**Coach - Instructor Evaluation Tool**

This comprehensive form is designed to evaluate archery instructors as part of their certification process. The form will be utilized by club administrators, as well as by parents and participants, to assess the performance and potential areas of improvement for each instructor. Input from both children and adults is valued, and we encourage detailed feedback to enhance the development of our instructors.

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| **Coach Candidate:** | **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |
| **Coach Evaluator:** | **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |
| **Date of Eval:** | **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |
| **Class Size/Age(s):** | **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |

**Rating Scale:**
(0) Not Applicable (1) Strongly Disagree (2) Disagree (3) Agree (4) Strongly Agree

**Instructions for Evaluating Each Section:**

When evaluating each section of the Instructor Evaluation Tool, please consider the instructor's performance related to each specific criterion listed. Use the rating scale provided to assess how strongly you agree or disagree with each statement, where (0) indicates the item is not applicable, (1) indicates strong disagreement, (2) indicates disagreement, (3) indicates agreement, and (4) indicates strong agreement.

It is important to provide a rating based on observed behaviors and factual evidence rather than personal feelings or assumptions. For a comprehensive evaluation, please consider examples from recent training sessions, and when possible, include specific instances or anecdotes that support your ratings. This detailed approach helps identify the instructor's strengths and areas for improvement, ensuring that the feedback is valuable and actionable. If any item prompts uncertainty or if the behavior has not been observed, select 'Not Applicable' and consider noting this in the comments for follow-up or further observation.

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| **Organizational Skills** |
|  The instructor dresses neatly and appropriately for the learning environment. | 0 1 2 3 4 |
|  The instructor prepares a practice session plan with logical progressions. | 0 1 2 3 4 |
|  The instructor challenges all athletes to increase personal skill level. | 0 1 2 3 4 |
|  The instructor uses a variety of activities/drills in practice. | 0 1 2 3 4 |
|  The instructor shows concern for the health and safety of all athletes during practice sessions. | 0 1 2 3 4 |
|  The instructor sets clear boundaries for athlete behavior. | 0 1 2 3 4 |
|  The instructor has the ability to treat minor injuries and exhibits reasonable conduct when handling accidents or emergencies. | 0 1 2 3 4 |
|  The instructor effectively manages time during sessions. | 0 1 2 3 4 |
|  The instructor has all necessary materials ready before the session starts. | 0 1 2 3 4 |
|  The instructor provides a structured environment conducive to learning. | 0 1 2 3 4 |
|  The instructor adapts plans based on weather conditions and available resources. | 0 1 2 3 4 |
|  The instructor enforces safety rules consistently. | 0 1 2 3 4 |
|  The instructor organizes groups and teams efficiently. | 0 1 2 3 4 |
|  The instructor manages transitions between different activities smoothly. | 0 1 2 3 4 |
|  The instructor ensures all equipment is accounted for and in good condition. | 0 1 2 3 4 |
|  The instructor balances instruction time and practice time effectively. | 0 1 2 3 4 |
|  The instructor plans sessions that focus on both individual and team skills. | 0 1 2 3 4 |
|  The instructor plans for varying skill levels within a group. | 0 1 2 3 4 |
|  The instructor documents athlete progress and session details regularly. | 0 1 2 3 4 |
|  The instructor communicates session goals clearly to all participants. | 0 1 2 3 4 |
| Total: | \_\_\_\_\_\_\_\_\_ |

