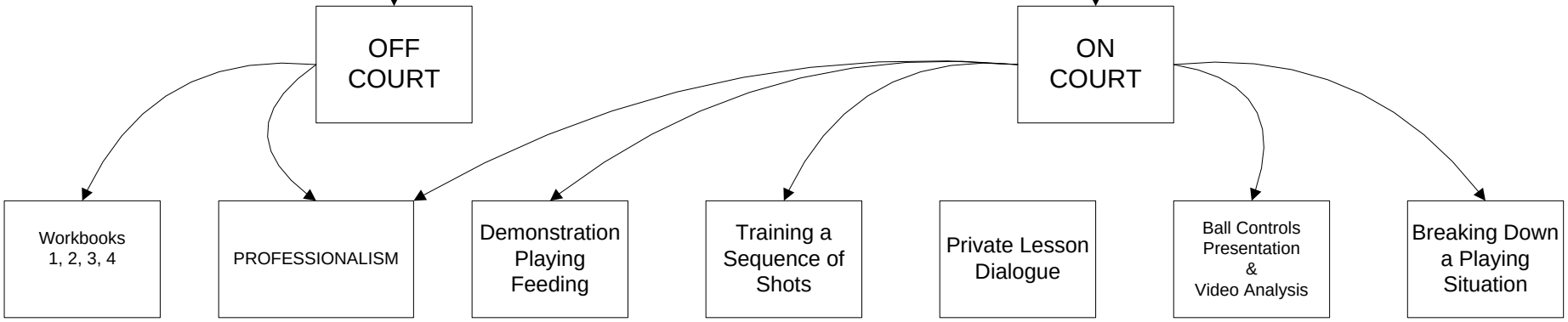
Club Pro 1 Course Map

The focus of CP1 is to ensure that the Pro has the competencies necessary to work with recreational players up to 3.5 level and to implement the most frequent activities at tennis facilities. The required competencies include both on and off court knowledge and skills.

Qualities of an Entry Level Club Professional

- TPA Member: Building a Professional Community
- Learner Centered Pro
- Solid Customer Service Pro
- A Reflective Practitioner

COMPETENCIES



CLUB PRO 1
SUMMARY OF RESULTS

Version 6.1

Name of Candidate: _____ **Date:** _____

Course Facilitator: _____ **Component(s) Evaluated: 1 2 3 4 5 6**

External Evaluator: _____ **Component(s) Evaluated: 1 2 3 4 5 6**

Evaluations	Components	Overall Result	
	Details	**Met Standard**	**Did Not Meet Standard**
NCCP MED Online	*To be completed prior to Ethics Module*		
Professionalism	Valuing and Modelling Leading and Communicating		
Practical Exam #1 (Two Components)	**1.** Demonstration and Warm-Up Ability		
	2. Feeding Ability		
Workbook #1	Pre-Course		
Workbook #2	Observation and Reflection		
Workbook #3	Portfolio A		
Workbook #4	Portfolio B		
Practical Exam #2 (Four Components)	**3.** Training a Sequence of Shots (A, B & C)		
	4. Problem Solving Using the Ball Controls (A & B)		
	5. Private Lesson (Dialogue)		
	6. Breaking Down a Playing Drill (A, B & C)		

Debriefing: Completed ____ (Candidate Initial) Completed ____ (CF Initial)

Course of Action:

_____Congratulations, you are a fully certified Club Pro 1

_____Retake Practical Exam #1, (only the portion which has not been successfully completed) at a cost of $ _____

_____Correct Workbook # (_____), at a cost of $ _____

_____Retake Practical Exam #2, (only the portion which has not been successfully completed) at a cost of $ _____

_____Retake the Course, at a cost of $ _____

Coaching Association of Canada

National Coaching Certification Program

Professionalism

Competency	Outcome	Criteria 1= Not at all 2 = Developing 3 = Consistent/Satisfactory 4 = Quality 5= Outstanding	
Valuing And Modeling	Exemplifies Professionalism	• Dresses in a professional manner (e.g., appropriate tennis attire)	Rating: Comments:
		• Is punctual to all activities and completes all assigned work on time	
		• Is focused and well prepared throughout the duration of the course	
		• Models behaviour that values sport and physical fitness	
	Models behaviours consistent with NCCP Code of Ethics	• Understands clearly, articulates and models the NCCP Code of Ethics and philosophy	Rating: Comments:
		• Uses non-discriminatory language	
		• Uses non-sexist language	
		• Uses inclusive language	
		• Develops appropriate working relationships with other course candidates	
	Willing to contribute to the development of other candidates and of herself/himself	• Is willing to be evaluated, accept constructive criticism, and improve	Rating: Comments:
		• Takes leadership roles when requested	
		• Self-assesses fairly and accurately	
		• Provides constructive feedback to other course candidates when required	
		• Takes the role of student seriously when other course candidates are teaching/leading	
		• Respects other course candidates' attempts at teaching/leading	
		• Contributes fully to working group assignments	
Leading And Communicating	Communicates effectively	• Learns the names of all other course candidates	Rating: Comments:
		• Addresses each candidate using her/his name	
		• Makes eye contact and is personable (i.e., makes other course candidates feel at ease)	
		• Communicates in a caring manner (e.g., positive body language, dynamic presence)	
		• Communicates clearly and loud enough for all to hear (e.g., uses appropriate tone of voice, projects voice in large court areas)	
		• Listens effectively and actively	
		• Uses, recognizes and responds to non-verbal communication	
		• Is approachable, whether in group or individual settings	
		• Responds to phone calls and email communication in a timely manner (i.e., two business days)	

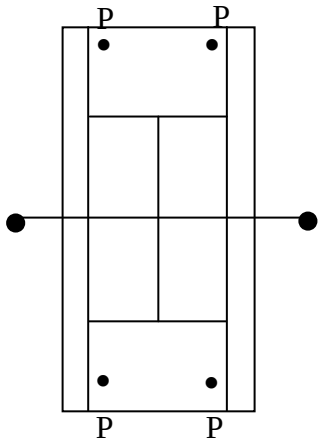
RESULT: **Met Standard** **Did Not Meet Standard**
(Circle one)

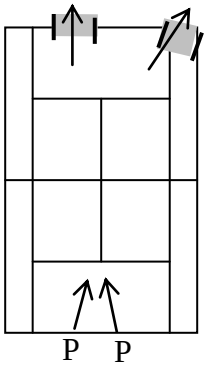
(Note: To meet standard – 3 or better on all ratings, no 1 or 2 ratings)

PRACTICAL EXAM #1

1. Demonstration and Warm-Up Ability:

General Competency: To be able to perform a full court warm-up on half court with effectiveness and conformity.

SKILL	RESULT (Circle one)			
1) Groundstrokes: Both back	**met standard**	**marginally met standard**	**did not meet standard**	**Comments**:
Effectiveness: To be able to send 20 balls (10 balls each) in a row to their student. Regardless of the type of ball the Pro receives, he/she must send a nice easy rally ball to their student. (Easy = flat, medium pace, arching ball – where the bounce and distance allow the player to hit at waist level on the decline) Conformity: 1. Appropriate grip 2. Proper breathing and athletic look 3. Set-up (judging, footwork, balance) 4. Preparation of body/racquet before the bounce 5. Flexion and extension of legs 6. Coordination of arm/shoulder (rotation) 7. Appropriate racquet path and hitting zone 8. Smooth follow through  • Used as marker for determination of fh or bh (to ensure players hit both shots)				
2) Pro Volley – Player Groundstroke	**met standard**	**marginally met standard**	**did not meet standard**	**Comments**:
Effectiveness: same as both back, volleyer must volley with an arc Conformity: 1. Continental or slight Eastern grip (no extreme grips) 2. Proper breathing and athletic look 3. Preparation of body and racquet before the ball crosses the net 4. Synchronized footwork: (Impact – body weight transfer) 5. Impact point in front 6. Wrist and racquet face open at impact 7. Catching action (keep hand in front, then use hand with small catching stroke)				
3) Pro Groundstroke – Player Volleys	**met standard**	**marginally met standard**	**did not meet standard**	**Comments**:
Effectiveness: same as other groundstrokes except nice and easy is now defined as medium pace, right to the player's forehand or backhand volley Conformity: same as in 1) above				

4) **Pro Lobs – Player hits overhead**	**met standard**	**marginally met standard**	**did not meet standard**	**Comments:**
Effectiveness: To be able to send 5 lobs in a row to their student. Regardless of the type of ball received, the Pro must send a nice easy ball to their student. (Easy = a lob which requires minimal movement by the player) Conformity: same as in 1) above				
5) Pro Overhead – Player hits lob (block technique)	**met standard**	**marginally met standard**	**did not meet standard**	**Comments**:
Effectiveness: To be able to send 5 overheads in a row to their student. Regardless of the type of ball received, the Pro must send a medium pace ball to their student which will bounce to their shoulder level and which will require minimal movement by the player. Conformity: 1. Continental or slight Eastern grip (no extreme grips) 2. Sideways body position 3. Impact point in front 4. Coordination of arm and upper body 5. Extension and a little hit feeling				
6) Forehand Topspin from a Self Feed Ball	**met standard**	**marginally met standard**	**did not meet standard**	**Comments**:
Effectiveness: must have an arched trajectory with a medium amount of topspin to your partner who catches the ball with their hand; use targets for direction, distance is to the partner after a bounce; 3 in a row, 3 chances Conformity: must have a smooth rhythmic stroke				
7) Backhand Underspin from a Self Feed Ball	**met standard**	**marginally met standard**	**did not meet standard**	**Comments**:
Effectiveness: must have a straight trajectory with a medium amount of underspin to your partner who catches the ball with their hand; use targets for direction, distance is to the partner after a bounce; 3 in a row, 3 chances Conformity: must have a smooth rhythmic stroke				
8) Serve	**met standard**	**marginally met standard**	**did not meet standard**	**Comments**:
Effectiveness: To serve a nice easy ball to the backhand to the deuce and ad court 3 times in a row, 3 chances; the rebound of the ball must be within target area **Conformity:** 1. Continental grip (no "pan handle" grips) 2. Toss / Impact point in front 3. Set to launch position 4. Extension 5. Rotate arm and body together (proper throwing motion) 6. Rotation of upper and lower body so hips end up facing the net				

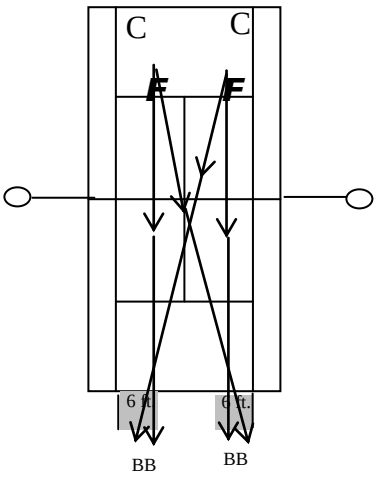
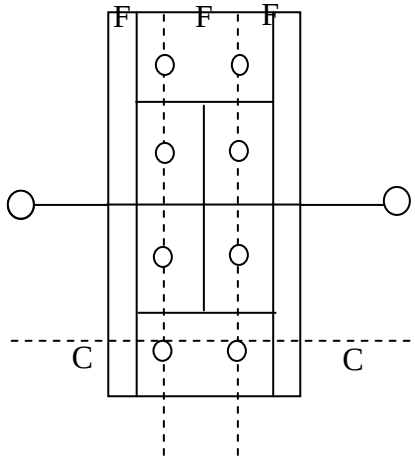
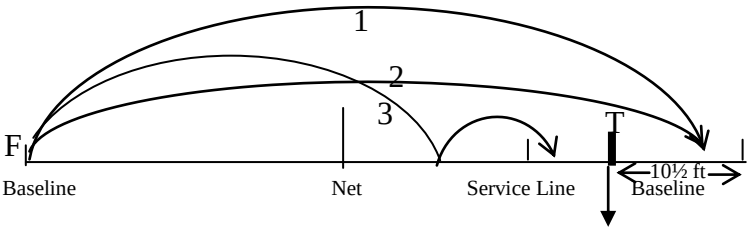
RESULT: **Met Standard** **Did Not Meet Standard**

(Circle one)

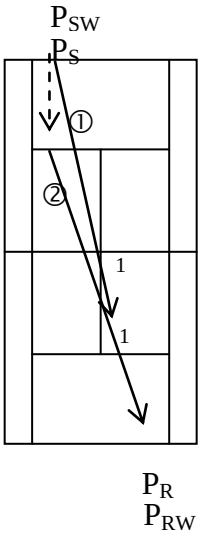
Note: To meet standard – no "did not meet standards" allowed, only 2 "marginally met standards" allowed)

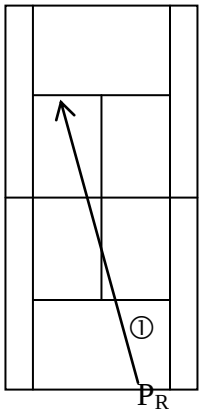
2. Feeding Ability:

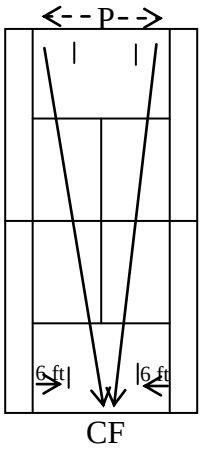
General Competency: To be able to provide effective basket and live feeds in both drilling and playing situations.

