



Evaluation Tools & Forms

Sept 10, 2018

This document outlines a series of forms that Evaluators will use when evaluating Development Coaches.

The forms presented in this document will be used to evaluate the following requirements:

- Plan a Practice
- Support to Athletes in Training



Evaluation Form – Plan a Practice

	Evidence of Achievement	Yes	No	Comments
Safety & Logistics	Identified athletes' ages, abilities, and performance levels			
	If appropriate, identify potential risk factors (equipment, surface, player movements, ball flight; etc.) given activities planned.			
	Outline facilities and equipment required to achieve training goal(s)			
	Provide a timeline for the session's activities			
	Select activities whose duration and general characteristics support the achievement of the session's goal(s)			
	Select activities whose duration and general characteristics are adapted to the age and ability level of the players, as well as the part of the session in which they are scheduled.			
	Plan for an adequate number of activities given the overall duration of the session.			
	Produces an Emergency Action Plan that is consistent with NCCP standards.			
Structure & Linkages with Plan	Clearly identify one or more goals for the practice that are consistent with the training objectives and priorities identified.			
	Indicates key teaching points for each activity.			
	Identify activities for the main segments of the training session: warm-up (general/specific), main part, and cool-down.			
	Describe planned activities through illustration, diagram, and/or explanation.			
	Identify warm-up activities that prepare athletes adequately for the main part of the practice.			
	Include activities that promote the development of cue reading and decision-making, consistent with the players' experience and level of play.			
	Ensure the order of activities is optimal during the session (activities focussing on new learning or improving speed, power and motor abilities must be scheduled early in the main part, when athletes are not fatigued).			

Evaluation Form – Plan a Practice (cont.)

Evidence of Achievement		Yes	No	Comments
Methodology	When Method 1 is used, ensure activities have appropriate cue reading, decision-making, and skill execution characteristics.			
	When Method 2 is used, ensure activities have appropriate cue reading, decision-making, and skill execution characteristics.			
	When Method 3 is used, ensure activities have appropriate cue reading, decision-making, and skill execution characteristics.			
	When Simulated Play is used, ensure activities have appropriate intentions given players' experience, and the stage of skill development they are at.			
	Correctly apply loading parameters where necessary.			
	Ensure activities contribute to the development of skill(s) and that training/practice conditions are appropriate to the stage of skill development (Acquisition, Consolidation, Refinement)			
	Ensure activities contribute to the development of athletic abilities that are important in Volleyball, and that they match the players' physical maturation level.			
Other comments – Plan a Practice:				

Evaluation Form – Plan a Practice (cont.)

Evidence of Achievement		Yes	No
Emergency Action Plan	Produce an Emergency Action Plan (EAP) adapted to own training facility.		
	<p>❑ Present a complete Emergency Action Plan (EAP) for own training facility with all the following critical elements:</p> <ul style="list-style-type: none"> ○ Locations of telephones (cell and land lines) * ○ Emergency telephone numbers ○ Location of medical profile for each player under the coach's care ○ Location of fully-stocked first-aid kit * ○ Advance "call person" and "charge person" ○ Clear directions or map to reach quickly the activity site <p>Note: For items marked with an *, pictures of the coach with the required element would be sufficient.</p>		

Simulated Play as a Training Method: Guidelines for Marking

Refer to this section if simulated play activities have been included in the coach's practice plan. Verify that the way simulated play is used is consistent with the recommended guidelines.

Recommended Purposes/Focus of Simulated Play

Stages of Skill Development And Players' Experience 	New players	Acquisition - some experience	Acquisition – lots of experience	Early consolidation	Late consolidation
	Recommended Purposes/Focus				
Opportunity to enjoy the game	x	x	x	x	x
Learn about the game itself	x				
Increase understanding of the game	x				
Learn the rules	x				
Further the understanding of the rules and/or the game		x	x	x	x
Nurture a competitive attitude		x	x	x	x
Expose players to new challenges	x	x			
Provide challenges for players			x	x	x
Assess players' ability		x	x	x	x
Prepare players for competition		x	x	x	x

