

Training Evaluators

The guidelines for evaluation in
the NCCP



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Activity 1:

NCCP Evaluation Fact or Fiction

Portfolio Page 2

- Task: Complete Fact or Fiction.
- Introduce yourself to another person in the room and exchange a Fact or Fiction. You may only exchange one fact or fiction per person
- Move to another person and exchange a fact or a fiction until the worksheet is complete.



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Evaluator Job Description

Portfolio page 17

- Manage administrative and logistical aspects of the evaluation
- Use appropriate observation methods to determine achievement of criterion.
- Correctly interpret the verification of evidences to identify evaluation of criterion
- Facilitate coach debrief to verify evidences, provide feedback and create an action plan



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Evaluator Characteristics

Portfolio page 3

- Credibility with peers
- High ethical standards and leadership skills
- Recognized technical and coaching expertise
- Commitment of time and energy to the evaluation process,
- Guiding and facilitation skills



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Evaluator Recommendations

Short-Term

- Minimum of 5 years of coaching experience in the context where the evaluation takes place,
- Successfully complete the NCCP Make Ethical Decisions training and/ or evaluation requirements,
- Approved by their sport through a peer-reviewed process.



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Evaluator Recommendations

Long-Term

- Evaluator is certified in the same context in which the evaluation takes place
- Evaluator is at an advanced or master gradation in the context
- Evaluator has gone through specific training as part of advanced gradation
- Eg. Football, Alpine



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Coach Education in NCCCP

Key Assumptions

- **Certification** should identify and **confirm** that the coach is **capable** of doing certain things deemed important in his or her context.
- **Certification** should promote favourable **coaching behaviours** that have a positive impact on **athlete development**.
- **Certification** is not about recognizing the perfect coach but rather acknowledging, through **evaluation**, that a coach meets **NCCCP + NSO** minimum **certification standards**



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Coach Education in NCCCP

Key Assumptions

- A common ***evaluation framework*** is desirable for a given ***coaching context***, yet ***flexibility*** must exist to reflect diversity among ***sports***
- Appropriate ***training*** is needed to help coaches achieve these ***certification standards*** (Assessment as Learning)
- ***Evidence demonstrated*** during the ***evaluation*** may ***not reflect*** all of the elements or ***objectives*** identified during ***training activities***.



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The Numbers – Hours

Level 1 Technical = 8 to 14 hours (11hrs)

Level 1 Theory = 14 hours

Level 1 Total = 25 hours

Level 2 Technical = 14 to 21 hours (18hrs)

Level 2 Theory = 21 hours

Level 2 Total = 39 hours

Total Hours = 66 hours



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The Numbers - Sports

Team Sports	5055	Average L1 and L2 coaches <u>trained</u> by NSO on an annual basis
	1396	Average L1 and L2 coaches achieving <u>certification</u> on an annual basis
Individual Sports	560	Average L1 and L2 coaches <u>trained</u> by NSO on an annual basis
	281	Average L1 and L2 coaches achieving <u>certification</u> on an annual basis

*Team Sports Surveyed: Hockey, Soccer, Baseball, Softball and Volleyball

**Individual Sports Surveyed: Swimming, Tennis, Boxing, Wrestling, Alpine Skiing, Track and Field

Structure and Background of Evaluation



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Core Competencies

- Problem Solving
- Valuing
- Leadership
- Critical Thinking
- Interaction

How to evaluate?
Coach Job Task Analysis
What does a coach need to do?

Coaching Outcomes

- Make Ethical Decisions
- Provide Support to Athletes in Training
- Analyze Performance
- Plan a Practice
- Support the Competitive Experience
- Design a Sport Program
- Manage a Sport Program

Evidences

- What does the evaluator see to verify the criteria

Coaching Criteria

- What is evaluated within each outcome?