SKILL	RESULT (Circle one)		
A) Basket Feed Evaluation and Specific Competency:			
1) Direction and Volume Test	**met standard**	**did not meet standard**	**Comments**:
	C = Player counting F = Feeder T = Target (goal which ball must pass through) B = Players picking up balls Evaluation: Feeder (s) hold 2 balls and alternate targets; hitting 20 total balls with a maximum of 35 seconds (only have 20 balls in the basket); feeding rhythm is boom-boom, 2nd feed contacted before bounce of 1st feed; 2 players being evaluated at a time; each feeder has a counter Scoring: must make **14 targets out of 20 attempts with a 35 second maximum time allotment,** with eyes on targets Target: The ball must go through the target area (hence the success is dependent on the rebound of the ball not on the bounce), the second bounce must be beyond the baseline		
2) Distance/Speed/Trajectory Test	**met standard**	**did not meet standard**	**Comments**:
	Evaluation: Feeder(s) hold 3 balls and feeds before the bounce feed sequence of 3 shots, in order described in diagram below, one after another; 10 attempts of the feed sequence (use of spin is acceptable) Scoring: must make 3 shot sequence **7 times out of the 10** attempts with eyes on targets. Target: As outlined in diagram O = markers to separate		
 1 = high arcing slow ball which must land beyond target 2 = hard drive which must land beyond target 3 = slow, short ball which bounces a second time before target Target for 3 - 10½ feet from the baseline			

B) Playing Feed Evaluation and Specific Competency :

	met standard	did not meet standard	**Comments**:
3) Serve and volley in Doubles, deuce court: Serve to the "t" (backhand of a right-handed returner), then approach volley crosscourt to returner (volley should not require returner to move more than a couple of steps). Must succeed **6/10 attempts**. **Note: test 3) and 4) are completed together; if the partner is unable to return to the server, the CF will return the serve.**  Ps – Pro Serve P_R – Pro Return Psw – waiting to serve P_{RW} – waiting to return			

	met standard	did not meet standard	**Comments**:
4) Return of Serve in Doubles, deuce court: Return of Serve, backhand inside out to server, who is serve and volleying (return should not require server to move more than a couple of steps to ensure that they have the chance to hit an easy approach volley within 1-2 steps of server.) Must succeed **6/10 attempts**. **Note: if the partner is unable to serve to the backhand the CF will serve to the backhand 5 serves without coming to the net to volley.**  			

	met standard	did not meet standard	**Comments**:
5) Groundstrokes both back: maintain the rally when being moved around (play ball even if it is out) while being moved from corner to corner, maintain a nice easy ball down the centre. **Must get one sequence of 10 balls in a row. 2 attempts**. P P  CF = Course Facilitator			

***RESULT*: Met Standard Did Not Meet Standard**
(Circle one)

(Note: To meet standards, must "meet standard" in all elements)

PRACTICAL EXAM #1 COMMENTS:

PRACTICAL EXAM #2
MINI EVALUATION

3. Training a Sequence of Shots

Testing Scenario: Using "real players" as students

General Competency:

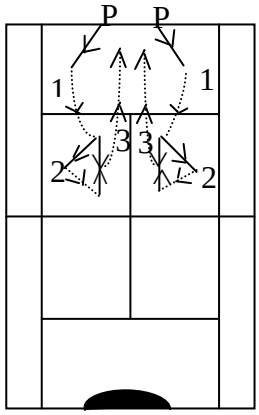
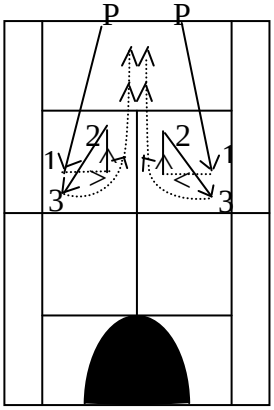
A) To be able to set-up and run a dynamic drill to train a sequence of shots in order to create the real movement and recovery.

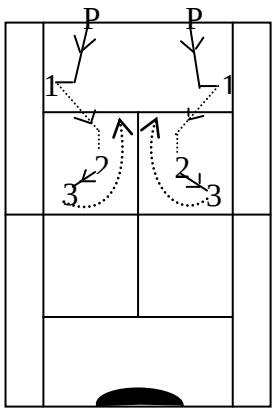
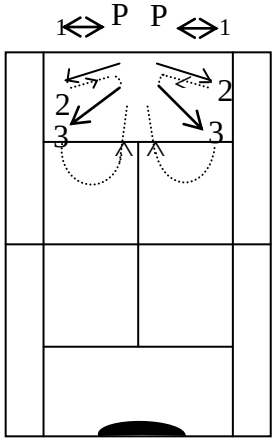
B) To provide a group objective (teaching point) and then to be able to individualise the feedback on the group objective (help the students improve their ball control on one of the 3 shots in the sequence).

C) To ensure student ("client") satisfaction (i.e., they enjoyed their lesson: a good workout and a good learning environment) and student retention (i.e., they would pay for more lessons and would recommend you to others).

Note on Set-Up: 2 columns, each column moves within their half of the court, 4 players – 2 per column; target zone represents area for each column that ball cannot pass through

TOPICS: The candidate will present one of the following four topics (circle the one student presents)

TOPIC	SHOT 1	SHOT 2	SHOT 3	
1. Approach Shot – Volley – Overhead (E.g. down-the-line approach shot; crosscourt volley; down-the-line overhead)				 = represents area ball cannot pass through
2. Chasing a Drop Shot – Overhead - Finishing Volley (E.g., chasing a drop shot and hitting deep down-the-line; down-the-line overhead; angle volley crosscourt)				

3. Approach Volley - Reflex Volley – Finishing Volley (E.g., down-the-line approach volley; reflex volley to either side (random) crosscourt; Drop volley down-the-line: target = 2 bounces before the service line)				
4. Groundstroke Rally – Groundstroke Attack - Intercepting Volley (E.g., crosscourt groundstroke rally; down-the-line drive groundstroke; intercepting approach volley crosscourt)				

SPECIFIC COMPETENCY:

A) To be able to set-up and run a dynamic drill to train a sequence of shots in order to create the real movement and recovery.

SKILL	Yes	No	Comments:
a) Sell the Drill – Stimulate interest by providing a reason why the drill will be helpful (a story that relates to a frequent situation) – Simulate by providing demo of 3 shot sequence (including a description of the ball sent and the ball received) – Be enthusiastic (animate the scenario first slowly and then at a speed realistic to the playing level of your students)	☐ ☐ ☐	☐ ☐ ☐	

b) Set-Up the Drill: Have players walk through drill to ensure understanding of organisational elements Progressively increase tempo of walking through drill Establish Organisational Elements • People Positioning - formation of columns - groupings • Movement Pattern - where to start, where to move to hit shot, where to recover after shot, where to move in order to rotate - establish markers • Feeding - description of feed • Projection - targets - trajectory • Goal/Score - outcome - process • Rotation - when will they rotate Be professional and friendly (use names)	☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐	
c) Run the Drill: • Well done: – Ensure safety (check court for cleanliness, ensure court is safe for play, ensure hopper is appropriately placed and balls are always cleared) – Ensure drill is running as explained in set up – Ensure drill respects topic (real movement and recovery; feeds must be accurate and respect interval of stroke; in other words, time between shots) • Fun: – Ensure Maximum Activity: ensure proper volume and that feed number of balls that there are columns at the same time (i.e. 2 at a time) – Optimal Challenge: ensure feeds are to level of players • Be enthusiastic: create energy	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐ ☐ ☐	

B) To provide a group objective (teaching point) and then to be able to individualise the feedback on the group objective (help the students improve the ball control on one of the 3 shots in the sequence).

SKILL	Yes	No	Comments:
Select a ball control related to one of the 3 shots (based on coach observations) - Bring awareness to most common error though interactive questioning - correct - quick	☐	☐	
Properly explain (demonstrate teaching point related to ball control) - word image together; correct; quick - use PAS to set up the group objective in order to improve outcome for the group based on the most frequent error from the group - provide rationale why this teaching point will improve performance	☐	☐	
Provide continuous ongoing feedback on ball control teaching point as it relates to what is actually occurring	☐	☐	
Group objective with individual feedback	☐	☐	

C) To ensure student ("client") satisfaction (i.e., they enjoyed their lesson: a good workout and a good learning environment) and student retention (i.e., they would pay for more lessons and would recommend you to others).

SKILL	Yes	No	Comments:
Overall group ranking amongst all candidates on your evaluation court - Yes = Top 25% - No = Bottom 25%	☐	☐	
Students satisfaction - enjoyed the lesson - had a good workout - good learning environment	☐	☐	
Student Retention - would pay for more lessons - would recommend to others	☐	☐	

OVERALL RESULT: **Met Standard** **Did Not Meet Standard**
(Circle one)

(Note: To meet standard: at least 2 of 3 "yes" in Sell the Drill; at least 7 of 9 "yes" for Set Up the Drill; at least 4 of 6 "yes" for Run the Drill; at least 3 of 4 "yes" on Provide a Group Objective; and at least 2 of 3 "yes" on Student Satisfaction)

COMMENTS:

4. Problem solving using the Ball Controls: Discovering the error and using PAS/conformity

Part A: Evaluation Scenario: Watching and analyzing a playing video.

General Competency: To demonstrate an understanding of the balls controls as a problem solving tool.

TOPICS	RESULT		COMMENTS
1. Discovering the error and the associated ball control	**met standard**	**did not meet standard**	
a) Scenario One	☐	☐	
b) Scenario Two	☐	☐	
c) Scenario Three	☐	☐	
2. Using PAS and conformity as a problem solving tool	**met standard**	**did not meet standard**	
a) Scenario One	☐	☐	
b) Scenario Two	☐	☐	
c) Scenario Three	☐	☐	

COMMENTS:

Part B: Evaluation Scenario: Presentation to the Course Facilitator (as if presenting to students).

General Competency: To demonstrate an understanding of the balls controls as a problem solving tool.

TOPICS: The candidate will present each ball control topic which did not meet standard in individual in-course presentations during Weekend #2. (circle all topics to be presented)

TOPICS (circle the one student presents)	RESULT		COMMENTS
	met standard	did not meet standard	
1. Direction: Demonstrate and Explain			
a) what directly determine the direction of the ball?	☐	☐	
b) what is the key element to focus on to hit a crosscourt vs inside out shot?	☐	☐	
c) what 3 elements influence a) above?	☐	☐	
d) what is a hitting zone?	☐	☐	
e) what are 3 elements that contribute to a longer hitting zone?	☐	☐	
2. Height: Demonstrate and Explain			
a) using PAS, what directly determines the height of the ball? Apply these PAS variables to explain the possible reasons and associated solutions for the following errors:			
• a waist height backhand volley that goes into the net	☐	☐	
• a waist height backhand volley that is hit too high and hence, goes long	☐	☐	
3. Spin: Demonstrate and Explain			
A) Topspin			
a) Use the PAS to present what directly determines topspin?	☐	☐	
b) provide 2 ways how you can hit a topspin forehand higher over the net (only change 1 variable at a time)	☐	☐	
B) Underspin			
a) same as above except underspin	☐	☐	
b) provide 3 ways how can you hit an underspin backhand higher over the net (only change 1 variable at a time)	☐	☐	

TOPICS (circle the one student presents)	RESULT		COMMENTS
	met standard	did not meet standard	
4. Speed: Demonstrate and Explain			
a) what are the four variables that directly determines the speed of the ball?	☐	☐	
b) when receiving a slow ball, how can you use your body to speed up the ball?	☐	☐	
c) how can the use of the wrist provide difficulty in the control of the speed of the ball?	☐	☐	
d) how does the racquet path effect the speed of the ball?	☐	☐	
e) for 2.5 level players, the issue for groundstrokes is often how to maintain the same speed of ball from shot to shot. What are the important segments to stabilise a medium speed ball?	☐	☐	
5. Distance: Demonstrate and Explain			
a) what are the 3 elements which directly determines the distance of the ball?	☐	☐	
b) on a groundstroke, what are the 3 keys for rallying at the same distance from ball to ball?	☐	☐	

OVERALL RESULT: **Met Standard** **Did Not Meet Standard**
(Circle one)

(Note: To meet standard on Part A: at least 2 of 3 "yes" in Discovering the Error; and at least 2 of 3 "yes" on Using PAS and Conformity as a Problem Solving Tool. To meet standard on Part B: for each ball control presentation to be completed during the final weekend, must "meet standard" in all elements.)

COMMENTS:

5. Private Lesson (Dialogue)

Evaluation Scenario: Using other course participants as students

General Competency: To be able to greet your student in a manner which instantly makes them feel comfortable**;** then through an interactive dialogue find out what stroke/situation of play they would like to work on; then to observe and analyse the need of the student in order to provide the first teaching point and finally, in the wrap-up, to be able to sell how in future lessons the Pro will further develop the repertoire of tasks that they will be capable of executing. At all times the Pro will make the student feel good while learning.

