



**SKATECANADA**

# **NCCP Intermediate STARSkate/Provincial Coach - Home Study**



**National  
Coaching  
Certification  
Program**



## TABLE OF CONTENTS

<b>SUBMISSION CHECKLIST</b>	<b>1</b>
<b>INTRODUCTION</b>	<b>2</b>
<b>SECTION 1 – GETTING TO YOU KNOW</b>	<b>4</b>
<b>SECTION 2 – STARSKATE PROGRAM</b>	<b>7</b>
<b>SECTION 3 – CUMULATIVE POINTS CALCULATION SYSTEM</b>	<b>19</b>
<b>SECTION 4 – IDENTIFYING TALENTED SKATERS</b>	<b>21</b>
<b>SECTION 5 – PLANNING &amp; GOAL SETTING</b>	<b>23</b>
<b>SECTION 6 – ICE DANCE</b>	<b>30</b>
<b>SECTION 7 – SYNCHRONIZED SKATING</b>	<b>30</b>
<b>SECTION 8 – PAIR SKATING</b>	<b>31</b>
<b>SECTION 9 – SINGLES</b>	<b>32</b>
<b>SECTION 10 – STROKING &amp; SKATING SKILLS</b>	<b>33</b>
<b>SECTION 11 – EVALUATOR / JUDGE PRACTICAL OBSERVATION</b>	<b>34</b>
<b>Option 1:</b>	<b>34</b>
<b>Option 2:</b>	<b>38</b>
<b>Option 3:</b>	<b>40</b>
<b>CONGRATULATIONS!</b>	<b>45</b>

## SUBMISSION CHECKLIST

<b>When submitting your application to attend the Sport Science course or the Stroking &amp; Skating Skills course, you will need to include the following:</b>	
	<b>ISPC PROGRAM –HOME STUDY GUIDE</b> It must be completed in full. If any section is incomplete the application and guide will be returned to you unprocessed.
<b>If you have already received the following items from your Section – please bring them with you to the Sport Science course:</b>	
	<b>GENERAL SUBJECTS &amp; SPORT SCIENCE MANUAL</b>
	<b>SPORT SCIENCE WORKBOOK</b> – Will be handed to you at the course.
<b>If you have already received the following items from your Section – please bring them with you to the Stroking &amp; Skating Skills course:</b>	
	<b>STROKING &amp; SKATING SKILLS TECHNICAL MANUAL</b>
	<b>STROKING &amp; SKATING SKILLS WORKBOOK</b>
	<b>TECHNICAL HANDBOOK IN SKATE CANADA RULE BOOK</b>

## **INTERMEDIATE STARSKATE PROVINCIAL COACH (ISPC) PROGRAM HOME STUDY**

Welcome and thank you for your interest in the ISPC program!

### **ISPC PROGRAM OUTLINE**

**PART 1 - ISPC HOME STUDY:** This is the first component to this program that you must complete in full prior to attending the ISPC training.

**PART 2 - ISPC TRAINING:** Once you have completed your home study, you must register and attend the following two courses prior to attending the discipline specific technical courses:

- Sport Science (1 day)
- Stroking & Skating Skills (1 day)

Once you have participated in the sport science and stroking & skating skills courses, you must register and attend the following technical courses in no particular order:

- Singles (1 day)
- Pair Skating & Synchronized Skating (1 day)
- Ice Dancing (1 day)

To receive credit for the ISPC training component, you must complete all five courses and associated workbooks successfully. To begin the ISPC Evaluation component, you must first complete the sport science, stroking & skating skills courses and at least one discipline specific course – so either ice dancing, pair & synchronized skating, or singles.

**PART 3 - ISPC EVALUATIONS:** You now have the flexibility to select the certification path suitable to your needs as a coach. You can become an Intermediate STARSkate Coach (Instruction Stream) or a Provincial Coach (Competition Stream). Certifying in more than one discipline is highly recommended; however, not mandatory.

**The requirements to achieve certification within the ISPC are as follows:**

**Path 1:** To certify as an **Intermediate STARSkate Coach**, you will be required to:

1. Submit one (1) technical video lesson with a lesson plan at the senior bronze or junior silver STARSkate level and;
2. Submit one (1) stroking or skating skills video lesson with a lesson plan at the senior bronze or junior silver STARSkate level.

