



Evaluation Tools & Forms

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

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

- Design a Basic Sport Program
- Plan a Practice
- Support to Athletes in Training

Evaluation Form – Design a Basic Sport Program

| Evidence of Achievement | | Yes | No | Comments |
|---------------------------------|--|-----|----|----------|
| Identification of Issues | Use the electronic template developed by Volleyball Canada. | | | |
| | Provide a summary of own coaching context, including athletes characteristics, available facilities, and training and competitive opportunities. | | | |
| | Identify a minimum of two (2) issues specific to own program that should be addressed in order to enhance player development. | | | |
| | Demonstrate that issues identified reflect a good understanding of the limitations of own program compared to Volleyball Canada's LTAD guidelines. | | | |
| Selection of Plan | Select a sample plan whose overall characteristics match own coaching context. | | | |
| | Provide a rationale that reflects an understanding of the characteristics of the chosen plan and of own coaching context, taking into consideration one or more of the following aspects: <ul style="list-style-type: none"> <input type="checkbox"/> Overall program duration <input type="checkbox"/> Facilities available <input type="checkbox"/> Typical duration of training sessions <input type="checkbox"/> Frequency of training and competition opportunities <input type="checkbox"/> Quality and level of competitions | | | |
| Other comments: | | | | |

Evaluation Form – Design a Basic Sport Program (cont.)

| Evidence of Achievement | | Yes | No | Comments |
|-------------------------------------|---|-----|----|----------|
| Strategies to Address Issues | Identify specific strategies that can be implemented to address the issues affecting the development of players in own program. | | | |
| | Demonstrate that strategies identified target important aspects of player development. | | | |
| | Demonstrate how strategies identified will have a positive impact on player development. | | | |
| | Describe how strategies identified can be operationalized given the specifics of the sample plan selected. | | | |
| | Describe how strategies identified can be operationalized given own coaching reality. | | | |
| | Demonstrate that strategies identified reflect a good understanding of players' needs. | | | |
| | Demonstrate that operational aspects of strategies are realistic given the resources and the time available. | | | |
| | Demonstrate that strategies identified reflect a good understanding of Volleyball Canada's LTAD guidelines. | | | |
| | Other comments: | | | |

Evaluation Form – Plan a Practice

| Evidence of Achievement | | Yes | No | Comments |
|---|---|-----|----|----------|
| Safety & Logistics | 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 in week 7 of the selected plan. | | | |
| | 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. <i>(Note: This criterion is not used in the Advanced Development context).</i> | | | |
| | 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. <i>(Note: This criterion is not used in the Advanced Development context).</i> | | | |
| | Correctly apply loading parameter 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><input type="checkbox"/> Present a complete Emergency Action Plan (EAP) for own training facility with all the following critical elements:</p> <ul style="list-style-type: none"> <input type="radio"/> Locations of telephones (cell and land lines) * <input type="radio"/> Emergency telephone numbers <input type="radio"/> Location of medical profile for each player under the coach's care <input type="radio"/> Location of fully-stocked first-aid kit * <input type="radio"/> Advance "call person" and "charge person" <input type="radio"/> 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 style="text-align: center;">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 style="text-align: center;">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 explained and demonstrated the drill focusing on Method 2, and how the drill was implemented. |
| F2 | The coach's interventions during the drill focusing on Method 2, including feedback. |
| F3 | How the coach explained and demonstrated the drill focusing on Method 3, and how the drill was implemented. |
| F4 | The coach's interventions during the drill focusing on Method 3, including feedback. |
| F5 & F6 | Action Plan (not included in this document) |
| F7 | Safety, structure and organization, teaching and intervention. |

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 2 drill”, a coach would be expected to apply the NCCP teaching process AND the specific guidelines pertaining to Method 2. 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 – Evaluation: Method 2 Drill

