Minor Hockey Development Guide

Player Evaluation and Selection

Player Evaluation and Selection

The Purpose of this Document

***"C**hildren are curious and are risk takers. They have lots of courage. They venture out into a world that is immense and dangerous. A child initially trusts life and the processes of life."*

John Bradshaw

Each year in Canada close to 3500 minor hockey associations undertake the task of placing players on teams. The ultimate goal of this process is to provide players with the best possible experience in an environment where they can grow as hockey players and young people. For many minor hockey executives, evaluators, coaches, parents and players this can be a tension filled, labourious and frustrating experience – the goal of this document is to make it a more fulfilling and positive experience for all.

The purpose of this document is to provide a conceptual framework for associations supported by a number of practical evaluation tools and resources. Ultimately each association will need to look at their situation and decide what works best for them.

The level of success that an association enjoys from the player evaluation process will not result primarily from the use of this document. Associations must ensure that they are managing the local situation to make the process as transparent as possible. Evaluator objectivity, clear and concise lines of communication, effectively run ice sessions, definitive roles and a succinct reflection and feedback mechanism will all play a vital role in developing and building an effective player evaluation process.

It is often said that "the best coaches are the best thieves". Hockey Canada is encouraging you as a minor hockey association to take from this document what you need and can effectively manage.

Player evaluation and placement, like player development, is a process - effective management of the process will make a young players experience in hockey a more positive one.

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Philosophy and Purpose of Player Evaluation and Selection

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PLAYER EVALUATION AND SELECTION

Player evaluation can be one of the most difficult tasks for a Minor Hockey Association to deal with. It can also be the foundation for which an association is built upon. In most cases player evaluation is used to place players onto teams. An important aspect that is missing in many cases is that most Minor Hockey Associations do not use player evaluations as a tool for coaches to develop players based on their individual strengths and weaknesses. Placing players on teams is one thing, but what you do with those players once the teams are formed is another. Many Canadian communities only have enough players for one team in each age category, others have many teams in each age category, thus tiering occurs. Whether you have one team or multiple teams in each category, player evaluation can still be used, and should still be used as a way of developing players.

Having a solid player evaluation process in place can help make the process much easier. Not only will it give the association a reference point in dealing with parents, it will also give you and your coaches a starting point to determine where your players are at skill wise, thus beginning the process of utilizing the various Hockey Canada programs to educate parents, and coaches, on the importance of developing skills.

Basically for most Minor Hockey Associations there are two types of evaluations.

1) Evaluations during pre-season for selection on to teams. (Tiered or Grouped)
2) Evaluations at the end of the season as a post season report card.

Although both are important, it is what is done with the information that really matters the most. Obviously the evaluations done at the start of the season will place the kids on to teams, but the information should also be given to coaches so that they can see what the strengths and weaknesses of those players are.

Another key point is to post the criteria of what the evaluators are looking for, so that parents can see what the players are being judged on. These criteria must be clearly defined, objectively assessed and justifiable.

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Objectives of Player Evaluation

- To provide a fair and impartial assessment of a player's total hockey skills during the skating and scrimmage sessions
- To ensure that players have a reasonable opportunity of being selected to a team appropriate to their skill levels as determined during the on-ice evaluations of the current year.
- To provide coaches with the opportunity and flexibility to build a team based in part on their own coaching philosophy and knowledge of player skills and attitude.
- To provide uniformity and consistency in the evaluation process such that a player and parent expectations are consistent from year to year as players move through the various levels of the association's programs
- To form teams to maintain balanced and competitive play where the athletes can develop and participate equitably and have fun playing hockey during the season.
- To provide feedback in order to develop players

Top 10 Questions on Player Evaluation

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PLAYER EVALUATION AND SELECTION

As an association you need to be prepared to answer the following questions to players, parents, ice officials, evaluators and other administrators. All of the information below should be public knowledge - this sets the tone for the evaluations and increases the transparent nature of the process.

I. When are the player evaluation sessions?

As an association you must have a set schedule and be able to inform parents and players of when the initial ice session is and when further ice sessions may occur pending the results of initial assessments.

II. How many evaluation sessions will there be?

Every parent and player should be aware prior to evaluations of the number of opportunities that the player will have to be assessed. It is recommended that each player have a minimum of 2 evaluation sessions before being released from a given program

III. What is being evaluated?

Refer to the section on Player Selection criteria for more information on specific skills, tactics and behaviours that are being evaluated. It is recommended that the focus of each session be posted for parents and players so that they are clear on what is being evaluated each session.

IV. Who will do the evaluations?

There are 3 key groups involved in the evaluations:

- **On-ice coaches to take players through the session**
- **Off-ice evaluators who will be responsible to evaluate every player on the ice during the time allotted. There may be on-ice evaluators depending on the particular community situation.**
- **Off-ice administrators who will be responsible for tracking evaluations, contacting parents and players and scheduling sessions.**

V. What should my son/daughter wear to the evaluation?

Full equipment is always mandatory. This includes:

- **Protective cup**
- **Shin pads**
- **Hockey pants**
- **Shoulder pads**
- **Elbow pads**
- **Skates**
- **Hockey gloves**
- **Hockey stick**
- **CSA approved helmet and full shield**
- **Neck guard and mouth guard**

Players will be assigned a piney upon their arrival at the rink. The evaluators will only know the players piney number - not their name. It is also highly recommended for associations to not

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allow young players to where "elite team" jerseys or socks. Although difficult to enforce - these jerseys can often unknowingly sway evaluator's perception of a players skills.

VI. How are the players notified of their standing within the process?

Players will be informed by the Off-ice administrators who are responsible for tracking evaluations, contacting parents and players and scheduling sessions. Players will not be informed at the rink but by the off-ice administrator via phone. Depending on the age of the player it is recommended that the administrator speak to the parent directly and do no leave a message with a sibling, baby sitter etc.

VII. Will the player be evaluated in a skill and game environment?

In order to give each and every player a fair opportunity to exhibit the range of skills that they possess they will be evaluated in a game and skill environment. At the younger age levels a greater emphasis will be placed on the evaluation of skills - as the players get older the game or scrimmage sessions will have a greater overall impact on the players placement within the minor hockey program. Refer to the EVALUATION SESSION GUIDELINES for a full breakdown of the skill vs. scrimmage evaluation ratio.

VIII. What happens after the evaluation sessions?

Upon the completion of evaluations players will be contacted by the coach of their team. The coach will outline:

- **Practice schedule**
- **Game schedule**
- **Introduction of other coaches**
- **Setting of first meeting with parents and players**

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IX. How soon after evaluations does the season start?

Each association has a different philosophy and timing of this progression from evaluation to the start of the season. However, at the beginning of the evaluation process players and parents should be aware of the duration of the evaluations and the potential start dates for the season depending on which team the player is placed on.

X. How will the evaluation information be used?

Associations are highly encouraged to use the player evaluation information as a starting point for a season of development. If a coach understands why he or she has the team they have been given they will be better able to work on the skills required for that player to become more proficient.

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Guidelines for the Process - What is right for your association?

As an association you need to make some decisions regarding the overall structure of your association prior to deciding what evaluation process is right for you. There are many general association structures. The most common in Canada are:

- Entire age group tiered from top to bottom - players ranked from 1 to X and the teams are tiered with the top 14-16 players making up Team 1, the next 14-16 Team 2, etc.
- Part of age group tiered, part equally balanced - 1-5 Rep. Teams with the remaining players placed on equally balanced "House Teams"
- The entire age group balanced into equal teams

Your decision on which evaluation process to incorporate will depend on which of the above structures best describes your association.

Regardless of your structure there are 9 key steps that all associations will tackle while going through the player selection process. They are:

1. A decision on the categories, number of teams and make up of particular teams. Questions like: Will there be a Representative team? Will there be a B team? How many players will be on a team? How many goaltenders per team?

2. Policy on who is eligible for selection (i.e. playing in lower or higher age categories).

3. The components of the selection process including; meetings, practice sessions, off-ice sessions, exhibition games, etc.

4. A defined Time Line for team selection. This would include when teams have to be finalized and movement of players during the season.

5. The selection criteria for the teams.

6. The allocation of authority on team selection (i.e. who makes the final decisions? Are there any steps necessary to avoid bias?).

7. The resources required for team selection. This item includes human resources (selection committees), facilities and equipment (everything from pucks to evaluation sheets).

8. A standard communication method for staff, players and parents.

9. A feedback and questioning process.

An internal appeal mechanism is simpler, cheaper, often faster and generally less harmful to everyone in a sport organization than an appeal of a decision to the courts. As in a court of law, the grounds for an appeal are limited: an appeal should be heard only if the selection was not made according to the rules or process, if the selection committee or coach were biased or if the decision was grossly unfair or unreasonable. The merit or substance of the decision is not a valid ground for an appeal.

A feedback mechanism provides a number of benefits to the organization: not only does it provide internal recourse for an athlete who feels he or she has been mistreated, it also minimizes negative publicity

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arising from a court action. In the long run, an appeal mechanism is also a strong incentive for the organization to develop selection criteria carefully, state them precisely and apply them fairly.

At a minimum, the evaluation process should involve:

- Objective criteria for selection;
- A panel or committee of selectors; and
- An opportunity for unsuccessful candidates to generate a better understanding of why.

Furthermore, the process should be established well in advance of when selection decisions are to be made. It should be communicated to all players and it should have the approval of the organization's board of directors.

If all criteria cannot be objective, steps should be taken to incorporate basic principles to guide the selection panel. For example, one criterion for selection to a team might be 'attitude'. Rather than leaving it up to a coach or selection panel to assess the attitude of an athlete, it would be useful to provide more structured measures or indicators of attitude, such as:

- Willingness of the athlete to take instruction and direction;
- Leadership qualities demonstrated by the athlete;
- Ability of the athlete to handle criticism and learn from mistakes;
- Respect exhibited by the athlete towards coaches, officials, spectators, opponents, etc.

Where there is a subjective element in the selection criteria, and thus a certain amount of discretion, it is important that the selection panel be able to give reasons for their decision. An easy way for the organization to do this is to make a habit of putting all decisions in writing, stating reasons. However, the organization should be careful that the reasons do not simply restate the criteria.

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Sample Critical Path for Player Evaluation and Selection

TASK	TIME	RESPONSIBILITY
Distribute Association Selection Criteria to Coaching Staff	August 1	Coach Coordinator
Distribute Selection Parameters to Coaching Staff	August 1	Coach Coordinator
Book Selection facilities	August 10	Coach Coordinator with Coaching Staff
Identify Required support staff	August 20	Coaching Coordinator
Circulate selection Criteria and Parameters to parents and players	September 1	Coaching Coordinator
Communicate criteria and parameters to all decision makers	September 1	Coaching Coordinator
Prepare all materials and practice plans and distribute to on-ice coaches	September 10	Coaching Coordinator with Coaching Staff
Prepare evaluation equipment	September 10	Coaching Coordinator with Coaching Staff
Conduct Evaluation Events	September 15-October 1	Coaching Staff with Eval. Staff
Collect evaluation materials/conduct Evaluation meetings	During evaluations	Coach Coordinator with Head Coach
Select Players	October 1	Association approved Authority
Interview players/parents	October 1	Coaching staff
Release information to public	October 3	Coach Coordinator

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Sample Introductory Letter to Parents

PLAYER/PARENT/TEAM EVALUATION LETTER

September 1, _____

Dear ----------;

Thank you for your application and subsequent confirmation that you will be playing for the ------MHA this season. Our registration numbers allow us to field the following teams in your age group this season:

- ♦
- ♦

The teams will be formed as a result of performance at a selection camp scheduled between _____ and _____. The camp will consist of _ practice sessions and _ scrimmage sessions. The events will be conducted by volunteers of our Association, lead by myself, as Coach Coordinator, and the team coaching staff.

The respective Head Coaches, using input from all camp staff, will make the final decision regarding the team selections. The Head Coach will have some latitude to select players who are evaluated outside of the top group but cannot select anyone further than 3 spots from the team. For example, if the team is composed of 15 skaters the coach cannot select a player who has evaluated outside of the top 18. Players will be told of their team allocation in an interview session scheduled immediately following the final scrimmage session on October 1.

Please refer to the enclosed 'Criteria For Player Selection'. All camp staff will be instructed to evaluate players based on these criteria. You and your young player are welcome to attend an introductory meeting at ----------, just prior to the first ice session. At this time I will be able to explain our plans in more detail and introduce you to some of the coaches who will be helping you through the team assignment process.

Please note the enclosed time and place of all camp activities. I have also enclosed some ideas on ways to prepare for the camp.

Good luck in your preparation. I look forward to seeing you on September 15!

Yours truly,

Coach Coordinator

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Player Selection Criteria

The following is a reference that will be provided to evaluators prior to the player selection process. An age specific skill list can be found on the following pages.

General Overview of the Skills to Play the Game

Skating Acceleration, speed, mobility, agility, balance, stride, crossovers, pivots, acceleration out of turns, quick feet, controlled skating, change of pace.

- Can the players perform the basic forward and backward stride?
- Are the players knees well bent with the back slightly forward and the head up, or is the player hunched over, bending at the waist with little knee bend?
- Good skaters will use long strides with a complete recovery of the stride leg before striding with the other leg. Their strides will look very smooth and appear not to require much effort to move around the ice?
- Does the player look smooth when they skate or do they appear off balance?
- Can the player turn in both directions with little trouble or do they struggle to turn in one or both directions?
- Can the player stop in both directions? Younger players will often have trouble stopping in one direction?
- Can the player keep up with the play or do they struggle to stay with the other players on the ice?

Passing Passing, receiving, passing choices, on backhand, unselfish with the puck, presents a good target, receives and retains with control, touch passing.

- Can the player pass the puck to its intended target with minimal effort?
- Can the player make an accurate pass to a moving target?
- Can the player receive a pass on their backhand or do they tend to shift their body to receive the pass on the forehand?
- Can the player pass the puck off of the backhand with some speed and accuracy?
- Does the player call for the puck vs. banging their stick on the ice or saying nothing at all?
- Does the player passing the puck make eye contact with the intended receiver or do they just pass the puck blindly?
- Can the player execute a saucer pass over sticks and other obstacles?
- Can the player pass the puck off of the boards to another player?

Puck Control Head ups, smooth and quiet, good hands, protection, in small spaces, in traffic.

- Does the player have the basic skills to execute a forehand pass?
- When the player passes the puck do they slap at it or is the motion smooth with the player following through to the intended target?
- Does the player appear to be comfortable handling the puck while skating or do they appear to fight the puck and have trouble skating with some speed while handling it?
- Can the player keep his/her head up while carrying the puck?
- Can they execute dekes and fakes with the puck?
- Can't they stop quickly or change directions while handling the puck?
- Can the player continue to handle the puck while in traffic and under pressure?
- Does the player get pushed or checked off the puck easily?

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Shooting Power, accuracy, quick release, can shoot in motion, goal scorer, rebound control, variety of shots.

- Can the player execute the technique of a wrist shot and backhand?
- Does the player follow through to the target on all shots?
- Can the player raise the puck?
- Is the puck shot with some velocity?
- Does the puck sit flat in the air or does it wobble?
- Can the player execute a one-time shot?
- Is the player accurate when shooting?

Positional Play Ability to see the play developing both offensively and defensively and moves to support, judgment, anticipation, understands systems, disciplined.

- Does the player seem to understand where he/she are to play on the ice?
- Do they support the puck in defensive and offensive situations?
- Does the player show patience or do they tend to panic when pressured?
- Do they protect the mid lane and force opposing players inside out?
- Can the player angle another player off of the puck?
- Does the player force the play or do they wait too long?

Checking Concept of angling, good body position with balance and control, defensive side position, aggressive checker, strength, taking checks.

- Can the player execute basic stick and body checks?
- Does the player check properly with their hands down or do they get their arms up to give a check?
- Can the player receive a check properly, not turning their back and staying close to the boards?
- Can the player check and opposing player and pin them on the boards?
- Does the player shy away from other players?

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Evaluators can print off the summary cue card on the following page for easy reference during the evaluation sessions.