3. Submit a video analysis and music CD of a skater whose program you have designed or choreographed at the Intermediate STARSkate level.
4. Have a skater pass intermediate STARSkate tests or higher OR complete the mentorship program. A copy of the test summary sheet for each test passed must be submitted with your practical coaching record form.

**Path 2:** To certify as a **Provincial Coach**, you will be required to:

1. Submit one (1) technical video lesson with a lesson plan at the juvenile or pre-novice competitive level and;
2. Submit one (1) stroking lesson with a lesson plan at the juvenile or pre-novice competitive level.
3. Submit a video analysis and music CD of a juvenile or pre-novice skater/team whose program you have designed or choreographed.
4. Have a skater pass one senior bronze skating skills test or higher. A copy of the test summary sheet for each test passed must be submitted with your practical coaching record form.
5. Have a skater/team qualify and compete at a Sectional Championship level or higher caliber competition (i.e. Regional Championships for Synchronized Skating) and provide a protocol of the event as proof with your practical coaching record form.

**Note:** You must be the primary coach of the skater/team for the past three consecutive months prior to attending the event. A declaration of the parent/skater is required.

*On behalf of the Skate Canada Advisory Coaching Committee and the Coaching and Skating Programs Department, we thank you for your dedication to the sport and wish you a pleasant and valuable experience in this program.*

**SECTION 1 – GETTING TO KNOW YOU**

To help us get to know you and the environment you are presently working in, please complete the following:

Name: \_\_\_\_\_

Skate Canada Coach since: \_\_\_\_\_  Full-time or  Part-time

Highest level of post-secondary education achieved – if applicable:

\_\_\_\_\_

Section: \_\_\_\_\_ E-mail: \_\_\_\_\_

List the names of clubs you are presently actively coaching as a club coach and/or free lance coach:

Club #1: \_\_\_\_\_ Club #2: \_\_\_\_\_

Club #3: \_\_\_\_\_ Club #4: \_\_\_\_\_

Club #5: \_\_\_\_\_ Club #6: \_\_\_\_\_

**SKATING RECORD – INDICATE HIGHEST TEST PASSED:**

**STARSkate Tests:**

Free Skating: \_\_\_\_\_ Interpretive Skating: \_\_\_\_\_

Skating Skills: \_\_\_\_\_ Dance: \_\_\_\_\_

**Competitive Tests:**

Singles: \_\_\_\_\_ Pair Skating: \_\_\_\_\_

**COMPETITIVE SKATING RECORD – IF APPLICABLE:**

\_\_\_\_\_

\_\_\_\_\_

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**Please check off each of the Skate Canada programs you are presently coaching in Skate Canada member Clubs and /or Skating Schools:**

- CanSkate
- STARSkate
- CanPowerSkate
- AdultSkate
- CollegiateSkate
- CompetitiveSkate

**Summarize the programs you are currently coaching based on your selection above.**

CanSkate: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

CanPowerSkate: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

STARSkate: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

CompetitiveSkate: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

AdultSkate: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

CollegiateSkate: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



Describe your coaching philosophy.

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What is your main focus in coaching?

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**Describe the main goal and objectives you have set for yourself this season as a Skate Canada Professional Coach:**

My goal:

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My Objectives:

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**What do you want to accomplish in the ISPC program?**

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**Check the skating disciplines that most interest you?**

- Singles    Pair Skating    Ice Dancing    Synchronized Skating

**Based on the above selection, check all of the skating disciplines you would like to achieve certification in the ISPC program?**

Singles    Pair Skating    Ice Dancing    Synchronized Skating

**What is your status in the Skate Canada Continuous Education Program (CEP)?**

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**SECTION 2 – STARSKATE PROGRAM**

**STARSkate - Skate Canada's learn to figure skate program is at its best. Tell us about the STARSkate program in your club!**

**1 - What does your club do to help ease the transition from CanSkate to STARSkate?**

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**2 - What type of STARSkate lesson formats does your club offer?**

Group lesson    Private lesson    Both

**3 - Does your club offer an off-ice session to STARSkate athletes?**

Yes    No    Not sure

**4 - What does your club do to "spice up" their STARSkate program?**

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**5 - What STARSkate program components do you currently teach?**

Interpretive Skating    Dance    Skating Skills    Free Skate    Stroking

**6 –Detail and explain what benefits the skaters will gain by participating in each particular STARSkate program area. (As a coach you should be able to describe these benefits to your skaters and parents.)**

