



# Instructor Evaluation

**Context: Artistic Swimming Instructor - Beginner**





National  
Coaching  
Certification  
Program

## PARTNERS IN COACH EDUCATION

The National Coaching Certification Program is a collaborative program of the Government of Canada, provincial/territorial governments, national/provincial/territorial sport organizations, and the Coaching Association of Canada.



Coaching Association of Canada  
Association canadienne des entraîneurs



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# Introduction

This booklet contains the evaluation requirements and forms for AquaGO! Instructor Evaluation, the most important part of the NCCP is instructor assessment and evaluation. A well-conducted evaluation will confirm that a trained AquaGO! Instructor candidate has met all of the criteria for each of the **3 Outcomes** that have been identified for the program. An effective evaluation will also help identify individual strengths and weaknesses of trained AquaGO! Instructor candidates and provide some direction for ongoing instructor development needs.

Only trained AquaGO! Instructors are eligible for the AquaGO! Instructor Evaluation.

Trained AquaGO! Instructors are one of three main target groups (see bullets below) who have completed the AquaGO! Workshop:

- Qualified Aquatics Instructors who require basic technical knowledge of Artistic Swimming and will be delivering the AquaGO! program.
- Current and former Artistic Swimmers aged 15 and over who are instructing recreational swimmers.
- Coaches/Instructors who are specifically working with the AquaGO! program.

## The AquaGO! Evaluation:

- All trained instructors must complete the AquaGO! evaluation requirements to attain certification.
- Candidates **must be 16 yrs of age or older** to be considered for evaluation.
- The **cost for evaluation** is **\$40.00**, and must be paid in full when candidates submit their application for evaluation (the AquaGO! Portfolio).
- Upon completion of AquaGO! Training (Modules 1-5 and the In-Pool Practical), we encourage trained AquaGO! Instructors to **complete evaluation within 2 years of being trained**.

The AquaGO! evaluation is based on meeting **3 OUTCOMES**, each with its own set of criteria, to an appropriate standard that has been established by Canada Artistic Swimming:

- ☑ **OUTCOME 1 – Analyze Performance**
- ☑ **OUTCOME 2 – Provide Support to Athletes in Training**
- ☑ **OUTCOME 3 – Make Ethical Decisions**

Outcomes 1 and 2 must be evaluated by an approved AquaGO! Instructor Evaluator as well as via online evaluation components. Outcome 3 is completed via online evaluation.

Please see the chart on page 3 for the criteria for each outcome.

Outcome	Criteria	Multi-Sport Module	Integration
<b>1. Analyze Performance</b> <i>*This outcome will be evaluated post-workshop via onsite evaluation or video upload to <a href="http://artisticswimmingcoach.ca">artisticswimmingcoach.ca</a> (part A) and a successful passing grade on the online quiz at <a href="http://artisticswimmingcoach.ca">artisticswimmingcoach.ca</a> (part B).</i>	<ul style="list-style-type: none"> <li>✓ Detect and correct performance errors in an AquaGO! lesson which includes swimming fundamentals, athletic abilities, artistic swimming skills, athletic abilities and flexibility.</li> <li>✓ Successful passing grade of 80% or higher on the online quiz delivered via <a href="http://artisticswimmingcoach.ca">artisticswimmingcoach.ca</a></li> </ul>		X
<b>2. Provide Support to Athletes in Training</b> <i>*This outcome will be evaluated post-workshop via onsite evaluation or video upload to <a href="http://artisticswimmingcoach.ca">artisticswimmingcoach.ca</a> (part A) and a successful passing grade on the online quiz at <a href="http://artisticswimmingcoach.ca">artisticswimmingcoach.ca</a> (part B).</i>	<ul style="list-style-type: none"> <li>✓ Complete the NCCP Emergency Action Plan (EAP) free eLearning module and upload a completed NCCP EAP template to <a href="http://artisticswimmingcoach.ca">artisticswimmingcoach.ca</a></li> <li>✓ Ensure that the lesson environment is safe</li> <li>✓ Implement a series of structured activities as required to ensure success of the pre-designed lesson plan</li> <li>✓ Make interventions that promote learning</li> <li>✓ Ensure participants are corrected using “the how”</li> <li>✓ Successful passing grade of 80% or higher on the online quiz delivered via <a href="http://artisticswimmingcoach.ca">artisticswimmingcoach.ca</a></li> </ul>		X
<b>3. Make Ethical Decisions</b>	<ul style="list-style-type: none"> <li>✓ Online Evaluation at <a href="http://coach.ca">coach.ca</a></li> </ul>	X	

