NCACE Workshops

Folio Preparation for Accreditation

Folio Reader Training

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Introduction

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Agenda

○ **Part One: Folio Preparation**
- **Role of NCACE**
- **How to develop a folio**
- **The reader's role**
- **Submitting the folio for review**

○ **Part Two: Reader Training**
- **Overview of the review process**
- **Guideline Matrices**
- **Summary Report and Recommendations**

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National Council for Accreditation of Coaching Education (NCACE)

○ http://www.qualitycoachingeducation.org/

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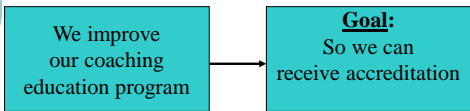## Accreditation of Coaching Education Programs

Ask yourself these questions...

○ **What should an ideal coaching education program look like?**

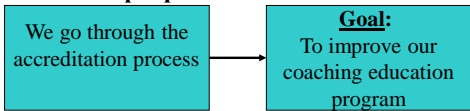○ **What would I do to ensure quality coaches?**

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Purpose of Accreditation

Unfortunately, we often think…

We improve our coaching education program	→	**Goal:** So we can receive accreditation

But the purpose of accreditation is…

We go through the accreditation process	→	**Goal:** To improve our coaching education program

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National Council for the Accreditation of Coaching Education (NCACE)

- **Recognizes and promotes quality** coaching education practices and outcomes without mandating conformity
- **Represents constituent groups**
- **Recognizes different levels of accreditation**
- **Supports the National Standards for Sport Coaches**
- **Provides Guidelines for Accreditation and Interpretations of Accreditation Guidelines**
- **Provides consistent, efficient, and cost effective review procedures**

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Glossary of Terms…

Folio

A collection of documents and materials describing the manner in which a coaching education provider addresses each of the NCACE Guidelines

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Glossary of Terms…

Matrices

A series of forms completed by the coaching education provider describing how the program meets the accreditation guidelines and standards.

Four Matrices (A, B, C, D) are contained in the folio.

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Glossary of Terms…

Folio Reader

An expert in coaching education who reviews the documents and materials in the folio and assesses the extent to which the coaching education provider addresses the NCACE Guidelines. Provides recommendations for accreditation status and feedback to the provider.

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Glossary of Terms…

Portfolio Review Coordinator

Appointed by the NCACE Board of Directors to oversee the review and accreditation process. Two primary duties:

(1) Adjudicate findings of the review panel and submit report to the Board

(2) Train folio reviewers

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Glossary of Terms…

Level of Accreditation

Programs may apply for one of three levels of accreditation (1, 3, 5) with each higher level representing an accumulation of the benchmarks beneath it. Levels are based on athlete skill level, duration of season, competition level, and coaches' primary areas of concern.

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Glossary of Terms…

Accreditation Guidelines

General areas (16 total) on which the program's accreditation rating is based. Each guideline is scored…

3 = Excellent

2 = Satisfactory

1 = Conditional

0 = Did not address

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Glossary of Terms…

Domains (pg. 5 of NSSC)

General areas of __competencies__ that every coach should possess.

__Eight__ domains have been identified to reflect the scope of coaching responsibilities.

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Glossary of Terms…

Standards (pg. 7-23 of NSSC)

Scientific and practical competencies that administrators, athletes, and the public should expect of sport coaches at various level of experience.

Forty Standards are identified and categorized within the eight domains.

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Glossary of Terms…

Benchmarks (pg. 7-23 of NSSC)

Concrete examples of actions and orientations that constitute coaching competence. Not intended to be an exhaustive list but rather performance guides to be used in developing and assessing coaching competence.

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Glossary of Terms…

Rejoinder

A revision or expansion of a previously submitted folio after an initial finding of "conditional approval" or "non-approval" accreditation status. Must be filed within one year notification of accreditation status.

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NCACE Folio Preparation

For those of you contemplating accreditation.

Also for readers to understand what goes into the folio preparation.