How Simulated Should be Used – Suggested Formats

Stages of Skill Development And Players' Experience	Suggested Formats When Using Simulated Play
New players	<ul style="list-style-type: none"> ❑ Alternate acquisition drills/activities with Simulated Play. ❑ Modify the game or set restrictions to increase the use of the skills being learned (e.g. 2 vs 2, short court, passing and setting only, game to 7). ❑ Use skills that are associated in the cycle of actions (e.g., serving and passing; passing and setting; setting and attacking; etc.). ❑ Exploit teaching moments to introduce key concepts about rules, cycle of actions (becoming familiar with the phases of play and what must be done in each), how to use the skill during play, etc.
Acquisition - Some experience	<ul style="list-style-type: none"> ❑ Alternate acquisition drills/activities with Simulated Play. ❑ Increase number of skills that are associated in the cycle of actions. ❑ Modify the game or set restrictions to increase the use of the skills being learned (e.g. 4 vs 4, hitting line only, game to 11). ❑ Use all skills i.e. those being learned and those athletes are already familiar with. Reward players for correctly executing the skill during Simulated Play. ❑ Continue exploiting teaching moments to introduce or reinforce understanding of rules, cycle of actions (phases of play and what must be done in each), how to use the skill during play, etc.
Acquisition – Lots of experience	<ul style="list-style-type: none"> ❑ Alternate acquisition drills/activities with Simulated Play. ❑ Use all skills that are associated in the cycle of actions when possible. ❑ Modify the game or set restrictions to increase the use of the skills being learned (e.g. 6 vs 6, tooling the block gives 2 points, game to 25). ❑ Use all skills i.e. those being learned and those athletes are already familiar with. Reward players for correctly executing the skill during Simulated Play. ❑ Continue exploiting teaching moments to introduce or reinforce understanding of tactical concepts, both individual and team, and how such concepts fit within each phase of play of the offensive and defensive cycles of actions.

How Simulated Should be Used – Suggested Formats (cont.)

Stages of Skill Development And Players' Experience	Suggested Formats When Using Simulated Play
<p>Early consolidation</p>	<ul style="list-style-type: none"> ❑ Vary Method 2 drills/activities (and other methods as necessary) with Simulated Play. Use all skills that are associated in the cycle of actions when possible. ❑ Modify the game or set restrictions to increase the use of the skills being learned (e.g. 6 vs 6, digging the ball to the centre of the court gives one additional point, game to 25). ❑ Use all skills i.e. those being learned and those athletes are already familiar with. Reward players for correctly executing the skill during simulated play. ❑ Continue exploiting teaching moments to introduce or reinforce understanding of tactical concepts, both individual and team, and how such concepts fit within each phase of play of the offensive and defensive cycles of actions.
<p>Late consolidation</p>	<ul style="list-style-type: none"> ❑ Vary Method 3 drills/activities (and other methods as necessary) with Simulated Play. Use all skills that are associated in the cycle of actions when possible. ❑ Modify the game or set restrictions to increase the use of the skills being learned (e.g. 6 vs 6, slowing down the ball on a block gives one additional point, game to 25). ❑ Use all skills i.e. those being learned and those athletes are already familiar with. Reward players for correctly executing the skill during simulated play. ❑ Introduce new tactical concepts, both individual and team, involving the skill; continue exploiting teaching moments to reinforce understanding of how the various tactical concepts the athlete has been exposed to fit within each phase of play of the offensive and defensive cycles of actions.

Evaluation Forms

Support to Athletes in Training

Evaluation Forms – Support to Athletes in Training

The focus of each form is summarized in the table below.

Code	Areas of focus
F1	How the coach implemented his/her drill activities from a global perspective, including safety and responsible coaching.
F2	How the coach explained and demonstrated the drill focusing on Method 1, and how the drill was implemented.
F3	The coach's interventions during the drill focusing on Method 1, including feedback.
F4	How the coach explained and demonstrated the drill focusing on Simulated Play, and how the drill was implemented.
F5	The coach's interventions during the drill focusing on Simulated Play, including feedback.
F6	Action Plan sample
F7	Summary and submission document

Notes – Evaluation forms number 1 to 4 focus both on **process** and on **methodology**. An effective performance should reflect both aspects: for instance, when teaching a “Method 1 drill”, a coach would be expected to apply the NCCP teaching process AND the specific guidelines pertaining to Method 1. While teaching, the coach is also expected to demonstrate that he or she is familiar with the specific skills or tactics involved in the drill or the activity.

