



National
Coaching
Certification
Program



COACH WORKBOOK

Context:

- NCCP Introduction to Competition
- Baseball Canada Regional &
Provincial Coach

Clinic: Teaching and Learning in
Baseball

Concussions in Sport



A concussion is an injury to the head or brain that causes brain function changes. These brain function changes can lead to symptoms that can be physical, cognitive or emotional/behavioural.

A direct or indirect blow to the head or body that will cause the brain to move back and forth within the skull can produce a concussion.

Identification and proper management are key components in preventing a concussion to go unnoticed. An unidentified concussion has the potential to cause permanent or severe brain damage.

Concussion Safety Legislation

The Province of Ontario has recently passed Rowan's Law meant to ensure concussion protection for youth athletes across our province. Baseball Ontario is committed to ensuring that our athletes are safe. Under Rowan's Law and its regulations, all coaches are required to review and confirm having reviewed concussion education resources prior to their first game.

As such, all coaches participating with Baseball Ontario are required to review and/or acknowledge the following steps prior to leading any activities for your team:














1. Annual review of the Concussion Education Resources to help prevent, identify and manage concussions.
2. Annual review of the applicable OBA Code of Conduct.
3. Indicate that you have completed steps 1 and 2 by completing the acknowledgement form.

Visit the Safe Sport section of the Baseball Ontario website (www.baseballontario.com) for resources and acknowledgement.



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

Partners in Coach Education

			
		 Culture and Sport Secrétariat à la Culture et au Sport	
			
			
			

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How to be a better coach



© Scott Grant, CAC

Learn to listen, especially to the athletes –
they are excellent teachers.

Help each athlete develop all of their capacities:
physical, mental/emotional, and social.

Take a stand against doping and cheating in sport.

Thirst for knowledge
attend coaching courses, get certified, stay up to date.

Brought to you by

the Coaching Association of Canada www.coach.ca



Coaching
Association
of Canada



Dear Coach,

The Coaching Association of Canada is pleased to offer you an interactive Web site that enables you to check your accreditation online. Go to www.coach.ca where you can:

- track your progress through the NCCP;
- update your coaching profile;
- print out copies of your coaching card or a transcript of your coaching courses;
- visit the Coaching Tips and Tools section;
- and so much more!



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Teaching and Learning

In this module, you will have the opportunity to engage in an extensive reflection on the notions of teaching and learning in baseball. As you know, one of the most important responsibilities of a baseball coach is to help athletes improve their performance by helping them to learn. You will see how to optimize your athletes' learning by implementing effective teaching methods in your coaching sessions.

In this module, you will be asked to clarify your beliefs about teaching and learning; you will reflect about learning styles, and how to take them into account while you coach; you will analyse coaching sessions using assessment tools that will enable you to take a more objective view of the learning environment being created for the athletes.

Developing teaching strategies requires the acquisition of a number of distinct skills that can be successfully learned and mastered. However, teaching baseball should not be viewed as a mechanical process. In fact, all effective coaches have their own personal style, intuition, and ability to improvise in certain situations. The content of this module does not promote any single model or suggest that all baseball coaches should coach in the same way. Rather, this module aims at helping you improve your teaching skills while encouraging you to develop a personal coaching style.

By the end of this module, you will be able to take a critical look at your own teaching. You will also leave with several assessment tools that will enable you to keep working on your own to improve your effectiveness as a teacher.

Enjoy the workshop!

1. Dealing With an Ethical Situation

1.1- Read the situation below: *To Play or Not to Play*

Jamie has just been named the head coach of his baseball team. Recently, he has noticed that one of the pitchers seems to suffer from an arm injury. He raises the situation with the parents of this 13-year old athlete, whom he knows very well. They say that they are aware of the situation and that they have called their family doctor. The physician was away but, during a telephone conversation, she told them not to worry since “this is normal for growing children” and “there should not be any risk”.

The coach speaks with the athlete who confirms that he hurts a bit, but that he will be ready for the championships that are scheduled in a few days. The athlete has a lot of talent and his name is on the provincial coach’s list of potential players for Nationals.

