Assessment Criteria for Coach the Coach Assessment

All skill criteria are essential  and must be met in order to be at the required level

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| **Skill** | **Action Required** | **Proficient** |
| Set an appropriate Learning environment | Inadequate environment; unsafe, boring, inappropriate, exposing, wrong level of challenge, un-supportive. | Ability to create and maintain a supportive, safe and enjoyable environment that optimises learning. |
| Introduction to learning | Inadequate introduction, too little information given about outcomes, format of learning or purpose. | Introduces session/s by sharing learning outcomes to be gained, format of learning, timings and learning purpose. |
| Interactive learning environment | Inadequate interaction enabled through the session, which does not allow learners to discuss their thinking or ideas. | Coach tutor is able to initiate and maintain an interactive learning environment which clearly enables learners to interact with the coach or other learners. |
| Build on experience | Coach tutor does not build on the experience of learners, the session is based on content/context which is irrelevant to the learner. | Coach tutor checks previous experience and skills and build on these through the session. |
| Support and stretch learners | Coach tutor is inadequate at supporting coaches or stretching tutors. | Coach tutor supports and challenges coaches to optimise learning and build self-esteem. |
| Use of audio-visual learning aids | Inadequate use of supportive learning aids to help or enhance learning. | Prepares and uses appropriate supporting aids (video, cue cards, resources) to enhance message/s and meet the learning needs of the coach. |
| Communication | Inadequate range of communication methods and techniques used. | Coach tutor uses a range of communication methods with the learner including verbal and non-verbal |
| Session structure and plans | Inadequate planning, structure and flow to the learning session. | Session is well structured, prepared in detail and practiced to ensure familiarity with content. |
| Facilitation style | Inadequate range of presentation and facilitation styles or approaches and/or inappropriate use of styles for the situation. | Coach tutor selects and uses presentation and facilitation delivery styles that are appropriate for the coach/es and help to enhance the learning process. |
| Check for learning | Inadequate checking for learning or assumes learning has taken place. | The Coach tutor checks that the learning outcome has been achieved and learning has taken place. |
| Questioning | Closed and ineffective questions or inadequate use of questions. | Coach tutor uses a range of questions to support learning by helping coaches to think, reflect, seek solutions, challenge and raise awareness. |
| Listening and responding | Inadequate listening and noticing of coaches. | Listens, notices and responds to coaches. |
| Support learners to make sense of learning | Inadequate support to help the coach reflect on and plan for future coaching performances. | Able to support coaches to reflect, make sense of reflections and action plan for future sessions; facilitating the support rather than dominating and using a reflective process. |
| Professional behaviour | Inadequate demonstration of professional behavior as a coach tutor. | Is able to maintain professional behavior and attitudes towards learners and others throughout, even in trying circumstances. |
| Reflection ability | Inadequate ability to reflect on behaviors and impact as a coach tutor. | Able to self-reflect, review and evaluate the impact of own practice as a coach tutor. |