



Age Group Coach (level 2) ASSESSOR GUIDE

Thank you to our coaching education partners



© 2012 Swimming Canada and Coaching Association of Canada

Produced by Moss Melien

COACH ASSESSMENT AND EVALUATION

WHAT'S THE DIFFERENCE?

Assessment	Evaluation
<p>What is it?</p> <ul style="list-style-type: none"> • Assessment is a step in the learning process whereby the learner is informed of his or her performance or progress towards the achievement of a given outcome. • Assessment is a formative process. • Assessment provides information and feedback on coaching performance at a given time. It is cross-sectional and context-specific. • Assessment may be objective or subjective. 	<p>What is it?</p> <ul style="list-style-type: none"> • Evaluation is the process whereby a judgment is made on the ability of the coach to demonstrate one or more outcomes to an established standard. • Evaluation is a summative process. • Evaluation is cumulative and may require several assessment methods. • Evaluation is objective and provides a benchmark.
<p>An Assessor:</p> <ul style="list-style-type: none"> • Provides feedback and information to coaches based on outcomes and criteria. • Uses valid and objective assessment tools to gather information on coaching performance for a given outcome. • Makes recommendations to improve coach performance. 	<p>An Evaluator:</p> <ul style="list-style-type: none"> • Passes a judgment on coaching competency in a specific context based on outcomes and criteria that have a defined standard. • Uses valid and objective evaluation tools that define performance for a given outcome and criterion. • If external, has been identified by the NSF to conduct an evaluation of a coach and has not been involved in the training of the coach. • Grants certification.
<p>What are the qualities of an Assessor?</p> <p>An Assessor:</p> <ul style="list-style-type: none"> • May have context-specific knowledge and experience. • Has some knowledge of the outcome being assessed. • May be an athlete, parent, administrator, or another coach. • May also function as a mentor coach. • Is identified by the P/TSO, according to NCCP and NSF standards. 	<p>What are the qualities of an Evaluator?</p> <p>An Evaluator:</p> <ul style="list-style-type: none"> • Is considered an “expert” in the context and in the sport. • Is well versed in the NCCP evaluation standards and process. • Is a leader in the sport’s coaching community. • Is free of bias and subjectivity. • Is selected and trained by the NSF, according to NCCP and NSF standards.



IN-PERSON PRACTICE OBSERVATION

The assessment process in Age Group Coach (level 2) involves an in-person observation of the coach through a full practice session with their regular group.

A checklist of items to prepare for the observation;

- Date and time of observation has been confirmed
- Practice plan has been received and reviewed by the assessor at least one day before the practice
- Schedule a pre-practice meeting between assessor and coach to discuss the practice plan and key objectives for the practice.
- Ensure the coach clearly identifies what age and stage their swimmers are as identified in the Swimming Canada Long Term Athlete Development model (included in this document).

Your goal as an assessor is to make the coach feel as comfortable during the in-person observation as they would under "normal" circumstances. Plan your positioning during the practice to be able to hear and observe all interactions between the coach and swimmers, while not interfering or distracting from the practice activity.

Assessors should begin the assessment prior to the practice start time in order to assess practice preparation and safety precautions the coach takes, the coach-swimmer interactions on arrival to practice and the coach communications regarding the activities to be done during the practice.

Please review the ***PRE-OBSERVATION CHECKLIST*** on the next page.

Coaches are expected to meet the published standards in order to be **Certified** as an Age Group Coach (level 2). Your role as an assessor is to observe their coaching habits and help them to identify areas where they meet or exceed the standard, and areas where they require additional mentoring or professional development.



NCCP STANDARD FOR IN-PERSON OBSERVATION

Pre Observation Checklist

Assessor reviews that the coach has;

- Presented a plan for the practice that is being run
- Identified main segments of the practice and duration in minutes: intro, warm-up, main part, cool-down, and conclusion or reflection.
- Ensured equipment is available and ready to use
- Clearly identify a practice goal that is consistent with Swimming's Development Model and the level of the swimmers. See Swimming Long Term Athlete Development model (Discuss at the Pre-Practice Observation)
- Provided a timeline for the practice activities
- Outlined facilities and equipment required to achieve practice goals
- Presented a complete Emergency Action Plan (EAP) with all six of the critical elements for the training venue.
 - Locations of telephones (cell or land lines)
 - Emergency telephone numbers note: all numbers should be updated bi-annually
 - Location of medical profile for each swimmer under the coach's care. Note: substitute swim coach needs to be updated on all profiles
 - Location of fully-stocked first-aid kit
 - Advance "call person" and "control person"
 - Directions or map to reach the activity site



PRACTICE OBSERVATION TOOL

PRINT AND USE AT THE IN-PERSON OBSERVATION

While observing the coach in a practice session, the assessor will consider whether the coach was observed doing the following;

