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Referee Instructor Evaluator Course

Identifier	REF-EVAL-1
Revision	Original
Effective Date	May 1, 2004
Class Length	5 ½ hours

Change Summary	
May 1, 2004	New Lesson Plan

LESSON PLAN- Referee Instructor Evaluator Course

1. Lesson Goals

- Provide an understanding of the minimum performance standards required for a referee instructor candidate to become a Basic or Intermediate Referee Instructor.
- Understand the administrative requirements as a Referee Instructor Evaluator.

2. Class Length

Five and one half hours

3. Instructor Requirements

Advanced Referee Instructor and Referee Instructor Evaluator

4. Learning Objectives

- Role of the Referee Instructor Evaluator
- Requirements to be a Referee Instructor Evaluator
- Criteria for qualification as a Basic or Intermediate Referee Instructor
- Administrative requirements
- Techniques for giving feedback

5. Student Skills Acquired

- Knowledge of AYSO Referee Instructor Evaluation Program
- Knowledge of criteria and characteristic necessary for a volunteer to become a Basic or Intermediate Referee Instructor
- Skills necessary to discuss performance with a referee instructor candidate
- Practical exercise in instructor evaluation

6. Prerequisites

At least Intermediate Referee Instructor

Must be recommended by Region or Area referee staff

7. Materials

- Referee Instructor Evaluation form
- Intermediate Referee Instructor Evaluation form
- Student handouts

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8. Equipment

- Overhead projector and screen or computer & projector.
- Flip chart, dry or chalk board with markers or chalk.

9. Instructor Notes:

Order of Classes:

Class 1	Introduction, Role of and Criteria for Evaluators	¼ hour
Class 2	Points of Evaluation for Basic and Intermediate Instructors	1 hour
Class 3	Administrative Requirements	½ hour
Class 4	Techniques for Conducting Review	2hour
Class 5	Class Room Conclusion	¼ hour
Class 6	Practice Evaluations	1 ½ hours

The instructor, in a positive manner, should discuss the possibility of failure of students to successfully complete this course. The instructor should make certain that course students are aware that evaluating instructors requires a special set of skills and aptitudes including evaluating presentations and communicating results. Because of these skills and aptitudes, not all students will demonstrate them sufficiently to perform adequately as an evaluator. Failing to meet the standards to become an evaluator is not a reflection of any individual's ability to continue to be an effective instructor.

10. Body (Lesson Procedure)

- Class 1-Introduction (1/4 hour): The purpose of the referee instructor evaluation program is to evaluate prospective basic and intermediate referee instructor performance in actual teaching situations and to give positive feedback to the candidate regarding their performance.
 - i. Referee Instructor Evaluator: Evaluates performance of Basic and Intermediate Referee Instructors.
 - ii. Advanced Instructor Evaluator: Evaluates performance of Advanced Referee Instructors.
 - iii. Role of the Evaluator: The role of the evaluator is to:
 1. Evaluate performance by observing the candidate in actual teaching situations
 2. Determine if performance meets minimum standards
 3. Provide positive feedback to the prospective instructor
 4. Participate in training being conducted with the prospective instructor to be evaluated
 5. Complete administrative requirements

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- Completion of forms
- Forward recommendations to proper authority
- iv. Criteria for Referee Instructor Evaluators:
 1. Intermediate, Advanced or National Referee Instructor
 2. Completed Basic Referee Instructor Evaluator Course
- v. Criteria for Basic Referee Instructor
 1. Completed AYSO applicable Unified Instructor component
 2. Completed Referee Instructor Course
 3. Passed Referee Instructor Examination
 4. Passed Referee Instructor evaluations as instructor in at least one hour of referee modules 1 through 7 with a qualified Referee Instructor Evaluator, **and**
 5. As instructor in at least one hour of referee modules 8 through 13 preferably with a different qualified Referee Instructor Evaluator
- vi. Criteria for Intermediate Referee Instructor
 1. Fully qualified Basic Referee Instructor
 2. Completed AYSO applicable Unified Instructor component
 3. Completed Intermediate Referee Instructor Course
 4. Passed Intermediate Referee Instructor Examination
 5. Passed Intermediate Referee Instructor evaluations
 - As instructor in at least one hour of referee modules 8 through 19 preferably, with a qualified Referee Instructor Evaluator, **and**
 - As instructor in at least one hour of referee modules 15 through 19 preferably with a different qualified Referee Instructor Evaluator
 - One of the above evaluations should be as lead instructor in the U8 or Basic Referee Course
- Class 2-Discussion of points for evaluation of Basic and Intermediate Referee Instructors (1 hour). Instructor should discuss each point and ensure that minimum standards are clearly understood
 - i. Pre-Class
 1. Proper training aids available
 - Training aids necessary to meet lesson plans
 - Training aids required by the lesson plan
 2. Class material & hand-outs available
 - Class material and hand-outs outlined in the lesson plan
 3. Space adequate for requirements
 - Space provided is adequate for the requirements of the lesson plan

- If adequate space is not available, makes necessary adjustments to conduct lesson plan in space available
4. Appearance of instructor
 - Properly dressed-uniform if required
 - Professional appearance

Minimum Standards:

