

## Coach Evaluators (CEs)

### How CEs get trained

Coach Evaluator training is competency-based; in other words, Coach Evaluator training focuses on developing the knowledge, skills, and attitudes that Coach Evaluators need to have to effectively evaluate and support coaches.

**Step 1:** CE core training

**Step 2:** GCG sport specific CE training

**Step 3:** Co-delivery

### How CEs get certified

Evaluation should take place after Coach Evaluators have had a number of opportunities to co-evaluate or evaluate on their own. All evaluations must be conducted by Master Coach Developers (MCDs).

Coach Evaluator evaluation is a five-step process:

- 1. Coach Evaluator submits their portfolio**
  - CE portfolio consists of 3 assessments from coaches they've evaluated and 1 self-assessment.
- 2. The MCD marks the Coach Evaluator's portfolio using:**
  - the *Summary of Assessments* tool.
  - the MCD uses the *Coach Evaluator Evaluation Tool* to assess the portfolio.
- 3. The MCD debriefs the portfolio with the Coach Evaluator**
  - Coach Evaluators learn best through debriefs
  - Additional evidences may be gathered during the debrief
  - The debrief is a chance to provide feedback to the Coach Evaluator, and an opportunity for the Coach Evaluator to reflect on his or her own practices with the support of an MCD
- 4. MCD and CE Create an Action Plan together**
  - An Action Plan will help Coach Evaluators improve their performance on the criteria they need to work on
  - The Action Plan is an agreed-on "next steps" for the Coach Evaluator and the Coach Evaluator and the MCD create it together
  - All Coach Evaluators, regardless of the result of their evaluation, receive an Action Plan
- 5. Complete administrative requirements**
  - The MCD sends copies to the Provincial Federation.
  - The result of the Coach Evaluator's evaluation is entered in the Locker by the Provincial Federation.

To become certified, a Coach Evaluator must achieve *Exceeds Expectations* or *Meets Expectations*:

1. Evaluates portfolios
2. Observes and evaluates coaches
3. Communicates and leads in ways that enhance coach learning



## CO-DELIVERY (For CE's)

### Introduction

Coach Evaluators observe and evaluate coaches who have completed training, and they have a major say in whether coaches become certified. Because of their direct contact with coaches, Coach Evaluators are the face of the NCCP for coaches, and coaches' experience in the evaluation process strongly shapes their perceptions of the NCCP. Coach Evaluators must therefore appear both objective and supportive as they guide coaches through the evaluation process. Since they are Coach Developers, Coach Evaluators must also abide by the *NCCP Coach Developer Code of Conduct*.

Coach Evaluators need training and support to perform their role well. A significant portion of the required support comes in the form of *co-evaluation*, where an inexperienced Coach Evaluator evaluates a coach with an experienced Coach Evaluator. This helps Coach Evaluator candidates learn and acquire skills in the most practical and efficient way possible.

The NCCP has established a formal co-evaluation process for use in all Coach Developer/Coach Evaluator training and certification. The following sections:

- ☐ Define co-evaluation as it applies to Coach Developers
- ☐ Present the principles underlying Coach Developer Co-evaluation
- ☐ Describe the steps in Coach Developer Co-evaluation

### Definition

*Coach Developer Co-evaluation* is a structured five-step process in which an experienced Coach Developer (CD) evaluates a coach with a less experienced Coach Evaluator.

### Principles of NCCP Coach Developer Co-evaluation

Three key principles underlie NCCP Coach Developer Co-evaluation, and all three are designed to ensure that Coach Developer Co-evaluation nurtures less experienced Coach Developers/Coach Evaluators and helps them develop.

- ☐ **Co-evaluation emphasizes the professional development and training of the less experienced CD.** Successful co-evaluation improves the CD-awareness and CD-knowledge of less experienced CDs; it also develops their individual skills and talents through support for the less experienced Coach Evaluator, improves their capacity to evaluate NCCP coach candidates, and helps fulfil their CD aspirations. Co-evaluation is **NOT** about more experienced CDs cloning themselves — the focus is on less experienced CDs becoming, with the guidance of more experienced CDs, the Coach Evaluator they want to be.
- ☐ **The co-evaluation environment provides a positive and supportive setting for learning.** Creating a safe and supportive environment is one of the most important responsibilities of more experienced Coach Developers. For their part, less experienced Coach Developers focus on learning and trying new things, trusting that they will not be criticized or negatively judged. More experienced Coach Developers observe and

provide feedback to less experienced Coach Developers, seeking always to learn from those they are mentoring and to ensure their full development as CDs.

- ❑ **The co-evaluation environment fully engages Coach Developers.** For less experienced Coach Developers/Coach Evaluators to learn and try new things (see the preceding principle), they must be fully engaged in the co-evaluation process and ready to change some of their ways of thinking. More experienced CDs help these changes along by paying close attention throughout and asking less experienced CDs questions that guide them to realizations about and solutions to their evaluation methods.

## Steps in Co-evaluation

Coach Developer Co-evaluation is a five-step process:

- 1 **Pre-planning meeting.** The purpose of the meeting is to plan the co-evaluation. This involves the following:
  - a The two CDs determine who is going to lead the prebrief with the coach and what questions they would like to ask during the prebrief. The CDs also decide who will outline the evaluation process for the coach.
  - b **Both** CDs outline their expectations for the evaluation. Together they determine the indicators they will use to assess the coach's skills and share adaptations they have made in the past to improve coaches' learning.
  - c The two CDs determine who is going to lead the debrief, who is going to provide feedback at the end of the debrief, and who is going to complete the Action Plan and make the final recommendation.
  - d The less experienced CD may use this time to ask the more experienced CD how he or she previously evaluated coaches. The more experienced CD may also ask questions that will help the less experienced CD plan and perform his or her evaluation. These questions usually focus on how the less experienced CD plans to observe the coach, what cues or indicators will tell the Coach Evaluator that the coach has achieved the prescribed criteria, and what criteria may prove the most difficult to assess.
- 2 **Observation of the coach.** Each CD completes the selected evaluation tool independently while observing the coach. There may be enough time between the observation and the debrief for the less experienced CD to ask the more experienced CD questions about the observation process or for the two CDs to discuss the key points they want to address in the debrief.
- 3 **Debrief.** The purpose of the debrief is to allow the coach to reflect on his or her performance and for the CDs to give the coach feedback:
  - a One CD takes the lead in the debrief, asking questions that focus on how the coach feels about his or her performance, how the coach sees his or her actions, what the coach learned during the evaluation, and how the coach plans to transfer this learning to future coaching sessions. The other CD may take some part in the conversation around these questions but must allow the coach to do most of the talking in the debrief.
  - b Once the reflective part of the debrief is over, one of the CDs gives the coach feedback on any topics that did not come up during the coach's reflection.
  - c **One CD** directs the process of completing the Action Plan and making the final recommendation about whether to certify the coach.

