



# Learning Facilitator Evaluation Tool





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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.



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## LEARNING FACILITATOR EVALUATION TOOL

This Evaluation Tool lists the evidences you must look for in your onsite evaluations of Learning Facilitators and presents a Summary of Evaluation that allows you to determine the Learning Facilitator's standard of performance.

The evidences in the Evaluation Tool are presented in terms of the four criteria Learning Facilitators must meet:

- Structures and manages the training environment appropriately
- Facilitates the achievement of learning outcomes
- Displays appropriate communication and leadership to enhance coach learning
- Manages group tasks to optimize coaches' learning

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

- Exceeds Expectations
- Meets Expectations
- Needs Improvement

Once you have conducted a few evaluations, you may want to use the Evaluation Table on page 9.

The following key is used throughout this document:

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

**Learning Facilitator:** \_\_\_\_\_

**Sport:** \_\_\_\_\_

## Structures and Manages the Training Environment Appropriately

For each evidence category below (Arrival at the Training Site and Use of Equipment), select the evidence that best describes what you observed.

	Select One	Comments
<b>Arrival at the Training Site</b>		
<input type="checkbox"/> Arrives well in advance of the start time, arranges the training area to enhance interaction among coaches, distributes module material, and sets up flip charts and other learning aids	<b>E</b>	
<input type="checkbox"/> Arrives in time to set the training area up and ensures that all materials are ready for use	<b>M</b>	
<input type="checkbox"/> Arrives too late to set up the training area and ensure that all materials are ready for use	<b>NI</b>	
<b>Use of Equipment</b>		
<input type="checkbox"/> Tests and sets up all equipment (AV, laptops, slides, etc.) before coaches arrive and uses it well during coach training	<b>E</b>	
<input type="checkbox"/> Demonstrates the ability to use AV/computer equipment	<b>M</b>	
<input type="checkbox"/> Has problems with AV/computer equipment that interfere with coach training	<b>NI</b>	

## Facilitates the Achievement of Learning Outcomes

For each evidence category below (NCCP Model, Learning Outcomes, Learning Activities, etc.), select the evidence that best describes what you observed.

	Select One	Comments
<b>NCCP Model</b>		
<input type="checkbox"/> Explains the NCCP model and the competency-based approach to training and refers coaches to sport-specific examples	E	
<input type="checkbox"/> Explains the NCCP model and the competency-based approach to training	M	
<input type="checkbox"/> Does not explain either the NCCP model or the competency-based approach to training	NI	
<b>Learning Outcomes</b>		
<input type="checkbox"/> Assigns activities and debriefs them in a manner that encourage coaches to reflect on the learning outcomes and NCCP competencies	E	
<input type="checkbox"/> Clearly identifies learning outcomes and the NCCP competencies	M	
<input type="checkbox"/> Moves from task to task without clearly explaining the purpose of each task or relating tasks to one another	NI	
<b>Learning Activities</b>		
<input type="checkbox"/> Adapts learning activities to coaches' learning pace and learning stage	E	
<input type="checkbox"/> Makes minor adjustments to learning activities in the <i>Learning Facilitator Guide</i>	M	
<input type="checkbox"/> Does not adapt learning activities to coaches' learning pace or stage	NI	
<b>Links with Coaches' Experience</b>		
<input type="checkbox"/> Helps coaches discover links between current coaching practices and desired coaching outcomes	E	
<input type="checkbox"/> Provides common learning experiences when appropriate and debriefs them	M	
<input type="checkbox"/> Makes limited use of coaches' experience and learning activity debriefs	NI	

	Select One	Comments
<b>Critical Reflection</b>		
<input type="checkbox"/> Debriefs, when appropriate, coaches' feelings and reactions, understanding of the process, and ability to direct their own learning	E	
<input type="checkbox"/> Helps coaches identify areas for change or improvement in coaching methods	M	
<input type="checkbox"/> Makes limited use of questions and debriefing about current coaching practices	NI	
<b>Use of NCCP Materials</b>		
<input type="checkbox"/> Uses coaches' experience to enhance the <i>Coach Workbook</i> activities and create links with the <i>Reference Material</i>	E	
<input type="checkbox"/> Uses the <i>Learning Facilitator Guide</i> , <i>Coach Workbook</i> , and <i>Reference Material</i> effectively	M	
<input type="checkbox"/> Does not make effective use of the activities in the <i>Coach Workbook</i> or the <i>Reference Material</i>	NI	
<b>Knowledge of Module Content</b>		
<input type="checkbox"/> Directs coaches to other material and resources, including sport-specific material	E	
<input type="checkbox"/> Uses his or her thorough knowledge of the module's content to help coaches critically reflect on their current coaching practice	M	
<input type="checkbox"/> Lacks knowledge of the module's content and is unable to fully answer questions relevant to completing tasks	NI	
<b>Coaches' Engagement in Learning Activities</b>		
<input type="checkbox"/> Coaches are stimulated to ask questions, explore new ideas, etc.	E	
<input type="checkbox"/> Coaches are actively engaged in learning throughout the training session	M	
<input type="checkbox"/> Coaches are not obviously engaged in the learning process	NI	
<b>Timelines</b>		
<input type="checkbox"/> Respects recommended timelines and addresses all learning outcomes within the timelines	M	
<input type="checkbox"/> Does not respect recommended timelines and does not address all learning outcomes	NI	



