



NMHA GOALTENDER DEVELOPMENT
TRY-OUT EVALUATION PACKAGE
REVISED FOR AUGUST, 2011



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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



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), *Desire* (work ethic, positive attitude) and *Past Playing History* (season long trends) 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



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)



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. Experience has led to a best practice where the final score is completed at the end of tryouts.

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. Observe and complete anecdotal notes the 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 as per NMHA policy.

ON ICE EVALUATION DRILLS
NMHA GOALTENDER DEVELOPMENT PROGRAM
AUGUST 2011

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

18 minutes = rotation #1

18 minutes = rotation #2

9 minutes = rotation # 3

Ice set up for every rotation will be as follows:

End Zones = Skill Assessment involving pucks and 3 shooters (sides mirrored at each end of ice to ensure evaluation in both directions)



Neutral Zone = Skill Assessment involving skating, mobility and 2 shooters

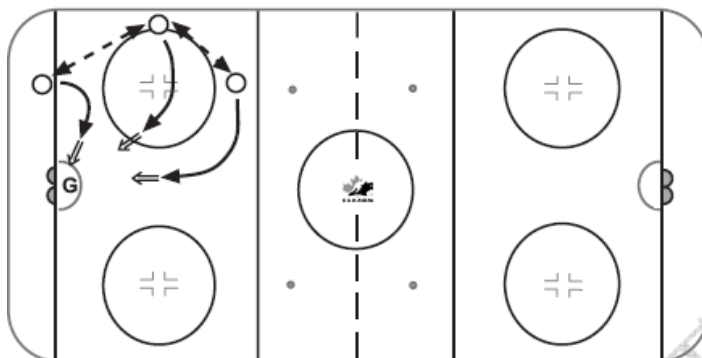
The following sequence will be followed for goaltender evaluations at the Atom to Minor PW levels.

ROTATION #1 (20 minutes = 3 Zones x 6 Minutes per Zone, 1 minute movement)

End Zones = ½ Wall Drill, Hockey Canada, page 42

X1, X2 and X3 position themselves as indicated. All pucks in corner with X1.

1. X1 makes tight walk out of corner, shoots and returns to corner. Rebound is NOT played out.
2. X1 passes to X2 on half wall, X2 walks to net and shoots to score. X2 continues to net to screen/deflect for next shot. Rebound is NOT played out.
3. X1 passes to X3, X3 shoots through screen/deflection from X2. X2 and X1 both go to net to play out the rebound.
4. G's stay in net for two sequences, then alternate.

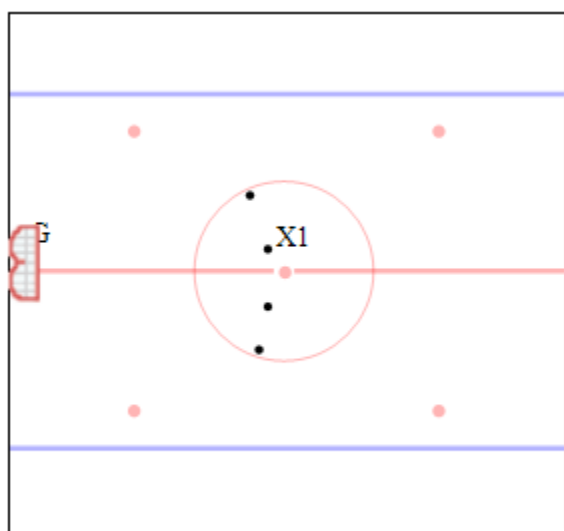


Foundation Strands to be Evaluated = Stance (adjustments), Positioning, Save Techniques



Neutral Zone = Step Outs off Post with Shot from Static Puck Positions

1. 4 pucks are positioned across center ice circle. Net is against boards in referees circle facing center ice circle. X1 is always in static set on a puck until release of shot, then moves and sets on any other puck until next release of shot.
2. G starts on either post. On Coaches “Go” moves post to post (as if tracking puck behind net)
3. G identifies X1 and challenges out. X1 releases shot as goalie crosses top of crease (**release time is critical to this drill**). G makes save and tracks rebound appropriately. Rebound is NOT played by X1.
4. G repeats sequence, alternating posts for next 3 pucks. X1 plays out any rebound in play on 4th puck.
5. G’s alternate when each 4 puck sequence is completed.



Foundation Strands to be Evaluated = Movement (post to post), Positioning (set on release of puck), Save Techniques



ROTATION #2 (20 minutes = 3 Zones x 6 Minutes per Zone, 1 minute movement)

End Zones = 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).
G's stay in net for 2 plays, then alternate.