- **Prospective Basic Instructor should meet the minimum requirements of the pre-class components**
- **Prospective Intermediate Instructor must meet all requirements of the pre-class components and is expected to present a highly professional personal appearance. The Intermediate instructor must demonstrate flexibility and creativity if problems develop in training aids, physical space or class material and handouts.**

ii. Presentation

1. Gave adequate introduction
 - Introduces self
 - Introduces course and course goals

Minimum Standards:

- **Basic-Gives minimal introduction**
 - **Intermediate-Gives complete introduction including goals and objectives**
2. Provided bridge from previous material
 - Ties directly to previous material
 - Places lesson plan in proper context of AYSO

Minimum Standard:

- **Basic-Provides nominal bridge**
- **Intermediate-Directly ties material to AYSO or other material**

3. Met lesson plan goals

Minimum Standard:

- **Basic-Must meet all goals stated in the lesson plan**
- **Intermediate-Must meet all goals stated in the lesson plan and confirm this learning with proper techniques throughout the presentation (e.g. adequate summaries of material and seeking questions for confirmation)**

4. Met lesson plan learning objectives

- Provides material that covers all learning objectives in the lesson plan

Minimum Standard:

- **Basic-Provides class with basic information that minimally meets the learning objectives**
- **Intermediate-Provides class with a thorough understanding of material that meets all of the learning objectives. Understanding must be properly confirmed**

5. Adapted presentation to needs of students (Intermediate Only)
- Identifies needs of students
 - Does not allow students to fall too far behind others
 - Identifies learning deficiencies and adjusts lesson plan to correct deficiencies.

Minimum Standards: With adjustments, continues to meet learning objectives of lesson plan

6. Obtained adequate class participation
- Avoids all lecture program
 - Encourages class participation
 - Encourages questions from class

Minimum Standards:

- **Basic-Avoids lecture, encourages participation from the class and does not unnecessarily restrict discussion**
- **Intermediate-Expected to have significant class participation that is well managed and remains on subject**

7. Used training aids properly
- Use proper training aid for proper emphasis
 - Avoids “talking” to training aid
 - Training aids enhanced learning process

Minimum Standard:

- **Basic-Use of training aids was effective and reasonably comfortable for the instructor and class**
- **Intermediate- Must demonstrate the ability to use multiple training aids effectively and must use training aids to enhance learning**

8. Answered questions adequately
- Listened to questions
 - Answered directly to the point of the question
 - Gave proper factual information in answering

Minimum Standards:

- **Basic-Accepted and attempted to answer questions directly and accurately**
 - **Intermediate- Is expected to use proper questioning techniques through out the presentation and answer questions directly and accurately**
9. Maintained adequate control of class
- Kept class on subject
 - Avoided student(s) monopolizing the class

Minimum Standards:

- **Basic-Class was completed without undue disruption from any student(s)**
 - **Intermediate- Class was completed without undue disruption from any student(s). Effectively controls any challenges of class control in a positive manner**
10. Completed presentation on time
- Managed time well to cover all material
 - Completed presentation within the time frame scheduled

Minimum Standards:

- **Basic-Completes the course within the time allotted. This includes not reducing the time of the lesson plan significantly**
 - **Intermediate-Completes the course on time while devoting appropriate time to each teaching requirement. Is constantly managing time when others are presenting**
11. Provided bridge to future presentation(s)
- Ties directly to previous material
 - Places lesson plan in proper context of AYSO

Minimum Standard:

- **Basic-Summarizes material presented**
 - **Intermediate- Provides bridge to other material and offers an adequate summary of material presented**
12. Style enhances presentation
- Gestures do not detract
 - Pronunciation, enunciation good
 - Voice level audible and varied
 - Humor appropriate
 - Stories illustrate lesson content

Minimum Standard:

- **Basic and Intermediate-Style does not detract from presentation**

The evaluator must differentiate between entertainment and instruction. Candidates who use an entertaining style must be carefully evaluated to ensure that the entertainment value of the presentation does not adversely affect the instructional value. Evaluators must be certain that whatever style is used that the goals and objective of each presentation are met.

iii. Knowledge

1. General law knowledge
 - Must demonstrate knowledge commensurate with experience and referee level
 - Does not “make up” or guess at laws
 - Admits when instructor does not have law knowledge
2. Law knowledge specific to presentation
 - Must demonstrate knowledge commensurate with experience and referee level
 - Does not “make up” or guess at laws
 - Admits when instructor does not have law knowledge
3. AYSO information specific to presentation
 - Must have general knowledge of AYSO Rules & Regulations and special AYSO application of FIFA Laws
 - Should not give local (Regional) rules as AYSO doctrine
4. AYSO National Referee Program
 - Requires appropriate knowledge of the program

Minimum Standards:

- **Basic and Intermediate-Candidate must provide factually correct information within the scope of the training being offered in the course. Providing incorrect information, especially within the Laws of the Game or failure to correct incorrect information provided by others may result in an additional evaluation.**
- **Intermediate-Must have a thorough knowledge of AYSO Rules and Regulations and the AYSO National Referee Program.**
- **Intermediate-Must understand and comply with all education requirements including properly scheduling and registering courses and proper roster protocol**

