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NMHA GOALTENDER DEVELOPMENT
TRY-OUT EVALUATION PACKAGE
AUGUST, 2009



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Revised, August 2009

"Better People Through Hockey"

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BACKGROUND FOR COACHES, GOALTENDERS AND PARENTS

This document has been deliberately modeled after curriculum documents currently used in the province of Ontario. I believe that for this process to be accepted by the hockey community the year-round program -- instruction, assessment and evaluation -- must be pedagogically sound. The key words in this process (as applied to try-outs) are *assessment, evaluation* and *reporting*.

The Ontario Ministry of Education's view.....

Assessment is the process of gathering information from a variety of sources that accurately reflects how well a student is achieving the curriculum expectations in a course. As part of assessment, teachers provide students with descriptive feedback that guides their efforts towards improvement. Evaluation refers to the process of judging the quality of student work on the basis of established criteria, and assigning a value to represent that quality. Reporting on achievement of the curriculum expectations and for reporting on demonstrated skills required for effective learning is done through the provincial report card.

Hockey Canada's view.....

In the area of "Player Evaluation and Selection", Hockey Canada devotes three pages to goaltender evaluation. I summarize the document's emphasis in the following areas:

- Progression of skills – skating, movement, save movements, rebounds, transitional and advanced positioning
- Looking at the wrong things – controlled goaltending as opposed to spectacular goaltending (caused by poor positioning, reads)
- Assessment Bias – in areas of size and style

In Hockey Canada's words "assessments should be first and foremost performance based around fundamental skills, athleticism, and the goaltender's psychological makeup" (page 38). "Frequency is an important element. One should attempt to view the goaltender in question a number of times." (page 38)

NMHA's view.....

We have developed a model which takes the best of both systems – professional education and our national governing body. Hockey Canada does provide draft templates of evaluation drills by level (pages 39-52) and scoring/reporting templates (pages 54-55). Unfortunately, we have neither the ice allotment nor the human resources (coaches and kids) necessary to deliver on this level of detail required in our try-out system. We have many kids to evaluate and an extremely narrow on ice time window. The remainder of this document is the NMHA in-house solution to reflect our reality.

NMHA Assessment Tools = the drills and checklists contained in this document

NMHA Evaluation = assigning a score, based on observations, to each foundation strand

NMHA Reporting = scores and rankings provided to coach at the conclusion of the observation period

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THE GOALTENDER SKILL STRANDS

FOUNDATION STRANDS – the core areas which are part of an individual goaltender’s “package” of knowledge, skills and attitudes. The *italicized wording* used to describe each strand below also appears in the coach’s assessment template. The strands are as follows:

Stance: The evaluator requires evidence of *Balance* (laterally and forward/backward) and *Mechanics* (body and equipment positioning) when the goalie is static or moving.

Mobility: The evaluator requires evidence of *Skating* (sculling in the crease as well as full out skating) and *Movement Techniques* (*T-push, shuffle*) when repositioning.

Positioning: The evaluator requires evidence of *Centre Line* on Puck, *Depth* Adjustments, *Squareness* to Puck, and *Post Mechanics* (static post sets and dynamic post to post movements)

Save Techniques: The evaluator requires evidence of proper save *Selection, Execution* and *Rebound Control*

Game Situations: The evaluator requires evidence of the goaltender’s ability to *Read & React* to real game dynamic plays, *Recovery* techniques to facilitate repositioning and *Body Balance* to ensure maximum net coverage and efficient recoveries.

Intangibles: This can partly be assessed during an off-ice interview (where appropriate), but more through a long term relationship where the mental skills of *Focus/Concentration* (alert, follows play), *Anticipation* (reading plays/situations) and *Desire* (work ethic, positive attitude) can be demonstrated in a variety of situations.

The emphasis of these strands changes with varying levels of play. As a result, the following table illustrates weightings throughout a goalie’s MHA playing career.

