Training Evaluators

The guidelines for evaluation in the NCCP
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.
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
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
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.
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
Coach Education in NCCP

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 **NCCP + NSO** minimum **certification standards**.
Coach Education in NCCP

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*. 
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
<table>
<thead>
<tr>
<th>Sports</th>
<th>Trained</th>
<th>Certification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Team Sports</td>
<td>5055</td>
<td>Average L1 and L2 coaches trained by NSO on an annual basis</td>
</tr>
<tr>
<td></td>
<td>1396</td>
<td>Average L1 and L2 coaches achieving certification on an annual basis</td>
</tr>
<tr>
<td>Individual Sports</td>
<td>560</td>
<td>Average L1 and L2 coaches trained by NSO on an annual basis</td>
</tr>
<tr>
<td></td>
<td>281</td>
<td>Average L1 and L2 coaches achieving certification on an annual basis</td>
</tr>
</tbody>
</table>

*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
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?
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
# Example Matrix

**Outcome: Plan a Practice**

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Design an emergency action plan</th>
<th>Sport-Specific Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Achievement</strong></td>
<td><strong>Evidence</strong></td>
<td><strong>As in #4 plus:</strong></td>
</tr>
<tr>
<td>5 (Highly Effective)</td>
<td>Medical profiles are available and have been updated to reflect athletes’ most current medical conditions.</td>
<td>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.</td>
</tr>
<tr>
<td>4 (Advanced)</td>
<td>Coach presents a checklist of necessary equipment found in a first-aid kit, which has been checked and updated on a regular basis.</td>
<td>Sport-Specific Examples: 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.</td>
</tr>
<tr>
<td>3 (NCCP Standard)</td>
<td>A one- or two-page emergency action plan includes: 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.</td>
<td>A one- or two-page emergency action plan includes: 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.</td>
</tr>
<tr>
<td>2 (Foundation)</td>
<td>A one- or two-page emergency action plan includes: 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.</td>
<td>A one- or two-page emergency action plan includes: 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.</td>
</tr>
<tr>
<td>1 (Not Sufficient)</td>
<td>The emergency action plan is not in writing, but may include very basic elements like location of a telephone or cellular phone.</td>
<td>The evidence provided here is not to disclose specific athlete information, but to identify a process for updating and maintaining medical profiles.</td>
</tr>
</tbody>
</table>
Certification Standards – Comp-Int

Highly Effective

Not Sufficient

NCCP Standard

Outcomes

Criteria

Above Standards (Gradation and Horizontal Development)

Below Standard

Comp-Int

4 Outcomes

1 2 1 2

1 2 3 4

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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
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)
Certification Process Schematic

Certified Coach / Instructor = Build Portfolio + Formal Observation + Debrief and Action
Evaluator Criteria 1:

Managing administrative and logistical aspects of the evaluation
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
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
Debrief and Action Plan

• Facilitates a debriefing after the observation using debriefing guidelines.
• Uses debrief to continue to verify evidence and judgment of specific criteria.
• Submits a recommendation and action plan to the coach and to the P/TSO or NSO.
• Provides coach with sufficient feedback on progress at each stage of the certification process.

Correctly complete NCCP course registration form and submit to appropriate organizing body.
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.
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?
Evaluator Criteria 2:

Use appropriate observation methods to determine achievement of criterion.
Coach Observation

• What outcomes could be evaluated when observing a coach in practice?

• Analyze Performance

• Provide Support to Athletes in Training
Analyzing Performance

• Two Criteria (Comp-Int):
  – Detect Performance
  – Correct Performance

• What are some of the problems with evaluating these criteria?
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 coach’s eyes
Analyze Performance
Referent
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.
Participant engages in the task but the outcome is not achieved

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

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

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

Detectable Signs
What is observed?
How is it observed?

Participant does not engage in task

What key factors come into play?
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?
Detectable Signs
What is observed?