TOPIC: Each candidate will draw from a list of predetermined topics the situation they will "act out" for another candidate during evaluation. Once the topic is "discovered" during the initial interaction, the candidate will deliver a "technical" type of lesson. **Topic:** _____

SPECIFIC COMPETENCY:

SKILL	Yes	No	Comments:
1) Safety - prior to beginning, check court for cleanliness and safety (tennis can lids, wet areas) - during lesson, maintain safety (proper hopper placement, balls cleared from student)	☐	☐	
2) The first contact with the person A) Be Friendly - Smile; make eye contact with student - Make eye contact with your student - Use your student's name in your opening dialogue - Show interest in your student B) Be Professional - Dress like a professional - Have energetic body language	☐ ☐	☐ ☐	
3) Finding out the needs of the student - use an interactive approach to find out what the student would like to work on or improve in order to find out which type of lesson you will be providing	☐	☐	
4) Warm-up - choose the appropriate warm-up (which meets the needs of the topic discovered) - be enthusiastic, praise and encourage - look like a Pro (conformity and effectiveness) - set up early before the bounce - impact at waist height - be smooth (make it look easy)	☐ ☐ ☐	☐ ☐ ☐	
5) Evaluation (Set up and Run) - Using interactive questioning, summarise the elements that your student has requested to ensure that you have understood their needs correctly - Feeding (related to tactical context): - find out what type of feed your student wants (this should be related to the situation in which the student would like to work) - appropriate choice of basket, live, basket-live or play feed - ensure proper volume	☐ ☐ ☐	☐ ☐ ☐	

5) Evaluation (Set up and Run) cont'd
- Target (related to tactical objective):
  - clearly establish the expectation of the stroke/situation: SMART
  - be sure it is realistic for level of the student; bring awareness around norms
- Drill or Points
  - do the evaluation by drilling (live or basket) or by playing points
	☐
	☐
	☐
		☐
		☐
		☐	

6) 1st Training Topic
- Provide a training topic to improve performance (should be either a reception or projection teaching point)
  - provide an explanation and demonstration of the teaching point/training topic
  - word and image together
  - correct (emphasis, clear, professional)
  - quick
  - provide a reason for the teaching point for the conformity-effectiveness
  - could be footwork, bodywork or racquet work
  - relate recommendation to PAS and associated ball control error
Note: for purposes of the exam, we will not continue with the bulk of the lesson (additional teaching points and other areas of focus) and we will jump to the wrap up on the particular focus.
	☐
	☐
	☐
		☐
		☐
		☐	

7) Wrap-up - Praise improvement - Sell subsequent lessons by providing a vision of how the stroke or situation can be developed	☐ ☐	☐ ☐	

OVERALL RESULT: **Met Standard** **Did Not Meet Standard**
(Circle one)

(Note: To meet standard: at least 5 of 6 on Sections 1-4; at least 5 of 7 "yes" for Evaluation; at least 2 of 3 "yes" for 1st Training Topic; and at least 2 of 2 "yes" for Wrap-up)

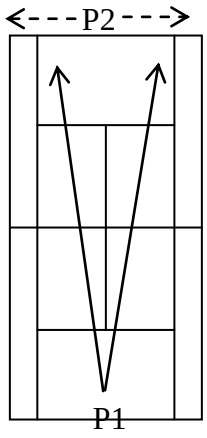
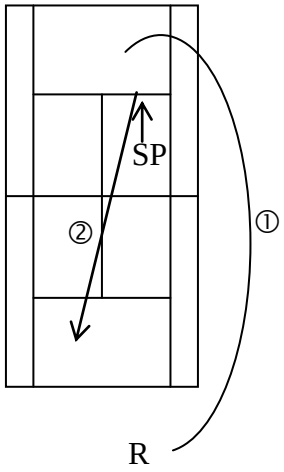
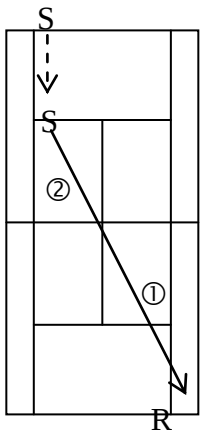
COMMENTS:

6. Breaking down a Playing Drill: Play – Basket - Cooperation (Live Feed) – Play

Evaluation Scenario: Using other course participants as students

General Competency: When players are struggling with consistency in a playing situation or cooperation drill, to be able to provide more repetitions on the skills through the use of basket feeding. This will provide the player(s) with more volume on the shot(s) while receiving some specific feedback to improve performance. Then, in order to make the skill more realistic, the Pro will set-up a cooperation drill where a live feed is used, including the skills which will eventually be implemented in the game situation. Finally, a game situation is used to ensure the final skill(s) is implemented when playing.

TOPIC: The candidate will present one of the following three topics (circle the one student presents).

1. **Singles**: Making the opponent run by changing the direction of the ball when receiving an easy slow ball on a forehand groundstroke from the middle of the court. Player (P1): from the middle of the court, hits to the corners with her/his forehand when receiving an easy ball Partner (P2): when required hits everything back to the middle with an easy rallying shot	
2. **Doubles**: Server's Partner; Receiving a lob return of serve which requires the player to hit an overhead after moving back quickly 2-3 steps. Player (server's partner, SP): who is at the net, backs-up to the service line to smash a lobbed return of serve Partner (receiver, R): returns every serve as a down-the-line lob	
3. **Doubles**: Server; Serve and volley crosscourt when receiving a medium pace, medium height return Player (server, S): serve and approach volley crosscourt when receiving an easy volley at waist height Partner (receiver, R): hits the return as an easy rallying shot crosscourt	

SPECIFIC COMPETENCY:

A) Playing Situation: Final Skill

SKILL	Yes	No	Comments:
a) Sell the Topic: - simulate through a proper demonstration of the game situation: - stimulate interest by providing a reason why the topic will be helpful	☐ ☐	☐ ☐	
b) Set-Up the Game Situation: Use a representative grouping to explain/demonstrate how we will play the points Establish Organisational elements • People Positioning - who starts the point and from where - where is the opponent • Movement Pattern - where to start, where to move to hit shot, where to recover after shot, where to move in order to rotate • Feeding - description of feed • Projection - Trajectory/intention • Goal/Score - outcome - process • Rotation - when will they rotate	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐ ☐ ☐	
c) Run the Game Situation: – Well done: – Ensure safety (check court for cleanliness, ensure court is safe for play, ensure hopper is appropriately placed and balls are always cleared) – Ensure game situation is running as explained in set up – Ensure game situation respects topic – Fun: - Optimal Challenge: adjust challenge of the game situation to find optimal starting point (some inconsistency in order to require a basket feed). This may involve adjusting one of the following set-up variables (movement, feeding, projection, score/goal) - Feedback (sell use of the basket feed which will follow, this will provide a link to the next drill)	☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐	

B) **Basket Feed**

a) Set-Up Basket Feed Drill: Use a representative grouping to explain/demonstrate Establish Organisational Elements • People Positioning - who starts the drill and from where - where would the opponent be - formation of columns • Movement Pattern - where to start, where to move to hit shot, where to recover after shot, where to move in order to rotate • Feeding - description of feed • Projection - Trajectory and speed - Target (landing area) • Goal/Score - Outcome - Process • Rotation - When will they rotate	☐ ☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐ ☐	
b) Run Basket Feed Drill: • Progressively increase tempo of drill • Does the drill respect the final skill in the playing situation? - position of where feed takes place - trajectory and direction of feed - position and a movement of player(s) with the use of markers • Does the Pro provide a group tip and individual feedback on the tip to achieve the shot performance? • Does the Pro ensure the hopper is appropriately placed and balls are always cleared during the drill?	☐ ☐ ☐ ☐	☐ ☐ ☐ ☐	

C) **Cooperation (Live Feed) Drill**

Note: For purposes of the evaluation, even if the cooperation drill can be done amongst student, the Pro will have to provide the live feed to challenge the skill of the student.

a) Set-up the cooperation drill - explain and demonstrate the drill while already having the player(s) in position to implement the drill the way it will be done	☐	☐	
b) Running the cooperation drill: • Does the drill respect the final skill in the playing situation? - Position of where feed takes place - Trajectory and direction of feed - Position and a movement of player(s)	☐	☐	
• Does the Pro maintain the teaching tip during drill?	☐	☐	
• Is the live feed by the Pro accurate and consistent	☐	☐	

***OVERALL RESULT*:** **Met Standard** **Did Not Meet Standard**
(Circle one)

(Note: To meet standard: at least 10 of 14 "yes" on Playing Situation Final Skill; at least 8 of 11 "yes" for Basket Feed; at least 3 of 4 "yes" for Cooperation Drill)

COMMENTS:

Debriefing

Name:	**Date:**
Questions for Reflection (Lead by the Course Facilitator)	Was the evaluation what you were expecting?
	What did you learn from the process of evaluation? (about yourself, about your performance)
	What do you think went well and why?
	What might you have done better and how would you change it?
	What are the next steps in your professional development?
Facilitation and Follow-Up	Facilitator to: • Answer general questions • Provide information on timing of feedback and results • Suggest possible courses of action

TENNIS CANADA CERTIFICATION PROGRAM

SUMMARY OF RESULTS
Club Pro 1 / Version 6.1

How to fill up this form

Click in the first field named: « *Candidate - Last name* », type the information and afterwards just use the tabulator key to go to the other fields that have to be completed. When your cursor will reach the first field named: "*Select the rating*", just click on the arrow on the right, select your choice and use the tabulator key to continue.
TIP: Instead of using the tabulator key, you can also click directly in the field that you want to complete.

Candidate Last name:		**Candidate First name:**	
Dates of course :			
Course Facilitator's name:		**Component(s) Evaluated (1 to 6)**	**Select the rating**
External Evaluator's name :		**Component(s) Evaluated (1 to 6)**	**Select the rating**

Evaluations	***Components***	***Met standard***	***Did Not Meet Standard***
NCCP MED Online	***To be completed prior to Ethics Module***	☐	☐
Professionalism	Valuing and Modeling Leading and Communicating	☐	☐
Practical Exam #1 (Two Components)	1. Demonstration and Warm-Up Ability	☐	☐
	2. Feeding Ability	☐	☐
Workbook #1	Pre-Course	☐	☐
Workbook #2	Observation and Reflection	☐	☐
Workbook #3	Portfolio A	☐	☐
Workbook #4	Portfolio B	☐	☐
Practical Exam #2 (Four Components)	3. Training a Sequence of Shots (A, B & C)	☐	☐
	4. Problem Solving Using the Ball Controls (A & B)	☐	☐
	5. Private Lesson (Dialogue)	☐	☐
	6. Breaking Down a Playing Drill (A, B & C)	☐	☐

Debriefing: Completed (Candidate Initial) ☐ Completed (CF Initial) ☐

FINAL RESULT	**Please, select the Final Result**

COURSE OF ACTION… *To become fully certified you have to :*	**Please, select an "Action"**	**$**
	Correct Workbook #	

CLUB PRO 1 COURSE
PROFESSIONALISM

	Outcome	Criteria 1= Not at all / 2= Developing / 3- Consistent/Satisfactory / 4= Quality / 5= Outstanding	
Valuing And Modeling	**Exemplifies Professionalism**	➢ Dresses in professional manner (e.g., appropriate tennis attire). ➢ Is punctual to all activities and completes all assigned work on time. ➢ Is focussed and well prepared throughout the duration of the course. ➢ Models behaviour that values sport and physical fitness.	**Rating: Select the rating** **Comments:**
	Models behaviours consistent with NCCP Code of Ethics	➢ Understands clearly, articulates and models the NCCP Code of Ethics and philosophy. ➢ Uses non-discriminatory language. ➢ Uses non-sexist language. ➢ Use inclusive language. ➢ Develops appropriate working relationships with other course candidates.	**Rating: Select the rating** **Comments:**
	Willing to contribute to the development of other candidates and of herself/himself	➢ Is willing to be evaluated, accept constructive criticism and improve. ➢ Takes leadership roles when requested. ➢ Self-assesses fairly and accurately. ➢ Provides constructive feedback to other course candidates when required. ➢ Takes the role of student seriously when other course candidates are teaching/leading. ➢ Respects other course candidates' attempts at teaching/leading. ➢ Contributes fully to working group assignments.	**Rating: Select the rating** **Comments:**
Leading And Communicating	**Communicates effectively**	➢ Learns the names of all other course candidates. ➢ Addresses each candidate using her/his name. ➢ Makes eye contact and is personable (i.e., makes other course candidates feel at ease). ➢ Communicates in a caring manner (e.g., positive body language, dynamic presence). ➢ Communicates clearly and loud enough for all to hear (e.g., uses appropriate tone of voice, projects voice in large court areas). ➢ Listen effectively and actively. ➢ Uses, recognizes and responds to non-verbal communication. ➢ Is approachable, whether in group or individual settings. ➢ Responds to phone calls and email communication in a timely manner (i.e., two business days).	**Rating: Select the rating** **Comments:**

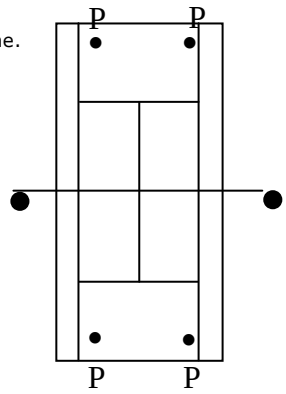
Note: To meet standards : Three or better on all ratings. No 1 or 2 ratings.

	Met Standard	Did not meet standard
RESULT "Professionalism" ➔	☐	☐
Comments:		

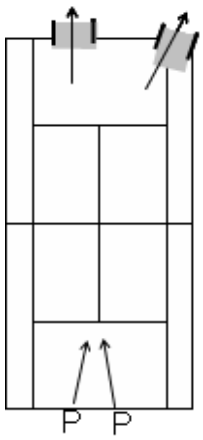
CLUB PRO 1 COURSE
PRACTICAL EXAM #1

1. Demonstration and Warm-Up Ability

General Competency:
To be able to perform a full court warm-up on half court with effectiveness and conformity.

SKILL	Met standard	Marginally met standard	Not met standard	
1. Groundstrokes: Both back	☐	☐	☐	***Comments…***
Effectiveness: To be able to send 20 balls (10 balls each) in a row to their student. Regardless of the type of ball the Pro receives, he/she must send a nice easy rally ball to their student. (Easy = flat, medium pace, arching ball – where the bounce and distance allow the player to hit at waist level on the decline). Conformity: 1. Appropriate grip. 2. Proper breathing and athletic look. 3. Set-up (judging, footwork, balance). 4. Preparation of body/racquet before the bounce. 5. Flexion and extension of legs. 6. Coordination of arm/shoulder (rotation). 7. Appropriate racquet path and hitting zone. 8. Smooth follow through. ● Used as marker for determination of fh or bh (to ensure players hit both shots). 				
2. Pro Volley Player Groundstroke	☐	☐	☐	***Comments…***
Effectiveness: Same as both back, volleyer must volley with an arc. Conformity: 1. Continental or slight Eastern grip (no extreme grips). 2. Proper breathing and athletic look. 3. Preparation of body and racquet before the ball crosses the net. 4. Synchronized footwork: (Impact – body weight transfer). 5. Impact point in front. 6. Wrist and racquet face open at impact. 7. Catching action (keep hand in front, then use hand with small catching stroke).				
3. Pro Groundstroke Player Volleys	☐	☐	☐	***Comments…***
Effectiveness: Same as other groundstrokes except nice and easy is now defined as medium pace, right to the player's forehand or backhand volley. Conformity: Same as in 1) above.				
4. Pro Lobs Player hits overhead	☐	☐	☐	***Comments…***
Effectiveness: To be able to send 5 lobs in a row to their student. Regardless of the type of ball received, the Pro must send a nice easy ball to their student. (Easy = a lob which requires minimal movement by the player). Conformity: Same as in 1) above.				