| Evaluate how the coach explained and demonstrated the drill | | | | |
|---|---|---|---|-------|
| | Criteria | Y | N | Notes |
| 1 | The coach clearly explained the general pattern of the drill to the athletes. | | | |
| 2 | The purpose of the drill was clearly explained, and how it connects with the game. <i>For example, “In this drill we will focus on the Left Side attackers and their ability to read where the block is, make a good decision and execute.”</i> | | | |
| 3 | The coach clearly explained what cues to read during the drill and what a good decision is. <i>For example, “focus on the setter’s release and the ball relative to the net. If it’s tight you move slightly forward...”</i> | | | |
| 4 | The coach initially set up the drill so the athletes had to make a decision based on 2 cues. <i>“Hit cross or line, based on the block moving cross or line”</i> | | | |
| 5 | Explanation outlined adequate success criteria of the drill. <i>Coach must include CR + DM as key elements that define success (ideally all 3 elements of CR + DM + SE are used). When appropriate, the coach should define good skill execution (good dig is 10m high, middle of the court, on the attack line).</i> | | | |
| 6 | The decision options the coach has linked to each cue were technically and tactically sound . <i>Would the decisions a player had to make transfer into a game?</i> | | | |
| Evaluate how the drill was implemented | | | | |
| 7 | The 2 cues were presented in a random fashion . <i>For example, the player cannot anticipate the cue.</i> | | | |
| 8 | The timing of the cues provided was adequate. <i>For example, the coach may speed up or slow down the presented cue so the athlete can be adequately challenged.</i> | | | |
| 9 | Position selected to observe the group and individual athletes was good. | | | |
| 10 | The athletes had the opportunity to do a few consecutive repetitions . | | | |
| 11 | The coach loaded the drill so the athletes had to make a decision based on 3 or more cues . <i>Note: Typically loading would take place when athletes reach a success rate, but this is not required during the evaluation.</i> | | | |
| 12 | 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> | | | |

F2 - Evaluation: Coach Interventions during Method 2 Drill

| | Criteria | Y | N | Notes |
|----|---|---|---|-------|
| 13 | Intervention was done when necessary <i>For example, degree/type of engagement by athletes not adequate; safety or behaviour situation; etc.</i> | | | |
| 14 | Important cues missed by athlete(s) were noted. | | | |
| 15 | Important decisions missed by athlete(s) were noted. | | | |
| 16 | Skill execution that was below expectation was noted (given athlete's proficiency level and/or stage of learning progression). | | | |
| 17 | When proposing corrections, cause(s) of error were correctly identified. <i>For example, incorrect cue reading, decision-making, or skill execution.</i> | | | |
| 18 | When feedback was necessary it was not offered during the execution . | | | |
| 19 | Questions were used to guide athletes to a solution or intended improvement. | | | |
| 20 | Feedback was positive and specific and not negative or humiliating. <i>For example: "You did _____ perfectly!"</i> | | | |
| 21 | 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> | | | |
| 22 | 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> | | | |

F3 – Evaluation: Method 3 Drill

| Evaluate how the coach explained the drill | | | | |
|--|---|---|---|-------|
| | Criteria | Y | N | Notes |
| 23 | The coach clearly explained the general pattern of the drill to the athletes. | | | |
| 24 | The purpose of the drill was clearly explained. <i>For example, "In this drill we will focus on the Left Side attackers and their ability to read cues, make decisions, and execute."</i> | | | |
| 25 | Explanation outlined the success criteria of the drill. <i>Typically 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> | | | |
| 26 | 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> | | | |
| 27 | Clearly explained who would have the advantage and how the drill would begin . <i>For example, "the offense will have the advantage in this drill as the middle blocker will be late closing the block."</i> | | | |
| 28 | Clearly explained how the advantage would be created and how it would materialize. <i>"The middle blocker will 'half-jump' before closing outside."</i> | | | |
| 29 | 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 | | | | |
| 30 | Position selected to observe the group and individual athletes was good. | | | |
| 31 | The athletes had the opportunity to do a few consecutive repetitions . | | | |
| 32 | The advantage materialized , and the resulting situation allowed players to work on the intended technical/tactical elements . | | | |
| 33 | If necessary, the coach adjusted parts of the drill to ensure the right conditions were present (type of advantage sought after; timing of actions; etc.) | | | |
| 34 | 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> | | | |