- 4 **Reflective conversation.** The reflective conversation serves two purposes:
  - a It gives the more experienced CD an opportunity to summarize and give feedback to the less experienced CD. This usually involves asking the less experienced CD questions that get him or her to analyze and reflect on what he or she learned and to think about how to transfer this learning to his or her next evaluation.
  - b It allows the less experienced CD to present what he or she observed and to ask the more experienced CD about these observations.
- 5 **Administration.** The experienced Coach Developer OR the governing organization enters the co-evaluation event in the NCCP Database (the Locker).



## Co-delivery Feedback Form

**Instructions:** Thank you for deciding to co-deliver with another Coach Developer (CD). Such co-delivery is important to the ongoing growth of our coaches and programs. We want to continually improve our processes. Please take a few minutes to provide feedback to the other CD on your co-delivery experience.

MCD's/CD's Name: \_\_\_\_\_ Co-delivering CD: \_\_\_\_\_

Sport: \_\_\_\_\_ Date: \_\_\_\_\_

Outcome: Supports Participants during Co-delivery		
Criteria	Check One	Evidence
Prebrief Meeting	<input type="checkbox"/>	The MCD prebriefed me before we co-delivered and let me express my feelings/concerns about my goals and my plan
	<input type="checkbox"/>	The MCD prebriefed me before we co-delivered to define roles and tasks during the co-delivery and let me choose the pieces I was most comfortable with
	<input type="checkbox"/>	The MCD did not meet with me before co-delivering with me
Intervention during Co-delivery	<input type="checkbox"/>	The MCD provided opportunities for guided discovery, allowing me to learn through experience and from feedback, gave me feedback at appropriate times during co-delivery, and encouraged me to ask questions at appropriate times during co-delivery
	<input type="checkbox"/>	The MCD respected the roles and responsibilities established in the prebrief and gave me feedback at appropriate times during co-delivery
	<input type="checkbox"/>	The MCD intervened often or at inappropriate times during co-delivery or failed to intervene when it was required
Reflective Conversation	<input type="checkbox"/>	The MCD asked leading questions to get me to reflect on my performance and identify areas that needed improvement, gave me feedback, and encouraged me to ask questions during co-delivery
	<input type="checkbox"/>	The MCD asked leading questions to get me to identify areas that needed improvement and worked with me to develop an Action Plan to enhance my skills
	<input type="checkbox"/>	The MCD told me what I needed to do to improve and gave me an Action Plan to follow

Comments:



## Coach Evaluator Portfolios

### Introduction

In the NCCP, portfolios are the foundation of the evaluation process for all coaches and Coach Developers. Simply put, portfolios are the sets of materials that those seeking certification are evaluated on. The materials in NCCP portfolios:

- ☐ Are chosen for their relevance to assessing the ability of coaches or Coach Developer candidates to perform their role
- ☐ Vary from role to role. For example, the materials in a coach candidate's portfolio are different from the materials a Coach Evaluator candidate must assemble for his or her portfolio.
- ☐ Vary from sport to sport. Coach Evaluator candidates in karate, for instance, are required to include different materials in their portfolios than Coach Evaluator candidates in swimming.

In the case of Coach Evaluators, the portfolio must include:

- ☐ Completed assessments of the Coach Evaluator candidate from three coaches the candidate evaluated. [Coach's Assessment of the Coach Evaluator](#) is used for these assessments.
- ☐ A completed self-assessment from the Coach Evaluator candidate. [Self-assessment by the Coach Evaluator](#) is used for this assessment.

In the NCCP, portfolio content focuses on the assessment of real-life performance and the assessment of outcomes.



## Coach's Assessment of the Coach Evaluator

**Instructions:** Thank you for taking the step to be certified within the NCCP. This is important to the ongoing growth of our athletes. We want to continually improve our processes. Please take a few minutes to provide feedback to your Coach Evaluator on the experience you had.

Coach's Name: \_\_\_\_\_ Coach Evaluator: \_\_\_\_\_

Sport: \_\_\_\_\_ Date: \_\_\_\_\_

Outcome: Evaluates Portfolios		
Criteria	Check One	Evidence
Collects Portfolio	<input type="checkbox"/>	<input type="checkbox"/> The Coach Evaluator collected my portfolio at least 2 weeks before the formal observation
	<input type="checkbox"/>	<input type="checkbox"/> The Coach Evaluator collected my portfolio in the 2 weeks before the formal observation
	<input type="checkbox"/>	<input type="checkbox"/> The Coach Evaluator didn't collect my portfolio before the formal observation
Marks Portfolio	<input type="checkbox"/>	<input type="checkbox"/> The Coach Evaluator provided specific descriptive and prescriptive feedback throughout my portfolio
	<input type="checkbox"/>	<input type="checkbox"/> The Coach Evaluator provided feedback on parts of my portfolio
	<input type="checkbox"/>	<input type="checkbox"/> The Coach Evaluator didn't provide any feedback on my portfolio
Debriefs Portfolio	<input type="checkbox"/>	<input type="checkbox"/> The Coach Evaluator asked questions that 1) led me to reflect on my portfolio and 2) helped me identify my strengths, weaknesses, and opportunities for improvement; he or she also provided examples of best practices
	<input type="checkbox"/>	<input type="checkbox"/> The Coach Evaluator suggested areas where I could improve
	<input type="checkbox"/>	<input type="checkbox"/> The Coach Evaluator asked vague questions, asked questions that focused on weaknesses in my performance, or provided feedback without giving me an opportunity to discuss it
Outcome: Observes and Evaluates Coaches		
Criteria	Check One	Evidence
Arranges a Prebrief	<input type="checkbox"/>	<input type="checkbox"/> The Coach Evaluator contacted me at least 1 week before the formal observation
	<input type="checkbox"/>	<input type="checkbox"/> The Coach Evaluator contacted me in the week before the formal observation
	<input type="checkbox"/>	<input type="checkbox"/> The Coach Evaluator contacted me the day of the formal observation
Completes the Prebrief	<input type="checkbox"/>	<input type="checkbox"/> The Coach Evaluator explained the evaluation process, reviewed the evaluation tool(s), and let me ask questions, seek clarification, express concerns, etc.
	<input type="checkbox"/>	<input type="checkbox"/> The Coach Evaluator explained the evaluation process and reviewed the evaluation tool(s)
	<input type="checkbox"/>	<input type="checkbox"/> The Coach Evaluator didn't do a prebrief