1. Demonstration and Warm-Up Ability (Continued…)

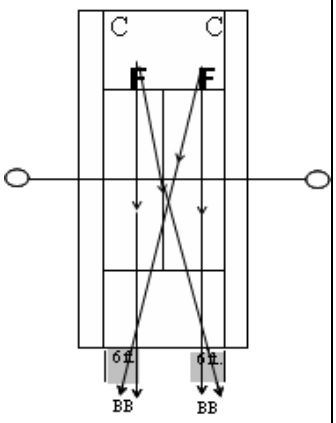
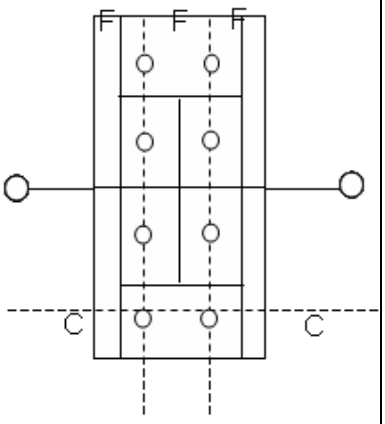
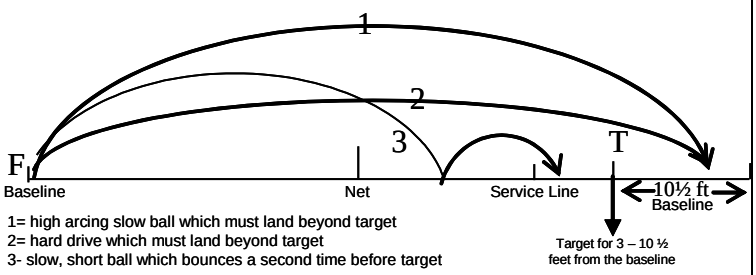
SKILL	Met standard	Marginally met standard	Not met standard	
5. Pro Overhead – Player hits lob (block technique)	☐	☐	☐	***Comments…***
Effectiveness: To be able to send 5 overheads in a row to their student. Regardless of the type of ball received, the Pro must send a medium pace ball to their student which will bounce to their shoulder level and which will require minimal movement by the player. Conformity: 1. Continental or slight Eastern grip (no extreme grips). 2. Sideways body position. 3. Impact point in front. 4. Coordination of arm and upper body. 5. Extension and a little hit feeling.				
6. Forehand Topspin from a Self Feed Ball	☐	☐	☐	***Comments…***
Effectiveness: Must have an arched trajectory with a medium amount of topspin to your partner who catches the ball with their hand; use targets for direction, distance is to the partner after a bounce; 3 in a row, 3 chances. Conformity: Must have a smooth rhythmic stroke.				
7. Backhand Underspin from a Self Feed Ball	☐	☐	☐	***Comments…***
Effectiveness: Must have a straight trajectory with a medium amount of underspin to your partner who catches the ball with their hand; use targets for direction, distance is to the partner after a bounce; 3 in a row, 3 chances. Conformity: Must have a smooth rhythmic stroke.				
8. Serve	☐	☐	☐	***Comments…***
Effectiveness: To serve a nice easy ball to the backhand to the deuce and ad court 3 times in a row, 3 chances; the rebound of the ball must be within target area. Conformity: 1. Continental grip (no "pan handle" grips). 2. Toss / Impact point in front. 3. Set to launch position. 4. Extension. 5. Rotate arm and body together (proper throwing motion). 6. Rotation of upper and lower body so hips end up facing the net.  				

(Note: To meet standard : No "*Not met standards*" allowed. Only 2 "*Marginally met standards*" allowed.)

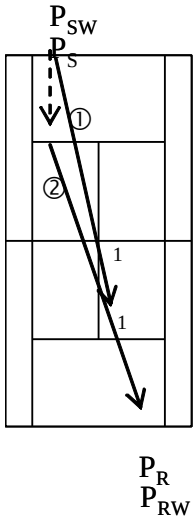
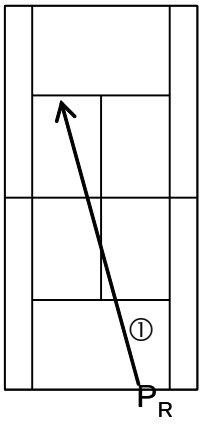
	Met Standard	Did not meet standard
RESULT "Demo. and Warm-Up Ability" ➔	☐	☐
Comments:		

2. Feeding Ability

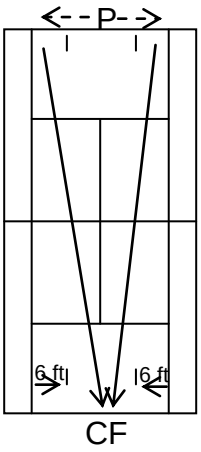
General Competency:
To be able to provide effective basket and live feeds in both drilling and playing situations.

SKILL	Met standard	Not met standard	
A) Basket Feed Evaluation and Specific Competency			
1. Direction and Volume Test	☐	☐	***Comments…***
C = Player counting F = Feeder T = Target (goal which ball must pass through) B = Players picking up balls <u>Evaluation</u>: Feeder(s) hold 2 balls and alternate targets; hitting 20 total balls with a maximum of 35 seconds (only have 20 balls in the basket); feeding rhythm is boom-boom, 2nd feed contacted before bounce of 1st feed; 2 players being evaluated at a time; each feeder has a counter. <u>Scoring</u>: must make 14 targets out of 20 attempts with a 35 second maximum time allotment, with eyes on targets. <u>Target</u>: The ball must go through the target area (hence the success is dependent on the rebound of the ball not on the bounce), the second bounce must be beyond the baseline.			
2. Distance/Speed/Trajectory Test	☐	☐	***Comments…***
<u>Evaluation</u>: Feeder(s) hold 3 balls and feeds before the bounce feed sequence of 3 shots, in order described in diagram below, one after another; 10 attempts of the feed sequence (use of spin is acceptable). <u>Scoring</u>: Must make 3 shot sequence 7 times out of the 10 attempts with eye on targets. <u>Target</u>: As outlined in diagram. O = Markers to separate			
			

2. Feeding Ability (Continued…)

SKILL	Met standard	Not met standard	
B) Playing Feed Evaluation and Specific Competency			
1.	☐	☐	***Comments…***
Serve and volley in Doubles, deuce court: Serve to the "t" (backhand of a right-handed returner), then approach volley crosscourt to returner (volley should not require returner to move more than a couple of steps). Must succeed 6/10 attempts. Note: test 3) and 4) are completed together; if the partner is unable to return to the server, the CF will return the serve.  Ps – Pro Serve PR – Pro Return Psw – Waiting to serve Prw – Waiting to return			
2.	☐	☐	***Comments…***
Return of Serve in Doubles, deuce court: Return of Serve, backhand inside out to server, who is serve and volleying (return should not require server to move more than a couple of steps to ensure that they have the chance to hit an easy approach volley within 1-2 steps of server.) Must succeed 6/10 attempts. Note: If the partner is unable to serve to the backhand the CF will serve to the backhand 5 serves without coming to the net to volley.  			

2. Feeding Ability (Continued…)

SKILL	Met standard	Not met standard	
B) Playing Feed Evaluation and Specific Competency (continued…)			
3.	☐	☐	***Comments…***
Groundstrokes both back: Maintain the rally when being moved around (play ball even if it is out) while being moved from corner to corner maintain a nice easy ball down the centre. Must get one sequence of 10 balls in a row. 2 attempts. P P  CF = Course Facilitator			

Note: To meet standards : Must meet standards in all elements

	Met Standard	Did not meet standard
RESULT "Feeding Ability" ➔	☐	☐
Comments:		

COMMENTS FOR PRACTICAL EXAM #1
Comments:

CLUB PRO 1 COURSE
PRACTICAL EXAM #2

MINI EVALUATION

3. Training a Sequence of Shots

Testing Scenario: Using "real players" as students.

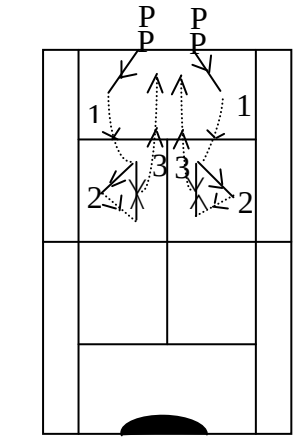
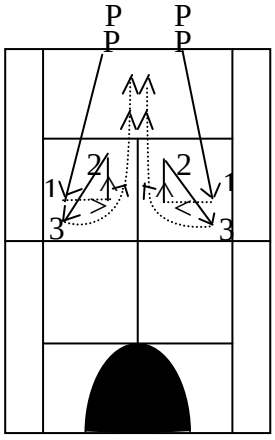
General Competency:

A) To be able to set-up and run a dynamic drill to train a sequence of shots in order to create the real movement and recovery.
B) To provide a group objective (teaching point) and then to be able to individualise the feedback on the group objective (help the students improve their ball control on one of the 3 shots in the sequence).
C) To ensure student ("client") satisfaction (i.e., they enjoyed their lesson; a good workout and a good learning environment) and student retention (i.e., they would pay for more lessons and would recommend you to others).

Note on Set-Up: 2 columns, each column moves within their half of the court, 4 players – 2 per column; target zone represents area for each column that ball cannot pass through.

TOPICS

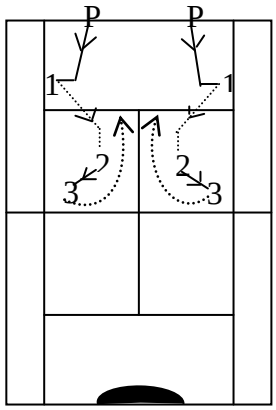
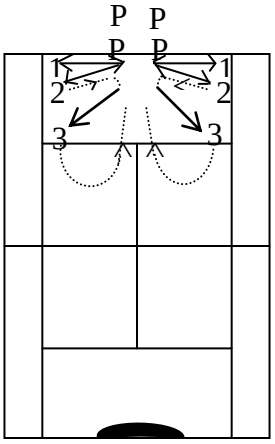
The candidate will present one of the following four topics
➔ ➔ ➔ (select the one student presents).

TOPIC #1 ☐	**SHOT 1**	**SHOT 2**	**SHOT 3**	
- Approach Shot - Volley - Overhead ▪ E.g., down-the-line approach shot; crosscourt volley; down-the-line overhead.				 = Represents area ball cannot pass through..
TOPIC #2 ☐	**SHOT 1**	**SHOT 2**	**SHOT 3**	
- Chasing a Drop Shot - Overhead - Finishing Volley ▪ E.g., chasing a drop shot and hitting deep down-the-line; down-the-line overhead; angle volley crosscourt.				

3. Training a Sequence of Shots (Continued…)

TOPICS (Continued…)

The candidate will present one of the four topics
➔ ➔ ➔ (select the one student presents).

TOPIC #3 ☐	SHOT 1	SHOT 2	SHOT 3	
- Approach Volley - Reflex Volley - Finishing Volley ▪ E.g., Down-the-line approach volley; reflex volley to either side (random) crosscourt; drop volley down-the-line: target = 2 bounces before the service line.				
TOPIC #4 ☐	**SHOT 1**	**SHOT 2**	**SHOT 3**	
- Groundstroke Rally - Groundstroke Attack - Intercepting Volley ▪ (E.g., crosscourt groundstroke rally; down-the-line drive groundstroke; intercepting approach volley crosscourt).				

3. Training a Sequence of Shots (Continued…)

SPECIFIC COMPETENCY

- A -

To be able to set-up and run a dynamic drill to train a sequence of shots in order to create the real movement and recovery.

SKILL – A) Sell the Drill	**Yes**	**No**	***Comments…***
a. Stimulate interest by providing a reason why the drill will be helpful (a story that relates to a frequent situation).	☐	☐	
b. Simulate by providing demo of 3 shot sequence (including a description of the ball sent and the ball received).	☐	☐	
c. Be enthusiastic (animate the scenario first slowly and then at a speed realistic to the playing level of your students).	☐	☐	

SKILL – B) Set-up the Drill	**Yes**	**No**	***Comments…***
a. Have players walk through drill to ensure understanding of organisational elements.	☐	☐	
b. Progressively increase tempo of walking through drill.	☐	☐	
c. **Establish Organisational Elements:**			
➢ People Positioning ▪ Formation of columns ▪ Groupings	☐	☐	
➢ Movement Pattern ▪ Where to start – where to move to hit shot – where to recover after shot – where to move in order to rotate. ▪ Establish markers.	☐	☐	
➢ Feeding ▪ Description of feed	☐	☐	
➢ Projection ▪ Targets ▪ Trajectory	☐	☐	
➢ Goad/Score ▪ Outcome ▪ Process	☐	☐	
➢ Rotation ▪ When will they rotate	☐	☐	
d. Be professional and friendly (use names).	☐	☐	

3. Training a Sequence of Shots (Continued…)

SPECIFIC COMPETENCY
- A -

To be able to set-up and run a dynamic drill to train a sequence of shots in order to create the real movement and recovery.

SKILL – C) Run the Drill	Yes	No	*Comments…*
Well done:			
a. Ensure safety (check court for cleanliness, ensure court is safe for play, ensure hopper is appropriately placed and balls are always cleared).	☐	☐	
b. Ensure drill is running as explained in set up.	☐	☐	
c. Ensure drill respects topic (real movement and recovery; feeds must be accurate and respect interval of stroke; in other words, time between shots).	☐	☐	
Fun:			
a. Ensure Maximum Activity: ensure proper volume and that feed number of balls that there are columns at the same time (i.e. 2 at a time).	☐	☐	
b. Optimal Challenge: ensure feeds are to level of players.	☐	☐	
Be enthusiastic:			
a. Be enthusiastic: create energy	☐	☐	

SPECIFIC COMPETENCY
- B -

To provide a group objective (teaching point) and then to be able to individualise the feedback on the group objective (help the students improve their ball control on one of the 3 shots in the sequence).

