Master Coach Developers (MCDs)

How MCDs get trained

Master Coach Developer training is competency-based; in other words, Master Coach Developer training focuses on developing the knowledge, skills, and attitudes that Master Coach Developers need to have to effectively perform their roles.

MCDs must complete LF, CE and MCD core training. MCD status is assigned by GCG.

How MCDs get certified

Evaluation should take place after Master Coach Developers have had a number of opportunities to train, evaluate, and mentor Coach Developers on their own. All evaluations must be conducted by MCDs.

Master Coach Developers (MCDs) are evaluated in two separate steps:
1. MCDs are evaluated with the *Master Coach Developer Evaluation Tool.*
   Note: The first four outcomes are exactly the same as those used in the *Learning Facilitator Evaluation Tool* to assess Learning Facilitators.
2. MCDs must submit and be evaluated on a portfolio that provides evidence of their competencies.

Evaluating an MCD's portfolio is a five-step process:
1. MCD submits their portfolio to GCG. An MCD's portfolio consists of:
   - Feedback from two Coach Developers they have co-delivered with.
   - Feedback from two Coach Developers they have evaluated.
   - Feedback from two Coach Developers they have mentored.
   - Feedback from their governing organization.
   - A self-assessment.
2. GCG assigns a MCD to mark the MCD's portfolio
   - The **Summary of Assessments Tool** is used to collect the contents of the MCD's portfolio.
   - The **Master Coach Developer Evaluation Tool** is used to evaluate the portfolio against NCCP minimum standards.
3. Portfolio debrief
4. Create an Action Plan
5. Complete administrative requirements

To become certified, a Master Coach Developer must achieve *Exceeds Expectations* or *Meets Expectations*:
1. Structures and manages the training environment appropriately
2. Facilitates the achievement of learning outcomes
3. Displays appropriate communication and leadership to enhance participants' learning
4. Manages group tasks to optimize participants' learning
5. Supports participants during training
6. Supports participants during co-delivery
7. Observes and evaluates participants
8. Supports or informally mentors participants after training
9. Provides leadership in the Coach Developer system

Co-DELIVERY (For CE's)

Introduction

Coach Evaluators observe and evaluate coaches who have completed training, and they have a major say in whether coaches become certified. Because of their direct contact with coaches, Coach Evaluators are the face of the NCCP for coaches, and coaches' experience in the evaluation process strongly shapes their perceptions of the NCCP. Coach Evaluators must therefore appear both objective and supportive as they guide coaches through the evaluation process. Since they are Coach Developers, Coach Evaluators must also abide by the *NCCP Coach Developer Code of Conduct*.

Coach Evaluators need training and support to perform their role well. A significant portion of the required support comes in the form of *co-evaluation,* where an inexperienced Coach Evaluator evaluates a coach with an experienced Coach Evaluator. This helps Coach Evaluator candidates learn and acquire skills in the most practical and efficient way possible.

The NCCP has established a formal co-evaluation process for use in all Coach Developer/Coach Evaluator training and certification. The following sections:

- ❑ Define co-evaluation as it applies to Coach Developers
- ❑ Present the principles underlying Coach Developer Co-evaluation
- ❑ Describe the steps in Coach Developer Co-evaluation

Definition

Coach Developer Co-evaluation is a structured five-step process in which an experienced Coach Developer (CD) evaluates a coach with a less experienced Coach Evaluator.

Principles of NCCP Coach Developer Co-evaluation

Three key principles underlie NCCP Coach Developer Co-evaluation, and all three are designed to ensure that Coach Developer Co-evaluation nurtures less experienced Coach Developers/Coach Evaluators and helps them develop.

- ❑ **Co-evaluation emphasizes the professional development and training of the less experienced CD.** Successful co-evaluation improves the CD-awareness and CD-knowledge of less experienced CDs; it also develops their individual skills and talents through support for the less experienced Coach Evaluator, improves their capacity to evaluate NCCP coach candidates, and helps fulfil their CD aspirations. Co-evaluation is **NOT** about more experienced CDs cloning themselves — the focus is on less experienced CDs becoming, with the guidance of more experienced CDs, the Coach Evaluator they want to be.

- ❑ **The co-evaluation environment provides a positive and supportive setting for learning.** Creating a safe and supportive environment is one of the most important responsibilities of more experienced Coach Developers. For their part, less experienced Coach Developers focus on learning and trying new things, trusting that they will not be criticized or negatively judged. More experienced Coach Developers observe and

provide feedback to less experienced Coach Developers, seeking always to learn from those they are mentoring and to ensure their full development as CDs.

❑ **The co-evaluation environment fully engages Coach Developers.** For less experienced Coach Developers/Coach Evaluators to learn and try new things (see the preceding principle), they must be fully engaged in the co-evaluation process and ready to change some of their ways of thinking. More experienced CDs help these changes along by paying close attention throughout and asking less experienced CDs questions that guide them to realizations about and solutions to their evaluation methods.

Steps in Co-evaluation

Coach Developer Co-evaluation is a five-step process:

1 **Pre-planning meeting.** The purpose of the meeting is to plan the co-evaluation. This involves the following:

   a   The two CDs determine who is going to lead the prebrief with the coach and what questions they would like to ask during the prebrief. The CDs also decide who will outline the evaluation process for the coach.

   b   **Both** CDs outline their expectations for the evaluation. Together they determine the indicators they will use to assess the coach's skills and share adaptations they have made in the past to improve coaches' learning.

   c   The two CDs determine who is going to lead the debrief, who is going to provide feedback at the end of the debrief, and who is going to complete the Action Plan and make the final recommendation.

   d   The less experienced CD may use this time to ask the more experienced CD how he or she previously evaluated coaches. The more experienced CD may also ask questions that will help the less experienced CD plan and perform his or her evaluation. These questions usually focus on how the less experienced CD plans to observe the coach, what cues or indicators will tell the Coach Evaluator that the coach has achieved the prescribed criteria, and what criteria may prove the most difficult to assess.

2 **Observation of the coach.** Each CD completes the selected evaluation tool independently while observing the coach. There may be enough time between the observation and the debrief for the less experienced CD to ask the more experienced CD questions about the observation process or for the two CDs to discuss the key points they want to address in the debrief.

3 **Debrief.** The purpose of the debrief is to allow the coach to reflect on his or her performance and for the CDs to give the coach feedback:

   a   One CD takes the lead in the debrief, asking questions that focus on how the coach feels about his or her performance, how the coach sees his or her actions, what the coach learned during the evaluation, and how the coach plans to transfer this learning to future coaching sessions. The other CD may take some part in the conversation around these questions but must allow the coach to do most of the talking in the debrief.

   b   Once the reflective part of the debrief is over, one of the CDs gives the coach feedback on any topics that did not come up during the coach's reflection.

   c   **One CD** directs the process of completing the Action Plan and making the final recommendation about whether to certify the coach.