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Steps in the Folio Preparation Process

o **Preliminary Program Assessment**
o **Self-Study**
  - **Levels of Accreditation**
  - **Guidelines for Accreditation**
  - **NSSC – Domains & Standards**
o **Organizing the Folio Submission**

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Preliminary Program Assessment

o **Use program assessment checklist to determine readiness for self-study (p. 14)**

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Self-Study

○ Complete the self-study **<u>PRIOR</u>** to the preparation of the folio

○ Helps identify program strengths and facilitate changes in areas that do not currently meet the *Guidelines for Accreditation of Coaching Education*

○ Helps locate and organize information required for the folio

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Self Study:
Step 1: Folio Coordinator

○ Begin by designating an individual to coordinate the folio submission

Self-Study:
Step 2: Accreditation Levels

○ Level of accreditation being sought depends on:
- **Athlete** skill level
- **Duration** of the season or activities
- **Competition** level
- **Content emphasis** of the coach
  ○ What should the coach **<u>know</u>**?
  ○ What should the coach **<u>value</u>**?
  ○ What should the coach be able to **<u>do</u>**?

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Accreditation Level 1

o **Athletes:** are relative novices

o **Season:** is short in duration

o **Competition:** is recreational or intra-squad

o **Content emphasis:** for the coach is...
- Know safety and risk management
- Value enjoyment, social development
- Be able to instruct fundamental skills

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Accreditation Level 3

o **Athletes:** exhibit intermediate skills

o **Seasons:** are sequential

o **Competition:** is structured (select team or school based)

o **Content emphasis:** for the coach is...
- Know conditioning/training methods
- Value motivational techniques
- Be able to teach intermediate skills

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Accreditation Level 5

o **Athletes:** are highly skilled (elite)

o **Seasons:** and/or training year-round

o **Competition:** is at the highest level

o **Content emphasis:** for the coach is...
- Know advanced conditioning/training methods
- Value advanced techniques/tactics
- Engage in professional development

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Self-Study:

Steps 3-5: Guidelines for Accreditation

Guidelines 1 – 3: Organizational Overview
(Reported in Matrix A; see page 23)

Guidelines 4 – 8: Personnel
(Reported in Matrix B; see page 24)

Guidelines 9 – 14: Operational Procedures
(Reported in Matrix C; see page 25)

Guidelines 15 – 16: Program Content
(Reported in Matrix D; see page 26)

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Guidelines 1-3:
Organizational Overview

○ **Guideline 1: the *mission* and *objectives* of the coaching education program**

○ **Guideline 2: systematic *oversight* of the program**

○ **Guideline 3: complete and systematic *record keeping***

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Guidelines 4 - 8:
Personnel

○ **Guideline 4: organization has a designated *administrative leader***

○ **Guideline 5: instructor *expertise***

○ **Guideline 6: effective *pedagogy***

○ **Guideline 7: appropriate *instructor/participant ratio***

○ **Guideline 8: staff is *knowledgeable about "National Standards"***

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Guidelines 9 - 14:
Operational Procedures

- **Guideline 9**: content and implementation *reflect the program mission and objectives*
- **Guideline 10**: continual *evaluation* of the effectiveness of the program
- **Guideline 11**: informational *materials* provided to participants and potential participants

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Guidelines 9 - 14:
Operational Procedures (cont.)

- **Guideline 12**: completion of the program based on *reliable and valid measures of achievement*
- **Guideline 13**: appropriate *practical experiences* are included
- **Guideline 14**: establish entry *qualifications and recruitment* and a commitment to *diversity*
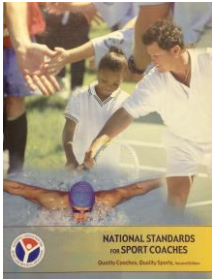
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Self-Study:
Step 6: The National Standards

Domains:

1. *Philosophy and Ethics*
2. *Safety and Injury Prevention*
3. *Physical Conditioning*
4. *Growth and Development*
5. *Teaching and Communication*
6. *Sport Skills and Tactics*
7. *Organization and Administration*
8. *Evaluation*

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National Standards for Sport Coaches (2006)

o http://iweb.shapeamerica.org//iweb/Purchase/ProductDetail.aspx?Product_code=304-10274

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Guideline 15:
Program Content

o **Most extensive (and labor intensive) portion of the folio**

o **Describes <u>where</u> and <u>how</u> each National Standard is incorporated into the coaching education program**

o **A folio should reflect <u>ALL</u> of the 40 Standards and the critical benchmarks within its program content**

o **Higher levels build on previous levels**

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Guideline 15:
Program Content (cont.)

