

CO-EVALUATION

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).