The athlete’s parents are both members of the association’s Board of Directors and they are responsible for hiring and recruiting coaches. Association policy dictates that it is the coach who ultimately decides whether or not an athlete will take part in a competition. Another policy dictates that an injured athlete cannot compete, and that a written confirmation declaring that the athlete is fit to return to competition must be obtained from a medical doctor.

Since his last discussion with the athlete and the parents, the coach has read a recent sport medicine article dealing with the possible long-term consequences of this type of injury if the first warning signs are ignored. He has also spoken to a sport physician who strongly suggests to not take any chances in this situation, and to consult a specialist as soon as possible. These indications confirm the signs he had observed in the athlete.

One hour before the beginning of the competition, the parents talk to the coach. They repeat what their family doctor has said, and guarantee that, first thing the next morning, she will have the required letter confirming that the child is fit to compete and pitch. The athlete mentions that the pain has increased since last time, but that he is ready to compete if the parents and the coach give the go ahead. The parents insist that their child competes because (1) he wants to and says he can, and (2) the provincial team coach has made a two-hour trip to come and see him compete in order to confirm his selection for Nationals. The parents leave the coach, and walk towards the registration table with their child.

1.2- Your First Answer

On the basis of the facts presented, reflect individually on what you would do in the situation *To Play or Not to Play*. What actions would you take? Why did you make this decision? Write your responses in the space below.

In this situation, the decision I would make or the action I would take would be ...

I would make this decision or take this action because ...

Worksheet 1 – Analyzing an Ethical Situation: *To Play or Not to Play*

Column 1: The Facts of the Situation	Column 2: Ethical Issues	Column 3: Options and Their Possible Consequences
<p>The situation has legal implications: YES () NO ()</p> <p>If yes, what do you do?</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Well-being, health or safety of people, short or long term <input type="checkbox"/> Safety at competition site <input type="checkbox"/> Emergency preparedness <input type="checkbox"/> Unnecessary level of risk <input type="checkbox"/> Appropriate use of authority in best interests of athletes <input type="checkbox"/> Self esteem of athletes <input type="checkbox"/> Conflict of interest <input type="checkbox"/> Competency, level of training or scope of practice of coaches or persons in authority <input type="checkbox"/> Loyalty, keeping of commitments, or keeping of one's word <input type="checkbox"/> Privacy or confidentiality <input type="checkbox"/> Harassment <input type="checkbox"/> Equity and equality <input type="checkbox"/> Respect and dignity <input type="checkbox"/> Observance of established principles, team rules or organizational policies and procedures <input type="checkbox"/> Observance of rules and regulations in sport <input type="checkbox"/> Fair play <input type="checkbox"/> Maintaining dignity and self control <input type="checkbox"/> Respect for officials and their decisions 	<p>Option 1: _____ Possible consequences</p> <p>Option 2: _____ Possible consequences</p> <p>Option 3: _____ Possible consequences</p> <p>Option 4: _____ Possible consequences</p> <p>Option 5: _____ Possible consequences</p>

1.3- The Six-Step Ethical Decision-Making Process

STEP 1: The Facts of the Situation

Use Worksheet 1 on the previous page of this Workbook. Identify the facts of this situation in the first column. You can pair up with another coach.

STEP 2: Ethical or Legal?

Determine whether the situation has legal implications, or is an ethical issue to be resolved. At the bottom of column 1, indicate your answer and why you answered this way.

STEP 3: Ethical Issues Involved

The second column of Worksheet 1 identifies the standards of behaviour of the NCCP Code of Ethics. These standards are important to all coaches. Which of these standards are a factor in *To Play or Not to Play*?

STEP 4: Evaluate Options, Decisions and/or Actions That May Be Taken, and Possible Consequences of Each of Them

Identify the options available to the coach in the situation *To Play or Not to Play*.

For each one of these options, now identify the possible consequences of this choice, and write them in the third column of Worksheet 1.