4   **Reflective conversation.** The reflective conversation serves two purposes:

    a   It gives the more experienced CD an opportunity to summarize and give feedback to the less experienced CD. This usually involves asking the less experienced CD questions that get him or her to analyze and reflect on what he or she learned and to think about how to transfer this learning to his or her next evaluation.

    b   It allows the less experienced CD to present what he or she observed and to ask the more experienced CD about these observations.

5   **Administration.** The experienced Coach Developer OR the governing organization enters the co-evaluation event in the NCCP Database (the Locker).

Co-delivery

Introduction

Informal co-delivery has long been a part of successful coaching. Less experienced coaches have acquired essential coaching knowledge and skills by watching more experienced coaches in action, performing similar coaching tasks, and getting feedback from their more experienced colleagues.

The National Coaching Certification Program (NCCP) has established a structured version of this informal co-delivery for use in all Coach Developer (CD) training and certification. The following sections:

❑ Define co-delivery as it applies to Coach Developers

❑ Present the principles underlying Coach Developer Co-delivery

❑ Describe the steps in Coach Developer Co-delivery

Definition

Coach Developer Co-delivery is a structured four-step process in which an experienced Coach Developer delivers NCCP training with a less experienced Coach Developer.

Principles of NCCP Coach Developer Co-delivery

Three key principles underlie NCCP Coach Developer Co-delivery, and all three are designed to ensure that Coach Developer Co-delivery nurtures less experienced CDs and helps them develop.

❑ **Co-delivery emphasizes the professional development and training of the less experienced CD.** Successful co-delivery improves the CD-awareness and CD-knowledge of less experienced CDs; it also develops their individual skills and talents, improves their capacity to facilitate NCCP training, and helps fulfil their CD aspirations. Co-delivery is **NOT** about more experienced CDs cloning themselves — the focus is on less experienced CDs becoming, with the guidance of more experienced CDs, the facilitator they want to be.

❑ **The co-delivery environment provides a positive and supportive setting for learning.** Creating a safe and supportive environment is one of the most important responsibilities of more experienced Coach Developers. For their part, less experienced Coach Developers focus on learning and trying new things, trusting that they will not be criticized or negatively judged. More experienced Coach Developers observe and provide feedback to less experienced Coach Developers, seeking always to learn from those they are mentoring and to ensure their full development as CDs.

❑ **The co-delivery environment fully engages Coach Developers.** For less experienced CDs to learn and try new things (see the preceding principle), they must be fully engaged

in the co-delivery process and ready to change some of their ways of thinking. More experienced CDs help these changes along by paying close attention throughout and asking less experienced CDs questions that guide them to realizations about and solutions to their delivery methods.

Steps in Co-delivery

Coach Developer Co-delivery is a four-step process:

1 **Pre-planning meeting.** The purpose of the meeting is to plan the training to be co-delivered. This involves the following:

   a   The two CDs divide up the module(s) they will co-deliver.

   b   **Both** CDs outline the goals and actions for the module(s) they will deliver. Together they determine the indicators they will use to gauge the success of the training and some adaptations they have made in the past to improve learning.

   c   The less experienced CD may use this time to ask the more experienced CD how he or she previously delivered the module(s). The more experienced CD may also ask questions that will help the less experienced CD plan and deliver his or her module(s). These questions usually focus on the goals and tasks of the module(s), the CD's actions, learners' actions, and the challenges associated with delivering the module(s) or task(s).

2 **Observation.** The purpose of the observation step is to gather information that can be discussed in the third step in co-delivery, the reflective conversation. The more experienced CD observes the less experienced CD, based upon the goals, processes, and indicators discussed in the pre-planning meeting. The less experienced CD then observes the more experienced CD and develops a series of questions to discuss in the reflective conversation. These questions should focus on how the more experienced CD delivered the module(s)/task(s). For instance:

   ❑   Why did you change the groups at a specific point in time?

   ❑   Why did you deviate from your plan?

   ❑   What did you learn about the group as you delivered the training?

3 **Reflective conversation.** The reflective conversation serves two purposes:

   a   It gives the more experienced CD an opportunity to summarize and give feedback on the data gathered in Step 2, Observation, and to get the less experienced CD's reactions to this summary and feedback. This usually involves asking the less experienced CD questions that get him or her to analyze and reflect on what he or she learned and to think about how to transfer this learning to his or her next delivery.

   b   It allows the less experienced CD an opportunity to present what he or she observed and to ask the more experienced CD about these observations. (See Step 2, Observation, for examples of such questions.)

4 **Administration.** The experienced Coach Developer OR the governing organization enters the co-delivery event in the NCCP Database (the Locker).

Co-delivery Feedback Form

Instructions: Thank you for deciding to co-deliver with another Coach Developer (CD). Such co-delivery is important to the ongoing growth of our coaches and programs. We want to continually improve our processes. Please take a few minutes to provide feedback to the other CD on your co-delivery experience.

MCD's/CD's Name: _____   Co-delivering CD: _____

Sport: _____   Date: _____

Outcome: Supports Participants during Co-delivery		
Criteria	**Check One**	**Evidence**
Prebrief Meeting		❑ The MCD prebriefed me before we co-delivered and let me express my feelings/concerns about my goals and my plan
		❑ The MCD prebriefed me before we co-delivered to define roles and tasks during the co-delivery and let me choose the pieces I was most comfortable with
		❑ The MCD did not meet with me before co-delivering with me
Intervention during Co-delivery		❑ The MCD provided opportunities for guided discovery, allowing me to learn through experience and from feedback, gave me feedback at appropriate times during co-delivery, and encouraged me to ask questions at appropriate times during co-delivery
		❑ The MCD respected the roles and responsibilities established in the prebrief and gave me feedback at appropriate times during co-delivery
		❑ The MCD intervened often or at inappropriate times during co-delivery or failed to intervene when it was required
Reflective Conversation		❑ The MCD asked leading questions to get me to reflect on my performance and identify areas that needed improvement, gave me feedback, and encouraged me to ask questions during co-delivery
		❑ The MCD asked leading questions to get me to identify areas that needed improvement and worked with me to develop an Action Plan to enhance my skills
		❑ The MCD told me what I needed to do to improve and gave me an Action Plan to follow

Comments:

Self-assessment

Instructions: Self-reflection is a powerful tool. Take a moment to reflect on your role as an MCD and then fill in the self-assessment form below. If you filled in the electronic version of the form, save the file as **Self-assessment by the MCD Candidate (your name here).pdf**.