## Displays Appropriate Communication and Leadership to Enhance Coach Learning

For each evidence category below (Image of Canadian Sport, Communication, Respectful Language, etc.), select the evidence that best describes what you observed.

	Select One	Comments
<b>Image of Canadian Sport</b>		
<input type="checkbox"/> Promotes a positive image of Canadian sport and models NCCP values and philosophy	<b>M</b>	
<input type="checkbox"/> Presents a negative image of Canadian sport and models inappropriate values and behaviours	<b>NI</b>	
<b>Communication: Presenting</b>		
<input type="checkbox"/> Uses his or her position, voice, and teaching aids in a manner that captures coaches' attention, engages coaches, and reinforces learning	<b>E</b>	
<input type="checkbox"/> Makes effective use of position, voice, and teaching aids	<b>M</b>	
<input type="checkbox"/> Makes poor use of position, voice, or teaching aids	<b>NI</b>	
<b>Communication: Listening</b>		
<input type="checkbox"/> Uses a variety of listening and questioning techniques and adapts them to suit both individuals and groups	<b>E</b>	
<input type="checkbox"/> Uses listening and questioning techniques effectively	<b>M</b>	
<input type="checkbox"/> Makes limited use of effective listening and questioning techniques	<b>NI</b>	
<b>Communication: Non-verbal</b>		
<input type="checkbox"/> Uses non-verbal cues to enhance the message being delivered	<b>E</b>	
<input type="checkbox"/> Non-verbal cues are consistent with the message being delivered	<b>M</b>	
<input type="checkbox"/> Non-verbal cues are inconsistent with the message being delivered	<b>NI</b>	
<b>Respectful Language</b>		
<input type="checkbox"/> Effectively addresses comments from coaches that are racist, sexist, or demeaning to other coaches	<b>E</b>	
<input type="checkbox"/> Uses language that is respectful and promotes inclusion	<b>M</b>	
<input type="checkbox"/> Uses language that is racist, sexist, or demeaning to other coaches or allows coaches to use language that is racist, sexist, or demeaning to other coaches	<b>NI</b>	

*Learning Facilitator Evaluation Tool*

	Select One	Comments
<b>Self-directed Learning</b>		
<input type="checkbox"/> Coaches are stimulated to explore, problem-solve, and value learning	<b>E</b>	
<input type="checkbox"/> Helps coaches become self-directed learners	<b>M</b>	
<input type="checkbox"/> Does not encourage coaches to become self-directed learners	<b>NI</b>	
<b>Feedback</b>		
<input type="checkbox"/> Engages coaches in two-way discussions about coach development	<b>E</b>	
<input type="checkbox"/> Provides feedback that is positive, specific, and informative	<b>M</b>	
<input type="checkbox"/> Provides feedback that is negative or judgmental or both	<b>NI</b>	

## Manages Group Tasks to Optimize Coaches' Learning

For each evidence category below (Explanations of Group Tasks, Application of Group-development Theory, Group Interaction, etc.), select the evidence that best describes what you observed.

	Select One	Comments
<b>Explanations of Group Tasks</b>		
<input type="checkbox"/> Creates an environment where coaches take responsibility for completing tasks	E	
<input type="checkbox"/> Explains group tasks clearly and concisely and allows for questions of clarification	M	
<input type="checkbox"/> Either does not explain group tasks clearly and concisely or does not allow questions of clarification	NI	
<b>Application of Group-development Theory</b>		
<input type="checkbox"/> Adapts the formation and management of groups to the situation	E	
<input type="checkbox"/> Applies group-development theory to the formation and management of groups	M	
<input type="checkbox"/> Creates and manages groups in a manner that does not reflect their stage of development	NI	
<b>Group Interaction</b>		
<input type="checkbox"/> Creates an environment of positive interdependence, where learners understand they need one another to successfully complete tasks	E	
<input type="checkbox"/> Creates and modifies groupings to enhance interaction and learning	M	
<input type="checkbox"/> Does not use groupings to enhance interaction and learning	NI	
<b>Group Process</b>		
<input type="checkbox"/> Uses the group process to help coaches develop interpersonal, communication, and valuing skills	E	
<input type="checkbox"/> Intervenes in the group process to ensure that coaches communicate effectively and show respect for one another	M	
<input type="checkbox"/> Does not intervene in the group process to ensure that coaches communicate effectively and show respect for one another	NI	

