

OFFICIALS EDUCATOR MANUAL

**GAME EDUCATION &
EVALUATION PROCESSES**



DEDICATION

The Haudenosaunee (Iroquois) believe that Lacrosse is a sacred game, a gift from The Creator, and that when a Lacrosse game is to take place, The Great Spirit passes over the ground on which it is to be played and blesses the participants and their lacrosse sticks.

ACKNOWLEDGEMENT

Over the years, much time and effort has been devoted to attempting to improve the standard and consistency of lacrosse officiating through the development of Officiating Manuals and evaluation / assessment processes.

This manual seeks to improve the management of lacrosse official's performance and development by introducing game education and evaluation processes matching the World Lacrosse officiating competencies. These cover Professionalism, Teamwork, Game Management, Rules Knowledge and Application, and Mechanics and Positioning.

The philosophy, guiding principles and procedures of this manual are designed to be applicable to any lacrosse discipline and level of official development and / or competition both domestically and internationally.

In so doing, it inevitably draws heavily on the ideas and the writings of many people from the lacrosse-playing nations and other sports.

World Lacrosse hereby acknowledges its debt, and records its grateful thanks, to those people. A special thanks to previous writers and editors of manuals and handbooks to support those educating and coaching officials. Their work is the foundation this manual was built from. Don Blacklock, Dennis Mulroney, Rodney Burns, and Graham Lester, we thank you for your contributions.

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INTRODUCTION

This Game Education and Evaluation Processes Handbook is part of the Officials Educator Manual. It is designed to provide the details of the responsibilities of different roles, and how to implement education (coaching) and evaluation practices. It details how to utilize evaluations for both educational and certification purposes. This is to be used for Educators who are working with officials at all levels from D1 through to WL3. It is also to be used by any organizing body implementing a World Lacrosse Officiating certification.

For an evaluation to be valid for certification purposes, all processes, principles, and guidelines included in this handbook must be adhered to. The Educator must be certified by World Lacrosse to certify to the given certification level.

1. ROLE OF AN EDUCATOR

Educators have a demanding and complex workload. An Educators role during games includes:

- Judging multiple officials on the competency of their actions, movements, decisions, and interactions, the context in which those decisions were made, and the outcome or impact of those actions.
- Comprehensively recording these observations during the game, without missing an action or incident.
- Collating key points (positives and those needing improvement) for the post game review.
- Providing pre-game support.
- Educating officials during the game.
- Conducting a post-game review that allows for self-reflection, identification of strengths, and that aims for continuous improvement.

The higher the level of competition, and the standard of officiating, the greater the demands on the Educator. In an elite environment, such as world championships, the sports stakeholders have higher expectations of officials, and the officials require an equivalent rise in the level of guidance and feedback on their performance.

2. EDUCATION AND EVALUATION OUTCOMES

The following outcomes and principles have been designed to guide the development of the responsibilities, processes, and guidelines in this handbook.

Outcomes

- 1) Meaningful, objective, and consistent evaluations.
- 2) Feedback is delivered in a timely manner.
- 3) Athletes and other stakeholders are satisfied with the officiating.
- 4) World Lacrosse has a positive reputation as an organization.
- 5) Officiating is seen as a positive experience that attracts participation.

Principles

- 1) Continual education and certification maintenance of educators.
- 2) Training opportunities to create common understandings of what positive and negative actions look like in practice.
- 3) Each official is entitled to the information that is recorded about them.
- 4) Provide appropriate time allowance to minimize data overload.
- 5) Use consistent methodology in data collection to have data driven evaluation decisions.
- 6) Limit unconscious biases.
- 7) Provide feedback before an officials next game where possible, and within 24 hours.

3. EDUCATOR REQUIREMENTS

This section outlines the requirements for educator panels and allocations, and the responsibilities of educators and mentors in each role.

3.1. ASSIGNING GAME EDUCATORS

For each game, Educators will be appointed. Whenever practicable, the available educators should be allocated to games to achieve the highest level of effectiveness possible. To ensure that Educators can effectively manage the workload and provide thorough and meaningful evaluations to all the officials equitably, the following processes must be adhered to:

- Educators will be assigned to a maximum of two games per day over a multi-day tournament.
- If there are three officials being evaluated, there must be a minimum of two educators assigned.
- If there are one or two officials being evaluated, there could be one educator assigned. Two educators will always be more effective and should be assigned if possible.
- It is possible to assign one or more educators to provide formative evaluations only (not used for certification) and education during games.

