



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
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.		
	Refer to the conclusions about own program reached during the multisport <i>Design a Basic Sport Program</i> workshop.		
	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 the following aspects: <ul style="list-style-type: none"> ○ Overall program duration ○ Facilities available ○ Typical duration of training sessions ○ Frequency of training and competition opportunities ○ Quality and level of competitions 		
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.		

Evaluation Form – Plan a Practice

Evidence of Achievement		Yes	No
Safety & Logistics	Identify potential risk factors (environmental, mechanical, human) given the 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.		
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.		
	Ensure activities are purposeful and linked to overall goal(s) of the training session (purposeful means that the activities match Volleyball Canada's long-term athlete development model, and are consistent with the technical and tactical progressive development guidelines of the sample plan selected.)		
	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).		
Methodology	When Method 1 is used, ensure activities have appropriate cue reading, decision-making, and skill execution characteristics.		
	When Method 2 is used, ensure activities have appropriate cue reading, decision-making, and skill execution characteristics.		
	When Method 3 is used, ensure activities have appropriate cue reading, decision-making, and skill execution characteristics.		
	When Simulated Play is used, ensure activities have appropriate intentions given players' experience, and the stage of skill development they are at.		
	Correctly apply loading 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.		

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>		

Evaluation Forms – Support to Athletes in Training

The rest of this document outlines a series of forms that Evaluators will use when evaluating the *Support to Athletes in Training* requirement. The focus of each form is summarized in the table below.

Code	Areas of focus	Comments
F1	Organization, explanation, and demonstration steps of the teaching process.	This form can be used when evaluating most types of activities.
F2	Intervention and Feedback - General	This form can be used to assess the feedback provided by the coach; it is general and can be used when evaluating most types of activities.
F3	Leading and managing a drill focusing on Method 1.	This form can be used together with form F1 that deals with general teaching abilities related to organization, explanation, and demonstration, and form F2 on feedback.
F4	How the coach explained, led, and managed the drill focusing on Method 2.	This form can be used together with form F1 that assess general teaching abilities related to organization, explanation, and demonstration.
F5	The coach's behaviours and interventions during the drill focusing on Method 2.	This form can be used together with form F2 on feedback.
F6	How the coach explained, led, and managed the drill focusing on Method 3.	This form can be used together with form F1 that assess general teaching abilities related to organization, explanation, and demonstration.
F7	The coach's behaviours and interventions during the drill focusing on Method 3.	This form can be used together with form F2 on feedback.
F8	Safety, structure and organization, teaching and intervention.	Use of this form is optional. It could be used as a summary check list regarding the coach's teaching abilities. This form does not deal with any specific method.

Notes - Some forms focus predominantly on **process**, while others focus on both **process and 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 (outlined in forms F1 and F2) AND the specific guidelines pertaining to Method 2 (forms F 4 and F5). 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: Teaching - General

Use the form below to evaluate the coach's general performance in the following areas: **organization, explanation, and demonstration**. This form can be used for most types of activities. If you checked a "NO" box, you should question the coach during the debrief process to validate competence. If several "NO" boxes are checked, in all likelihood the coach has not achieved the minimum standard.

		Assessment	
		Yes	No
1	Equipment was ready for the start of the demonstration.		
2	All athletes were appropriately positioned to see and hear the explanation/demonstration.		
3	Purpose of the activity/drill was clearly outlined.		
4	Explanation was clear, accurate, and concise .		
5	Explanation outlined criteria of a successful performance by athletes.		
6	Demonstration gave a good idea of the technique/task/drill .		
7	Demonstration directed the attention of the athletes to an external focus of attention (target, outcome, ball direction or trajectory, expected effect).		
8	Skill demonstration was repeated from different angles .		
9	Athletes were involved in an appropriate way (optional) in the demo.		
10	Technical elements of the demonstration were executed correctly .		
11	Voice was loud enough and choice of words was adequate.		
12	Coach checked that the athletes had a good understanding.		
13	Safety aspects were emphasized when appropriate.		
14	<i>Organization allowed for adequate use was of space, time, equipment.</i>		

Overall assessment:

- () Excellent performance
- () Good performance, some adjustments required, but generally well done
- () One or two serious mistakes, room for improvement, but acceptable
- () Major improvements needed

Comments: _____

F2 - Evaluation: Intervention and Feedback - General

Use this form to assess the coach's feedback. This form can be used for most types of activities.

