

# Appendix 2:

## **INSTRUCTOR COURSE EVALUATION (For Course Participants)**

Version 6.4

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# Instructor Certification Evaluation Process

## COMPONENTS BEING EVALUATED:

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

1. Demonstration Competency
2. Leadership Competency
3. Group Teaching Competency
4. Knowledge Competency

### A) Demonstration Evaluation

During this evaluation, the Course Facilitator should walk around and quickly evaluate all participants (paying attention to those participants who you know in advance may need more attention). The goal of the Demonstration Evaluations is for Candidates to present an appropriate visual image a beginning player could copy.

This evaluation has 3 parts:

1. **½ Court Rally Evaluation:** Candidates must demonstrate effectiveness (consistency) and the appropriate technical fundamentals when rallying on a ½ Court using groundstrokes with a 'Red' ball. Candidates must possess the ability to send a slow, arcing, flat ball that will arrive on the decline to partner (a ball which would be appropriate to a 2.0 players).

Implementation:

- Time : 10 minutes
- Balls used: 'Red' ball (foam or felt)
- Procedure: forehand rally, one handed backhand rally, two handed backhand rally, alternating shots (preference on backhand side)
- Candidates will team up and work cooperatively to complete the evaluation.

2. **Serve & Groundstroke Sequence:** Candidates must demonstrate effectiveness (consistency) and the appropriate technical fundamentals to start a point and rally. They perform this evaluation on a full court with 'Green' transition balls.

Implementation:

- Time : 20 minutes
- Balls used: 'Green' Transition Balls
- Procedure: Candidates serve to the backhand half of the service box and then proceed to rally 8 shots (4 per player). They must hit 2 forehands and 2 backhands. Point is played crosscourt.
- Candidates will team up and work cooperatively in pairs to complete the evaluation.

3. **Volley Evaluation:** Candidates perform a volley to groundstroke rally.

Implementation:

- Time: 15 minutes
- Balls used: 'Green' Transition Balls
- Procedure: Volley to groundstroke rally (forehand volley to forehand groundstroke, one-handed backhand volley to backhand groundstroke).
- Candidates will team up and work cooperatively to complete the evaluation. If the groups are large, have candidates go in waves of 6 (2 rallies in the alleys and one rally down the centre of the court).

## 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 are required to take the evaluation on a subsequent date (for an additional course fee).

## C) Teaching Evaluation (Group)

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

Implementation:

- Time: 1½ hours for 12 students (2 evaluated at a time with staggering, with 15 minutes allotted for each participant's teaching time) or 3 hours for 12 students, evaluating one at a time.
- Balls used: ½ Court lessons require 'Red' balls. ¾ Court lessons require 'Orange' balls. Full Court lessons require 'Green' transition balls.
- Procedure: This is evaluated by taking a group of 3-6 students through a drill where they must present a topic, emphasize a skill or teaching point, set-up a drill, run the drill and provide feedback to improve both the drill and the skill. They must also run a Playing Situation that integrates the skills learned in the drill.
- Topics:  
The CF will choose a topic to each candidate. Participants will get their topic at least 30 minutes prior to the commencement of evaluation.

2. **Video Analysis:** This evaluates the candidates' ability to observe a technical teaching point.

Implementation:

- Time: 15 minutes for the entire group.
- Procedure: Candidates watch a lesson on video ('English 4' lesson on Instructor Course DVD). Each candidate fills in the designated analysis questions in the in-course Workbook #1 which is handed into the Course Facilitator at the beginning of the 2<sup>nd</sup> weekend.

## D) Knowledge Evaluation

The Knowledge Evaluation has 5 parts:

1. **Workbook 1:** This is a "take-home" workbook that is due at the beginning of the second weekend. The workbook covers information required by Instructors provided in the course materials. 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. The workbook will be handed into the Provincial Association following the course. For in-course evaluations, if the candidate has not completed the workbook by the evaluation time, they receive an 'incomplete' and must take the evaluation at a later date (for an additional evaluation fee). For separate day evaluations, candidates are ineligible to take the evaluations if they have not completed their workbook.
2. **Workbook #2:** This is an 'in-course' workbook 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 must ensure it is completed before the evaluation. Failing to complete it results in the candidate having to take the evaluation at a later date (for additional evaluation fee).
3. **Emergency Action Plan (EAP):** Candidates must complete an Emergency Action Plan for teaching at a public park. The plan must include all elements listed in the Course manual. This is handed into the Course Facilitator as part of Workbook #1.

