

The TMF-140 Coach's Evaluation Tool

Coach: _____

Evaluator: _____

Date & Class Time: _____

Workout

Graded Elements	Score			
	Needs Improvement	Effective	Strong	Sub-2 Fran
Started On-time	1			10
Introduction and Class Briefing	1 2 3	4 5 6	7 8 9	10
Warm Up and Mobility	1 2 3	4 5 6	7 8 9	10
Class Logistics	1 2 3	4 5 6	7 8 9	10
Teaching	1 2 3	4 5 6	7 8 9	10
Seeing and Correcting	1 2 3	4 5 6	7 8 9	10
Cueing (Verbal, Tactile, and Visual)	1 2 3	4 5 6	7 8 9	10
Proper Scaling	1 2 3	4 5 6	7 8 9	10
Workout Execution	1 2 3	4 5 6	7 8 9	10
Leadership and Class Flow	1 2 3	4 5 6	7 8 9	10
Presence and Attitude	1 2 3	4 5 6	7 8 9	10
Cool Down Execution	1 2 3	4 5 6	7 8 9	10
Ended On-time	1			10
<i>Walking the Walk*</i>	1 2 3	4 5 6	7 8 9	10

TMF-140 Score: ____ / 140

Evaluator Remarks and Homework

How to Use the TMF-140 Coach's Evaluation Tool

Purpose

As coaches we must constantly seek to improve our craft. Regardless of our experience level or number of athletes and hours coached, there is always something we can do to improve our product. We exist to better the lives of our clients and take this responsibility seriously. Ultimately, this tool is for you to become an exceptional coach.

For the Evaluator and Head Coach

When evaluating another coach it is imperative that you provide actionable, constructive, honest feedback. If a coach needs improvement on a certain element, give them an example and an idea of how to fix it. This sheet is meant to be used on a monthly-quarterly basis, so ensure you give your coach room to improve. Ask yourself this for each element: is there something the coach could have done better? If the answer is yes, it is unlikely they are in the 8-10 range. Like intensity, grading is relative and subjective, so maintain these sheets to refer to later on, and be as consistent as possible.

How to Use the TMF-140

The grading elements in the TMF-140 are not in exact order and the criteria below is not binding. We've broken the grading rubric into four categories: needs improvement, effective, strong, and exceptional (Sub-2:00 Fran). A sub-2:00 Fran criteria is described for each element, and should be the ultimate goal despite being extremely hard to achieve. Use the descriptions below FIRST, then select the number within these descriptions that best describes the coach's current ability.

Needs Improvement: the coach either omits this portion of the class completely, leaves members confused or unsure of instruction, or simply needs to improve his game in a specific element to be an effective coach.

Effective: the coach leads his athletes through the class effectively, giving everyone a good workout while remaining safe. Nothing exceptional, but members are satisfied with the instruction they received. The coach shows potential, but has room to improve. Most coaches will fall into this category, at least initially.

Strong: the coach really stands out, demonstrating above average knowledge, creativity, organization, engagement, and/or interpersonal skills. Athletes are clear about exactly what the coach is looking for, are engaged, and respect the coach as he commands the floor throughout the entire class.

Started and Ended On-time

A coach's time and their member's time is valuable. An exception coach either understands that, or doesn't.

Sub-2:00 Fran: Class starts and ends on time, period. If a workout finishes early, the coach should be cooling down the class, teaching the basics of nutrition, the importance of recovery, etc.. Clients pay for a full hour, not 50 minutes and not 65 minutes. Be punctual.

Introduction

The coach welcomes and greets members, and sets the tone for the upcoming class.

Sub-2:00 Fran: The coach greets everyone in the class by name at some point in the first part of class. An exceptional coach can make small talk, ask members about their day, how they're feeling, recall members with tweaks or injuries, and give everyone an idea of what to expect in the class.

Warm-up and Mobility

Warms the class up in a timely, effective manner and provide one or two mobilizations to improve ROM.

Sub-2:00 Fran: The warm up elevates core temperature, improves range of motion in joints, and warms up large muscle groups. The coach effectively takes the class through 1 or 2 mobilizations specific to the training ahead (e.g. banded front rack stretch before front squatting). The exceptional coach also doesn't get stuck in a rut of doing the same thing every day.

Class Logistics and Safety

Planning and adapting to handle the size of the class, equipment requirements, movement modification, timing, and safe execution of the workout.

