

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 Details	Overall Result	
		Met Standard	Did Not Meet Standard
NCCP MED Online	<i>To be completed prior to Ethics Module</i>		
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 \$ _____

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	
	Willing to contribute to the development of other candidates and of herself/himself	• Develops appropriate working relationships with other course candidates	Rating: Comments:
		• 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			
Leading And Communicating	Communicates effectively	• Respects other course candidates' attempts at teaching/leading	Rating: Comments:
		• Contributes fully to working group assignments	
		• 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)	
		• 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:
(Circle one)

Met Standard

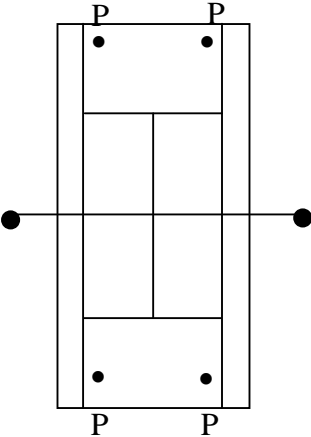
Did Not Meet Standard

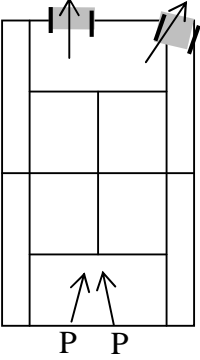
(Note: To meet standard – 3 or better on all ratings, no 1 or 2 ratings)

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)			Comments:
	met standard	marginally met standard	did not meet standard	
1) Groundstrokes: Both back				Comments:
<p>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)</p> <p>Conformity:</p> <ol style="list-style-type: none"> 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 <div style="display: flex; align-items: center; justify-content: center;">  <div style="margin-left: 20px;"> <ul style="list-style-type: none"> • Used as marker for determination of fh or bh (to ensure players hit both shots) </div> </div>				
2) Pro Volley – Player Groundstroke				Comments:
<p>Effectiveness: same as both back, volleyer must volley with an arc</p> <p>Conformity:</p> <ol style="list-style-type: none"> 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:
<p>Effectiveness: same as other groundstrokes except nice and easy is now defined as medium pace, right to the player's forehand or backhand volley</p> <p>Conformity: same as in 1) above</p>				

4) Pro Lobs – Player hits overhead	met standard	marginally met standard	did not meet standard	Comments:
<p>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)</p> <p>Conformity: same as in 1) above</p>				
5) Pro Overhead – Player hits lob (block technique)	met standard	marginally met standard	did not meet standard	Comments:
<p>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.</p> <p>Conformity:</p> <ol style="list-style-type: none"> 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:
<p>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</p> <p>Conformity: must have a smooth rhythmic stroke</p>				
7) Backhand Underspin from a Self Feed Ball	met standard	marginally met standard	did not meet standard	Comments:
<p>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</p> <p>Conformity: must have a smooth rhythmic stroke</p>				
8) Serve	met standard	marginally met standard	did not meet standard	Comments:
<p>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</p> <p>Conformity:</p> <ol style="list-style-type: none"> 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 <div style="text-align: center;">  </div>				

RESULT:

Met Standard

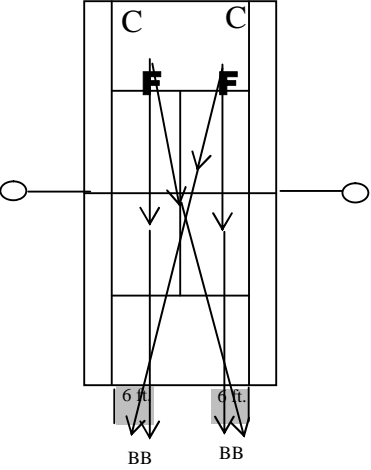
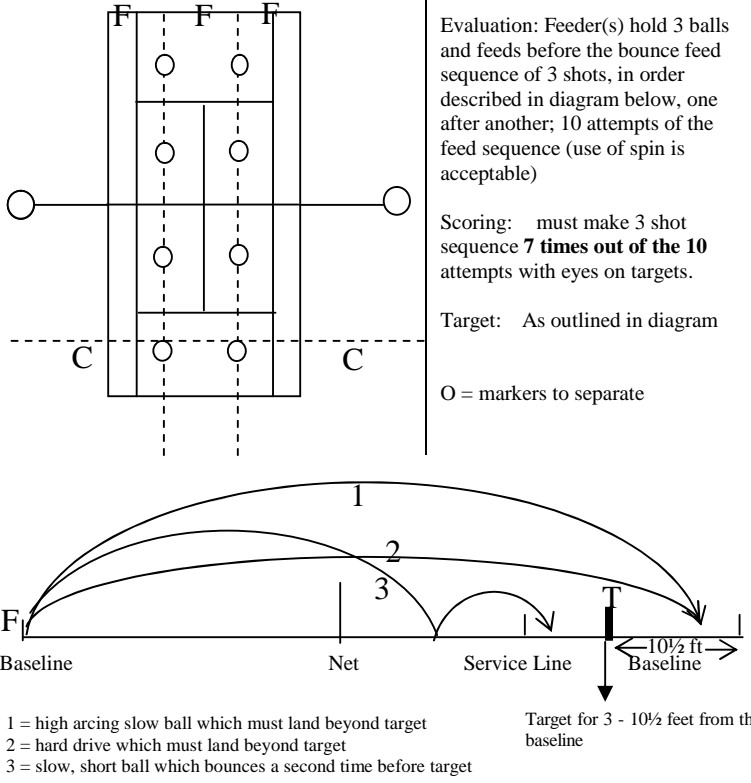
Did Not Meet Standard

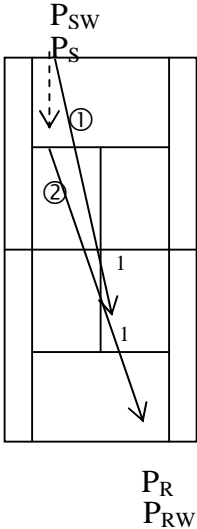
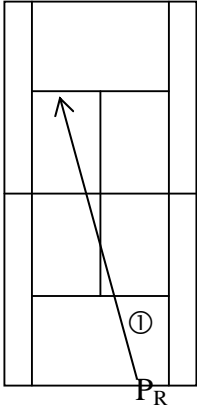
(Circle one)

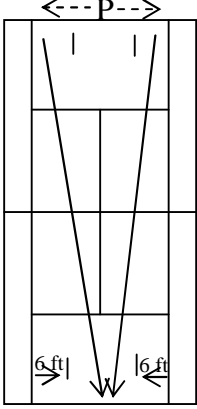
Note: To meet standard – no “did not meet standards” allowed, only 2 “marginally met standards” allowed)

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:
 <p>C = Player counting F = Feeder T = Target (goal which ball must pass through) B = Players picking up balls</p> <p>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</p> <p>Scoring: must make 14 targets out of 20 attempts with a 35 second maximum time allotment, with eyes on targets</p> <p>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</p>			
2) Distance/Speed/Trajectory Test	met standard	did not meet standard	Comments:
 <p>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)</p> <p>Scoring: must make 3 shot sequence 7 times out of the 10 attempts with eyes on targets.</p> <p>Target: As outlined in diagram</p> <p>O = markers to separate</p> <p>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</p> <p>Target for 3 - 10½ feet from the baseline</p>			