STEP 5: Choose the Best Option

What would you decide to do if you were in the place of this coach? Does the option you have selected preserve the principle of DO NO HARM?

The action I will take:

STEP 6: Implement Your Decision

Once you've made the best decision possible, you need to think carefully about how to put it into action. This section will help you carry out an action plan to solve an ethical problem while still showing respect for the people involved.

Identify who needs to know. Consider carefully who needs to know about or be involved in the implementation of the action plan.

3. The Athlete in a Learning Situation

3.1- Individual reflection: How I learn best

What sources of information, situations, and experiences are most effective in promoting your own learning? In other words, how do you learn best, and what helps you most to learn new things?

3.2- Learning Styles – Preferred Sensory Channel

Complete the following questionnaire designed to determine your preferred learning style.

Your Preferred Learning Style – Questionnaire

The following questionnaire is designed to help you find out your preferred learning style. To a large extent, your preferred learning style is linked to the sensory channel you use most to learn (i.e. hearing, seeing, feeling). In the 21 situations described in the following pages, choose from the three options proposed (A, B, or C) the one that most closely describes your personal experience.

When you have completed all your answers, go to the next page where you will find an analysis and interpretation of your answers.

What Happens When:

- 1. You are preparing a technical learning sequence for the next month:**
 - A. You make lots of gestures with your hands while you think.
 - B. You draw up a diagram to help you clarify a few key ideas.
 - C. You prepare a detailed plan of the content of the coaching sessions.

- 2. You are getting ready to write up work for the course you are taking:**
 - A. You are taken aback by the pile of paper.
 - B. You feel tired even before you begin.
 - C. You regret waiting until now to get to the work.

- 3. You are off to practice:**
 - A. You are delighted to see that the sky is clear.
 - B. You hear birds singing and it is really delightful.
 - C. You yawn and wish you could stay in bed.

- 4. You go to a major league baseball game and the first thing you notice is:**
 - A. The sounds of bats hitting baseballs.
 - B. Your colleague's beautiful smile.
 - C. The smell of hotdogs.

5. You go to fetch some colleagues who are supposed to be participating in a meeting:

- A. You see that they are chatting and don't know that the meeting is about to start.
- B. You hurry them along so that they get into the room as quickly as possible.
- C. You see that they are not ready to go into the meeting.

6. You walk into a room to begin a presentation:

- A. You hope that the heating will be switched on soon; it's cold in the room.
- B. You notice that the walls are painted an ugly colour.
- C. You are upset by the students who continue chatting.

7. You walk into a room to begin a presentation:

- A. The whispering is intriguing.
- B. You notice that two difficult students are sitting next to each other.
- C. You are not sure where to be: sitting down or walking up and down.

8. An athlete comes to see you to ask you a question:

- A. The fact that he/she is looking anxious is not a surprise.
- B. You wonder what can be behind his/her approach.
- C. You are amused that he/she is coming to see you.

9. You are writing an important piece for your athletes:

- A. Your hand will go to sleep if you go on any longer.
- B. You try to figure if your handwriting is legible.
- C. You really like these rolling ball pens.

10. Your athletes don't understand an explanation:

- A. You immediately think about how to explain it in another way.
- B. You are surprised at the number of puzzled faces in front of you.
- C. You are not pleased; you don't like this kind of situation.

11. Two athletes challenge the coach, and you notice:

- A. That it makes everyone uncomfortable.
- B. That they speak without asking permission.
- C. That they look very angry.

12. Some athletes ask to discuss a problem that everyone in the organization is talking about:

- A. You think that their request is out-of-line.
- B. You are touched by their request.
- C. You note that the other people present agree with the request.

13. The athletes are surprised when you announce the next special activity:

- A. Even though it has been in the schedule for a long time.
- B. Even though they know what to do anyway.
- C. Even though you had repeated it several times.

14. You are off to a competition:

- A. You notice that your new shoes are very comfortable.
- B. You are delighted to see the smiling faces of the people who are hosting you.
- C. You check the numbers several times to be sure that everyone is there.