<u>Matrix D</u> (5 columns of information)

- **Coaching Domain and Standard**
  - o **Should be in numerical order**
- **Course Title or Program Component**
- **Course Objectives**
  - o **Number course objectives for easy matching to course outline**
  - o **Identify specific behavioral objectives that relate to the stated standard**

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Guideline 15:
Program Content (cont.)

__Matrix D__ **(5 columns of information)***

- **Learning Experiences**
  - **Should be descriptive to specific objective/standard**
  - **Can be an activity/task or teaching-learning process**
- **Methods of Assessment**
  - **Evidence of student attainment of objective**
    - *** (see page 26 & 37)**

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Guideline 16:
Instructional Time

Is there enough time spent on the content, learning experiences, and assessments to attain mastery for the level of accreditation sought?

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Self-Study:
Step 7: Collecting Your Materials

- **Course outlines/detailed agendas**
- **Course and program documentation**
- **Learning experiences**
- **Assessments**
- **Appendices ~ supplemental information**
- **Other**

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Organizing the Folio:
Complete Materials (pg. 29)

- **Cover Sheet** (checklist of essential information)
  - **Contact Person** of Sponsoring Agency

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Organizing the Folio:
Forms

- **Form 1:** Description of **purpose or mission** of organization (pg. 30)
- **Form 2:** Description/chart of organization's **structure** (pg. 31)
- **Form 3:** Description/listing of **program components** (pg. 32)
- **Form 4:** Summary of current **operations** (pg. 33)

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Organizing the Folio:
Matrices

- **Matrix A:** Organizational Overview
  - Guidelines 1 – 3 (pg. 23 & 34)
- **Matrix B:** Personnel
  - Guidelines 4 – 8 (pg. 24 & 35)
- **Matrix C:** Operational Procedures
  - Guidelines 9 – 14 (pg. 25 & 36)
- **Matrix D:** Program Content
  - Guidelines 15 & 16 (pg. 26 & 37)

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Organizing the Folio:
Course/Program Documentation

Information you need to collect...

- Objectives
- Detailed Agendas/Outlines/Syllabi
- Learning Experiences
- Methods/Assessments of Participant Accomplishment
- Appendices – supplemental documentation

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Reader's role

Look for a match between NSSC standards and program objectives, learning experiences and assessments

- Appropriateness for level of accreditation
- Sufficient time to learn material at the level
- Assessments reflect student achievement of objectives

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Common Areas of Challenge

- <u>Evidence</u> program is addressing <u>all</u> domains and standards
- Ensuring <u>consistency in instruction</u> (training instructors)
- <u>Assessment</u> of coaches' competencies and the program effectiveness (how do you know they can <u>do</u> it?)
- Complete <u>record</u> keeping

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Submitting the Folio

○ **Must be an NCACE member**
○ **Must Join the "Registry"**
  ● **Receive instruction and guidelines**
○ **Develop folio <u>in accordance with guidelines</u>**
  ● **Don't forget simple things, like table of contents, hyperlinks,**
  ● **Remember, readers have to be able to find your material.**
○ **Submit folio to NCACE for review**   46

Submitting the Folio:
The Review Process

○ **Submit five copies of folio by deadlines in CD-ROM or DVD**
  ● **Alternatively, programs can submit an all inclusive word or pdf file or webfolio**
○ **Readers review and submit reports to Coordinator**
○ **Coordinator compiles reports and sends summary and recommendation to NCACE Board**
○ **Board makes final status decision: Approved, Conditional, or Not Approved**   47

Submitting the Folio:
Accreditation Status

○ **Approved**
  ● Accreditation is granted for seven years.
○ **Conditionally Approved**
  ● Accreditation is granted, providing that specific corrections (rejoinders) recommended by the Folio Review Panel are made and submitted within the year.
○ **Non-Approved**
  ● Accreditation is withheld

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Materials Submission

- **Organized (materials in correct order) and reader friendly**
- **Appropriate pagination is used and table of contents provided**
- **All hyperlinks work and easily navigate the reader back to original point in text**
- **Font size or 10 pt. or greater is used and scanned documents are of high quality**

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Questions?