Skating Skills:

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Interpretive Skating:

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Stroking:

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Ice Dance:

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Free Skate:

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Synchronized Skating:

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**7 - What type of awards and incentives does your club have to reward STARSkate athletes? (If your club does not have any, what would you recommend to reward STARSkate athletes?)**

- 1) \_\_\_\_\_  
\_\_\_\_\_
- 2) \_\_\_\_\_  
\_\_\_\_\_
- 3) \_\_\_\_\_  
\_\_\_\_\_
- 4) \_\_\_\_\_  
\_\_\_\_\_

**8 - Planning a STARSkate program/session: The following task relates to the overall organization and implementation of the STARSkate program in your club. We recommend that you refer to the STARSkate module in your manual for guidance.**

Club Name: \_\_\_\_\_ Section: \_\_\_\_\_

Do you have a combined STARSkate session with all three test levels (primary, intermediate, and senior)?  Yes  No # of sessions/week: \_\_\_\_\_

How many Primary STARSkate athletes? \_\_\_\_\_ # of sessions/week: \_\_\_\_\_

How many Intermediate STARSkate athletes? \_\_\_\_\_ # of sessions/week: \_\_\_\_\_

How many Senior STARSkate athletes? \_\_\_\_\_ # of sessions/week: \_\_\_\_\_

**A) Describe one of the three sessions you defined above or describe all three sessions as one combined session consisting of primary, intermediate, and senior athletes.**

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**Provide or create an ideal STARSkate program schedule:**

<b>Day</b>	<b>Time</b>	<b>Focus – session type</b>

**Describe each of the following lesson formats that are offered at your club – level, time, fee, focus, # of athletes, frequency of each format per week, etc.**

Group:

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Private:

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**Combination of both lesson formats – group and private:**

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**Describe your ON-ICE intermediate STARSkate session in detail: (i.e. stroking, lesson time and format, circuits, cool down, etc.)**

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**Describe your OFF-ICE program in detail: (i.e. stretch class, dance, fitness, balance, strength training, mental training, off-ice jump/warm-up, etc.)**

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**B) Describe in detail your club’s STARSkate marketing strategy. How do they recruit new members into the STARSkate program?**

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**C) What type of advertising tool did your club use to market their STARSkate program?**

Ad in local newspaper  brochures/flyers  Website

Other: \_\_\_\_\_

None

**D) If your club used an advertising tool, attach a copy of the ad, flyer/brochure, or web page to the home study booklet:**

\_\_\_\_\_

**E) Registration details - how does your club organize registration sessions?**

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**F) What do you do to help foster a fun, safe, and productive STARSkate environment in your club?**

