



**INSTRUCTOR COURSE
COURSE FACILITATOR EVALUATION GUIDE**

Instructor Certification Evaluation Process

COMPETENCY EVALUATIONS:

There are 4 categories of competencies candidates must complete to achieve Instructor Certification:

- A. Knowledge Evaluation
- B. Leadership/Professionalism Evaluation
- C. Demonstration Evaluation
- D. Teaching Evaluation

A. Knowledge Evaluation

The Knowledge Evaluation has 3 parts:

1. **Pre-Course Workbooks A & B:** Workbook A is 'general' instructor knowledge regarding equipment, Safety and emergency Action Plan (EAP), Wheelchair Instruction, etc. Workbook B is 'specific' knowledge on the course competencies. It ensures candidates learn information about the 5 Tool Kits of the course:
 1. Progressive Tennis
 2. Communication & Leadership
 3. Group Organization
 4. Competition
 5. Tactical/Technical

In order to access the information needed to complete the Pre-course workbooks, candidates must join the TPA as a first step. Both these workbooks must be completed **before** the course begins in order to be eligible to take the course.

On the first Friday evening, the Course Facilitator should scan completed workbooks and check 4-6 answers to ensure that a proper effort has gone into the preparation of the workbook. Missing more than 9 questions in a workbook (10%) will constitute an 'incomplete' workbook. These should be returned to the candidate to complete before the first Sunday.

2. **In-Course Workbook C:** This workbook is completed throughout the course. It includes worksheets for in-course activities and reflections to seal what the candidates have learned in the course. This workbook is not handed in however, the Course Facilitator should scan candidates workbooks before the evaluations to ensure they have been completed. Failing to complete it results in the candidate having to take the evaluation at a later date (for additional evaluation fee).
3. **Making Ethical Decisions (MED) Online Evaluation:** Candidates must complete the NCCP MED evaluation on line. Ideally, they must complete the evaluation before the 2nd weekend of the course. Candidates who have not completed the MED evaluation will not receive their results from the Provincial Association until they have completed it. The information to complete the MED should be handed out to the candidates during the MED training on the 1st weekend of the course.

B. Leadership Evaluation

This evaluation is done throughout the entire course. The key component is role modeling professionalism as a leader. On the evaluation day, this is the first evaluation reported to the candidate. If the candidate receives an incomplete, they cannot be evaluated with their group but are required to take the evaluation on a subsequent date (for an additional course fee).

C. Demonstration Evaluation

This evaluation has 2 parts:

- 1, Point-play evaluation
2. Technical Fundamentals Evaluation

1. Point-Play Evaluation: For this evaluation, the candidates demonstrate how to play a point. Candidates play in pairs. Four candidates can be evaluated at a time (playing crosscourt).

Implementation:

- Time : 10 minutes per 4 candidates
- Scale: Full Court 'Green' ball
- Procedure: One candidate must serve to the backhand side of the service box and rally crosscourt. The server continues to rally until they perform 2 forehands and 2 backhands. The 2nd candidate then becomes the server for their evaluation. Candidates work cooperatively to complete the evaluation. The CF is free to give 3 attempts per candidate.

2. Technical Fundamentals Evaluation: The goal of the evaluations is for Candidates to present an appropriate visual image a beginning player could copy with concise verbal highlights.

Implementation:

- Time : 5 minutes per candidate
- Scale: $\frac{3}{4}$ Court, 'Orange' Ball
- Procedure: The CF calls the candidates one at a time to perform the evaluation. Each candidate chooses at random 2 groundstroke topics (from the list of topics), 1 volley topic, and 1 serve topic. One attempt per demonstration.

D. Teaching Evaluation (Group)

1. **Group Teaching:** Candidates must demonstrate competency in teaching a group lesson. Candidates need to demonstrate they can create a simple lesson plan and unfold a portion of the lesson in a systematic manner while ensuring enjoyment and improvement.