**INSTRUCTOR MUST ACHIEVE “MEETS STANDARD” (2)  
FOR OUTCOMES 1 & 2 TO SUCCESSFULLY PASS.**

## Evaluation checklist:

- ☑ As a pre-requisite to evaluation, the candidate must complete the in-pool practical/micro-teaching portion of AquaGO! training. This occurs during the In-Pool Practical module of training. If a candidate is unable to attend in person (geographical barriers, health and safety measures, medical, emergency, etc.), with PTSO permission the candidate may instead submit the skill attestation form (provided by the PTSO) and a micro-teaching video to earn credit for the In-Pool Practical component.
- ☑ The candidate must successfully complete the online evaluation quiz (passing grade of 80%) at [artisticswimmingcoach.ca](http://artisticswimmingcoach.ca) (Outcomes 1 and 2).
- ☑ The candidate must complete the AquaGO! Portfolio via [artisticswimmingcoach.ca](http://artisticswimmingcoach.ca) inclusive of completing the NCCP Emergency Action Plan (EAP) free eLearning module and upload of their completed NCCP EAP template to their portfolio on [artisticswimmingcoach.ca](http://artisticswimmingcoach.ca) (Outcome 2).
- ☑ The candidate must demonstrate live a full lesson plan delivery at the week 6, 7 or 8 mark or submit a video of the full delivery to an evaluator (Outcomes 1 and 2). The instructor being evaluated **MUST** be in the water for all in-water portions of lesson delivery.
- ☑ The candidate must successfully complete the Make Ethical Decisions online evaluation at [coach.ca](http://coach.ca) (Outcome 3).

## Evaluation Procedure:

1. Candidates must be **16 years of age** to be considered for evaluation.
2. Register for evaluation within 2 years of being trained via [www.artisticswimmingcoach.ca](http://www.artisticswimmingcoach.ca) and follow the evaluation procedures on [artisticswimmingcoach.ca](http://artisticswimmingcoach.ca).  
***Please refer to the appendix within this document for step-by-step instructions for navigating the AquaGO! evaluation process.***
3. As a pre-requisite to evaluation, have completed the in-pool practical/micro-teaching portion of AquaGO! training.
4. Complete the online evaluation quiz at [www.artisticswimmingcoach.ca](http://www.artisticswimmingcoach.ca). The candidate will have unlimited attempts to achieve a passing grade of 80%.
5. Pay the \$40.00 evaluation fee in full via [artisticswimmingcoach.ca](http://artisticswimmingcoach.ca) or to the Provincial Sport Organization (PSO).
6. Complete the AquaGO! Portfolio on [artisticswimmingcoach.ca](http://artisticswimmingcoach.ca) and on the instructor profile page input the date, time and pool location of desired evaluation of a full AquaGO! lesson delivery. The evaluation is recommended to be completed at the lesson plan 6, 7 or 8 mark (For example – Lesson 4.7).
7. The PTSO will contact the candidate with the name of the assigned evaluator and confirm whether the evaluator will be onsite to observe the evaluation or will complete the evaluation through video upload.

8. If onsite evaluation will occur, the candidate will be contacted by the evaluator to confirm the date and time of the evaluation.
9. If **video** upload is required, the candidate will upload a video to a platform of their choice (Google Drive, Dropbox, Vimeo, YouTube, etc.) of them instructing a lesson 6, 7 or 8. The instructor then submits the video link within their AquaGO! Portfolio on [www.artisticswimmingcoach.ca](http://www.artisticswimmingcoach.ca). Candidates are to clearly show the Evaluator that they have their EAP and Lesson Plan with them on the video, and are to email the lesson plan used (with notes/prompts/etc.) to the Evaluator.
10. The instructor being evaluated MUST accompany swimmers in the water for evaluation of the full AquaGO! lesson delivery.
11. When the candidate has successfully completed all three outcomes they are fully certified as an AquaGO! Instructor.
12. The candidate should print applicable forms from their [artisticswimmingcoach.ca](http://artisticswimmingcoach.ca) profile and ensure that the Evaluator has completed the evaluation and keep a copy for their own records.
13. The completion of AquaGO! Instructor evaluation will be registered in The Locker on the CAC database within a couple of weeks of the date of the completed evaluation. Candidates should verify their Locker transcript to ensure their status has changed from Trained to Certified for the AquaGO! context.