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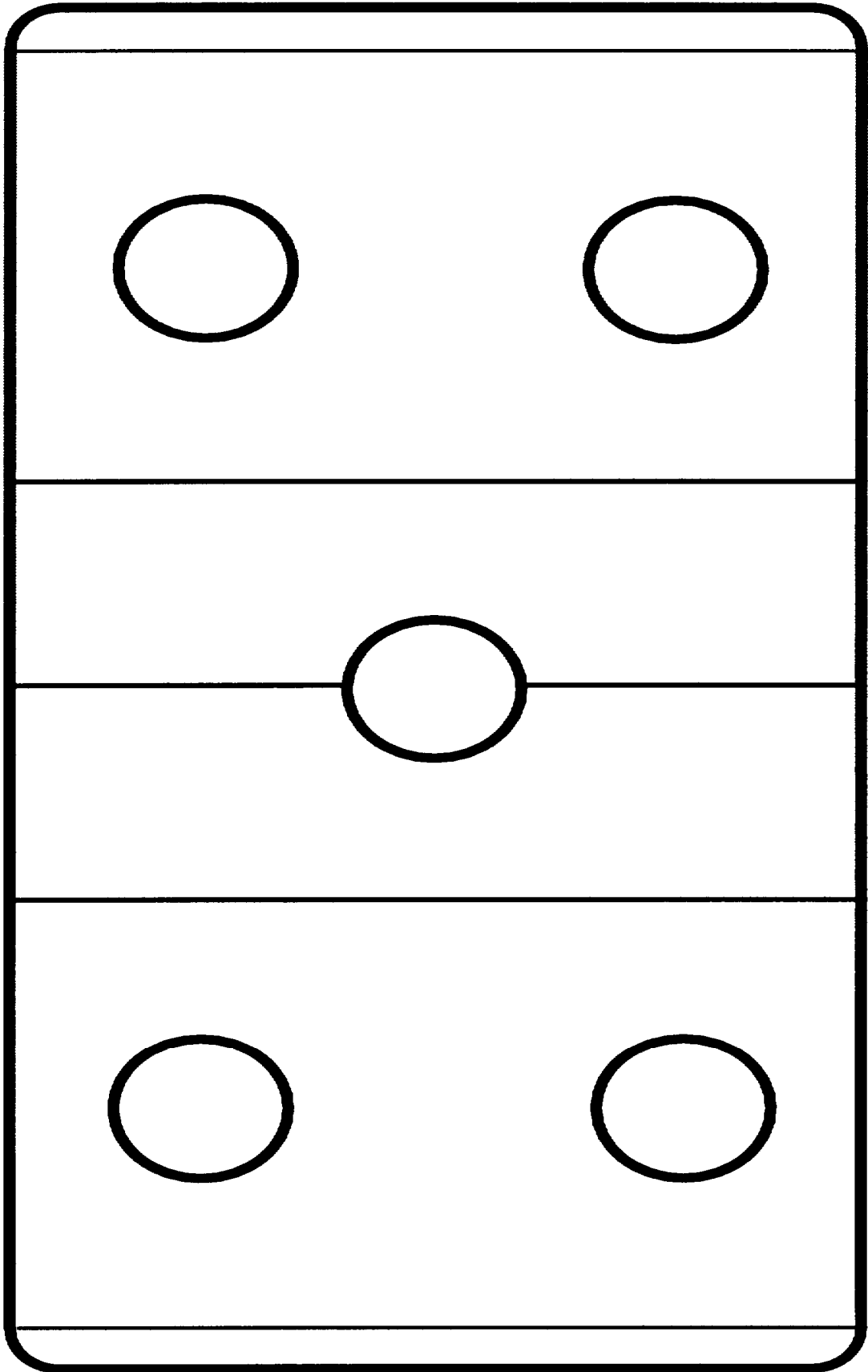
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**G) Circuits and stations are not just for CanSkate! The use of circuits and stations is an excellent way to incorporate fun into your STARSkate session while learning skills. Using the following rink diagram, develop three different types of circuits/stations with at least two elements of each relating to stroking, skating skills, interpretive skating, dance, and free skating at the intermediate STARSkate level. A minimum of 10 elements needs to be included.**





**H) A happy customer is key to the success of a club. What does your club do to keep STARSkate parents informed regarding various activities planned for the season? On a separate sheet of paper, develop and attach to this booklet a written communication that you would give to your STARSkate parents.**

**I) Incorporating synchronized skating in your STARSkate session can help create a good team atmosphere in your club and it can also help build club moral. Develop a proposal to have your club executive consider the approval of adding some synchronized skating activities to its STARSkate program.**

**To help you get started, you must include the following key information in your proposal:**

- include your name, contact information and position in the club.
- introduce the purpose of your proposal.
- provide background information on your innovative idea.
- provide information on what synchronized skating is all about. To help you out, visit Skate Canada's Members' Only for articles, communication updates, rules, etc. on synchronized skating. You may also want to seek the help of a NCCP Synchronized Skating certified coach.
- list your recommendations including the plan of actions to help promote this addition
- list the added benefits that synchronized skating can bring to the club
- provide an overview of the on-ice schedule and session delivery
- list your role and responsibilities regarding this new concept
- list the role and responsibilities of the club regarding this new concept
- add any details in terms of modifications to the current STARSkate program that is offered in your club.

### SECTION 3: CUMULATIVE POINTS CALCULATION SYSTEM (CPC)

The International Skating Union (ISU) has created a judging system that Skate Canada is referring to as the “Cumulative Points Calculation System” (CPC).

**1 - What are two differences between the 6.0 judging system and current CPC?**

1) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**2 – Technical Panel**

**A) Name the three officials on the technical panel.**

- \_\_\_\_\_  
- \_\_\_\_\_  
- \_\_\_\_\_

**B) What is the role of the technical specialist?**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**C) How are decisions made when reviewing elements on the technical panel?**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3 – Technical Score Calculation – If the skater that executed the elements below was a senior lady and she received the GOE marks as below, find the base values and calculate her Technical Score?