3.2. MANAGING EDUCATOR ALLOCATIONS

The Chief Official will allocate educators to games. They may delegate this responsibility to a Lead Educator. The allocation of educators to games should be managed carefully to support the learning opportunities of educators and officials. The following processes must be adhered to:

- For all WL certifications a minimum of two different educators must complete evaluations used for certification purposes.
- For all domestic certifications a minimum of two different educators should be used for certification purposes where possible.

Key principles to address when allocating educators include:

- Ensuring officials are exposed to a variety of feedback from different educators.
- Limiting the exposure of officials to evaluations by the 'home' educators, where practicable.
- Using known strengths of individual educators to support officials with identified next steps.
- Ensuring a balance of experience in each educator panel.
- Varying educator panels to further develop consistency across the group.
- Managing the development of new educators.
- Limiting any personality clashes in the officiating / educator panel.

3.3. EDUCATOR RESPONSIBILITIES

Educators have access to evaluation information about individual officials. It is the responsibility of all educators to respect the privacy of individual officials, and their evaluations / performance. Confidentiality of the evaluations must always be adhered to. Sharing of evaluation information should be within the educators at the event, the relevant officiating committees, and any staff tasked with education and certification. Information should only be shared with relevant mentors with permission from the officials involved. The individual responsibilities of educators are outlined in the following sections.

3.3.1. Education

All educators have the responsibility to:

- Be involved in the pre-event education either as a facilitator or participant.
- Conduct clinics during a tournament / league based on the results of the evaluations from the officials. In a tournament this should occur before the officials begin their four formally evaluated games.

3.3.2. Lead Educator

The Lead Educator may be the Chief Official, or someone else appointed to this role. They will be certified to provide the highest level of certifications being awarded at the event. They will have the responsibility to:

- Help develop the educating skills of individuals.
- Pair mentor officials with both educators and with on field officials. Consider the following:
 - Do they have similar interests or background to support the relationship?
 - Are they a known role model for the official(s)?
 - Do they possess the required skill set?
- Monitor consistency and accuracy from educators by checking submitted evaluations of officials, shadowing educators during games, and any other method required.

- Monitor timely completion of evaluation reports.
- Allocate educators to games as or if delegated by the Chief Official.
- Collate evaluation reports for selection and certification decisions.
- Support officials to get the most out of educational opportunities.
- Collate key areas of improvement for both educators and officials.
- Allocate training to educators and officials. This could involve running a clinic or providing access to existing clinics / workshops.

3.3.3. Assigned Games

All educators assigned to a game (duties can be split) are responsible for the following:

- Collaborating to ensure all events are recorded for each official for the in-game evaluation.
- Where possible, the in-game evaluation is completed live and sent to the official at the completion of the game, or the completion of the post-game. This will be completed before the officials next game and within 24 hours.
- Reviewing the coach/bench/athlete feedback, and self and peer feedback.
- Collaborating with educators who have evaluated the same officials to complete an out of game evaluation after a minimum of four games. This should be completed within 7 days of the end of a tournament, or after the officials fourth evaluated game.
- Ensuring a minimum of one educator is present during the pre-game.
- Where possible all educators are present at the post-game. One educator will take the lead in running the post-game.
- Providing individual feedback to officials based on their in-game evaluation.

3.3.4. Supporting Mentor Officials

As an educator you will support mentor officials. Mentor officials are on-field officials with high levels of experience, who will be mentoring other on-field officials. You will support mentor officials by following the below guidelines:

- Setting specific goals for the mentor.
- Coordinating a meeting at the beginning of the mentorship with the mentor and mentee(s) to:
 - identify the needs of the mentee.
 - set specific goals for the mentee.
 - establish an agreement on the appropriate limitations on areas to be worked on, and what information the officials are happy being shared with the mentor from the educators.
- Checking in with the mentor as required to review the progress of the mentee and how the mentoring relationship is going and act if required.

3.4. MENTOR OFFICIAL ROLE AND RESPONSIBILITIES

A mentor official is an on-field official who supports other officials with encouragement and direction to improve their performance. Mentoring is a useful technique for the development of officials who are new to the game or level of competition, are developing confidence or have a specific development need. The essential traits of an effective mentor include being:

- Empathetic and caring for the officials they are working with.
- A good communicator and skilled at providing feedback.
- Able to provide honest feedback (both positive and constructive).
- Able to challenge, as well as guide officials.
- Trustworthy and able to maintain confidence.
- Able to defuse conflict.
- Able to problem solve and help set goals.

Mentors have the responsibility to:

- Communicate freely with their officials between games, sit in to observe pregame conferences, and postgame debriefs.
- Meet the official where they are on their officiating journey and base their expectations on this.
- Provide specific positive acknowledgement of what the mentee is doing well.
- Work with the mentee to develop a clear plan of action as to what they need to do to improve.

