





Instruction-Intermediate – Matrix for Diving

Outcome: Provide Support to Athletes in Training	
Criteria: Ensure that the lesson environment is safe	
Achievement	Evidence:
Above Standard	<p>Meet “Standard for Core Certification” and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Teach others how to implement safety measures and preventative actions <input type="checkbox"/> Implements an emergency procedure adapted to the sport in case of previous injury or accident <input type="checkbox"/> Reflect critically on safety concerns prior to lesson
NCCP Standard For Core Certification 	<ul style="list-style-type: none"> <input type="checkbox"/> Surveys the lesson site <input type="checkbox"/> Takes steps to minimize risk to participants before and throughout the lesson — (includes equipment setup, station blocks are created for optimum viewing of coach(s), etc). <input type="checkbox"/> Reinforce and teach appropriate rules to enable a safe lesson environment <input type="checkbox"/> Present an emergency action plan (EAP) that contains elements specific to the teaching facility being used. <ul style="list-style-type: none"> <input type="checkbox"/> Location of telephones are identified (cell and land lines) <input type="checkbox"/> Lifeguard protocol is identified and steps are in place for coordinating with them <input type="checkbox"/> Emergency telephone numbers are listed and on hand <input type="checkbox"/> Location of medical profiles for each participant under the instructor’s care is identified – e.g. allergy to nuts, etc. <input type="checkbox"/> Location of Fully-stocked first-aid kit identified <input type="checkbox"/> Advance “call person” and “control person” are designated <input type="checkbox"/> Procedures for handling the rest of the athletes on deck is identified
Below Standard	<ul style="list-style-type: none"> <input type="checkbox"/> Does not survey lesson environment prior to lesson and during lesson <input type="checkbox"/> Does not address dangerous factors in the lesson environment <input type="checkbox"/> Does not present an Emergency Action Plan (EAP) or presents an EAP with less than six of the critical elements


Outcome: Provide Support to Athletes in Training	
Criteria: Implement organized and structured lessons that consolidates and refines sport skills and athletic abilities	
Achievement	Evidence:
Above Standard	<p>Meet “Standard for Core Certification” and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Adapts lesson activities to increase challenge or to ensure adequate learning opportunities <input type="checkbox"/> Address individual participant needs in a way that preserves the lesson structure and organization, i.e. writes a lesson plan with different objectives for different divers in the class/group <input type="checkbox"/> Provide opportunities for participants to apply creative solutions and to offer suggestions that enhance the learning environment <input type="checkbox"/> Works with others to facilitate organized and structured lessons, i.e. works with a mentor for feedback on lesson plans or mentors junior coaches <input type="checkbox"/> Modifies lesson activities to address context specific circumstances or logistics, and to create a specific learning effect (physical or motor) <input type="checkbox"/> Implements efficient transitions between activities or learning events <input type="checkbox"/> Identifies the performance factors and learning objectives that were outlined at the beginning of lesson and creates specific teachable moments to enhance learning through Concept Coaching techniques <input type="checkbox"/> Makes adjustments according to the reaction and performance of the participant in the activity
NCCP Standard for Core Certification 	<ul style="list-style-type: none"> <input type="checkbox"/> Greets participants as they arrive for the lesson <input type="checkbox"/> Presents a detailed lesson plan <input type="checkbox"/> Matches lesson plan objectives with delivery of lesson <input type="checkbox"/> Provides breaks for appropriate recovery and hydration when necessary <input type="checkbox"/> Demonstrates a clear timeline for activities so that activity time is maximized in lesson <input type="checkbox"/> Demonstrates clear lesson segments including an introduction, appropriate warm-up, main segments, cool down, and conclusion/reflection <input type="checkbox"/> Ensures equipment is available and ready to use <input type="checkbox"/> Dress appropriately for instructing <input type="checkbox"/> Clearly communicates the learning goals and objectives at the beginning of the lesson <input type="checkbox"/> Implement high activity time and ensure participants are on task, e.g., participants are engaged in activity at least 70% of the lesson time; participants move effectively from one activity to another <input type="checkbox"/> Ensures duration of activities is adequate to enable changes in performance <input type="checkbox"/> Implements activities that contribute to the development of skills and or athletic abilities as outlined in lesson plan <input type="checkbox"/> Makes adjustments that enable the objectives of the lesson to be achieved <input type="checkbox"/> Sequences (progresses) activities to enhance learning <input type="checkbox"/> Demonstrates adequate use of space and equipment <input type="checkbox"/> Has a specific conclusion for the lesson that reflects on the divers' accomplishments
Below Standard	<ul style="list-style-type: none"> <input type="checkbox"/> Does not provide structure to the lesson, i.e. no plan and lessons are ‘made up’ on the spot <input type="checkbox"/> Does not use appropriate warm-up activities. i.e. Inappropriate warm-up activities may include implementation of high intensity activities prior to progressive lower intensity activities <input type="checkbox"/> Does not implement the established lesson plan or does not provide appropriate rationale for deviating from the established lesson plan