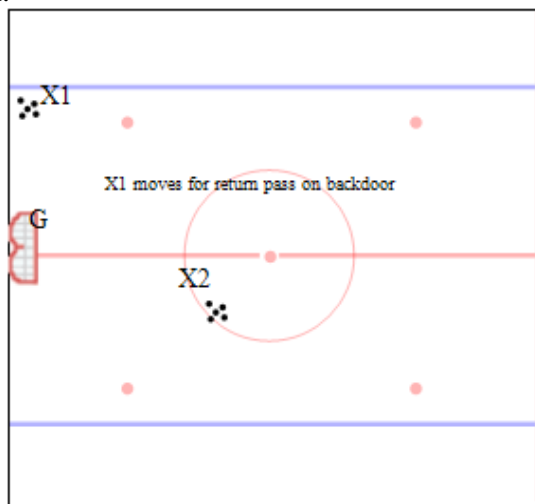


Foundation Strands to be Evaluated = Mobility, Positioning, Save Techniques, Game Situations



Neutral Zone = Step Outs off Post with Slide and Recovery

1. Net is against boards in referees circle facing center ice circle. X1 located against boards with pucks about 10' from net. X2 located on bottom of center ice circle.
2. G starts on post on X1. X1 passes out to static X2. X2 receives pass, cradles puck and passes back to X1 who has moved to backdoor position (**not too low**). X1 one times redirect to G who slides over with pass. Rebound is NOT played out.
3. G recovers quickly and repositions back to X2 who releases shot when G reaches top of crease (**release time is critical to this drill**). X1 goes to net and plays out any rebound.
4. Each G completes 3 plays off same post, rotate goalies, change sides after all G through rotation.



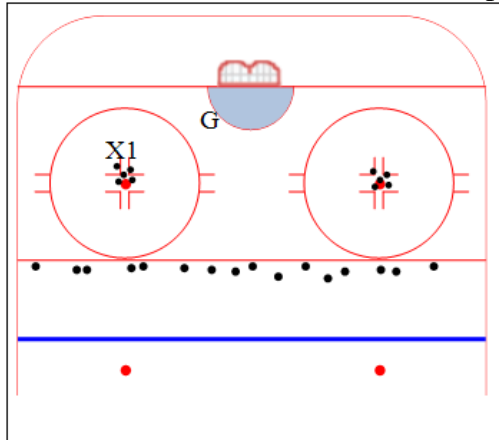
Foundation Strands to be Evaluated = Movement, Positioning, Game Situations



ROTATION #3 (8 minutes = 2 Zones x 4 Minutes per Zone)

End Zones = Wraparounds and Breakaways

1. G sets up on X1 on face off dot.
2. X1 hard net drive and makes accelerated wraparound or stop and reverse.
3. X1 digs at any rebound until Coach yells "OK." X1 races out to top of zone, picks up any puck and drives in straight line back to net for breakaway play.
4. G repeats play from other side, then G's alternate for 2 plays.



Foundation Strands to be Evaluated = Game Situations



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

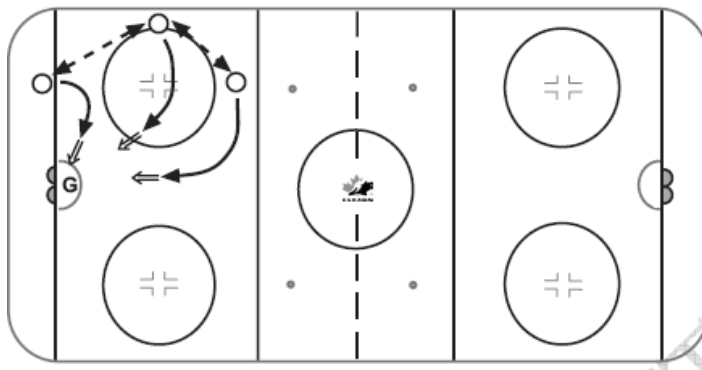
ROTATION #1 (20 minutes = 3 Zones x 6 Minutes per Zone, 1 minute movement)

End Zones = ½ Wall Drill, Hockey Canada, page 42

NOTE: Point 1 below will play out differently than diagram below.

X1, X2 and X3 position themselves as indicated. All pucks in corner with X1.

1. X1 drives hard to net and makes accelerated wrap around or reverse to short side. Rebound is NOT played out.
2. X1 returns to pucks and passes to X2 on half wall, X2 walks to net and shoots to score. X2 continues to net to screen/deflect for next shot. Rebound is NOT played out.
3. X1 passes to X3, X3 shoots through screen/deflection from X2. X2 and X1 both go to net to play out the rebound.
4. G's stay in net for two sequences, then alternate.