## **Approved AquaGO! Evaluator Information:**

Evaluators must be a trained Canada Artistic Swimming AquaGO! Instructor Evaluator and approved by a Provincial/Territorial/National Artistic Swimming office prior to candidate assessment. Contact your Provincial/Territorial office for a list of approved Evaluators.

# **AQUAGO! Instructor Evaluation**

## **OUTCOME 1**

### **Analyze Performance**

#### **Criteria:**

- ☑ Detect and correct performance errors in an AquaGO! lesson which includes swimming fundamentals, athletic abilities, artistic swimming skills, athletic abilities and flexibility.
- ☑ Successful passing grade of 80% or higher on the online evaluation quiz

#### **Additional information for this outcome evaluation:**

- Instructors work with the participants throughout the lesson plan delivery to detect and correct performance errors in swimming, athletic abilities, artistic swimming and flexibility.
- Instructors are encouraged to print the instructor tools (Lesson Plan and Instructor Worksheet) and place in a waterproof casing.
- Instructors should be knowledgeable of the required skill descriptions and performance standards prior to the lesson plan delivery.
- Instructors require knowledge of performance standards for all skills in the AquaGO! program and a strong understanding of the AquaGO! program for successful completion of the online evaluation quiz at [artisticswimmingcoach.ca](http://artisticswimmingcoach.ca).
- Instructors are also encouraged to use the AquaGO! Artistic Swimming Skills Technical Guide as a key resource throughout training and evaluation.

# **AquaGO! Instructor Evaluation**

## **OUTCOME 2**

### **Provide Support to Athletes in Training**

#### **Criteria:**

- ☑ Complete the NCCP Emergency Action Plan (EAP) free eLearning module and upload a completed NCCP EAP template (based on facility/club policies) to their portfolio on [artisticswimmingcoach.ca](http://artisticswimmingcoach.ca)
- ☑ Upload Standard First Aid certificate if applicable to [artisticswimmingcoach.ca](http://artisticswimmingcoach.ca)
- ☑ Ensure that the lesson environment is safe
- ☑ Implement a series of structured activities as required to ensure success of the pre-designed lesson plan
- ☑ Make interventions that promote learning
- ☑ Ensure participants are corrected using "the how"
- ☑ Successful passing grade of 80% or higher on the online evaluation quiz

#### **Additional information for this outcome evaluation:**

- Well before the date that an instructor is assessed live or videoed for evaluation, they should inform pool staff (and others who may need to know) that another person will be present during the lesson or that a video recording will be taking place.
- The evaluation should take place on lesson 6, 7, or 8 and the instructor being evaluated MUST be in the water with the participants for the in-water stations.
- If being evaluated live, the instructor needs to bring two copies of their prepared lesson; one to use and one to give to the evaluator to follow the lesson.
- If uploading a video, the instructor is required to email the prepared lesson plan to the evaluator.
- At the start of the video, the instructor needs to state their name as well as the level and lesson they are presenting that day for evaluation. *Example: "Hello my name is Jennifer, and I'll be teaching Level 4, Lesson 7 for today's evaluation."* The instructor should also clearly show on the video that they have their prepared lesson plan and EAP with them.
- If uploading a video, the instructor can choose a platform of their choice (Google Drive, Dropbox, YouTube, Vimeo, etc.). The instructor then posts the link to the videos within their AquaGO! Portfolio on [artisticswimmingcoach.ca](http://artisticswimmingcoach.ca).



