



# Master Coach Developer Evaluation Tool





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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.



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## M5 GH9F 7 C57 < 8 9 J9 @ CD9F 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.

<p><b>Master #</b>    )                    <b>being evaluated:</b> _____</p> <p><b>Sport:</b> _____</p>
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## 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
<b>Arrival at the Training Site</b>		
<input type="checkbox"/> 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	<b>E</b>	
<input type="checkbox"/> Arrives in time to set the training area up and ensures that all materials are ready for use	<b>M</b>	
<input type="checkbox"/> Arrives too late to set up the training area and ensure that all materials are ready for use	<b>NI</b>	
<b>Use of Equipment</b>		
<input type="checkbox"/> Tests and sets up all equipment (AV, laptops, slides, etc.) before participants arrive and uses it well during training	<b>E</b>	
<input type="checkbox"/> Demonstrates the ability to use AV/computer equipment	<b>M</b>	
<input type="checkbox"/> Has problems with AV/computer equipment that interfere with participants' training	<b>NI</b>	

## 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
<b>NCCP Model</b>		
<input type="checkbox"/> Explains the NCCP model and the competency-based approach to training and refers participants to sport-specific examples	E	
<input type="checkbox"/> Explains the NCCP model and the competency-based approach to training	M	
<input type="checkbox"/> Does not explain either the NCCP model or the competency-based approach to training	NI	
<b>Learning Outcomes</b>		
<input type="checkbox"/> Assigns activities and debriefs them in a manner that encourages participants to reflect on the learning outcomes and NCCP competencies	E	
<input type="checkbox"/> Clearly identifies learning outcomes and the NCCP competencies	M	
<input type="checkbox"/> Moves from task to task without clearly explaining the purpose of each task or relating tasks to one another	NI	
<b>Learning Activities</b>		
<input type="checkbox"/> Adapts learning activities to participants' learning pace and learning stage	E	
<input type="checkbox"/> Makes minor adjustments to learning activities in the <i>Learning Facilitator Guide</i>	M	
<input type="checkbox"/> Does not adapt learning activities to participants' learning pace or stage	NI	
<b>Links with Participants' Experience</b>		
<input type="checkbox"/> Helps participants discover links between current practices and desired outcomes	E	
<input type="checkbox"/> Provides common learning experiences when appropriate and debriefs them	M	
<input type="checkbox"/> Makes limited use of participants' experience and learning activity debriefs	NI	