Type of feedback used most frequently.

Type	Definition	Examples
Evaluative	The coach assesses the quality of the performance; he or she makes some kind of assessment or judgement	<input type="checkbox"/> That's fine! <input type="checkbox"/> Good job! <input type="checkbox"/> No, not like that! <input type="checkbox"/> Not good enough!
Prescriptive	The coach tells the athlete how to execute the skill next time	<input type="checkbox"/> Throw it higher! (general) <input type="checkbox"/> Get your arm higher! (specific)
Descriptive	The coach describes to the athlete what he or she has just done	<input type="checkbox"/> The build-up was too slow (general) <input type="checkbox"/> Your legs were really extended (specific)

Feedback checklist

Was the coach's feedback:

- Specific, not general, for example: "You did _____ perfectly!" instead of "That's fine!"?
- Positive and constructive, not negative and humiliating?
- Directly linked to the skill or behaviour to be improved?
- Informative and relevant to the most important performance factors?
- Balanced? Did it contain information on what the athlete did well and on what still needs improvement? E.g. "Your _____ (movement) is better than last time. The next thing to do would be to _____ (add another level of complexity to the movement, or a particular piece to refine)".
- Clear, precise, and easy to understand? E.g. did I use simple words?

Comments: _____

F3 - Evaluation – Method 1 Drill

Use the form below to evaluate how the coach led and managed the drill focusing on Method 1. Use forms F1 and F2 to assess general teaching abilities.

		Assessment	
		Yes	No
1	The coach explained the purpose of the action(s) involved and how it (they) connect(s) to a game situation.		
2	The coach clearly explained the general pattern of the drill to the athletes and what they must try to accomplish.		
3	The coach provided a sound demonstration.		
4	The coach emphasized the basic cues the athlete had to read during the drill (self-position; ball trajectory; target; immediate surrounding).		
5	The coach clearly explained the basic decision option(s) for the athlete during the drill.		
6	The coach drew athletes' attention to an external focus of attention.		
7	Athletes could practice at their own pace.		
8	Practice conditions were safe, stable, and predictable.		
9	Athletes had sufficient time/opportunities to practice.		
10	The coach observed the athletes from an adequate vantage point.		
11	The coach observed individual and group performances.		
12	The coach did not interfere with the action while observing.		
13	Interventions were made when necessary to support learning.		

Overall assessment:

- () Excellent performance
- () Good performance, some adjustments required, but generally well done
- () One or two serious mistakes, room for improvement, but acceptable
- () Major improvements needed

Comments: _____

F4 - Evaluation – Method 2 Drill

Use the form below to evaluate how the coach explained, led, and managed the drill focusing on Method 2. Use forms F1 and F2 to assess general teaching abilities.

		Assessment	
		Yes	No
1	The coach clearly explained the general pattern of the drill to the athlete.		
2	The coach clearly explained the cues the athlete had to read during the drill, and how they would be signalled.		
3	The coach clearly explained the decision option(s) for the athlete during the drill.		
4	The number of cues the athlete had to read and interpret during the drill was manageable (2 initially, up to 4 eventually).		
5	The decision options the coach has linked to each cue were technically and tactically sound .		
6	Position selected to observe the group and individual athletes was good.		
7	Position selected to lead the activity and provide cues to athletes was good.		
8	The type and the timing of the cues provided were adequate.		
9	The coach signaled/indicated the cues clearly and to the right person(s) during the drill.		
10	The athletes had the opportunity to do a few consecutive repetitions .		