Outcome: Observes and Evaluates Coaches		
Criteria	Check One	Evidence
<b>Creates a Comfortable Atmosphere during the Prebrief</b>	<input type="checkbox"/>	<input type="checkbox"/> The Coach Evaluator asked lots of questions, gave me time to think about and formulate questions, answered questions in a positive manner, and encouraged me to use the evaluation as an opportunity for growth
	<input type="checkbox"/>	<input type="checkbox"/> The Coach Evaluator asked questions and gave me a chance to provide input
	<input type="checkbox"/>	<input type="checkbox"/> The Coach Evaluator didn't ask any questions or describe the educational purpose of the evaluation
<b>Uses Approved Coach Evaluation Tool(s) to Collect Data</b>	<input type="checkbox"/>	<input type="checkbox"/> The Coach Evaluator used evaluation tool(s) to collect data and provide feedback on my performance
	<input type="checkbox"/>	<input type="checkbox"/> The Coach Evaluator used evaluation tool(s) to collect data on my performance
	<input type="checkbox"/>	<input type="checkbox"/> The Coach Evaluator based observations on impressions and feelings
<b>Completes a Debrief</b>	<input type="checkbox"/>	<input type="checkbox"/> The Coach Evaluator asked questions that 1) led me to reflect on my performance, 2) helped me identify my strengths, weaknesses, and opportunities for improvement, and 3) allowed me to express my feelings, analyze the training, and synthesize new learnings from the experience
	<input type="checkbox"/>	<input type="checkbox"/> The Coach Evaluator asked questions that led me to reflect on my performance; he or she also suggested areas where I could improve
	<input type="checkbox"/>	<input type="checkbox"/> The Coach Evaluator asked vague questions, asked questions that focused on weaknesses in my performance, or provided feedback without giving me an opportunity to discuss it
<b>Completes an Action Plan</b>	<input type="checkbox"/>	<input type="checkbox"/> The Coach Evaluator worked with me to develop an Action Plan; he or she also confirmed that I understood the purpose and value for growth and professional development of each item in the Action Plan
	<input type="checkbox"/>	<input type="checkbox"/> The Coach Evaluator worked with me to develop an Action Plan for growth and professional development
	<input type="checkbox"/>	<input type="checkbox"/> No action plan was created
<b>Makes a Recommendation about the Coach's Certification</b>	<input type="checkbox"/>	<input type="checkbox"/> The Coach Evaluator made a recommendation about my certification, based his or her recommendation on observations made during the evaluation of my performance, and confirmed that I understood the recommendation
	<input type="checkbox"/>	<input type="checkbox"/> The Coach Evaluator made a recommendation about my certification
	<input type="checkbox"/>	<input type="checkbox"/> The Coach Evaluator made a recommendation about my certification but didn't support it with observations made during the evaluation of my performance; he or she also didn't confirm that I understood or agreed to the recommendation



Outcome: Communicates and Leads in Ways that Enhance Coach Learning		
Criteria	Check One	Evidence
<b>Promotes a Positive Image of Canadian Sport</b>	<input type="checkbox"/>	<input type="checkbox"/> The Coach Evaluator promoted a positive image of Canadian sport and modelled NCCP values and philosophy
	<input type="checkbox"/>	<input type="checkbox"/> The Coach Evaluator presented a negative image of Canadian sport and modelled inappropriate values and behaviours
<b>Communicates: Listening Techniques</b>	<input type="checkbox"/>	<input type="checkbox"/> The Coach Evaluator used a variety of listening and questioning techniques and adapted them to suit both individuals and groups
	<input type="checkbox"/>	<input type="checkbox"/> The Coach Evaluator used listening and questioning techniques effectively
	<input type="checkbox"/>	<input type="checkbox"/> The Coach Evaluator made limited use of effective listening and questioning techniques
<b>Communicates: Non-verbal Cues</b>	<input type="checkbox"/>	<input type="checkbox"/> The Coach Evaluator used non-verbal cues to enhance the message being delivered
	<input type="checkbox"/>	<input type="checkbox"/> The Coach Evaluator's non-verbal cues were consistent with the message being delivered
	<input type="checkbox"/>	<input type="checkbox"/> The Coach Evaluator's non-verbal cues were inconsistent with the message being delivered
<b>Uses Respectful Language</b>	<input type="checkbox"/>	<input type="checkbox"/> The Coach Evaluator effectively addressed any comments I made that were racist, sexist, or demeaning to others
	<input type="checkbox"/>	<input type="checkbox"/> The Coach Evaluator used language that was respectful and promoted inclusion
	<input type="checkbox"/>	<input type="checkbox"/> The Coach Evaluator used language that was racist, sexist, or demeaning to others or allowed others to use language that was racist, sexist, or demeaning to others
<b>Encourages Self-directed Learning</b>	<input type="checkbox"/>	<input type="checkbox"/> The Coach Evaluator encouraged me to explore, problem-solve, and value learning
	<input type="checkbox"/>	<input type="checkbox"/> The Coach Evaluator helped me become a self-directed learner
	<input type="checkbox"/>	<input type="checkbox"/> The Coach Evaluator didn't encourage me to become a self-directed learner
<b>Provides Constructive Feedback</b>	<input type="checkbox"/>	<input type="checkbox"/> The Coach Evaluator engaged me in a two-way discussion about my development
	<input type="checkbox"/>	<input type="checkbox"/> The Coach Evaluator provided feedback that was positive, specific, and informative
	<input type="checkbox"/>	<input type="checkbox"/> The Coach Evaluator provided feedback that was negative or judgemental or both



## Self-assessment by the Coach Evaluator

**Instructions:** Self-reflection is a powerful tool. Take a moment to reflect on a past evaluation and fill in the self-assessment tool below.

Coach Evaluator: \_\_\_\_\_

Sport: \_\_\_\_\_ Date: \_\_\_\_\_

Outcome: Evaluates Portfolios		
Criteria	Check One	Evidence
Collects Portfolio	<input type="checkbox"/>	<input type="checkbox"/> I collected the coach's portfolio at least 2 weeks before the formal observation
	<input type="checkbox"/>	<input type="checkbox"/> I collected the coach's portfolio in the 2 weeks before the formal observation
	<input type="checkbox"/>	<input type="checkbox"/> I didn't collect the coach's portfolio before the formal observation
Marks Portfolio	<input type="checkbox"/>	<input type="checkbox"/> I used an approved marking tool to provide specific descriptive and prescriptive feedback throughout the coach's portfolio
	<input type="checkbox"/>	<input type="checkbox"/> I used an approved marking tool to provide feedback on parts of the coach's portfolio
	<input type="checkbox"/>	<input type="checkbox"/> I didn't provide any feedback on the coach's portfolio
Debriefs Portfolio	<input type="checkbox"/>	<input type="checkbox"/> I asked questions that 1) led the coach to reflect on his or her portfolio and 2) helped the coach identify his or her strengths, weaknesses, and opportunities for improvement; I also provided examples of best practices
	<input type="checkbox"/>	<input type="checkbox"/> I suggested areas where the coach could improve
	<input type="checkbox"/>	<input type="checkbox"/> I asked vague questions, asked questions that focused on weaknesses in the coach's performance, or provided feedback without giving the coach an opportunity to discuss it
Outcome: Observes and Evaluates Coaches		
Criteria	Check One	Evidence
Arranges a Prebrief	<input type="checkbox"/>	<input type="checkbox"/> I contacted the coach at least 1 week before the formal observation
	<input type="checkbox"/>	<input type="checkbox"/> I contacted the coach in the week before the formal observation
	<input type="checkbox"/>	<input type="checkbox"/> I contacted the coach the day of the formal observation
Completes the Prebrief	<input type="checkbox"/>	<input type="checkbox"/> I explained the evaluation process, reviewed the evaluation tool(s), and let the coach ask questions, seek clarification, express concerns, etc.
	<input type="checkbox"/>	<input type="checkbox"/> I explained the evaluation process and reviewed the evaluation tool(s)
	<input type="checkbox"/>	<input type="checkbox"/> I didn't do a prebrief