Participant does not engage in task

Participant engages in the task but the outcome is not achieved

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

Continuum of Effectiveness
Key Factors / Elements

Analyze potential causes

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

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<td>M. Unable to effectively or consistently execute technique</td>
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</table>

## Select Appropriate Corrective Measure

<table>
<thead>
<tr>
<th>Modify / Adjust Drill or Activity</th>
<th>CAUSE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Makes sport specific adjustments to equipment</td>
</tr>
<tr>
<td>Adjust task demands</td>
<td></td>
</tr>
<tr>
<td>Repeat task/activity</td>
<td></td>
</tr>
<tr>
<td>Adjust progression</td>
<td></td>
</tr>
<tr>
<td>Adjust speed or timing or intensity</td>
<td></td>
</tr>
<tr>
<td>Adjust work to rest ratios, and / or Intensity (Workload)</td>
<td></td>
</tr>
</tbody>
</table>

## Teaching Interventions

<table>
<thead>
<tr>
<th>CAUSE</th>
<th>Correction Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Help or reassure</td>
<td>Provides feedback or results</td>
</tr>
<tr>
<td>Explains or Ask Questions</td>
<td></td>
</tr>
<tr>
<td>Simplify - Use examples or reduce variables to process</td>
<td></td>
</tr>
<tr>
<td>Use re-focusing or visualization strategies</td>
<td></td>
</tr>
<tr>
<td>Demonstrate correct technique / tactic</td>
<td></td>
</tr>
<tr>
<td>Provide feedback or results</td>
<td></td>
</tr>
</tbody>
</table>
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

Apply Corrective Strategy
Provide Support to Athletes in Training

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?
**Example Referent** (Portfolio Page 8)

### Competition-Introduction

**Referent Model Template**

**Sport:** CASTLE BALL  
**Context:** Competition Introduction

<table>
<thead>
<tr>
<th>SKILL</th>
<th>OUTCOME</th>
<th>Key Performance Indicators / Factors</th>
<th>Tactics</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Passing</td>
<td>Players must catch and toss a ball to a target as quickly as possible in order to score a maximum number of points.</td>
<td>Move opponent away from target. Vary distance and speed of toss; Use spin for deception.</td>
</tr>
</tbody>
</table>

#### Technical:
- Get into position early.
- Eye on Ball (Catching) or Target (tossing).
- Pendulum arm movement.
- Finger tip catch and release.

#### Analysis of Causes

<table>
<thead>
<tr>
<th>Equipment</th>
<th>L</th>
<th>Key indicators for intervention (GAP)</th>
<th>Common Corrective Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wrong ball, Too bouncy or not enough bounce. Poor footwear.</td>
<td>Ensure correct ball for surface. Change or remove footwear.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Inconsistent carpet or surface. Obstructions around the playing area (chairs, tables). Place of Targets and Tossing line.</td>
<td>Move or change environment if appropriate. Acknowledge poor environmental condition and adjust activity. Remove obstructions, ensure space for safety. Adjust Targets and Tossing line.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Environment</th>
<th>L</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Inconsistent carpet or surface. Obstructions around the playing area (chairs, tables). Place of Targets and Tossing line.</td>
<td>Move or change environment if appropriate. Acknowledge poor environmental condition and adjust activity. Remove obstructions, ensure space for safety. Adjust Targets and Tossing line.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Affective</th>
<th>M</th>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cognitive / mental</th>
<th>H</th>
<th>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 on bobbled.</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Physical / Motor</th>
<th>M</th>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Tactical</th>
<th>M</th>
<th>Wrong choice of target given receiving position. Does not manipulate opponent away from target.</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Technical</th>
<th>H</th>
<th>Get into position early. Eye on Ball (Catching) or Target (tossing). Pendulum arm movement. Finger tip catch and release.</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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?
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
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.
Activity 3: Observing the Coach
Portfolio Pages 10-11

Watch demonstration of coaching and evaluate coach based on criteria and evidences
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?
Evaluator Criteria 3

Correctly interpret the verification of evidences to identify evaluation of criterion
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
Evaluator Criteria 4

Facilitate coach debrief to verify evidences, provide feedback and create an action plan
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
Activity 4
Coach Debrief
Portfolio Page 23

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

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