

## Self-assessment by the Coach Evaluator

**Instructions:** Self-reflection is a powerful tool. Take a moment to reflect on a past evaluation and then complete this form. If you filled in the electronic version of the form, save the file as **Self-assessment by the Coach Evaluator (your name here).pdf**.

Coach Evaluator: \_\_\_\_\_

Sport: \_\_\_\_\_ Date: \_\_\_\_\_

Outcome: Evaluates Portfolios		
Criteria	Check One	Evidence
<b>Collects Portfolio</b>		<input type="checkbox"/> I collected the coach's portfolio at least 2 weeks before the formal observation
		<input type="checkbox"/> I collected the coach's portfolio in the 2 weeks before the formal observation
		<input type="checkbox"/> I didn't collect the coach's portfolio before the formal observation
<b>Marks Portfolio</b>		<input type="checkbox"/> I used an approved marking tool to provide specific descriptive and prescriptive feedback throughout the coach's portfolio
		<input type="checkbox"/> I used an approved marking tool to provide feedback on parts of the coach's portfolio
		<input type="checkbox"/> I didn't provide any feedback on the coach's portfolio
<b>Debriefs Portfolio</b>		<input type="checkbox"/> I asked questions that 1) led the coach to reflect on his or her portfolio and 2) helped the coach identify his or her strengths, weaknesses, and opportunities for improvement; I also provided examples of best practices
		<input type="checkbox"/> I suggested areas where the coach could improve
		<input type="checkbox"/> I asked vague questions, asked questions that focused on weaknesses in the coach's performance, or provided feedback without giving the coach an opportunity to discuss it
Outcome: Observes and Evaluates Coaches		
Criteria	Check One	Evidence
<b>Arranges a Prebrief</b>		<input type="checkbox"/> I contacted the coach at least 1 week before the formal observation
		<input type="checkbox"/> I contacted the coach in the week before the formal observation
		<input type="checkbox"/> I contacted the coach the day of the formal observation
<b>Completes the Prebrief</b>		<input type="checkbox"/> I explained the evaluation process, reviewed the evaluation tool(s), and let the coach ask questions, seek clarification, express concerns, etc.
		<input type="checkbox"/> I explained the evaluation process and reviewed the evaluation tool(s)
		<input type="checkbox"/> I didn't do a prebrief

Outcome: Observes and Evaluates Coaches		
Criteria	Check One	Evidence
<b>Creates a Comfortable Atmosphere during the Prebrief</b>		<input type="checkbox"/> I asked lots of questions, gave the coach time to think about and formulate questions, answered questions in a positive manner, and encouraged the coach to use the evaluation as an opportunity for growth
		<input type="checkbox"/> I asked questions and gave the coach a chance to provide input
		<input type="checkbox"/> I didn't ask any questions or describe the educational purpose of the evaluation
<b>Uses Approved Coach Evaluation Tool(s) to Collect Data</b>		<input type="checkbox"/> I used approved coach evaluation tool(s) to collect data and provide feedback on the coach's performance
		<input type="checkbox"/> I used approved coach evaluation tool(s) to collect data on the coach's performance
		<input type="checkbox"/> I based my observations on impressions and feelings
<b>Completes a Debrief</b>		<input type="checkbox"/> I asked questions that 1) led the coach to reflect on his or her performance, 2) helped the coach identify his or her strengths, weaknesses, and opportunities for improvement, and 3) allowed the coach to express his or her feelings, analyze the training, and synthesize new learnings from the experience
		<input type="checkbox"/> I asked questions that led the coach to reflect on his or her performance; I also suggested areas where the coach could improve
		<input type="checkbox"/> I asked vague questions, asked questions that focused on weaknesses in the coach's performance, or provided feedback without giving the coach an opportunity to discuss it
<b>Completes an Action Plan</b>		<input type="checkbox"/> I worked with the coach to develop an Action Plan; I also confirmed that the coach understood the purpose and value for growth and professional development of each item in the Action Plan
		<input type="checkbox"/> I worked with the coach to develop an Action Plan for growth and professional development
		<input type="checkbox"/> No action plan was created
<b>Makes a Recommendation about the Coach's Certification</b>		<input type="checkbox"/> I made a recommendation about the coach's certification, based my recommendation on observations made during the evaluation of the coach's performance, and confirmed that the coach understood the recommendation
		<input type="checkbox"/> I made a recommendation about the coach's certification
		<input type="checkbox"/> I made a recommendation about the coach's certification but didn't support it with observations made during the evaluation of the coach's performance; I also didn't confirm that the coach understood or agreed to the recommendation

<b>Outcome: Communicates and Leads in Ways that Enhance Coach Learning</b>		
<b>Criteria</b>	<b>Check One</b>	<b>Evidence</b>
<b>Promotes a Positive Image of Canadian Sport</b>		<input type="checkbox"/> I promoted a positive image of Canadian sport and modelled NCCP values and philosophy
		<input type="checkbox"/> I presented a negative image of Canadian sport and modelled inappropriate values and behaviours
<b>Communicates: Listening Techniques</b>		<input type="checkbox"/> I used a variety of listening and questioning techniques and adapted them to suit both individuals and groups
		<input type="checkbox"/> I used listening and questioning techniques effectively
		<input type="checkbox"/> I made limited use of effective listening and questioning techniques
<b>Communicates: Non-verbal Cues</b>		<input type="checkbox"/> I used non-verbal cues to enhance the message being delivered
		<input type="checkbox"/> My non-verbal cues were consistent with the message being delivered
		<input type="checkbox"/> My non-verbal cues were inconsistent with the message being delivered
<b>Uses Respectful Language</b>		<input type="checkbox"/> I effectively addressed any comments the coach made that were racist, sexist, or demeaning to others
		<input type="checkbox"/> I used language that was respectful and promoted inclusion
		<input type="checkbox"/> I used language that was racist, sexist, or demeaning to others or allowed others to use language that was racist, sexist, or demeaning to others
<b>Encourages Self-directed Learning</b>		<input type="checkbox"/> I encouraged the coach to explore, problem-solve, and value learning
		<input type="checkbox"/> I helped the coach become a self-directed learner
		<input type="checkbox"/> I didn't encourage the coach to become a self-directed learner
<b>Provides Constructive Feedback</b>		<input type="checkbox"/> I engaged the coach in a two-way discussion about his or her development
		<input type="checkbox"/> I provided feedback that was positive, specific, and informative
		<input type="checkbox"/> I provided feedback that was negative or judgemental or both