SKILL	Yes	No	*Comments…*
a. Select a ball control related to one of the 3 shots (based on coach observations). ▪ Bring awareness to most common error though interactive questioning. ▪ Correct. ▪ Quick.	☐	☐	
b. Properly explain (demonstrate teaching point related to ball control). ▪ Word image together, correct; quick. ▪ Use PAS to set up the group objective in order to improve outcome for the group based on the most frequent error from the group. ▪ Provide rationale why this teaching point will improve performance.	☐	☐	
c. Provide continuous ongoing feedback on ball control teaching point as it relates to what is actually occuring.	☐	☐	
d. Group objective with individual feedback	☐	☐	

3. Training a Sequence of Shots (Continued…)

SPECIFIC COMPETENCY

- C -

To ensure student ("client") satisfaction (i.e., they enjoyed their lesson: a good workout and a good learning environment) and student retention (i.e., they would pay for more lessons and would recommend you to others).

SKILL	Yes	No	*Comments…*
a. Overall group ranking amongst all candidates on your evaluation court. ▪ Yes = Top 25% ▪ No = Bottom 25%	☐	☐	
b. Students satisfaction. ▪ Enjoyed the lesson ▪ Had a good workout ▪ Good learning environment	☐	☐	
c. Students Retention ▪ Would pay for more lessons ▪ Would recommend to others	☐	☐	

NOTE: To meet standard: At least 2 of 3 "yes" in *Sell the Drill*. At least 7 of 9 "yes" for *Set Up the Drill*. At least 4 of 6 "yes" for *Run the Drill*. At least 3 of 4 "yes" on *Provide a Group Objective*. At least 2 of 3 "yes" on *Student Satisfaction*.

	Met Standard	Did not meet standard
OVERALL RESULT "Training a Sequence of Shots" ➔	☐	☐
Comments:		

4. Problem solving using the Ball Controls: Discovering the error and using PAS/conformity

Part A: Evaluation Scenario: Watching and analyzing a playing video.

General Competency:

To demonstrate an understanding of the balls controls as a problem solving tool.

TOPIC	Met standard	Not met standard	*Comments…*
1) Discovering the error and the associated ball control.			
a. Scenario One	☐	☐	
b. Scenario Two	☐	☐	
c. Scenario Three	☐	☐	
2) Using PAS and conformity as a problem solving tool			
a. Scenario One	☐	☐	
b. Scenario Two	☐	☐	
c. Scenario Three	☐	☐	

Problem solving using the Ball Controls (Part-A: Watching and analyzing a playing video).
Comments:

4. Problem solving using the Ball Controls: Discovering the error and using PAS/conformity (Continued…)

Part B: Evaluation Scenario: Presentation to the Course Facilitator (as if presenting to students)

General Competency:

To demonstrate an understanding of the balls controls as a problem solving tool.

TOPICS

The candidate will present each ball control topic which did not meet standard in individual in-course presentations during Weekend #2.
➔ ➔ ➔ (select all topics to be presented).

TOPIC #1 ☐	**Met standard**	**Not met standard**	***Comments…***
Direction: Demonstrate and Explain			
a. What directly determine the direction of the ball?	☐	☐	
b. What is the key element to focus on the hit a crosscourt vs inside out shot?	☐	☐	
c. What 3 elements influence a) above?	☐	☐	
d. What is a hitting zone?	☐	☐	
e. What are 3 elements that contribute to a longer hitting zone?	☐	☐	

TOPIC #2 ☐	**Met standard**	**Not met standard**	***Comments…***
Height: Demonstrate and Explain			
Using PAS, what directly determines the height of the ball? **Apply these PAS variables to explain the possible reasons and associated solutions for the following errors.**			
a. A waist height backhand volley that goes into the net.	☐	☐	
b. A waist height backhand volley that is hit too high and hence, goes long.	☐	☐	

4. Problem solving using the Ball Controls: Discovering the error and using PAS/conformity

Part B: Evaluation Scenario: Presentation to the Course Facilitator (as if presenting to students) (Continued…)

TOPICS

The candidate will present each ball control topic which did not meet standard in individual in-course presentations during Weekend #2.
➔ ➔ ➔ (select all topics to be presented).

TOPIC #3 ☐	**Met standard**	**Not met standard**	***Comments…***
Spin: Demonstrate and Explain			
A) TOPSPIN			
1. Use the PAS to present what directly determines topspin?	☐	☐	
2. Provide 2 ways how you can hit a topspin forehand higher over the net (only change 1 variable at a time).	☐	☐	
B) UNDERSPIN			
1. Same as above except underspin	☐	☐	
2. Provide 3 ways how you can hit an underspin backhand higher over the net (only change 1 variable at a time).	☐	☐	

TOPIC #4 ☐	**Met standard**	**Not met standard**	***Comments…***
Speed: Demonstrate and Explain			
a. What are the four variables that directly determines the speed of the ball?	☐	☐	
b. When receiving a slow ball, how can you use your body to speed up the ball?	☐	☐	
c. How can the use of the wrist provide difficulty in the control of the speed of the ball?	☐	☐	
d. How does the racquet path effect the speed of the ball?	☐	☐	
e. For 2.5 level players, the issue for groundstrokes is often how to maintain the same speed of ball from shot to shot. What are the important segments to stabilise a medium speed ball?	☐	☐	

4. Problem solving using the Ball Controls: Discovering the error and using PAS/conformity

Part B: Evaluation Scenario: Presentation to the Course Facilitator (as if presenting to students) (Continued…)

TOPICS

The candidate will present each ball control topic which did not meet standard in individual in-course presentations during Weekend #2.
➔ ➔ ➔ (select all topics to be presented).

TOPIC #5 ☐	**Met standard**	**Not met standard**	***Comments…***
Distance: Demonstrate and Explain			
a. What are the 3 elements which directly determines the distance of the ball?	☐	☐	
b. On a groundstroke, what are the 3 keys for rallying at the same distance from ball to ball?	☐	☐	

Problem solving using the Ball Controls (Part-B – Presentation to the Course Facilitator).
Comments:

OVERALL RESULT

NOTE:

To meet standard on Part-A:
At least 2 of 3 "yes" in *Discovering the Error*. At least 2 of 3 "yes" on *Using PAS and Conformity as a Problem Solving Tool*.

To meet standard on Part-B:
For each ball control presentation to be completed during the final weekend, must "meet standard" in all elements.

	Met Standard	**Did not meet standard**
OVERALL RESULT "Problem solving using the Ball Controls…"	☐	☐
Comments:		

5. Private Lesson (Dialogue)

Evaluation Scenario: Using other course participants as students**.**

General Competency:

To be able to greet your student in a manner which instantly makes them feel comfortable**;** then through an interactive dialogue find out what stroke/situation of play they would like to work on; then to observe and analyse the need of the student in order to provide the first teaching point and finally, in the wrap-up, to be able to sell how in future lessons the Pro will further develop the repertoire of tasks that they will be capable of executing. At all times the Pro will make the student feel good while learning.

TOPIC : Each candidate will draw from a list of predetermined topics the situation they will "act out" for another candidate during evaluation. Once the topic is "discovered" during the initial interaction, the candidate will deliver a "technical" type of lesson..

➔ ➔ ➔ **Select the topic chosen: Click here to select the topic**

SPECIFIC COMPETENCY:

SKILL	Yes	No	*Comments…*
1) Safety			
▪ Prior to beginning, check court for cleanliness and safety (tennis can lids, wet areas) ▪ During lesson, maintain safety (proper hopper placement, balls cleared from student).	☐	☐	
2) The first contact with the person			
a) Be Friendly ▪ Smile ▪ Make eye contact with your student ▪ Use your student's name in your opening dialogue ▪ Show interest in your student	☐	☐	
b) Be Professional ▪ Dress like a professional ▪ Have energetic body language	☐	☐	
3) Finding out the needs of the student			
a. Use an interactive approach to find out what the student would like to work on or improve in order to find out which type of lesson you will be providing.	☐	☐	
4) Warm-up			
a. Choose the appropriate warm-up (which meets the needs of the topic discovered).	☐	☐	
b. Be enthusiastic, praise and encourage.	☐	☐	
c. Look like a Pro (conformity and effectiveness). ▪ Set up early before the bounce. ▪ Impact at waist height. ▪ Be smooth (make it look easy).	☐	☐	

1. Private Lesson (Dialogue) / Evaluation Scenario : Using other course participants as students (Continued…).

SKILL	Yes	No	*Comments…*
5) Evaluation (Set up and Run) (Continued…)			
a. Using interactive questioning, summarise the elements that your student has requested to ensure that you have understood their needs correctly.	☐	☐	
b. **Feeding (related to tactical context):**			
➢ Find out what type of feed your student wants (this should be related to the situation in which the student would like to work).	☐	☐	
➢ Appropriate choice of basket, live, basket-live or play feed.	☐	☐	
➢ Ensure proper volume.	☐	☐	
c. **Target (related to tactical objective):**			
➢ Clearly establish the expectation of the stroke/situation: SMART	☐	☐	
➢ Be sure it is realistic for level of the student; bring awareness around norms.	☐	☐	
d. **Drill or Points:**			
➢ Do the evaluation by drilling (live or basket) or by playing points.	☐	☐	
6) 1st Training Topic			
a. Provide a training topic to improve performance (should be either a reception or projection teaching point).	☐	☐	
➢ Provide an explanation and demonstration of the teaching point/training topic. ▪ Word and image together. ▪ Correct (emphasis, clear, professional). ▪ Quick.	☐	☐	
➢ Provide a reason for the teaching point for the conformity-effectiveness. ▪ Could be footwork, bodywork or racquet work. ▪ Relate recommendation to PAS and associated ball control error. **Note**: For purposes of the exam, we will not continue with the bulk of the lesson (additional teaching points and other areas of focus) and we will jump to the wrap up on the particular focus.	☐	☐	

SKILL	Yes	No	*Comments…*
7) Wrap-up			
a. Praise improvement.	☐	☐	
b. Sell subsequent lessons by providing a vision of how the stroke or situation can be developed.	☐	☐	

NOTE: To meet standard: At least 5 of 6 on Sections 1-4. At least 5 of 7 "yes" for *Evaluation.* At least 2 of 3 "yes" for 1st *Training Topic*. At least 2 of 2 "yes" for *Wrap-up*.

	Met Standard	Did not meet standard
RESULT "Private Lesson (Dialogue)" ➔	☐	☐
Comments:		

6. Breaking down a Playing Drill: Play – Basket - Cooperation (Live Feed) – Play

Evaluation Scenario: Using other course participants as students

General Competency:
When players are struggling with consistency in a playing situation or cooperation drill, to be able to provide more repetitions on the skills through the use of basket feeding. This will provide the player(s) with more volume on the shot(s) while receiving some specific feedback to improve performance. Then, in order to make the skill more realistic, the Pro will set-up a cooperation drill where a live feed is used which will including the skills which will eventually be implemented in the game situation. Finally, a game situation is used to ensure the final skill(s) is implemented when playing.

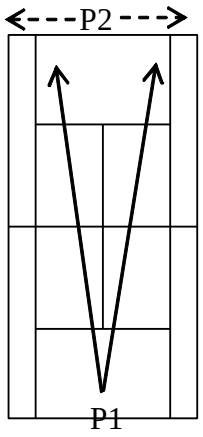
TOPICS: The candidate will present one of the following three topics (select the one student presents).

TOPIC #1 ☐

Singles: Making the opponent run by changing the direction of the ball when receiving an easy slow ball on a forehand groundstroke from the middle of the court.

Player (P1): From the middle of the court, hits to the corners with her/his forehand when receiving an easy ball.

Partner (P2): When required hits everything back to the middle with an easy rallying shot.

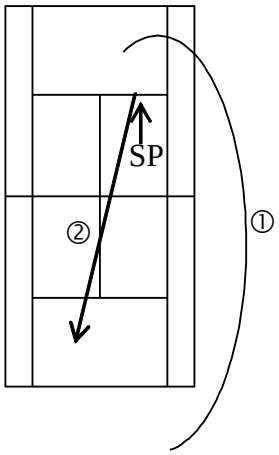


TOPIC #2 ☐

Doubles: Server's Partner: Receiving a lob return of serve which requires the player to hit an overhead after moving back quickly 2-3 steps.

Player (Server's Partner, SP): Who is at the net, backs-up to the service line to smash a lobbed return of serve.

Partner (Receiver, R): Returns every serve as a down-the-line lob.

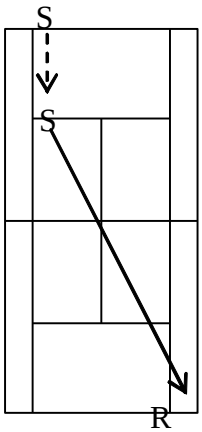


TOPIC #3 ☐

Doubles: Server: Serve and volley crosscourt when receiving a medium pace, medium height return.

Player (Server, S): Serve and approach volley crosscourt when receiving an easy volley at waist height.

Partner (Receiver, R): Hits the return as an easy rallying shot crosscourt.