Outcome: Observes and Evaluates Coaches		
Criteria	Check One	Evidence
<b>Creates a Comfortable Atmosphere during the Prebrief</b>	<input type="checkbox"/>	<input type="checkbox"/> I asked lots of questions, gave the coach time to think about and formulate questions, answered questions in a positive manner, and encouraged the coach to use the evaluation as an opportunity for growth
	<input type="checkbox"/>	<input type="checkbox"/> I asked questions and gave the coach a chance to provide input
	<input type="checkbox"/>	<input type="checkbox"/> I didn't ask any questions or describe the educational purpose of the evaluation
<b>Uses Approved Coach Evaluation Tool(s) to Collect Data</b>	<input type="checkbox"/>	<input type="checkbox"/> I used approved coach evaluation tool(s) to collect data and provide feedback on the coach's performance
	<input type="checkbox"/>	<input type="checkbox"/> I used approved coach evaluation tool(s) to collect data on the coach's performance
	<input type="checkbox"/>	<input type="checkbox"/> I based my observations on impressions and feelings
<b>Completes a Debrief</b>	<input type="checkbox"/>	<input type="checkbox"/> I asked questions that 1) led the coach to reflect on his or her performance, 2) helped the coach identify his or her strengths, weaknesses, and opportunities for improvement, and 3) allowed the coach to express his or her feelings, analyze the training, and synthesize new learnings from the experience
	<input type="checkbox"/>	<input type="checkbox"/> I asked questions that led the coach to reflect on his or her performance; I also suggested areas where the coach could improve
	<input type="checkbox"/>	<input type="checkbox"/> I asked vague questions, asked questions that focused on weaknesses in the coach's performance, or provided feedback without giving the coach an opportunity to discuss it
<b>Completes an Action Plan</b>	<input type="checkbox"/>	<input type="checkbox"/> I worked with the coach to develop an Action Plan; I also confirmed that the coach understood the purpose and value for growth and professional development of each item in the Action Plan
	<input type="checkbox"/>	<input type="checkbox"/> I worked with the coach to develop an Action Plan for growth and professional development
	<input type="checkbox"/>	<input type="checkbox"/> No action plan was created
<b>Makes a Recommendation about the Coach's Certification</b>	<input type="checkbox"/>	<input type="checkbox"/> I made a recommendation about the coach's certification, based my recommendation on observations made during the evaluation of the coach's performance, and confirmed that the coach understood the recommendation
	<input type="checkbox"/>	<input type="checkbox"/> I made a recommendation about the coach's certification
	<input type="checkbox"/>	<input type="checkbox"/> I made a recommendation about the coach's certification but didn't support it with observations made during the evaluation of the coach's performance; I also didn't confirm that the coach understood or agreed to the recommendation

Outcome: Communicates and Leads in Ways that Enhance Coach Learning		
Criteria	Check One	Evidence
<b>Promotes a Positive Image of Canadian Sport</b>	<input type="checkbox"/>	<input type="checkbox"/> I promoted a positive image of Canadian sport and modelled NCCP values and philosophy
	<input type="checkbox"/>	<input type="checkbox"/> I presented a negative image of Canadian sport and modelled inappropriate values and behaviours
<b>Communicates: Listening Techniques</b>	<input type="checkbox"/>	<input type="checkbox"/> I used a variety of listening and questioning techniques and adapted them to suit both individuals and groups
	<input type="checkbox"/>	<input type="checkbox"/> I used listening and questioning techniques effectively
	<input type="checkbox"/>	<input type="checkbox"/> I made limited use of effective listening and questioning techniques
<b>Communicates: Non-verbal Cues</b>	<input type="checkbox"/>	<input type="checkbox"/> I used non-verbal cues to enhance the message being delivered
	<input type="checkbox"/>	<input type="checkbox"/> My non-verbal cues were consistent with the message being delivered
	<input type="checkbox"/>	<input type="checkbox"/> My non-verbal cues were inconsistent with the message being delivered
<b>Uses Respectful Language</b>	<input type="checkbox"/>	<input type="checkbox"/> I effectively addressed any comments the coach made that were racist, sexist, or demeaning to others
	<input type="checkbox"/>	<input type="checkbox"/> I used language that was respectful and promoted inclusion
	<input type="checkbox"/>	<input type="checkbox"/> I used language that was racist, sexist, or demeaning to others or allowed others to use language that was racist, sexist, or demeaning to others
<b>Encourages Self-directed Learning</b>	<input type="checkbox"/>	<input type="checkbox"/> I encouraged the coach to explore, problem-solve, and value learning
	<input type="checkbox"/>	<input type="checkbox"/> I helped the coach become a self-directed learner
	<input type="checkbox"/>	<input type="checkbox"/> I didn't encourage the coach to become a self-directed learner
<b>Provides Constructive Feedback</b>	<input type="checkbox"/>	<input type="checkbox"/> I engaged the coach in a two-way discussion about his or her development
	<input type="checkbox"/>	<input type="checkbox"/> I provided feedback that was positive, specific, and informative
	<input type="checkbox"/>	<input type="checkbox"/> I provided feedback that was negative or judgemental or both

## Coach's Assessment of the Coach Evaluator

**Instructions:** Thank you for agreeing to perform this assessment. Please take a few minutes to complete this form. Send the completed form back to the Coach Evaluator.