15. You are summoned to your boss' office:

- A. You have made up your mind to stand firm on this issue.
- B. You wonder whether this is a good omen or not.
- C. You re-read the secretary's note to see if you can find an explanation.

16. A meeting is just about to start:

- A. You notice that person X is not there.
- B. You work out how long the meeting will last by reckoning on ten minutes per agenda item.
- C. You notice that you have chosen a more comfortable seat than last time.

17. You approach the parents of some athletes with whom you have arranged a meeting:

- A. You notice that they have a slight regional accent.
- B. You extend your hand to them spontaneously.
- C. Just a moment! You thought they were older than this.

18. A supervisor walks into your work area:

- A. You find he/she has a pleasant voice.
- B. You find him/her pleasant.
- C. You have a dry throat.

19. In the cafeteria, you are swallowing the last few mouthfuls of your meal:

- A. You have enjoyed the meal.
- B. The conversation around you is not loud: so much the better!
- C. You find the colour of the dishes brighter than usual.

20. Some athletes come and go during your presentation:

- A. You look at your notes several times to find where you were because they distracted you.
- B. You are put off by the coming-and-going.
- C. You are inwardly furious.

21. Once the day is over, you go home and you:

- A. Congratulate yourself inwardly for the successful moments of the day.
- B. Think back over the good moments of the day.
- C. Enjoy sitting down after a day on your feet.

Interpretation Table

The table below shows what kind of learning each answer in the questionnaire represents. For example, choosing the answer B for the first question indicates a visual learning style. For each situation in the questionnaire, circle the letter that corresponds to your answer for the situation. Now find the total for each of the three columns in the table. To do this, assign A answers the value 1, B answers the value 2, and C answers the value 3, and add the values for each column. The column with the highest total represents your primary learning style.

Situation	Visual	Auditory	Kinesthetic
1	B	C	A
2	A	C	B
3	A	B	C
4	B	A	C
5	C	A	B
6	B	C	A
7	B	A	C
8	A	B	C
9	B	C	A
10	B	A	C
11	C	B	A
12	C	A	B
13	A	C	B
14	B	C	A
15	C	B	A
16	A	B	C
17	C	A	B
18	B	A	C
19	C	B	A
20	A	C	B
21	B	A	C
TOTAL			

Recognizing the Learner's Preferred Learning Style

You are Primarily a “Visual” Person

Your General Profile

This means that you are particularly sensitive to the visual aspects of your environment, that you live in the present, that you are aware of what is going on around you, and that you very quickly bring up images of the past in order to make sense of what is happening to you. You like art and beauty, order and disorder. You have a very fine sense of nuances of colour and form. You pick up details: you identify your athletes' handwriting. You recognize people easily. Their appearance, some aspect of how they look, their location in a particular setting are points of reference that you capture in a flash. You get athletes to stay in the same place, so that you will have time to identify them by their place in the room. So much so that when people forget and change places in the room, you may well call them by the wrong name...

You have a good sense of orientation, so you are able to locate where you are on a plan or map, and you don't have to ask the way. You don't always understand why athletes ask you to repeat some instruction for a drill or comment on a practice. “Just open your eyes”, you tell them. You believe that a clear explanation or document requires illustrations, diagrams. When there are no visual pieces, you immediately draw something on the board: you believe it is easier, clearer than any verbal explanation.

You are creative. There are always ideas bouncing around in your head. Athletes sometimes say you speak a little too quickly. It is not always easy to follow your explanations, which are often full of picturesque details. Sometimes you forget to define exactly where you want to go with it. However, you have a sound sense of how to synthesize information and you are as able as anyone to describe the main points. You just allow yourself to get carried away by your rich imagination.

Particular Aspects You Should Pay Attention To

You have to learn how to enter the world of auditory people. If you understand them better, you will find their long explanations less tiring. Provide just the right word, and they will be satisfied; your explanation will make more sense for them. Even easier: get them to give a name to your activities or exercises or to summarize the main points of your message. That way you will satisfy their need for words and you will frame how long they can talk; they will appreciate your activities better and you will provide them a meaningful opportunity to contribute to the group's dynamics.