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Player Selection Criteria Evaluator Cue Card

Skating – speed, quickness, technique

- Forward and Backward
- Turn both directions
- Stop both directions
- Are they in a good position for stability and strength

Passing – technique, control, vision

- Forehand and Backhand
- To moving and stationary target
- Vision – do they take a look and select best option
- Advanced – board passes, chips, saucer passes

Puck Control – technique, open ice, confined space

- Open carry with speed
- Execute dekes and fakes on the 1 on 1
- Can they handle the puck in traffic and tight space
- Ability to maintain control while being checked

Shooting – technique, accuracy, velocity

- Forehand and backhand
- Wrist shot, snap shot, slap shot
- Velocity
- Accuracy
- Shot Selection – do they select the best shot for the opportunity?

Game Understanding – Principles of Offence and Defence

- Player understands positional play
- Player supports the puck on the defensive and offensive side of puck
- Player communicates with teammates
- Player has the ability to read and react.

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Guidelines for Support Staff

On-ice Coaches

During the ice sessions there should be a minimum of one lead coach and 2 assistants for the duration of the session. The responsibilities of the on-ice staff include:

- Keep up the pace and flow of the drills to finish within the allotted period. I order to accomplish this it is imperative the lead is aware of the time for each drill and the order that the drills occur.
- Drills should be kept in the same order for each session
- The warm-up should be controlled by the coaches to ensure a brisk and adequate stretch
- If possible pre-ice the players prior to the session so that they are aware of the drills and the order which they will go through them
- Ensure the players understand the drill - it is the lead coaches responsibility to put the players in a situation where they can show their skill and not struggle with understanding the drill
- If a player has their performance affected by items out of their control it is the coaches discretion to allow the player to perform the skill a 2nd time
- Check that all players have the proper protective equipment
- Encourage the players to perform to the best of their ability
- Do not share any of your personal insight with parents/players/other observers that may appear to bias or alter the process
- Verify with evaluators that they have had ample time and opportunity to review players in the given drill.

Evaluator Guidelines

As much as possible there should be a consistency of evaluators for a given age group or division. This continuity ensures that the players are being observed by a group of evaluators who have a benchmark for performance and knowledge of the overall ability of the group that they are observing. Generally the evaluators should:

- Review all of the drills and skills to be observed so that you are clear on the on-ice process
- Review the evaluation criteria prior to the process to ensure that all evaluators are evaluating the same skill with the same intent
- Stay separate from the other evaluators and the spectators during the entire on-ice process
- Make sure that all evaluators have the same evaluation page with the same piney numbers and colours
- Review your marks at the end of the session to ensure you have not made any entry errors
- Evaluation documents should be gathered by the Division coordinator at the completion of each ice session
- Do not share your comments or opinions with any players/ parents or other interested observers
- Refer questions, comments or complaints that you may receive to the Division coordinator, Evaluation coordinator or MHA executive without offering comment on the question or complaint.

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Coordinator Guidelines

The success of the evaluation sessions from an administrative perspective will often be measured on the preparation that is done for the ice sessions to keep players well organized and in order. Generally the coordinator should:

- Ensure that each player has a jersey or piney with the correct number corresponding to their tryout number
- Ensure that all equipment including pucks, pylons and other ice time equipment are present for the beginning of the session
- Deal with any late arriving registrations or players who have attended the incorrect ice session.
- Coordinate dressing room supervision since often there are no coaches assigned to the teams prior to the completion of evaluation

Guidelines for Contacting Players and Parents

As soon as you are aware of evaluation locations and times the parents and players must be informed. It is absolutely essential for the process to be effective to have a strong communication structure to avoid missed selection times and player absenteeism. Here are a few guidelines to keep stakeholders in the loop:

- Begin phoning as soon as you receive the list so that players and parents receive as much notice as possible
- Identify yourself and the reason for calling
- Advise players of the date, time, location of their scheduled selection session. It is strongly encouraged to speak with a parent to ensure that the information has been written down by the player
- Advise players to arrive a minimum of 30 minutes prior to the tryout in order to register and assign the proper jersey
- Log your calls and who you talked with so that there is a clear record of contact being made
- Do not leave messages with children other than the player, leave your number under either scenario so that the parent can call back.
- If you leave a message on an answering machine provide all details for the scheduled selection and ensure you leave a call back for the parent to confirm the time. Try to make contact directly even if a message has been left on a machine
- Return your completed contacted list to the Division coordinator so that there is a record kept of the communication of information.

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Sample Processes

Tiered Approaches

Large Centre Sample Association

Players per age group 100+
Teams budgeted 6+
Average per team 15+

Overriding Principles

Players are grouped to start based on past performance and former level of play. The goal is to evaluate the players into tiered teams from top player to lowest level player.

Players cannot me demoted, only promoted. Players can opt to start at a lower level but not a higher level

First Skate		Second Skate		Third Skate		Fourth Skate		Fifth Skate
						6 Players		**Team 1 16 Players**
					6 moved		10 moved	
		8 Players		14 Players		13 Players		**Team 2 16 Players**
	8 moved		6 moved		5 moved		13 moved	
25 Players		24 Players		24 Players		22 Players		**Team 3 17 Players**
	7 moved		6 moved		3 moved		8 moved	
25 Players		25 Players		25 Players		25 Players		**Team 4 17 Players**
	7 moved		6 moved		3 moved			**Team 5 16 Players**
							16 moved	
35 Players		35 Players		33 Players		32 Players		**Team 6 16 Players**
	7 moved		4 moved		2 moved			**Team 7 16 Players**
							16 moved	
45 Players	→	38 Players		34 Players		32 Players		**Team 8 16 Players**

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House League Balanced Teams

Players are evaluated and ranked from 1 to X. Teams of players are then drafted based on the player evaluations

Team 1	Team 2	Team 3	Team 4	Team 5	Team 6
Player 1	Player 2	Player 3	Player 4	Player 5	Player 6
Player 12	Player 11	Player 10	Player 9	Player 8	Player 7
Player 13	Player 14	etc.			

Once all of the players have been drafted the teams go back in a hat and the selected coaches draw out their team. If a coach has a son or daughter that has not ended up on the parents team they are traded to the team for the player who was drafted in the same round.

This system puts high priority on the quality of the evaluations that are completed and no responsibility on the coach to select the team.

Double Blind Draft

The double blind draft is similar to the House League Balanced Teams outlined above except that it involves the coaches completing the evaluations and actually drafting the teams.

After the draft is complete the selected teams go into a hat and the coach selects randomly selects a team - there is obviously a 1 in X chance that the coach will get the team that they selected.

This system relies more heavily on the coaches ability to evaluate players but with the random nature of team selection still ensures that no coach can knowingly "stack" their own team.

***It is highly recommended for any association that is using the Double Blind Draft or the House League Balanced Schedule approach that they select and place only the head coach. This process will prevent a head coach "recruiting" 2 coaches of the better players with the intent of stacking a team based on who is coaching.*

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The Evaluation Considerations for 1-3 Tiered teams and the rest in House League

Components to consider when there are 2-3 select teams and the rest of the players in House League

When will we evaluate the players?

- How many sessions will there be?
- Will there be some in the spring and some in the fall?
- Will all sessions be for evaluation or are some conditioning only?
- Are there minimums set as to how many sessions each player must get?
- Will the teams play exhibition games?

Who will select the team?

- Coaches of the team?
- Independent evaluators?
- Can you justify why it is this group undertaking the task?
- How will you avoid falling into the trap of talking with parents – perception is often reality.

Who will be evaluated?

- How many players are involved?
- How do players declare their intention?
- Do you have medical records or conditions for the players?
- How will players who do not make the tiered teams opt into the house league evaluations?
- How will you ensure players are not “lost” in the process.

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Drill Selection and Purpose

Player Evaluation and Selection
Evaluation Session Outline

Age Level	Total Ice Sessions	Tech. Skills Sessions	Weight	Tact. Sessions	Weight	Scrimmage	Weight
Novice	5	3	60%	N/A	N/A	2	40%
Atom	5	3	60%	N/A	N/A	2	40%
Peewee	5	3	50%	N/A	N/A	2	50%
Bantam	5	1	15%	1	25%	3	60%
Midget	5	1	10%	1	20%	3	70%

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General Recommendation for Evaluations of Participants age 7 -10

(Participative, Instructional, FUNdamental Stage)

Skills	Strategy and Tactics	Game/Activity Modifications	Degree of Competition	Other Activities
♦ Present skills that are simple, large motor skills and not harmful to the growing body ♦ Include activities that involve aerobic fitness, flexibility, body awareness and movement patterns ♦ Emphasize the development of self esteem, confidence, peer interaction and cooperation ♦ Emphasize fun, effort, enthusiasm and putting winning and losing in perspective	♦ Implement simple strategies that encourage the players to take part in the activity and practice their skills ♦ Emphasize the learning of skills not the learning of tactics and strategies	♦ Play simple modified versions of the game to emphasize the individual skills of the game ♦ Use modified, scaled down equipment ♦ Base success on progress and multiple incentives not just winning and losing ♦ Avoid specialization in position or event	♦ Use low key competition, balance the degree of competition ♦ Allow boys and girls to compete together	♦ Encourage participants to participate in other sports and recommend sports that compliment hockey well ♦ Remind young players of the importance of nutrition and its role in keeping the body healthy and active.

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Generally during this stage of development players will:

- ♦ Acquire the physical, cognitive and social skills necessary for proficiency in games
- ♦ Start to understand the idea, function and arbitrary nature of rules within the games
- ♦ Improve their perceptual motor skills, such as hand eye coordination
- ♦ Learn to interact with peers
- ♦ Start formulating a self concept
- ♦ Develop a system of conscience morality and value judgments.

Note: Most of the sessions are stationed oriented. For the best results 3 evaluators should be assigned to evaluate each station and only that station. This ensures continuity and consistency on the evaluation of a particular skill.

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Sample Novice and Atom Evaluation Session
(Based on Evaluation Outline)

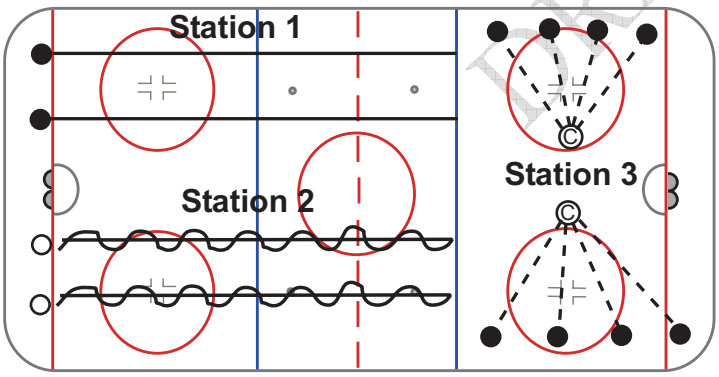
Sample 1

Ice Session 1

General Objective:	Skating and Puck Control Skill Evaluation
Specific Skills Being Evaluated:	Forward Skating Backward Skating Stationary Passing and Pass Receiving Skating with Puck Stopping

Overview

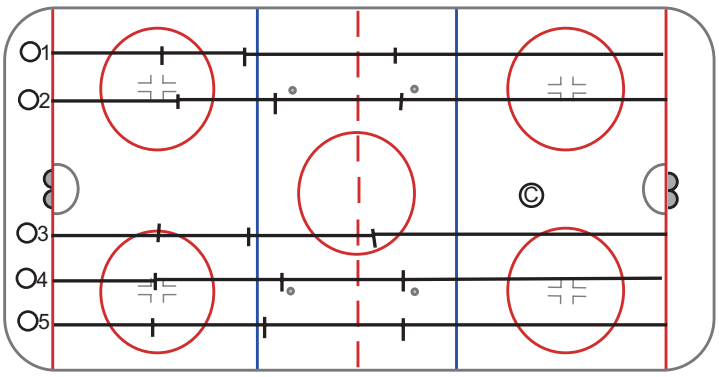
Warm-up	Stretch and Skate	10 minutes
3 Stations	1. Forwards and Backward Skating 2. Skating with Puck 3. Passing and Receiving - Stationary	30 Minutes 10 per station
Games with Purpose	Red light / Green Light - stopping skills	7 minutes
Explanation, Drill set-up and Cool Down		7 minutes



Station 1
Forward and Backward Striding - down and back

Station 2
Skating with the Puck forward - down and back

Station 3
Stationary Passing and Receiving with Coaches



Red Light / Green Light

5 or 6 players at a time - players start and stop on coaches whistle. Stops should alternate sides to observe a players ability to stop both ways.

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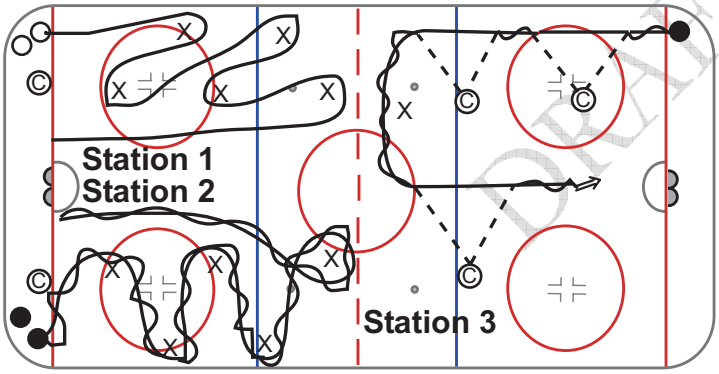
Ice Session 2

General Objective:	Skating and Puck Control Skill Evaluation
Specific Skills Being Evaluated:	Tight Turns Agility/Acceleration with puck Passing and Pass Receiving Skating with Puck

Overview

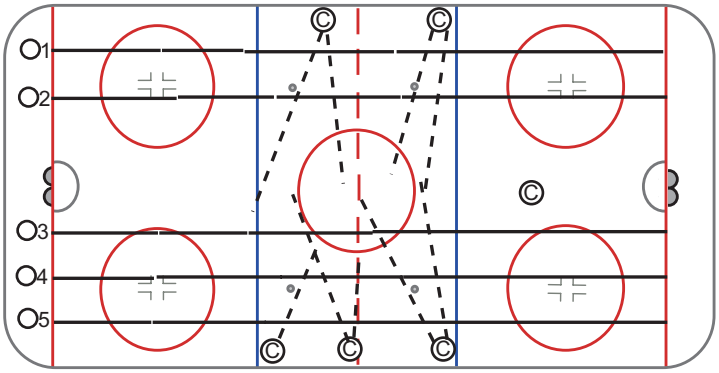
Warm-up	Stretch and Skate	10 minutes
3 Stations	1. Tight Turns, crossover 2. Agility Skate with puck 3. Passing and Receiving in motion	30 Minutes 10 per station
Games with Purpose	Dodge the Puck / Asteroids	7 minutes
Explanation, Drill set-up and Cool Down		7 minutes



Station 1
Forward skating without a puck, tight turns around the pylons

Station 2
Skating with the Puck forward - around the pylons, full 360 around last pylon

Station 3
Passing and Receiving in motion with Coaches - finish with shot



Asteroids

5 or 6 players at a time - players attempt to skate with the puck from one end to the other. Coaches are lined up on either side of the ice shooting pucks (along the ice) at the players trying to knock the puck off of their sticks.