Outcome: Provide Support to Athletes in Training	
Criteria: Make interventions that promote learning	
Achievement	Evidence:
Above Standard	<p>Meet “Standard for Core Certification” and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Encourages calculated risks in accordance with the NCCP code of ethics <input type="checkbox"/> Makes feedback specific to individuals and enables the participant to take greater ownership over specific performance factors and learning objectives <input type="checkbox"/> Facilitates other instructors (assistants) to identify optimal corrective measures to enhance participant performance <input type="checkbox"/> Integrates mental preparation strategies into the lesson <input type="checkbox"/> Uses appropriate technology (video) to gather information about participants’ performance and learning <input type="checkbox"/> Identifies when to make appropriate decisions to enhance participants’ performance of a skill or tactic
NCCP Standard for Core Certification 	<ul style="list-style-type: none"> <input type="checkbox"/> Positions self such that participants can see and hear <input type="checkbox"/> Explains or demonstrates using 1–3 key learning points <input type="checkbox"/> Explains key factors or teaching points and check for clarification <input type="checkbox"/> Reinforces participants’ efforts and correct performance in constructive manner <input type="checkbox"/> Provides feedback and instruction that clearly identifies what and how to improve <input type="checkbox"/> Creates opportunities for participants to have adequate time to practice the skill(s) <input type="checkbox"/> Delivers feedback that is positive, specific, and directed towards both the group and individuals <input type="checkbox"/> Emphasizes independent thinking and problem solving <input type="checkbox"/> Identifies individual learning styles (auditory, visual, kinaesthetic) and provides appropriate opportunities to optimize learning <input type="checkbox"/> Ask students questions to facilitate awareness, and that promote critical thinking <input type="checkbox"/> Integrates and teaches basic decision making <input type="checkbox"/> Uses respectful language towards participants when providing verbal interventions <input type="checkbox"/> Maintains a positive outlook and acknowledge participants’ needs and thoughts <input type="checkbox"/> Makes clear and concise explanations and provide opportunities for participants to ask questions <input type="checkbox"/> Identifies corrections that focus participants’ attention towards external cues or on the anticipated effects of the movement rather than focusing on more internal aspects of the movement <input type="checkbox"/> Creates opportunities to interact with all participants individually or as a group <input type="checkbox"/> Ensures key factors or teaching points are appropriate for the stage of participant development <input type="checkbox"/> Identifies appropriate expectations for participant behaviour and reinforce these expectations when appropriate <input type="checkbox"/> Promotes a positive image of the sport and models the image to participants and other members, i.e. parents, administration, etc. <input type="checkbox"/> Analyzes when to inhibit feedback to promote critical thinking <input type="checkbox"/> Reinforces correct performance by facilitating appropriate feedback (i.e. questioning the participant, or using a demonstration, or moving the participant through the skill) to identify the key factors that were properly executed
Below Standard	<ul style="list-style-type: none"> <input type="checkbox"/> Does not use an explanation and does not identify any key learning points <input type="checkbox"/> Does not use demonstration or does not position participants to see or hear the feedback adequately <input type="checkbox"/> Limited intervention is made to clarify key learning objectives <input type="checkbox"/> Acts negatively and demeans participants, e.g., use foul language, call participant names, pressure participant to perform using threats <input type="checkbox"/> Uses only one method of feedback i.e. auditory

Outcome: Analyze Performance**Criteria: Detect intermediate participant performance**