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NCCP Certification Standards

Determined by:

- # of outcomes
 - # of criteria within each outcome
 - # and nature of the pieces of evidence that evaluator must see within each criteria
- } Scope of Requirements
- } Depth of Requirements MATRIX



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Example Matrix

Outcome: Plan a Practice		
Criterion	Design an emergency action plan	
Achievement	Evidence	Sport-Specific Examples
5 (Highly Effective)	<p>As in #4 plus:</p> <ul style="list-style-type: none"> Medical profiles are available and have been updated to reflect athletes' most current medical conditions. Profiles are well organized and are kept in a secure location to protect privacy. 	The evidence provided here is not to disclose specific athlete information, but to identify a process for updating and maintaining medical profiles.
4 (Advanced)	<p>As in #3 plus:</p> <ul style="list-style-type: none"> Coach presents a checklist of necessary equipment found in a first-aid kit, which has been checked and updated on a regular basis. Specific steps or procedures are identified in the plan for what to do if an injury occurs. 	
3 (NCCP Standard)	<p>As in #2 plus:</p> <p>A one- or two-page emergency action plan includes:</p> <ul style="list-style-type: none"> Location of medical profiles for each athlete under the coach's care. Location of a fully stocked first aid kit. Designated charge person and call person with roles and responsibilities. 	
2 (Foundation)	<p>A one- or two-page emergency action plan includes:</p> <ul style="list-style-type: none"> The location of telephones and emergency telephone numbers. Specific directions to reach the activity site, which may include a map or a list of key instructions. 	
1 (Not Sufficient)	<ul style="list-style-type: none"> The emergency action plan is not in writing, but may include very basic elements like location of a telephone or cellular phone. 	