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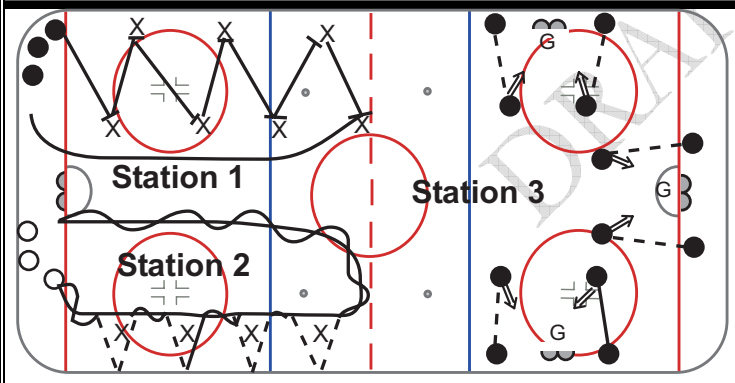
Ice Session 3

General Objective:	Skating and Puck Control Skill Evaluation
Specific Skills Being Evaluated:	Starts and Stops Forehand Shooting Backhand Shooting Skating with Puck Bank pass and angles Edge Control

Overview

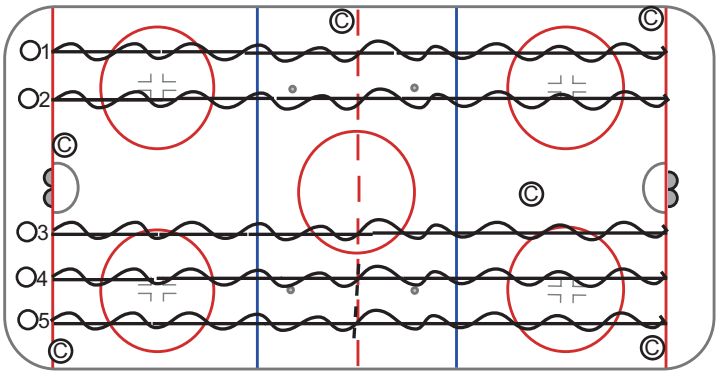
Warm-up	Stretch and Skate	10 minutes
3 Stations	1. Stops and Starts - Edge Control 2. Forehand and Backhand Shooting 3. Skating with Puck with bank pass	30 Minutes 10 per station
Games with Purpose	Puck Races, Relay Races	7 minutes
Explanation, Drill set-up and Cool Down		7 minutes



Station 1
Stop at each pylon, accelerate to the next pylon and stop. Feet should always face the far end when stopping

Station 2
Forward skating with the puck, player will bank the puck off the boards before each pylon and pick it up on the other side

Station 3
Player receives a pass from behind the net and shoots. 5 shots on forehand, 5 on backhand and then switch passers and shooters



Puck Relay

First player in line skates to the far end and back with a puck. Puck is then handed off to the next player in line and they skate to the far end and back. To speed up the relay put players at both ends so that the player with the puck only skates one length of the ice before passing off.

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Ice Sessions 4 and 5

60 Minutes Scrimmage - Full or Half Ice

Objectives
- General Game Understanding
- Participation in on-ice activity - Does the player participate in and influence the outcome?
- Evaluation - evaluators should be able to identify top 1/3, 2nd 1/3 and bottom 1/3

Ranking Criteria

Skating
- Can the player play with and without the puck
- How does the player skate in the game situation

Passing and Receiving
- Does the player share the puck?
- What is the quality of the passes?
- Does the player support the puck carrier?

Work Ethic
- What is the player's attitude toward the scrimmage?
- Does the player have a willingness to work?
- Does the player demonstrate team play or individual play?

General Feelings
- Does the player rate in the top, middle or bottom?

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General Recommendation for Evaluations of Participants age 11-14
(TRANSITIONAL DEVELOPMENTAL STAGE)

Skills	Strategy and Tactics	Game/Activity Modifications	Degree of Competition	Other Activities
♦ Begin to see refinement in the technical skills ♦ Include activities that involve aerobic fitness, flexibility, body awareness and movement patterns ♦ Emphasize the development of self esteem, confidence, peer interaction and cooperation ♦	♦ Introduce more intricate tactics and strategies ♦ Utilize the understanding of tactics and strategy as an indicator of a players ability to utilize their skills in the game environment	♦ Play simple modified versions of the game to emphasize the individual skills of the game and build toward full games and activities at the end of evaluation phase ♦ Base success on progress and multiple incentives not just winning and losing ♦ Do not promote specialization in position or event	♦ Emphasize well-structured competitive experiences ♦ Separate boys and girls in competition	♦ Emphasize that hockey is a game that promotes and develops life skills not just hockey skills ♦ Remind young players of the importance of nutrition and its role in keeping the body healthy and active.

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Generally during this stage of development players will:

- ♦ Develop the social, cognitive, language and motor skills necessary for individual and group participation
- ♦ Adapt to the physical and physiological changes affecting their body
- ♦ Establish senses of independence and identification
- ♦ Acquire the moral concepts, values and attitudes that make it possible to relate meaningfully to society
- ♦ Participate in competitive sport. Note that intense competition is not recommended until the latter part of this age group.

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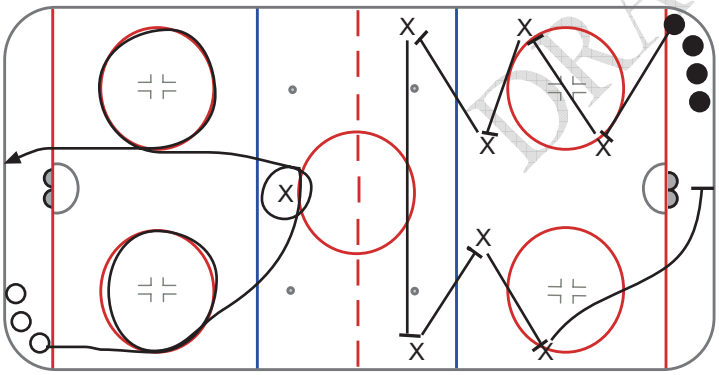
Sample Peewee Evaluation Session
(Based on Evaluation Outline)

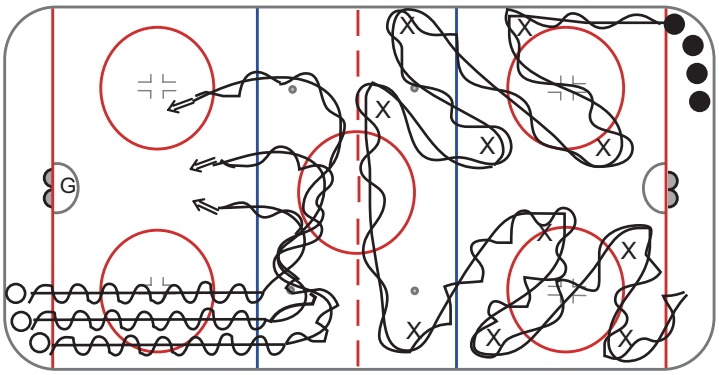
Ice Session 1

General Objective:	Skating and Puck Control Skill Evaluation
Specific Skills Being Evaluated:	Forward Skating Skating with Puck Stopping Shooting in motion

Overview

Warm-up	Stretch and Skate	10 minutes
4 Stations	1. Forward Skating 2. Stops and starts 3. Skating with a puck 4. Shooting in motion	40 Minutes 10 per station
Explanation, Drill set-up and Cool Down		7 minutes





Station 1
Stop at each pylon, accelerate to the next pylon and stop. Feet should always face the far end when stopping

Station 2
Forward skating around the circles - focus should be on players ability to cross over both ways and maintain speed and control

Station 3
Forward skating with the puck, player performs tight turns around the pylons. Evaluators should be watching for acceleration out of the turn and ability to control the puck on the forehand and backhand.

Station 4
3 players at a time out of the corner with a puck. Players mill around centre ice until coaches whistle - on whistle players fill lane and go in for shot. Same whistle starts 3 new players out of the corner

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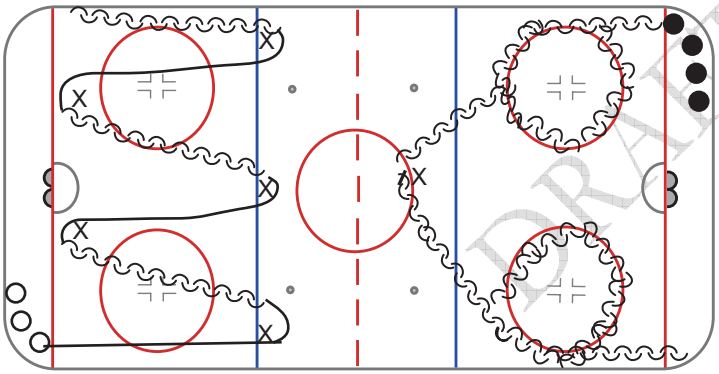
Ice Session 2

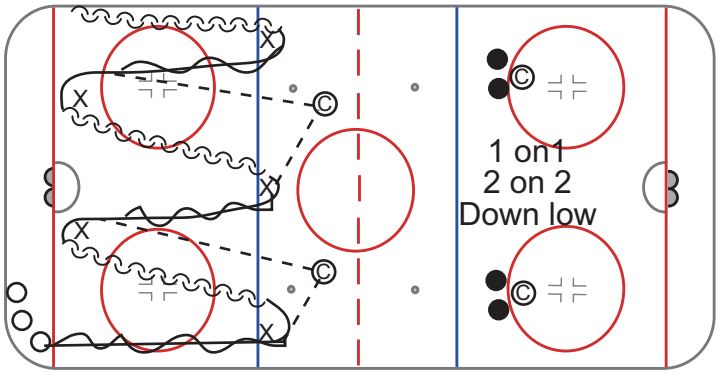
General Objective: Skating and Puck Control Skill Evaluation

Specific Skills Being Evaluated:
Tight Turns
Agility/Acceleration with puck
Passing and Pass Receiving
Skating with Puck

Overview

Warm-up	Stretch and Skate	10 minutes
4 Stations	1. Transition skating, crossovers 2. Agility Skate with puck 3. Passing and Receiving in motion	40 Minutes 10 per station
Explanation, Drill set-up and Cool Down		7 minutes





Station 1
Player skates forward to the pylon, pivots and skates backward to next pylon, open pivot and skate forward etc. Repeat both directions, each player should get at least 1 opportunity each way

Station 2
Backward skating around the circles - focus should be on players ability to cross over both ways and maintain speed and control

Repeat Stations 1 and 2 with a puck

Station 3
Forward skating with the puck, player performs a pass while pivoting around the pylons. Player skates backward without puck and receives pass back after pivoting to forward around pylon. Evaluators should be watching for open pivot and stick as a passing option out of the turn and ability to control the puck on the forehand and backhand giving and receiving a pass.

Station 4
2 on 2, 1 on 1, 2 on 1, 3 on 2 etc. Evaluators looking for support, reading play, competitiveness.

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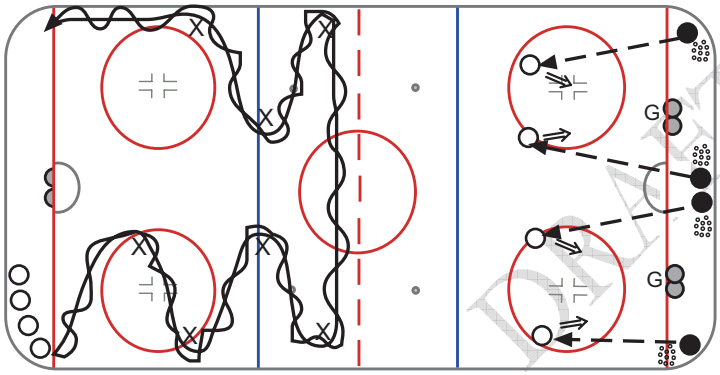
Ice Session 3

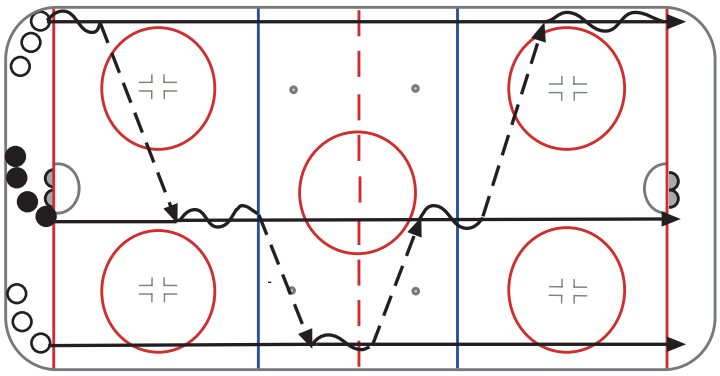
General Objective: Skating and Puck Control Skill Evaluation

Specific Skills Being Evaluated: Shooting
Passing and Pass Receiving
Skating with Puck

Overview

Warm-up	Stretch and Skate	10 minutes
4 Stations	1. Transition skating, crossovers 2. Agility Skate with puck 3. Passing and Receiving in motion	40 Minutes 10 per station
Explanation, Drill set-up and Cool Down		7 minutes





Station 1
Player skates forward to the pylon, pivots and skates backward to next pylon, open pivot and skate forward etc. Repeat both directions, each player should get at least 1 opportunity each way

Station 2
Backward skating around the circles - focus should be on players ability to cross over both ways and maintain speed and control

Drill 3
3 line passing - forward skating with the puck, player performs a pass to second player filling mid-lane. 2nd player carries and then passes to 3rd forward. Reverse across the ice. Evaluators should be watching for ability to control the puck on the forehand and backhand giving and receiving a pass.

Station 4
2 on 2, 1 on 1, 2 on 1, 3 on 2 etc. Evaluators looking for support, reading play, competitiveness.

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Ice Sessions 4 and 5

60 Minutes Scrimmage - Full or Half Ice

Objectives
- General Game Understanding
- Participation in on-ice activity - Does the player participate in and influence the outcome?
- Evaluation - evaluators should be able to identify top 1/3, 2nd 1/3 and bottom 1/3

Ranking Criteria

Skating
- Can the player play with and without the puck
- How does the player skate in the game situation

Passing and Receiving
- Does the player share the puck?
- What is the quality of the passes?
- Does the player support the puck carrier?

Work Ethic
- What is the player's attitude toward the scrimmage?
- Does the player have a willingness to work?
- Does the player demonstrate team play or individual play?

General Feelings
- Does the player rate in the top, middle or bottom?

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General Recommendation for Evaluations of Participants age 15-17
(TRANSITIONAL DEVELOPMENTAL STAGE)

Skills	Strategy and Tactics	Game/Activity Modifications	Degree of Competition	Other Activities
♦ Teach and refine all skills of the sport ♦ Train both the aerobic and anaerobic systems ♦ Follow a strength-training program ♦ Practice flexibility skills ♦ Foster athlete responsibility ♦ Practice and refine coping strategies ♦ Continue to refine pre-competitive and competitive strategies ♦ Practice and refine concentration abilities ♦ Continue to build the participant's confidence and self-esteem ♦ Continue to emphasize 100% effort	♦ Teach and refine all the strategies and tactics of the sport ♦ Continue to use individual and group goal setting ♦ Use multiple incentives to motivate participants	♦ Play the full game or activity rather than a modified version ♦ Emphasize specialization of position or even	♦ Participate in demanding, high-level competition ♦ Use league standings and playoff where appropriate	♦ Continue to develop lifelong skills outside sport ♦ Continue to participate in lifetime sports and sports that complement the main sport(s) ♦ Continue to develop healthy diet habits

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Generally during this stage of development players will:

- Reach full skeletal maturity and their final height.
- Improve their communication and social skills.
- Become more independent.

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Sample Midget Evaluation Session
(Based on Evaluation Outline)

Ice Session 1

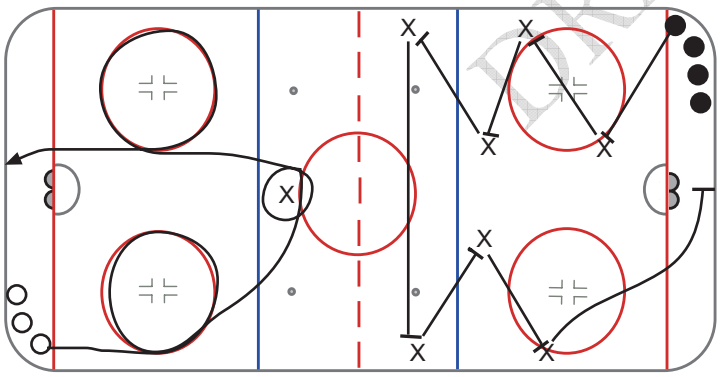
General Objective:	Skating and Puck Control Skill Evaluation
Specific Skills Being Evaluated:	Forward Skating Skating with Puck Stopping Shooting in motion

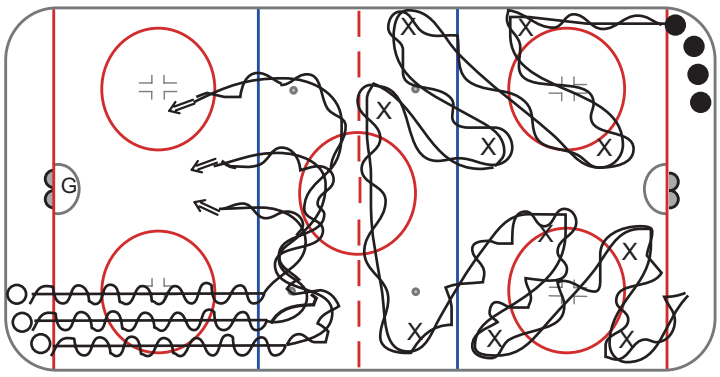
Overview

Warm-up	Stretch and Skate	10 minutes
4 Stations	1. Forward Skating/Backward Skating 2. Stops and starts - Fwd and Bwd 3. Skating with a puck - Fwd and Bwd 4. Shooting in motion - off wing, right wing	40 Minutes 10 per station

At this level all the drills should be performed 2-3 times - with a puck, without a puck, forward and backward.