Kinesthetic people often seem to you to be too “slow”. Use your creativity to create imaginary journeys for them: they will revel in your images... They will experience multiple sensations that they will find overwhelming. Begin your explanations by saying: “Imagine yourself walking...visiting...touching...” Any action verb will do providing you cause them to be mentally active in the course of their reflection. Ask them what they feel when they create these images. If you are able to keep them in contact with their own feelings, they will become more creative and be more interested in your activities. They remind to everyone (and to yourself) that you are also a body capable of experiencing sensations, feelings, needs. They will add some human depth and breadth to your sometimes overly detached view of the world.

Teach others to use their eyes more, especially to remember movement patterns or diagrams outlining certain tactics. You excel in this area because you perceive any visually-based strategy as being more effective.

You Are Primarily an “Auditory” Person

Your General Profile

This means that you are particularly receptive to the auditory aspect of your environment, and that you very readily call up sounds and words heard in the past to help you make sense of what is happening to you.

You are sensitive to the harmony of sounds, the meaning of words, the rhythm of things. You have a fine sense of the various ranges of tonality: the bass and treble are very familiar to you. You recognize people primarily by the tone of their voice. You remember the names of your athletes. You have clever methods to help you do that. You like to choose just the right word. You like to talk, to tell stories. You like to sing or, at the very least, you appreciate the musicality of what you say or hear.

You like to listen to people, discuss, or play with ideas. Your athletes like your careful elocution: you take pleasure in talking. Your voice is melodious, well ordered. You usually breathe through the middle of the thorax by filling your lungs well, which enables you to maintain a regular rhythm.

Particular Aspects You Should Pay Attention To

The previous aspects can sometimes work against you as well: you take such pleasure explaining that you may occasionally forget that some of your athletes soon “turn off” and are unable to sustain their attention to purely auditory sources of information. From time to time, be sure to provide some visual support to revive their interest and regain their attention. It will also make their task easier when you supplement your explanations with concrete examples that will enable them to create their own internal images. Abstract terms tend to be too much in the realm of sounds alone

So what about kinesthetic people? Words alone will always be an empty vessel for them, unless you can also appeal to their senses, their need for physical sensation. Choose the words that complement their preferred sense. On the next pages you will find a table of words most frequently used by each of these profiled classes of people. The list of kinesthetic terms contains suggestions for more appropriate words to use with this kind of athlete.

You Are Primarily a “Kinesthetic” Person

Your General Profile

This means that among the many perceptions that you form at any given moment, you are particularly sensitive to those that you feel. From time to time, you pause in order to check your feelings, and this is your way of being in contact with what is going on around you.

You are aware of the ambiance, the relationships between people. You have a keen sense of the state of mind of those you are speaking with. You are passionate: your athletes appreciate the way you “rev them up”. You are warm and spontaneous. Sometimes, you let yourself get carried away by your emotions: your athletes are afraid of your anger. You are very emotional, and you do not like delicate situations when you have to control yourself. You know how to grab the attention of your athletes because you express yourself in concrete terms, with a fairly slow delivery. You often call on your emotions and theirs.

As you follow your inspiration of the moment, you have a tendency to improvise. The outcome is often positive. You are always available to answer your athletes’ questions: you adapt to the needs of the moment. You are able to remain attentive to them and not feel too restricted by rigid plans.

Particular Aspects You Should Pay Attention To

You would be even more effective if you took more frequent pauses in order to reframe what is being said: a plan, key ideas on the blackboard, to resume the essential elements of what is to be learned. Otherwise, your athletes may get the impression that you are changing the subject abruptly. They need to be able to be involved in the process to acquire a more global vision of the course if they are to understand the general meaning of the program.