MCD Candidate: _____

Sport: _____ Date: _____

Outcome: Structures and Manages the Training Environment Appropriately		
Criteria	**Check One**	**Evidence**
Arrival at the Training Site		❑ I arrived well in advance of the start time, arranged the training area to enhance interaction among participants, distributed workshop material, and set up flip charts and other learning aids
		❑ I arrived in time to set the training area up and ensure that all materials were ready for use
		❑ I arrived too late to set up the training area and ensure that all materials were ready for use
Use of Equipment		❑ I tested and set up all equipment (AV, laptops, slides, etc.) before participants arrived and used it well during training
		❑ I demonstrated the ability to use AV/computer equipment
		❑ I had problems with AV/computer equipment that interfered with participants' training
Outcome: Facilitates the Achievement of Learning Outcomes		
Criteria	**Check One**	**Evidence**
NCCP Model		❑ I explained the NCCP model and the competency-based approach to training and referred participants to sport-specific examples
		❑ I explained the NCCP model and the competency-based approach to training
		❑ I did not explain either the NCCP model or the competency-based approach to training
Learning Outcomes		❑ I assigned activities and debriefed them in a manner that encouraged participants to reflect on the learning outcomes and NCCP competencies
		❑ I clearly identified learning outcomes and the NCCP competencies
		❑ I moved from task to task without clearly explaining the purpose of each task or relating tasks to one another
Learning Activities		❑ I adapted learning activities to participants' learning pace and learning stage
		❑ I made minor adjustments to learning activities in the *Learning Facilitator Guide*
		❑ I did not adapt learning activities to participants' learning pace or stage

Outcome: Facilitates the Achievement of Learning Outcomes

Criteria	Check One	Evidence
Links with Participants' Experience		❑ I helped participants discover links between current practices and desired outcomes
		❑ I provided common learning experiences when appropriate and debriefed them
		❑ I made limited use of participants' experience and learning activity debriefs
Critical Reflection		❑ I debriefed, when appropriate, participants' feelings and reactions, understanding of the process, and ability to direct their own learning
		❑ I helped participants identify areas for change or improvement
		❑ I made limited use of questions and debriefing about current practices
Use of NCCP Materials		❑ I used participants' experience to enhance the workbook activities and create links with the reference material
		❑ I used LF guide, workbook, and reference material effectively
		❑ I did not make effective use of the workbook and reference material
Knowledge of Module Content		❑ I directed participants to other material and resources, including sport-specific material
		❑ I used my thorough knowledge of the module's content to help participants critically reflect on their current coaching practice
		❑ I lacked knowledge of the module's content and was unable to fully answer questions relevant to completing tasks
Participants' Engagement in Learning Activities		❑ Participants were stimulated to ask questions, explore new ideas, etc.
		❑ Participants were actively engaged in learning throughout the training session
		❑ Participants were not obviously engaged in the learning process
Timelines		❑ I respected recommended timelines and addressed all learning outcomes within the timelines
		❑ I did not respect recommended timelines and did not address all learning outcomes

Outcome: Displays Appropriate Communication and Leadership to Enhance Participants' Learning

Criteria	Check One	Evidence
Image of Canadian Sport		❑ I promoted a positive image of Canadian sport and modelled NCCP values and philosophy
		❑ I presented a negative image of Canadian sport and modelled inappropriate values and behaviours
Communication: Presenting		❑ I used my position, voice, and teaching aids in a manner that captured participants' attention, engaged participants, and reinforced learning
		❑ I made effective use of position, voice, and teaching aids
		❑ I made poor use of position, voice, or teaching aids

Outcome: Displays Appropriate Communication and Leadership to Enhance Participants' Learning

Criteria	Check One	Evidence
Communication: Listening		❑ I used a variety of listening and questioning techniques and adapted them to suit both individuals and groups
		❑ I used listening and questioning techniques effectively
		❑ I made limited use of effective listening and questioning techniques
Communication: Non-verbal		❑ I used non-verbal cues to enhance the message being delivered
		❑ My non-verbal cues were consistent with the message being delivered
		❑ My non-verbal cues were inconsistent with the message being delivered
Respectful Language		❑ I effectively addressed comments from participants that were racist, sexist, or demeaning to others
		❑ I used language that was respectful and promoted inclusion
		❑ 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
Self-directed Learning		❑ Participants were stimulated to explore, problem-solve, and value learning
		❑ I helped participants become self-directed learners
		❑ I did not encourage participants to become self-directed learners
Feedback		❑ I engaged participants in two-way discussions about their development
		❑ I provided feedback that was positive, specific, and informative
		❑ I provided feedback that was negative or judgemental or both

Outcome: Manages Group Tasks to Optimize Participants' Learning

Criteria	Check One	Evidence
Explanations of Group Tasks		❑ I created an environment where participants took responsibility for completing tasks
		❑ I explained group tasks clearly and concisely and allowed for questions of clarification
		❑ I either did not explain group tasks clearly and concisely or did not allow questions of clarification
Application of Group-development Theory		❑ I adapted the formation and management of groups to the situation
		❑ I applied group-development theory to the formation and management of groups
		❑ I created and managed groups in a manner that did not reflect their stage of development

Outcome: Manages Group Tasks to Optimize Participants' Learning

Criteria	Check One	Evidence
Group Interaction		❑ I created an environment of positive interdependence, where learners understood they needed one another to successfully complete tasks
		❑ I created and modified groupings to enhance interaction and learning
		❑ I did not use groupings to enhance interaction and learning
Group Process		❑ I used the group process to help participants develop interpersonal, communication, and valuing skills
		❑ I intervened in the group process to ensure that participants communicated effectively and showed respect for one another
		❑ I did not intervene in the group process to ensure that participants communicated effectively and showed respect for one another
Leadership within the Group		❑ I allowed participants to experience a variety of leadership opportunities within the group
		❑ I assigned roles, including leadership, within groups
		❑ I allowed one or two participants to dominate the leadership role

Outcome: Supports Participants during Training

Criteria	Check One	Evidence
NCCP Model		❑ I explained the NCCP model and suggested innovative ways to deliver it; I also emphasized the streams and contexts relevant to the participant's sport and answered his or her questions about the model
		❑ I explained the NCCP model, emphasizing the streams and contexts relevant to the participant's sport
		❑ I was unable to explain the NCCP model to the group
Principles of Adult Learning		❑ I evaluated and provided feedback to participants on how well their application of the principles of adult learning helped meet learning outcomes and met learners' needs
		❑ I gave participants general feedback about their application of the principles of adult learning
		❑ I was unable to recognize the application of the principles of adult learning in a learning environment or give participants constructive feedback about its use
Group-development Theory		❑ I provided feedback or suggestions about how to group participants effectively (e.g., homogenous versus heterogeneous groupings); I also used a variety of sharing techniques such as jigsaw and rotating recorders
		❑ I identified a range of ways of grouping participants and held supportive discussions about the effectiveness of each grouping
		❑ I could not explain how to group participants to support completing tasks and achieving learning outcomes