F1 – Provide Support to Athletes in Training

Ensure that the practice environment is safe				Notes
	Criteria	Y	N	
1	The coach plans for and uses the facility in ways that reflect an awareness of and control for potential risk factors. The coach ensures that the training area is made as safe as is reasonable and considers the safety of all participants when making decisions about the utilization of facility space.			
2	The coach reinforces and teaches appropriate competitive rules to enable a safe practice environment			
3	The coach continually surveys the practice environment and makes adjustments to activities, participant behaviours, etc. to minimize any related risks.			
Implement an appropriately structured and organized practice				
4	Is the coach able to follow his/her plan as it is written? Does the written plan conform to what is observed on the court and are the procedures outlined in the plan being respected?			
5	Main practice segments are evident and include an introduction, warm-up, main part, cool-down, and conclusion			
6	All equipment is available and ready to use.			
7	Effective use of time: The duration of the session's activities, transitions, and of waiting times are adequate given the age and level of the players. Players are engaged in activity at least 50% of the time			
8	Ensure activities contribute to the development of Volleyball skills and/or athletic abilities, i.e., the drills, exercises, methods and training load are adequate for the training task identified and suit the level of the players involved.			
9	Distribution of attention: <i>Does the coach regularly look and observe the entire group during drills and play? Does the coach respond appropriately to what he/she sees?</i>			
10	Adjustments: The coach makes appropriate adjustments to activities that are not producing desired results.			
Responsible Coaching				
10	The coach is dressed in sports attire appropriate for coaching in a volleyball situation.			
11	The coach uses language that demonstrates a respect for participants and other stakeholders.			
12	The coach behaves in a manner that honours sport and respects participants			
13	The coach identifies appropriate expectations for athlete behaviour and reinforces these expectations as required.			
Make interventions that promote learning				
14	Implementation of Method 1 & Simulated Play Drills As per forms 2-5.			

F2 – Evaluation: Method 1 Drill

Evaluate how the coach explained and demonstrated the drill				Notes
	Criteria	Y	N	
14	The coach explained the purpose of the action(s) involved and how it (they) connect(s) to a game situation.			
15	The coach clearly explained the general pattern of the drill to the athletes and what they must try to accomplish.			
16	Explanation outlined the success criteria of the drill. <i>All 3 elements of CR + DM + SE are required. If appropriate, the coach should define good skill execution (e.g., good dig is 10m high, middle of the court, on the attack line).</i>			
17	Explanation was clear, accurate, concise and was combined with the demonstration (if appropriate).			
18	The coach emphasized the basic cues the athlete had to read during the drill (self-position; ball trajectory; target; immediate surrounding).			
19	The coach clearly explained the basic decision option(s) for the athlete during the drill.			
20	The coach drew athletes' attention to an external focus of attention.			
Evaluate how the drill was implemented				
21	Athletes could practice at their own pace .			
22	Practice conditions were safe, stable, and predictable .			
23	Athletes practiced using the whole skill .			
24	Athletes could find some solutions by themselves through trial and error .			
25	Athletes learned how to shift their attention quickly and cyclically from the ball to their surroundings.			
26	Drill fostered the acquisition of the proper form when executing specific techniques/skills.			
27	Athletes had sufficient time/opportunities to practice.			
28	The coach observed the athletes from an adequate vantage point .			
29	The coach observed individual and group performances.			
30	The coach applied Observational Practice when appropriate			

F3 - Evaluation: Coach Interventions during Method 1 Drill

	Criteria	Y	N	Notes
31	Intervention was done when necessary <i>For example, degree/type of engagement by athletes not adequate; safety or behaviour situation; etc.</i>			
32	Skill execution that was below expectation was noted (given athlete's proficiency level and/or stage of learning progression).			
33	Important cues missed by athlete(s) were noted.			
34	Important decisions missed by athlete(s) were noted.			
35	When proposing corrections, cause(s) of error were correctly identified. <i>For example, incorrect cue reading, decision-making, or skill execution.</i>			
36	When feedback was necessary it was not offered during the execution .			
37	Questions were used to guide athletes to a solution or intended improvement.			
38	Feedback was positive and specific and not negative or humiliating. <i>For example: "You did _____ perfectly!"</i>			
39	Feedback was clear and concise and relevant to the most important performance factors; it emphasized what to improve, and how ; <i>For example, the coach referred to the critical performance factor, outlined correction and how to achieve it (e.g., expected outcomes of actions, target, ball trajectory, etc.).</i>			
40	The coach explained to the athletes that during skill execution, they must focus their attention on the intended outcome . <i>For example, "pass the ball in a straight line to the setter's hands", NOT "think about keeping your arms straight while you pass".</i>			