	Check One	Comments
<b>Critical Reflection</b>		
<input type="checkbox"/> Debriefs, when appropriate, participants' feelings and reactions, understanding of the process, and ability to direct their own learning	E	
<input type="checkbox"/> Helps participants identify areas for change or improvement	M	
<input type="checkbox"/> Makes limited use of questions and debriefing about current practices	NI	
<b>Use of NCCP Materials</b>		
<input type="checkbox"/> Uses participants' experience to enhance the workbook activities and create links with the reference material	E	
<input type="checkbox"/> Uses the LF guide, workbook, and reference material effectively	M	
<input type="checkbox"/> Does not make effective use of the workbook and reference material	NI	
<b>Knowledge of Module Content</b>		
<input type="checkbox"/> Directs participants to other material and resources, including sport-specific material	E	
<input type="checkbox"/> Uses his or her thorough knowledge of the module's content to help participants critically reflect on their current coaching practice	M	
<input type="checkbox"/> Lacks knowledge of the module's content and is unable to fully answer questions relevant to completing tasks	NI	
<b>Participants' Engagement in Learning Activities</b>		
<input type="checkbox"/> Participants are stimulated to ask questions, explore new ideas, etc.	E	
<input type="checkbox"/> Participants are actively engaged in learning throughout the training session	M	
<input type="checkbox"/> Participants are not obviously engaged in the learning process	NI	
<b>Timelines</b>		
<input type="checkbox"/> Respects recommended timelines and addresses all learning outcomes within the timelines	M	
<input type="checkbox"/> 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
<b>Image of Canadian Sport</b>		
<input type="checkbox"/> Promotes a positive image of Canadian sport and models NCCP values and philosophy	<b>M</b>	
<input type="checkbox"/> Presents a negative image of Canadian sport and models inappropriate values and behaviours	<b>NI</b>	
<b>Communication: Presenting</b>		
<input type="checkbox"/> Uses his or her position, voice, and teaching aids in a manner that captures participants' attention, engages participants, and reinforces learning	<b>E</b>	
<input type="checkbox"/> Makes effective use of position, voice, and teaching aids	<b>M</b>	
<input type="checkbox"/> Makes poor use of position, voice, or teaching aids	<b>NI</b>	
<b>Communication: Listening</b>		
<input type="checkbox"/> Uses a variety of listening and questioning techniques and adapts them to suit both individuals and groups	<b>E</b>	
<input type="checkbox"/> Uses listening and questioning techniques effectively	<b>M</b>	
<input type="checkbox"/> Makes limited use of effective listening and questioning techniques	<b>NI</b>	
<b>Communication: Non-verbal</b>		
<input type="checkbox"/> Uses non-verbal cues to enhance the message being delivered	<b>E</b>	
<input type="checkbox"/> Non-verbal cues are consistent with the message being delivered	<b>M</b>	
<input type="checkbox"/> Non-verbal cues are inconsistent with the message being delivered	<b>NI</b>	
<b>Respectful Language</b>		
<input type="checkbox"/> Effectively addresses comments from participants that are racist, sexist, or demeaning to others	<b>E</b>	
<input type="checkbox"/> Uses language that is respectful and promotes inclusion	<b>M</b>	
<input type="checkbox"/> Uses language that is racist, sexist, or demeaning to others or allows others to use language that is racist, sexist, or demeaning to others	<b>NI</b>	

	Check One	Comments
<b>Self-directed Learning</b>		
<input type="checkbox"/> Participants are stimulated to explore, problem-solve, and value learning	E	
<input type="checkbox"/> Helps participants become self-directed learners	M	
<input type="checkbox"/> Does not encourage participants to become self-directed learners	NI	
<b>Feedback</b>		
<input type="checkbox"/> Engages participants in two-way discussions about their development	E	
<input type="checkbox"/> Provides feedback that is positive, specific, and informative	M	
<input type="checkbox"/> 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
<b>Explanations of Group Tasks</b>		
<input type="checkbox"/> Creates an environment where participants take responsibility for completing tasks	E	
<input type="checkbox"/> Explains group tasks clearly and concisely and allows for questions of clarification	M	
<input type="checkbox"/> Either does not explain group tasks clearly and concisely or does not allow questions of clarification	NI	
<b>Application of Group-development Theory</b>		
<input type="checkbox"/> Adapts the formation and management of groups to the situation	E	
<input type="checkbox"/> Applies group-development theory to the formation and management of groups	M	
<input type="checkbox"/> Creates and manages groups in a manner that does not reflect their stage of development	NI	
<b>Group Interaction</b>		
<input type="checkbox"/> Creates an environment of positive interdependence, where learners understand they need one another to successfully complete tasks	E	
<input type="checkbox"/> Creates and modifies groupings to enhance interaction and learning	M	
<input type="checkbox"/> Does not use groupings to enhance interaction and learning	NI	
<b>Group Process</b>		
<input type="checkbox"/> Uses the group process to help participants develop interpersonal, communication, and valuing skills	E	
<input type="checkbox"/> Intervenes in the group process to ensure that participants communicate effectively and show respect for one another	M	
<input type="checkbox"/> Does not intervene in the group process to ensure that participants communicate effectively and show respect for one another	NI	

	Check One	Comments
<b>Leadership within the Group</b>		
<input type="checkbox"/> Allows participants to experience a variety of leadership opportunities within the group	<b>E</b>	
<input type="checkbox"/> Assigns roles, including leadership, within groups	<b>M</b>	
<input type="checkbox"/> Allows one or two participants to dominate the leadership role	<b>NI</b>	