Implementation:

- Time: 1 CF can evaluate 12 candidates in 2 hours (each candidate takes approximately 10 minutes including feedback).
- Scale: $\frac{1}{2}$ Court lessons require 'Red' balls. $\frac{3}{4}$ Court lessons require 'Orange' balls. Full Court lessons require 'Green' transition balls.
- Procedure: Each candidate is given a topic from the list of Teaching Topics before lunch on the day of the evaluation. The Candidate must create a lesson plan on the sheets provided and hand it into the CF just prior to their evaluation. The candidate takes a group of 3-6 'students' (the other candidates using their non-dominant hand) through a Point-Play game and then a related Practice Activity.

PASSING:

Candidates can achieve four results:

- Met Standard with Honours
- Met Standard
- Met Standard (Marginal)
- Incomplete

Candidates must achieve a “met standard” rating on **all** of the evaluations to be certified. If candidates achieve an “incomplete” rating on any evaluations, they must re-take that evaluation (or in the case of workbooks, complete them). If they receive an ‘incomplete’ on 3 or more of the 4 evaluations (A, B, C, D), they must re-take the entire course at full price.

If candidates have a number of individual elements that did not meet standard but the section was still marked ‘complete’, they can still achieve a ‘marginal pass’.

EVLUATION SCHEDULING:

For a group of 12 participants on one court. the total evaluation time would be **3.5 hours**.

- 1:30-2:00pm: Candidates perform C 1:Point-play Demonstration evaluation
- 2:00-4:00pm: Candidates perform D1: Teaching Evaluation
- 4:00-5:00pm: Candidates perform C2: Technical Fundamentals Demonstration evaluation

Note: For the D1 evaluation, do all the Candidates with Red Court evaluations first, Orange second, and finally Green to minimize court set-up time. If the CF finds they run out of court time, it is acceptable to do the C2: Technical Fundamentals evaluation off-court with candidates visually shadow swinging and explaining.

RESULTS:

The CF should **not** inform candidates of their complete or incomplete status during the evaluations but inform them they will receive their results within 2 weeks. The CF should provide the Provincial Association with the evaluation results within 7 days of the course completion. The Provincial Association should provide the results to the candidates within 7 days of receiving the results.

Results are all on emailable forms that should be emailed to the Provincial Association and in turn, emailed to participants. Certificates for all successful candidates should be mailed.

PASSING WITH HONOURS:

These are the qualities that would be demonstrated by candidates who pass with honours

LEADERSHIP/PROFESSIONALISM EVALUATION

Professionalism:

- Is punctual and prepared to begin an activity
- Shows a consistent level of participation in group discussions and exercises
- Presents a professional image with proper attire
- Is supportive of other participants' learning and efforts
- Is supportive when others leading or teaching
- Demonstrates a positive attitude towards learning
- Shows attention to detail

- Willingly works with others
- Respects the rights, property and opinion of others
- Establishes positive relationships with peers and adults
- Shows respect for the ideas of others in the group

Leadership:

- Takes charge of group situations
- Is respectful of others when they are speaking
- Takes initiative and a leadership role
- Welcomes new tasks and seeks new opportunities for learning
- Responds well to challenges
- Observes questions and explores
- Approaches new learning situations with confidence
- Assumes responsibilities in group settings
- Volunteers and takes initiative
- Contributes to cooperative problem solving
- Helps to motivate others and encourages others to participate

Communication:

- Is enthusiastic, friendly and gets along well with other participants
- Demonstrates body language that represents enthusiasm for the sport and respect for the game
- Is thoughtful and respectful with feedback to other candidates
- Projects voice and varies tone to show enthusiasm for the sport
- Listens to, acknowledges, and considers differing opinions
- Listens to others without interrupting
- Recognizes the contributions of others through encouragement, support or praise

TEACHING EVALUATION

Systematic:

- Is obviously structured in the way they conduct the activities. Goals are clear

Competencies:

- Displays good grasp and solid application of course competencies (especially Group Organization)

GENERAL COURSE COMMENTS

This section is the last impression the participant will have after reading through their Summary of Results. Use this section to convey personal thoughts about their overall course participation – feedback that demonstrates you paid specific attention to them during the course. Remember that these comments often dictate both how they will "read" their results AND what their impression of the coaching certification process will be.