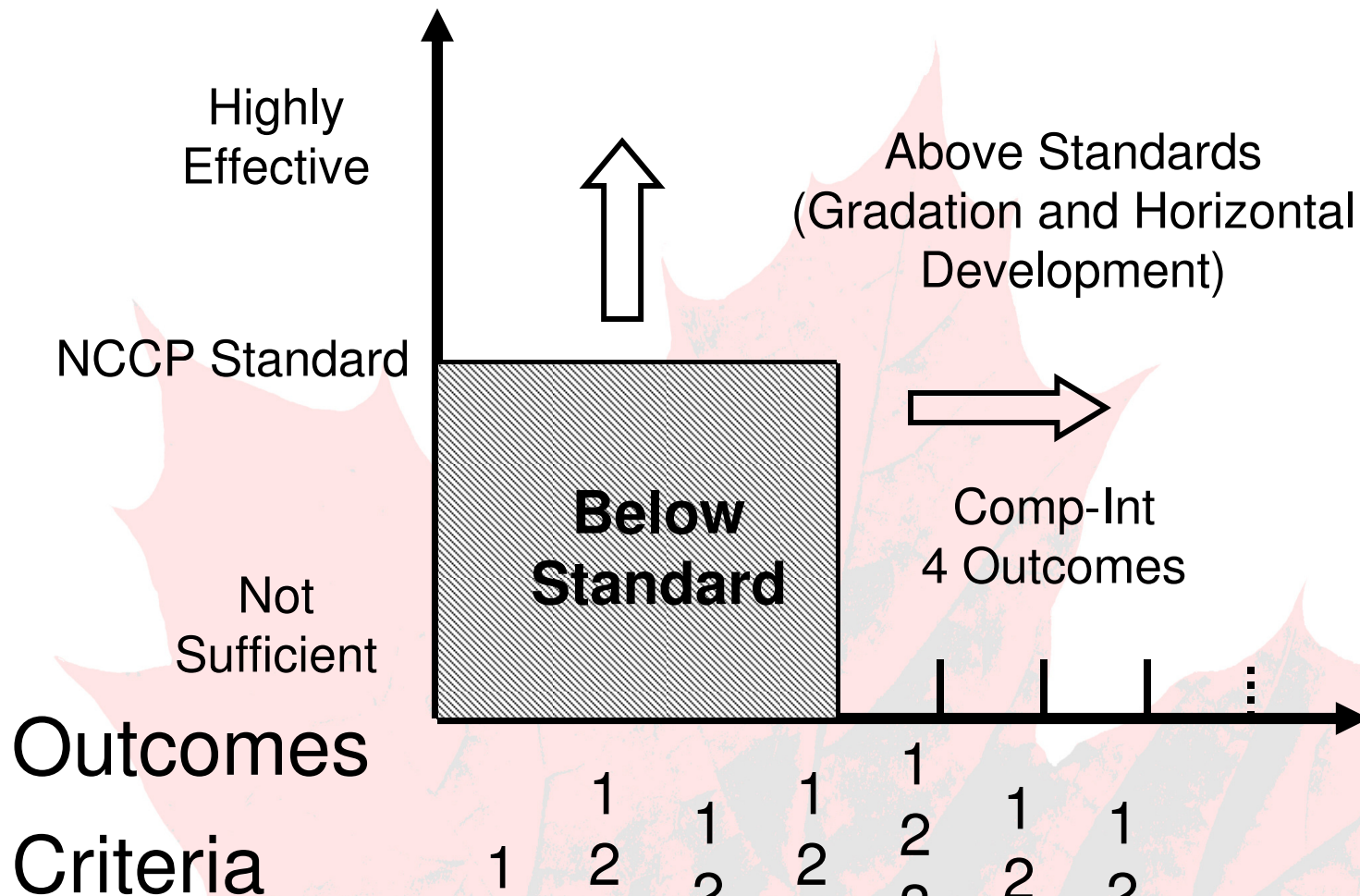


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Certification Standards – Comp-Int



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Evaluation or Assessment

EVALUATION

- A process whereby a judgment is made on the ability of the coach to demonstrate one or more outcomes to an established standard

ASSESSMENT

- A step in the learning process whereby the learner is informed of his or her performance or progress towards the achievement of a given outcome or established standard



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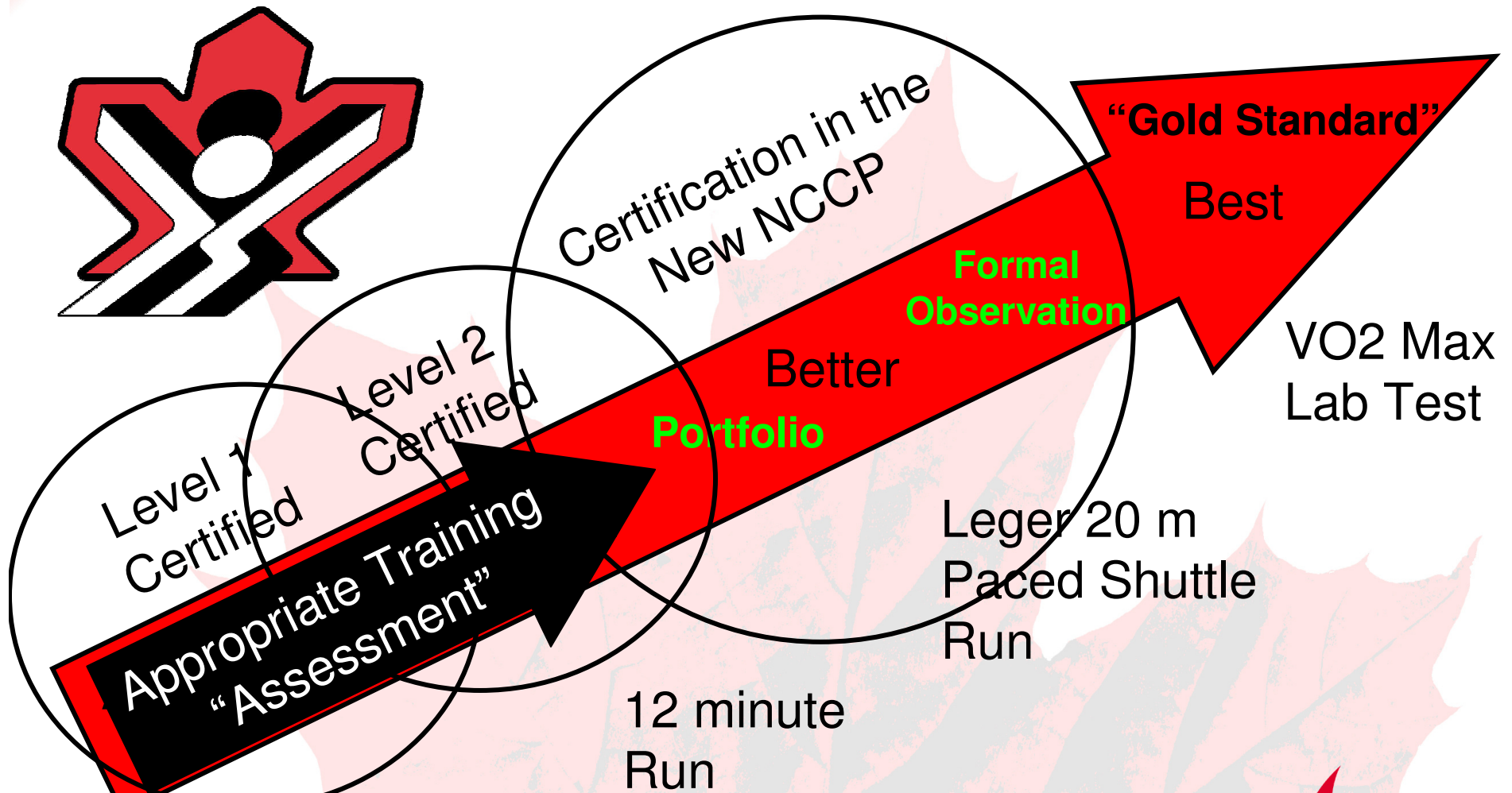
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Minimum Standards - Methods