WEIGHTINGS – relative emphasis attached to each strand/criteria – differentiated by age/ability levels

LEVEL OF PLAY	FOUNDATION STRANDS OF GOALTENDING					
	<u>STANCE</u>	<u>MOBILITY</u>	<u>POSITIONING</u>	<u>SAVE TECHNIQUES</u>	<u>GAME SITS</u>	<u>INTANGIBLES</u>
	<u>WEIGHTINGS (%)</u>					
Novice Atom	15	30	20	25	10	N/A
Peewee Bantam	5	22.5	22.5	20	20	10
Midget Junior	N/A	15	15	20	30	20

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THE EVALUATION FORM

The form below (set up with multiple tables on one page) will be used to assess (i.e. gather information) during in game observation periods.

<u>FOUNDATION STRAND</u>	<u>SPECIFIC CRITERIA</u>	<u>EVIDENCE</u> (what you observe)	<u>SCORE</u> From 1-5
STANCE	Balance Mechanics		
MOBILITY	Skating Shuffling T-Pushing		
POSITIONING	Centre Line Depth Adjustments Square to Puck Post Mechanics		
SAVES	Selection Execution Rebound Control		
GAME SITUATIONS	Recovery Techniques Body Balance Read & React		
INTANGIBLES	Focus/Concentration Anticipation Desire		

We suggest using a series of personal symbols during the heat of an on ice evaluation session (check marks if positive, a squiggly if OK and an “x” if poor). When it comes time to evaluate (placing a number from the list below in the score column above) you can scan across your evidence column (in addition to hand written comments you may have added over the course of the evaluation period(s)) to get your final number.

EVALUATION SCORE – the degree to which the individual has demonstrated proficiency in each specific foundational strand. It is based on all the evidence you have gathered over multiple assessment periods.

Level 1 – NEGLIGIBLE PERFORMANCE – unable to demonstrate skill – even with specific directives from coach (1/5) – **Would definitely not make the team** – does not fulfill all or most criteria

Level 2 – LIMITED PERFORMANCE - requires step by step prompts from coach in order to demonstrate skill (2/5) – **Would not likely make the team, but does fulfill a couple of criteria**

Level 3 – ADEQUATE PERFORMANCE - requires intermittent prompts from coach in order to demonstrate skill (3/5) – **Needs further evaluation to confirm one way or the other**

Level 4 – PROFICIENT PERFORMANCE – **Strong chance to make the team** - completes on own without prompts from coach in order to demonstrate skill (4/5)

Level 5 – SUPERIOR PERFORMANCE – **Would definitely make the team** - demonstrates variety of appropriate skills beyond expectations of age/skill level (5/5)

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FINAL EVALUATION AND RANKINGS

At the conclusion of the goalie evaluation session, the following sample form can be completed and given to the coaches on the spot. Below are two examples are two different age levels.

GOALIE = GREG SCOTT, MINOR ATOM

FOUND STRAND	RAW SCORE (5)	WEIGHTING (varies by level)	WEIGHTED SCORE
STANCE	4	15	$(4 \times 15) / 5 = 12$
MOBILITY	3	30	$(3 \times 30) / 5 = 18$
POSITIONING	4	20	$(4 \times 20) / 5 = 16$
SAVE TECHS	4	25	$(4 \times 25) / 5 = 20$
GAME SITS	2	10	$(2 \times 10) / 5 = 4$
INTANGIBLES	N/A	N/A	N/A
FINAL SCORE			70/100

GOALIE = GRAHAME HUGHES, MAJOR BANTAM

FOUND STRAND	RAW SCORE (5)	WEIGHTING (varies by level)	WEIGHTED SCORE
STANCE	4	5	$(4 \times 5) / 5 = 4$
MOBILITY	4	22.5	$(4 \times 22.5) / 5 = 18$
POSITIONING	4	22.5	$(4 \times 22.5) / 5 = 18$
SAVE TECHS	4	20	$(4 \times 20) / 5 = 16$
GAME SITS	2	20	$(2 \times 20) / 5 = 8$
INTANGIBLES	3	10	$3 \times 10 / 5 = 6$
FINAL SCORE			70/100

The goalies can be numerically ranked at the end of any evaluation session based on observable criteria during that ice session.

