Description of Training Session Assessment Forms:

The Training Session assessment form is designed for use by the sport administrator to measure some of the components of effective teaching as part of the annual coach evaluation process. The time on task chart and the feedback chart utilize quantitative measures. The rest of the form includes open-ended questions.

Time on Task Chart

The evaluator will use a stopwatch to time each activity. Activities, such as team stretch, may be 100% time on task in the physical domain. When athletes are involved in drills and some are participating and some are waiting, the evaluator will select one athlete throughout the drill and assess his or her time on task versus time off task. Non-directed waiting, transition from one activity to the next, and drink breaks are examples of off-task time. Cognitive engagement time is broken down into two types: 1) passive - when the coach is teaching something with no athlete input, 2) active - when the coach is engaging the athletes in dialogue about something being taught. Management time is when the coach is giving directions on how to set-up, rotate, or other non-instructional feedback (no actual teaching of sport content). Full team scrimmages are not evaluated for time on task because engagement time can vary by position or the type of sport. *This part of the evaluation instrument should not be utilized unless the evaluator is trained in time sampling measurement techniques.*

Department Goals - Time on Task Chart

Certain sports like swimming and cross-country lend themselves to extremely high amounts of time on task and this measure may not even be needed for those sports. The measurement of time on task for team and some individual sports is essential. The coach should strive for a minimum of 80% time on task in the physical and cognitive (active/passive) domains. Management time, transitions, water breaks, and non-directed waiting time should not exceed 20%. The coach should strive for as much active cognitive engagement as possible. Early on in the season, active engagement may be less feasible but as athletes learn they should be much more involved in problem solving, skill assessment, and the like. Other practice goals would include:

   a. a balance of basic skill work, complex skill work and scrimmage (good percentages, would depend on the time of the season however basic skill work should never drop below 25%)
   b. time involved in conditioning should match coaches stated goal of practice being light, moderate, or hard
   c. order of activities indicate effective planning for good progression

Feedback Chart

The evaluator will spend a block of time recording individual feedback from the coach to the student-athlete. Who the feedback was directed to will also be recorded. After practice, each incidence of feedback will be coded as positive or corrective and generic or prescriptive.

Department Goals - Feedback Chart

Coaches should strive for a 50%-50% split of positive and corrective performance feedback. All corrective feedback should be prescriptive and at least 50% of positive feedback should be prescriptive. In addition, a good balance of feedback to all players should be apparent versus trends that show an inordinate amount of feedback going to star players or starters. Incidences of behavioral feedback will also be recorded. An inordinate amount of corrective behavioral feedback may indicate a lack of team or individual discipline. Positive behavioral feedback is a good strategy for motivating athletes.

Open Ended Questions

The open ended questions are self-explanatory and designed to provide more information regarding practice management, instructional effectiveness, and ability to establish a positive practice environment.

SAMPLE TIME ON TASK CHART - FIELD HOCKEY PRACTICE

ACTIVITY	time	phys	cog(a.p.)	manage	off-task
intro - 3 focus areas	:45		:45		
directions	1:15			1:15	
transition	:45				:45
weave/through passing(partners)	6:15	6:15			
transition	:45				:45
group feedback	1:25		1:25(p)		
directions	:30			:30	
cut/come back for ball(partners)	5:00	5:00			
directions	:30			:30	
scoop drill (partners	2:50	2:50			
description of containment	2:00		2:00(p)		
directions	:20			:20	
transition	:30				:30
drive/contain drill (partners)	12:30	12:30			
drink	1:30				1:30
tackling review	2:25		2:25(p)		
station descriptions	4:00			4:00	
transition	:30				:30
dodge/hit on goal	4:30	3:00			1:30
transition	:30				:30
drop/hit	4:30	4:30			
transition	:30				:30
cut to ball/around defender	4:30	3:00			1:30
transition	:30				:30
corners	4:30	3:30	1:00(p)		
drink	1:10				1:10
scrimmage set-up	2:20			2:20	
scrimmage	25:00				
transition	:30				:30
jog/sprint	6:00	6:00			
transition	:20				:20
closure	:45		:45(p)		
TOTALS	**74:20**	**46:35**	**8:20(P)**	**8:55**	**10:30**

