



COACHING SKILL CREDENTIALING PROGRAMME GUIDE

PERFORMANCE CHEER
2020

The ICU Coaching Skill Credentialing programme is designed to test coaches on their current performance cheer knowledge. This guide has been created to help you prepare for the ICU Coaching Skill Credentialing Online and Live Virtual Practical Exams. It will outline the programme design, grading process, expectations and pass/fail requirements. We hope you will find this useful to prepare for the online exam and the live virtual practical exam with a certified ICU Facilitator. As always, please contact us if you have any questions or need assistance. Good luck!

Yours in Sport,

The International Cheer Union



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COACHING SKILL CREDENTIALING PROGRAMME OVERVIEW & ONLINE EXAM GUIDE

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Credential Programme Overview

The ICU Coaching Skill Credentialing programme for performance cheer consists of 2 Phases (Phase 1: beginner/intermediate and Phase 2: intermediate/advanced) for each of the three genres: Pom, Hip Hop, Jazz/High Kick. Phases must be completed in sequence for each genre. There are a total of six (6) different genres/phases in the performance cheer coaching skill credentialing programme:

- Pom Phase 1 (beginner/intermediate)
- Hip Hop Phase 1 (beginner/intermediate)
- Jazz/High Kick Phase 1 (beginner/intermediate)
- Pom Phase 2 (intermediate/advanced)
- Hip Hop Phase 2 (intermediate/advanced)
- Jazz/High Kick Phase 2 (intermediate/advanced)

There are two parts to each genre/phase credential. The first part is an online exam (described below), and the second part is a live virtual practical exam (described on the following page).

The programme does NOT test ICU Performance Cheer Rules. An online skill video glossary is available and may be helpful for preparation: <http://cheerunion.org/performancecheerglossary/>.

Part 1:

Online Exam Curriculum

After registration ([REGISTRATION LINK](#)) and payment are complete, you will receive the links to the online exams (one link per genre/phase requested). The online exam consists of 25 multiple choice and/or true/false questions per genre/phase. The questions cover terminology, skill recognition, fundamentals, proper technique, progressions and coaching concepts.

Assessment

A score of 80% or higher is required to pass the online exam. Coaches are given two attempts. After passing the online exam, part 2 (the live virtual practical exam) will be scheduled.





COACHING SKILL CREDENTIALING LIVE VIRTUAL PRACTICAL EXAM GUIDE

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Part 2:

Live Virtual Practical Exam Curriculum

Skills discussed are predetermined and progressional at each phase. The facilitator will present each skill to the coach, the coach will then be expected to describe the technical mechanics of each skill from start to finish. Other components of the exam include providing corrections for technique elements, explaining exercises/drills to help improve specific skills and the ability to logically respond to situational questions. The coach's responses will be assessed as "Very Satisfied", "Satisfied", "Somewhat Satisfied", or "Not Satisfied"

Objectives

The coach should be able to describe each skill thoroughly and confidently, with attention to detail and an in-depth understanding of the skill mechanics and teaching progression.

Assessment

The grading is based on the thoroughness of the explanation and a demonstrated understanding of the mechanics of the skill, rather than right vs. wrong answers. Passing each level is possible with a majority of marks in "Very Satisfied" and "Satisfied" for responses. A mark of "Not Satisfied" results in a fail, and 2 marks of "Somewhat Satisfied" will also result in a fail.

Preparation

Coaches should be prepared to thoroughly explain the following:

- Basic elements of warmup
- Instruction of elements of the genre for each phase (pom motions, characteristics of Locking, etc.)
- Instruction of skills in detail relevant to the genre and phase (turns, jumps/leaps, kicks, freezes, floorwork, etc.) with attention to proper technique, progressions and safety
- Athlete technical issues and skill corrections
- Teaching drills/exercises and how they are used for skill development
- Situational questions