- iv. Lead Instructor (Intermediate Only)
 1. Properly registered course/modules
 - Must be properly registered prior to conducting the course
 - Roster must be completed and properly returned
 2. Arranged for adequate space
 - Class room
 - Outdoor, if applicable
 - Gym, if applicable
 3. Provided for adequate & qualified co-instructors
 - Properly listed on roster
 - Assignments prior to class
 4. Course provided well coordinated program
 5. All material required for course provided
 - Provided to co-instructors prior to course
 - Sufficient quantity available for class
 6. Supported needs of co-instructors
 - Acts as co-instructor when needed
 - Does not disrupt lessons taught by co-instructors
 - Monitors material presented by others
 7. Maintained adequate control of course
 - Begins and ends on time
 - Adequate time devoted to each teaching point
 8. Properly corrected any factual errors in presentations
 - Corrects in a positive manner
 - Correct in a manner that supports the co-instructors
 9. Appearance of instructor
 10. Understands role and responsibilities of Lead Instructor
 - Administrative requirements of course registration and roster administration
 - Scheduling and supporting co-instructors
 - Ensuring adequate facilities are available

Minimum Standards: Meets all of the administrative requirements and conducts activities that are under control and meets the lesson plan(s) objectives and learning objectives

- Class 4- Administrative Requirements (1/2 hour):
 - i. Complete worksheet
 - ii. Discuss worksheet with candidate (see Class 5)
 1. Present at least three areas where the candidate was effective
 2. Cover two to three areas where the candidate can improve
 3. Discuss in detail any factual errors presented

4. Discuss in detail any other standards that were not met that result in a the need for a re-evaluation
 - iii. Sign the evaluation form and give to candidate
 - iv. If evaluation is satisfactory, sign candidate's AYSO Application for Referee Instructor Certification
- Class 5-Techniques for conducting the review (2 hours)

Instructor Note: Discuss with students that the review should be thorough and private. Discuss techniques to make the experience positive to the candidate.

Emphasize that requiring a re-evaluation, especially with the intermediate instructor, should not be perceived as failure. Rather, it is designed to improve the instructor's techniques and to maintain high AYSO Standards

- Give the candidate an opportunity to "cool down" before beginning the discussion
- Conduct the review in a private and relaxed environment
- Allow the candidate to offer a personal critique of performance first and respond to that information
- Start with emphasizing positive performance
- Always be positive
- Use phrases such as:
 - "You might try..."
 - "Have you considered..."
 - "The reaction from the students (co-instructors) appeared to be..."
 - "Other successful instructors often..."
 - "We..." Avoid I and you phrases
- Clearly discuss factual errors with
 - Specific examples
 - Correct references to Laws or Regulations
- Offer specifics for improvement when re-evaluation is required
- Always get confirmation of areas for improvement from the candidate
- Never demean or insult the candidate

Instructors should use role playing, demonstrations or scenarios during this class.

The following are possible scenarios for use (Instructors are encouraged to develop others to emphasize the requirements for an effective instructor):

Scenario # 1

The Basic Instructor candidate has failed to correct the following errors in law during the presentation:

1. A player can be judged offside if he is in an offside position on a throw in.
2. Attempting to handle the ball is a direct free kick infraction.

Attempt to determine if the candidate understands the law or if the failure was an oversight. If the candidate is to be failed in the evaluation, the discussion should include the importance of accuracy by instructors. The discussion should be positive and encourage reevaluation.

Scenario # 2

The Basic Instructor candidate has taught Module 9-Stopping play and Restarts-Basic. You have determined that the candidate should be reevaluated for the following reasons:

1. Failed to meet Learning Objectives.
 - a. Did not discuss stopping play for injury or substitutions
 - b. Did not discuss the following restarts:
 - i. Dropped ball
 - ii. Penalty kicks
2. Only lectured during the module taught
3. Did not respond to student questions
4. Completed the module in 1 hour rather than the 45 minutes allocated

You note that the candidate was especially effective in the following areas:

1. Use of training aids (overhead projector and dry board)
2. Provided excellent introduction and bridge to future presentations

Begin by emphasizing the positive points. Specifically discuss the learning objectives missed and their importance. Offer alternatives to lecture for the module such as instructor and student demonstrations or guided participation. Discuss importance and techniques of responding to student questions and time management. The discussion should be positive and encourage reevaluation.

Scenario # 3

A Basic Instructor candidate taught Module 11-Offside-Basic adequately covering the topic and meeting all Learning Objectives. In your opinion the students successfully received the necessary information and you will "pass" the candidate. However, the

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candidate was very nervous and appeared to have inadequately prepared for the class. He is an experienced referee who appeared to present the material “off the cuff.”

Emphasize the success of the presentation in providing the information. Discuss preparation and the need to carefully review the lesson plan to ensure that all goals and objectives are met. Highlight this need in other more complicated modules where “off the cuff” presentations may miss significant points. Offer suggestions and techniques for reducing nervousness.

Scenario # 4

Your Intermediate Instructor candidate has given a very entertaining presentation of Module 15-Fouls, Misconduct & Foul Play-Intermediate. You believe he successfully presented the material and you will “pass” her on the evaluation. However, her emphasis was on misconduct was excessive (75% of the time for the module) and that stories and examples were consistently of U16 and U19 situations throughout the presentation. These examples were well above the experience of the students and appeared to leave the students with apprehension about refereeing lower level matches.