Mentors can be allocated to work with their officials on-field or off-field (or both) and the role can also be useful as a first step on the pathway to becoming an officials educator.

4. EVALUATIONS

Evaluations are designed to provide objective data about an official's performance. This is used for certification purposes, game assignments, and education. Evaluation data is linked to each competency and action an official must show. For each discipline and at each level, there is a set standard that must be reached for an official to gain that certification level. It is important that educators collect all data outlined as each piece of data is linked to an objective measurement.

The World Lacrosse Officiating Competencies address the requirements for six levels of certification (3x domestic levels and 3x international levels) under five main category headings of:

- Professionalism
- Teamwork
- Game Management
- Rules Knowledge and Application
- Mechanics and Positioning

An evaluation tool has been developed for each discipline to ensure the required data is collected.

4.1. PERFORMANCE EVALUATION

Performance evaluations are used to measure performance in an individual game. They will be used to determine game assignments. They may or may not show all the competencies outlined depending on the game. Performance evaluations are completed using the game evaluation form.

4.2. COMPETENCY EVALUATION

Officials must demonstrate a level of competency by the end of their evaluation period. An evaluation period will be four games with performance evaluations completed. In the four performance evaluations the official must show the required competency at the certification level, and all previous certification levels, in a minimum of three performance evaluations. To meet the required competency, the official must demonstrate all actions within the competency.

Along with this, for each performance evaluation, the educator will also collect evidence in each game towards competencies that are not included in the game evaluation. This evidence will be collected using a range of tools that have been mapped against the competencies. This evidence will be collated at the end of the evaluation period with input from each educator who has evaluated the official to determine their overall ability within each competency. These tools are as follows:

- Game Evaluation
- Coach / Athlete / Bench Feedback Form
- Peer Feedback Form
- Self-Reflection Form
- Pre-game / During-game / Post-game Observations
- Debrief with Educator

4.3. FORMATIVE VS FORMAL EVALUATIONS

Formative Evaluation: Games that are evaluated for educational purposes only.

- They may use the game evaluation only, rather than all the evaluation tools required for a competency evaluation.
- These MAY contribute to a performance evaluation. These games WILL NOT contribute to a competency evaluation.
- These MAY be used for officials whose current certification has more than 12 months remaining and who are not aiming for higher certification. IF the formative evaluation shows discrepancies with an official's current rating, the official MAY be required to undergo formal evaluation.
- Formative evaluations MAY be used for talent identification.

Formal Evaluation: A performance evaluation for educational and certification purposes.

- They will utilize all the tools required.
- They will contribute to an overall competency evaluation for certification purposes.

It is suggested that in tournaments where officials will officiate multiple games, the final four games are formally evaluated to assess competency and for certification purposes.

4.4. COMPLETING GAME EVALUATIONS

4.4.1. Game Evaluation Forms

Game evaluation forms are used to capture “events” that occur in a game. Events are things that happen during the game that are linked to the officiating competencies. Domestic and international evaluations will require different events and information to be entered. It is important educators familiarize themselves with the appropriate evaluation form for the discipline and level they are evaluating. To complete an evaluation form, educators will:

- Enter each applicable event into the game evaluation form. Each event is linked to multiple actions and competencies, it is important to enter all relevant information. All events must be recorded to ensure the overall calculation of the official’s ability is correct.
- Make a decision based on how they observe the event that occurs, and what they believe should occur in the best interests of the game that is being played. When an educator is unsure, they should use film if available to review an event.
- Make every effort to see the entire game. Only if educators do not observe an event should they ask the official for clarification.
- Ask officials for clarification on events that are not observable from the educator’s position.

To be able to do this, an educator must be constantly observing the game to ensure they observe all events. For D3, WL1, WL2 and WL3 certifications the following guidelines must be followed and are in place to ensure this happens. For D1 and D2 certifications, these are recommended guidelines.