## 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
<b>NCCP Model</b>		
<input type="checkbox"/> 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	
<input type="checkbox"/> Explains the NCCP model, emphasizing the streams and contexts relevant to the participant's sport	M	
<input type="checkbox"/> Is unable to explain the NCCP model to the group	NI	
<b>Principles of Adult Learning</b>		
<input type="checkbox"/> 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	
<input type="checkbox"/> Gives participants general feedback about their application of the principles of adult learning	M	
<input type="checkbox"/> 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	
<b>Group-development Theory</b>		
<input type="checkbox"/> 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	
<input type="checkbox"/> Identifies a range of ways of grouping participants and holds supportive discussions about the effectiveness of each grouping	M	
<input type="checkbox"/> Cannot explain how to group participants to support completing tasks and achieving learning outcomes	NI	

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

## 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
<b>Prebrief Meeting</b>		
<input type="checkbox"/> Prebriefs participants before they co-deliver and lets them express their feelings/concerns about their goals and their plan	<b>E</b>	
<input type="checkbox"/> 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	<b>M</b>	
<input type="checkbox"/> Does not meet with participants before co-delivering with them	<b>NI</b>	
<b>Intervention during Co-delivery</b>		
<input type="checkbox"/> 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	<b>E</b>	
<input type="checkbox"/> Respects the roles and responsibilities established in the prebrief and gives participants feedback at appropriate times during co-delivery	<b>M</b>	
<input type="checkbox"/> Intervenes often or at inappropriate times during co-delivery or fails to intervene when it's required	<b>NI</b>	
<b>Reflective Conversation</b>		
<input type="checkbox"/> 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	<b>E</b>	
<input type="checkbox"/> 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	<b>M</b>	
<input type="checkbox"/> Tells participants what they need to do to improve and gives them an Action Plan to follow	<b>NI</b>	

## 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
<b>Arrangement of the Prebrief</b>		
<input type="checkbox"/> Contacts participants at least 1 week before the evaluation	E	
<input type="checkbox"/> Contacts participants in the week before the evaluation	M	
<input type="checkbox"/> Does not contact participants before the evaluation	NI	
<b>Completion of the Prebrief</b>		
<input type="checkbox"/> 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	
<input type="checkbox"/> Gives participants an opportunity to outline their plan, reviews the Evaluation Tool, and encourages participants to ask questions about the evaluation	M	
<input type="checkbox"/> 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	
<b>Collection and Use of Data</b>		
<input type="checkbox"/> 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	
<input type="checkbox"/> Uses the Evaluation Tool to collect data and uses the data to give participants some examples of their successes and challenges	M	
<input type="checkbox"/> Bases observations on impressions and feelings and has trouble selecting the standard of performance participants reach	NI	