Outcome: Supports Participants during Training		
Criteria	**Check One**	**Evidence**
Guided Discovery		❑ I gave participants opportunities to experiment and test facilitation strategies that enhance the learning environment
		❑ I encouraged participants to innovate and extend their repertoire of facilitation techniques to help achieve learning outcomes
		❑ I interfered with participants' attempts to support learners in innovative ways

Outcome: Supports Participants during Co-delivery		
Criteria	**Check One**	**Evidence**
Prebrief Meeting		❑ I prebriefed participants before we co-delivered and let them express their feelings/concerns about their goals and their plan
		❑ I prebriefed participants before we co-delivered to define roles and tasks during the co-delivery and let them choose the activities they were most comfortable with
		❑ I did not meet with participants before co-delivering with them
Intervention during Co-delivery		❑ I provided opportunities for guided discovery, allowing participants to learn through experience and from feedback, gave participants feedback at appropriate times during co-delivery, and encouraged participants to ask me questions at appropriate times during the co-delivery
		❑ I respected the roles and responsibilities established in the prebrief and gave participants feedback at appropriate times during co-delivery
		❑ I intervened often or at inappropriate times during co-delivery or failed to intervene when it was required
Reflective Conversation		❑ I asked leading questions to get participants to reflect on their performance and identify areas that needed improvement, gave participants feedback, and encouraged participants to ask me questions during co-delivery
		❑ I asked leading questions to get participants to identify areas that needed improvement and worked with participants to develop an Action Plan to enhance their skills
		❑ I told participants what they needed to do to improve and gave them an Action Plan to follow

Outcome: Observes and Evaluates Participants		
Criteria	**Check One**	**Evidence**
Arrangement of the Prebrief		❑ I contacted participants at least 1 week before the evaluation
		❑ I contacted participants in the week before the evaluation
		❑ I did not contact participants before the evaluation

Outcome: Observes and Evaluates Participants		
Criteria	**Check One**	**Evidence**
Completion of the Prebrief		❑ I gave participants an opportunity to outline their plan, ask questions to better understand the plan, reviewed the Evaluation Tool, and asked questions that led participants to reflect on their plan and modify it based on the Evaluation Tool
		❑ I gave participants an opportunity to outline their plan, reviewed the Evaluation Tool, and encourages participants to ask questions about the evaluation
		❑ I did not prebrief participants or did not, during the prebrief, let them explain their plan, review the Evaluation Tool, or let them ask questions about the evaluation
Collection and Use of Data		❑ I used the Evaluation Tool to collect data, selected the standard of performance for participants to reach, and used the data gathered to give participants numerous examples of their strengths and weaknesses
		❑ I used the Evaluation Tool to collect data and used the data to give participants some examples of their successes and challenges
		❑ I based my observations on impressions and feelings and had trouble selecting the standard of performance for participants to reach
Completion of the Debrief		❑ I asked questions that 1) led participants to reflect on their performance, 2) helped them determine how to identify their strengths and improve their performance, and 3) let them express their feelings, analyze, and synthesize new learnings from the experience
		❑ I asked questions that led participants to reflect on their performance
		❑ I asked vague questions, asked questions that focused on weaknesses in participants' performance, or provided feedback without giving participants an opportunity to discuss it
Completion of an Action Plan		❑ I worked with participants to develop an Action Plan; I also confirmed that participants understood the purpose and value for growth and professional development of each item in the Action Plan
		❑ I worked with participants to develop an Action Plan for growth and professional development
		❑ No action plan was created

Outcome: Observes and Evaluates Participants

Criteria	Check One	Evidence
Recommendation about the Participant's Certification		❑ I made a recommendation about the participant's certification, based my recommendation on observations made during the evaluation of the participant's performance, confirmed that the participant understood the recommendation, and sent the recommendation to the governing organization within 5 business days
		❑ I made a recommendation about the participant's certification and submitted the paperwork to the governing organization
		❑ I made a recommendation about the participant's certification but didn't support it with observations made during the evaluation of the participant's performance; didn't confirm that the participant understood or agreed to the recommendation; didn't submit the paperwork to the governing organization

Outcome: Supports or Informally Mentors Participants after Training

Criteria	Check One	Evidence
Opportunities for Communication		❑ I planned follow-up meetings with all participants or reached out to participants via emails or phone calls
		❑ I planned follow-up meetings with participants identified, in collaboration with P/TCRs or NSOs, as needing support and responds to questions from participants after training
		❑ I did not respond to questions from participants after training
Professional Development		❑ I created the instructional design for and facilitated professional development (PD) events
		❑ I worked with P/TCRs, NSOs, or P/TSOs to identify PD needs; I also planned and implemented PD events that met participants' needs
		❑ I did not participate in the development or delivery of PD events
Cognitive Coaching		❑ I reflected on, questioned, and evaluated my thinking to understand how it affects performance, was a flexible and confident problem-solver, and encouraged others to be the same
		❑ I was driven by a desire to learn, embraced challenges, persisted in spite of obstacles, learned from criticism and feedback, and encouraged others to adopt these attitudes
		❑ I did not exhibit a desire to improve and learn, did not intervene in situations where this attitude was needed, and did not encourage others to develop these attitudes

Outcome: Provides Leadership in the Coach Developer System

Criteria	Check One	Evidence
Commitment to the NCCP		❑ I undertook leadership opportunities that support the implementation and widespread use of the NCCP in Canadian sport
		❑ I spoke positively of the NCCP and behaved in line with the *NCCP Coach Developer Code of Conduct*
		❑ I did not positively reflect the values of the NCCP
Support for the Policies of the NCCP and Governing Organizations		❑ I contributed to the creation or implementation of the policies of the NCCP or governing organizations
		❑ I modelled the policies of the NCCP and governing organizations
		❑ I did not support, through my actions, the policies of the NCCP and governing organizations
Professional Development		❑ I attended PD events required for facilitators, promoted PD events to other facilitators, and helped plan and implement such events
		❑ I attended PD events required for facilitators and promoted such opportunities to other facilitators
		❑ I did not attend PD events regularly
Organization and Implementation of the Coach Developer System		❑ I provides direction in the organization and implementation of the Coach Developer system; I also routinely updated governing organizations on NCCP policy and CAC initiatives
		❑ I contributed to the organization and implementation of the Coach Developer system
		❑ I was not involved in the organization and implementation of the Coach Developer system

Comments:

Evaluated CD's Feedback Form

Instructions: Thank you for deciding to be evaluated by a more experienced Coach Developer (CD). Such evaluations are important to the ongoing growth of our coaches. We want to continually improve our processes. Please take a few minutes to provide feedback to the MCD candidate on the experience you had when you were evaluated. If you filled in the electronic version of the form, save the file as **Evaluated CD's Feedback Form (your name here).pdf**.