Explanation, Drill set-up and Cool Down — 7 minutes





Station 1
Stop at each pylon, accelerate to the next pylon and stop. Feet should always face the far end when stopping

Station 2
Forward skating around the circles - focus should be on players ability to cross over both ways and maintain speed and control

Station 3
Forward skating with the puck, player performs tight turns around the pylons. Evaluators should be watching for acceleration out of the turn and ability to control the puck on the forehand and backhand.

Station 4
3 players at a time out of the corner with a puck. Players mill around centre ice until coaches whistle - on whistle players fill lane and go in for shot. Same whistle starts 3 new players out of the corner

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Ice Session 2

60 Minutes Scrimmage - Full or Half Ice

Objectives
- General Game Understanding
- Participation in on-ice activity - Does the player participate in and influence the outcome?
- Evaluation - evaluators should be able to identify top 1/3, 2nd 1/3 and bottom 1/3

Ranking Criteria

Skating
- Can the player play with and without the puck
- How does the player skate in the game situation

Passing and Receiving
- Does the player share the puck?
- What is the quality of the passes?
- Does the player support the puck carrier?

Work Ethic
- What is the player's attitude toward the scrimmage?
- Does the player have a willingness to work?
- Does the player demonstrate team play or individual play?

General Feelings
- Does the player rate in the top, middle or bottom?

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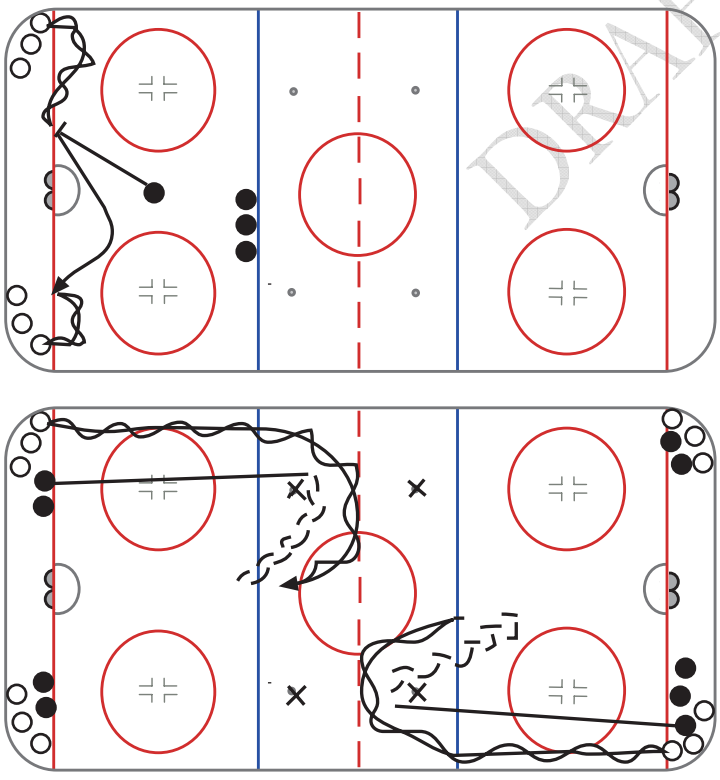
Ice Session 3

General Objective:	Individual Tactics	
Specific Skills Being Evaluated:	**Defense** Pressure/Contain Gap Control Positioning Body contact/checking	**Forwards** Walkouts Skating Fakes Net Drive Protecting the Puck

Overview

Warm-up	Stretch and Skate	10 minutes
4 Stations	1. Walkouts, Pressure, Contain 2. 1 on 1 attacks, gap control, net drive 3. 3 on 3 cross ice in either end.	45 Minutes 15 per station
Explanation, Drill set-up and Cool Down		5 minutes



Station 1
Out of both ends. On the whistle one of the two forwards walkouts of the corner. The D-man net front reads and moves to play the 1 on 1. On second whistle D returns to net front and plays one on one out of other corner. After rep on each side, D and F change. Add a 2nd F out of corner to make it a 2 on 1

Station 2
Out of opposite corners on the whistle the puck carrying forward drives out toward centre ice red line and attacks back on net. D mirrors F, pivots around the pylon and plays the 1 on 1 coming back. D must maintain tight gap. F must read gap. Add a second forward out of the corner to make it a 2 on 1 attack.

Station 3
Cross ice 3 on 3

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Ice Session 4 and 5

60 Minutes Scrimmage - Full or Half Ice

Objectives
- General Game Understanding
- Participation in on-ice activity - Does the player participate in and influence the outcome?
- Evaluation - evaluators should be able to identify top 1/3, 2nd 1/3 and bottom 1/3

Ranking Criteria

Skating
- Can the player play with and without the puck
- How does the player skate in the game situation

Passing and Receiving
- Does the player share the puck?
- What is the quality of the passes?
- Does the player support the puck carrier?

Work Ethic
- What is the player's attitude toward the scrimmage?
- Does the player have a willingness to work?
- Does the player demonstrate team play or individual play?

General Feelings
- Does the player rate in the top, middle or bottom?

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Goaltender Evaluation

Overview

The evaluation of goaltenders requires specific attention outside of the regular player evaluation sessions. Associations are encouraged to include the goaltenders in all sessions but also book a minimum of 3 sessions for goaltender specific evaluations. In the development of the goaltender the Hockey Canada goaltender skills manual identifies the basic progression of skills:

1. Basic Skating Skill
2. Position-Specific movement skills
3. Positional/Save movement skills
4. Rebound – Control/Recovery/Tactical
5. Transitional Play
6. Advanced Positioning

Depending on the level of play and the age and development of the goaltender the evaluation process for goaltenders should incorporate these 6 basic areas. The table below summarizes what should be evaluated for the Beginner, Intermediate and Advanced goaltender:

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Beginner	Intermediate	Advanced
1. Basic Skating 2. Lateral Movement 3. Forward/Backward Movement 4. Net Movement 5. Angle Positioning 6. Depth Positioning 7. Lower Body Save Movement 8. Upper Body Save Movement	1. Net Movement 2. Positioning and Save Movement 3. Net Play 4. Rebound Control 5. Basic Tactics 6. Intermediate Positioning 7. Basic Transition 8. Movement while down	1. Intermediate Position Specific Movement 2. Basic Positioning 3. First save Control 4. Shot Preparation 5. Advanced Positioning while up 6. Positioning and Movement while down 7. Intermediate tactics 8. Intermediate Transition

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Evaluation of goaltenders needs to be improved at all levels of hockey.

In many cases poor evaluation is caused simply by individuals watching for the wrong things. Another variable, which affects judgment, is bias within the thought and decision-making process of evaluators.

Let's examine these two issues – 'looking at the wrong things' and 'assessment bias'.

LOOKING AT THE WRONG THINGS

Many assessors, whether at the professional or amateur levels, are easily "wowed" by a goaltender. This occurs typically due to a big save, an outstanding game performance, or a goalie that, simply, looks good. However, one should always keep a few things in mind when viewing these types of exhibitions:

- The majority of goaltenders are streaky by nature and the current performance may not be a true reflection of the goaltender's standard ability
- Many "big save" situations are caused by weakness within the goaltender's game (a poor rebound, weak shot preparation, or shoddy puckhandling are examples)
- Ask yourself, will the goalie consistently make that "big save" or was he/she lucky to make the save because the offensive player did not bear down on the opportunity

In general terms, consistent peak performance is derived from control, which, in turn, is derived from position and movement. Therefore, an assessor should look at the simplicity with which a goaltender handles them on the ice surface. The goaltender that repels attacks with ease and in a simple manner will provide a more consistent performance and, without exception, will be better schooled in the fundamentals of the position. Fundamentals are essential at any level of play.

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ASSESSMENT BIAS

The other common problem area with goaltender assessment is the bias of the assessor. This problem began at the professional levels and has slowly worked its way into the amateur ranks.

In particular, there are two categories of bias that normally occur at the MHA level. These include:

- SIZE

To some extent a size bias makes sense. One cannot coach genetics but size, in a small way, will assist in net coverage. Emphasis should be placed on the word "small". The difference in net coverage between a 6'1" goaltender and a 5'10" goaltender is minimal and can be easily eradicated through positional play.

In an evaluation, size should never take precedence over strong positional play.

- STYLE

This is the most foolish approach taken by evaluators. The reason for this is that every goaltender has a totally unique style of play. Within this unique style of play fundamentals must be present for success to be found. To suggest, however, that there is a single dominant style of play is ridiculous and would result in a goaltender who is highly predictable and, eventually, ineffective.

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This point is important for goaltenders, as well. Trying to emulate one's favorite professional goaltender is fine to an extent. Eventually, however, one must build his or her own style of play if success is to be found.

Again, style should not take precedence over performance.

What then should be the focus of proper goaltender assessment? In short, assessments should be first and foremost performance based. This performance assessment should revolve around fundamental skills, athleticism, and the goaltender's psychological makeup.

The biases outlined above will play a role (particularly, size and age) but should not form the primary basis of the evaluation. They should be factored into the equation as an "all other things being equal" measurement.

To conclude, frequency is an important element of goaltender evaluation. One should attempt to view the goaltender in question a number of times. If the examiner is not a qualified assessor of goaltenders, then a long-term approach must be used in the assessment or a successful evaluation will be virtually impossible.

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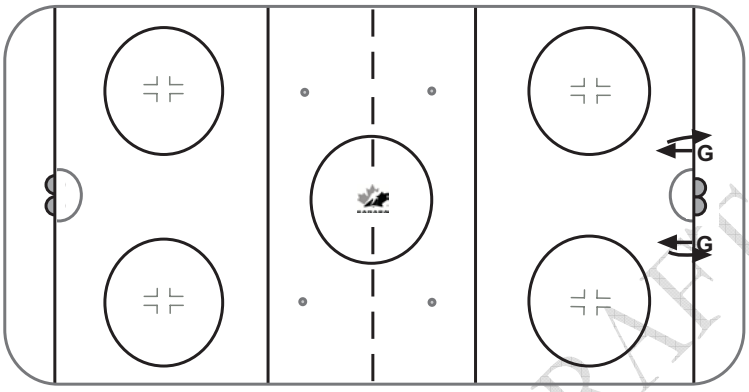
Beginner Goaltenders

Novice and Atom Age Goaltenders

DRILL A – Step Outs (straight)

1. Have each goalie start at one of the posts
2. On the coach's "Go", G's will scull out to a top-of-the-crease depth, stop and wait
3. On the next "Go", G's will scull back to the goal line, stop and wait
4. Repeat this 10 times
5. G's must stay in their stance throughout the drill
6. Make sure the upper body and stick remain stable
7. Make sure G's alternate starting and stopping feet to increase efficiency on both sides



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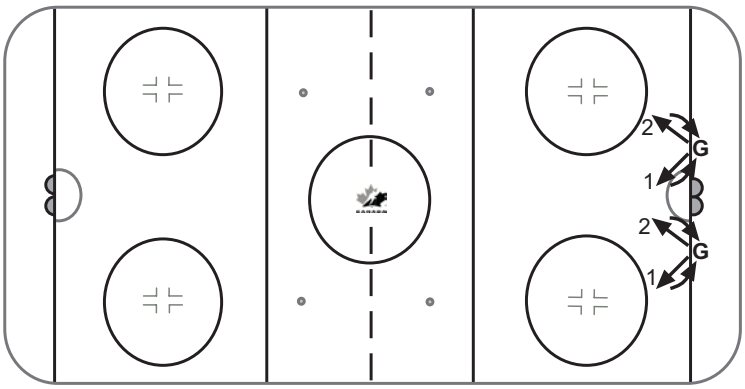
DRILL B – Step Outs (angle)

1. This drill is identical to the first drill except G's will step out on angles
2. Make sure G's move out on the same angle each time as indicated by the numbers
3. This is a good drill for edge control as it forces G's to have slight body rotations and increases the size of the initial c-cuts
4. Repeat this 5 times to each side



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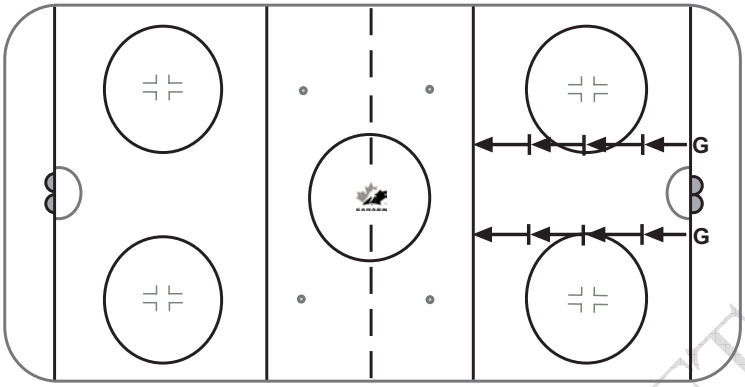
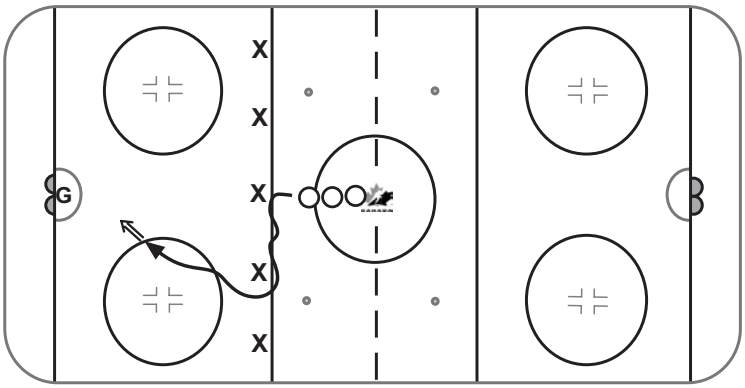
DRILL C – Forward/Backward Adjustment/Starts and Stops

1. G's start on the goal line
2. On the coach's "Go", G's scull forward until the coach calls "Stop"
3. G's wait for the next "Go", then, scull forward again until the next "Stop"
4. This should continue all the way to the blue line
5. Repeat this drill using backward sculling from the blue line back to the goal line
6. G's must alternate starting and stopping feet every time
7. Coach should adjust the size of each forward adjustment as indicated in the diagram



Drill D Angle Work

1. Pucks are placed in the center circle
2. Five pylons are placed along the blue line as indicated
3. The player skates towards the goalie's zone and, then, breaks quickly towards one cone
4. Once around the cone, the player drives at the net and releases a shot
5. G starts in the middle of the goal line and responds out and on angle to face the first attacker
6. For the next attacker, G starts at the top of the crease and responds before returning back to the goal line for the next two-shot sequence



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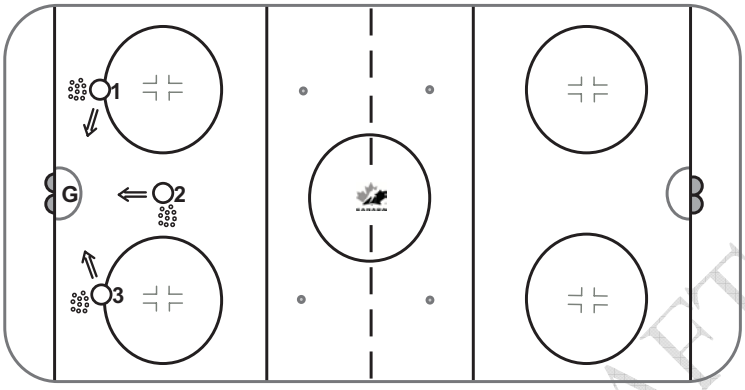
DRILL E - Stationary Adjustments

1. Position a shooter below each face off dot and in the mid slot.
2. The goaltender should work from a single post/three-shot sequence.
3. With the goalie starting on their left post, the coach will signal to begin and the goalie will step out to face a shot from X1 (compacting their stance).
4. The goalie will return to the same-side post and wait for the next command – this time moving into position to face the slot shot.
5. Repeat sequence to face X3.
6. Reverse the drill moving in the opposite direction using the opposite post.
7. Make sure all shooters allow the goalie to move out, set and then adjust their stance appropriately.