4. **Join the Tennis Professionals Association (TPA):** Candidates must go on-line in between the two weekends and join the TPA. Questions regarding their membership are included as part of Workbook #1.
5. **Making Ethical Decisions (MED) On-line Evaluation:** Candidates must complete the NCCP MED evaluation on line. Ideally, they must complete the evaluation before the 2<sup>nd</sup> weekend of the course. Candidates who have not completed the MED evaluation are ineligible to take the on-court evaluations (in-course & separate day evaluations).

The successful completion of this on-line evaluation is mandatory in order to attain your Instructor Certificate. Before you start the evaluation, you will need:

- **Your CC number** – this will be provided to you during the Tennis Instructor course. Please put this CC# in a safe place as you will require this number in order to take your on-line evaluation and it will be your NCCP passport number used in future certification.
- Tennis Instructors candidates will be required to register for the MED On-line Evaluation by emailing CAC at [coach@coach.ca](mailto:coach@coach.ca). The subject line should read: **MED** Registration required. The email should contain the coach's **full name, CC#, full address, telephone and date of birth**; Once the coach is registered, they will receive an automated email with a default password and a link to the MED evaluation.

**You are now ready to take the "Make Ethical Decisions" evaluation (MED evaluation) at:**

<http://moodleprod.appshosting.com/course/view.php?id=59>

**(Do not do the Community Sport version of the MED)**

Please be advised:

- There is no charge for the first two attempts of the evaluation.
- The evaluation can take at least an hour to complete. You may quit the application in order to continue when it's more convenient without losing your place.
- The application only allows two attempts at successfully completing the evaluation. If both attempts are unsuccessful, you will be required to participate in a Make Ethical Decisions module in order to access the on-line evaluation for another two attempts.
- Once you have successfully completed the on-line evaluation, your file on the NCCP Database will be automatically updated. To view your transcript on-line, please visit <http://nccpdb.coach.ca/production/> and login using the same username and password you used to access the on-line evaluation.

If you experience any technical difficulties, please email [coach@coach.ca](mailto:coach@coach.ca).

## **PASSING:**

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 had an “incomplete” on sections A and C combined, they must re-take the entire course at full price.

## **SCHEDULING:**

For a group of 12 participants on one court with switching time, etc. the total evaluation time would be approximately **3.5 hours**.

## **SEPARATE DAY EVALUATIONS:**

At the end of the course, candidates will receive (typically by mail or email) their 'Summary of Results' form with parts B and D completed. Candidates must bring their forms to the CF Evaluator at the separate evaluation day. On that day, the CF will complete the forms. Candidates are ineligible for evaluation if they do not have parts B and D completed. If the candidate is a potential 'honours' candidate, the CF must contact the separate day CF evaluator to pass along the information.

At the completion of the final evaluation (in-course or separate day) the summary of results form will be sent to the Provincial Association who will send it to the candidates.

## INSTRUCTOR CERTIFICATION SUMMARY OF RESULTS

Name:	CC#:	Course Date:
		Evaluation Date:

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** sections must be listed as “Met Standard”. If any sections are listed as “incomplete”, please read up on, and practice, the components of that section. Once you have sufficiently mastered those areas, please contact your Provincial Association for a re-evaluation. (Note: if you receive “Incomplete” on all 3 parts A & C of the practical evaluation you will be required to retake the entire course).

\_\_\_\_\_  
Course Facilitator(s)

\_\_\_\_\_  
Evaluator(s)

### **FINAL RESULT:**

This is a Re-take?	Yes	No
Date (if yes):		

- Met Standard, with Honours**
- Met Standard**
- Incomplete**

### ***COURSE OF ACTION***

- Congratulations, you are a fully certified Tennis Instructor**
- Re-take/Complete the following Evaluation(s)** (Fee required for re-takes)
  - A. Demonstration Evaluation
  - B. Leadership Evaluation
  - C. Teaching Evaluation
  - D. Knowledge Evaluation
- Repeat full Instructor Course** (Required if “Incomplete” on sections A and C combined or, after 2 unsuccessful re-takes of any section) (Requires full course fee)

