

Semiahmoo Minor Hockey Association

Rep Player Evaluation and Selection Process | Policies and Procedures Guide

Introduction

For many minor hockey executives, evaluators, coaches, parents and players rep evaluations can be a tension filled, labourious and frustrating experience– the goal of this document is to allow it to be a more fulfilling, consistent and positive experience for all; promoting an environment where our players can grow as athletes and young people.

The process outlined in the pages to follow provides a common reference for all stake holders. The information collected during tryouts enables our Association to efficiently form competitive teams and it gives our coaches a starting point to determine where young players are skill wise, thus beginning the process of utilizing the various hockey programs available to our Association to educate players, parents, and coaches, on the importance of developing sound hockey skills.

It is important to note, the conceptual framework of SEMI Hockey's Rep Player Evaluation and Selection Process – Policies & Procedures Guide has been directly adapted for our needs from the Hockey Canada Minor Hockey Development Guide – Player Evaluation and Selection. More information about Hockey Canada player evaluation, team selection and other minor hockey development programs can be found at <http://www.hockeycanada.ca/en-ca/Hockey-Programs/MHA>.

Objectives of rep player evaluation and selection:

- Provide a fair and impartial assessment of a player's total hockey skills during the skating and scrimmage sessions.
- 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 season.
- Provide coaches with the opportunity and flexibility to build a team based in part on coaching philosophy and knowledge of player skills and attitude.
- 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.
- Form teams to maintain competitive play where the athletes can develop and participate equitably and have fun playing hockey during the season.
- Provide feedback in order to develop players.

When are rep player evaluations held?

SEMI Hockey rep player evaluations typically begin the Saturday of the Labour Day Weekend and continue for approximately 3 weeks. For all divisions evaluations conclude when rep team rosters are reported to the VP-Hockey; typically by the Monday following the 3rd weekend in September.

[Tip: Players that have registered for rep tryouts will be informed of their initial player grouping, first tryout date & time and rink location by email a minimum of two (2) weeks prior to the start of player evaluations. Complete tryout schedules/ rink locations by division will also be posted on the Association website at www.semihockey.ca.]

How many evaluation sessions are there?

All players are given a minimum of three (3) on-ice sessions to demonstrate their hockey skills; these sessions will comprise of individual skill evaluations and inter-division scrimmage game-play. Most commonly a player will be evaluated in as many as 4 to 7 on-ice sessions. (See: *Appendices for sample HC hockey skills & scrimmage drill plan and evaluation criteria format*). Whereas not normally the case, should concern for a player's safety arise, the number of on-ice sessions may be fewer.

Who is eligible to participate in rep player evaluations?

All Atom Division and above players currently registered with Semiahmoo Minor Hockey Association, having shown an interest in rep hockey by virtue of being registered and having paid the *Rep Tryout Fee*, are eligible to participate in rep player evaluations. For more information on how to register for rep tryouts, consult www.semihockey.ca/registration.

Players may not apply to be evaluated in a lower age-category but may apply for a higher age-category. It is important to note that player movement of this type is very rare and strict criteria must be met.

To be eligible an Under-aged Player must:

- Be registered with Semiahmoo Minor Hockey Association and in good standing,
- Be considered by the Evaluation Team (described later in this document) as one of the top-3 skilled players in the advanced division that he/ she is attempting to move up to, (for Pee Wee and above, playing position may be considered, and the player is expected to be evaluated in the top 3 forwards, top 2 defense, or top two goaltenders), and
- Possess physical and social maturity consistent with players in the higher age-category.

A parent or legal guardian of a player interested in being evaluated at a higher age-category must make application in writing to the VP-Hockey no later than August 1st and will be notified of the status of their application 2-weeks prior to the start of evaluations. In the case where an application is granted, the parent or guardian will be required, prior to the player participating in on ice sessions, to sign and provide a release of liability to Semiahmoo Minor Hockey Association for any injuries sustained to the player arising out of the try-out process.

Applications must be re-submitted each season.

Players may be released back to their original division at any time in the evaluation process and there is no guaranteed number of ice times.

There is no appeal process for a player being denied Under-aged Player eligibility.

Exemptions from player evaluations; Sick/ injured/ absentee player:

The success of the tryout process is based upon the premise that the Evaluation Team is able to observe and fully evaluate all participating players during all stages of the process. This is necessary to enable our evaluators to suitably rate each player.