MCD Candidate's Name: _____ Evaluated CD: _____

Sport: _____ Date: _____

Outcome: Observes and Evaluates Participants		
Criteria	**Check One**	**Evidence**
Arrangement of the Prebrief		❑ The MCD contacted me at least 1 week before the evaluation
		❑ The MCD contacted me in the week before the evaluation
		❑ The MCD did not contact me before the evaluation
Completion of the Prebrief		❑ The MCD gave me an opportunity to outline my plan, asked questions to better understand the plan, reviewed the Evaluation Tool, and asked questions that led me to reflect on my plan and modify it based on the Evaluation Tool
		❑ The MCD gave me an opportunity to outline my plan, reviewed the Evaluation Tool, and encouraged me to ask questions about the evaluation
		❑ The MCD did not prebrief me or did not, during the prebrief, let me explain my plan, review the Evaluation Tool, or let me ask questions about the evaluation
Collection and Use of Data		❑ The MCD used the Evaluation Tool to collect data, selected the standard of performance for me to reach, and used the data gathered to give me numerous examples of my strengths and weaknesses
		❑ The MCD used the Evaluation Tool to collect data and used the data to give me some examples of my successes and challenges
		❑ The MCD based observations on impressions and feelings and had trouble selecting the standard of performance for me to reach
Completion of the Debrief		❑ The MCD asked questions that 1) led me to reflect on my performance, 2) helped me determine how to identify my strengths and improve my performance, and 3) let me express my feelings, analyze, and synthesize new learnings from the experience
		❑ The MCD asked questions that led me to reflect on my performance
		❑ The MCD asked vague questions, asked questions that focus on weaknesses in my performance, or provided feedback without giving me an opportunity to discuss it

Outcome: Observes and Evaluates Participants		
Criteria	**Check One**	**Evidence**
Completion of an Action Plan		❑ The MCD worked with me to develop an Action Plan; also confirmed that I understood the purpose and value for growth and professional development of each item in the Action Plan
		❑ The MCD worked with me to develop an Action Plan for growth and professional development
		❑ No action plan was created
Recommendation about the Participant's Certification		❑ The MCD made a recommendation about my certification, based his or her recommendation on observations made during the evaluation of my performance, confirmed that I understood the recommendation, and sent the recommendation to the governing organization within 5 business days
		❑ The MCD made a recommendation about my certification and submitted the paperwork to the governing organization
		❑ The MCD made a recommendation about my certification but didn't support it with observations made during the evaluation of my performance; didn't confirm that I understood or agreed to the recommendation; didn't submit the paperwork to the governing organization

Comments:

Governing Organization's Feedback Form

Instructions: MCDs play a key leadership role in the NCCP and in the Coach Developer system. Please take a few minutes to give the MCD candidate feedback on his or her leadership skills and contribution to your organization.

MCD Candidate's Name:_____   Sport:_____

Governing Organization: _____

Name of Representative of Governing Organization: _____

Date: _____

Outcome: Provides Leadership in the Coach Developer System		
Criteria	**Check One**	**Evidence**
Commitment to the NCCP		❏ The MCD undertook leadership opportunities that support the implementation and widespread use of the NCCP in Canadian sport
		❏ The MCD spoke positively of the NCCP and behaved in line with the *NCCP Coach Developer Code of Conduct*
		❏ The MCD did not positively reflect the values of the NCCP
Support for the Policies of the NCCP and Governing Organizations		❏ The MCD contributed to the creation or implementation of the policies of the NCCP or governing organizations
		❏ The MCD modelled the policies of the NCCP and governing organizations
		❏ The MCD did not support, through his or her actions, the policies of the NCCP and governing organizations
Professional Development		❏ The MCD attended PD events required for facilitators, promoted PD events to other facilitators, and helped plan and implement such events
		❏ The MCD attended PD events required for facilitators and promoted such opportunities to other facilitators
		❏ The MCD did not attend PD events regularly
Organization and Implementation of the Coach Developer System		❏ The MCD provided direction in the organization and implementation of the Coach Developer system; he or she also routinely updated governing organizations on NCCP policy and CAC initiatives
		❏ The MCD contributed to the organization and implementation of the Coach Developer system
		❏ The MCD was not involved in the organization and implementation of the Coach Developer system

Comments:

Master Coach Developer Evaluation Tool

National Coaching Certification Program

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PARTNERS IN COACH EDUCATION

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.

ALBERTA SPORT Connection

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Sport MANITOBA

Newfoundland Labrador

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SPORT NORTH FEDERATION

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Nunavut

Ontario

Prince Edward Island CANADA Health and Wellness

Québec

CAS COACHES ASSOCIATION OF SASKATCHEWAN

Yukon Community Services Sport and Recreation Branch

The programs of this organization are funded in part by the Government of Canada.

Canada

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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.

Master Coach Developer Evaluation Tool

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

The evidences in the Evaluation Tool are presented in terms of the nine outcomes Master Coach Developers must meet:

- ❑ Structures and manages the training environment appropriately
- ❑ Facilitates the achievement of learning outcomes
- ❑ Displays appropriate communication and leadership to enhance participants' learning
- ❑ Manages group tasks to optimize participants' learning
- ❑ Supports participants during training
- ❑ Supports participants during co-delivery
- ❑ Observes and evaluates participants
- ❑ Supports or informally mentors participants after training
- ❑ Provides leadership in the Coach Developer system

Note: The first four outcomes are exactly the same as those used in the Learning Facilitator Evaluation Tool to assess Learning Facilitators.

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

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

Once you have conducted a few evaluations, you may want to use the Evaluation Table on page 16.

Master #) being evaluated:	_____
Sport:	_____

Structures and Manages the Training Environment Appropriately

For each criterion (Arrival at the Training Site and Use of Equipment), put a checkmark beside the evidence that best describes what you observed.

	Check One	Comments
Arrival at the Training Site		
❑ Arrives well in advance of the start time, arranges the training area to enhance interaction among participants, distributes workshop 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 participants arrive and uses it well during training	E	
❑ Demonstrates the ability to use AV/computer equipment	M	
❑ Has problems with AV/computer equipment that interfere with participants' training	NI	

Facilitates the Achievement of Learning Outcomes

For each criterion (NCCP Model, Learning Outcomes, Learning Activities, etc.), put a checkmark beside the evidence that best describes what you observed.

