**ATHLETICS CANADA RUN, JUMP, THROW WHEEL LEADER EVALUATION**

**Community Sport**

There are three parts to the Athletics Canada RJTW evaluation. To be certified, a Leader must complete the following:

1. The Make Ethical Decisions multisport module the associated online evaluation.
2. The Athletics Canada RJTW portfolio submission outline below.
3. Leader Action Plan

This is an example of the form the evaluator will access through the Athletics Canada online evaluation system to score an RJTW Leader on their portfolio. The Leader will upload their Emergency Action Plan (EAP) and adapted lesson plan through the Athletics Canada evaluation portfolio. Following the review of the Leader’s evaluation documents, the evaluator and Leader will have a discussion and debrief the portfolio submission. The marks for the portfolio will be recorded online and the Leader can review them at anytime once the evaluation is completed.

**Portfolio - Emergency Action Plan**

|  |  |  |
| --- | --- | --- |
| **The Leader is able to . . .**  | **Check List** | **Comments** |
| Present an Emergency Action Plan |  |  |
| Identify the location of telephones (land or cell phones) |  |  |
| Identify the list of the Emergency phone numbers  |  |  |
| Identify the location of medical profiles for each athlete |  |  |
| Identify the location of fully stocked first-aid kit identified |  |  |
| Identify the call person and the control person  |  |  |
| Directions to reach the activity site are provided |  |  |
| **All elements must be present for certification** |  | **Complete Incomplete (circle)** |

**Portfolio – General Overview**

|  |  |  |
| --- | --- | --- |
| **The Leader is able to . . .** | **Check List** | **Comments** |
| Adapt a provided RJTW lesson to the specific needs of a group |  |  |
| Identify the timelines of the practice (warm up, main part, cool down etc.) |  |  |
| Games and skill lessons are developmentally appropriate |  |  |
| Identifies 1-3 key learning point for each skill being taught |  |  |
| Practice timelines indicate that participants will have adequate time to practice the skill |  |  |
| Selected activities contribute to the identified skills in the RJTW lesson |  |  |
| Ensure at least one of the run, jump or throw lesson plans is adapted for a disability (non-wheelchair) |  |  |
| **All elements must be present for certification** |  | **Complete Incomplete (circle)** |

Scoring Summary

|  |  |  |
| --- | --- | --- |
|  | Required for Certification | Leader Score |
| Emergency Action Plan | Pass |  |
| General Portfolio Overview | Pass |  |

**ATHLETICS CANADA RUN, JUMP, THROW EVALUATION DEBRIEF GUIDE**

Throughout the evaluation process, the evaluator may need to note specific questions for the Leader or areas where discussion is warranted. In some cases, the evaluator may return to the evaluation scoring to adjust or finalize a mark in an area after the debrief, in other cases this may not be necessary. The comments the evaluator makes as part of the debrief will need to be entered into the online form so they are part of the final evaluation documents for each RJTW Leader.

The debrief section is not scored specifically; however, in some circumstances it may be necessary to adjust or complete the scoring of the evaluation form once the Leader and evaluator have had the opportunity to engage in a discussion.

The Coaching Association of Canada has prepared some helpful guidelines for the debrief process. They can be reviewed below.

**1 – Opening:** The opening stage of the debriefing provides an opportunity to continue data collection about the Leader. Opening remarks should use a language that invites the candidate to reflect, to self-assess, and to present more information about their knowledge or experience. This type of communication should try to put the candidate at ease and allow the coach to express feelings and frustrations that may have occurred in the certification process. By doing this, Evaluator validates the Leader’s feelings and thoughts and creates opportunities to build greater trust and confidence in the certification process. Offering opinions too early in the debrief will tend to stifle Leader expression. Rather the Evaluator should use guiding questions that enable the candidate to reflect on their experiences. Finally, it is important that the evaluator uses active listening skills. While it may be tempting to review various evaluation tools during the debrief, the Evaluator should be focused on the candidate and their responses to various questions. This communication skill can be developed and all Evaluators should hone this trait.

**2 – Facilitation:** The facilitation phase assists in leading the Leader in guided discovery to probe areas for further evidence. To this end, the Evaluator should use the evidences to justify the attainment of a criterion and to form specific questions or to generate scenarios. This will enable the Evaluator to gather more information, and clarify concerns about elements that may have been missed in the evaluation. For example, if a safety issue did not present itself in the evaluation, the Evaluator may ask the Leader what the coach would have done if a safety-related scenario had occurred. Key debrief questions are included at the end of each section to aid in this process.

**3 – Closing:** The closing phase of the debriefing allows the Evaluator to summarize key points and provide feedback. The Evaluator may provide comments on specific evidence or provide suggestions for improvement. Remember that any opinion should focus on the instructional behaviours rather than personal qualities of Leader. The Evaluator should consider what the Leader could do in order to become better based on the criteria and evidences. In the cases where the candidate is clearly below the standard, the Evaluator may ask if they understood the expectations of the evaluation as this may identify areas to consider in the action plan.

**RJTW Leader Action Plan**

To assist the RJTW Leader with further development, please summarize the outcomes of the evaluation of the Leader’s portfolio and the observation of their practice and together, create an action plan for further growth.

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| ***NEEDS IMPROVEMENT***Identify what the Leader needs to do to complete a successful evaluation in a particular outcome. This may involve a re-submission or a re-observation. Identify possible resources for the Leaders – within the NCCP materials or outside of them – could be other Leaders in their community. Try to provide the Leader with key resources. |
| ***MEETS EXPECTATIONS***Identify to the Leader what needs to happen to maintain certification. This may include identifying appropriate professional development opportunities, mentorship, etc. Identify possible resources for the Leaders – within the NCCP materials or outside of them – could be other Leaders in their community. Try to provide the Leader with key resources. |
| ***EXCEEDS EXPECTATIONS***In outcomes where the Leader has performed exceptionally well, identify opportunities to move to a more expert level. This may involve further evaluation or training. Identify further opportunities to continue to excel in instruction them – could be other Leaders in their community. Try to provide the Leader with key resources. |