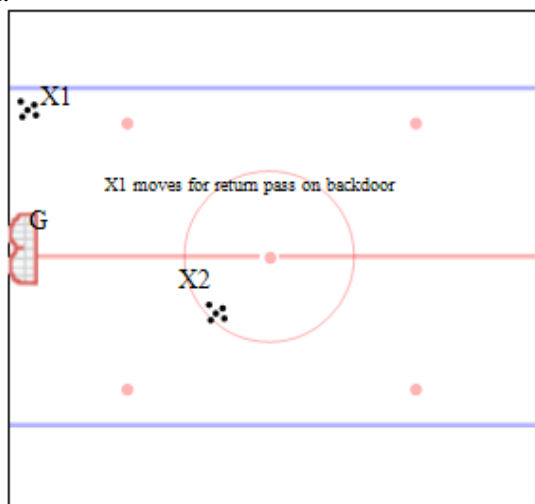


Foundation Strands to be Evaluated = Stance (adjustments), Positioning, Save Techniques



Neutral Zone = Step Outs off Post with Slide and Recovery

1. Net is against boards in referees circle facing center ice circle. X1 located against boards with pucks about 10' from net. X2 located on bottom of center ice circle.
2. G starts on post on X1. X1 passes out to static X2. X2 one touches back to X1 who has moved to backdoor position (**not too low**). X1 one times redirect to G who slides over with pass. Rebound is NOT played out.
3. G recovers quickly and repositions back to X2 who releases shot when G reaches top of crease (**release time is critical to this drill**). X1 goes to net and plays out any rebound.
4. Each G completes 3 plays off same post, rotate goalies, change sides after all G through rotation.



Foundation Strands to be Evaluated = Movement, Positioning, Game Situations



ROTATION #2 (20 minutes = 3 Zones x 6 Minutes per Zone, 1 minute movement)

End Zones = 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).
G's stay in net for 2 plays, then alternate.

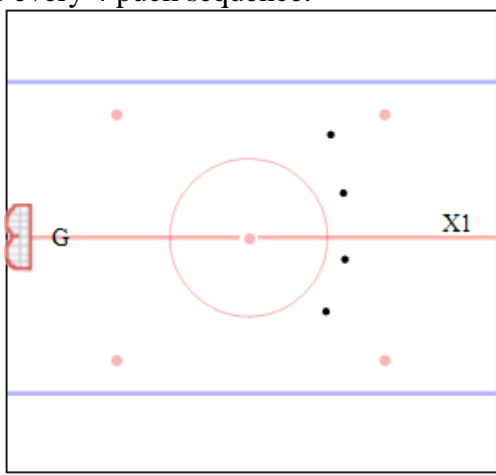


Foundation Strands to be Evaluated = Mobility, Positioning, Save Techniques, Game Situations



Neutral Zone = 4 Puck Bring It

1. 4 Pucks lined up across mid circle.
2. Coach yells “Go” and X1 grabs a puck and drives the net. X1 can make any play they want as long as the play is finished with **game speed**. Feet must keep moving. Rebound is NOT in play.
3. X1 in continuous motion on 2nd and 3rd pucks. Rebounds are NOT in play.
4. Rebound is played out on puck 4 until Coach signals drill over.
5. G’s alternate after every 4 puck sequence.



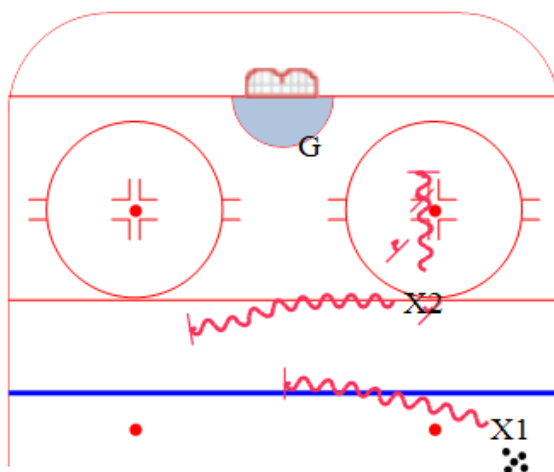
Foundation Strands to be Evaluated = Game Situations



ROTATION #3 (8 minutes = 2 Zones x 4 Minutes per Zone)

End Zones = Transitional Options with Breakaway

1. All pucks on one side of ice against boards at center ice. Drill is mirrored on each side of ice.
2. X1 sends puck to net with one of the following: soft dump on net, soft dump to corner or light rim around boards.
3. X2 either retreats to pick up puck from G, or sprints to opposite boards for pass/rim from G.
4. G secures puck, reads X2, and makes appropriate play – setting the puck or playing it.
5. If X2 goes back to retrieve puck from G, X2 sends out to X1 who comes in on hard breakaway. If X2 goes to side boards for pass from G, X2 gets puck and comes in on hard breakaway.
6. Gs change after 2 plays.



Foundation Strands to be Evaluated = Game Situations



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.