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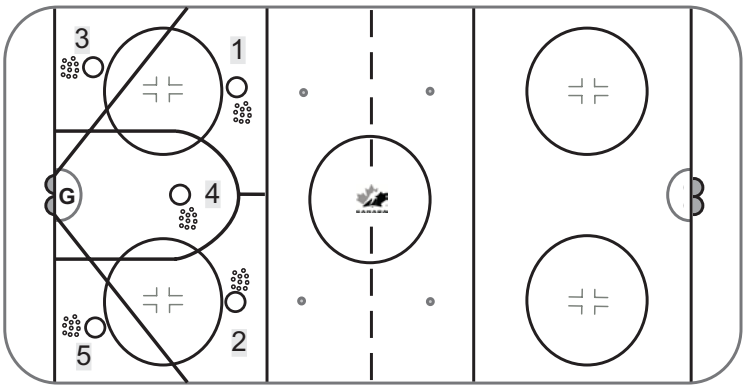
DRILL F – Zone Drill

1. Paint the ice as shown, with both lines and numbers.
2. Make sure that both your goalie and the shooters understand the numbering system.
3. Each shooter positions themselves in a zone with a puck.
4. When ready, the coach will call a zone. The goaltender moves from a post position into a position to face the called shot. When set the goalie should adjust their stance accordingly.
5. In zones 3 and 5, the goalie will compact their stance, in zones 1 and 2, the goalie will maintain a basic stance and in zone 4 the goalie will widen their stance.
6. **Add a player in front of the net for deflections and rebounds**



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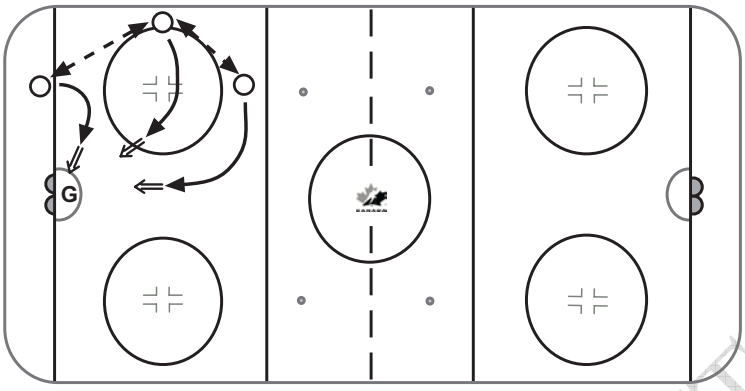
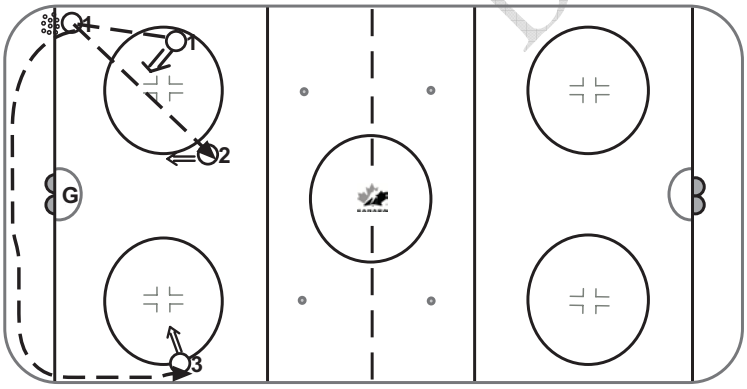
DRILL G – ½-Wall Drill

1. X1, X2 and X3 position themselves as indicated.
2. They begin to move the puck to one another ensuring that the goalie is able to set after each pass.
3. While the players are in a passing mode, the goalie should maintain their basic stance for mobility purposes.
4. The solid lines coming off each player represent their drive and shoot options.
5. The goaltender should read the drive and adjust their position accordingly.



DRILL H – Lower Body Saves

1. Player in the corner has 3 pass options – O1 off the near boards, O2 high in the slot or O3 on a rim.
2. Goalie must adjust to where the puck is passed and square up for the shot
3. Shooters should be keeping the puck on the ice or low so that goalie is forced to make ½ butterfly, butterfly or pad extension saves
4. Make sure that stick positioning is sound



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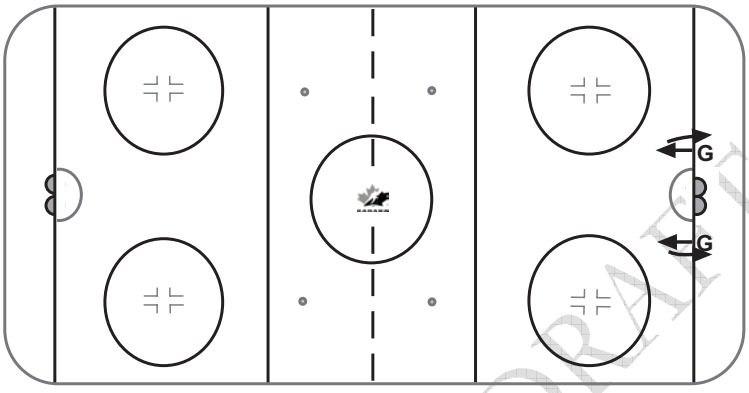
Intermediate Goaltender Evaluation

ATOM, PEEWEE, BANTAM GOALTENDERS

DRILL A – Step Outs (straight)

1. Have each goalie start at one of the posts
2. On the coach's "Go", G's will scull out to a top-of-the-crease depth, stop and wait
3. On the next "Go", G's will scull back to the goal line, stop and wait
4. Repeat this 10 times
5. G's must stay in their stance throughout the drill
6. Make sure the upper body and stick remain stable
7. Make sure G's alternate starting and stopping feet to increase efficiency on both sides



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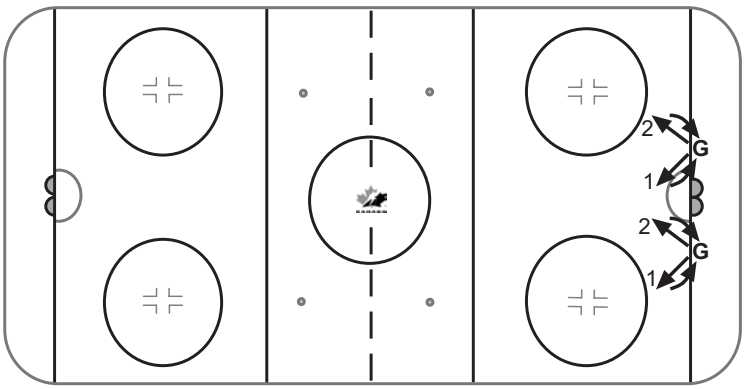
DRILL B – Step Outs (angle)

1. This drill is identical to the first drill except G's will step out on angles
2. Make sure G's move out on the same angle each time as indicated by the numbers
3. This is a good drill for edge control as it forces G's to have slight body rotations and increases the size of the initial c-cuts
4. Repeat this 5 times to each side



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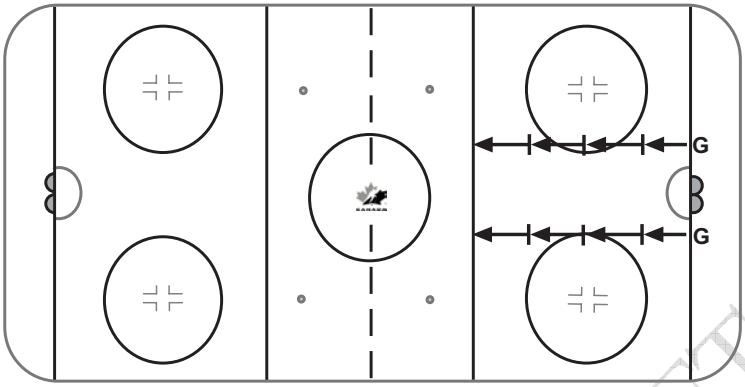
DRILL C – Forward/Backward Adjustment/Starts and Stops

1. G's start on the goal line
2. On the coach's "Go", G's scull forward until the coach calls "Stop"
3. G's wait for the next "Go", then, scull forward again until the next "Stop"
4. This should continue all the way to the blue line
5. Repeat this drill using backward sculling from the blue line back to the goal line
6. G's must alternate starting and stopping feet every time
7. Coach should adjust the size of each forward adjustment as indicated in the diagram



DRILL D – Positional Assessment

1. X1 drives down the boards and around the pylon to release the shot
2. X2 meanwhile mirrors the movement on the other side without a puck
3. As X2 comes around the cone, X2 hustles back out around the middle pylon and drives around it for a second shot on net
4. After taking the shot X2 can stay high or drive down the slot
5. X1 buys time and then drives around the opposite side pylon and releases the 3rd shot.

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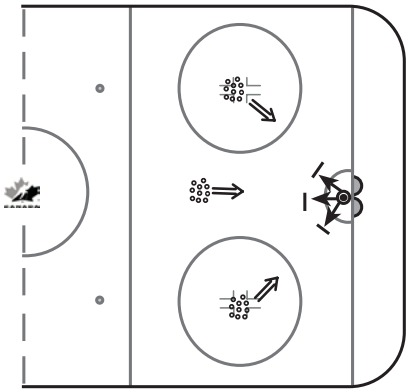
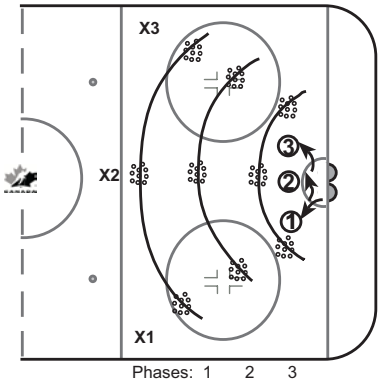
Drill E – Save Assessment and Rebound Control

1. Use the slot position to assess limb saves – pad extensions, glove and blocker saves
2. Use the face off dot positions to evaluate body usage and save compactness
3. Use both positions to assess stick usage



Drill F – Rebound Control, Positioning and Movement



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1. 3 phases – the first starts with the pucks on the line furthest away from the net (Top of the circles), second phase move the pucks into the dots and the third phase to the bottom of the circles
2. In all phases, the first shot comes after G steps out from near side post. 2nd comes after shuffle to middle. 3rd shot comes after goalie moves back to mid goal and then steps back out to face X3.
3. Shot should not be released until the goalie has set.

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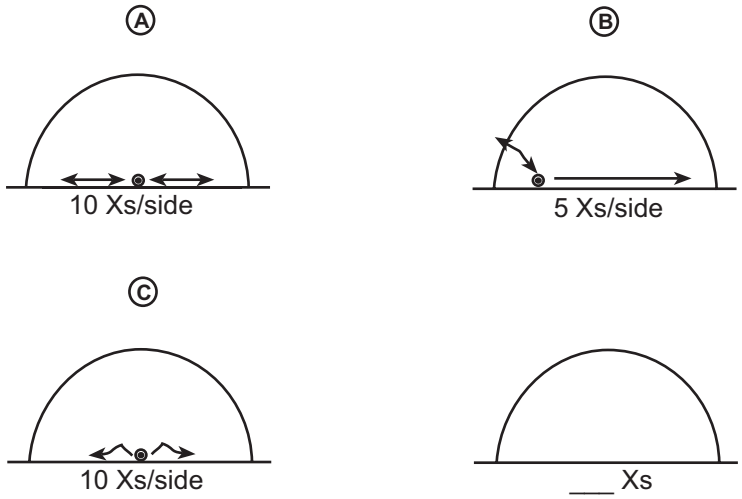
Drill G – Movement – Post Play



A – Lateral Drives to the Post – Goalie starts in the middle of the crease and drives to one post, drives back to mid net and then drives to the opposite post

B – Near Side Step outs with Goal line Drive – Goalie starts on glove side post and steps out to face the same side dot. Goalie returns to the same post, once post side coverage is set goalie can drive across to the opposite post and repeat

C – Paddle Down Drives – same as A except goalie should drive with paddle down.

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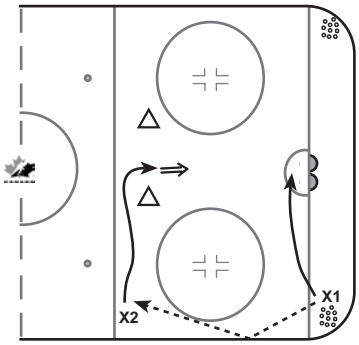
Drill H – Tight Screens



1. Pucks start in the corner with the pylons positioned as shown
2. X1 board passes the puck to X2 who must stay on side and sprint to the middle for a low shot.
3. X1 after passing goes hard to the net to establish a tight screen – X1 does not need to deflect but should also be available for a rebound
4. Switch sides

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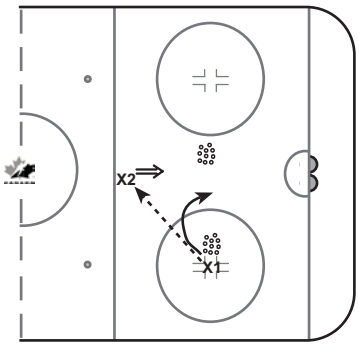
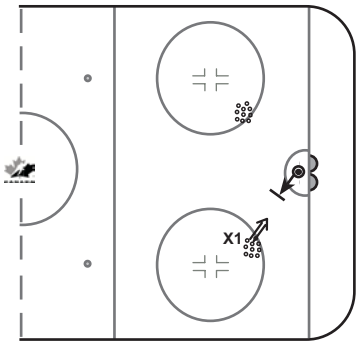
Drill I – Mid Zone Screens



1. Puck starts at the hash marks – X1 passes to X2 and then slides to the mid slot.
2. Once in control of the puck X2 release a low shot through X1's screen position
3. X1 after screening should turn and play any rebound.

Drill J- Body Down Characteristics



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1. Pucks are positioned just below the dots
2. X1 should be shooting the puck at knee height to force the goalie down to stop the puck and control the rebound.
3. Switch sides after 8-10 repetitions

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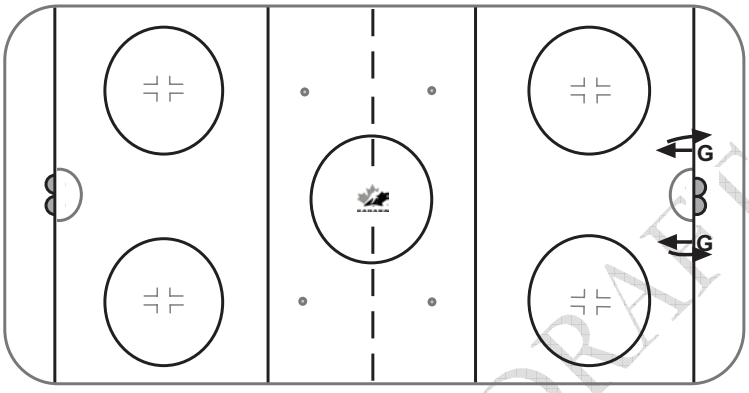
Advanced Goaltender Evaluation

(BANTAM AND MIDGET GOALTENDERS)

DRILL A – Step Outs (straight)

1. Have each goalie start at one of the posts
2. On the coach's "Go", G's will scull out to a top-of-the-crease depth, stop and wait
3. On the next "Go", G's will scull back to the goal line, stop and wait
4. Repeat this 10 times
5. G's must stay in their stance throughout the drill
6. Make sure the upper body and stick remain stable
7. Make sure G's alternate starting and stopping feet to increase efficiency on both sides



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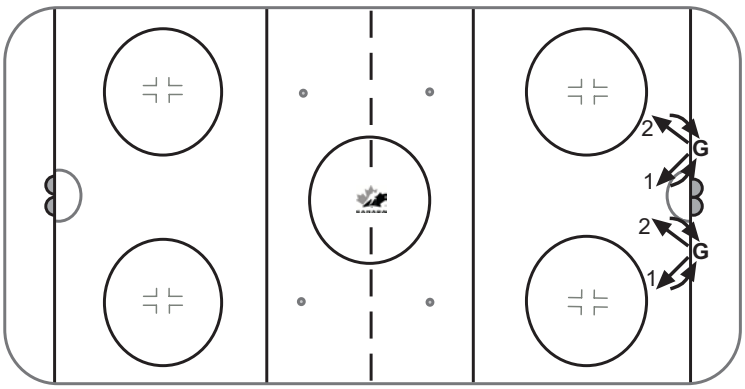
DRILL B – Step Outs (angle)