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Certification Process.

- The combination of all assessment and evaluation requirements of a coach in any context shall be referred to as the certification process (NCCC, Dec – 2005)



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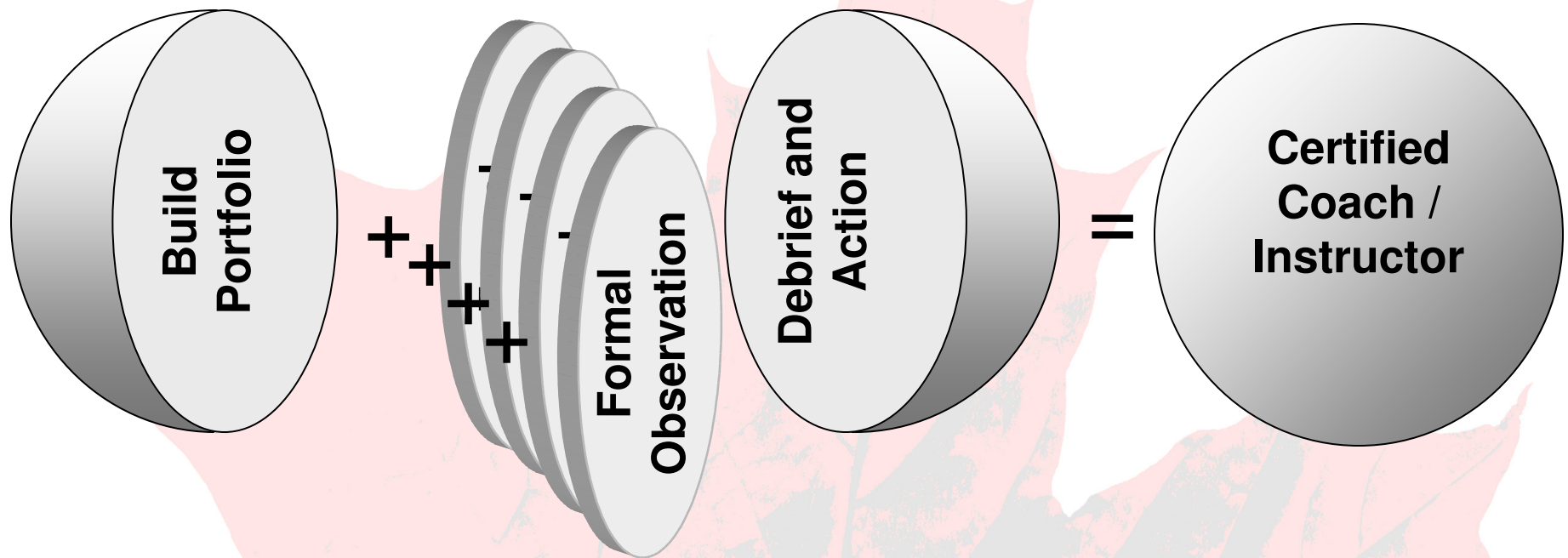
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Certification Process Schematic