For primarily visual learners, your many expressions and gestures are a valuable source of information. Anecdotes, a concrete and dynamic approach help them create vivid mental images. You can have them provide a synthesis of what has already been said or done, or how this fits into the larger picture: they will be very good at this exercise. The rhythm of your presentation may seem too slow to them:

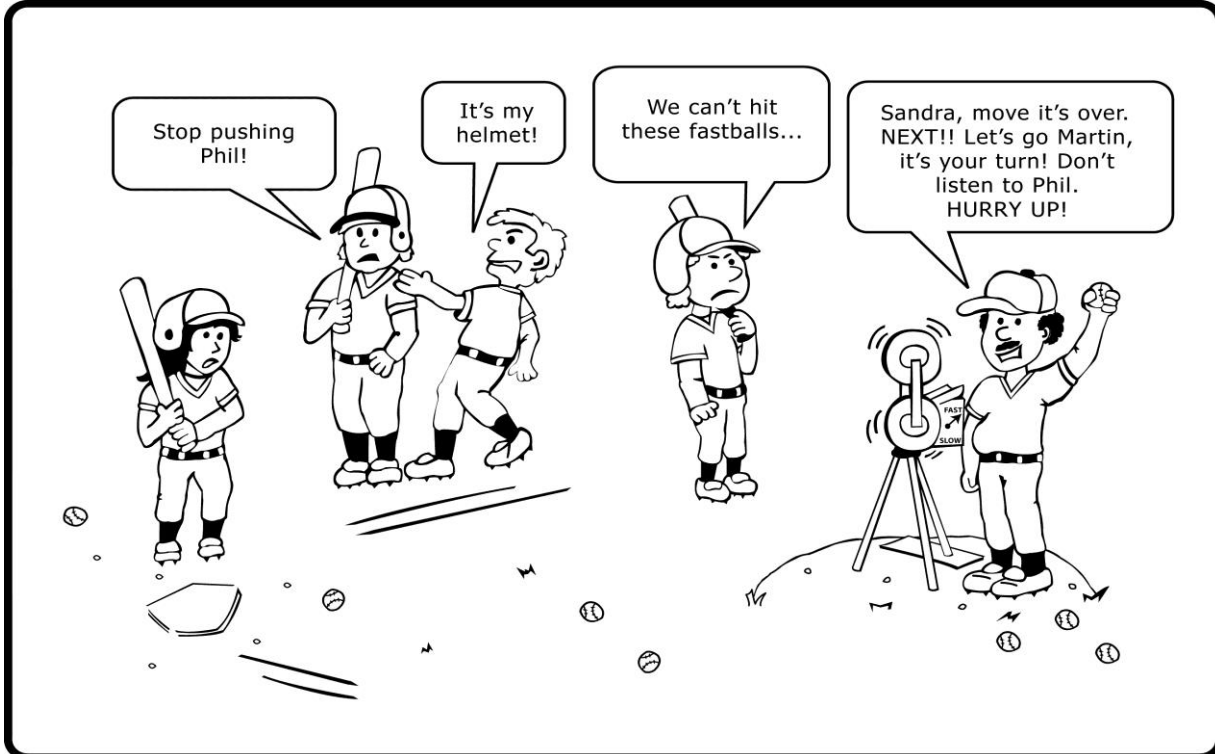
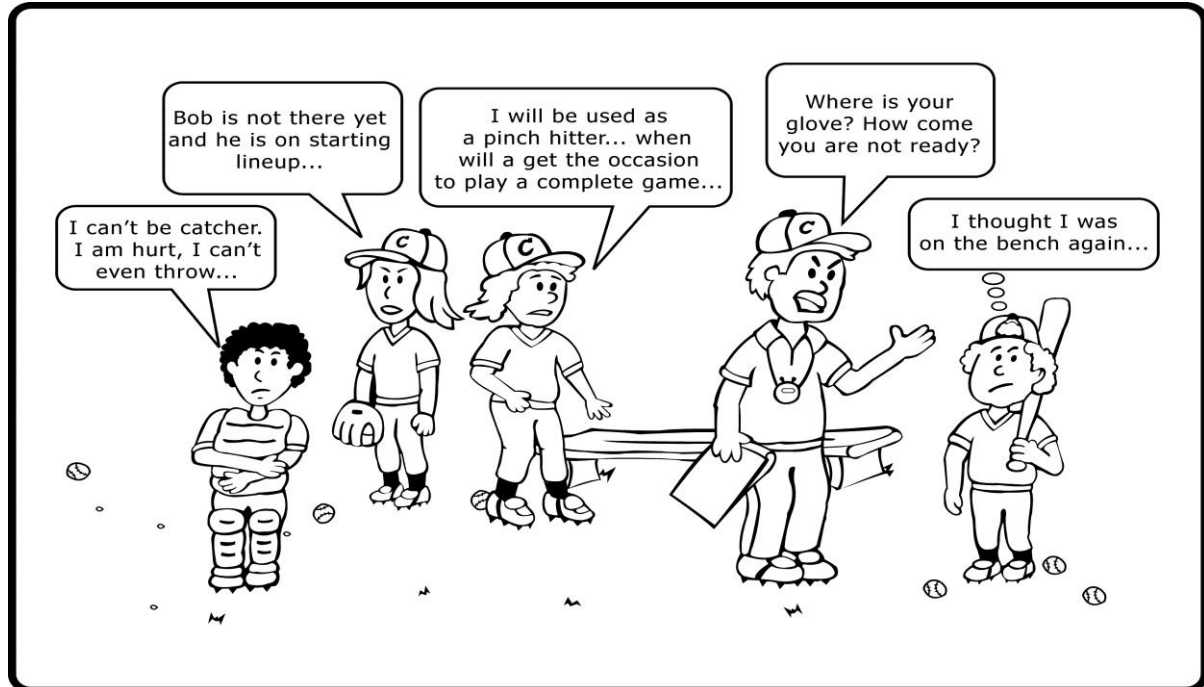
mental pictures are created very quickly in their minds, so much so that you may not be capable of keeping pace with the way they interpret information. Have them speak from time to time, so that the rest of the class can benefit from their brightly coloured examples and images.