	Check One	Comments
<b>Completion of the Debrief</b>		
<input type="checkbox"/> 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	
<input type="checkbox"/> Asks questions that lead participants to reflect on their performance	M	
<input type="checkbox"/> Asks vague questions, asks questions that focus on weaknesses in participants' performance, or provides feedback without giving participants an opportunity to discuss it	NI	
<b>Completion of an Action Plan</b>		
<input type="checkbox"/> 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	
<input type="checkbox"/> Works with participants to develop an Action Plan for growth and professional development	M	
<input type="checkbox"/> No action plan was created	NI	
<b>Recommendation about the Participant's Certification</b>		
<input type="checkbox"/> 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	
<input type="checkbox"/> Makes a recommendation about the participant's certification and submits the paperwork to the governing organization	M	
<input type="checkbox"/> 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
<b>Opportunities for Communication</b>		
<input type="checkbox"/> Plans follow-up meetings with all participants or reaches out to participants via emails or phone calls	E	
<input type="checkbox"/> 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	
<input type="checkbox"/> Does not respond to questions from participants after training	NI	
<b>Professional Development</b>		
<input type="checkbox"/> Creates the instructional design for and facilitates professional development (PD) events	E	
<input type="checkbox"/> Works with P/TCRs, NSOs, or P/TSOs to identify PD needs; plans and implements PD events that meet participants' needs	M	
<input type="checkbox"/> Does not participate in the development or delivery of PD events	NI	
<b>Cognitive Coaching</b>		
<input type="checkbox"/> 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	
<input type="checkbox"/> 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	
<input type="checkbox"/> 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
<b>Commitment to the NCCP</b>		
<input type="checkbox"/> Undertakes leadership opportunities that support the implementation and widespread use of the NCCP in Canadian sport	E	
<input type="checkbox"/> Speaks positively of the NCCP and behaves in line with the <i>NCCP Coach Developer Code of Conduct</i>	M	
<input type="checkbox"/> Does not positively reflect the values of the NCCP	NI	
<b>Support for the Policies of the NCCP and Governing Organizations</b>		
<input type="checkbox"/> Contributes to the creation or implementation of the policies of the NCCP or governing organizations	E	
<input type="checkbox"/> Models the policies of the NCCP and governing organizations	M	
<input type="checkbox"/> Does not support, through his or her actions, the policies of the NCCP and governing organizations	NI	
<b>Professional Development</b>		
<input type="checkbox"/> Attends PD events required for facilitators, promotes PD events to other facilitators, and helps plan and implement such events	E	
<input type="checkbox"/> Attends PD events required for facilitators and promotes such opportunities to other facilitators	M	
<input type="checkbox"/> Does not attend PD events regularly	NI	
<b>Organization and Implementation of the Coach Developer System</b>		
<input type="checkbox"/> Provides direction in the organization and implementation of the Coach Developer system; routinely updates governing organizations on NCCP policy and CAC initiatives	E	
<input type="checkbox"/> Contributes to the organization and implementation of the Coach Developer system	M	
<input type="checkbox"/> Is not involved in the organization and implementation of the Coach Developer system	NI	

## Evaluation Table

	Exceeds Expectations	Meets Expectations	Needs Improvement	Comments
<b>Structures and Manages the Training Environment Appropriately</b>				
<input type="checkbox"/> Arrival at the Training Site				
<input type="checkbox"/> Use of Equipment				
<b>Facilitates the Achievement of Learning Outcomes</b>				
<input type="checkbox"/> NCCP Model				
<input type="checkbox"/> Learning Outcomes				
<input type="checkbox"/> Learning Activities				
<input type="checkbox"/> Links with Participants' Experience				
<input type="checkbox"/> Critical Reflection				
<input type="checkbox"/> Use of NCCP Materials				
<input type="checkbox"/> Knowledge of Module Content				
<input type="checkbox"/> Participants' Engagement in Learning Activities				
<input type="checkbox"/> Timelines				
<b>Displays Appropriate Communication and Leadership to Enhance Participants' Learning</b>				
<input type="checkbox"/> Image of Canadian Sport				
<input type="checkbox"/> Communication: Presenting				
<input type="checkbox"/> Communication: Listening				
<input type="checkbox"/> Communication: Non-verbal				
<input type="checkbox"/> Respectful Language				
<input type="checkbox"/> Self-directed Learning				
<input type="checkbox"/> Feedback				
<b>Manages Group Tasks to Optimize Participants' Learning</b>				
<input type="checkbox"/> Explanations of Group Tasks				
<input type="checkbox"/> Application of Group-development Theory				
<input type="checkbox"/> Group Interaction				
<input type="checkbox"/> Group Process				
<input type="checkbox"/> Leadership within the Group				

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

<b>NAME of MCD BEING EVALUATED:</b>	<b>DATE:</b>
<b>NAME OF MCD PERFORMING EVALUATION:</b>	
<b>SPORT:</b>	

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



© Scott Grant, CAC

**Learn to listen**, especially to the athletes – they are excellent teachers.

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**Help each athlete develop** all of their capacities: physical, mental/emotional, and social.

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**Take a stand** against doping and cheating in sport.

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**Thirst for knowledge**  
attend coaching courses, get certified, stay up to date.

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**coach.ca**  
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