Executed #	Element		Base Value	GOE
1	2A+2T+2Lo+C		_____	-0.17
2	3Lo<<<		_____	-0.90
3	2A		_____	0.00
4	FSSp1		_____	-0.30
5	2Lz+2Lo+C	e	_____	-0.40
6	ChSp1		_____	0.00
7	2Lo	x	_____	0.00
8	LSp1		_____	-0.70
9	3F<	x	_____	-1.40
10	1F	x	_____	0.00
11	SISt1		_____	-0.30
12	CCoSp2		_____	-0.20

x - credit for second half, base value multiplied by 1.1

Technical Score = \_\_\_\_\_

4 – List the five program components

- \_\_\_\_\_ - \_\_\_\_\_  
 - \_\_\_\_\_ - \_\_\_\_\_  
 - \_\_\_\_\_

5 – How is the program component score calculated?

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

6 - What is the purpose of the well-balanced program (WPB) criteria?

\_\_\_\_\_  
 \_\_\_\_\_  
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**7 - Give two examples of how the new CPC benefit athletes?**

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**8 - Give two examples of how the new CPC benefit coaches?**

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**9 - List three things that you will do to become more familiar with the CPC system?**

1) \_\_\_\_\_

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2) \_\_\_\_\_

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3) \_\_\_\_\_

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**10 - List three specific documents on the CPC.**

- \_\_\_\_\_

- \_\_\_\_\_

- \_\_\_\_\_

#### **SECTION 4: IDENTIFYING TALENTED SKATERS**

**Talent identification is a crucial aspect for the future of our sport. Many people play a vital part in this process. However, coaches must be the expert and key resource to identifying talented athletes in the club.**

**1 - Why is it important to identify talent?**

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**2 - As a coach, what attributes should you look for in STARSkate / CompetitiveSkate athletes to determine if they have an above average level of talent or ability?(min of 3)**

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**3 - What opportunities can you and your club provide for talented STARSkate and/or Competitive Skate athletes? (Minimum of five)**

- 1) 

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- 2) 

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- 3) 

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- 4) 

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- 5) 

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4 - Why is it important to have simulation training sessions in the development of competitive athletes?

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**SECTION 5: PLANNING AND GOAL SETTING**

Planning is an important aspect for managing a successful coaching career. Using the information outlined in your manual, complete the following exercise with one of your athletes and their parent(s).

Step 1: Have the athlete set three main goals for themselves:

Goals	Completion Date
#1	
#2	
#3	

Step 2: As the coach, set three main goals for your athlete:

Goals	Completion Date
#1	

#2	
#3	

**Step 3: Have the parent set three main goals for the athlete (their child):**

Goals	Completion Date
#1	
#2	
#3	

**Step 4: Organize a meeting with the athlete and parent** - set up a time and location to meet the parent and athlete to discuss the content outlined in steps 1-2-3 and prepare a

plan to achieve the set goals that the coach, athlete, and parent have discussed. Using the grid on the next page, list the athlete's short-term goals and action plan to describe how the athlete will work towards achieving those goals.



<b>MONTH</b>	<b>GOAL</b>	<b>ACTION PLAN</b>

List the athlete's long-term goals and action plan for the next three years:

YEAR	GENERAL GOALS	ACTION PLAN

**5 - Evaluate yourself on the following time management practices by checking the answers that best describe you.**

- I have a vision of my future as an individual and as a coach, and I keep it in mind every day.       *Always*    *Sometimes*    *Never*
- I prioritize my long-term objectives and I am aware of them.       *Always*    *Sometimes*    *Never*
- I establish specific steps to implement my objectives.       *Always*    *Sometimes*    *Never*
- I have a timeline for completing the steps leading to my personal and coaching objectives.       *Always*    *Sometimes*    *Never*
- I consistently meet my deadlines for achieving goals.       *Always*    *Sometimes*    *Never*
- I make a daily “priority” list of the most important things to do and work through it from the top to finish.       *Always*    *Sometimes*    *Never*
- I know my own “prime time” when I am focused and creative and I schedule important tasks accordingly.       *Always*    *Sometimes*    *Never*
- I keep in mind that I must do the important tasks, not always the urgent ones.       *Always*    *Sometimes*    *Never*
- I skillfully delegate tasks where appropriate I can and I use a system of mutual accountability with those to whom I delegate.       *Always*    *Sometimes*    *Never*
- I handle crisis quickly and then follow up to prevent a recurrence of the same situation.       *Always*    *Sometimes*    *Never*
- I have a set routine for handling paperwork and procedural tasks.       *Always*    *Sometimes*    *Never*
- I set aside blocks of time to devote solely to one important task, like planning practices.       *Always*    *Sometimes*    *Never*
- I set aside time for my athletes to contact me and I notify them of when I am available.       *Always*    *Sometimes*    *Never*
- I periodically evaluate the way I handle routine tasks and make adjustments when necessary.       *Always*    *Sometimes*    *Never*