Coach's Name: \_\_\_\_\_ Coach Evaluator: \_\_\_\_\_

Sport: \_\_\_\_\_ Date: \_\_\_\_\_

Outcome: Evaluates Portfolios		
Criteria	Check One	Evidence
<b>Collects Portfolio</b>	<input type="checkbox"/>	The Coach Evaluator collected my portfolio at least 2 weeks before the formal observation
	<input type="checkbox"/>	The Coach Evaluator collected my portfolio in the 2 weeks before the formal observation
	<input type="checkbox"/>	The Coach Evaluator didn't collect my portfolio before the formal observation
<b>Marks Portfolio</b>	<input type="checkbox"/>	The Coach Evaluator provided specific descriptive and prescriptive feedback throughout my portfolio
	<input type="checkbox"/>	The Coach Evaluator provided feedback on parts of my portfolio
	<input type="checkbox"/>	The Coach Evaluator didn't provide any feedback on my portfolio
<b>Debriefs Portfolio</b>	<input type="checkbox"/>	The Coach Evaluator asked questions that 1) led me to reflect on my portfolio and 2) helped me identify my strengths, weaknesses, and opportunities for improvement; he or she also provided examples of best practices
	<input type="checkbox"/>	The Coach Evaluator suggested areas where I could improve
	<input type="checkbox"/>	The Coach Evaluator asked vague questions, asked questions that focused on weaknesses in my performance, or provided feedback without giving me an opportunity to discuss it
Outcome: Observes and Evaluates Coaches		
Criteria	Check One	Evidence
<b>Arranges a Prebrief</b>	<input type="checkbox"/>	The Coach Evaluator contacted me at least 1 week before the formal observation
	<input type="checkbox"/>	The Coach Evaluator contacted me in the week before the formal observation
	<input type="checkbox"/>	The Coach Evaluator contacted me the day of the formal observation
<b>Completes the Prebrief</b>	<input type="checkbox"/>	The Coach Evaluator explained the evaluation process, reviewed the evaluation tool(s), and let me ask questions, seek clarification, express concerns, etc.
	<input type="checkbox"/>	The Coach Evaluator explained the evaluation process and reviewed the evaluation tool(s)
	<input type="checkbox"/>	The Coach Evaluator didn't do a prebrief

Outcome: Observes and Evaluates Coaches		
Criteria	Check One	Evidence
<b>Creates a Comfortable Atmosphere during the Prebrief</b>		<input type="checkbox"/> The Coach Evaluator asked lots of questions, gave me time to think about and formulate questions, answered questions in a positive manner, and encouraged me to use the evaluation as an opportunity for growth
		<input type="checkbox"/> The Coach Evaluator asked questions and gave me a chance to provide input
		<input type="checkbox"/> The Coach Evaluator didn't ask any questions or describe the educational purpose of the evaluation
<b>Uses Approved Coach Evaluation Tool(s) to Collect Data</b>		<input type="checkbox"/> The Coach Evaluator used evaluation tool(s) to collect data and provide feedback on my performance
		<input type="checkbox"/> The Coach Evaluator used evaluation tool(s) to collect data on my performance
		<input type="checkbox"/> The Coach Evaluator based observations on impressions and feelings
<b>Completes a Debrief</b>		<input type="checkbox"/> The Coach Evaluator asked questions that 1) led me to reflect on my performance, 2) helped me identify my strengths, weaknesses, and opportunities for improvement, and 3) allowed me to express my feelings, analyze the training, and synthesize new learnings from the experience
		<input type="checkbox"/> The Coach Evaluator asked questions that led me to reflect on my performance; he or she also suggested areas where I could improve
		<input type="checkbox"/> The Coach Evaluator asked vague questions, asked questions that focused on weaknesses in my performance, or provided feedback without giving me an opportunity to discuss it
<b>Completes an Action Plan</b>		<input type="checkbox"/> The Coach Evaluator worked with me to develop an Action Plan; he or she also confirmed that I understood the purpose and value for growth and professional development of each item in the Action Plan
		<input type="checkbox"/> The Coach Evaluator worked with me to develop an Action Plan for growth and professional development
		<input type="checkbox"/> No action plan was created
<b>Makes a Recommendation about the Coach's Certification</b>		<input type="checkbox"/> The Coach Evaluator made a recommendation about my certification, based his or her recommendation on observations made during the evaluation of my performance, and confirmed that I understood the recommendation
		<input type="checkbox"/> The Coach Evaluator made a recommendation about my certification
		<input type="checkbox"/> The Coach Evaluator made a recommendation about my certification but didn't support it with observations made during the evaluation of my performance; he or she also didn't confirm that I understood or agreed to the recommendation

Outcome: Communicates and Leads in Ways that Enhance Coach Learning		
Criteria	Check One	Evidence
<b>Promotes a Positive Image of Canadian Sport</b>		<input type="checkbox"/> The Coach Evaluator promoted a positive image of Canadian sport and modelled NCCP values and philosophy
		<input type="checkbox"/> The Coach Evaluator presented a negative image of Canadian sport and modelled inappropriate values and behaviours
<b>Communicates: Listening Techniques</b>		<input type="checkbox"/> The Coach Evaluator used a variety of listening and questioning techniques and adapted them to suit both individuals and groups
		<input type="checkbox"/> The Coach Evaluator used listening and questioning techniques effectively
		<input type="checkbox"/> The Coach Evaluator made limited use of effective listening and questioning techniques
<b>Communicates: Non-verbal Cues</b>		<input type="checkbox"/> The Coach Evaluator used non-verbal cues to enhance the message being delivered
		<input type="checkbox"/> The Coach Evaluator's non-verbal cues were consistent with the message being delivered
		<input type="checkbox"/> The Coach Evaluator's non-verbal cues were inconsistent with the message being delivered
<b>Uses Respectful Language</b>		<input type="checkbox"/> The Coach Evaluator effectively addressed any comments I made that were racist, sexist, or demeaning to others
		<input type="checkbox"/> The Coach Evaluator used language that was respectful and promoted inclusion
		<input type="checkbox"/> The Coach Evaluator used language that was racist, sexist, or demeaning to others or allowed others to use language that was racist, sexist, or demeaning to others
<b>Encourages Self-directed Learning</b>		<input type="checkbox"/> The Coach Evaluator encouraged me to explore, problem-solve, and value learning
		<input type="checkbox"/> The Coach Evaluator helped me become a self-directed learner
		<input type="checkbox"/> The Coach Evaluator didn't encourage me to become a self-directed learner
<b>Provides Constructive Feedback</b>		<input type="checkbox"/> The Coach Evaluator engaged me in a two-way discussion about my development
		<input type="checkbox"/> The Coach Evaluator provided feedback that was positive, specific, and informative
		<input type="checkbox"/> The Coach Evaluator provided feedback that was negative or judgemental or both

## Self-assessment by the Coach Evaluator

**Instructions:** Self-reflection is a powerful tool. Take a moment to reflect on a past evaluation and then complete this form.