1. This drill is identical to the first drill except G's will step out on angles
2. Make sure G's move out on the same angle each time as indicated by the numbers
3. This is a good drill for edge control as it forces G's to have slight body rotations and increases the size of the initial c-cuts
4. Repeat this 5 times to each side



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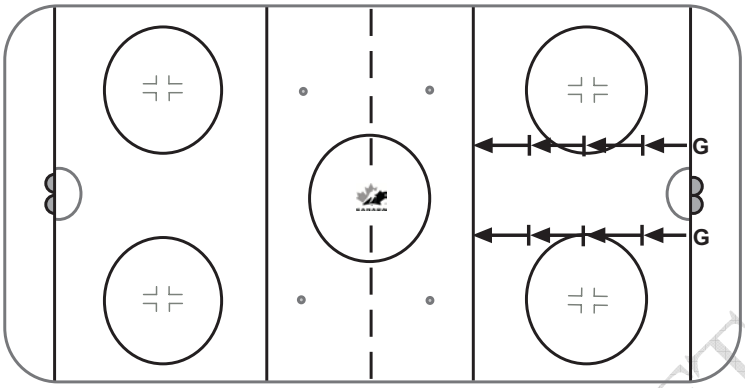
DRILL C – Forward/Backward Adjustment/Starts and Stops

1. G's start on the goal line
2. On the coach's "Go", G's scull forward until the coach calls "Stop"
3. G's wait for the next "Go", then, scull forward again until the next "Stop"
4. This should continue all the way to the blue line
5. Repeat this drill using backward sculling from the blue line back to the goal line
6. G's must alternate starting and stopping feet every time
7. Coach should adjust the size of each forward adjustment as indicated in the diagram



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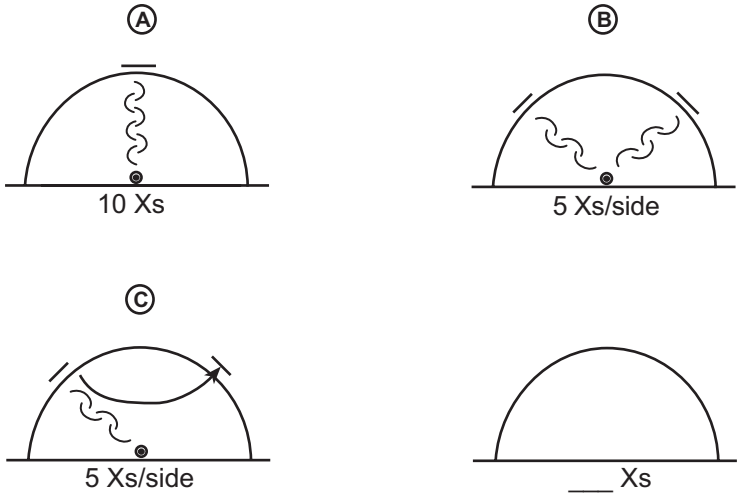
Drill D – Step Outs

A – Straight Step Outs – goalie starts on the goal line – when ready, goalie sculls to the tops of the crease. Stop, Set. Goalie sculls back to goal line. Stop, Set, Repeat.

B- Angle Step Outs – As above except step outs move outward to face the face off dots. Alternate the angle of step out each time

C – Angle Step Outs with Stepback Pivot – once the first angle step out is complete, goalie will step back pivot over to face the opposite side dot. Return to start point and repeat in opposite direction.



Drill E – Depth Drill

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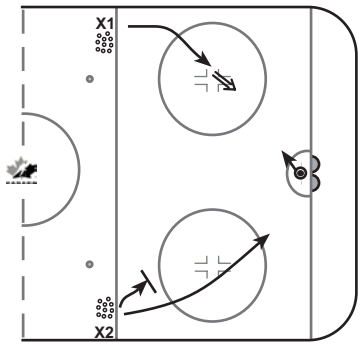
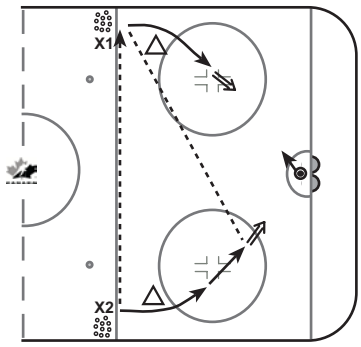
1. X1 takes the puck and drives down the boards before releasing a shot on net – X1 must be inside the circle but can be any place within the circle
2. X2 , meanwhile, will opt to stay outside the blue line (on the opposite side) or to drive to far past as a weak side threat
3. X1 is not allowed to pass to X2 – the role of X2 is to keep G aware and adjust depth accordingly.
4. X2 can gather the rebound and play the rebound but cannot pass it back to X1.



Drill F – Depth plus Lateral Feed

1. Like above except pylons are positioned inside the blue line as shown
2. X1 passes across the ice to X2
3. X2 takes the pass and begins to drive – X2 has two options – to pass to X1 who is driving down the opposite side or to drive and shoot themselves
4. If X2 decides to make the pass to X1 it must be before the pylon as shown.



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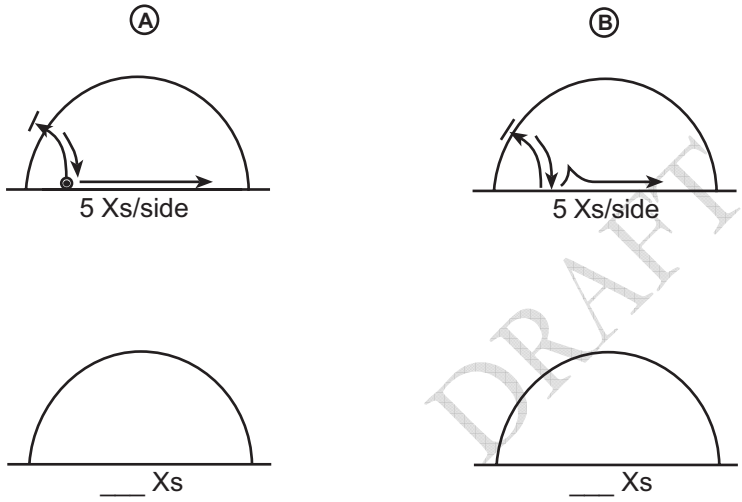
Drill G – Movement Warm-up – Step Outs

A – Near side step outs with behind net tracking

Goalie starts on the glove side post – when ready goalie will step up and face glove side dot. Stop, Set. Goalie returns to glove side post and begins to track across the net. Once at the blocker side post, goalie will rotate off post and step out to face blocker side dot. Stop, Set. Return to blocker side post – repeat in the opposite direction.

B – Near side steps outs with paddle down to post

As above except now when goalie starts to track laterally across the goale line towards the blocker side post, goalie will drop down to paddle down position. G will recover and step out to face the blocker side dot. Stop, Set. Return – repeat in the opposite direction.



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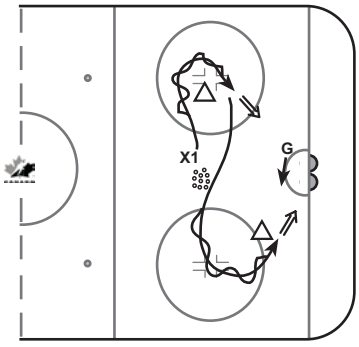
Drill H – Multi Adjustments while Down

1. Pucks in the slot – X1 takes a puck and drives around the high, blocker side pylon to release a shot.
2. After making the first save, G, must stay down to move to the next position.
3. X1 after releasing the first shot must curl back into the slot and pick up a 2nd puck – after picking up the puck X1 drives around the low glove side pylon and releases a 2nd shot
4. Do on one side and then re-orient the pylons to do from the other side.



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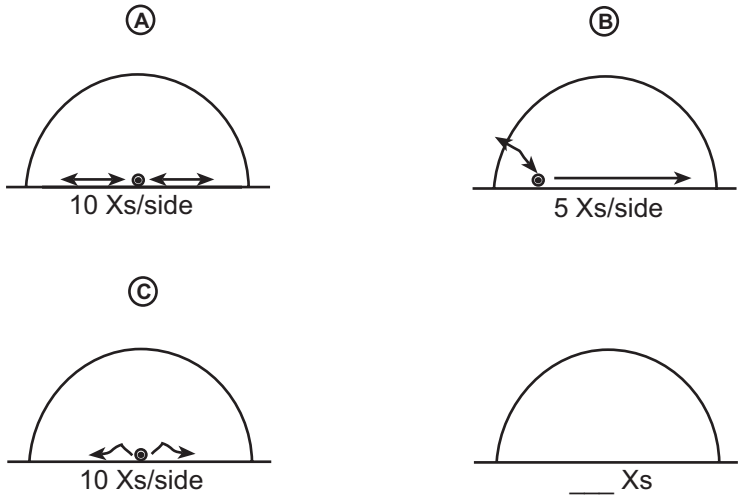
Drill I – Movement – Post Play



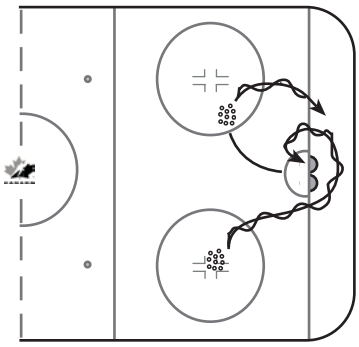
A – Lateral Drives to the Post – Goalie starts in the middle of the crease and drives to one post, drives back to mid net and then drives to the opposite post

B – Near Side Step outs with Goal line Drive – Goalie starts on glove side post and steps out to face the same side dot. Goalie returns to the same post, once post side coverage is set goalie can drive across to the opposite post and repeat

C – Paddle Down Drives – same as A except goalie should drive with paddle down.

Drill J – Accelerated Wrap Arounds

1. Pucks on the face off dots – X1 drives around the net with a puck and with speed and attempts the wrap around on the far side.
2. X1 then immediately goes to the far dot to pick up a second puck and wrap around the opposite side.
3. One wrap each way and then change goalie.



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Evaluation Forms

On the following pages there are several examples of evaluation forms that your association can utilize. The purpose of these samples is to provide associations with a framework of how the information on each player can be gathered and synthesized to provide the results that best meet your objectives. There are a couple of items of note:

1. All forms use a 1-5 scale (1 = POOR, 2 = BELOW AVERAGE, 3 = AVERAGE, 4 = ABOVE AVERAGE, 5 = OUTSTANDING). The 1-5 scale has several purposes. This scale provides a broad enough range so that evaluators can be instructed that all numbers must be a whole number (.5 or .25 are not permitted). The other value of this range is that it gives the evaluator more latitude in differentiating the players from top to bottom
2. The 1-5 scale should be used fully within each session. Evaluators must be trained that within each session the top player in that session is a 5 and the bottom player is a 1 for any particular skill or tactic. The goal of these sessions is to be able to rank the players on the ice from top to bottom. For most evaluators and MHA's it is virtually impossible to attempt to rank a player in session 1 against a player from session 3 – it is therefore imperative to have an accurate ranking of players from each session

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3. GOALTENDERS INDIVIDUAL SKILLS ADVANCED EVALUATION FORM

*Player's Name:*_____ *Position:*_____

1 = Poor 2 = Below Average 3 = Average 4 = Above Average 5 = Outstanding

Physical Characteristics							
Balance	Retains ready position after blocking shots	**1**	**2**	**3**	**4**	**5**
	Holds ready position in movement	**1**	**2**	**3**	**4**	**5**
	Recovery (regains position after leaving the net)	**1**	**2**	**3**	**4**	**5**
Mobility:	Skating ability	**1**	**2**	**3**	**4**	**5**
	Remains on feet	**1**	**2**	**3**	**4**	**5**
	Moves with speed & in control in ready position	**1**	**2**	**3**	**4**	**5**
	Reacts well to puck movement in zone	**1**	**2**	**3**	**4**	**5**
	Ability to recover from knees, side	**1**	**2**	**3**	**4**	**5**
Quickness:	Reacts well to quick untelegraphed shots	**1**	**2**	**3**	**4**	**5**
	Effective in close	**1**	**2**	**3**	**4**	**5**
	Relaxative movements and reaction time	**1**	**2**	**3**	**4**	**5**
Fitness Level	Physically fit	**1**	**2**	**3**	**4**	**5**
	Not prone to injury	**1**	**2**	**3**	**4**	**5**
Technical Characteristics							
Low Shots	Use of skates	**1**	**2**	**3**	**4**	**5**
	Use of Stick	**1**	**2**	**3**	**4**	**5**
	Rebound control: off stick	**1**	**2**	**3**	**4**	**5**
	off pads	**1**	**2**	**3**	**4**	**5**
	Ability to butterfly at appropriate time	**1**	**2**	**3**	**4**	**5**
	Ability to maintain balance	**1**	**2**	**3**	**4**	**5**
High Shots	Quickness of gloves: blocker	**1**	**2**	**3**	**4**	**5**
	catcher	**1**	**2**	**3**	**4**	**5**
	Position: blocker	**1**	**2**	**3**	**4**	**5**
	catcher	**1**	**2**	**3**	**4**	**5**
	Rebound control: blocker	**1**	**2**	**3**	**4**	**5**
	catcher	**1**	**2**	**3**	**4**	**5**
	chest	**1**	**2**	**3**	**4**	**5**
Use of Stick	Passing/clearing	**1**	**2**	**3**	**4**	**5**
	Poke check	**1**	**2**	**3**	**4**	**5**
Situational Tactic Characteristics							
Positioning & Angles	Knows position at all times	**1**	**2**	**3**	**4**	**5**
	Assumes neutral position at top edge of crease	**1**	**2**	**3**	**4**	**5**
	Positions self properly prior to shot	**1**	**2**	**3**	**4**	**5**
	Ability to orient self instantly	**1**	**2**	**3**	**4**	**5**
	Lines up properly on puck	**1**	**2**	**3**	**4**	**5**
	Knowledge of shooter's options	**1**	**2**	**3**	**4**	**5**
Face-Offs:	Looks for potential shooter	**1**	**2**	**3**	**4**	**5**
	Position for left and center	**1**	**2**	**3**	**4**	**5**
Deflections & Screen Shots	Ability to locate potential shooters	**1**	**2**	**3**	**4**	**5**
	Position with respect to potential deflectors	**1**	**2**	**3**	**4**	**5**
	Works hard to find puck	**1**	**2**	**3**	**4**	**5**
	Use of body	**1**	**2**	**3**	**4**	**5**
	Reaction to change of direction	**1**	**2**	**3**	**4**	**5**
	Control of rebounds	**1**	**2**	**3**	**4**	**5**
Play at Posts	Position self properly (play behind net, corner)	**1**	**2**	**3**	**4**	**5**
	Lateral mobility	**1**	**2**	**3**	**4**	**5**
	Use of stick to decrease scoring opportunities	**1**	**2**	**3**	**4**	**5**
	Ability to challenge slot pass	**1**	**2**	**3**	**4**	**5**

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1 = Poor 2 = Below Average 3 = Average 4 = Above Average 5 = Outstanding

Mental Characteristics							
Concentration	Alert at all times	1	2	3	4	5
	Follows puck at all times	1	2	3	4	5
	Maintains conc. despite bad plays/early goals	1	2	3	4	5
Anticipation	Understands offensive team play options	1	2	3	4	5
	Able to pick up open man	1	2	3	4	5
	Able to read shooter	1	2	3	4	5
	Finds puck in scramble	1	2	3	4	5
Consistency	Able to make key saves	1	2	3	4	5
	Able to perform in pressure situations	1	2	3	4	5
Confidence	Displays an 'in charge' attitude	1	2	3	4	5
	Positive mental attitude at all times	1	2	3	4	5
Desire	Size of heart	1	2	3	4	5
	Constant desire to excel in all situations	1	2	3	4	5
	Constant work ethic in practices	1	2	3	4	5
	Never gives up	1	2	3	4	5
Discipline	Controls temper	1	2	3	4	5
	On time and organized	1	2	3	4	5
Communication		1	2	3	4	5
Coachability		1	2	3	4	5

Comments:	

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Can this goaltender play? *YES* *NO* *MAYBE*

