	**Attend training**	○	**Another observation**	○	**Credit towards certification**

Evaluator

Signed	**Date**
Print	
Surname	**First Name**

**** Evidence must be observed to meet pass standard***

Coach: Developing Competitors
Evaluation Summary

Candidate's Name: _____

Criteria Evaluated	*Rank (NI, ME, EE)*
Plan a Practice - Identifies Logistics and Background Information for Practice	
Plan a Practice - Emergency Action Plan	
Plan a Practice - Identifies appropriate activities in each part of the training sessions	
Plan a Practice - Design and Sequence Activities Within the Practice - Enhance Performance	
Provide Support to Players in Training - Ensures that the training session environment is safe	
Provide Support to Players in Training - Implements appropriately structured and organized training sessions	
Provide Support to Players in Training - Makes interventions that enhance performance	
Provide Support to Players in Training - Implements Protocols and Methods that Contribute to Athletic Abilities Specific to Golf	
Provide Support to Players in Training - Makes Adjustments to the Session Based on Players' Responses to the Training Tasks.	
Analyze Performance - Detects technical elements that have to be improved	
Analyze Performance - Facilitates the correction of technical elements	
Analyze Performance - Detects tactical elements that have to be improved	
Analyze Performance - Facilitates the correction of tactical elements	
Design a Competitive Golf Program - Outlines program structure based on available training and competition opportunities	
Design a Competitive Golf Program - Identifies appropriate measures to promote player development within own program.	
Design a Competitive Golf Program - Integrates yearly training priorities into own program.	
Design a Competitive Golf Program - Organizes and sequences training priorities and objectives on a weekly basis (microcyles)	
Design a Competitive Golf Program - Develops tapering and peaking program in preparation for important competitions	
Manage a Competitive Golf Program – Manages Administrative and Logistical Aspects of Program	
Manage a Competitive Golf Program - Develops Strategies to Address/Resolve Conflicts	
Support the Competitive Experience - Pre-competition: Implements procedures that promote readiness for competition	
Support the Competitive Experience - During Competition: Makes decisions and interventions that promote performance	
Support the Competitive Experience - After Competition: Uses the competitive experience to progress player development	

Action Plan Template

Action Planning (Next Steps)	
	NEEDS IMPROVEMENT Identify what the candidate needs to do to complete a successful evaluation in a particular outcome. This may involve a re-submission or a re-observation.
	MEETS EXPECTATIONS Identify to the candidate what needs to happen to maintain certification. This may include identifying appropriate professional development opportunities, mentorship, etc.
	EXCEEDS EXPECTATIONS In outcomes where the candidate has performed exceptionally well, identify opportunities to move to a more expert level. This may involve further evaluation or training. Identify further opportunities to continue to excel in coaching.

Evaluator			
Signed		**Date**	
Candidate			
Signed		**Date**	
Evaluator (Print)			
	Surname	**First Name**	
Phone			
	Home	**Business**	**Fax**
E-mail			