B) Playing Feed Evaluation and Specific Competency :			
	met standard	did not meet standard	Comments:
<p>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.</p> <p>Note: test 3) and 4) are completed together; if the partner is unable to return to the server, the CF will return the serve.</p>  <p style="text-align: center;"> P_{sw} P_s P_R P_{RW} </p> <p style="margin-left: 200px;"> P_s – Pro Serve P_R – Pro Return P_{sw} – waiting to serve P_{RW} – waiting to return </p>			
	met standard	did not meet standard	Comments:
<p>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.</p> <p>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.</p>  <p style="text-align: center;">P_R</p>			

	met standard	did not meet standard	Comments:
<p>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 style="text-align: center;">P P</p>  <p style="text-align: center;">CF = Course Facilitator</p>			

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

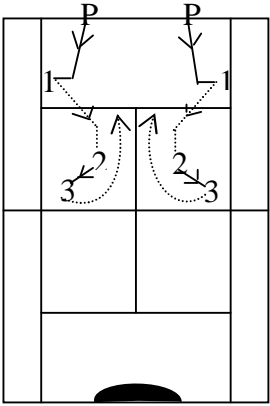
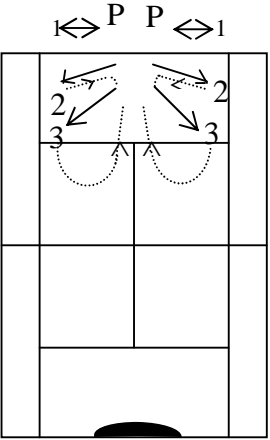
General Competency:

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

<p>3. Approach Volley - Reflex Volley – Finishing Volley</p> <p>(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)</p>				
<p>4. Groundstroke Rally – Groundstroke Attack - Intercepting Volley</p> <p>(E.g., crosscourt groundstroke rally; down-the-line drive groundstroke; intercepting approach volley crosscourt)</p>				

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:
<p>a) Sell the Drill</p> <ul style="list-style-type: none"> – 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) 	<p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p>	<p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p>	

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) <ul style="list-style-type: none"> - Bring awareness to most common error through interactive questioning - correct - quick 	<input type="checkbox"/>	<input type="checkbox"/>	
Properly explain (demonstrate teaching point related to ball control) <ul style="list-style-type: none"> - 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 	<input type="checkbox"/>	<input type="checkbox"/>	
Provide continuous ongoing feedback on ball control teaching point as it relates to what is actually occurring	<input type="checkbox"/>	<input type="checkbox"/>	
Group objective with individual feedback	<input type="checkbox"/>	<input type="checkbox"/>	

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 <ul style="list-style-type: none"> - Yes = Top 25% - No = Bottom 25% 	<input type="checkbox"/>	<input type="checkbox"/>	
Students satisfaction <ul style="list-style-type: none"> - enjoyed the lesson - had a good workout - good learning environment 	<input type="checkbox"/>	<input type="checkbox"/>	
Student Retention <ul style="list-style-type: none"> - would pay for more lessons - would recommend to others 	<input type="checkbox"/>	<input type="checkbox"/>	

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
	met standard	did not meet standard	
1. Discovering the error and the associated ball control			
a) Scenario One	<input type="checkbox"/>	<input type="checkbox"/>	
b) Scenario Two	<input type="checkbox"/>	<input type="checkbox"/>	
c) Scenario Three	<input type="checkbox"/>	<input type="checkbox"/>	
2. Using PAS and conformity as a problem solving tool			
a) Scenario One	<input type="checkbox"/>	<input type="checkbox"/>	
b) Scenario Two	<input type="checkbox"/>	<input type="checkbox"/>	
c) Scenario Three	<input type="checkbox"/>	<input type="checkbox"/>	

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:

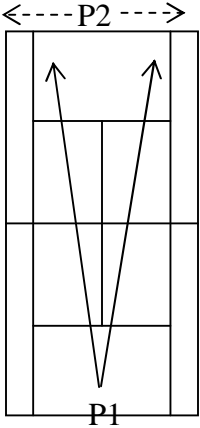
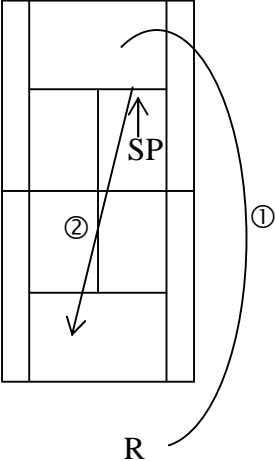
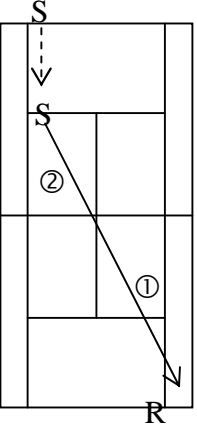
SKILL	Yes	No	Comments:
1) Safety <ul style="list-style-type: none"> - prior to beginning, check court for cleanliness and safety (tennis can lids, wet areas) - during lesson, maintain safety (proper hopper placement, balls cleared from student) 	<input type="checkbox"/>	<input type="checkbox"/>	
2) The first contact with the person <ul style="list-style-type: none"> A) Be Friendly <ul style="list-style-type: none"> - 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 <ul style="list-style-type: none"> - Dress like a professional - Have energetic body language 	<input type="checkbox"/>	<input type="checkbox"/>	
3) Finding out the needs of the student <ul style="list-style-type: none"> - 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 	<input type="checkbox"/>	<input type="checkbox"/>	
4) Warm-up <ul style="list-style-type: none"> - 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) <ul style="list-style-type: none"> - set up early before the bounce - impact at waist height - be smooth (make it look easy) 	<input type="checkbox"/>	<input type="checkbox"/>	
5) Evaluation (Set up and Run) <ul style="list-style-type: none"> - 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): <ul style="list-style-type: none"> - 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 	<input type="checkbox"/>	<input type="checkbox"/>	

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).

<p>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.</p> <p>Player (P1): from the middle of the court, hits to the corners with her/his forehand when receiving an easy ball</p> <p>Partner (P2): when required hits everything back to the middle with an easy rallying shot</p>	
<p>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.</p> <p>Player (server's partner, SP): who is at the net, backs-up to the service line to smash a lobbed return of serve</p> <p>Partner (receiver, R): returns every serve as a down-the-line lob</p>	
<p>3. Doubles: Server; Serve and volley crosscourt when receiving a medium pace, medium height return</p> <p>Player (server, S): serve and approach volley crosscourt when receiving an easy volley at waist height</p> <p>Partner (receiver, R): hits the return as an easy rallying shot crosscourt</p>	

SPECIFIC COMPETENCY:

A) Playing Situation: Final Skill

SKILL	Yes	No	Comments:
<p>a) Sell the Topic:</p> <ul style="list-style-type: none"> - simulate through a proper demonstration of the game situation: - stimulate interest by providing a reason why the topic will be helpful 	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	
<p>b) Set-Up the Game Situation:</p> <p>Use a representative grouping to explain/demonstrate how we will play the points</p> <p>Establish Organisational elements</p> <ul style="list-style-type: none"> • People Positioning <ul style="list-style-type: none"> - who starts the point and from where - where is the opponent • Movement Pattern <ul style="list-style-type: none"> - where to start, where to move to hit shot, where to recover after shot, where to move in order to rotate • Feeding <ul style="list-style-type: none"> - description of feed • Projection <ul style="list-style-type: none"> - Trajectory/intention • Goal/Score <ul style="list-style-type: none"> - outcome - process • Rotation <ul style="list-style-type: none"> - when will they rotate 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
<p>c) Run the Game Situation:</p> <ul style="list-style-type: none"> - Well done: <ul style="list-style-type: none"> - 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: <ul style="list-style-type: none"> - 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) 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	

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: <ul style="list-style-type: none">• Answer general questions• Provide information on timing of feedback and results• Suggest possible courses of action