Our intentions is to proceed through try-outs as follows:

1. Not score and rate the goalies during the Saturday and Sunday large group sessions in order to allow goalies to get their legs and timing back.
2. Gather data and rank the goalies, using the forms in the Appendix of this document, on the goalie evaluation night for coaching staff to use to make the first set of releases in order to get down to the required number of goalies for next stage of try-outs.
3. Have a member of the goaltender evaluation team at all subsequent ice sessions to gather data using the form on page 4 of this document.
4. Create the final evaluation and rankings using the table above, for the remaining "x" goalies for final stage of 'AA' try-outs and give this to coaching staff.
5. Coaching staff will make final decisions.

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ON ICE EVALUATION DRILLS **NMHA GOALTENDER DEVELOPMENT PROGRAM** **AUGUST 2009**

These drills are designed to support the evaluation templates (previous page) assessing the areas of:

1. Stance – stationary and dynamic;
2. Mobility – skating and movement techniques;
3. Positioning – center line, squareness and depth;
4. Saves – selection, execution, and rebound control;
5. Game Situations – read and react and recovery

ICE USAGE/TIMELINES

Evaluators = 3 goaltender evaluators – one per zone

Nets & Placement = 3 nets – 2 must be PEGGED at each end, 3rd placed in referee's circle in neutral zone (preferably with temporary pegs so it can be secured)

Shooters = 8 shooters are required per session. Ideally, they are 2 years older than the goalies being evaluated. That ensures consistency in terms of size and speed, with an appropriate level of challenge. Further, there are 4 Left Handed shooters and 4 Right Handed shooters required per evaluation session.

Coach Leader = 2 per ice session to ensure that shooters are delivering consistency for goalies in each end zone and to clear pucks away from front of net as needed.

Goalie Groupings – divided into 3 equal groupings, they will travel in those groups for the night; goalies change in net depending on drill at each station; different goalie gets the “start” at each drill so that there is no bias. Goalies are instructed to get drinks between stations

Ice Usage = 50 minute ice time utilized as follows:

2 mins = goalies skate and stretch on own

2 mins = equal number of goalies with 1 shooter per group and pucks on each end zone face off dot

1 min = goalies to first zone to begin

15 minutes = rotation #1 (see next page)

15 minutes = rotation #2 (see next page)

15 minutes = rotation # 3 (see next page)

Ice set up for every rotation will be as follows:

End Zone #1 = Skill Assessment involving pucks and 4 shooters

Neutral Zone = Skill Assessment involving skating and mobility

End Zone # 2 = Skill Assessment involving pucks and 4 shooters

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The following two rotation sequence will be followed for goaltender evaluations at the Atom to Minor PW levels.

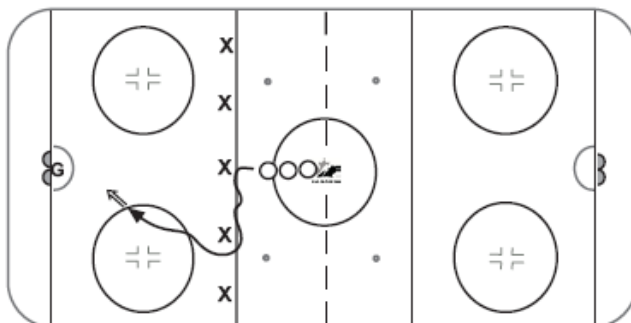
ROTATION #1 (24 minutes = 3 Zones x 7 Minutes per Zone, 1 minute movement)

End Zone # 1 = Angle Work – Hockey Canada, page 40

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

NOTES:

1. Second shooter leaves as soon as first shot hits goalie or goes wide of net.
2. Goalie changes after 2 rounds (4 shooters in total)



Foundation Strands to be Evaluated = Stance, Mobility, Positioning, Save Techniques

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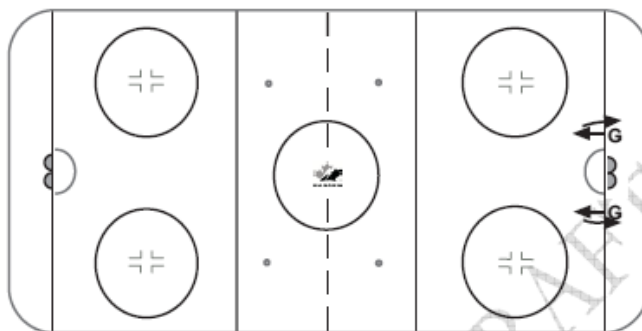
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Neutral Zone = Step Outs (Straight) – Hockey Canada, page 39

1. Have each goalie start against one of the posts
2. On the coach's "Go", G's will scull OR thrust out to a top-of-the-crease depth, stop and wait for "Back" command
3. On the next "Go", G's will scull back to the goal line, stop and wait against post
4. Repeat this 3 times from each post before changing goalies
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

NOTE: Net is located in ref's circle in neutral zone and one goalie goes per time

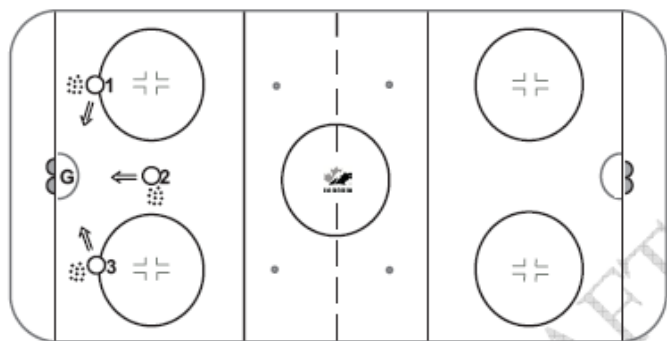


Foundation Strands to be Evaluated = Stance, Mobility

End Zone # 2 = Stationary Adjustments – Hockey Canada, page 41

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 O1 (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 from O2 (more upright stance)
 5. Repeat sequence to face O3 (again with compacting stance)
 6. Reverse the drill moving in the opposite direction using the opposite post.
- Change goalies in net after each has repeated to 3 locations off each post.

NOTE: Ensure all shooters allow the goalie to move out, set and then adjust their stance appropriately BEFORE releasing puck



Foundation Strands to be Evaluated = Stance, Movement, Positioning, Save Techniques
ROTATION #2 (24 minutes = 3 Zones x 7 Minutes per Zone, 1 minute movement)

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End Zone # 1 = Rebound Control, Positioning and Movement, Hockey Canada, page 45

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.

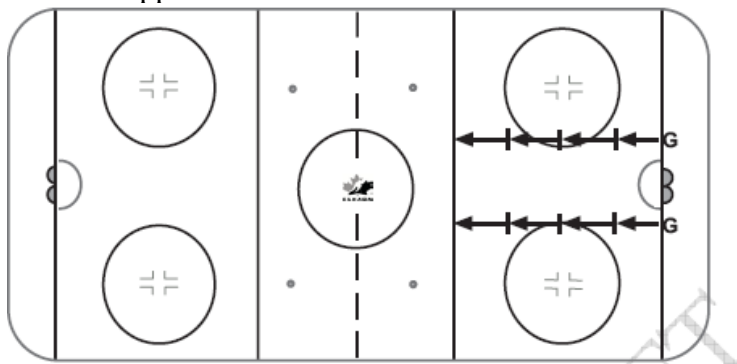


Foundation Strands to be Evaluated = Stance, Movement, Positioning, Save Techniques

Neutral Zone = Forward/Backward Adjustments/Starts and Stop, Hockey Canada, page 44

1. G's start against boards
2. On the coach's "Go", G's scull forward in stance 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 opposite boards.
5. Repeat this drill using backward sculling from the boards back to the boards.
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.