- During the day I periodically evaluate whether I am using my time to my best advantage.  *Always*  *Sometimes*  *Never*
- During the day I periodically evaluate whether I am using other people's time (especially my athletes) to accomplish top priority tasks.  *Always*  *Sometimes*  *Never*

Were there any questions to which you answered "never"?  Yes  No

**If you answered "never" to one or more of these questions, select one of those questions and provide an explanation of what you will do to improve your performance in this particular area.**

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**It is important that you make specific plans to improve the items for which you answered "Never". That exercise will help you examine your current habits and help you find ways to improve your overall time management skills.**

**6 - Identify three behaviors that you could change in your life in order to help you manage stress more effectively.**

1)

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2)

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3)

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**SECTION 6: ICE DANCE**

**1 - How would you best define the discipline of "ice dance"?**

(Explain it as if you were talking to someone who knows nothing about figure skating)

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**2 - How could you help promote this discipline in your club?**

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**3 - Prior to taking the ice dance course, it is expected that you have a very good understanding of all Senior Bronze and Junior Silver pattern dances as these dances will not be taught to you step-by-step at the course. What are the things that you will do to prepare yourself for taking the course? (Minimum two)**

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**SECTION 7: SYNCHRONIZED SKATING**

**1 - How would you best define the discipline of "synchronized skating"?**

(Explain it as if you were talking to someone who knows nothing about figure skating)

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**2 - How could you help promote this discipline in your club?**

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**3 - Prior to taking the synchronized skating course, it is expected that you have an understanding of the "basics" of this discipline. What are the things that you will do to prepare yourself for taking the course? (Minimum two)**

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**SECTION 8: PAIR SKATING**

**1 - How would you best define the discipline of "pair skating"?**

(Explain it as if you were talking to someone who knows nothing about figure skating)

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**2 - How could you help promote this discipline in your club?**

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**3 - Prior to taking the pair skating course, it is expected that you have an understanding of the "basics" of this discipline. What are the things that you will do to prepare yourself for taking the course? (Minimum two)**

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**SECTION 9: SINGLES**

**1 - How would you best define the discipline of "singles"?**

(Explain it as if you were talking to someone who knows nothing about figure skating)

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**2 - How would you help promote this discipline in your club?**

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**3 - Prior to taking the singles course, it is expected that you have an understanding of the Senior Bronze and Junior Silver test requirements and teaching progressions for all single jumps and basic spins. What are the things that you will do to prepare yourself for taking the course? (Minimum two)**

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**SECTION 10: STROKING & SKATING SKILLS**

**1 - Why is it important for an athlete to have strong basic skating skills in order to succeed and excel in our sport?**

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**2 - What would you do to promote stroking sessions and the skating skills program in your club?**

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**3 - Prior to taking the stroking & skating skills course, it is expected that you have a very good understanding of the basic skating skills and various turns in our sport. It is also expected that you are familiar with all skating skills exercises at the Senior Bronze and**



**Junior Silver STARSkate tests. What are the things that you will do to prepare yourself for taking the course? (Minimum two)**

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## **SECTION 11: EVALUATOR / JUDGE PRACTICAL OBSERVATION**

Evaluators and coaches are trained using the same training manuals and DVDs - in many instances, they attend the same training clinics and seminars. Evaluators and coaches need to work together to ensure consistent standards are presented and respected across the country, to enable skaters to achieve their personal best while trying a test or while competing, achieving a goal and setting new challenges. Thus, the communication between an evaluator and a coach is crucial in our sport.