	Check One	Comments
NCCP Model		
❑ Explains the NCCP model and the competency-based approach to training and refers participants 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 encourages participants 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 participants' learning pace and learning stage	E	
❑ Makes minor adjustments to learning activities in the *Learning Facilitator Guide*	M	
❑ Does not adapt learning activities to participants' learning pace or stage	NI	
Links with Participants' Experience		
❑ Helps participants discover links between current practices and desired outcomes	E	
❑ Provides common learning experiences when appropriate and debriefs them	M	
❑ Makes limited use of participants' experience and learning activity debriefs	NI	

	Check One	Comments
Critical Reflection		
❑ Debriefs, when appropriate, participants' feelings and reactions, understanding of the process, and ability to direct their own learning	**E**	
❑ Helps participants identify areas for change or improvement	**M**	
❑ Makes limited use of questions and debriefing about current practices	**NI**	
Use of NCCP Materials		
❑ Uses participants' experience to enhance the workbook activities and create links with the reference material	**E**	
❑ Uses the LF guide, workbook, and reference material effectively	**M**	
❑ Does not make effective use of the workbook and reference material	**NI**	
Knowledge of Module Content		
❑ Directs participants to other material and resources, including sport-specific material	**E**	
❑ Uses his or her thorough knowledge of the module's content to help participants 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**	
Participants' Engagement in Learning Activities		
❑ Participants are stimulated to ask questions, explore new ideas, etc.	**E**	
❑ Participants are actively engaged in learning throughout the training session	**M**	
❑ Participants 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 Participants' Learning

For each criterion (Image of Canadian Sport, Communication, Respectful Language, etc.), put a checkmark beside the evidence that best describes what you observed.

	Check 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 participants' attention, engages participants, 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 participants that are racist, sexist, or demeaning to others	E	
❑ Uses language that is respectful and promotes inclusion	M	
❑ Uses language that is racist, sexist, or demeaning to others or allows others to use language that is racist, sexist, or demeaning to others	NI	

	Check One	Comments
Self-directed Learning		
❑ Participants are stimulated to explore, problem-solve, and value learning	**E**	
❑ Helps participants become self-directed learners	**M**	
❑ Does not encourage participants to become self-directed learners	**NI**	
Feedback		
❑ Engages participants in two-way discussions about their development	**E**	
❑ Provides feedback that is positive, specific, and informative	**M**	
❑ Provides feedback that is negative or judgemental or both	**NI**	

Manages Group Tasks to Optimize Participants' Learning

For each criterion (Explanations of Group Tasks, Application of Group-development Theory, Group Interaction, etc.), put a checkmark beside the evidence that best describes what you observed.

	Check One	Comments
Explanations of Group Tasks		
❑ Creates an environment where participants 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 participants develop interpersonal, communication, and valuing skills	E	
❑ Intervenes in the group process to ensure that participants communicate effectively and show respect for one another	M	
❑ Does not intervene in the group process to ensure that participants communicate effectively and show respect for one another	NI	

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

Supports Participants during Training

For each criterion (NCCP Model, Principles of Adult Learning, Group Development Theory, etc.), put a checkmark beside the evidence that best describes what you observed.

	Check One	Comments
NCCP Model		
❑ Explains the NCCP model and suggests innovative ways to deliver it; also emphasizes the streams and contexts relevant to the participant's sport and answers his or her questions about the model	E	
❑ Explains the NCCP model, emphasizing the streams and contexts relevant to the participant's sport	M	
❑ Is unable to explain the NCCP model to the group	NI	
Principles of Adult Learning		
❑ Evaluates and provides feedback to participants on how well their application of the principles of adult learning helped meet learning outcomes and met learners' needs	E	
❑ Gives participants general feedback about their application of the principles of adult learning	M	
❑ Is unable to recognize the application of the principles of adult learning in a learning environment or give participants constructive feedback about its use	NI	
Group-development Theory		
❑ Provides feedback or suggestions about how to group participants effectively (e.g., homogenous versus heterogeneous groupings); also uses a variety of sharing techniques such as jigsaw and rotating recorders	E	
❑ Identifies a range of ways of grouping participants and holds supportive discussions about the effectiveness of each grouping	M	
❑ Cannot explain how to group participants to support completing tasks and achieving learning outcomes	NI	

	Check One	Comments
Guided Discovery		
❑ Gives participants opportunities to experiment and test facilitation strategies that enhance the learning environment	E	
❑ Encourages participants to innovate and extend their repertoire of facilitation techniques to help achieve learning outcomes	M	
❑ Interferes with participants' attempts to support learners in innovative ways	NI	

Supports Participants during Co-delivery

For each criterion (Prebrief Meeting, Intervention during Co-delivery, and Reflective Conversation), put a checkmark beside the evidence that best describes what you observed.

	Check One	Comments
Prebrief Meeting		
❑ Prebriefs participants before they co-deliver and lets them express their feelings/concerns about their goals and their plan	E	
❑ Prebriefs participants before they co-deliver to define roles and tasks during the co-delivery, and lets participants choose the activities they are most comfortable with	M	
❑ Does not meet with participants before co-delivering with them	NI	
Intervention during Co-delivery		
❑ Provides opportunities for guided discovery, allowing participants to learn through experience and from feedback, gives participants feedback at appropriate times during co-delivery, and encourages participants to ask MCDs questions at appropriate times during co-delivery	E	
❑ Respects the roles and responsibilities established in the prebrief and gives participants feedback at appropriate times during co-delivery	M	
❑ Intervenes often or at inappropriate times during co-delivery or fails to intervene when it's required	NI	
Reflective Conversation		
❑ Asks leading questions to get participants to reflect on their performance and identify areas that need improvement, gives participants feedback, and encourages participants to ask MCDs questions during co-delivery	E	
❑ Asks leading questions to get participants to identify areas that need improvement and works with participants to develop an Action Plan to enhance their skills	M	
❑ Tells participants what they need to do to improve and gives them an Action Plan to follow	NI	

Observes and Evaluates Participants

For each criterion (Arrangement of the Prebrief, Completion of the Prebrief, Collection and Use of Data, etc.), put a checkmark beside the evidence that best describes what you observed.

