

EVALUATING COACH DEVELOPERS

(August 2018)

PRINCIPLES OF LF EVALUATION IN THE NCCP

Purpose of LF Evaluation and Certification

- Evaluation and certification confirm that LFs are capable of doing what is deemed important to the training of coaches in a given context.
- Certification promotes favourable training behaviours that have a positive impact on LF development.
- Certification is about acknowledging that LFs have met expectations by providing evidence of competence in the criteria evaluated. It is *not* about recognizing the perfect Learning Facilitator.

Basis of LF Evaluation

- LF evaluation reflects the ethical coaching practices promoted by the Canadian sport system (*NCCP Code of Ethics*, Fair Play, and the policies of the Canadian Centre for Ethics in Sport).
- The processes and procedures involved in LF evaluation and certification are administratively feasible, professionally acceptable, publicly credible, legally defensible, economically affordable, and reasonably accessible.

Outcomes, Criteria, and Evidence

- Outcomes, criteria, and evidence are the core of the system for evaluating and certifying LFs:
 - *Outcomes* are what LFs need to be able to do when they are training coaches in a given context. Outcomes provide the foundation for both training and evaluation.
 - *Criteria* are what will be evaluated within a given outcome. One or more criteria may be associated with one outcome.
 - *Evidence* is what MLFs/ALFs must see to confirm that LFs have met a given criterion. Evidence helps LFs prepare for evaluation by giving them specific points of reference.
- It is possible to recognize and respect individual facilitation styles while validating the presence of critical evidence.
- Evidence may be gathered 1) by directly observing the LF conducting the module on which he or she is being evaluated or 2) by watching a video of the LF conducting the module on which he or she is being evaluated.
- LFs do not need to provide evidence of *all* objectives identified during training to be recommended as Certified Learning Facilitators

LF Training

- Before they are evaluated, LFs must either receive training or demonstrate relevant experience.
- LF training should prepare LFs to meet evaluation criteria.
- LF training is competency-based; in other words, LF training focuses on developing the knowledge, skills, and attitudes that LFs need to provide support to coaches in training workshops.

LF Evaluation Requirements and Certification

- For certification purposes, only trained MLFs/ALFs can determine whether LFs have met a given criterion.
- Evaluation should take place after LFs have had a number of opportunities to co-facilitate or independently facilitate the workshop modules on which they are being evaluated.
- LFs trained to facilitate workshops in more than one NCCP context need to be evaluated in only one of the context for which they have a Trained LF status to be credited with LF evaluation for all the contexts for which they are trained at the time of the evaluation.
- LFs must be evaluated while delivering a minimum of two modules during a given sport-specific coach workshop

Learning Facilitator evaluation resources:

- [Guide to evaluating LF](#)
- [LF evaluation tool - fillable PDF](#) (download the file to your computer to use fillable function)

COACH EVALUATOR EVALUATION

Purpose of Coach Evaluator Evaluation and Certification

- Evaluation and certification confirm that Coach Evaluators are capable of doing what is deemed important to the evaluation of coaches in a given context.
- Certification promotes favourable evaluating behaviours that have a positive impact on Coach Evaluator development.
- Certification is about acknowledging that Coach Evaluators have met expectations by providing evidence of competence in the criteria evaluated. It is not about recognizing the perfect Coach Evaluator.

Basis of Coach Evaluator Evaluation

- Coach Evaluator evaluation reflects the ethical coaching practices promoted by the Canadian sport system (NCCP Code of Ethics, Fair Play, and the policies of the Canadian Centre for Ethics in Sport).
- The processes and procedures involved in Coach Evaluator evaluation and certification are administratively feasible, professionally acceptable, publicly credible, legally defensible, economically affordable, and reasonably accessible.

Outcomes, Criteria, and Evidence

- Outcomes, criteria, and evidence are the core of the system for evaluating and certifying Coach Evaluators:
 - Outcomes are what the Coach Evaluators need to be able to do when they are evaluating coaches in a given context. Outcomes provide the foundation for both training and evaluation.
 - Criteria are what will be evaluated within a given outcome. One or more criteria may be associated with one outcome.
 - Evidence is what Master Evaluators must see to confirm that Coach Evaluators have met a given criterion. Evidence helps Master Evaluators and Coach Evaluators prepare for evaluation by giving them specific points of reference.
- It is possible to recognize and respect individual evaluation styles while validating the presence of critical evidence.
- Evidence may be gathered 1) by directly observing the Coach Evaluator conducting an evaluation or 2) by collating data collected in a portfolio.

Coach Evaluator Training

- Before they are evaluated, Coach Evaluators must either receive adequate training or demonstrate relevant experience.
- Coach Evaluator training should prepare Coach Evaluators to meet evaluation criteria.
- 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.

Coach Evaluator Evaluation Requirements and Certification

- For certification purposes, only trained MEs/AEs can determine whether CEs have met a given criterion.
- Evaluation should take place after CEs have had a number of opportunities to co-evaluate or evaluate on their own.
- CEs trained to evaluate coaches in more than one NCCP context need to be evaluated in only one of the context for which they have a Trained CE status to be credited with CE evaluation for all the contexts for which they are trained at the time of the evaluation.
- CEs must be evaluated while evaluating coaches for at least one evaluation event (of a given NCCP context) involving review of required portfolio and on site observation.

Coach Evaluator (CE) evaluation resources:

- [Guide to evaluating CE](#)
- [CE portfolio](#)
- [Coach assessment of CE - fillable PDF](#)
- [Self-assessment of CE - fillable PDF](#)
- [CE evaluation tool - fillable PDF](#)

PS: download the fillable PDF files to your computer to use fillable function