6. Breaking down a Playing Drill: Play – Basket - Cooperation (Live Feed) – Play (Continued…)

SPECIFIC COMPETENCY:

A. Playing Situation: Final Skill

SKILL	Yes	No	*Comments…*
1) Sell the Topic:			
a. Simulate through a proper demonstration of the game situation.	☐	☐	
b. Stimulate interest by providing a reason why the topic will be helpful.	☐	☐	
2) Set-Up the Game Situation:			
a. Use a reprensentative grouping to explain/demonstrate how we will play the points.	☐	☐	
b. **Establish Organisational elements:**			
➢ People Positioning ▪ Who starts the point and from where. ▪ Where is the opponent.	☐	☐	
➢ Movement Pattern ▪ Where to start – where to move to hit shot – where to recover after shot – where to move in order to rotate.	☐	☐	
➢ Feeding ▪ Description of feed	☐	☐	
➢ Projection ▪ Trajectory/intention	☐	☐	
➢ Goal/Score ▪ Outcome ▪ Process	☐	☐	
➢ Rotation ▪ When will they rotate	☐	☐	
3) Run the Game Situation:			
a. **Well done:**			
➢ Ensure safety (check court for cleanliness, ensure court is safe for play, ensure hopper is appropriately placed and balls are always cleared).	☐	☐	
➢ Ensure game situation is running as explained in set up.	☐	☐	
➢ Ensure game situation respects topic.	☐	☐	
b. **Fun:**			
➢ Optimal Challenge: Adjust challenge of the game situation to find optimal starting point (some inconsistency in order to require a basket feed). This may involve adjusting one of the following set-up variables (movement, feeding, projection, score/goal).	☐	☐	
➢ Feedback (sell use of the basket feed which will follow, this will provide a link to the next drill).	☐	☐	

6. Breaking down a Playing Drill: Play – Basket - Cooperation (Live Feed) – Play (Continued…)

B. Basket Feed

SKILL	Yes	No	*Comments…*
1) Set-Up Basket Feed Drill:			
a. Use a representative grouping to explain/demonstrate.	☐	☐	
b. **Establish Organisational elements:**			
➢ People Positioning ▪ Who starts the drill and from where. ▪ Where would the opponent be. ▪ Formation of columns.	☐	☐	
➢ Movement Pattern ▪ Where to start – where to move to hit shot – where to recover after shot – where to move in order to rotate.	☐	☐	
➢ Feeding ▪ Description of feed.	☐	☐	
➢ Projection ▪ Trajectory and speed ▪ Target (landing area)	☐	☐	
➢ Goal/Score ▪ Outcome ▪ Process	☐	☐	
➢ Rotation ▪ When will they rotate	☐	☐	
2) Run Basket Feed Drill:			
a. Progressively increase tempo of drill.	☐	☐	
b. Does the drill respect the final skill in the playing situation? ▪ Position of where feed takes place. ▪ Trajectory and direction of feed. ▪ Position and a movement of player(s) with the use of markers.	☐	☐	
c. Does the Pro provide a group tip and individual feedback on the tip to achieve the shot performance.	☐	☐	
d. Does the Pro ensure the hopper is appropriately placed and balls are always cleared during the drill?	☐	☐	

C. Cooperation (Live Feed) Drill

NOTE: For purposes of the evaluation, even if the cooperation drill can be done amongst student, the Pro will have to provide the live feed to challenge the skill of the student.

SKILL	Yes	No	*Comments…*
1) Set-Up the cooperation drill:			
a. Explain and demonstrate the drill while already having the player(s) in position to implement the drill the way it will be done.	☐	☐	
2) Running the cooperation drill:			
a. Does the drill respect the final skill in the playing situation? ▪ Position of where feed takes place. ▪ Trajectory and direction of feed. ▪ Position and a movement of player(s).	☐	☐	
b. Does the Pro maintain the teaching tip during drill?	☐	☐	
c. Is the live feed by the Pro accurate and consistant?	☐	☐	

NOTE: To meet standard: At least 10 of 14 "yes" on *Playing Situation Final Skill*.
At least 8 of 11 "yes" for *Basket Feed.* At least 3 of 4 "yes" for *Cooperation Drill*.

	Met Standard	Did not meet standard
RESULT "Breaking down a Playing Drill…" ➔	☐	☐
Comments:		

Debriefing

Candidate Last name:	Candidate First name:
Date :	

QUESTIONS FOR REFLECTION (Lead by the Course Facilitator)	**1) Was the evaluation what you were expecting:**
	2) What did you learn from the process of evaluation? (about yourself, about your performance)
	3) What do you think went well and why?
	4) What might you have done better and how would you change it?
	5) What are the next steps in your professional development?
Facilitation and Follow-Up	**Facilitator to:** ➢ **Answer general questions.** ➢ **Provide information on timing of feedback and results.** ➢ **Suggest possible courses of action.**

TENNIS CANADA CERTIFICATION PROGRAM

SUMMARY OF RESULTS
Club Pro 1 / Version 6.1

How to fill up this form

Click in the first field named: « *Candidate - Last name* », type the information and afterwards just use the tabulator key to go to the other fields that have to be completed. When your cursor will reach the first field named: "*Select the rating*", just click on the arrow on the right, select your choice and use the tabulator key to continue.
TIP: Instead of using the tabulator key, you can also click directly in the field that you want to complete.

Candidate Last name:		**Candidate First name:**	
Dates of course :			
Course Facilitator's name:		**Component(s) Evaluated (1 to 6)**	**Select the rating**
External Evaluator's name :		**Component(s) Evaluated (1 to 6)**	**Select the rating**

Evaluations	***Components***	***Met standard***	***Did Not Meet Standard***
NCCP MED Online	***To be completed prior to Ethics Module***	☐	☐
Professionalism	Valuing and Modeling Leading and Communicating	☐	☐
Practical Exam #1 (Two Components)	1. Demonstration and Warm-Up Ability	☐	☐
	2. Feeding Ability	☐	☐
Workbook #1	Pre-Course	☐	☐
Workbook #2	Observation and Reflection	☐	☐
Workbook #3	Portfolio A	☐	☐
Workbook #4	Portfolio B	☐	☐
Practical Exam #2 (Four Components)	3. Training a Sequence of Shots (A, B & C)	☐	☐
	4. Problem Solving Using the Ball Controls (A & B)	☐	☐
	5. Private Lesson (Dialogue)	☐	☐
	6. Breaking Down a Playing Drill (A, B & C)	☐	☐

Debriefing: Completed (Candidate Initial) ☐ Completed (CF Initial) ☐

FINAL RESULT	**Please, select the Final Result**

COURSE OF ACTION… *To become fully certified you have to :*	**Please, select an "Action"**	**$**
	Correct Workbook #	

CLUB PRO 1 COURSE
PROFESSIONALISM

	Outcome	Criteria 1= Not at all / 2= Developing / 3- Consistent/Satisfactory / 4= Quality / 5= Outstanding	
Valuing And Modeling	**Exemplifies Professionalism**	➢ Dresses in professional manner (e.g., appropriate tennis attire). ➢ Is punctual to all activities and completes all assigned work on time. ➢ Is focussed and well prepared throughout the duration of the course. ➢ Models behaviour that values sport and physical fitness.	**Rating: Select the rating** **Comments:**
	Models behaviours consistent with NCCP Code of Ethics	➢ Understands clearly, articulates and models the NCCP Code of Ethics and philosophy. ➢ Uses non-discriminatory language. ➢ Uses non-sexist language. ➢ Use inclusive language. ➢ Develops appropriate working relationships with other course candidates.	**Rating: Select the rating** **Comments:**
	Willing to contribute to the development of other candidates and of herself/himself	➢ Is willing to be evaluated, accept constructive criticism and improve. ➢ Takes leadership roles when requested. ➢ Self-assesses fairly and accurately. ➢ Provides constructive feedback to other course candidates when required. ➢ Takes the role of student seriously when other course candidates are teaching/leading. ➢ Respects other course candidates' attempts at teaching/leading. ➢ Contributes fully to working group assignments.	**Rating: Select the rating** **Comments:**
Leading And Communicating	**Communicates effectively**	➢ Learns the names of all other course candidates. ➢ Addresses each candidate using her/his name. ➢ Makes eye contact and is personable (i.e., makes other course candidates feel at ease). ➢ Communicates in a caring manner (e.g., positive body language, dynamic presence). ➢ Communicates clearly and loud enough for all to hear (e.g., uses appropriate tone of voice, projects voice in large court areas). ➢ Listen effectively and actively. ➢ Uses, recognizes and responds to non-verbal communication. ➢ Is approachable, whether in group or individual settings. ➢ Responds to phone calls and email communication in a timely manner (i.e., two business days).	**Rating: Select the rating** **Comments:**

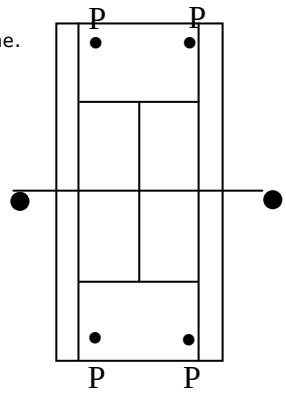
Note: To meet standards : Three or better on all ratings. No 1 or 2 ratings.

	Met Standard	Did not meet standard
RESULT "Professionalism" ➔	☐	☐
Comments:		

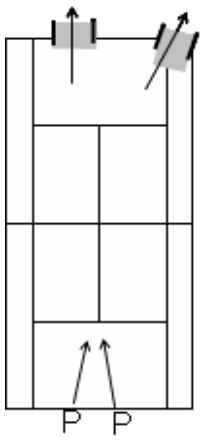
CLUB PRO 1 COURSE
PRACTICAL EXAM #1

1. Demonstration and Warm-Up Ability

General Competency:
To be able to perform a full court warm-up on half court with effectiveness and conformity.

SKILL	Met standard	Marginally met standard	Not met standard	
1. Groundstrokes: Both back	☐	☐	☐	***Comments…***
Effectiveness: To be able to send 20 balls (10 balls each) in a row to their student. Regardless of the type of ball the Pro receives, he/she must send a nice easy rally ball to their student. (Easy = flat, medium pace, arching ball – where the bounce and distance allow the player to hit at waist level on the decline). Conformity: 1. Appropriate grip. 2. Proper breathing and athletic look. 3. Set-up (judging, footwork, balance). 4. Preparation of body/racquet before the bounce. 5. Flexion and extension of legs. 6. Coordination of arm/shoulder (rotation). 7. Appropriate racquet path and hitting zone. 8. Smooth follow through. ● Used as marker for determination of fh or bh (to ensure players hit both shots). 				
2. Pro Volley Player Groundstroke	☐	☐	☐	***Comments…***
Effectiveness: Same as both back, volleyer must volley with an arc. Conformity: 1. Continental or slight Eastern grip (no extreme grips). 2. Proper breathing and athletic look. 3. Preparation of body and racquet before the ball crosses the net. 4. Synchronized footwork: (Impact – body weight transfer). 5. Impact point in front. 6. Wrist and racquet face open at impact. 7. Catching action (keep hand in front, then use hand with small catching stroke).				
3. Pro Groundstroke Player Volleys	☐	☐	☐	***Comments…***
Effectiveness: Same as other groundstrokes except nice and easy is now defined as medium pace, right to the player's forehand or backhand volley. Conformity: Same as in 1) above.				
4. Pro Lobs Player hits overhead	☐	☐	☐	***Comments…***
Effectiveness: To be able to send 5 lobs in a row to their student. Regardless of the type of ball received, the Pro must send a nice easy ball to their student. (Easy = a lob which requires minimal movement by the player). Conformity: Same as in 1) above.				

1. Demonstration and Warm-Up Ability (Continued…)

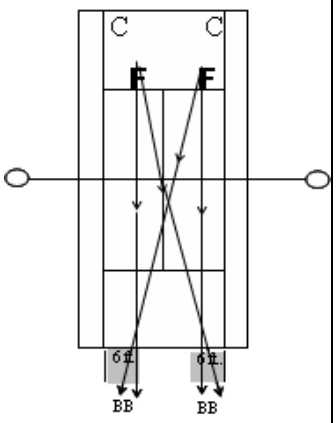
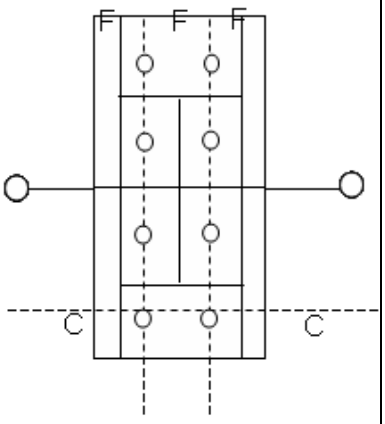
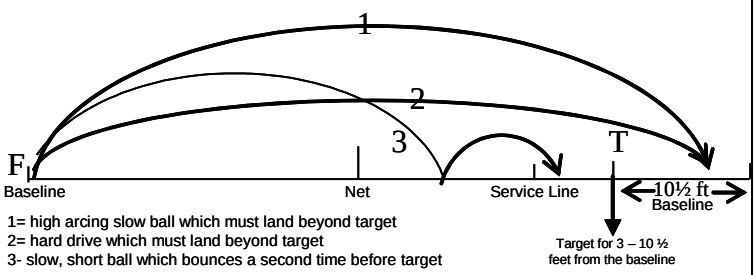
SKILL	Met standard	Marginally met standard	Not met standard	
5. Pro Overhead – Player hits lob (block technique)	☐	☐	☐	***Comments…***
Effectiveness: To be able to send 5 overheads in a row to their student. Regardless of the type of ball received, the Pro must send a medium pace ball to their student which will bounce to their shoulder level and which will require minimal movement by the player. Conformity: 1. Continental or slight Eastern grip (no extreme grips). 2. Sideways body position. 3. Impact point in front. 4. Coordination of arm and upper body. 5. Extension and a little hit feeling.				
6. Forehand Topspin from a Self Feed Ball	☐	☐	☐	***Comments…***
Effectiveness: Must have an arched trajectory with a medium amount of topspin to your partner who catches the ball with their hand; use targets for direction, distance is to the partner after a bounce; 3 in a row, 3 chances. Conformity: Must have a smooth rhythmic stroke.				
7. Backhand Underspin from a Self Feed Ball	☐	☐	☐	***Comments…***
Effectiveness: Must have a straight trajectory with a medium amount of underspin to your partner who catches the ball with their hand; use targets for direction, distance is to the partner after a bounce; 3 in a row, 3 chances. Conformity: Must have a smooth rhythmic stroke.				
8. Serve	☐	☐	☐	***Comments…***
Effectiveness: To serve a nice easy ball to the backhand to the deuce and ad court 3 times in a row, 3 chances; the rebound of the ball must be within target area. Conformity: 1. Continental grip (no "pan handle" grips). 2. Toss / Impact point in front. 3. Set to launch position. 4. Extension. 5. Rotate arm and body together (proper throwing motion). 6. Rotation of upper and lower body so hips end up facing the net.  				

(Note: To meet standard : No "*Not met standards*" allowed. Only 2 "*Marginally met standards*" allowed.)