\*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](http://www.tenniscanada.com))
2. Ongoing Professional Development. Since 1994, the Tennis Canada policy requires all certified individuals to attend a Professional Development opportunity every 4 years. This opportunity can include: the next level of technical certification; coaching conference; re-certification day; and in certain cases, auditing a previously attended certification course

**A. DEMONSTRATION EVALUATION** Met Standard Incomplete**½ COURT RALLY (Groundstrokes with 'Red' Ball):**

<b>Effectiveness</b>	<input type="checkbox"/> Met Standard	<input type="checkbox"/> Incomplete
<input type="checkbox"/> Consistency (10 balls in a row per player) <input type="checkbox"/> Ability to send a slow, arching, flat ball that will arrive on the decline to partner (appropriate for a 2.0 player)		
<b>Technical Fundamentals:</b>	<input type="checkbox"/> Met Standard	<input type="checkbox"/> Incomplete
<input type="checkbox"/> <b>Appropriate Grip (Eastern)</b> <input type="checkbox"/> <b>Set-up of body and racquet before the bounce</b> <input type="checkbox"/> <b>Appropriate Impact with stable wrist</b> <input type="checkbox"/> <b>Hitting zone with low-to-high racquet path (no backspin or extreme topspin)</b> <input type="checkbox"/> <b>Recovery (with dynamic, athletic ready position)</b> <input type="checkbox"/> Exhaling at impact <input type="checkbox"/> Proper body coordination between arm and body	<b>Notes:</b>	

**SERVE & GROUNDSTROKE SEQUENCE (Full court with 'Green' Ball):**

Candidates must complete a sequence of serve (into BH side of service box), and 4 groundstrokes (2 FHs &amp; 2 BHs)

<b>Effectiveness</b>	<input type="checkbox"/> Met Standard	<input type="checkbox"/> Incomplete
<input type="checkbox"/> Consistency (5 balls in a row per player) <input type="checkbox"/> Ability to send a slow, arching, flat ball that will arrive on the decline to partner (appropriate for a 2.0 player)		
<b>Serve Technical Fundamentals:</b>	<input type="checkbox"/> Met Standard	<input type="checkbox"/> Incomplete
<input type="checkbox"/> <b>Appropriate Grip (Continental or slight Eastern forehand)</b> <input type="checkbox"/> <b>Set-up by coordinating arms to adopt a balanced 'trophy' position</b> <input type="checkbox"/> <b>Toss/impact point in correct location</b> <input type="checkbox"/> Proper throwing action <input type="checkbox"/> Slow/medium rhythm	<b>Notes:</b>	
<b>Groundstroke Technical Fundamentals:</b>	<input type="checkbox"/> Met Standard	<input type="checkbox"/> Incomplete
<input type="checkbox"/> <b>Appropriate Grip (Eastern, or Semi-Western if able to hit flat ball)</b> <input type="checkbox"/> <b>Set-up of body and racquet with balance before the bounce</b> <input type="checkbox"/> <b>Appropriate Impact Point with stable wrist</b> <input type="checkbox"/> <b>Hitting zone with low-to-high racquet path (no backspin or extreme topspin)</b> <input type="checkbox"/> <b>Recovery (with dynamic, athletic ready position)</b> <input type="checkbox"/> Exhaling at impact <input type="checkbox"/> Flexion and extension of legs	<b>Notes:</b>	

**VOLLEY RALLY (Full court with 'Green' Ball):**

<b>Effectiveness</b>	<input type="checkbox"/> Met Standard	<input type="checkbox"/> Incomplete
<input type="checkbox"/> Consistency (10 balls in a row per player) <input type="checkbox"/> Ability to send a slow, arching, flat ball that will arrive on the decline to partner (appropriate for a 2.0 player)		
<b>Volley Technical Fundamentals:</b>	<input type="checkbox"/> Met Standard	<input type="checkbox"/> Incomplete
<input type="checkbox"/> <b>Continental Grip (no extreme grips)</b> <input type="checkbox"/> <b>Set-up of body and racquet before the ball crosses the net</b> <input type="checkbox"/> <b>Appropriate Impact Point with stable wrist</b> <input type="checkbox"/> <b>Recovery (with dynamic, athletic ready position)</b> <input type="checkbox"/> Exhaling at impact <input type="checkbox"/> Synchronized footwork: (Impact – body weight transfer) <input type="checkbox"/> "Catching Action"	<b>Notes:</b>	