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| **Instructional Skills** |
|  The instructor introduces and explains skills clearly and accurately. | 0 1 2 3 4 |
|  The instructor uses proper techniques when demonstrating a skill. | 0 1 2 3 4 |
|  The instructor encourages questions and creates a non-threatening practice environment. | 0 1 2 3 4 |
|  The instructor has the ability to analyze archer strengths and weaknesses. | 0 1 2 3 4 |
|  The instructor ensures that the activity is suitable for the age, experience, and ability of the participants. | 0 1 2 3 4 |
|  The instructor provides step-by-step instruction when introducing new skills. | 0 1 2 3 4 |
|  The instructor uses demonstrations effectively to enhance understanding. | 0 1 2 3 4 |
|  The instructor incorporates technology (e.g., video analysis) to aid instruction. | 0 1 2 3 4 |
|  The instructor individualizes feedback to suit each archer's development needs. | 0 1 2 3 4 |
|  The instructor maintains a balanced focus on technical skills and game strategies. | 0 1 2 3 4 |
|  The instructor revisits and reinforces fundamental skills regularly. | 0 1 2 3 4 |
|  The instructor promotes a growth mindset among archers. | 0 1 2 3 4 |
|  The instructor challenges archers with advanced techniques as appropriate. | 0 1 2 3 4 |
|  The instructor identifies and corrects errors in form and technique promptly. | 0 1 2 3 4 |
|  The instructor encourages self-assessment and reflection among archers. | 0 1 2 3 4 |
|  The instructor integrates mental training techniques into sessions. | 0 1 2 3 4 |
|  The instructor tailors instruction to cater to different learning styles. | 0 1 2 3 4 |
|  The instructor encourages peer learning and mentorship among more and less experienced archers. | 0 1 2 3 4 |
|  The instructor maintains a positive learning atmosphere. | 0 1 2 3 4 |
|  The instructor continuously updates their own skills and knowledge base. | 0 1 2 3 4 |
| Total | \_\_\_\_\_\_\_\_\_\_ |
| **Communication and Interpersonal Skills** |
|  The instructor is enthusiastic and positive. | 0 1 2 3 4 |
|  The instructor is dedicated to archery and to the athletes’ enjoyment of the sport. | 0 1 2 3 4 |
|  The instructor demonstrates a sense of fair play and promotes sportsmanship. | 0 1 2 3 4 |
|  The instructor is patient and tolerant. | 0 1 2 3 4 |
|  The instructor is honest and fair. | 0 1 2 3 4 |
|  The instructor is a good role model and sets a positive example at all times. | 0 1 2 3 4 |
|  The instructor has a sense of humor. | 0 1 2 3 4 |
|  The instructor treats all archers equally and fairly and does not have favorites. | 0 1 2 3 4 |
|  The instructor uses appropriate verbal and non-verbal communication. | 0 1 2 3 4 |
|  The instructor finds a way to make all athletes feel good about themselves. | 0 1 2 3 4 |
|  The instructor provides both positive and constructive feedback. | 0 1 2 3 4 |
|  The instructor knows when and when not to use discipline. | 0 1 2 3 4 |
|  The instructor effectively communicates safety instructions. | 0 1 2 3 4 |
|  The instructor responds well to stressful situations with calmness. | 0 1 2 3 4 |
|  The instructor is approachable and available for one-on-one discussions. | 0 1 2 3 4 |
|  The instructor actively listens to archers' concerns and suggestions. | 0 1 2 3 4 |
|  The instructor maintains professionalism in all interactions. | 0 1 2 3 4 |
|  The instructor fosters a team spirit among participants. | 0 1 2 3 4 |
|  The instructor respects cultural and individual diversity within the group. | 0 1 2 3 4 |
|  The instructor mediates conflicts effectively. | 0 1 2 3 4 |
| Total: | \_\_\_\_\_\_\_\_\_\_ |