As part of your coach training and development, you must select one (1) of the following three (3) Evaluator/Judge Practical Observation options and complete the work required:

- Option 1: Observe a test day
- Option 2: Attend a coach/judge forum
- Option 3: Attend a competition



**- Friendly reminder...**

Remember to thank everyone involved in the activity you are selecting and express your appreciation for taking the time to discuss various standards and for sharing their expertise with you.

### **OPTION 1: OBSERVE A TEST DAY**

**ACTIVITY:** You must attend an intermediate STARSkate test day at a local Skate Canada member club, observe one Senior Bronze test and one Junior Silver test in two different test disciplines, perform assessments using the test sheets that are available to download from Skate Canada's website, discuss standards and test outcomes (pass/retry) with the evaluator/judge.

## **INSTRUCTIONS:**

Following the step-by-step instructions provided for this activity, you must check (☑) each step once it is completed.

### **Step 1 - Plan the activity**

- Contact the test chairperson of a Skate Canada club to inquire about the next scheduled test day (i.e. date, time, location)
- Inquire about the type and level of tests the test day will offer
- State the purpose of your activity and your involvement in the activity
- Request authorization to attend the test day
- Ask that the test chair request permission from the evaluator/judge to partake in this activity with you when making arrangements for the test day.
- Inquire about the location and telephone number of the arena
- Leave your name and contact information with the test chair should he/she need to contact you prior to the test day.

### **Step 2 - Test Selection**

- Select and observe two of the following STARSkate tests and complete the work required.

#### **STARSkate tests:**

##### **Must select one of the following Senior Bronze tests:**

- skating skills (all three exercises)
- free skate (elements & program)
- dance (at least two of the four dances)
- bronze interpretive skating

##### **Must select one of the following Junior Silver tests:**

- skating skills (all three exercises)
- free skate (elements & program)
- dance (at least two of four dances)
- silver or gold interpretive skating

##### **Must select one of the following Pre-Novice tests:**

- competitive singles (free skating program)
- competitive ice dance (three stroking exercises)
- competitive pair skating (free skating program)

### **Step 3 - Before the test day:**

- know the level of test that you have selected
- know the standards

### **ACTIVITY REQUIREMENTS:**

- **Observation time:** minimum 2 hours
- **Test observation:** As per your test selection, carefully observe the interaction between the evaluator, coach and skater before, during, and after the test execution.
- **Test sheets:** With the appropriate test sheets, review the evaluation criteria listed on the sheets, summarize what the skater/team has demonstrated in the test, indicate whether you think this test is excellent, good, satisfactory, or needs improvement and outline the rationale that would support your test rating. You must submit your test sheets with this activity.
- **Discussion:** When the time is appropriate, you need to approach the evaluator to discuss the test outcome (pass/retry) and standard for both tests you observed. Should the opportunity present itself, it is also highly recommended that you discuss these tests with the coach.

**ACTIVITY REPORT**

Club Name: \_\_\_\_\_ Test Day Date: \_\_\_\_\_

Test Chair's Name (print): \_\_\_\_\_

Test Chair's Signature: \_\_\_\_\_

Name of Evaluators/Judges (print):  
\_\_\_\_\_

Signature of Evaluators/Judges:  
\_\_\_\_\_

Name of skaters:  
\_\_\_\_\_

Name of coaches:  
\_\_\_\_\_

Tests: 1. \_\_\_\_\_  Pass /  Retry  
2. \_\_\_\_\_  Pass /  Retry

Observation Time: \_\_\_\_\_ Interaction Time: \_\_\_\_\_

**FOLLOWING THE TEST DAY:** Summarize in detail your experience based on the activity you participated in at the test day - indicate what you have learned from being an observer in a test day environment.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## OPTION 2: ATTEND A COACH/JUDGE FORUM

### ACTIVITY:

Attend a coach/judge forum session at the club and/or Section level. Participate in the discussion as appropriate and complete the work required as outlined below.

### INSTRUCTIONS:

Following the step-by-step instructions provided for this activity, you must check (☑) each step once it is completed

#### Step 1 - Plan the activity:

- Contact your section course administrator or club president to obtain information on the next scheduled coach/judge forum. (i.e. - date, time, and location)
- Inquire about the tentative topics of the forum.

Topics: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- State the purpose of your activity and your involvement.
- Request authorization to attend the coach/judge forum.