	Check One	Comments
Arrangement of the Prebrief		
❑ Contacts participants at least 1 week before the evaluation	E	
❑ Contacts participants in the week before the evaluation	M	
❑ Does not contact participants before the evaluation	NI	
Completion of the Prebrief		
❑ Gives participants an opportunity to outline their plan, asks questions to better understand the plan, reviews the Evaluation Tool, and asks questions that lead participants to reflect on their plan and modify it based on the Evaluation Tool	E	
❑ Gives participants an opportunity to outline their plan, reviews the Evaluation Tool, and encourages participants to ask questions about the evaluation	M	
❑ Does not prebrief participants or does not, during the prebrief, let them explain their plan, review the Evaluation Tool, or let them ask questions about the evaluation	NI	
Collection and Use of Data		
❑ Uses the Evaluation Tool to collect data, selects the standard of performance participants reach, and uses the data gathered to give participants numerous examples of their strengths and weaknesses	E	
❑ Uses the Evaluation Tool to collect data and uses the data to give participants some examples of their successes and challenges	M	
❑ Bases observations on impressions and feelings and has trouble selecting the standard of performance participants reach	NI	

	Check One	Comments
Completion of the Debrief		
❑ Asks questions that 1) lead participants to reflect on their performance, 2) help them determine how to identify their strengths and improve their performance, and 3) let them express their feelings, analyze, and synthesize new learnings from the experience	E	
❑ Asks questions that lead participants to reflect on their performance	M	
❑ Asks vague questions, asks questions that focus on weaknesses in participants' performance, or provides feedback without giving participants an opportunity to discuss it	NI	
Completion of an Action Plan		
❑ Works with participants to develop an Action Plan; also confirms that participants understand the purpose and value for growth and professional development of each item in the Action Plan	E	
❑ Works with participants to develop an Action Plan for growth and professional development	M	
❑ No action plan was created	NI	
Recommendation about the Participant's Certification		
❑ Makes a recommendation about the participant's certification, bases his or her recommendation on observations made during the evaluation of the participant's performance, confirms that the participant understands the recommendation, and sends the recommendation to the governing organization within 5 business days	E	
❑ Makes a recommendation about the participant's certification and submits the paperwork to the governing organization	M	
❑ Makes a recommendation about the participant's certification but doesn't support it with observations made during the evaluation of the participant's performance; doesn't confirm that the participant understood or agreed to the recommendation; doesn't submit the paperwork to the governing organization	NI	

Supports or Informally Mentors Participants after Training

For each criterion (Opportunities for Communication, Professional Development, and Cognitive Coaching), put a checkmark beside the evidence that best describes what you observed.

	Check One	Comments
Opportunities for Communication		
❑ Plans follow-up meetings with all participants or reaches out to participants via emails or phone calls	E	
❑ Plans follow-up meetings with participants identified, in collaboration with P/TCRs or NSOs, as needing support and responds to questions from participants after training	M	
❑ Does not respond to questions from participants after training	NI	
Professional Development		
❑ Creates the instructional design for and facilitates professional development (PD) events	E	
❑ Works with P/TCRs, NSOs, or P/TSOs to identify PD needs; plans and implements PD events that meet participants' needs	M	
❑ Does not participate in the development or delivery of PD events	NI	
Cognitive Coaching		
❑ Reflects on, questions, and evaluates his or her thinking to understand how it affects performance, is a flexible and confident problem-solver, and encourages others to be the same	E	
❑ Is driven by a desire to learn, embraces challenges, persists in spite of obstacles, learns from criticism and feedback, and encourages others to adopt these attitudes	M	
❑ Does not exhibit a desire to improve and learn, does not intervene in situations where this attitude is needed, and does not encourage others to develop these attitudes	NI	

Provides Leadership in the Coach Developer System

For each criterion (Commitment to the NCCP, Support for the Policies of the NCCP and Governing Organizations, Professional Development, etc.), put a checkmark beside the evidence that best describes what you observed.

	Check One	Comments
Commitment to the NCCP		
❑ Undertakes leadership opportunities that support the implementation and widespread use of the NCCP in Canadian sport	E	
❑ Speaks positively of the NCCP and behaves in line with the *NCCP Coach Developer Code of Conduct*	M	
❑ Does not positively reflect the values of the NCCP	NI	
Support for the Policies of the NCCP and Governing Organizations		
❑ Contributes to the creation or implementation of the policies of the NCCP or governing organizations	E	
❑ Models the policies of the NCCP and governing organizations	M	
❑ Does not support, through his or her actions, the policies of the NCCP and governing organizations	NI	
Professional Development		
❑ Attends PD events required for facilitators, promotes PD events to other facilitators, and helps plan and implement such events	E	
❑ Attends PD events required for facilitators and promotes such opportunities to other facilitators	M	
❑ Does not attend PD events regularly	NI	
Organization and Implementation of the Coach Developer System		
❑ Provides direction in the organization and implementation of the Coach Developer system; routinely updates governing organizations on NCCP policy and CAC initiatives	E	
❑ Contributes to the organization and implementation of the Coach Developer system	M	
❑ Is not involved in the organization and implementation of the Coach Developer system	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 Participants' Experience				
❑ Critical Reflection				
❑ Use of NCCP Materials				
❑ Knowledge of Module Content				
❑ Participants' Engagement in Learning Activities				
❑ Timelines				
Displays Appropriate Communication and Leadership to Enhance Participants' Learning				
❑ Image of Canadian Sport				
❑ Communication: Presenting				
❑ Communication: Listening				
❑ Communication: Non-verbal				
❑ Respectful Language				
❑ Self-directed Learning				
❑ Feedback				
Manages Group Tasks to Optimize Participants' Learning				
❑ Explanations of Group Tasks				
❑ Application of Group-development Theory				
❑ Group Interaction				
❑ Group Process				
❑ Leadership within the Group				

	Exceeds Expectations	Meets Expectations	Needs Improvement	Comments
Supports Participants during Training				
❑ NCCP Model				
❑ Principles of Adult Learning				
❑ Group-development Theory				
❑ Guided Discovery				
Supports Participants during Co-delivery				
❑ Prebrief Meeting				
❑ Intervention during Co-delivery				
❑ Reflective Conversation				
Observes and Evaluates Participants				
❑ Arrangement of the Prebrief				
❑ Completion of the Prebrief				
❑ Collection and Use of Data				
❑ Completion of the Debrief				
❑ Completion of an Action Plan				
❑ Recommendation about the Participant's Certification				
Supports or Informally Mentors Participants after Training				
❑ Opportunities for Communication				
❑ Professional Development				
❑ Cognitive Coaching				
Provides Leadership in the Coach Developer System				
❑ Commitment to the NCCP				
❑ Support for the Policies of the NCCP and Governing Organizations				
❑ Professional Development				
❑ Organization and Implementation of the Coach Developer System				

Summary of Evaluation

To become certified, a Master Coach Developer must achieve *Exceeds Expectations* or *Meets Expectations* on all nine outcomes. All Master Coach Developers will receive an Action Plan. Master Coach Developers whose performance is described as *Needs Improvement* will complete, with you, an Action Plan designed to bring the Master Coach Developer to the level of *Meets Expectations*.