## AquaGO! Instructor - Outcome 1: Analyze Performance

### Detect and correct performance errors

DETECT ERRORS	NI (1)	MS (2)	ES (3)	Comments:
1. Observe skills from adequate vantage point(s) as appropriate for swimming				
2. Identify or select factors that have a direct impact on performance				
3. Use sport-approved skill development/progression checklist to scan basic movement phases				
4. Ensure errors identified for correction are consistent with the sport-approved skill development/progression checklist for beginners				
5. Identify potential causes of skill error (cognitive/affective/motor)				
CORRECT ERRORS	NI (1)	MS (2)	ES (3)	Comments:
1. Identify common corrections based on observation of movement phases and in accordance with the skill/development progression checklist				
2. Ensure skill/performance corrections are prescriptive (emphasis on how to improve, corrections are "how" based and active in nature)				
3. Prescribe an appropriate lesson activity and/or drill that assists participants to make correction in performance				
4. Instructor uses appropriate physical contact				
5. Use adequate demonstrations to model correct performance				
6. Facilitate participants to increase awareness of corrections by asking appropriate questions				

## Outcome 1: Standards Assessment Scale

**INSTRUCTOR MUST ACHIEVE “MEETS STANDARD” (2) FOR ALL OUTCOMES TO SUCCESSFULLY PASS**

DETECT ERRORS	Needs Improvement (1)	Meets Standard (2)	Exceeds Standard (3)
1. Observe skills from adequate vantage point(s) as appropriate for swimming	Instructor often stays in one location and avoids moving around with the participants.	Instructor watches participants from various angles and has clear view of them and all aspects of the stroke they are working on. All participants are within arms reach.	Instructor watches participants from various angles and stays with them as they are swimming allowing for continuous observations
2. Identify or select factors that have a direct impact on performance	Instructor has a difficult time getting right to the point and/or occasionally misses the correct performance factor. They often see the what but at times has difficulty establishing the why and tends to go with the more obvious.	Explains how and why the critical error contributes to the performance. Can quickly determine what the factors are. Is able to see all "issues" causing the error. Is able to determine why this issue is having an impact on the performance.	Everything noted in MS + the instructor looks above and below the water to detect the error. The instructor is able to detect the error quickly without pause.
3. Use sport-approved skill development/progression checklist to scan basic movement phases	Instructor does not use development/progression checklist to scan basic movement phases	Instructor knows the developmental and progressive checklists and is able to scan basic movement phase	Shows confidence and expert mastery of development/progression checklist.
4. Ensure errors identified for correction are consistent with the sport-approved skill development/progression checklist for beginners	Struggles identifying the errors for correction. Shows lack of knowledge in the sport approved skill development/progression checklist.	Is able to identify errors for correction. Corrections are consistent with the sport-approved skill development/progression checklist for beginners.	Is able to identify errors for correction with ease and evident confidence. Corrections are consistent with the sport-approved skill development/progression checklist for beginners.
5. Identify potential causes of skill error (cognitive/affective/motor)	Instructor recognizes the issue but has difficulty determining the cause of the error. Instructor sees the what and the why but often gives corrections that explain the what or why. They miss just getting to the how.	Easily recognizes the cause of error and is able to correct in a timely and effective fashion. The instructor sees the what, understands the why, and coaches the how.	Easily recognizes the cause of error and quickly and positively corrects the issue. Is able to prescribe drills that will aid in the development. Has a clear understanding of the process and is able to quickly and effectively coach the how and only the how.