As players grow and develop at varying rates, it is not unusual to see changes in a player's ability over the course of the summer or from season to season. It is very important to have the opportunity to compare players in a common environment to ensure players are placed at the most appropriate level. For these reasons our expectation is that all players will attend all tryout sessions.

In the event that a player is unable to make one or more of the tryout sessions to which he or she is assigned, the player or his/her parent(s) should promptly contact the Division Manager (who will in turn report to the VP-Hockey) and explain the reason for the absence and provide an estimated time of return. In the cases of sickness/ injury, a note from the attending physician must accompany a player's request for exemption.

If the VP-Hockey excuses the absence, the player shall be placed in a skills group by the Evaluation Team based on all available information about such player, including the level of the player's most recent team, his/her coach's view and placement of comparable players. Absences due to injury or illness and family emergencies shall generally be excused. If the VP Hockey declines to excuse the absence, the player or parent may petition the Board. Unexcused absences may result in the player not being placed or placed in the lowest skill group at that level.

In cases where sickness/ injuries eliminate player participation for a lengthy period of time, if a player has been assigned to a specific group and that group forms to become a team, a roster spot may be held until such time the player is fit to return. In cases where, in the opinion of the Evaluation Team, there is insufficient information for placement in a particular skills group, a spot will not be held.

In cases of significant sickness/ injury (one that causes the player to miss multiple sessions), confirmation from the attending physician approving the player's *Return to Play* is required before the player can rejoin the process. (See: *Appendices for HC "Return to Play" form.*)

Requests for exemption for reasons other than sickness/ injury, such as significant activities (including a major-midget or junior player participating in another evaluation camp), religious holiday, tragedy, etc. will be considered without bias.

Tryouts and forming rep teams; the Evaluation and Selection Process explained:

The evaluation process (Phase 1 & 2) is intended to allow the *Evaluation Team* the opportunity to evaluate players to form tiered practice groups. At which point, the selection process (Phase 3) is intended to allow the team's *Coach*, in consultation with his/ her staff, the opportunity to select players to form competitive rep teams.

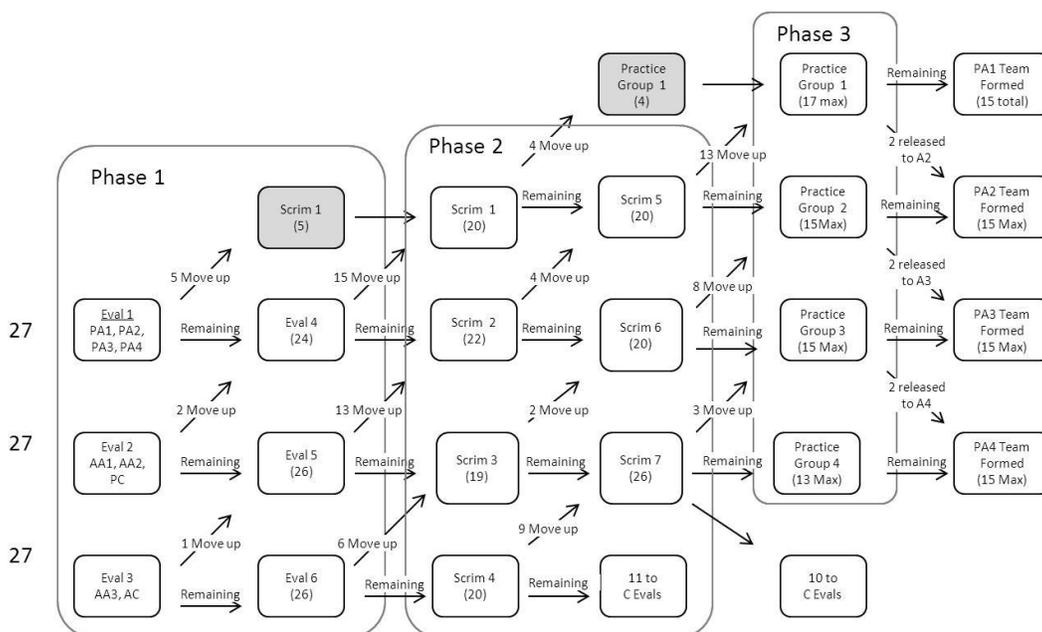
[Tip: It's fundamental to the rep evaluation and selection process that no one person determines who makes the team and who does not.]