You have three choices regarding the Master Coach Developer's status:

- ❑ The Master Coach Developer is recommended as a Certified Master Coach Developer
- ❑ The Master Coach Developer can be re-evaluated after completing an Action Plan
- ❑ The Master Coach Developer is not recommended as a Certified Master Coach Developer

Your final determination of the Master Coach Developer's status should be based upon the data gathered about each of the nine outcomes. 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.

Note, however, that you MUST NOT recommend the Master Coach Developer as a Certified Master Coach Developer 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 others
- ❑ Allows others to use language that is racist, sexist, or demeaning
- ❑ 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 for Master Coach Developers

NAME of MCD BEING EVALUATED:	DATE:
NAME OF MCD PERFORMING EVALUATION:	
SPORT:	

Outcome	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 participants' learning	Exceeds expectations Meets expectations Needs improvement	
Manages group tasks to optimize participants' learning	Exceeds expectations Meets expectations Needs improvement	
Supports participants during training	Exceeds expectations Meets expectations Needs improvement	
Supports participants during co-delivery	Exceeds expectations Meets expectations Needs improvement	
Observes and evaluates participants	Exceeds expectations Meets expectations Needs improvement	
Supports or informally mentors participants after training	Exceeds expectations Meets expectations Needs improvement	
Provides leadership in the Coach Developer system	Exceeds expectations Meets expectations Needs improvement	

Recommendation:

The MCD is recommended as a Certified MCD

The MCD can be re-evaluated after completing an Action Plan

The MCD is not recommended as a Certified MCD

Note: All MCDs will receive an Action Plan.

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

Signature of MCD Being Evaluated:	
Signature of MCD Performing Evaluation:	

How to be
a better coach

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Summary of Assessments Tool
(for MCD's Evaluating CD's)

Instructions: This tool summarizes all the information you have gathered in one spot. Transfer all the assessment data you have received to this form. The purpose of this summary is to give you an overall picture of the Coach Evaluator you can use to guide your debrief with the Coach Evaluator. It is only AFTER the debrief that you evaluate the Coach Evaluator. If you cannot get a clear picture from the assessments and debrief, you may have to evaluate the Coach Evaluator in person. If you feel comfortable with the information you have gathered, this will not be necessary.

Coach Evaluator: _____

Sport:_____Date: _____

Outcome: Evaluates Portfolios						
Criteria	**Standard of Performance**	**Assessment by Coach #1**	**Assessment by Coach #2**	**Assessment by Coach #3**	**Self-assessment by Coach Evaluator**	**Total**
Collects Portfolio	**Exceeds Expectations**	☐	☐	☐	☐	
	Meets Expectations	☐	☐	☐	☐	
	Needs Improvement	☐	☐	☐	☐	
Marks Portfolio	**Exceeds Expectations**	☐	☐	☐	☐	
	Meets Expectations	☐	☐	☐	☐	
	Needs Improvement	☐	☐	☐	☐	
Debriefs Portfolio	**Exceeds Expectations**	☐	☐	☐	☐	
	Meets Expectations	☐	☐	☐	☐	
	Needs Improvement	☐	☐	☐	☐	

Outcome: Observes and Evaluates Coaches						
Criteria	Standard of Performance	Assessment by Coach #1	Assessment by Coach #2	Assessment by Coach #3	Self-assessment by Coach Evaluator	Total
Arranges a Prebrief	Exceeds Expectations	☐	☐	☐	☐	
	Meets Expectations	☐	☐	☐	☐	
	Needs Improvement	☐	☐	☐	☐	
Completes the Prebrief	Exceeds Expectations	☐	☐	☐	☐	
	Meets Expectations	☐	☐	☐	☐	
	Needs Improvement	☐	☐	☐	☐	
Creates a Comfortable Atmosphere during the Prebrief	Exceeds Expectations	☐	☐	☐	☐	
	Meets Expectations	☐	☐	☐	☐	
	Needs Improvement	☐	☐	☐	☐	
Uses Approved Coach Evaluation Tool(s) to Collect Data	Exceeds Expectations	☐	☐	☐	☐	
	Meets Expectations	☐	☐	☐	☐	
	Needs Improvement	☐	☐	☐	☐	
Completes a Debrief	Exceeds Expectations	☐	☐	☐	☐	
	Meets Expectations	☐	☐	☐	☐	
	Needs Improvement	☐	☐	☐	☐	
Completes an Action Plan	Exceeds Expectations	☐	☐	☐	☐	
	Meets Expectations	☐	☐	☐	☐	
	Needs Improvement	☐	☐	☐	☐	

Outcome: Observes and Evaluates Coaches						
Makes a Recommendation about the Coach's Certification	**Exceeds Expectations**	☐	☐	☐	☐	
	Meets Expectations	☐	☐	☐	☐	
	Needs Improvement	☐	☐	☐	☐	
Outcome: Communicates and Leads in Ways that Enhance Coach Learning						
Criteria	**Standard of Performance**	**Assessment by Coach #1**	**Assessment by Coach #2**	**Assessment by Coach #3**	**Self-assessment by Coach Evaluator**	**Total**
Promotes a Positive Image of Canadian Sport	**Meets Expectations**	☐	☐	☐	☐	
	Needs Improvement	☐	☐	☐	☐	
Communicates: Listening Techniques	**Exceeds Expectations**	☐	☐	☐	☐	
	Meets Expectations	☐	☐	☐	☐	
	Needs Improvement	☐	☐	☐	☐	
Communicates: Non-verbal Cues	**Exceeds Expectations**	☐	☐	☐	☐	
	Meets Expectations	☐	☐	☐	☐	
	Needs Improvement	☐	☐	☐	☐	
Uses Respectful Language	**Exceeds Expectations**	☐	☐	☐	☐	
	Meets Expectations	☐	☐	☐	☐	
	Needs Improvement	☐	☐	☐	☐	
Encourages Self-directed Learning	**Exceeds Expectations**	☐	☐	☐	☐	
	Meets Expectations	☐	☐	☐	☐	
	Needs Improvement	☐	☐	☐	☐	

Outcome: Communicates and Leads in Ways that Enhance Coach Learning						
Criteria	Standard of Performance	Assessment by Coach #1	Assessment by Coach #2	Assessment by Coach #3	Self-assessment by Coach Evaluator	Total
Provides Constructive Feedback	Exceeds Expectations	☐	☐	☐	☐	
	Meets Expectations	☐	☐	☐	☐	
	Needs Improvement	☐	☐	☐	☐	