



international debate education association

Coach Evaluation Form

Educators should

Comments

1. recognize that speech and debate are student-centered activities

- students are the focus of the learning process yes no unobservable
- students are capable of making and defending informed choices about complex issues outside their own area of interest yes no unobservable
- instruction stresses the civic importance of speech and debate yes no unobservable
- educator demonstrates fairness and respect for all, regardless of gender, ethnicity, language, or culture yes no unobservable
- educator provides materials and develops activities that facilitate learning and the acquisition of skills yes no unobservable
- educator builds an atmosphere which encourages the student to welcome the criticism as a part of the learning experience yes no unobservable
- educator is understanding, friendly, and enthusiastic in dealing with students yes no unobservable

2. be knowledgeable, and should effectively convey information to others

- educator is an effective advocate of speech and debate in his or her professional life, and a model to others in his or her teaching yes no unobservable
- educator assists students with conducting research yes no unobservable
- educator provides adequate information to assist students in understanding the issues at hand yes no unobservable
- educator displays knowledge of speech and debate concepts yes no unobservable
- educator is a facilitator yes no unobservable

educator demonstrates a clear understanding of the concepts of speech and debate yes no unobservable

educator employs appropriate terminology, and conveys the concepts of speech and debate in a way that is sensitive to the audience yes no unobservable

educator understands the civic importance of teaching speech and debate, and makes appropriate, relevant connections to the world outside of the classroom environment yes no unobservable

educator relates principles to practice yes no unobservable

educator draws on previous classroom discussions and interactions yes no unobservable

educator anticipates, stimulates, and provides effective and accurate responses to questions about the principles and strategies of speech and debate education yes no unobservable

educator adapts speech and debate principles and practice to the needs of the audience yes no unobservable

educator employs a lively and engaging workshop presentation style that is sensitive to participants yes no unobservable

educator uses effective and appropriate interpersonal skills yes no unobservable

3. be organized

educators should evaluate achievement of those objectives based on pre-established criteria yes no unobservable

educator should present concepts in an organized, engaging manner yes no unobservable

educator demonstrates foresight in anticipating problems, and flexibility in solving them yes no unobservable

educator demonstrates the ability to plan session content, including:
the scope and objective of sessions yes no unobservable
time requirements and scheduling yes no unobservable
staff assignments yes no unobservable

educator use evaluation, observation, and feedback for the purposes of future planning yes no unobservable

educator demonstrates the ability to prepare appropriate material yes no unobservable

session has a clear focus

educator explains debate fundamentals clearly yes no unobservable

educator explains the fundamentals progressively (step by step) yes no unobservable

4. create a positive learning environment

all students receive attention yes no unobservable

all are challenged to reach their full potential	<input type="checkbox"/> yes	<input type="checkbox"/> no	<input type="checkbox"/> unobservable
students are fully engaged	<input type="checkbox"/> yes	<input type="checkbox"/> no	<input type="checkbox"/> unobservable
speech and debate principles and practices are adapted to the needs of the audience	<input type="checkbox"/> yes	<input type="checkbox"/> no	<input type="checkbox"/> unobservable
information is conveyed in a sensitive manner	<input type="checkbox"/> yes	<input type="checkbox"/> no	<input type="checkbox"/> unobservable
educator upholds high ethical standards	<input type="checkbox"/> yes	<input type="checkbox"/> no	<input type="checkbox"/> unobservable
educator provides a positive atmosphere	<input type="checkbox"/> yes	<input type="checkbox"/> no	<input type="checkbox"/> unobservable

Additionally, coaches should

1. be committed to their student's welfare

coach is a responsible chaperone	<input type="checkbox"/> yes	<input type="checkbox"/> no	<input type="checkbox"/> unobservable
students feel safe	<input type="checkbox"/> yes	<input type="checkbox"/> no	<input type="checkbox"/> unobservable
coach acts as a guide in helping students find opportunities to grow and succeed	<input type="checkbox"/> yes	<input type="checkbox"/> no	<input type="checkbox"/> unobservable
coach is first and foremost an educator – education, not competition, guides the activity	<input type="checkbox"/> yes	<input type="checkbox"/> no	<input type="checkbox"/> unobservable
coach leads and directs, rather than spoon feeds students	<input type="checkbox"/> yes	<input type="checkbox"/> no	<input type="checkbox"/> unobservable
coach shapes goals and sets tone	<input type="checkbox"/> yes	<input type="checkbox"/> no	<input type="checkbox"/> unobservable

2. behave ethically and professionally, and should encourage ethical conduct on the part of their students

coach instills in students respect, civility, and cultural sensitivity	<input type="checkbox"/> yes	<input type="checkbox"/> no	<input type="checkbox"/> unobservable
coach serves as positive role model	<input type="checkbox"/> yes	<input type="checkbox"/> no	<input type="checkbox"/> unobservable
coach behaves responsibly, ethically and professionally	<input type="checkbox"/> yes	<input type="checkbox"/> no	<input type="checkbox"/> unobservable

3. be an effective administrator

coach is an effective administrator	<input type="checkbox"/> yes	<input type="checkbox"/> no	<input type="checkbox"/> unobservable
coach demonstrates the ability to plan club work effectively	<input type="checkbox"/> yes	<input type="checkbox"/> no	<input type="checkbox"/> unobservable
coach provides for needs of club work	<input type="checkbox"/> yes	<input type="checkbox"/> no	<input type="checkbox"/> unobservable
coach uses resource center	<input type="checkbox"/> yes	<input type="checkbox"/> no	<input type="checkbox"/> unobservable
coach deals effectively with administration	<input type="checkbox"/> yes	<input type="checkbox"/> no	<input type="checkbox"/> unobservable
coach effectively handles paperwork (travel plans, travel schedule)	<input type="checkbox"/> yes	<input type="checkbox"/> no	<input type="checkbox"/> unobservable
coach effectively manages budget	<input type="checkbox"/> yes	<input type="checkbox"/> no	<input type="checkbox"/> unobservable

4. foster participation and involvement

practices are purposeful and the purpose is clear, time is well used,
students are engaged, part of a overall coaching plan
all are encouraged to be involved and participate
coach makes opportunities to participate known

yes no unobservable
 yes no unobservable
 yes no unobservable

5. ensure that educational resources are available to all, not just an elite few

educational resources are available to all
coach actively promotes the use of educational resources

yes no unobservable
 yes no unobservable

11/2005