F4 – Evaluation: Simulated Play Drill

Evaluate how the coach explained and demonstrated the drill				
	Criteria	Y	N	Notes
41	The coach clearly explained the general pattern of the drill to the athletes.			
42	The purpose of the drill was clearly explained. <i>Example: "In this drill we will focus on the Left Side attackers and their ability to read cues, make decisions, and execute."</i>			
43	Explanation outlined the success criteria of the drill. <i>All 3 elements of CR + DM + SE are required. If appropriate, the coach should define good skill execution (e.g., good dig is 10m high, middle of the court, on the attack line).</i>			
44	The coach clearly explained what cues to read during the drill. <i>For example, "look at the setter's release, the ball, then the hitter to see if it is off or tight."</i>			
45	Clearly explained how the game would be modified or restricted to increase the use of the skills being learned. <i>For example, play 6 vs 6. Slowing down the ball on a block gives one additional point; game to 25.</i>			
46	Introduced new tactical concepts , both individual and team, involving the skill being learned. <i>For example, Team A will force the front row Left Side to pass a short serve.</i>			
47	The decision options the coach has linked to each cue were technically and tactically sound . <i>For example, would the decisions a player had to make transfer into a realistic game situation?</i>			
Evaluate how the drill was implemented				
48	Position selected to observe the group and individual athletes was good.			
49	Athletes had sufficient time to play the game and apply/learn the intended concepts.			
50	The focus of the game materialized , and the resulting situation allowed players to work on the intended technical/tactical elements .			
51	The athletes could replicate specific game situations in which they have to make appropriate tactical choices under some pressure . <i>For example, team down by 3, the serve has to be in, and difficult enough to pull the opponent's setter off the net.</i>			
52	The implementation of the drill supported the stated purpose . <i>For example, if the stated purpose was to improve the Left Side attackers' ability to read cues, make decisions and execute – Did the drill allow this to be achieved?</i>			

F5 - Evaluation: Coach Interventions during Simulated Play Drill

	Criteria	Y	N	Notes
53	Intervention was done when necessary <i>For example, degree/type of engagement by athletes not adequate; safety or behaviour situation; etc.</i>			
54	Important cues missed by athlete(s) were noted.			
55	Important decisions missed by athlete(s) were noted.			
56	Skill execution that was below expectation was noted (given athlete's proficiency level and/or stage of learning progression).			
57	When proposing corrections, cause(s) of error were correctly identified. <i>For example, incorrect cue reading, decision-making, or skill execution.</i>			
58	When feedback was necessary it was not offered during the execution .			
59	Questions were used to guide athletes to a solution or intended improvement.			
60	Feedback was positive and specific and not negative or humiliating. <i>For example: "You did _____ perfectly!"</i>			
61	Feedback was clear and concise and relevant to the most important performance factors; it emphasized what to improve, and how ; <i>For example, the coach referred to the critical performance factor, outlined correction and how to achieve it (e.g., expected outcomes of actions, target, ball trajectory, etc.).</i>			
62	The coach explained to the athletes that during skill execution, they must focus their attention on the intended outcome . <i>For example, "pass the ball in a straight line to the setter's hands", NOT "think about keeping your arms straight while you pass".</i>			

F6 - Action Plan: Method 1, Simulated Play Drills & Interventions

Not Yet Meeting Expectations – For outcomes or criteria that were below standard, the final evaluation will indicate where the coach needs to improve. Here, the Evaluator should identify what the coach needs to do to complete a successful evaluation of a particular outcome. This may involve a re-evaluation of a portion of a practice or an entire practice.

Meets Expectations – In this section, the Evaluator notes outcomes for which the coach met the standards. The Evaluator may also identify professional development opportunities that, in his or her opinion, will help the coach become even more effective in specific coaching areas. *For example: “Overall you did a great job of running an effective Method 1 drill...several areas met expectations, in particular the focus on _____ was well done.”*

Exceeds Expectations – For outcomes where the coach has performed exceptionally well, the Evaluator should identify opportunities to move to a more expert level. This may involve further training or specific experience.



DEVELOPMENT COACH EVALUATION TOOL

Coach		NCCP #
Last Name	First Name	

	Summarize areas that met expectations	Summarize areas that need improvement	Action Plan Summary	Action Plan Timeline
Plan a Practice and EAP				
Support to Athletes in Training				

☐

Coach meets requirements for Development Coach Certification

☐

Minimum certification standards were not yet met; more follow-up needed as indicated in Action Plan

Evaluator	NCCP #
Name	Date
<p>The Development Coach Evaluator must complete this form following the debrief and action plan with the Coach. A new form is required for each subsequent follow-up with the coach. The Development Coach Evaluator submits the completed forms (pages 16-17) to the Provincial/Territorial Association.</p>	