F4 - Evaluation: Coach Interventions during Method 3 Drill

| | Criteria | Y | N | Notes |
|----|---|---|---|-------|
| 35 | Intervention was done when necessary <i>For example, degree/type of engagement by athletes not adequate; safety or behaviour situation; etc.</i> | | | |
| 36 | Important cues missed by athlete(s) were noted. | | | |
| 37 | Important decisions missed by athlete(s) were noted. | | | |
| 38 | Skill execution that was below expectation was noted (given athlete's proficiency level and/or stage of learning progression). | | | |
| 39 | When proposing corrections, cause(s) of error were correctly identified. <i>For example, incorrect cue reading, decision-making, or skill execution.</i> | | | |
| 40 | When feedback was necessary it was not offered during the execution. | | | |
| 41 | Questions were used to guide athletes to a solution or intended improvement. | | | |
| 42 | Feedback was positive and specific and not negative or humiliating. <i>For example: "You did _____ perfectly!"</i> | | | |
| 43 | 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> | | | |
| 44 | 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> | | | |

F7- Summary Check List

| | | Evidence of Achievement | Yes | No |
|--|--|--|-----|----|
| Outcome: Provide Support to Players in Training | Safety | Prior to the session, did the coach inspect the training area for safety risks (playing surface; goals; other equipment as may be necessary?) | | |
| | | Were emergency phone numbers located in proximity of the emergency phones? | | |
| | | Did the coach have basic medical profiles of athletes? (Allergies, medication, etc.) | | |
| | | Was there an appropriately stocked first aid kit? | | |
| | | Were instructions to direct Emergency Medical Service to training site in close proximity to the telephone and emergency numbers? | | |
| | | Were the locations of the emergency exits clearly marked? | | |
| | | <i>Were breaks provided for recovery and hydration?</i> | | |
| | | Were appropriate progressions used when teaching skills and tactics? | | |
| | Structure and Organization | Was the coach appropriately dressed? | | |
| | | Was the equipment available and ready to use? | | |
| | | Was there enough equipment given the number of players involved in the activity? | | |
| | | Did the session have a clear timeline for activities and drills, and was activity time adequate? | | |
| | | Did the coach utilize space and equipment in an optimal fashion? | | |
| | | Did the practice activities effectively contribute to the development of cue reading, decision-making, skills or tactics and did they allow identified objectives to be met? | | |
| | Teaching & Interventions | Did the practice activities allow identified objectives to be met? | | |
| | | Did the coach identify goals for the session and for each activity? | | |
| | | Did the explanations identify 1–3 key learning points? | | |
| | | Were demonstrations used? | | |
| | | Were demonstrations correctly done? | | |
| | | Were players in an optimal position to see and hear? | | |
| | | Did the coach use the whole skill method? | | |
| | | Were players made aware of behavior expectations and were these appropriately reinforced during the practice? | | |
| | | Did the coach correctly apply the principles and the characteristics of Volleyball Canada's Method 1, Method 2, and Method 3? | | |
| | | Were the Methods used by the coach adequate given the stages of skill development they athletes are at? | | |
| | | Did the coach emphasize adequately the cue reading and decision-making aspects of performance during the activities? | | |
| | | Did the coach use effective observation techniques? | | |
| | | Did athletes have sufficient time and opportunities to practice? | | |
| | | Was feedback positive, easy to understand, and specific to what needed improvement? | | |
| | | Did the feedback and instruction clearly identify what to improve and how to improve? | | |
| | Did the coach constructively reinforce players' effort and performance? | | | |
| | Did the coach maintain a positive outlook and acknowledge the players' needs and thoughts? | | | |
| | Did the coach use respectful language when providing verbal interventions? | | | |



ADV DEVELOPMENT COACH EVALUATOR SUBMISSION



The Performance Coach Evaluator must complete this form following the initial debrief and action plan development with the Performance Coach Candidate. A new form is required to be completed for each subsequent follow-up with the coach candidate. It is the Performance Coach Evaluator's responsibility to submit all completed forms to the Volleyball Canada.

ADV DEV Evaluator: _____ Date: _____
Coach Candidate: _____ Coach NCCP No: _____
City: _____ Province: _____

| | Summarize areas that met expectations | Summarize areas that need improvement | Action Plan Summary | Action Plan Timeline |
|------------------------------|---------------------------------------|---------------------------------------|---------------------|----------------------|
| Design a Basic Sport Program | | | | |
| Drill Design Problem | | | | |
| Method 2 and 3 Drills | | | | |

- Coach meets requirements for Advanced Development Coach Certification
- Minimum certification standards were not met; more follow-up needed as indicated in Action Plan

Advanced Development Coach Evaluator Signature: _____