Emphasize the successful and entertaining presentation. Offer as “suggestions to improve” future presentations, more applicable stories and situations -give specific example(s) from the presentation. Emphasize the importance of proper balance of material to be presented as an example of proper time management.

Scenario # 5

An Intermediate Instructor candidate being evaluated as Lead Instructor in a Basic Referee Course was an excellent instructor in modules he taught and had provided excellent space for instruction, instructional material and corrected several factual errors in co-instructor presentations. However, you believe he should be reevaluated for the following:

1. Maintained control of the classes by interrupting the co-instructor to bring up points that the co-instructor did not have an opportunity to present. For example he discussed restarts of fouls before the instructor had an opportunity and jumped to misconduct in the middle of the instructor reviewing fouls in Module 10-Fouls and Misconduct-Basic.
2. Left the room during presentation and returned to discuss material already covered by the co-instructor.
3. Was unavailable (arranging for the delivery of lunch) to assist the co-instructor in demonstrating assistant referee signals in Module 12 as promised.

4. Interference resulted in an uncoordinated program with co-instructors frustrated.

Acknowledge his teaching and organization skills. Discuss the importance, role and responsibility of the Lead Instructor. The discussion should be positive and encourage reevaluation.

Scenario #6

An Intermediate Instructor candidate presented Module 14-The Referee Team with good demonstrations and little student participation. However, he raced through the presentation completing it in 35 minutes (60 minutes allocated). 5 minutes was a demonstration of Assistant Referee Signals and 10 minutes on the history of the diagonal system of control. He had prepared complete and correct hand outs on Law 5 and 6. He provided a plastic laminated card for referee pre and post game duties. After the module sever students left immediately talking to each other and several remained asking basic questions about the material. You determine he should be reevaluated.

Acknowledge the quality of material provided and quality of demonstrations. Discuss the effectiveness of student participation, in addition to demonstrations. Emphasize the importance of 'doing' rather than 'seeing,' 'hearing' or 'reading.' Point out the need for the instructor to use the time allocated to the material and not to assume knowledge on the part of the students. The discussion should be positive and encourage reevaluation.

Attached to this lesson plan are examples of completed AYSO Referee Evaluation forms. Divide the class into teams (or individuals for a small class) to review the forms and:

- 1. Determine if the candidate should be passed or reevaluated.**
- 2. List the positive and negatives points to be covered in the discussion with the candidate.**
- 3. Conduct role playing to deliver the discussion.**

Sample # 1-Basic Instructor

Candidate should be passed.

Points of emphasis: Minor portions of lesson plans (bridge and introduction) are not as important as the lesson plan goals. Basic instructors often have difficulties with training aids.

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Positive:

1. Candidate exceeded lesson plan objectives
2. Law knowledge excellent

Negative:

1. Bridge and introduction are important but not sufficient to require reevaluation for a Basic Instructor
2. Difficulty with training aids not unusual for Basic Instructor

Sample # 2-Intermediate Instructor

Candidate should be passed.

Points of emphasis: Good questioning techniques and style can overcome other deficiencies.

Positive:

1. Proper answering questions and use of questioning techniques are important for an Intermediate Instructor
2. Use of proper questioning techniques is a significant consideration for Intermediate Instructors
3. A style that enhances the presentation is a positive for Intermediate Instructors

Negative:

1. Too much lecture, while a negative should be considered with the subject. Fouls and Misconduct often tends to be a lecture.
2. Other deficiencies are important but not sufficient to require reevaluation.

Sample # 3-Intermediate Instructor and Lead Instructor

Candidate should be passed.

Points of emphasis: Intermediate Instructors are not expected to meet or exceed all minimum standards.

Positive:

1. Overall performance as an instructor were strong and law knowledge very good
2. Class control and good use of training aids are positive
3. Lead instructor activities were good. Candidate understood duties and responsibilities

Negative:

1. Exceeding the time for the module is important; however, 5 minutes over is not significant
2. Cutting off discussion warrants comment but is off set by proper questioning and overall performance
3. As lead instructor the candidate may or may not have had control over material and co-instructors. While important they are not sufficient to require reevaluation

Sample # 4-Basic Instructor

Candidate should be reevaluated.

Points of emphasis: Law knowledge and meeting lesson plan objective are basic to good instruction

Positive:

1. General Law knowledge met minimum requirements
2. Class control good

Negative:

1. Overall law knowledge on the subject was inadequate
2. Inability to meet lesson plan objectives

Sample # 5-Intermediate Instructor

Candidate should be reevaluated.

Points of emphasis: Attractive and entertaining instruction is not sufficient. Meeting lesson plan goals and method of presentation are very important.

Positive:

1. Positive style and appearance
2. Good questioning techniques and law knowledge

Negative:

1. Using an outdoor lecture reflects a lack of understanding of basic teaching principles
2. Method of presentation probably contributed to failing to meet lesson plan objectives

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Sample # 6-Intermediate Instructor and Lead Instructor

Candidate should be reevaluated.

Points of emphasis: Intermediate Instructor must be a good instructor **and** an adequate Lead Instructor.