Coach Evaluator: \_\_\_\_\_

Sport: \_\_\_\_\_ Date: \_\_\_\_\_

Outcome: Evaluates Portfolios		
Criteria	Check One	Evidence
<b>Collects Portfolio</b>	<input type="checkbox"/>	I collected the coach's portfolio at least 2 weeks before the formal observation
	<input type="checkbox"/>	I collected the coach's portfolio in the 2 weeks before the formal observation
	<input type="checkbox"/>	I didn't collect the coach's portfolio before the formal observation
<b>Marks Portfolio</b>	<input type="checkbox"/>	I used an approved marking tool to provide specific descriptive and prescriptive feedback throughout the coach's portfolio
	<input type="checkbox"/>	I used an approved marking tool to provide feedback on parts of the coach's portfolio
	<input type="checkbox"/>	I didn't provide any feedback on the coach's portfolio
<b>Debriefs Portfolio</b>	<input type="checkbox"/>	I asked questions that 1) led the coach to reflect on his or her portfolio and 2) helped the coach identify his or her strengths, weaknesses, and opportunities for improvement; I also provided examples of best practices
	<input type="checkbox"/>	I suggested areas where the coach could improve
	<input type="checkbox"/>	I asked vague questions, asked questions that focused on weaknesses in the coach's performance, or provided feedback without giving the coach an opportunity to discuss it
Outcome: Observes and Evaluates Coaches		
Criteria	Check One	Evidence
<b>Arranges a Prebrief</b>	<input type="checkbox"/>	I contacted the coach at least 1 week before the formal observation
	<input type="checkbox"/>	I contacted the coach in the week before the formal observation
	<input type="checkbox"/>	I contacted the coach the day of the formal observation
<b>Completes the Prebrief</b>	<input type="checkbox"/>	I explained the evaluation process, reviewed the evaluation tool(s), and let the coach ask questions, seek clarification, express concerns, etc.
	<input type="checkbox"/>	I explained the evaluation process and reviewed the evaluation tool(s)
	<input type="checkbox"/>	I didn't do a prebrief



Outcome: Observes and Evaluates Coaches		
Criteria	Check One	Evidence
<b>Creates a Comfortable Atmosphere during the Prebrief</b>		<input type="checkbox"/> I asked lots of questions, gave the coach time to think about and formulate questions, answered questions in a positive manner, and encouraged the coach to use the evaluation as an opportunity for growth
		<input type="checkbox"/> I asked questions and gave the coach a chance to provide input
		<input type="checkbox"/> I didn't ask any questions or describe the educational purpose of the evaluation
<b>Uses Approved Coach Evaluation Tool(s) to Collect Data</b>		<input type="checkbox"/> I used approved coach evaluation tool(s) to collect data and provide feedback on the coach's performance
		<input type="checkbox"/> I used approved coach evaluation tool(s) to collect data on the coach's performance
		<input type="checkbox"/> I based my observations on impressions and feelings
<b>Completes a Debrief</b>		<input type="checkbox"/> I asked questions that 1) led the coach to reflect on his or her performance, 2) helped the coach identify his or her strengths, weaknesses, and opportunities for improvement, and 3) allowed the coach to express his or her feelings, analyze the training, and synthesize new learnings from the experience
		<input type="checkbox"/> I asked questions that led the coach to reflect on his or her performance; I also suggested areas where the coach could improve
		<input type="checkbox"/> I asked vague questions, asked questions that focused on weaknesses in the coach's performance, or provided feedback without giving the coach an opportunity to discuss it
<b>Completes an Action Plan</b>		<input type="checkbox"/> I worked with the coach to develop an Action Plan; I also confirmed that the coach understood the purpose and value for growth and professional development of each item in the Action Plan
		<input type="checkbox"/> I worked with the coach to develop an Action Plan for growth and professional development
		<input type="checkbox"/> No action plan was created
<b>Makes a Recommendation about the Coach's Certification</b>		<input type="checkbox"/> I made a recommendation about the coach's certification, based my recommendation on observations made during the evaluation of the coach's performance, and confirmed that the coach understood the recommendation
		<input type="checkbox"/> I made a recommendation about the coach's certification
		<input type="checkbox"/> I made a recommendation about the coach's certification but didn't support it with observations made during the evaluation of the coach's performance; I also didn't confirm that the coach understood or agreed to the recommendation

Outcome: Communicates and Leads in Ways that Enhance Coach Learning		
Criteria	Check One	Evidence
<b>Promotes a Positive Image of Canadian Sport</b>		<input type="checkbox"/> I promoted a positive image of Canadian sport and modelled NCCP values and philosophy
		<input type="checkbox"/> I presented a negative image of Canadian sport and modelled inappropriate values and behaviours
<b>Communicates: Listening Techniques</b>		<input type="checkbox"/> I used a variety of listening and questioning techniques and adapted them to suit both individuals and groups
		<input type="checkbox"/> I used listening and questioning techniques effectively
		<input type="checkbox"/> I made limited use of effective listening and questioning techniques
<b>Communicates: Non-verbal Cues</b>		<input type="checkbox"/> I used non-verbal cues to enhance the message being delivered
		<input type="checkbox"/> My non-verbal cues were consistent with the message being delivered
		<input type="checkbox"/> My non-verbal cues were inconsistent with the message being delivered
<b>Uses Respectful Language</b>		<input type="checkbox"/> I effectively addressed any comments the coach made that were racist, sexist, or demeaning to others
		<input type="checkbox"/> I used language that was respectful and promoted inclusion
		<input type="checkbox"/> I used language that was racist, sexist, or demeaning to others or allowed others to use language that was racist, sexist, or demeaning to others
<b>Encourages Self-directed Learning</b>		<input type="checkbox"/> I encouraged the coach to explore, problem-solve, and value learning
		<input type="checkbox"/> I helped the coach become a self-directed learner
		<input type="checkbox"/> I didn't encourage the coach to become a self-directed learner
<b>Provides Constructive Feedback</b>		<input type="checkbox"/> I engaged the coach in a two-way discussion about his or her development
		<input type="checkbox"/> I provided feedback that was positive, specific, and informative
		<input type="checkbox"/> I provided feedback that was negative or judgemental or both



# Coach Evaluator Evaluation Tool





National  
Coaching  
Certification  
Program



# PARTNERS IN COACH EDUCATION

The National Coaching Certification Program is a collaborative program of the Government of Canada, provincial/territorial governments, national/provincial/territorial sport organizations, and the Coaching Association of Canada.



Health and  
Wellness



The programs of this organization are  
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Canada

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### **The Collection, Use, and Disclosure of Personal Information**

The Coaching Association of Canada collects your NCCP qualifications and personal information and shares it with all NCCP partners according to the privacy policy detailed at [www.coach.ca](http://www.coach.ca). By participating in the NCCP you are providing consent for your information to be gathered and shared as detailed in the privacy policy. If you have any questions or would like to abstain from participating in the NCCP please contact [coach@coach.ca](mailto:coach@coach.ca).