TIME ON TASK CHART ANALYSIS:

1. What percentage of time was spent in physical engagement?

2. What percentage of time was spent in cognitive engagement (passive versus active)?

3. What percentage of time was spent in management related activities?

4. What percentage of time was off-task?

5. What percentage of time were spent in:
   basic skill work:
   complex skill work:
   scrimmage:

6. What was the average time spent on transitions?

7. What percentage of time was spent in pure cardiovascular conditioning drills? What percentage of time was spent in drills that included high cardiovascular conditioning? Would this practice be considered light, moderate, or heavy?

8. Did the order of practice activities demonstrate planning for good progression?
   Highlight coach's strengths in this area:
   Highlight areas of improvement:

SAMPLE INDIVIDUAL FEEDBACK CHART

Feedback	To	Positive	Corrective	Prescriptive	Generic
Good Job	John	X			X
You released the ball early; no one had challenged you	Mark		X	X	
Keep your elbow under the ball when you shoot	Mark		X	X	
You overplayed the baseline perfectly that time	Joe	X		X	
Way to go	Bob	X			X
That's not right; Try it again	Kevin		X		X
After you seal the ball - handler return to your man	John		X	X	
Knock it off	Dan		X		X
Good rebound	John	X			X
Thanks for helping Brian in that play	Bob	X		X	
Don't turn your back on the ball when defending weak side	Kevin		X	X	
etc.					

Feedback Chart Analysis:

1.   How long was feedback recorded?

2.   What was the total # of incidences of feedback recorded?

3.   What percentage of feedback was positive versus corrective?

4.   Of the positive feedback, what percentage was prescriptive versus generic?

5.   Of the corrective feedback, what percentage was prescriptive versus generic?

6.   How many athletes were at practice? How many different athletes were given individual feedback?

7.   Did it appear that certain athletes (starters, stars, less talented players, etc.) were receiving an inordinate amount of feedback?

8.   Did it appear that certain athletes (starters, stars, less talented players, etc.) were receiving an inordinate amount of a specific type of feedback (for example, less talented players received all of the corrective feedback while stars received all of the positive feedback)?

9.   How many incidences of positive behavioral feedback were recorded?

10.   How many incidences of corrective behavioral feedback were recorded?

Highlight coach's strengths in this area:

Describe areas that need improvement:

Other Practice Management Criteria:

Obvious time for practice to begin?_____

Site set-up and equipment ready? _____

Practice goals verbalized? _____

Coach has a set plan? _____

Facility and equipment use maximized? _____

Directions given clearly? _____

Obvious rules or standards in place to maximize time efficiency? _____

Assistant coaches used efficiently? _____

Managers used efficiently? _____

Verbal or non-verbal prompts used to maintain pace of practice? _____

End of practice wrap-up? _____

Instructional Effectiveness Criteria:

When explaining a new skill or concept:

broken down into simple parts?_____

communicate why's of component parts? _____

some form of demonstration used? _____

reverse chaining method used in practice? _____

When reviewing a skill/concept, important points highlighted and demonstrated?

_____

After corrective performance feedback, was performance immediately reattempted?

_____

Use of any kinesthetic strategies to correct performance? _____

Complex strategies broken into parts? _____

Skills within strategies learned prior to strategy instruction? _____

Performance goals verbalized for each activity? _____

If goals verbalized, were they monitored? _____

Order of activities and performance goals indicate sound progression? _____

Any individualization of practice activities? _____

Other Practice Environment Criteria (subjective assessment):

Athletes given ample opportunity to ask questions? _____

Does the coach demonstrate frustration when athletes fail to achieve? _____

All players treated equally? _____

Relationships between coaches positive/productive? _____

Mutual respect among team members and coaches? _____

100% effort consistently expected from players? _____

Coaches motivation strategies sound? _____

Coaches discipline strategies sound? _____

Coach demonstrates high level of enthusiasm? _____

Are there fun activities built into practice? _____

General practice environment supports positive experience? _____