<b>CORRECT ERRORS</b>	<b>Needs Improvement (1)</b>	<b>Meets Standard (2)</b>	<b>Exceeds Standard (3)</b>
1. Identify common corrections based on observation of movement phases and in accordance with the skill/development progression checklist	Often misses common corrections and deviates away from the skill/development progression checklist.	Is able to identify common corrections based on observation of movement phases and in accordance with the skill/development progression checklist.	Identify common corrections based on observation of movement phases and in accordance with the skill/development progression checklist. Instructor shows confidence and mastery of this skill.
2. Ensure skill/performance corrections are prescriptive (emphasis on how to improve, corrections are "how" based and active in nature)	Instructor often states what is happening or why it is happening in corrections. Feedback not specific enough at times.	Instructor gives active corrections, they only coach the how. Instructor is positive in their communication and gives each participant specific corrections for improvement.	Instructor gives active corrections, only coaches the how and shows confidence in corrections. Is able to give a secondary correction if the participant does not understand. Is positive and specific in all aspects of their feedback. When giving positive points is specific about what is good. Gives a how correction to improve and follows up with the final specific positive point.
3. Prescribe an appropriate lesson activity and/or drill that assists participants to make correction in performance	Instructor repeats correction without giving the participant a drill that helps them understand the correction. The drills created by the instructor weren't always helpful in developing the skill that they were working on.	Instructor is able to give follow up drill that helps the participant correct the issue. The drills selected and created by the instructor really helped in the development of the specified skills.	Instructor provides a selection of drills that help the participant correct the issue. The drills selected and created by the instructor really helped in the development of the specified skills. They had more than one drill that kept the participants active and engaged during the station. The instructor was able to transition from drill to drill with ease and maximized lesson time.
4. Instructor uses appropriate physical contact	Instructor doesn't ask for consent earlier on in the lesson plans, or they are not as gentle when handling the participants.	Instructor is gentle and respectful when physical contact is involved. Participants appear to be very comfortable and know that they are being respected. Instructor may ask for consent before physical manipulation.	N/A
5. Use adequate demonstrations to model correct performance	Instructor does not demonstrate, instead just dictates the expectation.	Instructor is always demonstrating the skill. On land they do the skill first and then continue to do the skill with the participants. In the water the instructor is in and doing the skills.	Instructor provides demos for all skills and goes above and beyond. They show various methods of accomplishing the skills.
6. Facilitate participants to increase awareness of corrections by asking appropriate questions	Needs to ask more questions and needs to encourage self awareness through their coaching style.	Asks participants questions that help them gain a better understanding of what they are feeling and or what they need to do to improve.	Instructor is innovative and creative with the questions they ask thus getting the participants to think outside the box.

## AquaGO! Instructor - Outcome 2: Provide Support to Athletes in Training Ensuring the lesson plan is safe

EMERGENCY ACTION PLAN (EAP) CHECKLIST:	Completed	Comments:
Instructor has completed the NCCP EAP eLearning Module (appears on Locker transcript)	<input type="checkbox"/>	
Instructor uploads completed NCCP EAP template to <a href="http://artisticswimmingcoach.ca">artisticswimmingcoach.ca</a>	<input type="checkbox"/>	
Instructor surveys all areas of the pool and dry land space	<input type="checkbox"/>	
Instructor removes any dangerous factors in the lesson environment	<input type="checkbox"/>	
EAP demonstrated and available at all times	<input type="checkbox"/>	
Standard First Aid Certificate, if applicable	<input type="checkbox"/>	

## AquaGO! Instructor - Outcome 2: Provide Support to Athletes in Training

### Lesson Plan Delivery Evaluation

<b>PRE-LESSON:</b>	<b>NI (1)</b>	<b>MS (2)</b>	<b>ES (3)</b>	<b>Comments:</b>
1. Surveys site and space				
2. Has prepared the lesson activities to support the chosen lesson plan(upload or given in person)				
3. Equipment set up and ready for use				
4. Instructor appropriately dressed for given activity				
5. EAP demonstrated and available at all times				
6. Instructor welcomes participants/Assesses Readiness				
<b>WARM-UP:</b>	<b>NI (1)</b>	<b>MS (2)</b>	<b>ES (3)</b>	<b>Comments:</b>
1. Delivers lesson plan warm-up with energy and lead participants in the exercises				
2. Instructor is heard by all				
<b>STATIONS/GENERAL:</b>	<b>NI (1)</b>	<b>MS (2)</b>	<b>ES (3)</b>	<b>Comments:</b>
1. Participants were supervised the entire time				
2. Participants were active in continuous movement throughout the lesson				
3. Participants were engaged throughout the lesson				
4. Proper handling of athletes for various skills was shown				
5. Instructor follows the lesson plans as prescribed and the philosophy of the overall program				
6. Instructor was in the water, with hands on the participant when necessary				
7. Instructor demonstrates a strong understanding of all the skills and their performance standards				
8. Participants had a clear understanding of the skills they were asked to do				
<b>WRAP-UP:</b>	<b>NI (1)</b>	<b>MS (2)</b>	<b>ES (3)</b>	<b>Comments:</b>
1. High fives for each athlete – what did they like the most?				
2. Reminders for the participants to work on				