All age-groups, players that have registered for rep evaluations will be tiered from top to bottom— players ranked from 1 to X and teams tiered from A1 to X with the top 15-17 players making up Team 1, the next 15-17 Team 2, etc. The total number of players per rep team will be a minimum of 15 skaters + 2 goalies across all divisions (and potentially a greater number of players in the older divisions). The total number of rep teams per division is a function of the number of players expressing an interest in playing rep hockey.

The Rep Evaluation and Selection Process comprises of 3 core phases:

- Phase 1 – Individual skills assessment
- Phase 2 – Intra-division scrimmages (full and small area scrimmage and game-play)
- Phase 3 – Practice groups and inter-Association exhibition games

Figure 1 – Sample Player Evaluation and Selection Process diagram (Pewee Division)



Players are grouped to start Phase 1 based on past performance and former level of play. Players can opt to start at a lower level but not a higher level (for the Atom Division only, players are grouped alphabetically to begin the process). In all cases the performance of players demonstrated during the current season’s evaluation and selection process will be the factor that determines their progression throughout the process.

During Phase 1 & 2 allocation of authority on player advancement rests with the Evaluation Team. After each evaluation session has completed, the top assessed players in that group will move up to the next level. Players cannot be demoted; only promoted.

This process provides every player an equal opportunity to demonstrate their hockey skills in order to earn a position on the next level. It has been carefully designed to allow a player the opportunity to have a bad practice and still be successful in achieving the highest level of play appropriate to their skill level.

To begin Phase 3, most players will move to tiered practice groups and may be expected to participate in meetings, practice sessions, off-ice sessions, exhibition games, etc. At this stage of the process, the allocation of authority on player selection shifts to the Coach from the Evaluation Team as rosters begin to take shape. Players not advancing to the lowest tiered practice group will cross-over to C-division evaluations.

The following table is an example of the dispersion of players and group size of the *Phase 3 – Practice Groups* with the goal of forming 4 tiered rep teams:

- A1 – 17 skaters + 3 goalies
- A2 – 15 skaters + 2 goalies
- A3 – 15 skaters + 2 goalies
- A4 – 13 skaters + 1 goalie

[Tip: It is important to note that participating with a practice group *does not* mean a player has made the team. At this stage players are provided an equal opportunity to demonstrate their skill and character as fitting within the specific needs of the team.]

The Rep Player Evaluation and Selection Process for the highest tiered team (A1) will conclude as players and parents are notified of final player selections and releases to the next nearest practice group (A1 to A2; A2 to A3; etc.) are made. Coaches have authority for releasing a maximum of 2 skaters and 1 goalie to the next nearest practice group. This format will continue until all teams' rosters are complete. All teams/ divisions are required to report their rosters by a target date determined by the VP-Hockey at the onset of tryouts (typically the Monday following the 3rd weekend in September). It should be noted, as per PCAHA rules and regulations, player movement may continue within divisions until approximately January 10th.

What is being evaluated? Criteria for selection:

It is important to note that the evaluation and selection process is a competition. In order to give each and every player a fair opportunity to exhibit the range of hockey skills that they possess they will be evaluated in a skill and game environment. At the younger age levels (Atom, Pee wee) a greater emphasis will be placed on the evaluation of skills– as the players get older (Bantam, Midget) the game or scrimmage sessions will have a greater overall impact on the player's placement within the minor hockey program.

For detailed information on specific hockey individual skills, tactics and behaviours that are being evaluated refer to *Appendix A – Player & Goalie Selection Criteria*.

[Tip: 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 should *not* pre-select a position. The selection of players at these levels will be on their overall hockey skills and ability to "play" the game.]

What do players wear when participating in evaluations?

For all on-ice evaluations, full hockey equipment is always mandatory. This includes:

- Protective cup (w/ Garter belt)
- Shin pads
- Hockey pants
- Shoulder pads
- Elbow pads
- Hockey skates
- Hockey gloves
- Hockey stick
- CSA approved helmet with full face shield
- BNQ approved throat protector
- Practice jersey and socks

[Tip: Players will be assigned a numbered piney upon their arrival at the rink. The evaluators will only know the players piney number - not their name. Players are not allowed to wear "elite team" jerseys or socks, and black helmets and pants are preferred but not mandatory.]