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Evaluator Criteria 1:

Managing administrative and logistical aspects of the evaluation



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Portfolio

- Coordinates the exchange of the portfolio from the coach / instructor
- Evaluates portfolio items and identifies areas that are deficient
- Provides feedback to coach / instructor based on portfolio



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Formal Observation

- Ensures that the coach / instructor has evaluation standard prior to the observation
- Schedules observation session with the coach / instructor (either live or through video)
- Clarifies expectations for the observed session (i.e. Skills taught, practice length, etc.)
- Observes the coach / instructor and completes forms that gather evidence of achievement



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Debrief and Action Plan

- Facilitates a debriefing after the observation using debriefing guidelines
- Uses debrief to continue to develop the skills and judgment of sport coaches
- Submits a report and action plan to the appropriate organizing body
- Provides feedback with sufficient feedback on form and submit to appropriate organizing body at each stage of the certification process.

Correctly complete NCCP course registration form and submit to appropriate organizing body



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Activity 2: Evaluating a Practice Plan

Portfolio Pages 5-7

Use the Practice Planning tool to evaluate the practice plan that you have been assigned.



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Practice Plan Debrief

- Did the coach achieve the criteria?
- How does your perception align to others?
- Do you need to change your perception?
- Were there specific evidences that you felt were non negotiable?



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Evaluator Criteria 2:

Use appropriate observation methods to determine achievement of criterion.



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Coach Observation

- What outcomes could be evaluated when observing a coach in practice?
- Analyze Performance
- Provide Support to Athletes in Training



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Analyzing Performance

- Two Criteria (Comp-Int):
 - Detect Performance
 - Correct Performance
- What are some of the problems with evaluating these criteria?



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Referent Model

- Do not disregard because of the term
- Provides a framework in which athlete performance is evaluated
- Aligns the evaluator's perceptions to that of the coach.
- The evaluator observes the athlete through the coaches eyes



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Analyze Performance Referent



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Outcome / Form of sport task

The outcome serves to describe when the skill of tactic is clearly achieved or not achieved

Key Performance Factors

How is the outcome achieved?

Detectable Signs

What is observed?
How is it observed?

1. Preliminary movements (i.e. Grip / Stance)
2. Back swing or recovery movement (i.e. positioning, back swing, recovery)
3. Force producing movement (i.e. Use or sequence of muscle group and joint action)
4. Critical instant (i.e. impact, strike,)
5. Follow through.



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Detectable Signs
What is observed?
How is it observed?

Participant does not engage in task

Participant engages in the task but
the outcome is not achieved

**Inconsistencies
or inefficiency
in movement or
task - Little
precision or low
probability of
success in the
task**

Participant engages in the task and
achieves the outcome or
demonstrates form



What key factors come into play?

**Consistent and
efficient
movements
demonstrated in
task – High
degree of
precision and
probability of
success in the
task**



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Outcome / Form of sport task

The outcome serves to describe when the skill of tactic is clearly achieved or not achieved

Key Performance Factors

How is the outcome achieved?

Detectable Signs *What is observed?*

Continuum of Effectiveness

Analyze potential causes

CAUSE

GAP

When does the gap between the observed performance and the intended outcome reach a point that makes a coaching intervention necessary?



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Detectable Signs
What is observed?