- **Time for a break**
- **Specifics regarding Reader Training will be covered in Part Two**

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NCACE Reader Training

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Review Process:
Role of the Reader

○ **Evaluate the folio's demonstration of compliance**
  - **National Standards for Sport Coaches**
  - **NCACE Accreditation Guidelines**
  - **Level of Accreditation**

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Review Process:
Assessment Philosophy

○ **Anticipate program approval**
○ **Document compliance**
○ **Describe specific deficiencies**
○ **Minimize subjectivity**
○ **Distinguish between levels of accreditation**
○ **Be comfortable with different folio presentation styles**

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Review Process:
Reader Tasks

○ **Summary Report**
  - **Matrix A, Matrix B, Matrix C, Matrix D**
○ **Recommendations for Approval Status**
  - **Approved, Conditional, Not Approved**
○ **Provide Detailed Comments to Enhance Quality of Program**

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Review Process:
Reasons for "Not Approved"

- Mission and objectives
- Program administration
- Instructors and Training
- Course Content
- Instructional Design
- Curricular planning
- Records and tracking
- Overall folio format

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Review Process (Step #1):
Folio Layout and Presentation

- **Can only evaluate "What is",** not "what might be" (requires documentation)
- First evaluate whether or not a fair decision can be made
  - Table of Contents?
  - Level of accreditation is clear?

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Review Process (Step #1):
Folio Layout and Presentation

- All materials are present?
- Sections are labeled with continuous pagination?
- Essential documentation?
- Matrices conform to Guidelines?
- Professional presentation?

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Review Process (Step #2):
Cover Page and Worksheet

- Review cover page
- Fill in Folio Lay Out worksheet to assist you later with locating information in the folio
  - Demographics
  - Forms
  - Matrices
  - Appendices

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Review Process (Step #3):
Forms & Level of Accreditation (Form 1)

- Description of philosophy
- Description of purpose/mission
- Description of goals
- Description of demographics and knowledge base

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Review Process (Step #3):
Forms & Level of Accreditation (Form 2)

- Description of organizational structure
- Relationship of coaching education to other organizational programs

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Review Process (Step #3):
Forms & Level of Accreditation (Form 3)

○ **Description of components**
○ **Listing of courses and contact hours**
○ **Listing of practicum (field experience) elements and time for completion**

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Review Process (Step #3):
Forms & Level of Accreditation (Form 4)

○ **Frequency of program offerings**
  • **Is it systematic?**
○ **Description of instructor qualifications**
○ **Number of participants completing the program**
  • **Is there formal tracking?**
○ **Description of evaluation procedures**

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Review Process (Step #4):
Guideline Matrices: Goals

○ **Link program components to guidelines**
○ **Describe detail of**
  • **"how"**
  • **"what"**
  • **"when"**
  • **"where"**

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Review Process (Step #4): *Matrix Scoring*

○ **Each guideline receives a numeric score**

  3 fully meets the guideline (a strength or excellent)

  2 meets the letter of guideline (satisfactory)

  1 meets the intent of the guideline (minimal)

  0 guideline not addressed

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Review Process (Step #4): Matrix A: *Organizational Overview (pg. 13-14)*

Guideline 1:

The mission and objectives of each sponsoring organization include the scope of the coaching education program and demonstrate commitment to high quality and systematic education for coaches at the relevant levels.

○ **Conditional**
- **Mission statement**
- **Program description**
- **Program objectives**

○ **Satisfactory**
- **Organizational chart**
- **Institutional purpose**
- **Intended audience**
- **Administrative functions**

○ **Excellent**
- **Bylaws**
- **Vision statement**
- **Constitution**

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Review Process (Step #4): Matrix A: *Organizational Overview (pg. 13-14)*

Guideline 2:

The sponsoring organization provides systematic oversight of all aspects of the coaching education program.

○ **Conditional**
- **Participant reviews of classroom**
- **Evidence of instructor training**

○ **Satisfactory**
- **Systematic updates**
- **Recruitment of faculty**
- **Budget process**

○ **Excellent**
- **Policy and procedure manual**

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Review Process (Step #4): <u>Matrix A</u>: *Organizational Overview* (pg. 13-14)

Guideline 3:

The sponsorship organization maintains complete and systematic records for all program activities including instructor qualifications, names of participants entering program, names of coaches completing program, course syllabi, rosters, and participant achievement

○ **Conditional**
- number of participants
- list of instructors

○ **Satisfactory**
- **Instructor qualifications**
- **Documentation of program components**
- **Numbers completing program**

○ **Excellent**
- **History**
- **Continuity of faculty**
- **Letters of endorsement**
- **Participant achievement**

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Review Process (Step #4): <u>Matrix B</u>: *Personnel* (pg. 15-16)

Guideline 4:

Each program has a designated administrative leader responsible for the coaching education program. Level of expertise of the administrator is commensurate with level of accreditation.