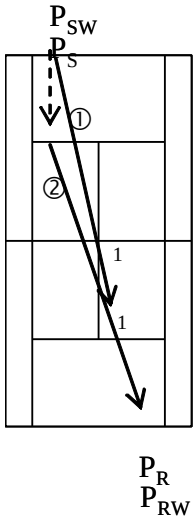
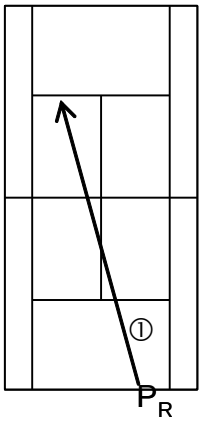
	Met Standard	Did not meet standard
RESULT "Demo. and Warm-Up Ability" ➔	☐	☐
Comments:		

2. Feeding Ability

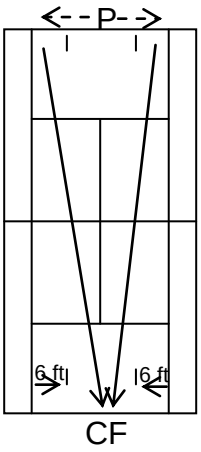
General Competency:
To be able to provide effective basket and live feeds in both drilling and playing situations.

SKILL	Met standard	Not met standard	
A) Basket Feed Evaluation and Specific Competency			
1. Direction and Volume Test	☐	☐	***Comments…***
C = Player counting F = Feeder T = Target (goal which ball must pass through) B = Players picking up balls <u>Evaluation</u>: Feeder(s) hold 2 balls and alternate targets; hitting 20 total balls with a maximum of 35 seconds (only have 20 balls in the basket); feeding rhythm is boom-boom, 2nd feed contacted before bounce of 1st feed; 2 players being evaluated at a time; each feeder has a counter. <u>Scoring</u>: must make 14 targets out of 20 attempts with a 35 second maximum time allotment, with eyes on targets. <u>Target</u>: The ball must go through the target area (hence the success is dependent on the rebound of the ball not on the bounce), the second bounce must be beyond the baseline.			
2. Distance/Speed/Trajectory Test	☐	☐	***Comments…***
<u>Evaluation</u>: Feeder(s) hold 3 balls and feeds before the bounce feed sequence of 3 shots, in order described in diagram below, one after another; 10 attempts of the feed sequence (use of spin is acceptable). <u>Scoring</u>: Must make 3 shot sequence 7 times out of the 10 attempts with eye on targets. <u>Target</u>: As outlined in diagram. O = Markers to separate			
			

2. Feeding Ability (Continued…)

SKILL	Met standard	Not met standard	
B) Playing Feed Evaluation and Specific Competency			
1.	☐	☐	***Comments…***
Serve and volley in Doubles, deuce court: Serve to the "t" (backhand of a right-handed returner), then approach volley crosscourt to returner (volley should not require returner to move more than a couple of steps). Must succeed 6/10 attempts. Note: test 3) and 4) are completed together; if the partner is unable to return to the server, the CF will return the serve.  Ps – Pro Serve PR – Pro Return Psw – Waiting to serve Prw – Waiting to return			
2.	☐	☐	***Comments…***
Return of Serve in Doubles, deuce court: Return of Serve, backhand inside out to server, who is serve and volleying (return should not require server to move more than a couple of steps to ensure that they have the chance to hit an easy approach volley within 1-2 steps of server.) Must succeed 6/10 attempts. Note: If the partner is unable to serve to the backhand the CF will serve to the backhand 5 serves without coming to the net to volley.  			

2. Feeding Ability (Continued…)

SKILL	Met standard	Not met standard	
B) Playing Feed Evaluation and Specific Competency (continued…)			
3.	☐	☐	***Comments…***
Groundstrokes both back: Maintain the rally when being moved around (play ball even if it is out) while being moved from corner to corner maintain a nice easy ball down the centre. Must get one sequence of 10 balls in a row. 2 attempts. P P  CF = Course Facilitator			

Note: To meet standards : Must meet standards in all elements

	Met Standard	Did not meet standard
RESULT "Feeding Ability" ➔	☐	☐
Comments:		

COMMENTS FOR PRACTICAL EXAM #1
Comments:

CLUB PRO 1 COURSE
PRACTICAL EXAM #2

MINI EVALUATION

3. Training a Sequence of Shots

Testing Scenario: Using "real players" as students.

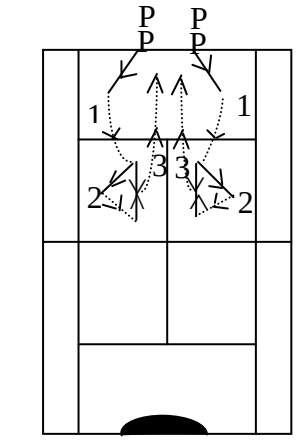
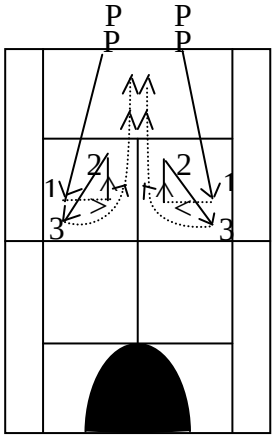
General Competency:

A) To be able to set-up and run a dynamic drill to train a sequence of shots in order to create the real movement and recovery.
B) To provide a group objective (teaching point) and then to be able to individualise the feedback on the group objective (help the students improve their ball control on one of the 3 shots in the sequence).
C) To ensure student ("client") satisfaction (i.e., they enjoyed their lesson; a good workout and a good learning environment) and student retention (i.e., they would pay for more lessons and would recommend you to others).

Note on Set-Up: 2 columns, each column moves within their half of the court, 4 players – 2 per column; target zone represents area for each column that ball cannot pass through.

TOPICS

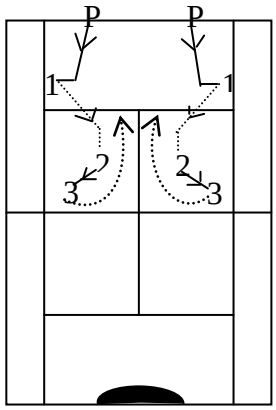
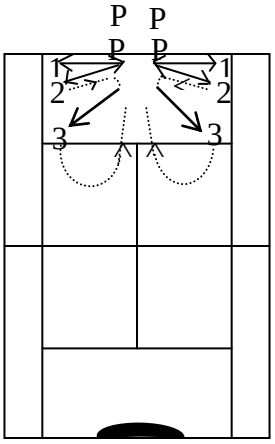
The candidate will present one of the following four topics
➔ ➔ ➔ (select the one student presents).

TOPIC #1 ☐	**SHOT 1**	**SHOT 2**	**SHOT 3**	
- Approach Shot - Volley - Overhead ▪ E.g., down-the-line approach shot; crosscourt volley; down-the-line overhead.				 = Represents area ball cannot pass through..
TOPIC #2 ☐	**SHOT 1**	**SHOT 2**	**SHOT 3**	
- Chasing a Drop Shot - Overhead - Finishing Volley ▪ E.g., chasing a drop shot and hitting deep down-the-line; down-the-line overhead; angle volley crosscourt.				

3. Training a Sequence of Shots (Continued…)

TOPICS (Continued…)

The candidate will present one of the four topics
➔ ➔ ➔ (select the one student presents).

TOPIC #3 ☐	SHOT 1	SHOT 2	SHOT 3	
- Approach Volley - Reflex Volley - Finishing Volley ▪ E.g., Down-the-line approach volley; reflex volley to either side (random) crosscourt; drop volley down-the-line: target = 2 bounces before the service line.				
TOPIC #4 ☐	**SHOT 1**	**SHOT 2**	**SHOT 3**	
- Groundstroke Rally - Groundstroke Attack - Intercepting Volley ▪ (E.g., crosscourt groundstroke rally; down-the-line drive groundstroke; intercepting approach volley crosscourt).				

3. Training a Sequence of Shots (Continued…)

SPECIFIC COMPETENCY

- A -

To be able to set-up and run a dynamic drill to train a sequence of shots in order to create the real movement and recovery.

SKILL – A) Sell the Drill	**Yes**	**No**	***Comments…***
a. Stimulate interest by providing a reason why the drill will be helpful (a story that relates to a frequent situation).	☐	☐	
b. Simulate by providing demo of 3 shot sequence (including a description of the ball sent and the ball received).	☐	☐	
c. Be enthusiastic (animate the scenario first slowly and then at a speed realistic to the playing level of your students).	☐	☐	

SKILL – B) Set-up the Drill	**Yes**	**No**	***Comments…***
a. Have players walk through drill to ensure understanding of organisational elements.	☐	☐	
b. Progressively increase tempo of walking through drill.	☐	☐	
c. **Establish Organisational Elements:**			
➢ People Positioning ▪ Formation of columns ▪ Groupings	☐	☐	
➢ Movement Pattern ▪ Where to start – where to move to hit shot – where to recover after shot – where to move in order to rotate. ▪ Establish markers.	☐	☐	
➢ Feeding ▪ Description of feed	☐	☐	
➢ Projection ▪ Targets ▪ Trajectory	☐	☐	
➢ Goad/Score ▪ Outcome ▪ Process	☐	☐	
➢ Rotation ▪ When will they rotate	☐	☐	
d. Be professional and friendly (use names).	☐	☐	

3. Training a Sequence of Shots (Continued…)

SPECIFIC COMPETENCY
- A -

To be able to set-up and run a dynamic drill to train a sequence of shots in order to create the real movement and recovery.

SKILL – C) Run the Drill	Yes	No	*Comments…*
Well done:			
a. Ensure safety (check court for cleanliness, ensure court is safe for play, ensure hopper is appropriately placed and balls are always cleared).	☐	☐	
b. Ensure drill is running as explained in set up.	☐	☐	
c. Ensure drill respects topic (real movement and recovery; feeds must be accurate and respect interval of stroke; in other words, time between shots).	☐	☐	
Fun:			
a. Ensure Maximum Activity: ensure proper volume and that feed number of balls that there are columns at the same time (i.e. 2 at a time).	☐	☐	
b. Optimal Challenge: ensure feeds are to level of players.	☐	☐	
Be enthusiastic:			
a. Be enthusiastic: create energy	☐	☐	

SPECIFIC COMPETENCY
- B -

To provide a group objective (teaching point) and then to be able to individualise the feedback on the group objective (help the students improve their ball control on one of the 3 shots in the sequence).

SKILL	Yes	No	*Comments…*
a. Select a ball control related to one of the 3 shots (based on coach observations). ▪ Bring awareness to most common error though interactive questioning. ▪ Correct. ▪ Quick.	☐	☐	
b. Properly explain (demonstrate teaching point related to ball control). ▪ Word image together, correct; quick. ▪ Use PAS to set up the group objective in order to improve outcome for the group based on the most frequent error from the group. ▪ Provide rationale why this teaching point will improve performance.	☐	☐	
c. Provide continuous ongoing feedback on ball control teaching point as it relates to what is actually occuring.	☐	☐	
d. Group objective with individual feedback	☐	☐	

3. Training a Sequence of Shots (Continued…)

SPECIFIC COMPETENCY

- C -

To ensure student ("client") satisfaction (i.e., they enjoyed their lesson: a good workout and a good learning environment) and student retention (i.e., they would pay for more lessons and would recommend you to others).

SKILL	Yes	No	*Comments…*
a. Overall group ranking amongst all candidates on your evaluation court. ▪ Yes = Top 25% ▪ No = Bottom 25%	☐	☐	
b. Students satisfaction. ▪ Enjoyed the lesson ▪ Had a good workout ▪ Good learning environment	☐	☐	
c. Students Retention ▪ Would pay for more lessons ▪ Would recommend to others	☐	☐	

NOTE: To meet standard: At least 2 of 3 "yes" in *Sell the Drill*. At least 7 of 9 "yes" for *Set Up the Drill*. At least 4 of 6 "yes" for *Run the Drill*. At least 3 of 4 "yes" on *Provide a Group Objective*. At least 2 of 3 "yes" on *Student Satisfaction*.

	Met Standard	Did not meet standard
OVERALL RESULT "Training a Sequence of Shots" ➔	☐	☐
Comments:		

4. Problem solving using the Ball Controls: Discovering the error and using PAS/conformity

Part A: Evaluation Scenario: Watching and analyzing a playing video.

General Competency:

To demonstrate an understanding of the balls controls as a problem solving tool.

TOPIC	Met standard	Not met standard	*Comments…*
1) Discovering the error and the associated ball control.			
a. Scenario One	☐	☐	
b. Scenario Two	☐	☐	
c. Scenario Three	☐	☐	
2) Using PAS and conformity as a problem solving tool			
a. Scenario One	☐	☐	
b. Scenario Two	☐	☐	
c. Scenario Three	☐	☐	

Problem solving using the Ball Controls (Part-A: Watching and analyzing a playing video).
Comments:

4. Problem solving using the Ball Controls: Discovering the error and using PAS/conformity (Continued…)

Part B: Evaluation Scenario: Presentation to the Course Facilitator (as if presenting to students)

General Competency:

To demonstrate an understanding of the balls controls as a problem solving tool.

TOPICS

The candidate will present each ball control topic which did not meet standard in individual in-course presentations during Weekend #2.
➔ ➔ ➔ (select all topics to be presented).

TOPIC #1 ☐	**Met standard**	**Not met standard**	***Comments…***
Direction: Demonstrate and Explain			
a. What directly determine the direction of the ball?	☐	☐	
b. What is the key element to focus on the hit a crosscourt vs inside out shot?	☐	☐	
c. What 3 elements influence a) above?	☐	☐	
d. What is a hitting zone?	☐	☐	
e. What are 3 elements that contribute to a longer hitting zone?	☐	☐	

TOPIC #2 ☐	**Met standard**	**Not met standard**	***Comments…***
Height: Demonstrate and Explain			
Using PAS, what directly determines the height of the ball? **Apply these PAS variables to explain the possible reasons and associated solutions for the following errors.**			
a. A waist height backhand volley that goes into the net.	☐	☐	
b. A waist height backhand volley that is hit too high and hence, goes long.	☐	☐	

4. Problem solving using the Ball Controls: Discovering the error and using PAS/conformity

Part B: Evaluation Scenario: Presentation to the Course Facilitator (as if presenting to students) (Continued…)

TOPICS

The candidate will present each ball control topic which did not meet standard in individual in-course presentations during Weekend #2.
➔ ➔ ➔ (select all topics to be presented).

