



Learning Facilitator Evaluation Tool



National
Coaching
Certification
Program





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The Collection, Use, and Disclosure of Personal Information

The Coaching Association of Canada collects your NCCP qualifications and personal information and shares it with all NCCP partners according to the privacy policy detailed at www.coach.ca. By participating in the NCCP you are providing consent for your information to be gathered and shared as detailed in the privacy policy. If you have any questions or would like to abstain from participating in the NCCP please contact coach@coach.ca.

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
Arrival at the Training Site		
☐ 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	☐ E	
☐ Arrives in time to set the training area up and ensures that all materials are ready for use	☐ M	
☐ Arrives too late to set up the training area and ensure that all materials are ready for use	☐ NI	
Use of Equipment		
☐ Tests and sets up all equipment (AV, laptops, slides, etc.) before coaches arrive and uses it well during coach training	☐ E	
☐ Demonstrates the ability to use AV/computer equipment	☐ M	
☐ Has problems with AV/computer equipment that interfere with coach training	☐ NI	

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

	Select One	Comments
Critical Reflection		
☐ Debriefs, when appropriate, coaches' feelings and reactions, understanding of the process, and ability to direct their own learning	☐ E	
☐ Helps coaches identify areas for change or improvement in coaching methods	☐ M	
☐ Makes limited use of questions and debriefing about current coaching practices	☐ NI	
Use of NCCP Materials		
☐ Uses coaches' experience to enhance the <i>Coach Workbook</i> activities and create links with the <i>Reference Material</i>	☐ E	
☐ Uses the <i>Learning Facilitator Guide</i> , <i>Coach Workbook</i> , and <i>Reference Material</i> effectively	☐ M	
☐ Does not make effective use of the activities in the <i>Coach Workbook</i> or the <i>Reference Material</i>	☐ NI	
Knowledge of Module Content		
☐ Directs coaches to other material and resources, including sport-specific material	☐ E	
☐ Uses his or her thorough knowledge of the module's content to help coaches critically reflect on their current coaching practice	☐ M	
☐ Lacks knowledge of the module's content and is unable to fully answer questions relevant to completing tasks	☐ NI	
Coaches' Engagement in Learning Activities		
☐ Coaches are stimulated to ask questions, explore new ideas, etc.	☐ E	
☐ Coaches are actively engaged in learning throughout the training session	☐ M	
☐ Coaches are not obviously engaged in the learning process	☐ NI	
Timelines		
☐ Respects recommended timelines and addresses all learning outcomes within the timelines	☐ M	
☐ 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
Image of Canadian Sport		
☐ Promotes a positive image of Canadian sport and models NCCP values and philosophy	☐ M	
☐ Presents a negative image of Canadian sport and models inappropriate values and behaviours	☐ NI	
Communication: Presenting		
☐ Uses his or her position, voice, and teaching aids in a manner that captures coaches' attention, engages coaches, and reinforces learning	☐ E	
☐ Makes effective use of position, voice, and teaching aids	☐ M	
☐ Makes poor use of position, voice, or teaching aids	☐ NI	
Communication: Listening		
☐ Uses a variety of listening and questioning techniques and adapts them to suit both individuals and groups	☐ E	
☐ Uses listening and questioning techniques effectively	☐ M	
☐ Makes limited use of effective listening and questioning techniques	☐ NI	
Communication: Non-verbal		
☐ Uses non-verbal cues to enhance the message being delivered	☐ E	
☐ Non-verbal cues are consistent with the message being delivered	☐ M	
☐ Non-verbal cues are inconsistent with the message being delivered	☐ NI	
Respectful Language		
☐ Effectively addresses comments from coaches that are racist, sexist, or demeaning to other coaches	☐ E	
☐ Uses language that is respectful and promotes inclusion	☐ M	
☐ 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	☐ NI	

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

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

	Select One	Comments
Leadership within the Group		
☐ Allows coaches to experience a variety of leadership opportunities within the group	☐ E	
☐ Assigns roles, including leadership, within groups	☐ M	
☐ Allows one or two coaches to dominate the leadership role	☐ NI	

Evaluation Table

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

LF'S NAME:	DATE:
MLF'S/ALF'S NAME:	

Outcome: Provides support to coaches in training workshops		
Criteria	Standard	Next Steps
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:	
MLF's/ALF's Signature:	

MLF's/ALF'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.

MLF's/ALF's Signature: _____ Date: _____

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