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|  The instructor uses demonstrations effectively to enhance understanding. | 0 1 2 3 4 |
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|  The instructor individualizes feedback to suit each archer's development needs. | 0 1 2 3 4 |
|  The instructor maintains a balanced focus on technical skills and game strategies. | 0 1 2 3 4 |
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|  The instructor tailors instruction to cater to different learning styles. | 0 1 2 3 4 |
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|  The instructor maintains a positive learning atmosphere. | 0 1 2 3 4 |
|  The instructor continuously updates their own skills and knowledge base. | 0 1 2 3 4 |
| Total: | \_\_\_\_\_\_\_\_\_ |
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| **Feedback Skills** |
|  The instructor provides timely feedback after observation. | 0 1 2 3 4 |
|  The instructor tailors feedback to the developmental stage of the athlete. | 0 1 2 3 4 |
|  The instructor ensures feedback is specific and actionable. | 0 1 2 3 4 |
|  The instructor balances critique with encouragement. | 0 1 2 3 4 |
|  The instructor uses feedback to set clear, achievable goals. | 0 1 2 3 4 |
|  The instructor engages athletes in feedback to promote self-reflection. | 0 1 2 3 4 |
|  The instructor uses feedback to foster a culture of continuous improvement. | 0 1 2 3 4 |
|  The instructor provides feedback that is consistent and fair. | 0 1 2 3 4 |
|  The instructor communicates feedback in a respectful and constructive manner. | 0 1 2 3 4 |
|  The instructor follows up on feedback to monitor progress. | 0 1 2 3 4 |
|  The instructor encourages athletes to ask questions about the feedback received. | 0 1 2 3 4 |
|  The instructor recognizes and praises improvement and effort. | 0 1 2 3 4 |
|  The instructor discusses feedback with parents when appropriate. | 0 1 2 3 4 |
|  The instructor uses both formal and informal feedback methods. | 0 1 2 3 4 |
|  The instructor adapts feedback based on the individual’s responsiveness. | 0 1 2 3 4 |
|  The instructor helps athletes understand the technical aspects of their performance. | 0 1 2 3 4 |
|  The instructor uses feedback sessions to motivate athletes. | 0 1 2 3 4 |
|  The instructor ensures feedback highlights both strengths and areas for improvement. | 0 1 2 3 4 |
|  The instructor provides visual examples (e.g., video feedback) for clarification. | 0 1 2 3 4 |
|  The instructor encourages self-feedback and peer feedback among athletes. | 0 1 2 3 4 |
| Total: | \_\_\_\_\_\_\_\_\_ |
| **Technical Skills** |
|  The instructor demonstrates advanced competency in archery techniques. | 0 1 2 3 4 |
|  The instructor continuously seeks to improve their technical knowledge. | 0 1 2 3 4 |
|  The instructor applies technical knowledge effectively in coaching. | 0 1 2 3 4 |
|  The instructor explains technical terms and concepts clearly. | 0 1 2 3 4 |
|  The instructor ensures athletes understand the biomechanics of archery. | 0 1 2 3 4 |
|  The instructor updates coaching methods based on the latest research. | 0 1 2 3 4 |
|  The instructor integrates technical drills into practice sessions. | 0 1 2 3 4 |
|  The instructor assesses technical skills using established criteria. | 0 1 2 3 4 |
|  The instructor corrects technical flaws efficiently. | 0 1 2 3 4 |
|  The instructor teaches proper equipment handling and maintenance. | 0 1 2 3 4 |
|  The instructor understands and applies principles of sports science. | 0 1 2 3 4 |
|  The instructor utilizes appropriate technical aids and equipment. | 0 1 2 3 4 |
|  The instructor emphasizes precision and accuracy in skill execution. | 0 1 2 3 4 |
|  The instructor prepares athletes for competition with relevant technical strategies. | 0 1 2 3 4 |
|  The instructor optimizes shooting techniques based on individual archer biomechanics. | 0 1 2 3 4 |
|  The instructor tailors technical instruction to enhance performance under pressure. | 0 1 2 3 4 |
|  The instructor demonstrates and teaches risk management strategies in archery. | 0 1 2 3 4 |
|  The instructor applies technical knowledge to develop effective training programs. | 0 1 2 3 4 |
|  The instructor ensures athletes can independently apply taught techniques. | 0 1 2 3 4 |
|  The instructor conducts technical assessments to track progress and guide training. | 0 1 2 3 4 |
| Total: | \_\_\_\_\_\_\_\_\_ |
| **FINAL SCORE** | \_\_\_\_\_\_\_\_\_ |

**Instructor Scoring Meter:**

* **360 - 400**: **Excellent Instructing Ability!** Your performance is outstanding, demonstrating a high level of proficiency and understanding in all assessed areas. However, there is always room for growth.
* **300 - 359**: **Good.** You have mastered many of the necessary skills but there are still certain areas where improvement is needed to enhance your overall instructive effectiveness
* **200 - 299**: **Needs Improvement.** Some aspects of your instruction require significant attention. It would be beneficial to review these areas and seek additional training or mentoring to develop these skills further.
* **40 - 199**: **Development Required.** Your score indicates that there are fundamental aspects of instructing that need development. Engaging with the National Coaching Certification Program (NCCP) or similar training provided by your provincial archery association can help you build these foundational skills
* **0 - 39**: **Did Not Observe,** or it is evident that the foundational understanding of instructing principles is significantly lacking. If this score results from not being able to observe the instructor's capabilities, further observation is required.

**The "Additional Guidance" section emphasizes the importance of addressing any item on the evaluation that receives a rating of 2 or lower. It suggests discussing these lower scores with the instructor to pinpoint challenges and to collaboratively develop strategies for improvement. This focused feedback is crucial for highlighting specific areas of weakness and for setting practical goals that support the instructor’s professional growth and development.**

**Passing Score Criteria:**

To pass, instructors must achieve a min score of **300 pts out of a possible 400 pts.** This threshold, of **75%**, ensures that instructors demonstrate a high level of proficiency across all assessed areas, reflecting a comprehensive understanding and effective application of instructing skills.

**Note for Evaluators:** Please ensure assessments are thorough and consider each criterion carefully. The passing score has been set to maintain a high standard of quality and effectiveness in our coaching practices. Instructors who score below this threshold are encouraged to engage in further training and development programs to enhance their instructive capabilities.

**Instructions for Instructors:** Achieving a score of 300 points or higher signifies that you have met the rigorous standards expected of certified archery instructors. If your score falls below this mark, it is recommended that you review the feedback provided, identify areas for improvement, and consider additional training or mentoring to advance your instructing skills.