○ **Conditional**
- **Vitae submitted**

○ **Satisfactory**
- **Knowledge in professional development**
- **Completed coach training**

○ **Excellent**
- **Leader in identified sport area**
- **Previous administrative experience**

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Review Process (Step #4): <u>Matrix B</u>: *Personnel* (pg. 15-16)

Guidelines 5:

Instructional staff demonstrates expertise commensurate with the level of coaching education, coaching skills, and knowledge competencies that they are expected to deliver.

○ **Conditional**
- **List of instructor certification, training**

○ **Satisfactory**
- **Domain specific knowledge**

○ **Excellent**
- **Active involvement in delivery of material**
- **Active teaching/coaching**
- **Ongoing faculty development**

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Review Process (Step #4):
Matrix B: *Personnel* (pg. 15-16)

Guideline 6:

Instructors demonstrate effective teaching skills and effective delivery of content which recognizes individual characteristics and learning styles of prospective coaches.

- ○ **Conditional**
  - • **More than one delivery system across content area**
- ○ **Satisfactory**
  - • **Multiple instructional styles same content area**
  - • **Student interaction**
- ○ **Excellent**
  - • **Wide variety of instructional methods**

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Review Process (Step #4):
Matrix B: *Personnel* (pg. 15-16)

Guideline 7:

The instructor to participant ratio provides for interactive instruction, individual attention, and student support required to convey and transmit the knowledge, skills, and values identified in the NSSC.

- ○ **Conditional**
  - • **Instructor/student ratio considered in program delivery**
- ○ **Satisfactory**
  - • **Different instructional plan 1:40**
- ○ **Excellent**
  - • **Interactive learning regardless of size**

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Review Process (Step #4):
Matrix B: *Personnel* (pg. 15-16)

Guideline 8:

All instructional staff is knowledgeable and articulate about the domains, standards, and benchmarks listed in the NSSC.

- ○ **Conditional**
  - • **Instructor orientation**
- ○ **Satisfactory**
  - • **Orientation to accreditation process**
  - • **Identify role in the process**
- ○ **Excellent**
  - • **Orientation is detailed and documentation**

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Review Process (Step #4) __Matrix__ __C__: *Operational Procedures* (pg. 17-19)

Guideline 9:

The program's content and implementation reflect the organization's mission and objectives related to coaching education.

○ __Conditional__
  • Stated organization mission with instructional goals
○ __Satisfactory__
  • Course outlines reflect National Standards
○ __Excellent__
  • Promotion and advertising
  • Admission material

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Review Process (Step #4) __Matrix__ __C__: *Operational Procedures* (pg. 17-19)

Guideline 10:

The program continually evaluates its content and effectiveness in meeting appropriate goals and objectives relative to coaching education and development of well-qualified coaches.

○ __Conditional__
  • Programmatic reviews by participants
○ __Satisfactory__
  • Evidence of using reviews in updating program
○ __Excellent__
  • Outside evidence of program relevance

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Review Process (Step #4) __Matrix__ __C__: *Operational Procedures* (pg. 17-19)

Guideline 11:

Program content, course requirements, evaluation, qualifications for certification, and fees for enrollment and materials are provided to participants and potential participants.

○ __Conditional__
  • Documentation of program components
○ __Satisfactory__
  • Course descriptions
  • Student expectations
  • Costs
○ __Excellent__
  • Examples of course materials made available

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Review Process (Step #4) Matrix C: *Operational Procedures* (pg. 17-19)

Guideline 12:
Completion of the program is contingent upon successful demonstration of the participant's achievement of coaching education program objectives verified by reliable and valid assessment.

○ **Conditional**
  ● Systematic assessment
○ **Satisfactory**
  ● Evaluation linked to objectives
  ● Detailed description of measures
○ **Excellent**
  ● Students may sample measures
  ● Periodic psychometric evaluation

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Review Process (Step #4) Matrix C: *Operational Procedures* (pg. 17-19)

Guideline 13:
Appropriate practical experiences are included as an integral part of coaching education content and delivery is commensurate with the level of accreditation.