Would you want this goaltender on your team? *YES* *NO* *MAYBE*

*Completed by:*_____ *Date:*_____

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Detailed Player evaluation for Forwards/Defencemen

*Player's Name:*_____ *Position:*_____

	1 = Poor 2 = Below Average 3 = Average 4 = Above Average 5 = Outstanding
Skating *Comments*	Acceleration, speed, mobility, agility, balance, stride, crossovers, pivots, acceleration out of turns, quick feet, controlled skating, change of pace. 1 2 3 4 5
Passing *Comments*	Passing, receiving, passing choices, on backhand, unselfish with the puck, presents a good target, receives and retains with control, touch passing. 1 2 3 4 5
Puckhandling *Comments*	Head ups, smooth and quiet, good hands, protection, in small spaces, in traffic. 1 2 3 4 5
Shooting *Comments*	Power, accuracy, quick release, can shoot in motion, goal scorer, rebounder, variety of shots. 1 2 3 4 5
Checking Skills *Comments*	Concept of angling, good body position with balance and control, defensive side position, aggressive checker, strength, taking checks. 1 2 3 4 5
Thinking Skills *Comments*	Ability to see the play developing both offensively and defensively and moves to support, judgment, anticipation, understands systems, disciplined. 1 2 3 4 5
1 vs 1 Offensive *Comments*	Deception, change of pace, creativity, determination, going to the net. 1 2 3 4 5
1 vs 1 Defensive *Comments*	Gap control, angling, finishing checks, positioning, play at offensive blue line, play at defensive blue line, front of the net, in small spaces. 1 2 3 4 5
Face-Offs *Comments*	Win-lose draw, ability to tie up, takes charge, breaks through picks, know responsibilities. 1 2 3 4 5

*Completed by:*_____ *Date:*_____

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PLAYER EVALUATION AND SELECTION

*Player's Name:*_____ *Position:*_____

1 = Poor	2 = Below Average	3 = Average	4 = Above Average	5 = Outstanding
Fitness Level	Physically fit, physically tough, not prone to injuries. 1	2	3	4 5
Determination/Drive/Intensity/Worth Ethic	Constant desire to excel in all situations, constant work ethic in practices and games, never gives up, fire in his eyes. 1	2	3	4 5
Coachability	Listens to instructions and executes to the best of his ability, takes tips and advice, asks questions, admits errors, show that he wants to learn. 1	2	3	4 5
Concentration	Ability to remain focused on the task at hand, not distracted by fans, referees, external circumstances. 1	2	3	4 5
Mental Toughness	Not easily discouraged, rebounds from errors, performs well under pressure 1	2	3	4 5
Discipline	Controls temper, follows team rules, sticks to game plan. 1	2	3	4 5
Positive Team Player	Unselfish, puts team before self, remains positive, will accept role. 1	2	3	4 5
Leadership	Leads by example, encourages others, respected by teammates. 1	2	3	4 5

Comments:

*Completed by:*_____ *Date:*_____

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General Form for Evaluation of All Players

Evaluator: _____ **Session #** _____	***5 - Outstanding/Dominate*** ***4 - Above Average*** ***3 - Average*** ***2 - Below Average*** ***1 - Poor***

#	Pos	Player Name	Rank 1,2,3,4,5	Comments
	G			
	G			
	G			
	D			
	D			
	D			
	D			
	D			
	D			
	D			
	D			
	F			
	F			
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	F			
	F			
	F			
	F			
	F			

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General Form for Evaluation of All Players

Evaluator: _____ Session # _____	*5 - Outstanding/Dominate* *4 - Above Average* *3 - Average* *2 - Below Average* *1 - Poor*

Pinney #	Drill 1	Drill 2	Drill3	Drill 4	Drill 5	Player Total
1						
2						
3						
4						
5						
6						
7						
8						
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25						
26						

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The following page should be used in situations where teams are being tiered at the highest level and the balance of the players is participating in house league.

CHARACTER ASSESSMENT **Player: _____Team: _____**

Degree of Assurance 0 - pure guess 1 - some knowledge 2 - fair knowledge 3 - positive assurance	Degree of Assurance	Excellent	Good	Average	Below Average	Inferior	No Opportunity to Observe
DEPENDABILITY (Highly reliable & punctual, with integrity)							
RESOURCEFULNESS (Has initiative, originality, & adaptability)							
SELF-CONTROL (Poise, dignity, tact, & control of emotions)							
COOPERATION (Ability to work with others loyally)							
LEADERSHIP (Popular, friendly, aggressive & responsive)							

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To be completed by Team Manager: **Name** _____

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Feedback and Reflection on the Process

It is important as an association to consistently be looking for ways to improve the system of player evaluation which you have chosen to implement. In order to gather this feedback you need to give your key stakeholders - players, parents, administrators the opportunity to reflect on their experience in the process. The following is an evaluation form that can be distributed to parents after the evaluation process has been complete.

This survey is confidential. Please be sure to fill out a survey for each child if you have more than one child as part of the association.

Please identify your player by age, experience and hockey level

Age_____ Years Playing Hockey_____ Current level_____

Do you feel your child was assessed fairly at the beginning of the season?

Yes No

Comments:

Do you feel the initial communication from the association regarding the player evaluation process was clearly defined?

Yes No

Comments:

Do you think there were enough sessions set up for fair evaluation of the players?

Yes No

Comments:

Were the timelines for progression through the evaluation process and the skills and drills phases, well organized and well communicated?

Yes No

Comments:

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Were the on-ice assessments explained and well run while the players were on the ice?

Yes *No*

Comments:

Was the communication to your son or daughter to inform them of their standing within the program appropriate?

Yes *No*

Comments

Were you and your child satisfied with team that the player was placed on?

Yes *No*

Comments

Did your child ever receive an assessment of their skills based on the evaluation process?

Yes *No*

Do you think it would be valuable to have an assessment of "skills for the player to work on" as part of the evaluation follow-up?

Yes *No*

Comments

Other Comments

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APPENDICES

One question that will often be raised during the evaluation process is - "When should a player declare the position that they want to play?" There is a tremendous amount of research that supports the belief that a child should not specialize early - in fact the longer an athlete avoids specialization (especially in an open ended dynamic game like hockey) potentially the greater skill they will gain to play all positions.

In "The Parents' Guide to Minor Hockey a current AHL player claims:

"I only ever played defence, and then one day my coach put me on right wing…It was so hard at first to make the transition. My whole game was thrown off. There I was in the middle of everything and I just couldn't read the ice as well…I started to watch the forwards on video, on ice and I asked the coaches and forwards lots of questions…I can't believe that a few years later I am still playing forward…I know now how important it is to be able to play different positions when the coach needs you to…I just wish I had been more versatile when I was younger."

From the book "Hockey Agility" by Dr.'s Yasha and Elena Smushkin; "Skills and overall athletic conditioning in young hockey players which would normally provide for the entertainment aspect of the game are absent. To compensate for this, coaches use other tactics. One of these is the so-called position approach that dominates the game.

According to this the child is required to strictly play his own position. If he happens to take control of the puck, he must either shoot or pass it to another member of the team as quickly as possible. The use of this position approach in the game between children who lack even the basic skills results in the sadly-famous "bump in, bump out" tactics; right after getting the puck, the child flings it, often in no particular direction. This leaves the impression that he is afraid of the puck and wants to get rid of it as fast as possible. Most of the time, the kids are not playing with the puck, but are chasing it".

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With this type of information in mind it is highly recommended that positional specialization for players does not exist until Peewee at the earliest (Atom for Goaltenders). Players trying out at the Atom level and below should not pre-select a position. The selection of players at these levels should be on their overall hockey skills and ability to "play" the game.

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Pursuing Your Dream: Pot of Gold or Yellow Brick Road

By: Matt Brown, Sport Psychology Consultant

When asked about their *dream*, most people describe outcomes that they hope to some day reach: Olympics, degrees, a fancy car, a prestigious job, etc. But a performance educator in Virginia discussed 'dreams' with top performers in a variety of fields and discovered that theirs look much different. Their dreams are about knowing how they want to feel every day, and setting out to create that for themselves. They live their dreams *every day*. This article will help you to do the same.

It is easy to become fixated on end products. We see athletes on television glorified in victory. We're bombarded with advertisements about things that will 'make us truly happy': cars, vacations, clothes, etc. We see praise going to the top performers in school, sport, and business. And we fall into the trap. When we see a long path ahead of us, we envision a magical endpoint, where everything will come together and be worthwhile. Like the mystical pot of gold that is supposed to lie at the end of the rainbow. But what happens to the people that seek the gold? Can they truly appreciate the colours of the rainbow? Unfortunately, they cannot. And how about those of us who use our outcomes as the bottom-line? Can we fully appreciate the path we took to get there? No more than the gold-seekers enjoy the rainbow.

Each day holds bits of magic for those willing to grab hold of them. But how do we do that? Doug Newburg from the University of Virginia has interviewed top performers from many different fields. To date, he has interviewed over 350 people: athletes, surgeons, musicians, business executives, even the top serial killer profiler in the United States. He chose these people not only because they were the best, but also because they seemed to be happy and "into" their work.

He discovered that all of these people seemed to live their lives in a similar way. They started by deciding *how they wanted to feel everyday*. They paid attention to the times when they felt most *engaged* in what they were doing. In other words, they were so lost in the activity that they lost track of time, they weren't looking around to see what others thought of them, and they felt fulfilled by what they were doing. They also paid attention to *where* they were when they felt this way and *whom they were with*. Once they had discovered what gave them this feeling, they had their DREAM.

This kind of dream is not something you wait for, but rather something that you make happen on a daily basis. But to do this you have to *do the work*. If you take up hockey and you get a taste of the feeling of carving up the ice, you may wish to master that skill. But that takes work. Anyone who plays the game knows how much sweat, focus, and patience it takes to create that feeling consistently. So you have to make a decision: Is that feeling, that part of your dream worth the hard work, time, and commitment it will take to get there? If it is, you set out to create it a little more each time you're on the ice.

The next piece has to do with *obstacles* along the way. Many of us come to obstacles and get focused on them. We might lose a game, fail a math quiz, have a fight with a friend, and focus on why we lost, what math problems we struggle with, or what our friend did to upset us. The performers that Doug talked to approached their obstacles quite differently. When they ran into problems, they reminded themselves of their dream. What did they love about their sport? What does it feel like to solve math problems properly? What do they love about their friend? This allowed them to engage in the dream again. Their obstacles then just seemed like part of *the work* again, part of what it takes to create their *dream*.

So these people start and finish with the *dream*. By keeping *the way they wanted to feel* front and center, they were able to stay *engaged*, to enjoy the journey. Most of us know the story of *The Wizard of OZ*. Dorothy, the Scarecrow, the Tinman, and the Lion set out to find OZ, who would grant them all their

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wishes. Along the *Yellow Brick Road*, they found a sense of belonging, wisdom, love, and courage, not by focusing on the Emerald City in the distance, but by focusing on the Yellow Brick Road, the journey, and each step along the way. Not surprisingly, OZ had little to offer that compared to the dream they'd been living on their path.

You too can live your DREAM everyday. Pay attention to the feelings you love the most. Do the work to create them. Return to your dream when you come across obstacles. This will allow you to keep from anticipating the glory of the pot of gold, the "Great and Powerful OZ". Instead you can enjoy *your* Yellow Brick Road, and all the wonders it will reveal along the way.

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RreleasING PLAYERS

Taken from the Coaches Club – www.coachesclub.net

One of the toughest tasks a coach faces is telling players they did not make the team. Although difficult, releasing players must be approached with planning and sensitivity to ensure try-outs are a growth experience, not one which damages players' self-esteem.

The first step is effective planning of your try-out sessions. Develop a clear player selection plan, taking into consideration the number of players, the qualities you are looking for, how to evaluate these qualities, and the ice-time available.

Once your plan is in place, inform players and parents of all details. Outline your player selection plan, including evaluation criteria, objectives of drills and scrimmages and time lines for selection. Clear communication here will prevent misunderstandings later.

Before you make decisions to release players, develop a clear plan to inform them. Never post a list or read the names of players to be released in front of the team. Always meet with each player individually.

Here are suggestions for these meetings:

- be honest and straightforward: tell players why they did not make the team, identify strengths and weaknesses
- invite questions and provide players with constructive feedback to guide further improvement
- don't make future promises: direct players to other teams, thank them for their efforts, and encourage them to work hard and improve

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After releasing players, be prepared to answer questions from parents. Be honest and straightforward with parents, and avoid confrontations.

Remember, try-outs are a vehicle to place players on teams where they will benefit most. Releasing players is never easy, however, it's really important to meet with players one-on-one!

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Skill Testing

Purpose
"Raise awareness of the importance of skill development and establish a system to measure and celebrate skills." In Canada today there is no nationally organized program that tests or recognizes skill improvement within the Canadian hockey system. It is clear that in the Canadian system we need to encourage coaches to foster the growth of the fundamental skills required to play the game at the minor levels by developing, measuring and providing positive feedback towards individual skill development. We must provide a means to measure success beyond just wins and losses.

To this end Hockey Canada has created the Hockey Canada National Skills Standards and Testing Program for minor hockey aged players in Canada. This program is based on the fundamental philosophy that skill development should be fun and challenging while at the same time made accessible by any player in the minor hockey system in Canada. Hockey Canada believes we should celebrate skill achievement.

Accessibility

• Any Hockey Canada member team has access to the program
• Testing data is centralized through the use of the Hockey Canada national web site (www.skillstesting.net)
• There will be minimal cost to the player / team to participate in the program (Level 1 is free of charge)

Testing

• A series of individual tests have been established that may be administered with simplicity by team coaches with very little equipment, expense and set up time.
• Testing should be done 3 times per season
1) Beginning of season for initial analysis and team / player profile
2) Mid – season to check and see if team / players are showing improvement in skills
3) End of season to show improvement from start to finish

Standards

• A series of age division standards will be set up for players and teams to compare scores and judge strength, weakness and improvement

Education

• Hockey Canada will provide a technical package for the testing kit for coaches as well as provide skill tips on a national web site.
• The most important aspect of the program is that once coaches have tested the kids, they will get a series of drills designed to help them improve weaker areas of the team as a whole, or players individually.

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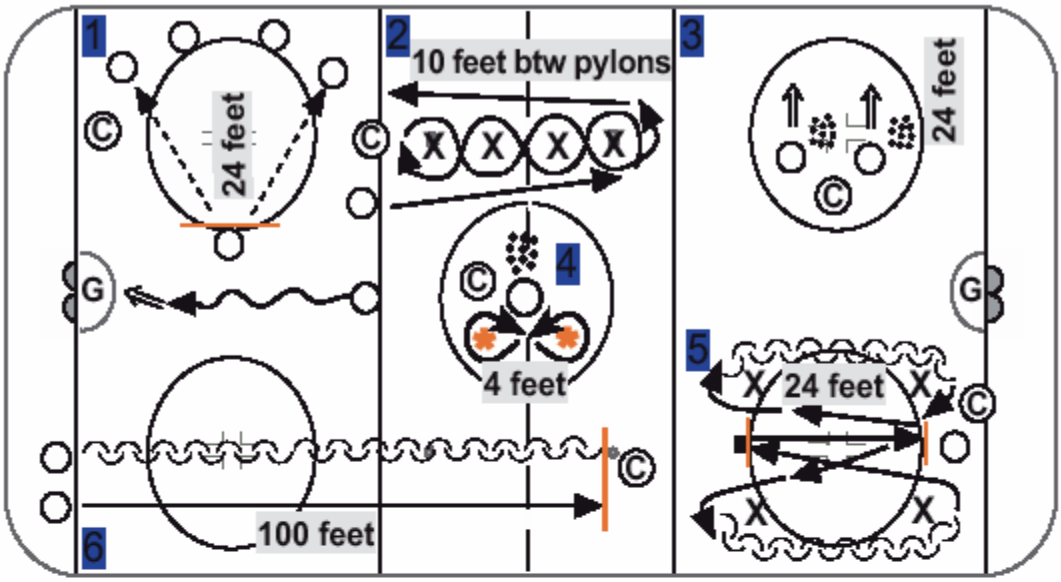
6 Station Skills Testing Set - Up



	Description
60 MIN	6 Station Skills Testing Set Up

- **Option 1**
  - **All 6 stations can be run in one practice. It will take approximately 10 minutes to set up, leaving about 8 minutes per station to complete the testing.**
  - **During the set period, the players can warm up & be given an overview of how the session will work.**
  - **Depending how many players there are they can be divided into groups as small as two (1 Team on the ice) or as many as 6 (2 Teams on the ice).**
  - **If option 1 is used you will need at least 6 coaches or assistants on the ice**
- **Option 2**
  - **3 stations can be run one practice, and another 3 stations can be run the next.**
  - **If this option is used you will need at least 3 coaches or assistants.**

Key Execution Points (KEP

- Use parents to act as recorders when entering the scores on the data sheet
- Ensure the necessary equipment is on hand **1. Pucks 2. Tape Measure 3. Spray paint 4. Stop watches 5. Pylons 6. Clipboards**
- If players fall or perform the skill incorrectly, give them another chance to complete the skill.

