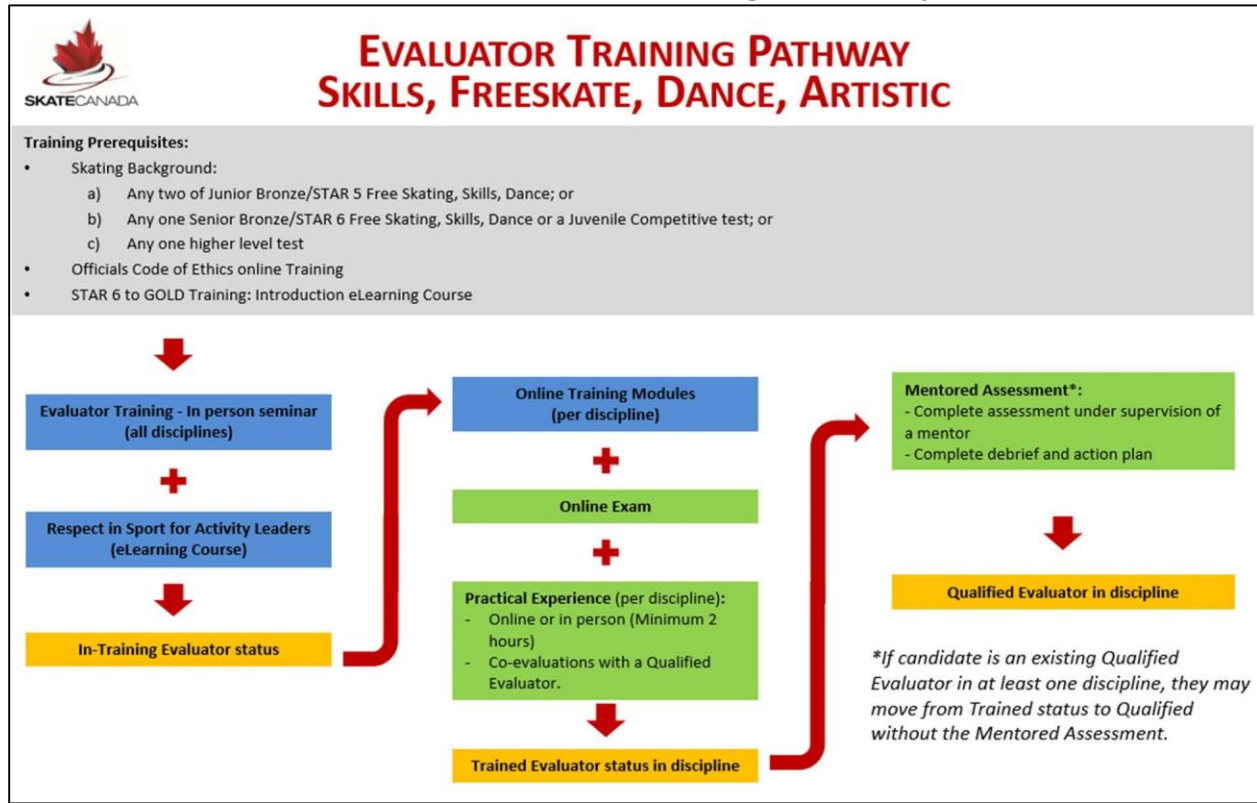


## The Evaluator Training Pathway



### Evaluator Training: In-person Seminar

#### Training Prerequisites

To attend the in-person seminar, individuals must meet the training prerequisites outlined in the pathway. Sections will need to verify these requirements before allowing individuals to attend.

#### The Seminar

An in-person training that covers the “soft skills” and principles of assessment. This course can be delivered in one day or two half days. Topics include the continuum of development (for the level), providing feedback, communication etc. This is a one-time course and does not need to be completed for each discipline.

Requirements for application: Candidates to submit the following to their section.

- Successful completion of the in-person seminar: Evaluator Training In-Person Seminar Assessment Form
- Successful completion of the Respect in Sport for Activity Leaders eLearning course.

#### Promotion:

- Section to submit Officials Qualification Update Form to Skate Canada Member Services.

## In-Training Evaluator Status

There is only one (1) In-training Evaluator status. In-training Evaluators are not qualified to assess on their own.

## Online Training Modules + Online Exam

There is a separate course and exam for each discipline. The online courses focus on the assessment skills. Content of each assessment can be found in the resources (both written and video). Candidates may choose to complete the online trainings and exams for each discipline separately, or at the same time. Once successfully completed, the In-training Evaluator may proceed to the next step: Practical Experience per discipline.

Example: Lucy and Jake wish to be evaluators in all disciplines. Following their In-training promotion, Lucy completes the online training, exam and practical experience for Skills. She plans to proceed with the other disciplines once she is qualified in Skills. Jake, on the other hand, completes the online training, exam and practical experience for all disciplines simultaneously.

