

## **SELECTION CRITERIA FOR CLINICIANS FOR LEVEL IV AND INSTRUCTOR/EVALUATOR CLINICS**

1. Lead Clinician must hold “D” Instructor rating. -
2. Assistant Clinician must hold a “D” Instructor rating.
3. Either Lead or Assistant Clinician should be an ODC Member.
4. Guest instructor holding a “C” may give portions of the clinic to be evaluated for a “D” rating.
5. Either the lead or Assistant Clinician should be from out of Province.
6. Consideration should be given to matching clinicians with majority of attendees, i.e., Slo-Pitch or Fast Pitch. If equal or near equal composition of participants, then one Clinician from each discipline.
7. Opportunities for clinicians should be rotated.

### **Instructor & Evaluator Clinic Exemption**

#### **Background**

As part of Softball Canada’s umpire education and training program umpire leaders, specifically those in the areas of clinic delivery and tournament supervision, are encouraged to participate in a 1½ day clinic which covers the basic components of teaching and evaluation necessary for leading instruction and assessment of umpires. This is followed up by separate practical evaluations in both Instructing and Evaluating where participants are assessed and granted a practical level - from A (basic) to D (advanced) – on each element.

**As of 2009, Softball Canada requires that Canadian Championship UIC’s and DUIC’s are to have completed the course as a condition of appointment.**

#### **Exception Information**

Exception will be granted for the Instructor and Evaluator Clinic to those individuals who have successfully completed a Bachelor’s Level Education program at a recognized post-secondary educational institution.

While they would be credited with attendance at the clinic, individuals will still be required to be assessed by a Master Evaluator and be granted a level under the program.

#### **Rationale**

Individuals who have successfully completed a bachelor’s level education program will have extensively covered the elements of instruction and assessment during their studies.

Individuals who are involved in instruction and training as part of their employment (e.g. university professors, training coordinators, etc.), will not be considered for credit unless they have successfully completed a bachelors level program specific to education.

#### **Implementation**

Individuals who wish to be exempt from the IE clinic must send a written request to the NEO/NDU and the National Office Staff along with required documentation for consideration.



## Instructor Criteria for Levels

Level	Pre-Requisite	Responsibility to Appoint	Maintenance Requirements	Method to Advancement
<b>A</b>	<ul style="list-style-type: none"> <li>• I/E Clinic or Bachelor of Education</li> <li>• First Evaluation can be either rated as an A or B on Rubric</li> </ul>	PUIC/Provincial Committee	Assistant in preparation, presentation and drills at L1 or L2 clinic.	<ul style="list-style-type: none"> <li>• Evaluation by "C" or "D".</li> <li>• Positive Rating- 80 % Level A on Rubric</li> </ul>
<b>B</b>	<ul style="list-style-type: none"> <li>• Previous clinic experience</li> <li>• First Evaluation can be either rated as an A or B on Rubric</li> </ul>	PUIC/Provincial Committee	Lead in preparation, presentation and drills at L1 or L2 clinic.	<ul style="list-style-type: none"> <li>• Evaluation by "C" or "D"</li> <li>• Positive Rating- 80 % Level B on Rubric</li> </ul>
<b>C</b>	<ul style="list-style-type: none"> <li>• Lead Clinician in Two (2) different Level 2-3 Clinics</li> <li>• Levels will be C1 and C2</li> <li>• Ratings accumulated from 2 different "D" Instructors</li> </ul>	PUIC/Provincial Committee	<ul style="list-style-type: none"> <li>• Lead in preparation, drills and presentation at L2 or L3</li> <li>• Assistant in L4 clinic, IE Clinic or Lead in Blue Convention or Other Clinic by Application to NEO/NDU.</li> <li>• Mentor "A" &amp; "B" Instructors</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluation by "D".</li> <li>• Positive Rating – 80 % Level C on Rubric</li> </ul>
<b>D</b>	<ul style="list-style-type: none"> <li>• Recommended by P/T</li> <li>• Evaluation at Level 4, Blue Convention, IE or Other Clinic By Application to NEO/NDU</li> </ul>	Evaluator appointed by NEO/NDU	<ul style="list-style-type: none"> <li>• Lead in preparation, drills and presentation at L 3 - L4 clinic, IE Clinic, Blue Convention or Other Clinic</li> <li>• Mentor "A", "B" &amp; "C".</li> <li>• Recommends "D" to ODC.</li> <li>• Present at Blue Convention.</li> </ul>	<ul style="list-style-type: none"> <li>• Positive Rating -80% Level D on Rubric</li> </ul>