Athletes who are primarily auditory may become frustrated: they like structured practices, and activities that are planned, described in precise, well thought-out terms. Have them comment on a technique or summarize an important explanation, because they often link things together in a subtle way. Don't hesitate to recognize your differences in your conception of knowledge, so learn to rely on their strong points: "What word would you use to describe this?" "How would you classify the various ideas we have heard today?" Thanks to your primarily kinesthetic sense, you practice your profession with great sensitivity. This is one of your great attributes: to teach in a lively, unexpected and sometimes unusual way. You epitomize this picturesque Chinese proverb: *"Teaching that only enters the eyes and the ears is like an imaginary meal"*.

4- Teaching

4.1- Organization and Set Up

4.1.1- In the cartoon below, identify aspects of the organization and set up of the activity that need improvement.



Aspects that need improvement

4.1.2- In small groups, discuss your answers with other coaches, and compare your observations with the characteristics of effective organization.

4.2- Explanation And Demonstration

4.2.1- In the next activity, you will have to explain and demonstrate a baseball technical skill. You will be in a group of three: one **coach**, who will explain and demonstrate a skill; one **athlete** and one **observer**, who will share their views on the coach's performance. Each "coach" will have about three minutes to explain and demonstrate.

Use the space below to note the key points in your explanation/demonstration.

Key Points in Your Explanation/Demonstration

- For the purposes of this activity, we will assume that the organization and set up of the activity have been completed appropriately.

- Focus on the message and how to get your message across to the athlete(s).
- The observer should note his/her observations on the next page.

4.2.2- My notes when I am in the role of observer of the coach's explanation and demonstration.

Name of the coach being observed: _____

Appropriate/I agree	Inappropriate/I do not agree

4.2.4- Based on the discussions you just had regarding effective explanations and demonstrations, what changes would you make to the explanation and demonstration you did in 4.2.1?

4.3- Observation, Intervention, and Feedback

4.3.1- In the cartoon below, identify aspects of the coach's observation, intervention, and feedback to athletes that need improvement.



