CLUB PRO 2
ON COURT EVALUATION
Updated: April 22, 2008

1. **Playing/Demonstration Evaluation: (5 mins)**

   Competency: The ability <u>present a drill and skill</u> as you play while <u>maintaining smoothness and consistency.</u> (Assume the pro is presenting with their assistant to a large group who will eventually go back to their court to implement the drill/skill presented by the pro). NOTE: Each candidate will be required to pass each role (the Pro's role and Assistant Pro's role) for this evaluation.

   Topic: Corner Drill: Candidate Pro presents role of player in the full court, other player (i.e. assistant pro) is in one corner on the baseline showing what is expected from our partner in this cooperative drill. Pro will ask their assistant to move them around (see 2 topics below, 1 Candidate Pro will do 1 topic, then they will alternate roles and do the other Candidate will do topic 2) while providing a mix of balls which require movement.

   <u>Drill Set-Up</u>: the Candidate Pro will present a representative grouping (using themselves and an assistant, see above) to show the set-up of the drill as follows:
   - Player positions: 1 player using full court, 1 in the backhand corner
   - Movement: either side to side or up-back (topic 1 or topic 2)
   - Feeding-projection: are combined in cooperative training, use <u>markers</u> to establish how far the movement needs to be
   - Goal: Footwork, timing, consistency: 7 balls in a row = 1 point
   - Rotation: First team to 5 points

   Topic 1: lateral movement (side to side, unknown pattern)
   Topic 2: up/back movement (unknown, note: the short ball will not be short enough to necessarily approach)

   <u>Skill:</u> Setting up early (before the bounce of the ball) so that you can contact ball in front and at waist height.

   Evaluation Criteria:

A) Role of Pro

	Yes	No	Comments:
1. Present the Drill and Skill (see topic for explanation of the drill and skill) - Present the drill as you hit, using an assistant pro to demo with	☐	☐	_____ _____
- Present the skill as you play (correctly, quickly, demo and explanation together)	☐	☐	_____ _____
- Respect the topic (drill and skill)	☐	☐	_____ _____

	Yes	No	
2. Maintain smoothness and consistency (look like a pro)			
- Set-up early before bounce	☐	☐	_____ _____
- Impact at Waist Height	☐	☐	_____ _____
- Smooth (make it look easy)	☐	☐	_____ _____
- consistent	☐	☐	_____ _____

RESULT: met standard/did not meet standard
(circle one)

Comments:

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B) Role of Assistant Pro

	Yes	No	Comments:
Able to provide feeds required by topic in a consistent manner	☐	☐	_____ _____

RESULT: met standard/did not meet standard (circle one)

Comments:

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2. Game Based Private Lesson (Role of a Teacher):

Competency: The ability to implement a game based private lesson where the Pro can address the tactical intention first and then improve the technique of the student's stroke. At all times the Pro will make the student feel good while learning.

> **Note: This competency will be evaluated through 2 parts:**
> - o **Part 1: with the CC which relates to discovering the topic**
> - o **Part 2: with a real student and involves the entire unfolding of a game based private lesson**

Part 1: Discovering the Topic

Topics: (Known only to Course Conductor)

Evaluation Criteria:

	Yes	No	Comments:
Find the game situation in 2 minutes?	☐	☐	_____ _____
Friendly interaction	☐	☐	_____ _____

RESULT: met standard/did not meet standard (circle one)

Comments:

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Part 2: Unfolding of Game Based

Topics:

1. Backhand Groundstroke: Singles, when my opponent hits high balls on my backhand, maintaining the rally (set up for a waist height impact which will make it easier to hit an easy rallying shot
2. Backhand Groundstroke: Singles, when my opponent hits into my backhand corner, maintain the rally (situation which forces player to hit while running)
3. Backhand Groundstroke: Singles, when my opponent hits hard balls to my backhand, maintain the rally (from a forehand attacking shot from ¾ court)
4. Forehand Groundstroke: Singles, I want to move my opponent around more, rally/forcing situation (using our stronger stroke (fh)when playing a pusher who plays slow, down the middle…receiving ball just inside the baseline). Specifically, to make the opponent run to the backhand corner after receiving the shot from the pusher's forehand corner.
5. Forehand Groundstroke: Singles, I want to be able to attack my opponent more with a forehand drive (hit hard).
6. Backhand Return of Serve: Doubles, deuce side, 1st serve return against a serve and volleyer, (inside out return)
7. Volley: Doubles, from a return of serve, deuce side, return passes low over the middle of the court, but still in the area covered by the server's partner, who will do a forehand angle or drop volley (note: the pro will look to run down the ball and play the point back down-the-line)
8. Overhead: Singles , after an approach shot into the backhand corner of the opponent which forces the opponent to hit a defensive lob on a full run, overhead into open court
9. Forehand Approach shot: Doubles, when server and receiver play both back, ability to move to the net from a short slower ball which requires the player to move forward
10. Backhand drop shot: Singles, from a short slower ball which requires the player to move forward into ¾ court

Evaluation Criteria:

	Yes	No	Comments:
1. Sell the game situation			_____
– Interaction	☐	☐	_____
– Present the Topic with a game situation which is frequent or important at their level	☐	☐	_____ _____
2. Evaluate Game			_____
– Set-up an Open Game	☐	☐	_____
– Run Game	☐	☐	_____ _____

3. Improve Performance			
− Awareness (Questions)	☐	☐	
− SMART objectives	☐	☐	
− Reaching Goal	☐	☐	
4. Replay Game Situation			
− Maintain Teaching Points (Key Words)	☐	☐	
− Maintain Flow/Rhythm of Competitive Play	☐	☐	
5. Wrap-up			
- Player mentions important elements, Coach verifies, adds, alters	☐	☐	
− Sell vision of future lessons	☐	☐	
Musts:			
- Volume (quick interaction)	☐	☐	
− Respect topic	☐	☐	
- Feeding: accurate, consistent	☐	☐	
- Praise, encourage	☐	☐	

RESULT: met standard/did not meet standard (circle one)

Comments:

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3. Group Lesson (Role of a Teacher):

Competency: The ability to <u>take charge</u> (leadership) of a group and <u>implement a group teaching point with individual feedback</u> (teacher)

Topic: Warm-Up: ½ court; outcome and process objective (one at a time)
1. mini-tennis
2. baseline 10 rallies (based on the rallying progression norms for your group)
3. volley-baseline drill
4. baseline-volley drill
5. smash-lob
6. lob-smash
7. service/return
8. return/service

Specific Evaluation Criteria:

	Yes	No	Comments:
1. Leadership: Ability to take charge of the group - representative grouping (either 2 students or pro and student)	☐	☐	
- get and maintain motivation and attention of group (project voice, use different tones, be seen by all, sell)	☐	☐	
- check understanding through questions	☐	☐	
- walk around: address each individual	☐	☐	
- equal positive attention to all students (praise and encourage)	☐	☐	
2. Teacher: OUTCOME: - clearly explain and demonstrate a group outcome objective (with a clear ball control measure)	☐	☐	
- Ensure everyone is focusing on the task presented	☐	☐	

- Use 'PAS" to set up a group objective in order to improve outcome for the group based on the most frequent error from the group	☐	☐	_____ _____
- Provide rationale why this teaching point (above) will improve performance (relate to ball control)	☐	☐	_____ _____
- individual feedback on Group Objective	☐	☐	_____ _____
PROCESS:			
- provide a group process teaching point which is the most relevant for the group	☐	☐	_____ _____
- provide a rational why this teaching point is important for their tennis in general	☐	☐	_____ _____
- individual feedback	☐	☐	_____ _____
GENERAL:			
explanation and demonstration should be together and correct: - outcome - process	☐	☐	_____ _____
CONCLUSION WITH C.C.			
- provide CC with rational for why he/she chose the specific teaching point for the outcome and process element	☐	☐	_____ _____

OVERALL RESULT: met standard/did not meet standard
(circle one)

Comments:

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