## Evaluator Criteria for Levels

Level	Pre-Requisite	Responsibility to Appoint	Maintenance Requirements	Method to Advancement
<b>A</b>	<ul style="list-style-type: none"> <li>• I/E Clinic or Bachelor of Education</li> <li>• First Evaluation can be either rated as an A or B on Rubric</li> </ul>	PUIC/Provincial Committee	<ul style="list-style-type: none"> <li>• Active involvement in evaluating of L1 &amp; L2 umpires locally.</li> <li>• Evidence of Submitted Evaluations to Provincial Body</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluation by “C” or “D”.</li> <li>• Positive Rating- 80 % Level A on Rubric</li> </ul>
<b>B</b>	<ul style="list-style-type: none"> <li>• Evaluation Experience at One (1) Prov/West/East Event.</li> <li>• First Evaluation can be either rated as an A or B on Rubric</li> </ul>	PUIC/Provincial Committee	<ul style="list-style-type: none"> <li>• UIC/DUIC at Provincials.</li> <li>• UIC/DUIC at Western/Eastern.</li> <li>• Evaluate L1 – L3 umpires.</li> <li>• Evidence of Submitted Evaluations to Provincial Body</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluation by “C” or “D”</li> <li>• Positive Rating- 80 % Level B on Rubric</li> </ul>
<b>C</b>	<ul style="list-style-type: none"> <li>• Positive Rating as UIC in Two (2) different. Prov/West/East/Can Events.</li> <li>• Levels will be C1 and C2</li> <li>• Ratings accumulated from 2 different “D” Evaluators</li> </ul>	PUIC/Provincial Committee	<ul style="list-style-type: none"> <li>• UIC/DUIC at Provincials.</li> <li>• UIC/DUIC at Western/Eastern</li> <li>• UIC/DUIC at Canadians</li> <li>• Evaluate L1 – L4 umpires.</li> <li>• Evidence of Submitted Evaluations to Provincial Body</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluation by “D”.</li> <li>• Positive Rating – 80 % Level C on Rubric</li> </ul>
<b>D</b>	<ul style="list-style-type: none"> <li>• Recommended by P/T</li> <li>• Evaluated at a Canadian Championship or Other Event By Application to NEO/NDU</li> </ul>	Evaluator appointed by NEO/NDU	<ul style="list-style-type: none"> <li>• UIC/DUIC at Provincials.</li> <li>• UIC/DUIC at Western/Eastern</li> <li>• UIC/DUIC at Canadians</li> <li>• Recommend “D” to ODC.</li> <li>• Evaluate L1 – L5 umpires.</li> </ul>	<ul style="list-style-type: none"> <li>• Positive Rating -80% Level D on Rubric</li> </ul>