SAFETY	✓? ✘	FEEDBACK	✓? ✘
Scan practice site for hazards?		Keep feedback short and simple?	
Know where swimmers are?		Give meaningful feedback? Why was it 'great'?	
Position yourself to see all swimmers?		Explains why a suggested technique or strategy change will make a difference?	
Practice injury prevention?		Probe for understanding of feedback?	
Role model safety?		Recognize & acknowledge swimmers efforts?	
Have an emergency action plan on hand?		Focus on mastery of swimming skills?	
		Provide feedback that is positive, specific, and directed towards both the group and individuals?	
Comments related to safety: 		Comments related to feedback: 	



PRACTICE OBSERVATION TOOL

PRINT AND USE AT THE IN-PERSON OBSERVATION

While observing the coach in a practice session, the assessor will consider whether the coach was observed doing the following;

TEACHING METHODOLOGY	✓ ? ✗	SWIMMER ENVIRONMENT	✓ ? ✗
Position yourself to be heard and seen?		Provide a welcoming & inclusive environment?	
Speak loudly enough to be heard?		Converse in a positive & meaningful manner?	
Adapt for disabled swimmers?		Ensure swimmers understand respect and safety expectations?	
Use 4 D's Teaching process? Demonstration, Description, Do, Debrief (feedback)		Make eye contact with swimmers?	
Perform demonstrations correctly?		Treat each swimmer with respect?	
Give short & simple instructions? [1 or 2 points]		Have respect and safety expectations for all?	
Use visual and kinesthetic methods at every practice?		Have consequences for disrespectful or unsafe conduct?	
Move around to watch swimmers from a variety of positions?		Incorporates meaningful activities that are fun, challenging or team oriented into practice?	
Use experiential learning to improve understanding? [learn by experimentation]		Catch your swimmers doing things right?	
Use tools to enhance learning?		Appears to enjoy coaching their swimmers?	
Minimize distractions when you are teaching?		Create opportunities to interact with all swimmers	
Provide opportunities for swimmers to ask questions?			
Comments related to teaching methodology:		Comments related to the swimmer environment:	



DEBRIEF MEETING

After the in-person observation, the assessor and coach will meet to debrief the observation and discuss a plan of next steps to help the coach continue to improve.

A three step debrief process is recommended;

1. **Opening:** Asking key questions
2. **Facilitation:** Leading the coach in guided discovery to probe areas for further evidence
3. **Closing:** Summarizing key points and providing feedback

Note: Please take 15-20 minutes after the practice observation to prepare your notes while the coach takes time to finish any post practice administrative/staff details or parent questions.

DEBRIEF TIPS

- **Prepare your observation notes and bring them to the debrief meeting as a reference;**
- **The key to a successful debrief meeting is preparation and LISTENING;**
- **Let the coach find their way to the answers / solutions you want to provide them;**
- **Record agreed upon next steps for the coach using the form on the page that follows;**
- **Assessor must keep all recorded notes for submission into the online NCCP Age Group Coach (level 2) Assessment form – a link to the form is provided at the end of this document.**

DEBRIEF MEETING NOTES

Following the observation, coach and assessor meet to discuss the practice session.

Debriefing (Reflections and Comments)

1. Opening: Asking key questions. After each question, be quiet and listen to the coach.

Examples:

- What was the best part of today's practice? Why?
- What part of the practice could be improved? Why?
- What do you feel your swimmers got out of the practice?
- Was there a breakthrough or defining moment in your practice? Have you recorded it?

2. Facilitation: Leading the coach in guided discovery to probe areas for further evidence

Examples:

- If **[situation]** occurred, explain what you would have done?
- I noticed that you did _____. Why did you do that, or what might you have done differently?

3. Closing: Summarizing key points and providing feedback

Examples:

- Overall I thought that you did _____ well. You may want to consider trying _____ in the future.
- I observed that [a specific scenario] occurred and thought that you should be aware of its impact during the practice.

Record specific next steps assessor and coach have agreed on



SUBMITTING THE FINAL ASSESSMENT

Once the debrief meeting is complete, the assessor will submit their final assessment.

To complete the assessment, you must submit your observations here:

<http://www.tfaforms.com/222041>.

A copy of your completed assessment form will be forwarded to the coach, the NCCP Administrator and yourself.

If you have any questions or problems with the form, please contact nccp@swimming.ca.

When completing this Age Group Coach (level 2) Assessment form, you are asked to submit the following items;

- Coach name, email and description of the group of swimmers they are coaching
- Your comments regarding the in-person observation of the coach during a practice session;
- A summary of your final debrief discussion with the coach,

Thank you for participating as an assessor in the NCCP Age Group Coach (level 2) program!