Positive:

1. Instruction was acceptable and meets standards as an Intermediate Instructor
2. Lead Instructor-excellent co-instructors
3. Lead Instructor-good job of correcting factual errors

Negative:

1. Improve questioning techniques
2. Lead Instructor-Lack of a well coordinated program, missing equipment and poor space.
3. Lead Instructor-Was not available to support the needs of instructors. Support of co-instructors is a major role for the Lead Instructor

- Class 6-Practice Evaluations (1 ½ hours)

Referee Instructor Evaluator candidates are required to successfully conduct at least two practice evaluations. The criteria for the practice evaluations are:

1. Teaching observed should be at least ½ hour each in referee training modules or referee classes taught at Section Meetings or similar training.
2. Feed-back for the observation may either be given to the instructor conducting the training or a qualified Referee Instructor Evaluator.

Instructor Note: The practice evaluations may be completed either individually or in small groups. If the evaluators are to present their feedback to the instructor who is being observed, that instructor's permission for such activity should be obtained prior to the observation. It is recommended that group observations of basic referee instructors with feedback to the instructor be discouraged.

Instructors must make certain that the students who observe more senior and experienced instructors understand that performance of less experienced instructors will be different that those observed.

11. Conclusion (Closure) (¼ hour)

Review

- Goal of the Referee Instructor Evaluation Program is to improve the overall performance of AYSO Referee Instructors.
- Objectives of this course
 - Provide an understanding of the minimum performance standards required for a referee instructor candidate to become a Basic or Intermediate Referee Instructor.
 - Understand the administrative requirements as a Referee Instructor evaluator.
 - Give the Referee Instructor Evaluator the necessary tools and skill to implement the Referee Instructor Evaluation Program.

12. Bridge

Upon completion of this course, Referee Instructor Evaluators may attend the Advanced Instructor Evaluator Course to qualify to evaluate Advanced Referee Instructor candidates, if they meet the criteria.

Referee Evaluator Course
Student Handouts

Scenarios:

Scenario # 1

The Basic Instructor candidate has failed to correct the following errors in law during the presentation:

1. A player can be judged offside if he is in an offside position on a throw in.
2. Attempting to handle the ball is a direct free kick infraction.

Scenario # 2

The Basic Instructor candidate has taught Module 9-Stopping play and Restarts-Basic. You have determined that the candidate should be reevaluated for the following reasons:

1. Failed to meet Learning Objectives.
 - a. Did not discuss stopping play for injury or substitutions
 - b. Did not discuss the following restarts:
 - i. Dropped ball
 - ii. Penalty kicks
2. Only lectured during the module taught
3. Did not respond to student questions
4. Completed the module in 1 hour rather than the 45 minutes allocated

Scenario # 3

A Basic Instructor candidate taught Module 11-Offside-Basic adequately covering the topic and meeting all Learning Objectives. In your opinion the students successfully received the necessary information and you will “pass” the candidate. However, the candidate was very nervous and appeared to have inadequately prepared for the class. He is an experienced referee who appeared to present the material “off the cuff.”

Scenario # 4

Your Intermediate Instructor candidate has given a very entertaining presentation of Module 15-Fouls, Misconduct & Foul Play-Intermediate. You believe he successfully presented the material and you will “pass” her on the evaluation. However, her emphasis was on misconduct was excessive (75% of the time for the module) and that stories and examples were consistently of U16 and U19 situations throughout the presentation. These examples were well above the experience of the students and appeared to leave the students with apprehension about refereeing lower level matches.

Scenario # 5

An Intermediate Instructor candidate being evaluated as Lead Instructor in a Basic Referee Course was an excellent instructor in modules he taught and had provided excellent space for instruction, instructional material and corrected several factual errors in co-instructor presentations. However, you believe he should be reevaluated for the following:

1. Maintained control of the classes by interrupting the co-instructor to bring up points that the co-instructor did not have an opportunity to present. For example he discussed restarts of fouls before the instructor had an opportunity and jumped to misconduct in the middle of the instructor reviewing fouls in Module 10-Fouls and Misconduct-Basic.
 2. Left the room during presentation and returned to discuss material already covered by the co-instructor.
 3. Was unavailable (arranging for the delivery of lunch) to assist the co-instructor in demonstrating assistant referee signals in Module 12 as promised.
 4. Interference resulted in an uncoordinated program with co-instructors frustrated.
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Scenario #6

An Intermediate Instructor candidate presented Module 14-The Referee Team with good demonstrations and little student participation. However, he raced through the presentation completing it in 35 minutes (60 minutes allocated). 5 minutes was a demonstration of Assistant Referee Signals and 10 minutes on the history of the diagonal system of control. He had prepared complete and correct hand outs on Law 5 and 6. He provided a plastic laminated card for referee pre and post game duties. After the module sever students left immediately talking to each other and several remained asking basic questions about the material. You determine he should be reevaluated.