#### Step 2 - Before the Coach/Judge Forum:

Prepare yourself in advance and strategize key questions that you may ask at the forum.

### ACTIVITY REQUIREMENTS:

- **Forum Session Time:** minimum 1 hour
- **Participate in discussions as appropriate:** List at least two topics in which you provided your input and shared your personal thoughts.

1. \_\_\_\_\_  
2. \_\_\_\_\_

**Following the Coach/Judge Forum:** You must prepare an activity report based on the following:

## ACTIVITY REPORT

Forum Session:  Club Level and/or  Section Level

Date: \_\_\_\_\_ Location: \_\_\_\_\_

Session Length: \_\_\_\_\_ # of Attendees: \_\_\_\_\_

### Club Level:

President's Name: \_\_\_\_\_

President's Signature: \_\_\_\_\_

OR

### Section Level:

Section Course Administrator's Name: \_\_\_\_\_

Section Course Administrator's Signature: \_\_\_\_\_

Name of Evaluator(s)/Judge(s) in attendance:

1. \_\_\_\_\_ 3. \_\_\_\_\_

2. \_\_\_\_\_ 4. \_\_\_\_\_

List a maximum of three topics discussed at the forum:

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

Out of the three topics listed above, select two topics and provide details on the discussion that took place and outcome (results/decisions/directions):

1. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Summarize your experience based on your attendance and participation in this activity.**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### **OPTION 3: ATTEND A COMPETITION**

#### **ACTIVITY:**

- **Part 1** - As an observer, attend a competition of your choice, select one of the following competitive events and complete the work required:
  - Singles and Ice Dance:** Observe one Senior Bronze/Juvenile and one Junior Silver/Pre-Novice event in two different disciplines.
  - Pair Skating:** Observe one Juvenile and one Pre-Novice competitive pair skating event.
  - Synchronized Skating:** Observe one Juvenile event and one Novice event.
  
- **Part 2:**
  - A) Note what the top three (3) skaters/teams are executing
  - B) Using two different flights - rank each skaters/teams
  - C) Obtain two protocol (results) sheets, and complete the activity report.

#### **INSTRUCTIONS:**

Following the step-by-step instructions provided for this activity, you must check (☑) each step once it is completed.

**Step 1 - Plan the activity:**

- Contact the chair of the host organizing committee to obtain information on the competition (i.e. date, time, location)
- Inquire about the type of events and when they are scheduled to take place
- State the purpose of your activity and your involvement
- Request to receive the official competition announcement/invitation and permission/accreditation to attend the competition

**Step 2 - Before the competition:**

- Know the level of competition you have selected
- Become familiar with the required elements of the events you have selected – refer to the competition announcement for details

**ACTIVITY REQUIREMENTS:**

- **Attend and observe a competition:** minimum 2 hours
- **Competition name and level:**  
\_\_\_\_\_
- **List two events observed:**  
1. \_\_\_\_\_ Flight: \_\_\_\_\_  
2. \_\_\_\_\_ Flight: \_\_\_\_\_
- **Competition Protocols:** Attach one protocol for each event you observed – two in total.

**Following the Competition:**

You must prepare an activity report based on the following report outline:

**ACTIVITY REPORT**

Host Club Name: \_\_\_\_\_ Section: \_\_\_\_\_

Date: \_\_\_\_\_ Location: \_\_\_\_\_

Total # of Clubs: \_\_\_\_\_ Total # of skaters: \_\_\_\_\_

**ORGANIZING COMMITTEE**

Chair's Name: \_\_\_\_\_



Chair's Signature: \_\_\_\_\_

**JUDGES - COACHES**

Name four judges in attendance:

- 1. \_\_\_\_\_ 3. \_\_\_\_\_
- 2. \_\_\_\_\_ 4. \_\_\_\_\_

Name four coaches in attendance:

- 1. \_\_\_\_\_ 3. \_\_\_\_\_
- 2. \_\_\_\_\_ 4. \_\_\_\_\_

List elements executed from the top three skaters/teams from each event:

**First Event**

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_

**Second Event**

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_

Summarize your experience based on your attendance and participation in this activity.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**CONGRATULATIONS!**

Congratulations - you have now completed the ISPC Home Study! Be sure to review your booklet in full and make sure you have completed everything as requested. We also highly recommend that you photocopy your booklet and keep a copy on file prior to mailing it to your section course administrator.