- Was focused throughout the course and demonstrated steady improvement.
- Is supportive of other participants' learning and efforts
- Establishes positive relationships with peers and adults
- Responds well to challenges, welcomes new tasks and seeks new opportunities for learning
- The future of coaching just got better!
- Great job and a pleasure to meet you!
- Best of luck in tennis and in your coaching!

REQUIRED MATERIALS FOR COURSE DELIVERY

1. Participant Workbooks

Each participant must bring a copy of the following workbooks.

Note: Additional copies (2-4) should be on-hand in case some individuals do not have computer access and/or did not bring their materials to the course.

- i. In-Course Workbook C
- ii. Appendix 1: MED Coaches Workbook

2. TV and DVD player (with a screen)

3. Laptop and projector for Power-points (optional)

4. Easel and flip chart paper (or dry erase board with markers)

5. Clip Board (1 per CF)

6. Balls

- a. 3 "Orange" low-compression balls per participant
- b. 3 "Red" (large Foam or felt) ball per participant
- c. 3 "Green" transition balls per participant

7. 1 ball basket (hopper) per 6 participants

8. Materials to make Red $\frac{1}{2}$ Courts and Orange $\frac{3}{4}$ courts

- 1 rope per court
- 2 mini nets per court minimum
- Enough drop-down lines to make all required court boundaries

9. Courts: (1 court per 12 participants)

Weekend #1

- Friday 6:30-10:00pm
- Saturday 9:00am-5:00pm
- Sunday 1:30-5:00pm (Sunday morning requires a room and chairs but can be done on the court if required)

Weekend #2

- Friday 6:30-10:00pm
- Saturday 9:00am-5:00pm
- Sunday 9:00am-5:00pm (1:30-5:00pm evaluations)

C) DEMONSTRATION EVALUATION TOPICS

- Candidates 'draw out of a hat' to choose which 4 of the thirteen topics they perform demonstrations for.
- Must perform 1 topic from Volleys and Serve Stroke family and 2 from Groundstroke family. They are performed on **Orange Court**

SERVE	
1	Grip (Continental)
2	Set-up (Coordinated toss up to 'trophy' position)
3	Impact Point (Full upward extension at '11 O'clock' position)
4	Hitting Zone (Pronation/'throwing action')

GROUNDSTROKES	
1	Grip (Eastern FH & BH)
2	Set-up (Racquet & footwork)
3	Impact Point (Waist level, out front, comfortable distance from body)
4	Hitting Zone (Extended towards target)
5	Recovery (In proper position, correct location at right time)

VOLLEYS	
1	Grip (Continental)
2	Set-up (Racquet & footwork)
3	Impact Point (Chest level, out front, comfortable distance from body)
4	Hitting Zone ('Catching Action')

D) TEACHING EVALUATION TOPICS

Procedure: Candidates are assigned one of the topics listed below (CF may post this list). They create a full lesson plan (using lesson plan pages provided in the In-Course Workbook C) however, they will only be evaluated on how they take a group of 3-6 students through the **Play & Practice** step of a lesson. They must set-up play (use one of the standard Point-play games outlined in the Competition Tool-Set), then move into the Practice step and implement a Practice Activity.

Candidates will be required to perform these evaluations on specific court sizes. For Red and Orange topics, candidates will be required to set-up the appropriate court (using participants).