Who facilitates player evaluations?

There are 3 key groups involved in the Rep Player Evaluation and Selection Process; each with varying responsibilities:

- On-ice coaches to take players through the session.

- Off-ice evaluators who are responsible for evaluating every player on the ice during the time allotted; this group forms the Evaluation Team
- Off-ice administrators who are responsible for tracking evaluation results, notifying parents and players and scheduling sessions, and liaising with the VP-Hockey

On-ice coaches are volunteers that typically have past coaching/ playing experience and are confident in facilitating assigned on-ice evaluation drill plans. These facilitators are not directly responsible for evaluating players but may be asked for general feedback on player's on-ice performance. They may or may not have a child in tryouts for that division.

Off-ice evaluators or the *Evaluation Team* (ET) comprises of the division's rep coaches plus 2 to 3 independent evaluators with demonstrated hockey acumen that are not directly linked to the division (i.e. they must not have a child in tryouts for that division). During Phase 1 & 2 the ET is specifically responsible for evaluating all participants within the division and identifying the top players in each session that will advance to the next level. Decisions on progressing players during Phase 1 & 2 shall be a collaborative process involving all members of the ET. There will be situations where a unanimous consensus on the advancement of certain players is not attainable. In these situations the decision shall be made by majority rule.

[Tip: During tryouts, individuals on the Evaluation Team have been tasked with an important job. In order to give them opportunity to evaluate each player, please refrain from approaching them or asking questions about specific players.]

Off-ice administrators organize events the day of tryouts. This group comprises of Division Manager(s) (DM) and various volunteers, which may include an Executive Oversight Representative (EOR), that assist in getting players thru on-site registration; data collection and reporting; executing the many logistical requirements of tryouts. Off-ice admin personnel are *not* responsible for evaluating players and have no input in this regard. They may have a child in tryouts for that division.

How are the players notified of their standing during the process?

During Phase 1 & 2, players and parents will expect to receive email notification from their respective Division Manager regarding player groupings and their next scheduled on-ice session. If a player or parent believes they have not received proper notice or remain uncertain of their next ice-time, they are to contact the Division Manager as soon as possible to acquire this information.

A player's parent/ guardian will be contacted by phone and given a brief explanation when their player is released from rep evaluations. At this point they will be provided instructions for reentering C-Division evaluations.

During Phase 3 (final roster selections), coaches will conduct one-on-one interviews with individual players and provide specific feedback on why they have or have not been selected for the team. If applicable, instructions on joining their new practice group will be provided at that time.

[Tip: One of the toughest tasks a coach faces is telling players they did not make the team. Although difficult, every effort is made to conduct player releases with appropriate planning and sensitivity to ensure try-outs are a growth experience, not one which damages players' self-esteem. Remember, parents play a significant role in this process. For detailed information on the process of releasing players, see *Appendix B – Releasing Players*]

Questions, feedback and appeals:

Questions regarding any aspect of the evaluation and selection process may be first directed to the respective Division Manager. If an answer or solution is not readily available, the Division Manager may escalate to the VP-Hockey.

If a parent or player wishes to offer constructive suggestions/ comments or wants to provide detailed feedback on their experiences, they may send an email addressed to: admin@semihockey.ca. Comments will be forwarded appropriately.

[Tip: Use the 24-hour Rule– The 24-hour rule works this way: if you have something to say to the coach, or they have something to say to you (that could be contentious) wait 24 hours after the event or the game before discussing it. By this time, you have better perspective, they have better perspective and a lot of arguments naturally are eliminated in the process. Hockey is an emotional game. It's best to let the emotions simmer before talking to the coach, adult to adult, preferably away from the rink.]

Members may also request feedback on their player's evaluations scores and comments after the tryout process is complete. This information is available for review but will not be discussed in reference to other players. To acquire information on your player's evaluations, contact your Division Manager.

Members of the Association have the right to appeal decisions on team selection. Members exercising their right to appeal must:

- Send a formal written notice of appeal to the VP Hockey within 2 days of the final team selection.
- Indicate the grounds for appeal. Appeals will not be heard strictly on the grounds of technical hockey decisions. (Example: Player A scored more goals in a scrimmage than player B). Grounds for appeal must be based on issues related to Procedural Fairness.
- Be prepared for a formal hearing and review.