## **Coach Evaluator Evaluation Tool**

This Evaluation Tool lists the evidences you must look for in your on-site evaluations of Coach Evaluators and presents a Summary of Evaluation that allows you to determine the Coach Evaluator's standard of performance.

The evidences in the Evaluation Tool are presented in terms of the three outcomes Coach Evaluators must meet:

- ☐ Evaluates portfolios
- ☐ Observes and evaluates coaches
- ☐ Communicates and leads in ways that enhance coach learning

The Evaluation Tool includes a Summary of Evaluation. This Summary determines the standard of performance as:

- ☐ **E** Exceeds Expectations
- ☐ **M** Meets Expectations
- ☐ **NI** Needs Improvement

Once you have conducted a few evaluations, you may want to use the Evaluation Table on page 7.

<b>Coach Evaluator:</b> _____
-------------------------------

## Evaluates Portfolios

For each criterion (Collects Portfolio, Marks Portfolio, and Debriefs Portfolio), put a checkmark beside the evidence that best describes what you observed.

	Check One	Comments
<b>Collects Portfolio</b>		
<input type="checkbox"/> Collects the coach's portfolio at least 2 weeks before the formal observation	<input type="checkbox"/> E	
<input type="checkbox"/> Collects the coach's portfolio in the 2 weeks before the formal observation	<input type="checkbox"/> M	
<input type="checkbox"/> Doesn't collect the coach's portfolio before the formal observation	<input type="checkbox"/> NI	
<b>Marks Portfolio</b>		
<input type="checkbox"/> Uses an approved marking tool to provide specific descriptive and prescriptive feedback throughout the coach's portfolio	<input type="checkbox"/> E	
<input type="checkbox"/> Uses an approved marking tool to provide feedback on parts of the coach's portfolio	<input type="checkbox"/> M	
<input type="checkbox"/> Does not provide any feedback on the coach's portfolio	<input type="checkbox"/> NI	
<b>Debriefs Portfolio</b>		
<input type="checkbox"/> Asks questions that 1) lead the coach to reflect on his or her portfolio and 2) help the coach identify his or her strengths, weaknesses, and opportunities for improvement; also provides examples of best practices	<input type="checkbox"/> E	
<input type="checkbox"/> Suggests areas where the coach could improve	<input type="checkbox"/> M	
<input type="checkbox"/> Asks vague questions, asks questions that focus on weaknesses in the coach's performance, or provides feedback without giving the coach an opportunity to discuss it	<input type="checkbox"/> NI	



## Observes and Evaluates Coaches

For each criterion (Arranges a Prebrief, Completes the Prebrief, Creates a Comfortable Atmosphere during the Prebrief, etc.), put a checkmark beside the evidence that best describes what you observed.

	Check One	Comments
<b>Arranges a Prebrief</b>		
<input type="checkbox"/> Contacts the coach at least 1 week before the formal observation	<input type="checkbox"/> E	
<input type="checkbox"/> Contacts the coach in the week before the formal observation	<input type="checkbox"/> M	
<input type="checkbox"/> Contacts the coach the day of the formal observation	<input type="checkbox"/> NI	
<b>Completes the Prebrief</b>		
<input type="checkbox"/> Explains the evaluation process, reviews the evaluation tool(s), and lets the coach ask questions, seek clarification, express concerns, etc.	<input type="checkbox"/> E	
<input type="checkbox"/> Explains the evaluation process and reviews the evaluation tool(s)	<input type="checkbox"/> M	
<input type="checkbox"/> Doesn't do a prebrief	<input type="checkbox"/> NI	
<b>Creates a Comfortable Atmosphere during the Prebrief</b>		
<input type="checkbox"/> Asks lots of questions, gives the coach time to think about and formulate questions, answers questions in a positive manner, and encourages the coach to use the evaluation as an opportunity for growth	<input type="checkbox"/> E	
<input type="checkbox"/> Asks questions and gives the coach a chance to provide input	<input type="checkbox"/> M	
<input type="checkbox"/> Didn't ask any questions or describe the educational purpose of the evaluation	<input type="checkbox"/> NI	
<b>Uses Approved Coach Evaluation Tool(s) to Collect Data</b>		
<input type="checkbox"/> Uses approved coach evaluation tool(s) to collect data and provide feedback on the coach's performance	<input type="checkbox"/> E	
<input type="checkbox"/> Uses approved coach evaluation tool(s) to collect data on the coach's performance	<input type="checkbox"/> M	
<input type="checkbox"/> Bases observations on impressions and feelings	<input type="checkbox"/> NI	

	Check One	Comments
<b>Completes a Debrief</b>		
<input type="checkbox"/> Asks questions that 1) lead the coach to reflect on his or her performance, 2) help the coach identify his or her strengths, weaknesses, and opportunities for improvement, and 3) allow the coach to express his or her feelings, analyze the training, and synthesize new learnings from the experience	<input type="checkbox"/> E	
<input type="checkbox"/> Asks questions that lead the coach to reflect on his or her performance; also suggests areas where the coach could improve	<input type="checkbox"/> M	
<input type="checkbox"/> Asks vague questions, asks questions that focus on weaknesses in the coach's performance, or provides feedback without giving the coach an opportunity to discuss it	<input type="checkbox"/> NI	
<b>Completes an Action Plan</b>		
<input type="checkbox"/> Works with the coach to develop an Action Plan; also confirms that the coach understands the purpose and value for growth and professional development of each item in the Action Plan	<input type="checkbox"/> E	
<input type="checkbox"/> Works with the coach to develop an Action Plan for growth and professional development	<input type="checkbox"/> M	
<input type="checkbox"/> No action plan was created	<input type="checkbox"/> NI	
<b>Makes a Recommendation about the Coach's Certification</b>		
<input type="checkbox"/> Makes a recommendation about the coach's certification, bases his or her recommendation on observations made during the evaluation of the coach's performance, and confirms that the coach understands the recommendation	<input type="checkbox"/> E	
<input type="checkbox"/> Makes a recommendation about the coach's certification	<input type="checkbox"/> M	
<input type="checkbox"/> Makes a recommendation about the coach's certification but doesn't support it with observations made during the evaluation of the coach's performance; also doesn't confirm that the coach understood or agreed to the recommendation	<input type="checkbox"/> NI	

## Communicates and Leads in Ways that Enhance Coach Learning

For each criterion (Promotes a Positive Image of Canadian Sport, Communicates, Uses Respectful Language, etc.), put a checkmark beside the evidence that best describes what you observed.