○ **Conditional**
  ● In class role playing
  ● Case study discussion
○ **Satisfactory**
  ● Student demonstration
  ● Micro teaching
○ **Excellent**
  ● Supervised practical experience

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Review Process (Step #4) Matrix C: *Operational Procedures* (pg. 17-19)

Guideline 14:
Coaching education providers identify and screen participants for entry qualifications and make consistent efforts to recruit under-represented populations.

○ **Conditional**
  ● Stated entry level qualifications
  ● Statement of non-discrimination
○ **Satisfactory**
  ● Inclusionary recruitment plan
○ **Excellent**
  ● Admission policy
  ● Formalized diversity plan

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Review Process (Step #5) **Matrix D:** *Program Content (pg. 19-23)*

- Column 1: Coaching Domain/Standard
  - Should be in numerical order
- Column 2: Course or Program Title
  - Should match information in Form C
- Column 3: Course Objectives
  - Identify specific behavioral objectives that relate to the stated standard
  - Course/program objectives for easy matching

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Review Process (Step #5) **Matrix D:** *Program Content (pg. 19-23)*

- Column 4: Learning Experiences
  - Should be descriptive to specific objective/standard
  - Can be an activity/task or teaching-learning process
- Column 5: Assessment
  - Evidence of student attainment of objective
  - May be as varied as instructional styles

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Review Process (Step #5): **Matrix D:** *Reviewing Documentation (pg. 19-23)*

- Are the objectives and experiences sufficient to meet the NSSC?
- Are objectives and experiences sufficient for the level of accreditation requested?
- Do the materials demonstrate mastery of the standard addressed?
  - Level one may just introduce material
- As a whole, do the course/experiences meet the intent of the NSSC?

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Review Process (Step #5): Matrix D: *Scoring Guideline 15*

○ **Each guideline receives a numeric score of:**

   3 fully meets the guideline (strength or excellent)

   2 meets the letter of the guideline (satisfactory)

   1 meets the general intent of guideline (minimal)

   0 guideline not addressed

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Review Process (Step #5): Matrix D: *Common Reasons for Score of 1*

○ **Lack of coherent link between course objectives and NSSC**

○ **Coursework/experiences/objectives are not appropriate or sufficient to meet standard**

○ **Coursework/experiences/objectives are not required of all students (elective courses)**

○ **Assessment activities are not clear, sufficient or valid**

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Review Process (Step #6): *Assessing Guideline 16*

○ **A specific time allotment is provided**

○ **Demonstration that standard can be met**
- **Presentation**
- **Practice**
- **Application**
- **Evaluation**

○ **Creative use technology, pedagogical techniques, advanced level of student experience that demonstrates the standard can be met**

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Review Process (Step #6): *Scoring Guideline 16*

○ Numeric rating
- 3 (Excellent)
- 2 (Satisfactory)
- 1 (Minimal)
- 0 (Not Addressed)

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Summary Report: Matrices A, B, & C

○ Record average score for each matrix
○ Compliance if average is 2 or above
   ● No guideline can be scored a zero and be in compliance
   ● A guideline can be scored a 1 and be in compliance if average is a 2
○ Not in compliance if below a 2

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Summary Report & Recommendations: *Matrix D*

○ Record average score for the domain
   ● Comments directed back to the specific standards
   ● Identify strengths and weaknesses
   ● "0" standards are identified
   ● Record average score for matrix
○ Compliance
   ● YES: If all domains score 2 or above
   ● CONDITIONAL: If certain domains with 1 can be remedied
   ● NO: If domain average score below 2

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Summary Report & Recommendation

- **Assessment of overview and level of accreditation**
- **Final score concerning program**
  - **Organizational Overview (Matrix A)**
  - **Personnel (Matrix B)**
  - **Operational Procedures (Matrix C)**
  - **Program Content (Matrix D)**
- **List of program <u>strengths</u>**
- **List of program <u>weaknesses</u>**

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Sample Summary Report

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The Coordinator's Job

- **Performs folio lay out review**
- **Receives and reviews all the reader reports**
- **Resolves any areas of discrepancies**
- **Compiles final report and recommendation for the NCACE Board**
- **Board makes official recommendation**

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To Become a NCACE Certified Folio Reader...

○ **Be actively involved in coaching education**

○ **Complete the Folio Reader Workshop**

○ **Complete the Folio Reader Application for NCACE**

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QUESTIONS?

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THANK YOU!

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