*Learning Facilitator Evaluation Tool*

	Select One	Comments
<b>Leadership within the Group</b>		
<input type="checkbox"/> Allows coaches to experience a variety of leadership opportunities within the group	<b>E</b>	
<input type="checkbox"/> Assigns roles, including leadership, within groups	<b>M</b>	
<input type="checkbox"/> Allows one or two coaches to dominate the leadership role	<b>NI</b>	

## Evaluation Table

	Exceeds Expectations	Meets Expectations	Needs Improvement	Comments
<b>Structures and manages the training environment appropriately</b>				
<input type="checkbox"/> Arrival at the Training Site				
<input type="checkbox"/> Use of Equipment				
<b>Facilitates the achievement of learning outcomes</b>				
<input type="checkbox"/> NCCP Model				
<input type="checkbox"/> Learning Outcomes				
<input type="checkbox"/> Learning Activities				
<input type="checkbox"/> Links with Coaches' Experience				
<input type="checkbox"/> Critical Reflection				
<input type="checkbox"/> Use of NCCP Materials				
<input type="checkbox"/> Knowledge of Module Content				
<input type="checkbox"/> Coaches' Engagement in Learning Activities				
<input type="checkbox"/> Timelines				
<b>Displays appropriate communication and leadership to enhance coach learning</b>				
<input type="checkbox"/> Image of Canadian Sport				
<input type="checkbox"/> Communication: Presenting				
<input type="checkbox"/> Communication: Listening				
<input type="checkbox"/> Communication: Non-verbal				
<input type="checkbox"/> Respectful Language				
<input type="checkbox"/> Self-directed Learning				
<input type="checkbox"/> Feedback				
<b>Manages group tasks to optimize coaches' learning</b>				
<input type="checkbox"/> Explanations of Group Tasks				
<input type="checkbox"/> Application of Group-development Theory				
<input type="checkbox"/> Group Interaction				
<input type="checkbox"/> Group Process				
<input type="checkbox"/> Leadership within the Group				

## Summary of Evaluation

To become certified, a Learning Facilitator must achieve *Exceeds Expectations* or *Meets Expectations* on all four criteria. All Learning Facilitators will receive an Action Plan. Learning Facilitators whose performance is described as *Needs Improvement* will complete, with you, an Action Plan designed to bring the Learning Facilitator to the level of *Meets Expectations*.

You have three choices regarding the Learning Facilitator's status:

- The Learning Facilitator is recommended as a Certified Learning Facilitator
- The Learning Facilitator can be re-evaluated after completing an Action Plan
- The Learning Facilitator is not recommended as a Certified Learning Facilitator

Your final determination of the Learning Facilitator's status should be based upon the data gathered about each of the four criteria. This data should be considered within the entire context of the training you observed, as well as your own professional judgment, experience, and common sense. For example:

- If the Learning Facilitator achieved the *Needs Improvement* standard in two of the criteria without having a significant negative effect on the overall training, you could recommend that the Learning Facilitator complete an Action Plan and then be re-evaluated.

Note, however, that you MUST NOT recommend the Learning Facilitator as a Certified Learning Facilitator if you observe any of the following behaviours, as they 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
- Finishes without addressing all learning outcomes
- Lacks knowledge of the module's content and is unable to fully answer questions relevant to completing tasks
- Uses language that is racist, sexist, or demeaning to other coaches
- Allows coaches to use language that is racist, sexist, or demeaning to other coaches
- Provides feedback that is negative or judgmental or both
- Creates and manages groups in a manner that does not reflect their stage of development

## Action Plan

<b>LF'S NAME:</b>	<b>DATE:</b>
<b>MCD'S NAME:</b>	

<b>Outcome: Provides support to coaches in training workshops</b>		
<b>Criteria</b>	<b>Standard</b>	<b>Next Steps</b>
Structures and manages the training environment appropriately	Exceeds expectations Meets expectations Needs improvement	
Facilitates the achievement of learning outcomes	Exceeds expectations Meets expectations Needs improvement	
Displays appropriate communication and leadership to enhance coach learning	Exceeds expectations Meets expectations Needs improvement	
Manages group tasks to optimize coaches' learning	Exceeds expectations Meets expectations Needs improvement	

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

LF'S Signature:	
MCD's Signature:	

### MCD's Recommendation:

The Learning Facilitator is recommended as a Certified Learning Facilitator

The Learning Facilitator can be re-evaluated after completing an Action Plan

The Learning Facilitator is not recommended as a Certified Learning Facilitator

**Note:** All Learning Facilitators 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.

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