Sample 1

AYSO Referee Instructor Evaluation Form

Instructor: I. B. Goode	Evaluator: Seymour Staff
Date: 4/11/XX	Location: Area B
Course/Module(s): Mod 11 Off Side	
Level Evaluated: Basic <input checked="" type="checkbox"/> Intermediate <input type="checkbox"/> Advanced <input type="checkbox"/> Lead Instructor <input type="checkbox"/>	

Definitions of scores for evaluation: 1= Fails to meet minimum standards; 2= Sometimes meets minimum standards; 3= Meets minimum standards; 4= Sometimes exceeds minimum standards; 5= Consistently exceeds minimum standards

Observation	1	2	3	4	5	Comments
All Instructor Candidates						
Ensured proper training aids available			√			
Ensured necessary class materials and hand-outs available			√			
Utilized available space and conditions to best advantage						
Appearance of instructor appropriate				√		very good
Gave adequate introduction		√				OK but too short
Provided bridge from previous material	√					Missed
Met lesson plan goals			√			
Met lesson plan learning objectives			√			
Obtained adequate class participation			√			
Used training aids properly		√				Set up too long
Answered questions adequately			√			
Maintained adequate control of class			√			
Completed presentation on time			√			
Provided bridge to future presentation(s)				√		Good tie
Style did not detract from presentation			√			
Demonstrated general Law knowledge*			√			
Demonstrated Law knowledge specific to presentation*				√		excellent
Presented accurate AYSO information specific to presentation						
Demonstrated knowledge of AYSO National Referee Program						
Intermediate and Advanced Instructor Candidates Only						
Adapted presentation to needs of students						
Used proper questioning techniques						
Used multiple training aids properly						
Understood the Lead Instructor requirements						
As Lead Instructor, properly registered course/modules						
As Lead Instructor, arranged for adequate space and conditions						
As Lead Instructor, provided for adequate/qualified co-instructors						
As Lead Instructor, provided well coordinated program						
As Lead Instructor, met all Teaching Plan goals and objectives						
As Lead Instructor, ensured all required material available						
As Lead Instructor, supported needs of co-instructors						
As Lead Instructor, maintained adequate control of course						
As Lead Instructor, corrected any factual errors in presentations						
Advanced Instructor Candidates Only						
Demonstrated creativity in presentation						
Involved all students and co-instructors in presentations						
Understood requirements as instructor role model						
As Lead Instructor, acted as mentor to co-instructors						
As Lead Instructor, conducted post-course wrap-up						

*Notes:

1. Presentation of factual errors or failing to correct factual errors will require the candidate to be re-evaluated.
2. It is recommended that evaluators also participate as co-instructors in courses/modules presented for evaluation.

Sample 2

AYSO Referee Instructor Evaluation Form

Instructor: I. B. Goode	Evaluator: Seymour Staff
Date: 4/11/XX	Location: Area B
Course/Module(s): Mod 15 Fouls & Misconduct	
Level Evaluated: Basic ___ Intermediate <input checked="" type="checkbox"/> Advanced ___ Lead Instructor ___	

Definitions of scores for evaluation: 1= Fails to meet minimum standards; 2= Sometimes meets minimum standards; 3= Meets minimum standards; 4= Sometimes exceeds minimum standards; 5= Consistently exceeds minimum standards

Observation	1	2	3	4	5	Comments
All Instructor Candidates						
Ensured proper training aids available			√			
Ensured necessary class materials and hand-outs available		√				Too few
Utilized available space and conditions to best advantage			√			
Appearance of instructor appropriate			√			
Gave adequate introduction						1 missed
Provided bridge from previous material			√			
Met lesson plan goals			√			
Met lesson plan learning objectives			√			
Obtained adequate class participation		√				OK-but lecture
Used training aids properly			√			
Answered questions adequately				√		
Maintained adequate control of class		√				Bill's dominated
Completed presentation on time			√			
Provided bridge to future presentation(s)		√				Little time
Style did not detract from presentation				√		Enthusiasm
Demonstrated general Law knowledge*			√			
Demonstrated Law knowledge specific to presentation*			√			
Presented accurate AYSO information specific to presentation			√			
Demonstrated knowledge of AYSO National Referee Program						
Intermediate and Advanced Instructor Candidates Only						
Adapted presentation to needs of students			√			
Used proper questioning techniques				√		very good
Used multiple training aids properly		√				could use more
Understood the Lead Instructor requirements						
As Lead Instructor, properly registered course/modules						
As Lead Instructor, arranged for adequate space and conditions						
As Lead Instructor, provided for adequate/qualified co-instructors						
As Lead Instructor, provided well coordinated program						
As Lead Instructor, met all Teaching Plan goals and objectives						
As Lead Instructor, ensured all required material available						
As Lead Instructor, supported needs of co-instructors						
As Lead Instructor, maintained adequate control of course						
As Lead Instructor, corrected any factual errors in presentations						
Advanced Instructor Candidates Only						
Demonstrated creativity in presentation						
Involved all students and co-instructors in presentations						
Understood requirements as instructor role model						
As Lead Instructor, acted as mentor to co-instructors						
As Lead Instructor, conducted post-course wrap-up						

*Notes:

1. Presentation of factual errors or failing to correct factual errors will require the candidate to be re-evaluated.
2. It is recommended that evaluators also participate as co-instructors in courses/modules presented for evaluation.