Achievement	Evidence:
Above Standard	Meet “Standard for Core Certification” and <ul style="list-style-type: none"><input type="checkbox"/> Facilitates and teaches other instructors how to enhance detection of participant performance<input type="checkbox"/> Provides specific evidence (e.g., rotational analysis, biomechanical analysis, etc.) to reinforce analysis of performance<input type="checkbox"/> Uses a variety of observational strategies (e.g., positioning, video, other instructors, etc.) to identify the most critical aspects of performance, errors or feedback to see if a skill is ready to advance, i.e. 102c to 103c<input type="checkbox"/> Analyzes a variety of factors that could contribute to increased performance (e.g., athletic abilities, environmental factors, recovery and regenerative strategies, mental strategies, etc.)
NCCP Standard for core certification 	<ul style="list-style-type: none"><input type="checkbox"/> Help the participants to detect key performance factors and to understand how and why these errors affect overall performance<input type="checkbox"/> Ensures that errors identified are consistent with participant development guidelines for the appropriate stage of participant development, i.e. diver is not ready for the skill to advance (102c) because they are not showing consolidation in the fundamental movement (101c)<input type="checkbox"/> Identifies the potential causes of skill error<input type="checkbox"/> Helps participants to understand how errors affect overall performance by asking appropriate questions<input type="checkbox"/> Communicates how and why the critical error contributes to the performance
Below Standard	<ul style="list-style-type: none"><input type="checkbox"/> Only observes the skill from a single vantage point to detect performance factors<input type="checkbox"/> Identifies effort and motivational factors that contribute to lack of performance rather than key technical or tactical factors, i.e. ‘you’re not trying hard enough’<input type="checkbox"/> Only explains how the error relates to the overall performance but does not indicate why it is important

Outcome: Analyze Performance**Criteria: Correct intermediate participant performance**


Achievement	Evidence:
Above Standard	Meet “Standard for Core Certification” and <ul style="list-style-type: none"><input type="checkbox"/> Facilitates and teaches other instructors to identify optimum corrective strategies to enhance participant performance<input type="checkbox"/> Helps participants to identify individual corrections by asking questions that promote independence and problem solving<input type="checkbox"/> Involves participants in a critical thinking process: What did you do? What should you do? What can you do to create a better outcome or result?<input type="checkbox"/> Adjusts corrections to ensure that the level of difficulty required is relevant to the participant’s capabilities to perform the task or outcome<input type="checkbox"/> Adjusts lesson activities to ensure adequate motor engagement in order to provide optimal corrections in participant performance
NCCP Standard for core certification 	<ul style="list-style-type: none"><input type="checkbox"/> Makes specific corrections that identify how to improve the performance by prescribing key performance factors<ul style="list-style-type: none">• “You are dropping your arms (forward) in the hurdle. Keep your arms fully extended, slightly behind ears as you extend your hurdle knee.”<input type="checkbox"/> Makes skill or performance corrections that are prescriptive (i.e., emphasize how to improve, not just what to improve)<ul style="list-style-type: none">○ “You are leaning forward on take off. Focus on keeping your shoulders and hips in balance over your press.”<input type="checkbox"/> Identifies specific correction based on skill model and observation of movement phases<input type="checkbox"/> Uses adequate demonstrations to model correct performance<input type="checkbox"/> Identifies why the correction will have a beneficial effect on the performance and consistently identifies how to improve performance<ul style="list-style-type: none">○ “Watching the board on your back take off will create more stability and consistency on take off.”<input type="checkbox"/> Makes teaching corrections that focus participants’ attention towards external cues or on the anticipated effects of the movement rather than on the way the movement is performed (internal focus).<ul style="list-style-type: none">○ External focus means concentrating on keeping a specific object or implement in a certain position during the movement; internal focus means concentrating on keeping a specific part of the body in a certain position during the movement○ “You are moving your head on take off. Keep your eyes on the end of the board and then the water, about 4 feet out through the take off.”<input type="checkbox"/> Helps participants to increase awareness of basic corrections by asking appropriate questions, i.e. “What was the correction? Did you feel that correction?”<input type="checkbox"/> Asks participant for consent when physical contact is required to correct a skill error
Below Standard	<ul style="list-style-type: none"><input type="checkbox"/> Corrects the participants by indicating what they did rather than identifying specific strategies for how to improve the performance<ul style="list-style-type: none">○ “You’re out too far; next time; dive closer.”○ “You’re arched on the entry; don’t be arched.”○ “You’re not throwing hard enough; throw harder.”