## Outcome 2: Standards Assessment Scale

**INSTRUCTOR MUST ACHIEVE “MEETS STANDARD” (2) FOR ALL OUTCOMES TO SUCCESSFULLY PASS**

PRE-LESSON:	Needs Improvement (1)	Meets Standard (2)	Exceeds Standard (3)
1. Surveys site and space	The instructor does not survey lesson environment prior to lesson. Instructor does not address dangerous factors in the lesson environment.	Instructor walks around pool and surveys all areas of the pool and dry space (uses a checklist) that they will be using in the lesson. Instructor removes any dangerous factors in the lesson environment.	Meets Standard and is a certified Standard First Aid provider.
2. Has prepared the lesson activities to support the chosen lesson plan (upload or given in person)	Has prepared lesson activities, but some don't exactly compliment the skills within the lesson plans.	Instructor has a detailed plan that outlines several drills and activities for all parts of the lesson plan.	Instructor has a detailed plan that outlines multiple drills and activities for all parts of the lesson plan. The drills are unique from one another.
3. Equipment set up and ready for use	Instructor arrives close to the start of practice and sets up each station as it is about to begin.	Instructor sets up the equipment in advance to the start of the lesson plan. They are using the equipment that is outlined in the AquaGO! Program.	Instructor arrives prior to the start of practice and sets up all equipment needed for the lesson prior to the start. Instructor has enhanced the equipment list to keep the lesson exciting.
4. Instructor appropriately dressed for given activity	Coach underdressed and or not prepared...ex. Needs to change into suit during the lesson and or does not have their swim suit for the pool portion.	Coach has appropriate attire for each activity, swim suit for pool session, shorts and suit for dryland session etc.	N/A
5. EAP demonstrated and available at all times	Instructor does not upload an emergency action plan or uploads an EAP with only some (<4) of the critical elements to their profile on ASC.ca. Instructor does not have an EAP on site.	Instructor uploads an emergency action plan (EAP) specific to their club/ facility with all critical elements to ASC.ca. Instructor presents an EAP that is accessible at all times during their lesson.	Critically reflect on safety guidelines, e.g., provision of a letter written by instructor reflecting on safety concerns.
6. Instructor welcomes participants/Assesses Readiness	Instructor starts lesson without warm greeting or welcome to the group and instead dive right into the lesson plan.	Instructor welcomes all participants and makes sure they are ready to go for the lesson.	Instructor welcomes the group and gives individualized welcomes to each participant.

<b>WARM-UP:</b>	<b>Needs Improvement (1)</b>	<b>Meets Standard (2)</b>	<b>Exceeds Standard (3)</b>
1. Delivers lesson plan warm-up with energy and lead participants in the exercises	Instructor appears to be tired and/or lacks energy in leading the warm up. Instructor may also direct the lesson instead of leading.	Instructor has energetic non-verbal communication. They appear to be excited to be at the lesson.	Instructor is energetic and positive. They do the exercises with the participants and uses encouraging and constructive comments throughout the warm-up.
2. Instructor is heard by all	Instructor often faces away from participants limiting their ability to hear and follow the instructions.	Instructor is loud and clear and participants follow the instructions.	Instructor is loud and clear and participants follow the instructions. Instructor checks with group to ensure that they are understanding what is being communicated.
<b>STATIONS/GENERAL:</b>	<b>Needs Improvement (1)</b>	<b>Meets Standard (2)</b>	<b>Exceeds Standard (3)</b>
1. Participants were supervised the entire time	The instructor occasionally turns their back to some of the participants while focusing on the others. The instructor needs to stay closer to the participants at times.	The instructor always has their eyes on the participants and is always within arms reach of every participant creating a safe environment.	The instructor always has their eyes on the participants and is always within arms reach of every participant. The instructor moves with them around the pool and continuously stays engaged and focused on all of the participants.
2. Participants were active in continuous movement throughout the lesson	There are occasional pauses between stations when moving from station to station or transitioning drills.	Participants remain active throughout the entire plan. They transition from station to station with ease.	Participants remain active throughout the entire plan. They transition from station to station with ease. While in the station everyone is engaged and moving.
3. Participants were engaged throughout the lesson	Participants occasionally lose focus through the lesson plan.	Participants remain engaged, focused and appear to be enjoying the lesson.	Participants remain extremely focused, they are completely engaged the entire time and never show any signs of boredom before transitioning to the next drill or station.
4. Proper handling of athletes for various skills was shown	Instructor often holds the participants incorrectly which makes it more difficult for them to perform the specified skill.	Instructor handles the participants in a safe and positive manner that aids in the learning process.	The instructor handles the participants in a safe and positive manner that aids in the learning process. Finds a way to make it fun and exciting (for example the instructor pretends to take them on an underwater adventure while assisting them in putting their face in the water).
5. Instructor follows the lesson plans as prescribed and the philosophy of the overall program	Deviates from the plan from time to time.	Follows the plan exactly and creates a positive learning environment.	Follows the plan exactly while at the same time creating fun constructive drills and activities that complement the plan and produce a positive learning environment.
6. Instructor was in the water, with hands on the participant when necessary	Instructor was out of the water and/or not within arms reach during the lesson. Instructor is putting participant at risk.	Instructor was in the water with hands on the participant helping them achieve the standard and or progression of the skills.	Instructor was in the water with hands on the participant helping them achieve the standard and or progression of the skills. Instructor makes handling fun and transition from drill to drill fun, i.e. makes plane noises/uses visualization.