**B. LEADERSHIP EVALUATION** Met Standard Incomplete

<b>Professionalism as a leader is evaluated throughout the course</b> <input type="checkbox"/> Treated all participants 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 <input type="checkbox"/> Led groups with confidence and clear communication	<b>Notes:</b>
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## C. TEACHING EVALUATION

 Met Standard

 Incomplete

### DRILL STEPS Group Lesson Topic:

<b>1. Present the Topic</b> <input type="checkbox"/> Met Standard <input type="checkbox"/> Incomplete	
<input type="checkbox"/> An appropriate Tactical Story was presented which was easily understood by players <input type="checkbox"/> Rational & emotional reasons were used to stimulate a desire to learn <input type="checkbox"/> The Instructor made good eye contact with players	<b>Notes:</b>
<b>2. Emphasize a Skill/Technical highlight</b> <input type="checkbox"/> Met Standard <input type="checkbox"/> Incomplete	
<input type="checkbox"/> The proper skill 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	<b>Notes:</b>
<b>3. Organize a Drill</b> <input type="checkbox"/> Met Standard <input type="checkbox"/> Incomplete	
<input type="checkbox"/> Used a “representative grouping” to demonstrate the drill so participants understood <input type="checkbox"/> Drill was set-up to provide sufficient repetition on the highlighted skill and maximum participation/activity <input type="checkbox"/> Drill was set-up safely for all participants <input type="checkbox"/> Proper use of targets, markers <input type="checkbox"/> An appropriate rotation was set-up and demonstrated	<b>Notes:</b>
<b>4. Run a Drill</b> <input type="checkbox"/> Met Standard <input type="checkbox"/> Incomplete	
<p><b>Ensure Drill is Safe:</b></p> <input type="checkbox"/> Instructor immediately intervened to correct any safety issues	<b>Notes:</b>
<p><b>Ensure Drill is Fun (Enjoyment):</b></p> <input type="checkbox"/> Optimal Challenge <input type="checkbox"/> Maximum Activity	
<p><b>Appropriate Feedback/Communication on Drill (Ensure Drill is correct):</b></p> <input type="checkbox"/> Instructor ensured all players understood their role in the drill <input type="checkbox"/> Instructor circulated around and kept drill on track <input type="checkbox"/> Instructor maintained discipline and captured players attention when required <input type="checkbox"/> Instructor was enthusiastic and inspired players to engage in the drill <input type="checkbox"/> Instructor projected a friendly and welcoming image with positive communication	
<p><b>Appropriate Feedback/Communication on Skill:</b></p> <input type="checkbox"/> Instructor gave individual feedback that improved skill performance <input type="checkbox"/> Instructor ensured players were focused on one task at a time	
<b>5. Run a Playing Situation</b> <input type="checkbox"/> Met Standard <input type="checkbox"/> Incomplete	
<input type="checkbox"/> Instructor demonstrated and explained the Playing Situation so it was clearly understood by participants <input type="checkbox"/> The Playing Situation was related to the skills previously learned and helped participants integrate these skills into game-play <input type="checkbox"/> Instructor set-up an actual playing situation (rather than a training drill). It must look like a game of tennis is being played with appropriate competition (not required for Bronze level activities) <input type="checkbox"/> The Playing Situation was safe & fun	<b>Notes:</b>
<b>6. Video Analysis</b> <input type="checkbox"/> Met Standard <input type="checkbox"/> Incomplete	
<input type="checkbox"/> Instructor identified appropriate fundamentals and improvement suggestions	

**D. KNOWLEDGE EVALUATION** **Met Standard** **Incomplete**

<b>1. Take-home Workbook #1</b>	<input type="checkbox"/> Met Standard	<input type="checkbox"/> Incomplete
<b>2. In-course Workbook #2</b>	<input type="checkbox"/> Met Standard	<input type="checkbox"/> Incomplete
<b>3. Emergency Action Plan (EAP)</b>	<input type="checkbox"/> Met Standard	<input type="checkbox"/> Incomplete
<b>4. Join the Tennis Professionals Association (TPA)</b>	<input type="checkbox"/> Met Standard	<input type="checkbox"/> Incomplete
<b>5. NCCP Making Ethical Decisions on-line Evaluation</b>	<input type="checkbox"/> Met Standard	<input type="checkbox"/> Incomplete

Notes:

**General Course Comments:**