

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
Collects Portfolio	<input type="radio"/>	<input type="checkbox"/> I collected the coach's portfolio at least 2 weeks before the formal observation
	<input type="radio"/>	<input type="checkbox"/> I collected the coach's portfolio in the 2 weeks before the formal observation
	<input type="radio"/>	<input type="checkbox"/> I didn't collect the coach's portfolio before the formal observation
Marks Portfolio	<input type="radio"/>	<input type="checkbox"/> I used an approved marking tool to provide specific descriptive and prescriptive feedback throughout the coach's portfolio
	<input type="radio"/>	<input type="checkbox"/> I used an approved marking tool to provide feedback on parts of the coach's portfolio
	<input type="radio"/>	<input type="checkbox"/> I didn't provide any feedback on the coach's portfolio
Debriefs Portfolio	<input type="radio"/>	<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="radio"/>	<input type="checkbox"/> I suggested areas where the coach could improve
	<input type="radio"/>	<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
Arranges a Prebrief	<input type="radio"/>	<input type="checkbox"/> I contacted the coach at least 1 week before the formal observation
	<input type="radio"/>	<input type="checkbox"/> I contacted the coach in the week before the formal observation
	<input type="radio"/>	<input type="checkbox"/> I contacted the coach the day of the formal observation
Completes the Prebrief	<input type="radio"/>	<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="radio"/>	<input type="checkbox"/> I explained the evaluation process and reviewed the evaluation tool(s)
	<input type="radio"/>	<input type="checkbox"/> I didn't do a prebrief

Outcome: Observes and Evaluates Coaches		
Criteria	Check One	Evidence
Creates a Comfortable Atmosphere during the Prebrief	<input type="radio"/>	<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="radio"/>	<input type="checkbox"/> I asked questions and gave the coach a chance to provide input
	<input type="radio"/>	<input type="checkbox"/> I didn't ask any questions or describe the educational purpose of the evaluation
Uses Approved Coach Evaluation Tool(s) to Collect Data	<input type="radio"/>	<input type="checkbox"/> I used approved coach evaluation tool(s) to collect data and provide feedback on the coach's performance
	<input type="radio"/>	<input type="checkbox"/> I used approved coach evaluation tool(s) to collect data on the coach's performance
	<input type="radio"/>	<input type="checkbox"/> I based my observations on impressions and feelings
Completes a Debrief	<input type="radio"/>	<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="radio"/>	<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="radio"/>	<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
Completes an Action Plan	<input type="radio"/>	<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="radio"/>	<input type="checkbox"/> I worked with the coach to develop an Action Plan for growth and professional development
	<input type="radio"/>	<input type="checkbox"/> No action plan was created
Makes a Recommendation about the Coach's Certification	<input type="radio"/>	<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="radio"/>	<input type="checkbox"/> I made a recommendation about the coach's certification
	<input type="radio"/>	<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

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