Sample 3

AYSO Referee Instructor Evaluation Form

Instructor: I. B. Goode	Evaluator: Seymour Staff
Date: 4/11/XX	Location: Area B
Course/Module(s): Basic / Mod 12 Ref/AR	
Level Evaluated: Basic _____ Intermediate <input checked="" type="checkbox"/> Advanced _____ Lead Instructor <input checked="" type="checkbox"/>	

Definitions of scores for evaluation: 1= Fails to meet minimum standards; 2= Sometimes meets minimum standards; 3= Meets minimum standards; 4= Sometimes exceeds minimum standards; 5= Consistently exceeds minimum standards

Observation	1	2	3	4	5	Comments
All Instructor Candidates						
Ensured proper training aids available			√			
Ensured necessary class materials and hand-outs available				√		Good stuff
Utilized available space and conditions to best advantage			√			
Appearance of instructor appropriate			√			
Gave adequate introduction			√			
Provided bridge from previous material			√			
Met lesson plan goals			√			
Met lesson plan learning objectives			√			
Obtained adequate class participation		√				cut off @'s
Used training aids properly				√		
Answered questions adequately			√			
Maintained adequate control of class				√		
Completed presentation on time		√				Over 5 minutes
Provided bridge to future presentation(s)			√			
Style did not detract from presentation			√			
Demonstrated general Law knowledge*				√		
Demonstrated Law knowledge specific to presentation*				√		
Presented accurate AYSO information specific to presentation			√			
Demonstrated knowledge of AYSO National Referee Program			√			
Intermediate and Advanced Instructor Candidates Only						
Adapted presentation to needs of students				√		Good review
Used proper questioning techniques			√			
Used multiple training aids properly			√			
Understood the Lead Instructor requirements			√			
As Lead Instructor, properly registered course/modules			√			
As Lead Instructor, arranged for adequate space and conditions				√		
As Lead Instructor, provided for adequate/qualified co-instructors		√				John poor inst.
As Lead Instructor, provided well coordinated program			√			
As Lead Instructor, met all Teaching Plan goals and objectives			√			
As Lead Instructor, ensured all required material available		√				No VCR
As Lead Instructor, supported needs of co-instructors			√			
As Lead Instructor, maintained adequate control of course			√			
As Lead Instructor, corrected any factual errors in presentations						
Advanced Instructor Candidates Only						
Demonstrated creativity in presentation						
Involved all students and co-instructors in presentations						
Understood requirements as instructor role model						
As Lead Instructor, acted as mentor to co-instructors						
As Lead Instructor, conducted post-course wrap-up						

*Notes:

1. Presentation of factual errors or failing to correct factual errors will require the candidate to be re-evaluated.
2. It is recommended that evaluators also participate as co-instructors in courses/modules presented for evaluation.

Sample 4

AYSO Referee Instructor Evaluation Form

Instructor: I. B. Goode	Evaluator: Seymour Staff
Date: 4/11/XX	Location: Area B
Course/Module(s): Mod 10 Fouls & Misconduct	
Level Evaluated: Basic <input checked="" type="checkbox"/> Intermediate <input type="checkbox"/> Advanced <input type="checkbox"/> Lead Instructor <input type="checkbox"/>	

Definitions of scores for evaluation: 1= Fails to meet minimum standards; 2= Sometimes meets minimum standards; 3= Meets minimum standards; 4= Sometimes exceeds minimum standards; 5= Consistently exceeds minimum standards

Observation	1	2	3	4	5	Comments
All Instructor Candidates						
Ensured proper training aids available			√			
Ensured necessary class materials and hand-outs available				√		
Utilized available space and conditions to best advantage			√			
Appearance of instructor appropriate			√			
Gave adequate introduction			√			
Provided bridge from previous material			√			
Met lesson plan goals			√			
Met lesson plan learning objectives		√				Weak knowledge
Obtained adequate class participation		√				Lecture
Used training aids properly			√			OK but...
Answered questions adequately		√				Allowed few
Maintained adequate control of class				√		
Completed presentation on time			√			
Provided bridge to future presentation(s)			√			
Style did not detract from presentation				√		Funny!
Demonstrated general Law knowledge*			√			
Demonstrated Law knowledge specific to presentation*		√				No errors- weak
Presented accurate AYSO information specific to presentation			√			
Demonstrated knowledge of AYSO National Referee Program			√			
Intermediate and Advanced Instructor Candidates Only						
Adapted presentation to needs of students						
Used proper questioning techniques						
Used multiple training aids properly						
Understood the Lead Instructor requirements						
As Lead Instructor, properly registered course/modules						
As Lead Instructor, arranged for adequate space and conditions						
As Lead Instructor, provided for adequate/qualified co-instructors						
As Lead Instructor, provided well coordinated program						
As Lead Instructor, met all Teaching Plan goals and objectives						
As Lead Instructor, ensured all required material available						
As Lead Instructor, supported needs of co-instructors						
As Lead Instructor, maintained adequate control of course						
As Lead Instructor, corrected any factual errors in presentations						
Advanced Instructor Candidates Only						
Demonstrated creativity in presentation						
Involved all students and co-instructors in presentations						
Understood requirements as instructor role model						
As Lead Instructor, acted as mentor to co-instructors						
As Lead Instructor, conducted post-course wrap-up						

*Notes:

1. Presentation of factual errors or failing to correct factual errors will require the candidate to be re-evaluated.
2. It is recommended that evaluators also participate as co-instructors in courses/modules presented for evaluation.