RED ½ Court (requires 2 Red Courts set-up)		
#1	Activity: R2: Throw Crosscourts & Lines TECHNICAL HIGHLIGHT: Set-up & Recovery (FH & BH)	
#2	Activity R7: Red Rally TECHNICAL HIGHLIGHT: Impact Point (FH & BH)	
#3	Activity R8: Groundstroke Feed TECHNICAL HIGHLIGHT: Set-up (FH & BH)	
ORANGE ¾ Court (requires 'Double' Orange Court set-up)		
#4	Activity O1: Orange Rally TECHNICAL HIGHLIGHT: Grip change (Changing from FH to BH grips in rally)	
#5	Activity O2: Rally Crosscourt TECHNICAL HIGHLIGHT: Hitting Zone (FH & BH)	
#6	Activity O5: Overhead Serve & Return Teams TECHNICAL HIGHLIGHT: Serve 'Throwing action'	
#7	Activity O8: Groundstroke to Volley TECHNICAL HIGHLIGHT: 'Catching action' on volley (FH only)	
GREEN Full-Court (requires 1 Green court set-up)		
#8	Activity G1: Green Rally TECHNICAL HIGHLIGHT: Set-up (FH & BH)	
#9	Activity G3: 'Over & Under' TECHNICAL HIGHLIGHT: Height control through PAS	
#10	Activity G8: Lob to Overhead TECHNICAL HIGHLIGHT: Set-up on overhead	

INSTRUCTOR CERTIFICATION SUMMARY OF RESULTS

Version 7.7

Name:	CC#:
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Course Dates:	Evaluation Date:
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Thank you for taking this step towards Instructor Certification.

Below is a summary of your results from the Instructor course. To achieve Instructor Certification, **all** evaluations must be listed as “Met Standard”. If any evaluations are listed as “incomplete”, please read up on, and practice, the components of that evaluation. Once you have sufficiently mastered those areas, please contact your Provincial Association for a re-evaluation. (Note: if you receive “Incomplete” on 3 or more evaluations, you will be required to retake the entire course for the full course fee). You have 18 months from the evaluation date to complete the course after which you must re-take the entire course at full rate to be eligible for evaluation.

Course Facilitator(s)	Evaluator(s)
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FINAL RESULT:

- Met Standard, with Honours**
- Met Standard**
- Met Standard (Marginal)**
- Incomplete**

COURSE OF ACTION

- Congratulations, you are a fully certified Tennis Instructor**
- Re-take/Complete the following Evaluation(s)**
(Fee required for re-takes with the exception of the MED)
 - A. Knowledge Evaluation (or incomplete MED)
 - B. Leadership/Professionalism Evaluation
 - C. Demonstration Evaluation
 - D. Teaching Evaluation
- Repeat full Instructor Course** (Required if “Incomplete” on 3 or more evaluations or, after 2 unsuccessful re-takes of any evaluation)

*Please note: There are two requirements for maintaining active status of certification:

1. Maintain membership in Tennis Canada’s Tennis Professionals Association (TPA) (available at www.tenniscanada.com)
2. Ongoing Professional Development: To maintain ‘active’ certification, Tennis Canada requires all certified Instructors to attend a Professional Development opportunity every 4 years. Check your Provincial Association Coaching calendar for Re-certification opportunities.

✓ X

NOTE: Elements that have met standard will have highlighted in Green, incomplete will have highlighted in Red.

A.. KNOWLEDGE EVALUATION

Met Standard

Incomplete

1. Pre-Course Workbook A	<input type="checkbox"/> Met Standard	<input type="checkbox"/> Incomplete
2. Pre-Course Workbook B	<input type="checkbox"/> Met Standard	<input type="checkbox"/> Incomplete
3. In-Course Workbook C	<input type="checkbox"/> Met Standard	<input type="checkbox"/> Incomplete
4. NCCP Making Ethical Decisions online Evaluation	<input type="checkbox"/> Met Standard	<input type="checkbox"/> Incomplete

B. LEADERSHIP/PROFESSIONALISM EVALUATION Met Standard Incomplete

Note: An 'incomplete' on this section means the Instructor Candidate is ineligible to be evaluated during this course but must arrange an alternative evaluation time with a full re-take fee.