Analyze potential causes

CAUSE

GAP

Participant does not engage in task

1. Equipment

A. Equipment Issue
FIT / TUNING

2. Environment

B. Environmental factor – Weather / lighting / surface

Participant engages in the task but the outcome is not achieved

3. Affective

C. Fear or Hesitation
D. Not motivated or not interested

Participant engages in the task and achieves the outcome or demonstrates form

4. Cognitive / Mental

E. Lack understanding or player confused
F Too much information or information overload
G. Lack Concentration or poor arousal control
H. Difficulty reading / recognizing cues

Continuum of Effectiveness
Key Factors / Elements

5. Physical / Motor

I. Task too Demanding or too easy
J. Lacks physical ability to complete task

6. Tactical

K. Unable to select appropriate tactic
L. Choice of Decision

7. Technical

M. Unable to effectively or consistently execute technique



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Outcome / Form of sport task

The outcome serves to describe when the skill of tactic is clearly achieved or not achieved

Key Performance Factors

How is the outcome achieved?

Detectable Signs
What is observed?
Continuum of Effectiveness

Analyze potential causes

CAUSE

GAP

Select Corrective Strategy

- Teaching Interventions
- Activity Modifications

When does the gap between the observed performance and the intended outcome reach a point that makes a coaching intervention necessary?



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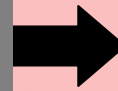
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Analyze potential causes

CAUSE	GAP
1. Equipment	A. Equipment Issue FIT / TUNING
2. Environment	B. Environmental factor – Weather / lighting
3. Affective	C. Fear or Hesitation
	D. Not motivated or not interested
4. Cognitive / Mental	E. Lack understanding or player confused
	F Too much information or information overload
	G. Lack Concentration or poor arousal control
	H. Difficulty reading / recognizing cues
5. Physical / Motor	J. Task too Demanding or too easy
	I. Lacks physical ability to complete task
6. Tactical	K. Unable to select appropriate tactic
	L. Choice of Decision
7. Technical	M. Unable to effectively or consistently execute technique



Select Appropriate Corrective Measure

Modify / Adjust Drill or Activity	Makes sport specific adjustments to equipment
	Adjust task demands
	Repeat task/activity
	Adjust progression
	Adjust speed or timing or intensity
	Adjust work to rest ratios, and / or Intensity (Workload)
Teaching Interventions	Help or reassure
	Explains or Ask Questions
	Simplify - Use examples or reduce variables to process
	Use re-focusing or visualization strategies
	Demonstrate correct technique / tactic
Provide feedback or results	

Outcome / Form of sport task

The outcome serves to describe when the skill of tactic is clearly achieved or not achieved

Key Performance Factors

How is the outcome achieved?

Apply Corrective Strategy

Provide Support to Athletes in Training

Detectable Signs

What is observed?

Continuum of Effectiveness

Analyze potential causes

CAUSE	GAP
--------------	------------

Select Corrective Strategy

- Teaching Interventions
- Activity Modifications

When does the gap between the observed performance and the intended outcome reach a point that makes a coaching intervention necessary?



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Example Referent (Portfolio Page 8)