Appeals will be heard in as timely a manner as possible. An appeal will be heard by a panel consisting of members of the Semiahmoo Hockey Executive not directly involved in the initial evaluation group, and as determined by the President. This panel may include the Executive Director of Performance Hockey. The decision of the Appeal Panel will be final.

In the case of team selection, any remedies can have wide reaching effect, and consequences of the remedy on other members must be considered. Options available to the Appeals Panel include:

- Extended review – the player in question may be given a longer period of time to be evaluated
- Independent Review – a new Evaluation Team may be put in place on a temporary basis to evaluate the player in question.
- Direct placement – the Appeals Panel may decide on placing the player on a specific team.

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 & team officials
- Setting of first meeting with parents and players

How soon after evaluations does the season start?

Rep player evaluations typically run for approximately 3 weeks. After such time the team rosters are announced the season will immediately get underway.

How will the evaluation information collected be used?

Player evaluation data is used as a starting point for a season of development. Coaches, in partnership with the Executive Director of Performance Hockey, now have a detailed understanding of each player's hockey skills strengths and weaknesses such that they are better able to develop practice plans that work on the skills required for that player to become a more proficient hockey player.

Notes:

Appendix A – Player & Goalie Selection Criteria

The following is a reference that will be provided to evaluators prior to the player selection process.

Player Selection Criteria Overview

Each division will weigh the below criteria slightly differently, as a general rule the younger divisions, (Atom/ Peewee) will place a higher weighting to the individual skills, specifically skating skills:

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

- How well 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?
- Does the player understand the concept of puck support, moving to a position to better receive a pass from a teammate?

Puck Control – Chin up, 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 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?
- Is there a noticeable drop in the players skating speed when they have to handle a puck?
- How well does a player handle the puck while skating backwards?

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?
- Does the player select the appropriate shot for the situation?

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, effective 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?
- Does the player transition to defensive play and back check when their team loses possession of the puck?
- Does the player utilize proper timing to be a safe and effective checker?

Game Play - *Does the player show proper judgment in the face of competitive game situations?*

- Is the player focused on their performance throughout the entire game; exhibiting discipline and controlled emotions; fair play; honest effort; in the face of increased competition?
- Is the player aware of the different situations that take place in a game and makes appropriate adjustments, i.e.: score of the game, time left in the game, even strength vs penalty kill/power play etc.?

Goaltender Selection Criteria Overview

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:

- Basic Skating Skill
- Position-Specific movement skills
- Positional/Save movement skills
- Rebound – Control/Recovery/Tactical
- Transitional Play
- Advanced Positioning

Goalies will be evaluated in a similar 3 phase process as outlined above for the skaters. The key difference is that the goaltenders will receive a separate technical evaluation to observe the execution of the goalie specific skills outlined above.

This evaluation will be led by an independent goalie specific technical evaluator(s). The Association will strive to secure an evaluator that best meets the criteria of independence and evaluation skills. It is impossible however to guarantee that any goalie specific evaluator has not previously instructed goalies in the evaluation group.

Decisions on goalies progress throughout Phase 1 & 2 will continue to be made using the Evaluation Team concept. Decisions in Phase 3 will be the responsibility of the Coach; however the coach may exercise the right to consult the Goalie Evaluator to assist with the decisions.

Appendix B – Releasing 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

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!

When Your Child Doesn't Make the Team

What Parents Can Do To Help Their Child Cope with Getting [Released] from a Team

By Sue Marquette Poremba

My son's first tryout came in seventh grade for the middle-school basketball team. Until then, he played regularly in either the rec league or the church league. His specialty was blocking shots, because he was tall with long arms. He was also the only kid on his team who could shoot and dribble with either hand. Even with 30 kids trying out for 10 spots, he felt his chances were good.

In the end, my son didn't make it. A lot of good kids didn't make it. Still, he questioned himself. He thought he was good at basketball, but apparently he wasn't good enough. Would he also fail in other things? Rec leagues ended in sixth grade. There were no sports for him to do. He fell into a funk that affected everything else in his life.