	Check One	Comments
<b>Promotes a Positive Image of Canadian Sport</b>		
<input type="checkbox"/> Promotes a positive image of Canadian sport and models NCCP values and philosophy	<input type="checkbox"/> M	
<input type="checkbox"/> Presents a negative image of Canadian sport and models inappropriate values and behaviours	<input type="checkbox"/> NI	
<b>Communicates: Listening Techniques</b>		
<input type="checkbox"/> Uses a variety of listening and questioning techniques and adapts them to suit both individuals and groups	<input type="checkbox"/> E	
<input type="checkbox"/> Uses listening and questioning techniques effectively	<input type="checkbox"/> M	
<input type="checkbox"/> Makes limited use of effective listening and questioning techniques	<input type="checkbox"/> NI	
<b>Communicates: Non-verbal Cues</b>		
<input type="checkbox"/> Uses non-verbal cues to enhance the message being delivered	<input type="checkbox"/> E	
<input type="checkbox"/> Non-verbal cues are consistent with the message being delivered	<input type="checkbox"/> M	
<input type="checkbox"/> Non-verbal cues are inconsistent with the message being delivered	<input type="checkbox"/> NI	

	Check One	Comments
<b>Uses Respectful Language</b>		
<input type="checkbox"/> Effectively addresses any comments by the coach that are racist, sexist, or demeaning to others	<input type="checkbox"/> E	
<input type="checkbox"/> Uses language that is respectful and promotes inclusion	<input type="checkbox"/> M	
<input type="checkbox"/> Uses language that is racist, sexist, or demeaning to others or allows others to use language that is racist, sexist, or demeaning to others	<input type="checkbox"/> NI	
<b>Encourages Self-directed Learning</b>		
<input type="checkbox"/> Encourages the coach to explore, problem-solve, and value learning	<input type="checkbox"/> E	
<input type="checkbox"/> Helps the coach become a self-directed learner	<input type="checkbox"/> M	
<input type="checkbox"/> Does not encourage the coach to become a self-directed learner	<input type="checkbox"/> NI	
<b>Provides Constructive Feedback</b>		
<input type="checkbox"/> Engages the coach in two-way discussions about coach development	<input type="checkbox"/> E	
<input type="checkbox"/> Provides feedback that is positive, specific, and informative	<input type="checkbox"/> M	
<input type="checkbox"/> Provides feedback that is negative or judgemental or both	<input type="checkbox"/> NI	

## Evaluation Table

	Exceeds Expectations	Meets Expectations	Needs Improvement	Comments
<b>Evaluates Portfolios</b>				
<input type="checkbox"/> Collects portfolio				
<input type="checkbox"/> Marks portfolio				
<input type="checkbox"/> Debriefs portfolio				
<b>Observes and Evaluates Coaches</b>				
<input type="checkbox"/> Arranges a prebrief				
<input type="checkbox"/> Completes the prebrief				
<input type="checkbox"/> Creates a comfortable atmosphere during the prebrief				
<input type="checkbox"/> Uses approved coach evaluation tool(s) to collect data				
<input type="checkbox"/> Completes a debrief				
<input type="checkbox"/> Completes an Action Plan				
<input type="checkbox"/> Makes a recommendation about the coach's certification				
<b>Communicates and Leads in Ways that Enhance Coach Learning</b>				
<input type="checkbox"/> Promotes a positive image of Canadian sport				
<input type="checkbox"/> Communicates: Listening techniques				
<input type="checkbox"/> Communicates: Non-verbal cues				
<input type="checkbox"/> Uses respectful language				
<input type="checkbox"/> Encourages self-directed learning				
<input type="checkbox"/> Provides constructive feedback				

## Summary of Evaluation

To become certified, a Coach Evaluator must achieve *Exceeds Expectations* or *Meets Expectations* on all three outcomes. All Coach Evaluators will receive an Action Plan. Coach Evaluators whose performance is described as *Needs Improvement* will complete, with you, an Action Plan designed to bring the Coach Evaluator to the level of *Meets Expectations*.

You have three choices regarding the Coach Evaluator's status:

- ☐ The Coach Evaluator is recommended as a Certified Coach Evaluator
- ☐ The Coach Evaluator can be re-evaluated after completing an Action Plan
- ☐ The Coach Evaluator is not recommended as a Certified Coach Evaluator

Your final determination of the Coach Evaluator's status should be based upon the data gathered about each of the three outcomes. This data should be considered within the entire context of the information gathered in the portfolio and the debrief, as well as your own professional judgement, experience, and common sense. For example:

- ☐ If the Coach Developer achieved the *Needs Improvement* standard in two of the outcomes without having a significant negative effect on the overall coach evaluation, you could recommend that the Coach Evaluator complete an Action Plan and then be re-evaluated. You may also decide that the portfolio does not provide you with enough information and you may need to observe the evaluation in person.

Note, however, that you **MUST NOT** recommend the Coach Evaluator as a Certified Coach Evaluator if any of the coach portfolios indicates that the Coach Evaluator's standard in any of the following areas is *Needs Improvement*, as acceptance of such behaviour would undermine the effectiveness of the NCCP and people's views of the Program:

- ☐ Presents a negative image of Canadian sport and models inappropriate values and behaviours
- ☐ Lacks knowledge of the context and outcomes required to be evaluated
- ☐ Uses language that is racist, sexist, or demeaning to others
- ☐ Allows others to use language that is racist, sexist, or demeaning
- ☐ Provides feedback that is negative or judgemental or both

## Action Plan for Coach Evaluators

COACH EVALUATOR'S NAME:	DATE:
MCD's NAME:	
SPORT:	

Outcome	Standard	Next Steps
Evaluates portfolios	<input type="checkbox"/> Exceeds expectations <input type="checkbox"/> Meets expectations <input type="checkbox"/> Needs improvement	
Observes and evaluates coaches	<input type="checkbox"/> Exceeds expectations <input type="checkbox"/> Meets expectations <input type="checkbox"/> Needs improvement	
Communicates and leads in ways that enhance coach learning	<input type="checkbox"/> Exceeds expectations <input type="checkbox"/> Meets expectations <input type="checkbox"/> Needs improvement	

The signatures below signify an acceptance of the Evaluation and the Action Plan.

Coach Evaluator's Signature:	
MCD's Signature:	

### MCD's Recommendation:

- \_\_\_\_\_ The Coach Evaluator is recommended as a Certified Coach Evaluator
- \_\_\_\_\_ The Coach Evaluator can be re-evaluated after completing an Action Plan
- \_\_\_\_\_ The Coach Evaluator is not recommended as a Certified Coach Evaluator

**Note:** All Coach Evaluators will receive an Action Plan.

MCD's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

# How to be a better coach



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**Learn to listen**, especially to the athletes – they are excellent teachers.

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**Help each athlete develop** all of their capacities: physical, mental/emotional, and social.

---

**Take a stand** against doping and cheating in sport.

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