7. Instructor demonstrates a strong understanding of all the skills and their performance standards	Instructor struggles to explain some of the skills and has a hard time navigating the program to find out where it belongs.	The instructor proves to have a great understanding of each skill as well as the expected performance standard. If they can not answer questions about the skill and its standards they know where to find the information and are able to navigate the AquaGO! materials with ease.	The instructor knows all of the skills and their performance standards by heart and can easily and quickly explain what they are expecting and therefore correct in a timely manner.
8. Participants had a clear understanding of the skills they were asked to do	The majority of participants have a hard time doing the skills and seem very confused about what is expected of them.	The majority of the participants were able to complete the task with little to no questioning as the standards and expectations were clearly defined by the instructor.	The majority of the participants were able to complete the task without questioning the instructor as the standards and expectations were clearly defined by the instructor. The instructor gives cue words or focused words to emphasize certain skills etc.
<b>WRAP-UP:</b>	<b>Needs Improvement (1)</b>	<b>Meets Standard (2)</b>	<b>Exceeds Standard (3)</b>
1. High fives for each athlete – what did they like the most?	Instructor either forgets to high five the participants or is only able to give some of the participants a high five.	Instructor gives all participants a high five and ends with a positive comment for each.	Instructor gives all participants a high five and ends with a positive and specific comment unique to each individual.
2. Reminders for the participants to work on	Does not give any reminders at end of the lesson.	Instructor gives a general reminder to the group.	Instructor gives personal reminder to each participant.



# AquaGO! Instructor Evaluation

## OUTCOME 3 Make Ethical Decisions

Instructor candidates are encouraged to complete the Make Ethical Decisions (MED) training module as part of AquaGO! Instructor training.

Once candidates have completed the MED training, and it appears on their transcript, they will have unlimited attempts at the MED online evaluation via coach.ca.

Successful completion of the MED online evaluation (minimum passing grade of 75%), is necessary for certification in any NCCP program and is mandatory in order to be a fully certified AquaGO! Instructor.

If candidates are unsuccessful with a 75% passing grade on the MED online evaluation, it is recommended to review their training materials and meet with their Learning Facilitator to review the materials. Upon review of materials, the candidate must re-attempt the online exam until a 75% passing grade is achieved.

Outcome: Make Ethical Decisions		
Criterion: Apply a 6-step ethical decision-making process		
Evidence		Training (T) / Evaluation (E)
<input type="checkbox"/>	Establish the facts for the situation	T E
<input type="checkbox"/>	Determine whether an issue is legal or ethical	T E
<input type="checkbox"/>	Identify potential decisions and possible consequences for the situation	T E
<input type="checkbox"/>	Identify pros and cons of each decision	T E
<input type="checkbox"/>	Select the best decision option	T E
<input type="checkbox"/>	Design an action plan and a plan to manage the consequences	T E

# Action Plan:

- If the Instructor “Needs Improvement” in any of the criteria being evaluated, the instructor must complete 5 practical hours working on improving the areas assessed as “Needs Improvement” (1) in the evaluation.
- It is strongly recommended the instructor finds a mentor instructor from their club or a nearby club to come in and watch them instruct and de-brief with them on the areas that were in need of improvement and how they are progressing.
- Upon completion of the 5 practical hours, the instructor can inform their evaluator they are ready to be re-evaluated.
- A re-evaluation fee of \$25.00 will be charged.
- The instructor must either submit a new video or request an in-person evaluation to their evaluator.