Facing the Hard Facts – Not every child will be affected so deeply when not making the team, but all young athletes will eventually face the reality that sports are selective. Around the age of 11, children enter the period of select or elite teams. Little League picks "all-star" teams to compete in the World Series tournament. Soccer and basketball teams choose travel squads. By middle school, nearly all sports teams require tryouts (football being an exception).

"At the younger ages, effort and ability aren't separated," says Gregg Heinzmann, director of the Youth Sports Research Council. "When they hit adolescence, however, the kids begin to discover their athletic abilities are finite, just when they are entering stages with other age-related challenges and anxieties."

"Adolescence is the period of time where young peoples' physical development and psychological development are becoming formulated," says Charles Maher, professor of psychology at Rutgers University. "Developmentally, this is

the time for the more talented youth to be allowed to compete with others at the same level."

Maher, who is also the team psychologist for the Cleveland Indians and the Cleveland Cavaliers, points out that adolescents, whatever their natural talent levels may be, also tend to vary a great deal in their emotions and self-esteem. "If making the elite and travel teams signifies external rewards and recognitions, and the unabashed showcasing of young players and their coaches, this narcissistic attitude and self-centeredness will reinforce to those who do not make the teams that they are not 'good' people," he says.

The most obvious external reward is being able to be a part of a team and with that, the knowledge that, for now, the child's athletic ability is considered best among his or her peers. On the flip side, the children who don't get picked suffer a severe blow to their ego, and it is up to the parents to apply the salve.

"There is no way being cut won't hurt," says Maureen Busch of Stow, Mass., who has three children participating in sports. Although her children have made select teams, they have also been cut from teams before.

"The worst time came when my second son was cut from a team he had been on for multiple seasons," Busch says. "Everyone assumed he would make it again. That was a time he needed a lot more moral support. He felt a true sense of having lost something."

Helping Them Cope – What can parents do to help their child survive being passed over for a select team?

1. Explain that everyone gets a turn to shine. "Sometimes it is someone else's turn, and next time it could be yours," says Debbie Mandel, the author of *Turn on Your Inner Light: Fitness for Body, Mind and Soul* (Busy Bee Group, 2003).
2. Ask in advance what coaches will be looking for in a player and the commitment you and your child need to make if she makes the team, explains Stacy DeBroff, author of *Sign Me Up! The Parents' Complete Guide to Sports, Activities, Music Classes, Dance Lessons and Extracurriculars* (Free Press, 2003) Knowing what the coach expects ahead of time can alert the parents to whether or not this sport in this situation would be a good fit for the child.
3. Prepare your child for the possibility of not making the team before tryouts begin. "The parents should convey to their sons and daughters to prepare to make the team, to work hard to do so and most importantly, feel good about them self no matter the outcome," Maher says.
4. If your child truly enjoys the sport, do everything possible to keep them interested and involved. "If a child doesn't make a team, he is often discouraged and drops the sport," DeBroff says. "Stories abound of middle-of-the-road athletes who went on to excel." Michael Jordan is an excellent example of a young athlete who was cut by his school team,

but who didn't give up and tried out the next year. Look for alternative leagues, or sign them up for sports camps to improve their skills.

5. Allow them to feel the hurt of not making the team. Busch says that she and her husband let her children take the lead on how they want to deal with the disappointment. "If they needed to go off to their rooms for a while to deal with it-- that was fine," she says. "If they wanted to talk about it, we were there to listen and help put it in perspective."

6. Keep it in perspective. Oftentimes children are upset because they feel they let down their parents. "It is flattering to a parent when a coach wants your child to try out for a select team," Heinzmann says. Children pick up on parents' excitement, so reinforce to your child that you aren't disappointed in him, but disappointed for him.

Keeping It in Perspective – It is difficult enough for a child who hasn't made a select team, but doubly hard when his friends do get picked. "I see the kids on the team forming a group, and not being in that group leads to exclusion," says Steve Albert, a father and youth coach from Cranford, NJ. There could be a temporary break in the friendship, or it could end up in a permanent break. Parents should do whatever they can to encourage strengthening other friendships during this time.

In the long run, it is important that parents keep reality in perspective for their young athletes. All children will eventually suffer rejection; no one is immune to it. Some children bloom early, and some will have late growth spurts and puberty to improve their athletic ability.

"There are very few athletes who make it to the professional level and also very few who obtain college scholarships," Maher says. "Parents of young athletes would do well to keep these realities in mind. Parents need to emphasize the dictum of keeping everything, including sports, in perspective."