Outcome: Plan a Practice

Criteria: Produce safe and organized lesson plans that shows development of one or more sport skills and/or athletic abilities

Achievement	Evidence:
<p>Above Standard</p>	<p>Meet “Standard for Core Certification” and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Ensure selected activities create specific and appropriate challenges to enhance learning <input type="checkbox"/> Creates lesson activities for the specific needs of the participant based on the analysis of potential causes of performance error <input type="checkbox"/> Ensures selected activities contribute to the development of athletic abilities, are appropriate for the sport, and are consistent with Canadian Sport for Life principles <input type="checkbox"/> Includes the use of goal setting and indicate specific criteria for assessing participant achievement <input type="checkbox"/> Integrates the use of training methods (including loading parameters, work/rest ratios, recovery type and time, etc.) that are suitable for the training goal and for the time of the year <input type="checkbox"/> Integrates appropriate mental strategies (visualization, relaxation, re-focusing, arousal control) to assist participant to achieve task goal or lesson objective
<p>NCCP Standard for core certification</p> 	<ul style="list-style-type: none"> <input type="checkbox"/> Identifies basic information including, date, time, location, number of participants, level of participants <input type="checkbox"/> Matches use of facilities and equipment to lesson goals. <input type="checkbox"/> Provides a timeline for the activities <input type="checkbox"/> Develops lesson plan based on referring to previous lessons within the session or sessions to promote optimal skill acquisition <input type="checkbox"/> Ensures individual participant needs are reflected in the planned activities through variations, notes, etc. <input type="checkbox"/> Sequences activities in the main part to promote learning, skill development and induce desired training effects using different blocks to help consolidate the same skill <input type="checkbox"/> Provides evidence of adequate use of the available time and equipment to promote a high degree of active engagement time, learning, and training on the part of participants <input type="checkbox"/> Ensure selected activities are appropriate to the time and location in unit plan or session program <input type="checkbox"/> Clearly identifies duration of overall lesson and each lesson segment and ensures consistency with participant abilities and NCCP growth and development principles <input type="checkbox"/> Selects activities that contribute to the development of skill (s) and are appropriate to the stage of skill development (Acquisition, Consolidation, Refinement) <input type="checkbox"/> Selects activities that reflect awareness of and control for potential risk factors <input type="checkbox"/> Identifies potential risk factors (environmental, mechanical) <input type="checkbox"/> Provides an appropriate rationale for choice of lesson goals <input type="checkbox"/> Describes planned activities through illustration, diagram, explanation <input type="checkbox"/> Includes key factors for activities
<p>Below Standard</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Does not identify lesson plan goals and objectives <input type="checkbox"/> Does not clearly identify main segments or time line of lesson <input type="checkbox"/> Does not build on previous lesson plans for optimal learning

Outcome: Plan a Practice**Criteria: Design an Emergency Action Plan**

Achievement	Evidence:
Above standard	Meet “Standard for Core Certification” and: <ul style="list-style-type: none"><input type="checkbox"/> Identifies a process for updating and maintaining medical profiles<input type="checkbox"/> Designs and shares a DEAP that reflects learning from past experiences, including previous implementation, to junior coaches<input type="checkbox"/> Identifies aspects that can contribute to enhancing established practices for the design of an DEAP<input type="checkbox"/> Maintains well organized participant profiles in a secure location to protect privacy<input type="checkbox"/> Current First Aid and CPR
NCCP Standard for core certification 	Present a complete Emergency Action Plan (EAP) with six of the six following critical elements. <ul style="list-style-type: none"><input type="checkbox"/> Location of telephones are identified (cell and land lines)<input type="checkbox"/> Lifeguard protocol is identified and steps are in place for coordinating with them<input type="checkbox"/> Emergency telephone numbers are listed and at hand<input type="checkbox"/> Location of medical profiles for each participant under the instructor’s care is identified – e.g. allergy to nuts, etc.<input type="checkbox"/> Location of Fully-stocked first-aid kit identified<input type="checkbox"/> Identify specific steps or procedures in the plan if an injury occurs<input type="checkbox"/> Advance “call person” and “control person” are designated<input type="checkbox"/> Procedures for handling the rest of the athletes on deck is identified
Below Standard	<ul style="list-style-type: none"><input type="checkbox"/> Does not survey lesson environment prior to lesson and during lesson<input type="checkbox"/> Does not address dangerous factors in the lesson environment<input type="checkbox"/> Does not present a Diving Emergency Action Plan (DEAP) or presents a DEAP with less than six of the critical elements