

Course Facilitator Evaluation: OVERALL PEDAGOGY

Competencies, outcomes and criteria for the learning facilitator (Apprentice not evaluated on shaded areas)									
Competency	Outcome	Criteria 1= Not at all 2 = Developing 3 = Consistent/Satisfactory 4 = Quality 5= Outstanding	1	2	3	4	5		
Valuing And Modeling	Exemplifies Professionalism	Dresses in a professional manner (e.g., uniform, TPA clothing)	Rating: Comments:						
		Behaves in a professional manner (i.e., as a representative of Tennis Canada)							
		Has exemplary personal hygiene							
		Is well rested prior to the duration of the course							
		Is focused and well prepared throughout the duration of the course							
		Models behaviour that values sport and physical fitness							
	Models behaviours consistent with NCCP Code of Ethics	Understands clearly, articulates and models the NCCP Code of Ethics and philosophy						Rating: Comments:	
		Uses non-discriminatory language							
		Uses non-sexist language							
		Uses inclusive language							
		Develops appropriate working relationships with other facilitators							
	Willing to contribute to the development of program, of other facilitators and of herself/himself	Is willing to be evaluated, accept constructive criticism, and improve as a facilitator							Rating: Comments:
		Participates when requested in the development of the curriculum and support materials							
		Self-assesses fairly and accurately							
		Seeks to improve as a learning facilitator							
Assesses others fairly and accurately									
Leading And Communicating	Communicates effectively	Learns the names of all participants	Rating: Comments:						
		Addresses each participant by using her/his name							
		Makes eye contact and is personable (i.e., makes participants feel welcome and at ease)							
		Communicates in a caring manner (e.g., positive body language, dynamic presence)							
		Communicates clearly and loud enough for all to hear (e.g., uses appropriate tone of voice)							
		Listens effectively and actively							
		Uses, recognizes and responds to non-verbal communication							
		Refrains from excessive use of personal anecdotes							
		Draws on the prior experiences of the group							
		Is approachable, whether in group or individual settings							

Competencies, outcomes and criteria for the learning facilitator (Apprentice not evaluated on shaded areas)								
Competency	Outcome	Criteria 1= Not at all 2 = Developing 3 = Consistent/Satisfactory 4 = Quality 5= Outstanding	1	2	3	4	5	
Leading And Communicating	Effectively uses problem solving as the primary methodology in order to foster the development of critical thinking in coaches	Primarily plays the role of a learning guide, yet is able to switch to the role of subject matter expert when needed						
		Draws clear links between each learning activity and/or problem posed and the desired outcome						
		Presents problems and/or situations clearly and guides the participants through the process of resolving it themselves						
		Refrains from resolving the problems presented for the participants						
		Is able to identify key issues in a given problem and helps the participants learn to do so using guided discovery						
		Presents the reference material precisely and concisely when required						
	Creates and maintains a fun and safe learning environment	Manages a diverse learning group (e.g., age, experience, reading/writing abilities)						
		Manages conflicts and differences of opinion effectively and uses these situations to enhance learning when possible						
		Addresses and manages counter-productive behaviour						
		Shares her/his attention among all participants in the group, according to individual needs						
		Assesses individual and group needs and responds accordingly						
		Adapts her/his interaction style to the learning style of the participants						
	Manages time and keeps the group on task effectively	Keeps the group on time and the course on schedule						
		Keeps the group on task and checks regularly on the progress of each participant						
		Manages transitions between activities well						
		Gives an appropriate number of breaks according to the needs of the group						
		Establishes the "rules of the road" with the group, and then allows for control of the environment/learning to be shared among all participants						
		Ensures that the necessary materials are available						

Course Facilitator Evaluation: MODULE SPECIFIC PEDAGOGY

Facilitator Methodology = Candidate Methodology 1= Not at all 2 = Developing 3 = Consistent/Satisfactory 4 = Quality 5= Outstanding		1	2	3	4	5
Present the Topic & Emphasize the Skill	Sells each new topic by connecting it to a particular competency or the overall unfolding of the course					
	Executes technical elements of the demonstration correctly					
	Maintains eye contact with participants during the demonstration					
	Directs the attention of the athletes to a particular focus (e.g., technique, tactic, process, outcome)					
	Demonstrates what not to do (i.e., provides a negative example)					
	Checks participants for understanding and agreement					
	Amount of information provided by the coach was appropriate (e.g., clear, short, accurate)					
Set-up & Run the Learning Activity	Uses a representative grouping to explain, demonstrate and begin to form the learning activity					
	Organizes activities (i.e., forms the group) in a manner which maximizes activity and participation					
	Ensures that participants use all the appropriate materials and teaching aids					
	Encourages participation through questions and discussions from the group by using non-directive approach					
Feedback & Skill Transformation	Uses names when a question is asked and repeats the question before responding					
	Circulates while providing feedback (i.e., scans the entire group constantly and intervenes when necessary)					
	Is able to transition between group and 1-on-1 discussion					
	Praises the skill when being performed correctly					
	Provides a correction in an encouraging manner when the skill is not being performed correctly					
	Provides frequent feedback in a manner that is constructive and clearly defines the transformation necessary					
	Provides frequent feedback in a manner that is consistent with what is expected of the participants					
Corrections or reinforcement are brief and participants return quickly to activity						
Seal the Skill	Uses reflective exercises to wrap-up the module before presenting the next topic					
	Learning activities flow logically, respecting proper progression of the material					
	Connects each topic to the overall story of the course					
Comments						