Aspects that need improvement

A large empty rectangular box provided for the student to write their observations and feedback.

4.3.2 – Pair up with another coach, and review the observations you made in 4.3.1. Indicate what you would do and say if you were the coach interacting with each of the three athletes: Mark, Tom, and Kate.

General Comments

Mark

Tom

Kate



Introduction to Competition Teaching and Learning Module



Date : _____

Location : _____

I intend to STOP doing ...

I intend to CONTINUE doing ...

I intend to START doing ...



Coach Certification Requirements for 2022

Division:	Requirements (Head Coach)	Requirements (Assistant Coaches)
Select Division, all series	1. Initiation Online Module 2. Initiation Clinic 3. Teaching & Learning Clinic 4. Infielding Clinic 5. Hitting Clinic (Total: 5 Components)	1. Initiation Online Module (Total: 1 Component)
Rep 8U and 9U	1. Initiation Online Module 2. Initiation Clinic 3. Teaching & Learning Clinic 4. Infielding Clinic 5. Hitting Clinic (Total: 5 Components)	1. Initiation Online Module 2. Initiation Clinic 3. Teaching & Learning Clinic 4. Infielding Clinic 5. Hitting Clinic (Total: 5 Components)
Rep 10U and 11U	1. Initiation Online Module 2. Initiation Clinic 3. Teaching & Learning Clinic 4. Infielding Clinic 5. Hitting Clinic 6. Pitching and Catching Clinic 7. Absolutes Clinic (Total: 7 Components)	1. Initiation Online Module 2. Initiation Clinic 3. Teaching & Learning Clinic 4. Infielding Clinic 5. Hitting Clinic (Total: 5 Components)
Rep 12U and 13U	11U Head Coach Requirements plus : 8. Base running Clinic 9. Planning Clinic 10. Regional and Provincial Coach Online Portfolio***See note for changes (Total: 10 Components)	11U Assistant Coach Requirements plus : 6. Pitching and Catching Clinic 7. Absolutes Clinic (Total: 7 Components)
Rep 14U and 15U (including 16U Girls):	13U Head Coach Requirements plus : 11. Outfielding Clinic 12. Strategies Clinic 13. Practice Evaluation (Total: 13 Components)	13U Assistant Coach Requirements plus : 8. Base running Clinic 9. Planning Clinic 10. Regional and Provincial Coach Online Portfolio***See note for changes (Total: 10 Components)
Rep 16U-18U (including Women):	15U Head Coach Requirements plus : 14. Game Evaluation (Total: 14 Components)	15U Assistant Coach Requirements plus : 11. Outfielding Clinic 12. Strategies Clinic (Total: 12 Components)
Rep 22U	1. Initiation Online Module 2. Infielding Clinic 3. Hitting Clinic 4. Pitching & Catching Clinic 5. Baserunning Clinic 6. Outfielding Clinic (Total: 6 Components)	1. Initiation Online Module 2. Infielding Clinic 3. Hitting Clinic 4. Pitching & Catching Clinic 5. Baserunning Clinic 6. Outfielding Clinic (Total: 6 Components)
Senior:	No Formal Training Required	No Formal Training Required

Notes:

* For teams entering the Elimination Tournaments, coaches must meet national standards for eliminations in the year they are competing. Details available at www.baseballontario.com.

** All coaches and field managers at Peewee and up, and in their very first year of coaching, will be granted an extension of one (1) calendar year to complete the required modules for their specific division, provided they complete at a minimum the following 5 courses prior to June 15th of their first year coaching: Initiation Online Module, Initiation Clinic, Teaching & Learning Clinic, Infielding Clinic, Hitting Clinic.” For the purposes of this exception, “very first year of coaching” shall mean has no previous NCCP baseball-specific training.

*** The Regional and Provincial Coach Portfolio has been sectioned off and now consists of:

1. Core Portfolio Evaluation
2. 13U Video Package - Pre-requisite to Core Portfolio Evaluation
3. 13U Portfolio Tasks