For more information on Skills Testing Visit:
www.hockeycanada.ca/e/skilltesting

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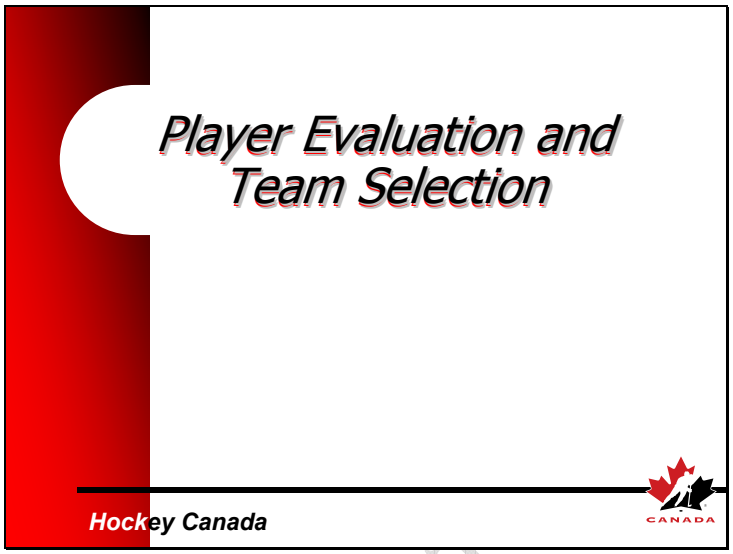
Slide 1



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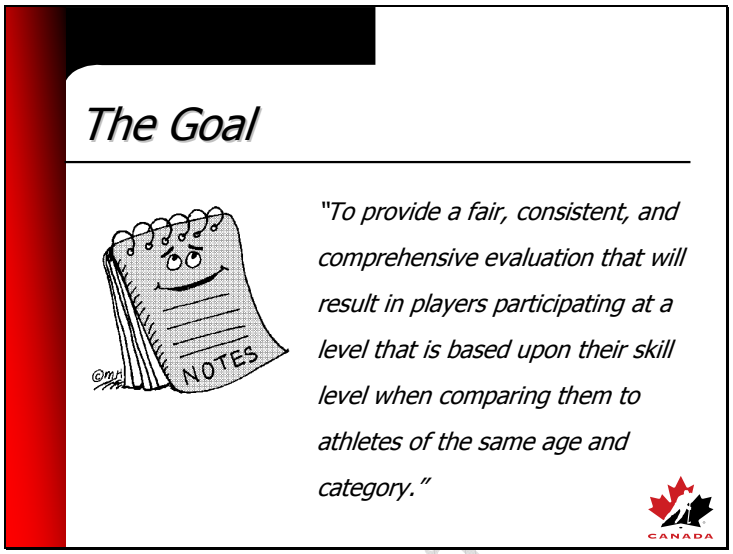

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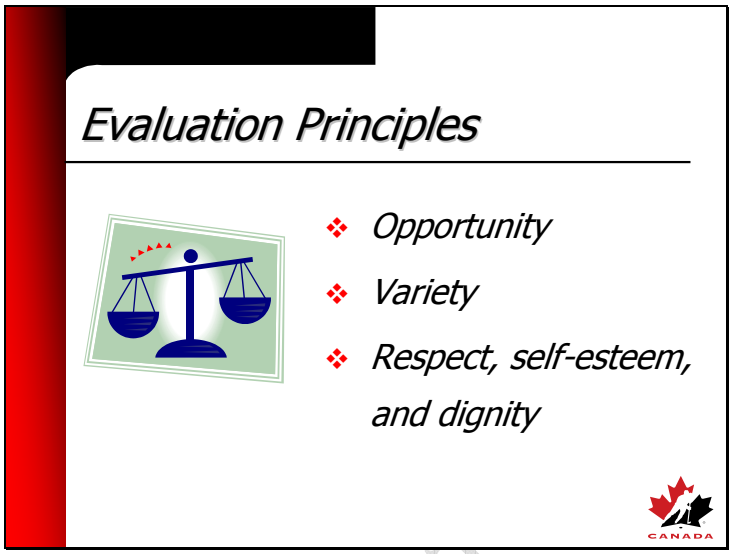

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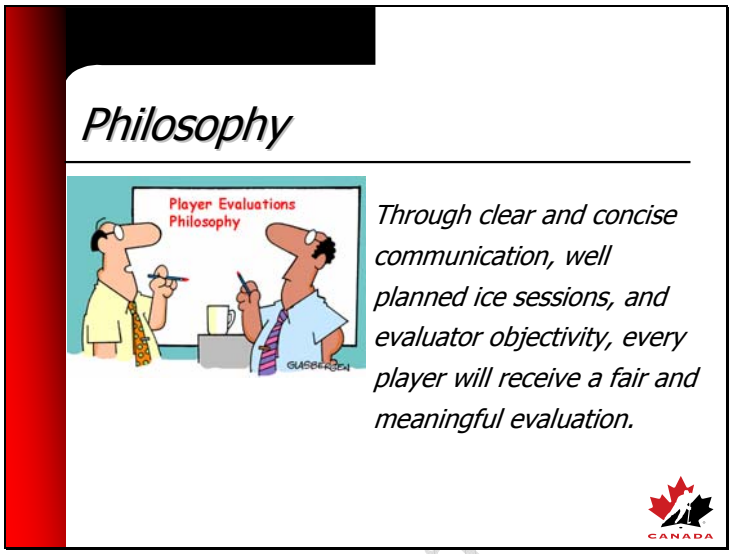

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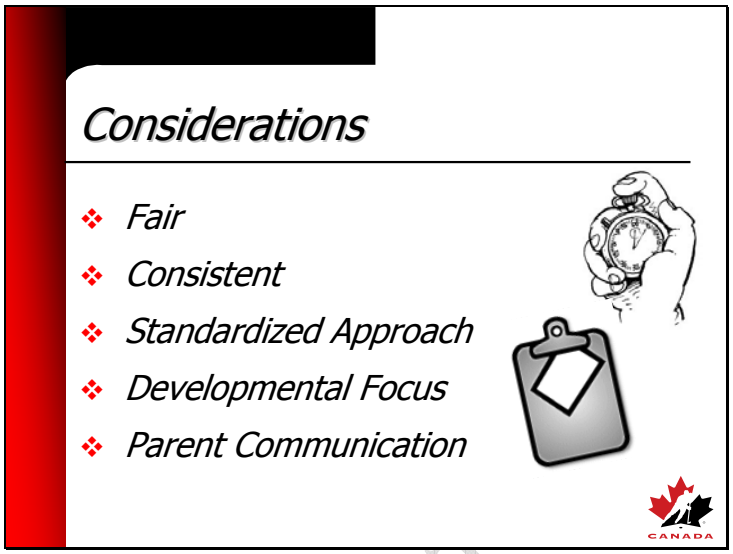

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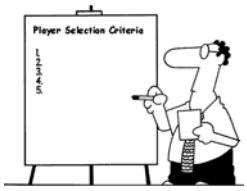
A Well Defined Process Includes:

- Selection Policy
- Selection Camp Meeting
- Selection Criteria
- Timeline for Selection
- Selection Interviews
- Players' Rights



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Slide 8

Preparation

"If I had 8 hours to cut down a tree, I would spend the first six hours sharpening my ax."

Abe Lincoln

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Slide 9

Developing a Plan

- Player Divisions
  - ✓ Numbers
  - ✓ Tiering Method
- Evaluators Required
- Criteria for Selection
- Ice Time Available
- On Ice Support
- On Ice Plans

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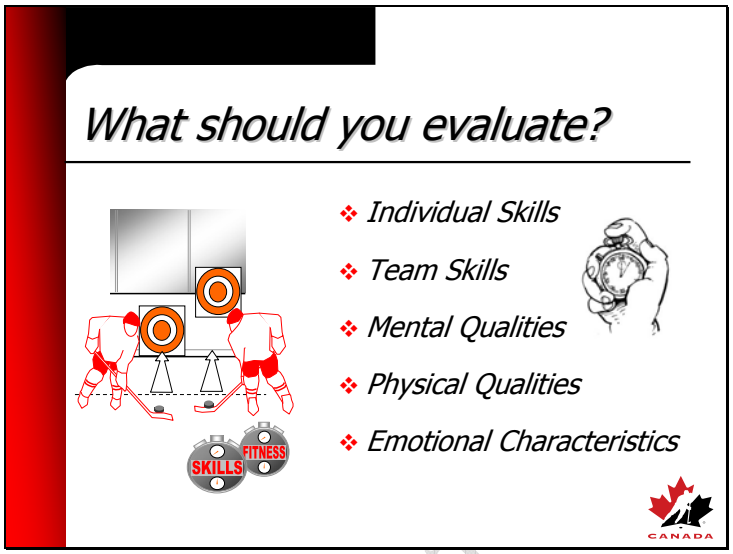

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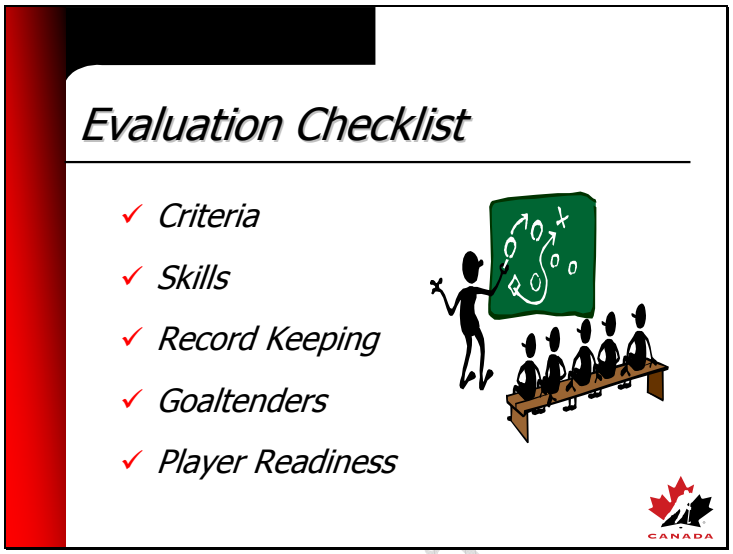

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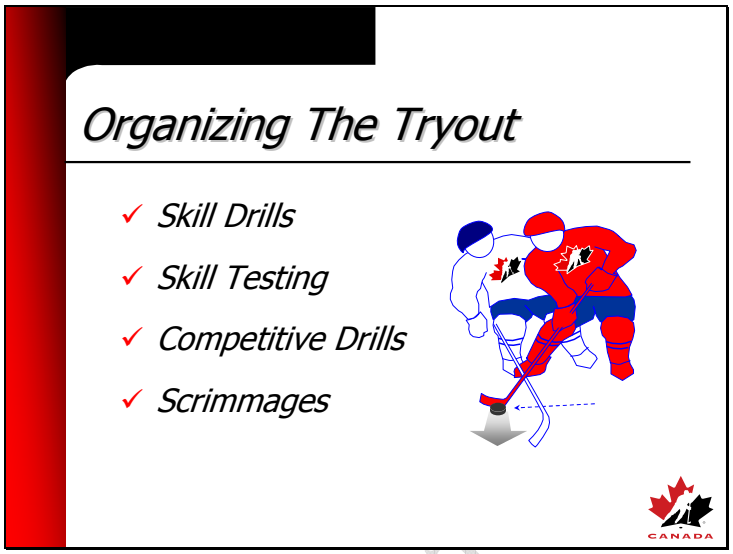

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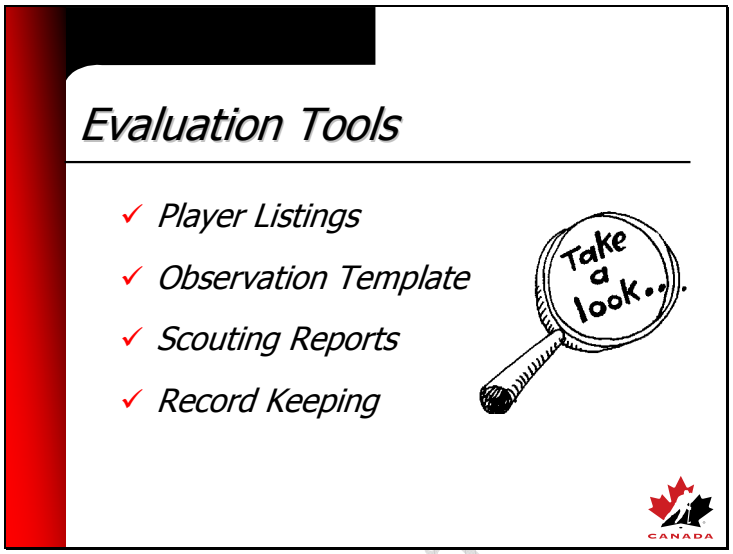

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Who Should Evaluate?

- *On-Ice Assistants*
- *Observers*
- *Coaching Staff*
- *Committee Approach*

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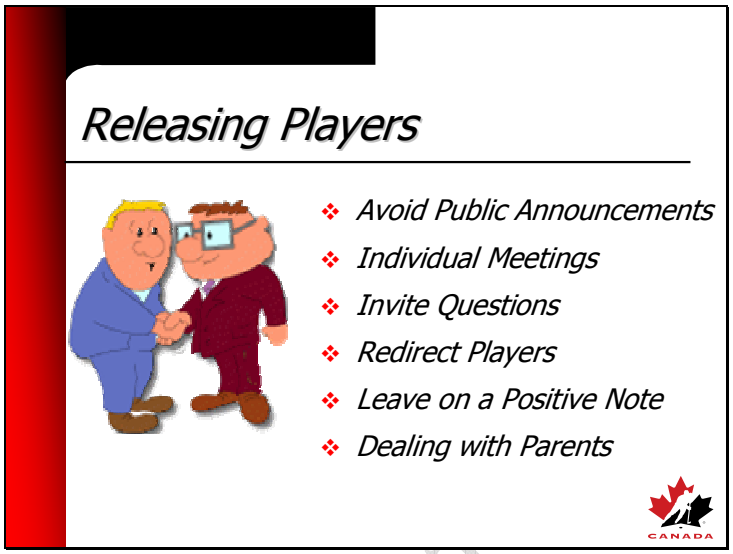

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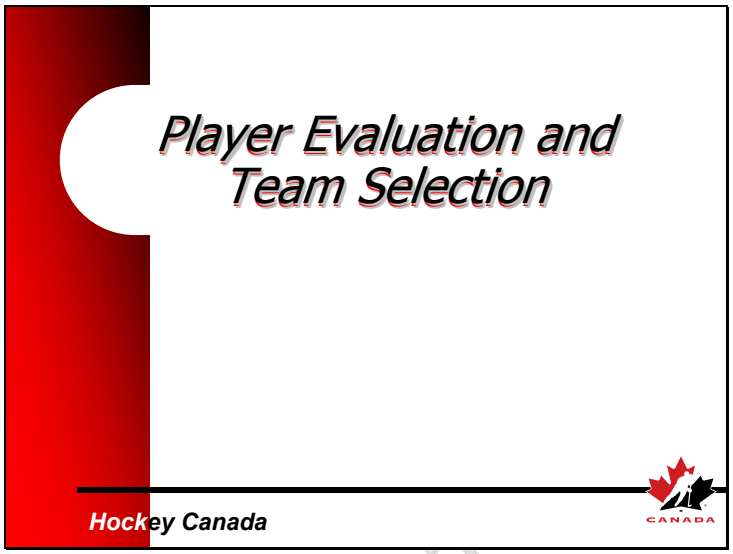

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