HOCKEY CANADA RETURN TO PLAY

Name of Player

is able to return to play following injuries sustained on

Date

Considerations /restrictions with respect to return to play:

Name of Treating Physician

Signature

Date: _____

This information is strictly confidential and will only be used to assist in the player's safe return to play. All records will be returned to the player.

Disclaimer: Personal information used, disclosed, secured or retained by Hockey Canada will be held solely for the purposes for which we collected it and in accordance with the National Privacy Principles contained in the Personal Information Protection and Electronic Documents Act as well as Hockey Canada's own Privacy Policy.



PLAYER EVALUATION AND SELECTION

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

Sample 1

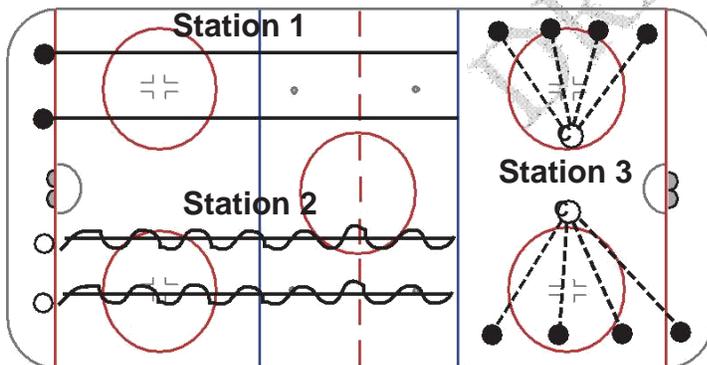
Ice Session 1

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

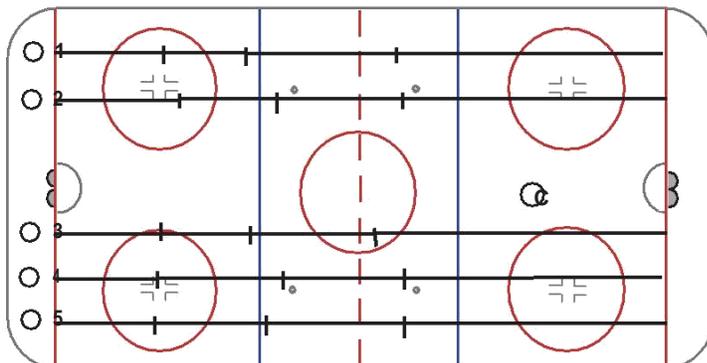
Warm-up	Stretch and Skate	10 minutes
3 Stations	1. Forwards and Backward Skating 2. Skating with Puck 3. Passing and Receiving - Stationary	30 Minutes 10 per station
Games with Purpose	Red light / Green Light - stopping skills	7 minutes
Explanation, Drill set-up and Cool Down		7 minutes



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.



PLAYER EVALUATION AND SELECTION

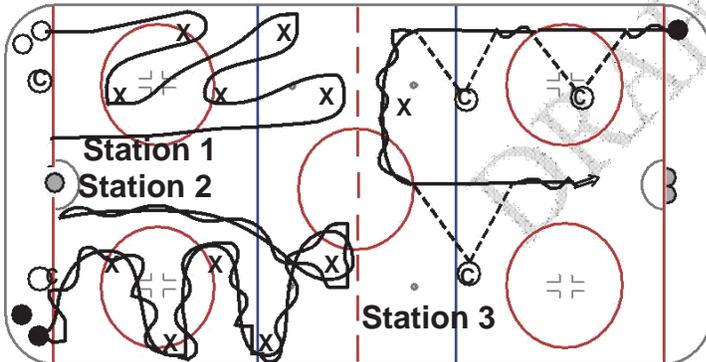
Ice Session 2

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

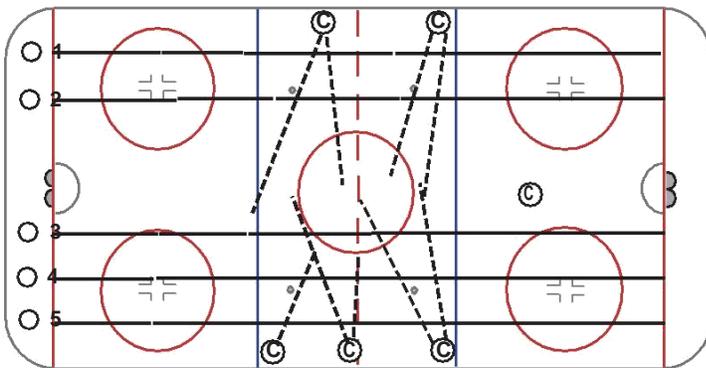
Forward skating without a puck, tight turns around the pylons

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.