Sample 5

AYSO Referee Instructor Evaluation Form

Instructor: I. B. Goode	Evaluator: Seymour Staff
Date: 4/11/XX	Location: Area B
Course/Module(s): Mod 18 Diagonal/Tactics	
Level Evaluated: Basic _____ Intermediate <input checked="" type="checkbox"/> Advanced _____ Lead Instructor _____	

Definitions of scores for evaluation: 1= Fails to meet minimum standards; 2= Sometimes meets minimum standards; 3= Meets minimum standards; 4= Sometimes exceeds minimum standards; 5= Consistently exceeds minimum standards

Observation	1	2	3	4	5	Comments
All Instructor Candidates						
Ensured proper training aids available			√			
Ensured necessary class materials and hand-outs available				√		
Utilized available space and conditions to best advantage	√					Outdoor lecture
Appearance of instructor appropriate					√	Really sharp
Gave adequate introduction			√			
Provided bridge from previous material						
Met lesson plan goals		√				Tactics-poor
Met lesson plan learning objectives			√			
Obtained adequate class participation			√			
Used training aids properly				√		
Answered questions adequately						No questions
Maintained adequate control of class			√			
Completed presentation on time			√			
Provided bridge to future presentation(s)			√			
Style did not detract from presentation					√	Sharp pro.
Demonstrated general Law knowledge*			√			
Demonstrated Law knowledge specific to presentation*			√			
Presented accurate AYSO information specific to presentation			√			
Demonstrated knowledge of AYSO National Referee Program			√			
Intermediate and Advanced Instructor Candidates Only						
Adapted presentation to needs of students						
Used proper questioning techniques						
Used multiple training aids properly						
Understood the Lead Instructor requirements						
As Lead Instructor, properly registered course/modules						
As Lead Instructor, arranged for adequate space and conditions						
As Lead Instructor, provided for adequate/qualified co-instructors						
As Lead Instructor, provided well coordinated program						
As Lead Instructor, met all Teaching Plan goals and objectives						
As Lead Instructor, ensured all required material available						
As Lead Instructor, supported needs of co-instructors						
As Lead Instructor, maintained adequate control of course						
As Lead Instructor, corrected any factual errors in presentations						
Advanced Instructor Candidates Only						
Demonstrated creativity in presentation						
Involved all students and co-instructors in presentations						
Understood requirements as instructor role model						
As Lead Instructor, acted as mentor to co-instructors						
As Lead Instructor, conducted post-course wrap-up						

*Notes:

1. Presentation of factual errors or failing to correct factual errors will require the candidate to be re-evaluated.
2. It is recommended that evaluators also participate as co-instructors in courses/modules presented for evaluation.

Sample 6

AYSO Referee Instructor Evaluation Form

Instructor: I. B. Goode	Evaluator: Seymour Staff
Date: 4/11/XX	Location: Area B
Course/Module(s): Basic/Mod 5 Stopping Play	
Level Evaluated: Basic _____ Intermediate <input checked="" type="checkbox"/> Advanced _____ Lead Instructor <input checked="" type="checkbox"/>	

Definitions of scores for evaluation: 1= Fails to meet minimum standards; 2= Sometimes meets minimum standards; 3= Meets minimum standards; 4= Sometimes exceeds minimum standards; 5= Consistently exceeds minimum standards

Observation	1	2	3	4	5	Comments
All Instructor Candidates						
Ensured proper training aids available			√			
Ensured necessary class materials and hand-outs available			√			
Utilized available space and conditions to best advantage						
Appearance of instructor appropriate				√		Sharp
Gave adequate introduction			√			
Provided bridge from previous material		√				None given
Met lesson plan goals			√			
Met lesson plan learning objectives			√			
Obtained adequate class participation				√		
Used training aids properly			√			
Answered questions adequately			√			
Maintained adequate control of class			√			
Completed presentation on time		√				Over 4 minutes
Provided bridge to future presentation(s)			√			
Style did not detract from presentation						
Demonstrated general Law knowledge*			√			
Demonstrated Law knowledge specific to presentation*			√			
Presented accurate AYSO information specific to presentation						
Demonstrated knowledge of AYSO National Referee Program			√			
Intermediate and Advanced Instructor Candidates Only						
Adapted presentation to needs of students			√			
Used proper questioning techniques		√				OK could imp
Used multiple training aids properly			√			
Understood the Lead Instructor requirements			√			
As Lead Instructor, properly registered course/modules			√			
As Lead Instructor, arranged for adequate space and conditions		√				Too small space
As Lead Instructor, provided for adequate/qualified co-instructors				√		All great
As Lead Instructor, provided well coordinated program			√			
As Lead Instructor, met all Teaching Plan goals and objectives			√			
As Lead Instructor, ensured all required material available		√				Much not there
As Lead Instructor, supported needs of co-instructors		√				Away too much
As Lead Instructor, maintained adequate control of course						
As Lead Instructor, corrected any factual errors in presentations				√		Good job
Advanced Instructor Candidates Only						
Demonstrated creativity in presentation						
Involved all students and co-instructors in presentations						
Understood requirements as instructor role model						
As Lead Instructor, acted as mentor to co-instructors						
As Lead Instructor, conducted post-course wrap-up						

*Notes:

1. Presentation of factual errors or failing to correct factual errors will require the candidate to be re-evaluated.
2. It is recommended that evaluators also participate as co-instructors in courses/modules presented for evaluation.