Professionalism as a leader is evaluated throughout the course <input type="checkbox"/> Led groups with confidence and clear communication <input type="checkbox"/> Treated all participants and Course Facilitators with respect/dignity <input type="checkbox"/> Presented a professional image (attire/grooming/body language) <input type="checkbox"/> Punctual & on-time for all course modules, handed assignments in on time <input type="checkbox"/> Fully engaged in course discussions and activities <input type="checkbox"/> Gave and received feedback in a positive & constructive manner	Notes:
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C. DEMONSTRATION EVALUATION

Met Standard

Incomplete

POINT-PLAY DEMONSTRATION (Full court with 'Green' Ball):

Candidates must complete a sequence of serve and 4 groundstrokes

Effectiveness	<input type="checkbox"/> Met Standard	<input type="checkbox"/> Incomplete
<input type="checkbox"/> Serve into BH side of service box <input type="checkbox"/> Maintain a groundstroke rally performing minimum 2 BH's & 2 FH's. (send a slow, arching, flat ball that will arrive on the decline to partner)	Notes:	

TECHNICAL FUNDAMENTAL DEMONSTRATIONS

Candidates must drop a ball to themselves and perform 3-5 demonstrations with verbal highlights (Orange court)

Groundstroke Technical Fundamental:	<input type="checkbox"/> Met Standard	<input type="checkbox"/> Incomplete
<input type="checkbox"/> Clear Visual Demonstration with players in appropriate viewing position <input type="checkbox"/> Correct Technique <input type="checkbox"/> Concise, correct verbal highlights	Notes:	
Groundstroke Technical Fundamental:	<input type="checkbox"/> Met Standard	<input type="checkbox"/> Incomplete
<input type="checkbox"/> Clear Visual Demonstration with players in appropriate viewing position <input type="checkbox"/> Correct Technique <input type="checkbox"/> Concise, correct verbal highlights	Notes:	
Serve Technical Fundamental:	<input type="checkbox"/> Met Standard	<input type="checkbox"/> Incomplete
<input type="checkbox"/> Clear Visual Demonstration with players in appropriate viewing position <input type="checkbox"/> Correct Technique <input type="checkbox"/> Concise, correct verbal highlights	Notes:	
Volley Technical Fundamental:	<input type="checkbox"/> Met Standard	<input type="checkbox"/> Incomplete
<input type="checkbox"/> Clear Visual Demonstration with players in appropriate viewing position <input type="checkbox"/> Correct Technique <input type="checkbox"/> Concise, correct verbal highlights	Notes:	

Notes:

D. TEACHING EVALUATION

 Met Standard

 Incomplete

Group Lesson Topic #:

1A. LEAD & COMMUNICATE EFFECTIVELY <input type="checkbox"/> Met Standard <input type="checkbox"/> Incomplete	
Communication & Leadership Tools: <ul style="list-style-type: none"> <input type="checkbox"/> Gained and maintained the focus and attention of the group (An incomplete on this competency means an incomplete on this section) <input type="checkbox"/> Communication was clear and easily understood by players <input type="checkbox"/> Communicated in a motivating way with good voice volume, tone control and enthusiastic body language, which inspired players to engage <input type="checkbox"/> Feedback was positive <input type="checkbox"/> Gave individual feedback that improved skill performance 	Notes:
1B. LEAD & COMMUNICATE EFFECTIVELY <input type="checkbox"/> Met Standard <input type="checkbox"/> Incomplete	
Tactical & Technical Tools: <ul style="list-style-type: none"> <input type="checkbox"/> The appropriate tactic was introduced to players and linked to practice <input type="checkbox"/> Technique was demonstrated with a correct, appropriate visual demonstration <input type="checkbox"/> Instructor & class were properly positioned <input type="checkbox"/> Concise verbal highlights (word & image together) <input type="checkbox"/> One highlight at a time (Instructor also ensured players were focused on only one task at a time) 	
2. MANAGE PLAY & PRACTICE ENVIRONMENTS <input type="checkbox"/> Met Standard <input type="checkbox"/> Incomplete	
Organization Tools – Lesson Plan: <ul style="list-style-type: none"> <input type="checkbox"/> An appropriate Lesson Plan was created Organization Tools – Play/Competition Tools: <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrated and explained the Playing Situation so it was clearly understood by participants <input type="checkbox"/> Set-up with appropriate scoring, competition and rotation <input type="checkbox"/> Playing Situation was safe & fun Organization Tools - Practice Activity: <ul style="list-style-type: none"> <input type="checkbox"/> Clearly demonstrated activity so participants understood <input type="checkbox"/> Set-up provided sufficient repetition on the highlighted skill (volume) <input type="checkbox"/> Set-up for maximum participation/activity <input type="checkbox"/> Set-up safely for all participants <input type="checkbox"/> Instructor circulated around and kept the activity on track <input type="checkbox"/> Proper use of targets, markers <input type="checkbox"/> An appropriate rotation was set-up and demonstrated 	Notes:

General Course Comments:

**EVALUATION FORMS:
(For use by Course Facilitator during testing)**

- C) DEMONSTRATION EVALUATION
- D) TEACHING EVALUATION

COURSE SUMMARY SHEET

C. DEMONSTRATION EVALUATION

1. POINT-PLAY DEMONSTRATION ✓ X				
Effective Serve & Rally Sequence				
NAME:				
• Effective Serve				
• Effective Rally (2 x Forehands & 2 x Backhands)				
2. TECHNICAL FUNDAMENTALS DEMONSTRATIONS				
Groundstroke Fundamental:				
• Clear Visual Demonstration with players in appropriate viewing position				
• Correct technique				
• Clear/concise Verbal highlights				
Groundstroke Fundamental:				
• Clear Visual Demonstration with players in appropriate viewing position				
• Correct technique				
• Clear/concise Verbal highlights				
Volley Fundamental:				
• Clear Visual Demonstration with players in appropriate viewing position				
• Correct technique				
• Clear/concise Verbal highlights				
Serve Fundamental:				
• Clear Visual Demonstration with players in appropriate viewing position				
• Correct technique				
• Clear/concise Verbal highlights				
LEADERSHIP/PROFESSIONALISM				
VIDEO ANALYSIS				
KNOWLEDGE EVALUATION				
In-course Workbook C				

D. TEACHING EVALUATION

1. LEAD & COMMUNICATE EFFECTIVELY ✓ X				
Communication & Leadership Tools: NAME:				
• Communication was clear and easily understood by players				
• Motivating, inspiring communication (good voice volume, tone control and enthusiastic body language)				
• Gained and maintained the focus and attention of the group				
• Feedback was positive				
• Gave individual feedback that improved skill performance				
Tactical & Technical Tools:				
• The appropriate tactic was introduced to players				
• Technique was demonstrated with a correct, appropriate visual demonstration				
• Instructor & class were properly positioned				
• Concise verbal highlights (word & image together)				
• One highlight at a time (Instructor also ensured players were focused on only one task at a time)				
2. MANAGE PLAY & PRACTICE ENVIRONMENTS				
Organization Tools – Play/Competition tools:				
• An appropriate Lesson Plan was created				
• Demonstrated and explained the Playing Situation so it was clearly understood by participants				
• Set-up with appropriate scoring, competition and rotation				
• Playing Situation was safe & fun				
Organization Tools - Practice Activity:				
• Clearly demonstrated so participants understood				
• Set-up to provide sufficient repetition on the highlighted skill				
• Set-up for maximum participation/activity				
• Set-up safely for all participants				
• Instructor circulated around and kept the activity on track				
• Proper use of targets, markers				
• An appropriate rotation was set-up and demonstrated				

Instructor Course Summary of Results

Evaluation Date: _____

✓ Met Standard

✗ Did Not Meet Standard

NAME	Ethics	Demonstration		Teaching		Leadership Professionalism	Knowledge	
		Point Play	Fund	Play	Practice Activity		Wkbk A/B	Wkbk C
1.								
2.								
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