PLAYER EVALUATION AND SELECTION

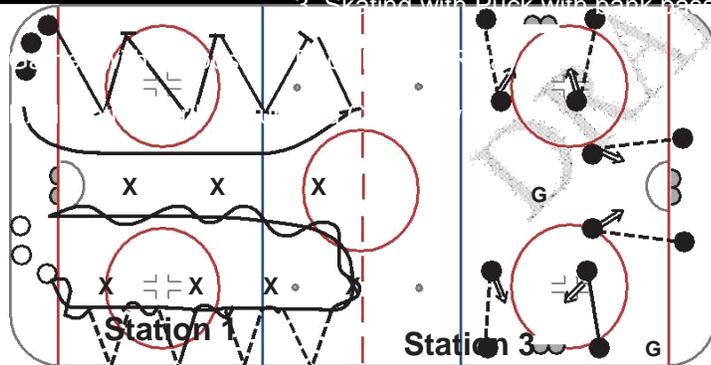
Ice Session 3

General Objective: Skating and Puck Control Skill Evaluation

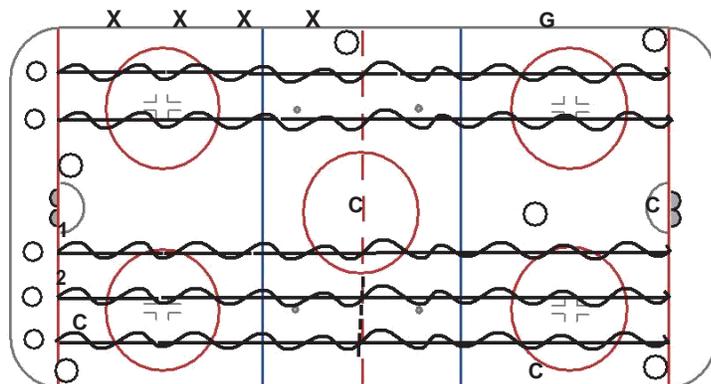
Specific Skills Being Evaluated: Starts and Stops
Forehand Shooting
Backhand Shooting
Skating with Puck
Bank pass and angles
Edge Control

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



Station 2



3

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

4

5

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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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PLAYER EVALUATION AND SELECTION

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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PLAYER EVALUATION AND SELECTION

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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Hockey Player Evaluation Form

Skills Observations – Looking for these two core skill competencies:

Use for: Observing players to evaluate individual hockey competencies. Do NOT Use For: Sharing with players/ parents.

IMPORTANT NOTE: Player evaluation is difficult to do. You will find that sometimes you are not sure where players rate. That is okay. Just go with the flow. Remember that by looking at the individual skills you will be creating a more valid evaluation.

Watch Players in Action. Put Pinnie #'s into Cells at Right:

Players Meet Criteria

May Meet

Do Not Yet Meet

Individual Hockey Skills

Skating

- proper athletic posture and skating stance; knees bent, butt low, chin up
- stride is smooth, balanced, coordinated; appears effortless when at speed
- stops in both directions equally as well
- balanced and coordinated when changing directions; pivots and turns fluidly
- strong crossovers, accelerates out of turns
- skates forwards and backwards equally as well, fluid transition in between

Puck Skills

- hands are away from body when handling the puck, chin is up
- controls puck in tight spaces in corners and along boards
- while in motion, the puck is controlled in front of body for a quick pass or shot release
- delivers strong passes for easy handling; makes eye contact, leads player
- adjusts body position, coordinated and balanced to keep or acquire the puck; gets puck under control quickly
- shoots without the need to get set; forces goalie to make save
- strong shot combined with a high degree of accuracy

Notes

Evaluation is critical to helping players improve. Use this form with a clipboard while watching your players in practice and in game play. Don't show them this form! Comparisons are NOT helpful. When complete, transfer information to Player Development Form.