## Instructor Rubric Form

	Level A	Level B	Level C	Level D
<b>Preparation</b>	Learning activities only engages a minimal number of participants. Physical resources show minimal suitability to learning activities.	Some participants in attendance showed they were engaged. Physical resources are adequately suitable to learning activities	. Most activities are engaging and meaningful to most participants Physical resources are extremely suitable to learning activities.	Activities are designed to engage all participants. Physical resources are extremely suitable Adaptation happens with ease.
<b>Comments</b>				
<b>Presentation</b>	Sporadically manages classroom procedures, Large amount of lost instructional time. Participants are passive participants in the lesson and their learning.	Manages classroom procedures, moderately well. Some loss of instructional time. Participants are compliant but exhibit little enthusiasm for their learning	Efficiently manages classroom procedures, Minimal loss of instructional time. Participants are engaged in exploring content. through a variety of means	Manages classroom procedures through well-established routines. Makes full use of instructional time. Participants initiate or adapt activities to enhance their understanding
<b>Comments</b>				
<b>Communication</b>	Errors in speaking, writing results in participant confusion. Feedback is not clear Questioning is random and unplanned.	Ineffective language is clarified after initial participant confusion. Feedback quality is inconsistent. Most participants are not engaged in the discussion.	Uses level appropriate, content to build participant understanding. Feedback to participants is of consistently high quality. Participants are actively engaged in meaningful dialogue and discussion	Creates and builds vocabulary to enrich every topic. Feedback is of high quality, and participants make use of the feedback Questions elicit deep understanding. Adequate time for participant response is evident.
<b>Comments</b>				
<b>Methods</b>	Unaware of the variety of Instructional strategies. Hesitant to provide explanations. Has difficulty answering questions unprepared for. Will not deviate from scripted discussions.	Aware of a variety of strategies Provides basic explanations about rules, mechanics or systems. Hesitantly answer questions not prepared for. Provides some deviation from script for discussions.	Regularly uses a variety of strategies <b>appropriately</b> Provides thorough explanations about rules, mechanics or systems. Can answer questions not prepared for. Creates alternative scenarios for discussions.	Uses a wide array of powerful strategies <b>purposefully</b> Provides clear explanations about rules, mechanics or systems. Provides quality answers not prepared for. Creates interesting scenarios for discussions.
<b>Comments</b>				
<b>Attitude</b>	Is reluctantly receptive to feedback from participants and supervisors. Resistant to participant's discussion.	Accepts feedback reluctantly from participants and supervisors. Open to participant discussions.	Demonstrates an open commitment to feedback from participants and supervisors. Actualizes changes to improve professional practice.	Demonstrates a commitment to learning and shares it regularly with colleagues. Actively seeks feedback from participants and supervisors.
<b>Comments</b>				

Evaluator: \_\_\_\_\_

Clinic: \_\_\_\_\_

Umpire: \_\_\_\_\_

Province: \_\_\_\_\_

# “Look For’s” in Clinic Instructors

## Preparation

- Agenda in place and followed.
- Arranges physical space to allow for different activities to occur.
- Technology prepared and accents instruction.
- Materials (print, audio, video) are available when needed.
- Activities are appropriate for course/participants.
- Punctuality and Pace are followed.

## Communication

- Speaks clearly, fluidly and logically on topics.
- Uses appropriate non-verbal communication to accent.
- Rephrases information when participants are unclear
- Speaks with appropriate terminology for level of participant.
- Communicates clear directions for each activity.
- Communicates feedback for participants to succeed.

## Presentation

- Gets and keeps attention of participants.
- Handles questions and encourages discussion.
- Handles different types of aides (technology, props, and boards).
- Handles transitions between activities.
- Keeps self and participants on topic.
- Moves people to correct groupings and setup for activities.
- Actively involves participants in presentation.

## Methods

- Can discuss scenarios and questions not prepared for
- Activities address a variety of Learning Styles
- Uses progression of activities – Easy to Complex
- Uses Gradual Release (I do, We do, You do) to involve participants
- Uses participants comments and actions to assess learning
- Adjusts instruction to fit level/experience of participants

## Attitude

- Participants feel comfortable to approach and ask questions
- Can adapt activities to fit participants needs and wants
- Brings topics to life through dynamism (enthusiasm, confidence)
- Maintains control despite participant comments and actions
- Open to feedback from participants and supervisors
- Looks to improve practice through comments and critiques