NOTE: This drill will happen from board to board in the neutral zone.



Foundation Strands to be Evaluated = Stance, Movement

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End Zone # 2 = Positional Assessment, Hockey Canada, page 44

1. X1 drives down the boards and around the pylon to release the shot in tight.
2. X2 meanwhile mirrors the movement on the other side without a puck.
3. As X1 comes around the cone, X2 hustles back out around the middle pylon and drives around it for a second shot on net from hash marks depth.
4. After taking the shot X2 drives down the slot for weak side rebound on shot 3.
5. X1 buys time and then drives around the opposite side pylon and releases the 3rd shot.

NOTE: Both players drive the net after puck 3 and play out rebound (if present).



Foundation Strands to be Evaluated = Mobility, Positioning, Save Techniques, Game Situations

The following sequence will be followed for goaltender evaluations at the Major PW level and above.

ROTATION #1 (24 minutes = 3 Zones x 7 Minutes per Zone, 1 minute movement)

Exactly the same rotation as rotation #2 from above section.

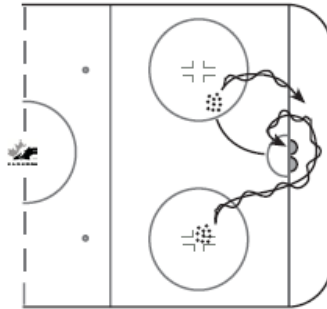
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ROTATION #2 (24 minutes = 3 Zones x 7 Minutes per Zone, 1 minute movement)

End Zone #1 = Accelerated Jams and/or Wrap Arouds, Hockey Canada, page 52

1. Pucks on the face off dots – X1 drives around the net with a puck and with speed and attempts to jam puck on short side or wrap around on the far side or tight walk out on far side.
2. X1 then immediately goes to the far dot to pick up a second puck and repeats the option on the opposite side.
3. 3. One play to each side and then change goalies.



Foundation Strands to be Evaluated = Mobility, Positioning, Save Techniques, Game Situations

Neutral Zone = Iron Cross using Centre Ice Circle

Goalie completes full iron cross (starting and finishing at same position) incorporating forward/backward sculls in stance, T-pushes and shuffles across center ice line.

Foundation Strands to be Evaluated = Stance, Mobility

End Zone # 2 = Depth Plus Lateral Feeds, Hockey Canada, page 50

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



Foundation Strands to be Evaluated = Mobility, Positioning, Save Techniques, Game Situation

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SHOOTER ROLES AND RESPONSIBILITIES

1. Arrive 30 minutes early. Use a different dressing room than the goalies if possible. Be ready for a briefing about 10 mins prior to ice time. Come on ice with goalies at start of session and sit on player's bench until called.
2. Be aware of the age of goalie you are shooting on. This will affect your skating speed, shot selection/weight/targeting and your range of motions.
3. Make real hockey plays. Make every play from start to finish with the intention of playing it like a game. Dipsy doodling rarely happens in game situations. It **cannot** happen during a goalie only try-out.
4. Be hard on the puck. Bear down and battle for rebounds (within reason) if the drill calls for it. Push every rebound directly from where the puck is to the middle of the net. Sniping top shelf or dangling back across the open net rarely happens on rebounds in real games with real defenders. It **cannot** happen during a goalie only try-out.
5. Wait for the goalie to initiate each play. You must stop and look at the goalie before starting your play. When they have moved into their goalie stance facing you, then you can begin your play.
6. Be serious. This is their try-out. It can be very stressful – like it maybe is for you or one of your friends.

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