Overall assessment:

- () Excellent performance
- () Good performance, some adjustments required, but generally well done
- () One or two serious mistakes, room for improvement, but acceptable
- () Major improvements needed

Comments: _____

F5 - Evaluation: Leading the Method 2 Drill

Use the form below to evaluate the coach's performance while he or she was leading the Method 2 drill. Use forms F1 and F2 to assess general teaching abilities.

		Assessment	
		Yes	No
1	Intervention was done when necessary (degree/type of engagement by athletes not adequate; success rate below expectation; etc.).		
2	Important cues missed by athlete(s) were noted.		
3	Important decisions missed by athlete(s) were noted.		
4	Execution that was below expectation (given athlete's proficiency level and/or stage of learning progression) was noted.		
5	Cause(s) of error were correctly identified.		
6	When feedback was necessary it was not offered during the execution .		
7	Successful performance was recognized, and athlete(s) informed.		
8	Questions were used to engage athlete(s) in a reflection.		
9	Feedback was constructive , and focused on critical aspect(s) of performance.		
10	Feedback emphasized what to improve, and how ; aspects such as expected outcome of actions, target, ball trajectory, etc. were included.		

Overall assessment:

- () Excellent performance
- () Good performance, some adjustments required, but generally well done
- () One or two serious mistakes, room for improvement, but acceptable
- () Major improvements needed

Comments: _____

F6 - Evaluation – Method 3 Drill

Use the form below to evaluate how the coach explained, led, and managed the drill focusing on Method 3. Use forms F1 and F2 to assess general teaching abilities.

The coach:		Assessment	
		Yes	No
1	Ensured all the necessary equipment was readily available at the beginning of the activity.		
2	Selected a drill that was appropriate given the intended objective.		
3	Clearly explained the purpose of the drill and its general pattern .		
4	Clearly explained who would have the advantage and how the drill would begin.		
5	Clearly explained how the “advantage” would be created and how it would materialize during the drill.		
6	Clearly indicated how the drill would begin.		
7	Clearly outlined the cues the athletes would have to read during the drill.		
8	Clearly explained the decision option(s) for the athletes during the drill.		

Overall assessment:

- () Excellent performance
- () Good performance, some adjustments required, but generally well done
- () One or two serious mistakes, room for improvement, but acceptable
- () Major improvements needed

Comments: _____

F7 - Evaluation: Leading the Method 3 Drill

Use the form below to evaluate the coach's performance while he or she was leading the Method 3 drill. Use forms F1 and F2 to assess general teaching abilities.

		Assessment	
		Yes	No
1	Position selected to lead and observe the group and individual athletes was good.		
2	The type and the timing of the advantage were adequate.		
3	Intervention was done when necessary (degree/type of engagement by athletes not adequate; success rate below expectation; etc.).		
4	Important cues missed by athlete(s) were noted.		
5	Important decisions missed by athlete(s) were noted.		
6	Execution that was below expectation (given athlete's proficiency level and/or stage of learning progression) was noted.		
7	Cause(s) of error were correctly identified.		
8	Observed from an adequate vantage point.		
9	Gave the athletes the opportunity to do a few consecutive repetitions .		
10	When feedback was necessary it was not offered during the execution .		
11	Successful performance was recognized, and athlete(s) informed.		
12	Questions were used to engage athlete(s) in a reflection.		
13	Feedback was constructive , and focused on critical aspect(s) of performance.		
14	Feedback emphasized what to improve, and how ; aspects such as expected outcome of actions, target, ball trajectory, etc. were included.		

Overall assessment:

- () Excellent performance
- () Good performance, some adjustments required, but generally well done
- () One or two serious mistakes, room for improvement, but acceptable
- () Major improvements needed

Comments: _____

F8- Summary Check List - Safety Measures and Teaching Methodology

Evaluators may use this form as a summary report for the activities observed.

		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?		
		Did the practice activities allow identified objectives to be met?		
	Teaching & Interventions	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?				