Sub-2:00 Fran: The coach has planned ahead and effectively directs athletes where he wants them and how long they have to complete each portion of class. Athletes aren't walking around aimlessly or without instruction and know exactly what they need to be doing. If the workout requires equipment modification, the coach uses the appropriate equipment substitution to preserve the stimulus of the workout. For large classes, he safely and effectively separates execution of the workout by either time or space. Class runs smoothly with appropriate time allotted for each part of the day, including transition time, bathroom breaks, etc..

Teaching

One of the cornerstones of a good coach: can she effectively teach all variations of movement simply?

Sub-2:00 Fran: The coach identifies and covers the foundational points of performance for all movements, including high skill movements. Although she has a vast depth of knowledge, she can teach these in simple and concise language, adjusting her teaching strategy for different learning styles and ability levels. She also has a variety of progressions to prevent athletes from stagnating. She also recognizes that if an athlete isn't "getting it", it's the coach who needs to adjust, not the athlete. The coach then acts on that adjustment.

Seeing and Correcting

A coach's ability to identify movement flaws and correct them quickly and effectively.

Sub-2:00 Fran: An exceptional coach can identify any and all movement flaws in even the most advanced athletes and then provide actionable advice on how to correct it. Corrections are clear and make sense. The exceptional coach also identifies non-movement related flaws such as mobility limitations and muscular imbalances, and provides correct, actionable recommendations to improve.

Cueing (verbal, tactile, and visual)

A coach's knowledge and ability to use a variety of cues to achieve the desired result, particularly when one isn't working.

Sub-2:00 Fran: If shouting "squat lower!" (verbal) isn't getting the point across, does he demonstrate a proper depth squat (visual), or have the athlete squat to a medicine ball (tactile)? An exceptional coach will know which cues work best for certain athletes and use them effectively.

Proper Scaling

Effectively scaling of weights, reps, movements, and equipment to sustain intensity and meet the intended stimulus of the workout. This also applies to progressions and skill work before a workout.

Sub-2:00 Fran: An exceptional coach can get his athletes to achieve the intended stimulus of the workout without doing something wildly different, and regardless of ability level. During skill work, he provides effective progressions for complex movements. An easy way to identify this is to look at scores - if there is a significant disparity between the top and bottom scores, or if the coach relies heavily on a time cap, she needs improvement.

Workout Execution

The coach remains engaged throughout the workout, and class has adequate time to complete it safely.

Sub-2:00 Fran: The coach will continue to hold athletes to a high standard throughout the workout and not simply "let them go". This doesn't mean she should stop athletes mid-workout, but she is still actively correcting and encouraging athletes throughout execution.

Leadership and Class Flow

A coach's ability to own and lead class, adjusting his coaching style for his audience.

Sub-2:00 Fran: The coach unquestionably owns the class from start to finish and has complete control over its execution and flow. He knows his audience and adjusts his coaching style accordingly, and knows how to get the most out of his athletes. Most importantly, athletes listen, respect, and have confidence in his coaching ability.

Presence and Attitude

How the coach dictates the energy and attitude of the class.

Sub-2:00 Fran: The coach's presence and attitude makes athletes want to be in his class, even if it's early in the morning or after a long day. The coach brings the energy to the class, and her attitude helps get the most out of everyone in the class regardless of the workout, class size, or other factors. How much do members like taking her class?

Cool-down Execution

The coach's ability to finish strong and close out the class effectively.

Sub-2:00 Fran: The coach leaves adequate time to recover from the workout, clean up and put equipment away, and cool down her class. If classes are running back-to-back, she provides cool down and mobility recommendations to athletes before they leave. If the workout finishes early, an exceptional coach uses that as a chance to do a group cool-down, talk about the workout, or teach her athletes something valuable.

*Walking the Walk**

Although the TMF-140 is meant to be used to evaluate a coach as he coaches class, we at Team Misfit believe that in order to be a truly exceptional coach, he needs to be setting the example and holding himself to a higher standard outside of class and outside the gym. Does the coach live what he preaches on a daily basis, setting a nearly unachievable example for others?

Sub-2:00 Fran: Odds are, there are very few '10s' among us. The coach who walks the walk is one who lives what he preaches every day, from proper nutrition and workout habits to movement quality and a thirst for knowledge. He believes in the product he is delivering every day, taking his own gym's classes on a regular basis and not simply collecting a paycheck.