## Practical Experience (per discipline)

The purpose of practical experience is to allow In-training Evaluators to gain experience with the evaluation process, standards and logistics through practical application of their knowledge in the assessment environment.

Practical experience is beneficial to existing evaluators or coach assessors, to build on knowledge and application of standards.

### STEP 1: Online or in-person practical experience

In-Training Evaluators must complete a minimum of 2 hours (per discipline) practical experience before completing the co-evaluation outlined in Step 2.

It is recommended that In-Training Evaluators have a point of contact (Qualified Evaluator) to offer support and guidance throughout this process. This could be provided by the section or found by the candidate. Sections will establish their preferred option.

Examples of in-person<sup>1</sup> or online<sup>2</sup> practical experience:

- Assessment practice alone: Watching videos online and/or watching skaters perform assessments in-person.
- Assessment practice with peers: Watching videos online and/or watching skaters perform assessments in-person.
- Assessment practice at an assessment day or online followed by debrief/discussion with Qualified Evaluator.

- o The In-Training Evaluator can be with the Qualified Evaluator during the assessment or may assess separately. A debrief or ongoing discussion between the assessments allows for clarifications of process and standards.

<sup>1</sup>Note: some form of in-person practical experience must be completed throughout this process.

<sup>2</sup>Note: Online banks of videos are not available currently.

## STEP 2: Co-Evaluations

When the In-Training Evaluator is ready, they will co-evaluate with a Qualified Evaluator. This may be at an assessment day or in a virtual environment. The Qualified Evaluator will lead the assessment and their overall result will be official.

A minimum of 3 assessments\* must be completed in the applicable discipline, followed by a debrief and action-plan. These 3 assessments may be completed on the same or separate occasions by different coevaluators. In the case of multiple occasions, a separate Co-Evaluation Rubric must be submitted for each.

\*In Freeskate, 6 assessments are required: 3 elements and 3 programs (different skaters for each segment are permitted).

Sections may choose to manage the assignment and selection of co-evaluators.

Requirements for application: Candidates to submit the following to their section. A separate application must be made for each discipline.

- Successful completion of the online training and exam (Certificate)\*
- Successful completion of 3\* co-evaluation assessments: Co-Evaluation Rubric(s) \*6 in

the Freeskate discipline (3 elements and 3 program)

## Promotion:

- Section to submit Officials Qualification Update Form to Skate Canada Member Services.

## **Trained Evaluator Status in discipline**

There is a separate Trained Evaluator status for each discipline (Skills, Freeskate, Dance, Artistic). Trained evaluators are not qualified to assess on their own.

## Mentored Assessment

The purpose of the mentored assessment is to assess the Trained Evaluator's soft skills. In this assessment, the Trained Evaluator leads the assessment while under the supervision of a section approved mentor.

Once a candidate has completed one (1)\* successful Mentored Assessment, they may move from a Trained status to Qualified in any subsequent disciplines.

\*Sections may choose to require additional mentored assessments.

Requirements for application: Candidates to submit the following to their section. A separate application must be made for each discipline.

- Successful completion of the Mentored Assessment: Mentored Assessment Rubric

### Promotion:

- Section to submit Officials Qualification Update Form to Skate Canada Member Services.

Note: Candidates could complete the requirements for application for the Trained and Qualified Evaluator status simultaneously. In these cases, they may submit both applications at the same time.

Examples:

- A. Finn is already qualified as a Skills Evaluator. Upon completion of his Freeskate co-evaluation, he will submit an application for his Trained and Qualified Freeskate Evaluator status simultaneously (given that he previously completed the mentored assessment in Skills).

Following a successful co-evaluation, Sections may also choose to allow mentors to proceed to a Mentored Assessment in special cases:

- B. Lola is an In-Training Evaluator and has shown great potential and promise throughout her training. During her co-evaluation for Dance, her co-evaluator remarks that she would also be ready to complete the Mentored Assessment. As this co-evaluator is also a mentor, both decide to proceed with the Mentored Assessment. Lola will then be able to submit her application for both the Trained and Qualified Dance Evaluator status.

### Qualified Evaluator Status in discipline

There is a separate Qualified Evaluator status for each discipline (Skills, Freeskate, Dance, Artistic). Qualified Evaluators may evaluate all levels in the discipline of their qualification.

Once an Evaluator is qualified, the evaluator may self-declare up to the level they are comfortable. Selfdeclarations are tracked by the section. Through continuing development (e.g. online or in person practice, co-evaluation) the evaluator may continue to work towards assessing the higher levels. The

evaluator must co-evaluate at least one (1) assessment at the level before removing the declaration.