TOPIC #3 ☐	**Met standard**	**Not met standard**	***Comments…***
Spin: Demonstrate and Explain			
A) TOPSPIN			
1. Use the PAS to present what directly determines topspin?	☐	☐	
2. Provide 2 ways how you can hit a topspin forehand higher over the net (only change 1 variable at a time).	☐	☐	
B) UNDERSPIN			
1. Same as above except underspin	☐	☐	
2. Provide 3 ways how you can hit an underspin backhand higher over the net (only change 1 variable at a time).	☐	☐	

TOPIC #4 ☐	**Met standard**	**Not met standard**	***Comments…***
Speed: Demonstrate and Explain			
a. What are the four variables that directly determines the speed of the ball?	☐	☐	
b. When receiving a slow ball, how can you use your body to speed up the ball?	☐	☐	
c. How can the use of the wrist provide difficulty in the control of the speed of the ball?	☐	☐	
d. How does the racquet path effect the speed of the ball?	☐	☐	
e. For 2.5 level players, the issue for groundstrokes is often how to maintain the same speed of ball from shot to shot. What are the important segments to stabilise a medium speed ball?	☐	☐	

4. Problem solving using the Ball Controls: Discovering the error and using PAS/conformity

Part B: Evaluation Scenario: Presentation to the Course Facilitator (as if presenting to students) (Continued…)

TOPICS

The candidate will present each ball control topic which did not meet standard in individual in-course presentations during Weekend #2.
➔ ➔ ➔ (select all topics to be presented).

TOPIC #5 ☐	**Met standard**	**Not met standard**	***Comments…***
Distance: Demonstrate and Explain			
a. What are the 3 elements which directly determines the distance of the ball?	☐	☐	
b. On a groundstroke, what are the 3 keys for rallying at the same distance from ball to ball?	☐	☐	

Problem solving using the Ball Controls (Part-B – Presentation to the Course Facilitator).
Comments:

OVERALL RESULT

NOTE:

To meet standard on Part-A:
At least 2 of 3 "yes" in *Discovering the Error*. At least 2 of 3 "yes" on *Using PAS and Conformity as a Problem Solving Tool*.

To meet standard on Part-B:
For each ball control presentation to be completed during the final weekend, must "meet standard" in all elements.

	Met Standard	**Did not meet standard**
OVERALL RESULT "Problem solving using the Ball Controls…"	☐	☐
Comments:		

5. Private Lesson (Dialogue)

Evaluation Scenario: Using other course participants as students**.**

General Competency:

To be able to greet your student in a manner which instantly makes them feel comfortable**;** then through an interactive dialogue find out what stroke/situation of play they would like to work on; then to observe and analyse the need of the student in order to provide the first teaching point and finally, in the wrap-up, to be able to sell how in future lessons the Pro will further develop the repertoire of tasks that they will be capable of executing. At all times the Pro will make the student feel good while learning.

TOPIC : Each candidate will draw from a list of predetermined topics the situation they will "act out" for another candidate during evaluation. Once the topic is "discovered" during the initial interaction, the candidate will deliver a "technical" type of lesson..

➔ ➔ ➔ **Select the topic chosen: Click here to select the topic**

SPECIFIC COMPETENCY:

SKILL	Yes	No	*Comments…*
1) Safety			
▪ Prior to beginning, check court for cleanliness and safety (tennis can lids, wet areas) ▪ During lesson, maintain safety (proper hopper placement, balls cleared from student).	☐	☐	
2) The first contact with the person			
a) Be Friendly ▪ Smile ▪ Make eye contact with your student ▪ Use your student's name in your opening dialogue ▪ Show interest in your student	☐	☐	
b) Be Professional ▪ Dress like a professional ▪ Have energetic body language	☐	☐	
3) Finding out the needs of the student			
a. Use an interactive approach to find out what the student would like to work on or improve in order to find out which type of lesson you will be providing.	☐	☐	
4) Warm-up			
a. Choose the appropriate warm-up (which meets the needs of the topic discovered).	☐	☐	
b. Be enthusiastic, praise and encourage.	☐	☐	
c. Look like a Pro (conformity and effectiveness). ▪ Set up early before the bounce. ▪ Impact at waist height. ▪ Be smooth (make it look easy).	☐	☐	

1. Private Lesson (Dialogue) / Evaluation Scenario : Using other course participants as students (Continued…).

SKILL	Yes	No	*Comments…*
5) Evaluation (Set up and Run) (Continued…)			
a. Using interactive questioning, summarise the elements that your student has requested to ensure that you have understood their needs correctly.	☐	☐	
b. **Feeding (related to tactical context):**			
➢ Find out what type of feed your student wants (this should be related to the situation in which the student would like to work).	☐	☐	
➢ Appropriate choice of basket, live, basket-live or play feed.	☐	☐	
➢ Ensure proper volume.	☐	☐	
c. **Target (related to tactical objective):**			
➢ Clearly establish the expectation of the stroke/situation: SMART	☐	☐	
➢ Be sure it is realistic for level of the student; bring awareness around norms.	☐	☐	
d. **Drill or Points:**			
➢ Do the evaluation by drilling (live or basket) or by playing points.	☐	☐	
6) 1st Training Topic			
a. Provide a training topic to improve performance (should be either a reception or projection teaching point).	☐	☐	
➢ Provide an explanation and demonstration of the teaching point/training topic. ▪ Word and image together. ▪ Correct (emphasis, clear, professional). ▪ Quick.	☐	☐	
➢ Provide a reason for the teaching point for the conformity-effectiveness. ▪ Could be footwork, bodywork or racquet work. ▪ Relate recommendation to PAS and associated ball control error. **Note**: For purposes of the exam, we will not continue with the bulk of the lesson (additional teaching points and other areas of focus) and we will jump to the wrap up on the particular focus.	☐	☐	

SKILL	Yes	No	*Comments…*
7) Wrap-up			
a. Praise improvement.	☐	☐	
b. Sell subsequent lessons by providing a vision of how the stroke or situation can be developed.	☐	☐	

NOTE: To meet standard: At least 5 of 6 on Sections 1-4. At least 5 of 7 "yes" for *Evaluation.* At least 2 of 3 "yes" for 1st *Training Topic*. At least 2 of 2 "yes" for *Wrap-up*.

	Met Standard	Did not meet standard
RESULT "Private Lesson (Dialogue)" ➔	☐	☐
Comments:		

6. Breaking down a Playing Drill: Play – Basket - Cooperation (Live Feed) – Play

Evaluation Scenario: Using other course participants as students

General Competency:
When players are struggling with consistency in a playing situation or cooperation drill, to be able to provide more repetitions on the skills through the use of basket feeding. This will provide the player(s) with more volume on the shot(s) while receiving some specific feedback to improve performance. Then, in order to make the skill more realistic, the Pro will set-up a cooperation drill where a live feed is used which will including the skills which will eventually be implemented in the game situation. Finally, a game situation is used to ensure the final skill(s) is implemented when playing.

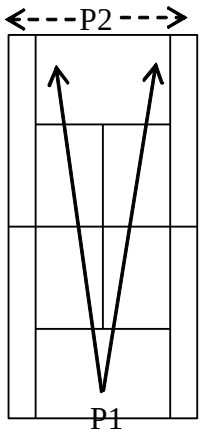
TOPICS: The candidate will present one of the following three topics (select the one student presents).

TOPIC #1 ☐

Singles: Making the opponent run by changing the direction of the ball when receiving an easy slow ball on a forehand groundstroke from the middle of the court.

Player (P1): From the middle of the court, hits to the corners with her/his forehand when receiving an easy ball.

Partner (P2): When required hits everything back to the middle with an easy rallying shot.

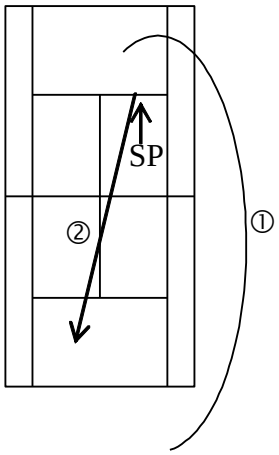


TOPIC #2 ☐

Doubles: Server's Partner: Receiving a lob return of serve which requires the player to hit an overhead after moving back quickly 2-3 steps.

Player (Server's Partner, SP): Who is at the net, backs-up to the service line to smash a lobbed return of serve.

Partner (Receiver, R): Returns every serve as a down-the-line lob.

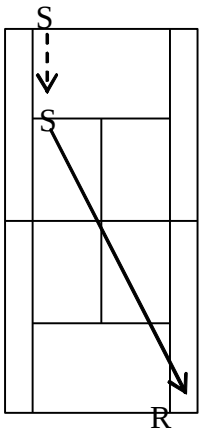


TOPIC #3 ☐

Doubles: Server: Serve and volley crosscourt when receiving a medium pace, medium height return.

Player (Server, S): Serve and approach volley crosscourt when receiving an easy volley at waist height.

Partner (Receiver, R): Hits the return as an easy rallying shot crosscourt.



6. Breaking down a Playing Drill: Play – Basket - Cooperation (Live Feed) – Play (Continued…)

SPECIFIC COMPETENCY:

A. Playing Situation: Final Skill

SKILL	Yes	No	*Comments…*
1) Sell the Topic:			
a. Simulate through a proper demonstration of the game situation.	☐	☐	
b. Stimulate interest by providing a reason why the topic will be helpful.	☐	☐	
2) Set-Up the Game Situation:			
a. Use a reprensentative grouping to explain/demonstrate how we will play the points.	☐	☐	
b. **Establish Organisational elements:**			
➢ People Positioning ▪ Who starts the point and from where. ▪ Where is the opponent.	☐	☐	
➢ Movement Pattern ▪ Where to start – where to move to hit shot – where to recover after shot – where to move in order to rotate.	☐	☐	
➢ Feeding ▪ Description of feed	☐	☐	
➢ Projection ▪ Trajectory/intention	☐	☐	
➢ Goal/Score ▪ Outcome ▪ Process	☐	☐	
➢ Rotation ▪ When will they rotate	☐	☐	
3) Run the Game Situation:			
a. **Well done:**			
➢ Ensure safety (check court for cleanliness, ensure court is safe for play, ensure hopper is appropriately placed and balls are always cleared).	☐	☐	
➢ Ensure game situation is running as explained in set up.	☐	☐	
➢ Ensure game situation respects topic.	☐	☐	
b. **Fun:**			
➢ Optimal Challenge: Adjust challenge of the game situation to find optimal starting point (some inconsistency in order to require a basket feed). This may involve adjusting one of the following set-up variables (movement, feeding, projection, score/goal).	☐	☐	
➢ Feedback (sell use of the basket feed which will follow, this will provide a link to the next drill).	☐	☐	

6. Breaking down a Playing Drill: Play – Basket - Cooperation (Live Feed) – Play (Continued…)

B. Basket Feed

SKILL	Yes	No	*Comments…*
1) Set-Up Basket Feed Drill:			
a. Use a representative grouping to explain/demonstrate.	☐	☐	
b. **Establish Organisational elements:**			
➢ People Positioning ▪ Who starts the drill and from where. ▪ Where would the opponent be. ▪ Formation of columns.	☐	☐	
➢ Movement Pattern ▪ Where to start – where to move to hit shot – where to recover after shot – where to move in order to rotate.	☐	☐	
➢ Feeding ▪ Description of feed.	☐	☐	
➢ Projection ▪ Trajectory and speed ▪ Target (landing area)	☐	☐	
➢ Goal/Score ▪ Outcome ▪ Process	☐	☐	
➢ Rotation ▪ When will they rotate	☐	☐	
2) Run Basket Feed Drill:			
a. Progressively increase tempo of drill.	☐	☐	
b. Does the drill respect the final skill in the playing situation? ▪ Position of where feed takes place. ▪ Trajectory and direction of feed. ▪ Position and a movement of player(s) with the use of markers.	☐	☐	
c. Does the Pro provide a group tip and individual feedback on the tip to achieve the shot performance.	☐	☐	
d. Does the Pro ensure the hopper is appropriately placed and balls are always cleared during the drill?	☐	☐	

C. Cooperation (Live Feed) Drill

NOTE: For purposes of the evaluation, even if the cooperation drill can be done amongst student, the Pro will have to provide the live feed to challenge the skill of the student.

SKILL	Yes	No	*Comments…*
1) Set-Up the cooperation drill:			
a. Explain and demonstrate the drill while already having the player(s) in position to implement the drill the way it will be done.	☐	☐	
2) Running the cooperation drill:			
a. Does the drill respect the final skill in the playing situation? ▪ Position of where feed takes place. ▪ Trajectory and direction of feed. ▪ Position and a movement of player(s).	☐	☐	
b. Does the Pro maintain the teaching tip during drill?	☐	☐	
c. Is the live feed by the Pro accurate and consistant?	☐	☐	

NOTE: To meet standard: At least 10 of 14 "yes" on *Playing Situation Final Skill*.
At least 8 of 11 "yes" for *Basket Feed.* At least 3 of 4 "yes" for *Cooperation Drill*.

	Met Standard	Did not meet standard
RESULT "Breaking down a Playing Drill…" ➔	☐	☐
Comments:		

Debriefing

Candidate Last name:	Candidate First name:
Date :	

QUESTIONS FOR REFLECTION (Lead by the Course Facilitator)	**1) Was the evaluation what you were expecting:**
	2) What did you learn from the process of evaluation? (about yourself, about your performance)
	3) What do you think went well and why?
	4) What might you have done better and how would you change it?
	5) What are the next steps in your professional development?
Facilitation and Follow-Up	**Facilitator to:** ➢ **Answer general questions.** ➢ **Provide information on timing of feedback and results.** ➢ **Suggest possible courses of action.**