## Evaluator Rubric Form

	Level A	Level B	Level C	Level D
<b>Evaluator's Knowledge</b>	<ul style="list-style-type: none"> <li>-Assists local umpires to meet expectations.</li> <li>-Basic understanding of rules and rotations.</li> <li>-Beginner knowledge of umpire abilities.</li> </ul>	<ul style="list-style-type: none"> <li>-Identifies umpire expectations.</li> <li>-Understands rules and 3 umpire rotations.</li> <li>-Identifies umpire performance level.</li> </ul>	<ul style="list-style-type: none"> <li>-Evaluates the reasonability of umpire expectations.</li> <li>-Understands rules and 4 umpire rotations.</li> <li>-Rates umpire over and under performance level.</li> </ul>	Exhibits rule and mechanics knowledge and philosophy that can evaluate L4/L5 umpires.
<b>Comments</b>				
<b>Evaluation Process and Presentation</b>	<ul style="list-style-type: none"> <li>-Evaluation activities are suitable for Level 1 &amp; 2 umpires.</li> <li>-Presentation material is basic with minimal demonstration.</li> </ul>	<ul style="list-style-type: none"> <li>-Evaluation activities are suitable for Level 3 umpires.</li> <li>-Presentation material includes boards and diagrams, and technology</li> </ul>	<ul style="list-style-type: none"> <li>-Evaluation activities are suitable for Level 3 umpires.</li> <li>-Provides valuable tips and suggestions that will allow the umpire to progress to and beyond Level 4.</li> </ul>	Can take any level of umpire and evaluate their potential and encourage their ongoing growth.
<b>Comments</b>				
<b>Honesty</b>	Provides very basic feedback on performance.	Provides both positive and negative feedback and recommends enhancements.	Ensures that feedback and recommendations will lead to consistent performance.	Can provide objective feedback to all levels of umpires.
<b>Comments</b>				
<b>Communication</b>	Communications are basic and understandable at a L1 & L2.	Communications are encouraging and positive at a L3.	Communications motivate, strengthen and encourage at a L4.	The ability to direct change through respect and encouragement at all levels.
<b>Comments</b>				
<b>Attitude</b>	Uncertain as to the motivation and purpose of evaluation.	Enjoys the evaluation process and understands the 'team building' concept.	Understands the varying personalities and maintains composure in all situations.	Always has self-control and supports others beyond self.
<b>Comments</b>				

**Evaluator:** \_\_\_\_\_

**Clinic:** \_\_\_\_\_

**Umpire:** \_\_\_\_\_

**Province:** \_\_\_\_\_

# “Look For’s in Evaluators

## Knowledge

- SBC Rules and application thereof.
- Systems (SBC 2-6 Umpire).
- SBC Mechanics (Plate/Base) (Routine/Unusual).
- Understanding criteria for advancement.
- Recognition of under and over achievers.
- Recognition of skills versus known criteria.

## Honesty

- Provides accurate feedback on performance.
- Objective approach to each Individual.
- Specific recommendations for improvement.
- Open to discussion of changing own view.

## Communication

- Verbal (positive, supportive and appropriate).
- Moving from strength to growth comments.
- Motivational and encouraging responses.
- Consistent and positive approach.
- Handles questions (approved SBC responses).
- Uses communication skills (paraphrase, perception check).

## Attitude

- Prompt and punctual.
- Caring approach (empathetic and understanding).
- Giving purpose and path to improvement.
- Building spirit and sense of team.
- Showing self-control in difficult situations.

## Process and Presentation

- Confining comments to present observations.
- Providing positive tips and ideas (written and verbal).
- Use of visual aids (boards, tech and diagrams).
- Promoting gradual growth and change.
- Promoting self-evaluation and study.
- Summarizing comments (verbal and written)
- Highlighting areas of strength and growth.
- Uses SBC approved terminology and systems.

**Evaluation Process (for both Instructor and Evaluator)**



Once a candidate takes the I/E clinic (or just the I or E), then they can contact their Provincial Committee (P/T UIC's or EO's help facilitate) to be evaluated for their initial rating (either A or B). The NEO/NDU need not be involved in this process. Provincial Assessors can advance ratings from A to B to C based on competencies and ensure to send completed forms and recommendations to the National Education Officer. The National Education Officer will confirm all pre-requisites have been met before levels are granted.

Once a candidate has achieved a rating of C (this requires more than one evaluation) they may request, through their Provincial Committee, the NEO/NDU to move to a National Master D rating in either I, E or both. The NEO/NDU would appoint a Master D Assessor to observe competencies over the course of a clinic or on-field event. Based on this observation, the Master D Assessor would then file a recommendation with the NEO/NDU who, in consultation with the P/T UIC, would make a final decision on the D rating.

### **Scheduling of Evaluations (for both Instructor and Evaluator)**

Evaluations for advancement to the D level must be requested in writing by the PUIC/Provincial Committee and forwarded to the NEO/NDU in advance of the clinic, school, event or tournament. Evaluations and Assessors will be scheduled by the NEO/NDU on a first come first served basis and will be dependent upon the availability of Assessors and the location of the evaluation. The group requesting the evaluation is responsible for any travel cost incurred by the Assessor plus the cost of the evaluation (\$50.00). Once evaluation is complete, recommendations/forms are sent to the NEO/NDU for final approval.