Competition-Introduction Referent Model Template



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Sport: CASTLE BALL

Context: Competition Introduction

	SKILL	OUTCOME	Key Performance Indicators / Factors	
1	Passing	Players must catch and toss a ball to a target as quickly as possible in order to score a maximum number of points.	Technical: <ul style="list-style-type: none"> Get into position early. Eye on Ball (Catching) or Target (tossing) Pendulum arm movement Finger tip catch and release 	Tactics <ul style="list-style-type: none"> Move opponent away from target Vary distance and speed of toss Use spin for deception
	Analysis of Causes	Priority H / M / L	Key indicators for intervention (GAP)	Common Corrective Measures
	Equipment	L	Wrong ball, Too bouncy or not enough bounce Poor foot ware	Ensure correct ball for surface Change or remove footwear
	Environment	L	Inconsistent carpet or surface Obstructions around the playing area (chairs, tables) Placement of Targets and Tossing line	Move or change environment if appropriate. Acknowledge poor environmental condition and adjust activity Remove obstructions, ensure space for safety Adjust Targets and Tossing line.
	Affective	M	Receiver places hands and forearms in front of face rather than presenting hands for a target. Player lethargic or does not seem to care or try	Slow down the activity (walking or Stationary) until confidence is gained Change equipment – Softer ball or lighter ball Provide encouragement and reassurance Create greater challenge to increase motivation
	Cognitive / mental	H	Tosses do not hit target Passer waits too long to toss allowing receiver to get into position Opponent is able to easily hit target Tosses are dropped or bobbed	Show a demonstration Explain the outcome of the task Modify the drill or activity i.e. move opponents closer together. Ask questions to check for understanding Use visualization strategy to create an internal referent of the skill
	Physical / Motor	M	Passer and receiver are unable to execute skill as quickly as possible. Passer and receiver look lethargic and have low energy. Many passes are dropped	Give participants a break between bouts of activity Modify the drill or activity i.e. move targets or tossing line. Get into good position to receive toss
	Tactical	M	Wrong choice of target given receiving position. Does not manipulate opponent away from target	Ask questions to check for understanding (i.e. Where are you looking) Show a demonstration Adjust speed of execution until tactic is understood. Adjust distance of toss to manipulate opponent
	Technical	H	<ul style="list-style-type: none"> Get into position early. Eye on Ball (Catching) or Target (tossing) Pendulum arm movement Finger tip catch and release 	Provide specific feedback based on key technical factor that indicates how to correct performance Show a demonstration. Modify the drill or activity i.e. move target or toss line. Use questions to assist participant to identify area for technical correction.



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Provide Support to Athletes in Training

- Gather **FEEDBACK** to assist in objectively verifying evidences
- Evaluate the criteria:
 - Is it safe?
 - Is it organized and structured?
 - Are interventions effective?



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Coach Observation

What does the evaluator do?

- Conduct Pre-observation Interview
- Clarify expectations prior to observation
- Focus attention on the coach
- Take notes or use other notation
- Choose a good position
- Intervene if necessary (Safety)
- Model appropriate behaviour



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Types of Tools

- Time analysis (page 10)
 - How effective is the coach's use of time
 - Feedback on organization and structure
- Intervention Frequency
 - How effective is the coach's communication
 - Feedback on making effective intervention
- Analyze Performance tool (Referent) (page 9)
 - Compares athlete performance to corrections made by coach.
- Verification of Evidences (page 11)
 - Retrospective verification of evidence observed
 - Note taking throughout practice.



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Activity 3: Observing the Coach

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Watch demonstration of coaching
and evaluate coach based on
criteria and evidences



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Observation Debrief

- Did the coach achieve the criteria?
- How does your perception align to others?
- Do you need to change your perception?
- Were there specific evidences that you felt were non negotiable?



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Evaluator Criteria 3

Correctly interpret the verification of evidences to identify evaluation of criterion



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Interpreting Evidence

What does the evaluator do?

- Verify evidences that were observed
- Collect objective data during the observation
- Interpret the quality of evidence.
- Identify of evidences necessary to achieve the criterion
- Identify evidences for debrief session
- Continue evidence verification during debrief
- Judge criterion based on evidence observed
- Identify areas for improvement



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Evaluator Criteria 4

Facilitate coach debrief to verify evidences, provide feedback and create an action plan



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Coach Debrief

What does the evaluator do?

- Facilitate feelings, thoughts, and perceptions
- Enable to coach critically reflect
- Identify coaching strengths
- Identify areas for improvement
- Action plan for profession development
- Be an active listener
- Be aware of personal criticism, or personal bias.
- Model professional qualities
- Present a documented summary



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Activity 4

Coach Debrief

Portfolio Page 23

Watch DVD of Debriefing process
and judge evaluator based on
criterion and evidences



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Debriefing the Debrief

- What did you see?
- How did you feel?
- What went well?
- What would you recommend for improvement?



National
Coaching
Certification
Program

Programme
national de
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Training the Evaluator Summary

- Provide background and structure of NCCP certification
- Familiarize evaluator with NCCP Standard (matrix)
- Review methods and tools
- Conduct practice evaluations
- Gain consistency (interpretation)
- Model and practice a Debrief.



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