- Two educators are assigned to a game.
 - One educator will always watch the game. The second educator will record all events on the game evaluation form. The observing educator will verbally tell the recording educator what happens and what to record.
 - An educator may have to remember up to three events as they occur.
 - Each educator will spend half the game as the recorder. They should swap every quarter; however, they can swap every half if required.
 - When both educators are observing (there is nothing that is being recorded at that time), both educators should agree about any event that both are observing. When there is a disagreement, the time and agreed entries should be entered, and then areas of disagreement should be discussed during a break in play or after the game. If film is available, this should be used. If an agreement cannot be reached, the educator who was assigned to observing for the quarter will have their decision recorded.
- One educator and one recorder are assigned to a game.
 - This option is to be used when there is a recorder available who has a thorough understanding of the game evaluation form.
 - The recorder does not need to be a certified educator. They could be an apprentice educator, a lower-level certified educator, an official, or a volunteer with a good working knowledge of officiating. They should not be an official who is active in the same tournament / league.
 - As above, the educator will verbally tell the recorder what to enter and remember up to three events, and the recorder will record on the game evaluation form.
 - The educator will check all entries at the end of the game, and during game breaks if there is time.
- One educator is assigned to a game.
 - The educator will record all events and enter the information after the game into the game evaluation form.
 - All required information must be recorded.
- Recording notes when observing
 - All notes must be recorded while continuing to watch the game.
 - If there is no recorder, the observer must use a voice to text system. This could be completed in Microsoft word, google docs, or an app. A suggested app to do this coconote.
 - If there is a recorder, the observer may take notes on paper IF the observer can write without looking at their paper or remember what they would like to record and write when there is a break in play. It is recommended to use voice to text to record all notes.

4.4.2. How to Use Game Evaluation Forms

Game Evaluation forms have been designed in Microsoft Excel. There are three different levels of forms, a Domestic 1 / 2, Domestic 3, and International level.

- Excel must be opened in the desktop version of excel for all formulas to work correctly.
- The highlighted sections can be edited for an educator to enter information.
- All game events are entered per game.
- There is a cover page that calculates the overall competency matched to set criteria at each level.
- For the data to be sent to the main page, “Yes” must be selected in cell W1.

There are two main ways events are recorded.

- 1) A tally for each time the event is completed correctly, incorrectly, or missed.
- 2) Dropdown menus associated to a foul being called correctly, incorrectly, or missed, and actions occurring at the time of the foul.

Some events are only recorded when completed incorrectly or missed, and some are recorded if the action is also completed correctly.

Tally

Double click the appropriate box to add a tally mark. This will count the number of tally marks at the bottom. You can click into the box to delete a tally mark. Entering a number WILL NOT give the correct result.

If you have Excel open online rather than in the desktop app, you will need to make a mark each time the event occurs. This can be done by entering an X each time the event occurs. The tally section includes:

- Corrects Ruling – Yes, No
 - If an official steps in to correct a decision click yes. Examples are fixing a shot clock, putting an athlete in the correct position, ensuring the correct penalty is given etc.
 - If an official should have stepped in to ensure the safety and fairness of the game, and they didn't, click no.
- Crew Comms – No
 - If an official should be using signals, verbally checking, looking to see if officials agree etc, and they do not, click no.
- Stops play for injury, time out correct, preserves game time – No
 - Record a tally each time an official misses this or makes an incorrect decision
- Ladder of Enforcement – Correct, Incorrect, Missed
 - See explanation below in 4.4.3 or the “Game Management” course in thinkific for more details.
- Adapts position to play, settled position, transition position
 - If the official is unable to complete their job based on their position, or lack of adapting, click no/incorrect.
- Coverage – No
 - If an official is not looking at their area of coverage mark here.
- Mechanics – Incorrect
 - If an official uses an incorrect time signal, sequence etc for calling goals, fouls, timeouts etc. mark here.
- Draw Position / Job – Incorrect
 - If an official is not in position at the draw, or not completing their job at the draw mark here.
- Draw Foul / Timing, out of bounds, offside, substitution, goal, crease count, crease violation, shot clock, over and back, clearing count – Incorrect / Missed
 - These are play of game fouls and are recorded as tally marks if incorrect. They ARE NOT recorded in the drop down section.

Drop-down

Fouls are recorded here, along with other actions that occur based on the foul. Each line is an “event” that occurs. For each event, you will enter relevant information about that event. The following will be entered:

- Team – Home, Away, Home Simultaneous/Co-incidental, Away Simultaneous/Co-incidental.
 - When a simultaneous / coincidental foul occurs, enter the information for both teams.
- Situation - Normal Routine, Normal Complex, Unusual Routine, Unusual Complex.
 - This is especially important if it is an unusual situation.
- Officials Position – Settled, Transition, Face Off/Draw, Lead, Trail, C / Single Side
 - Where they were when the event happened.
- Responsibility – Main, Shared, Helping, Reaching

Fouls - This section differs based on discipline. When an entry is made, cells that must be completed change to dark green. Cells that should not be completed change to dark grey. Optional cells stay light green. The general principles are as follows:

- Information must be entered for all correct, incorrect, and missed calls.
- Call
 - Choose an option based on the call, regardless of if they make the right decision about the foul and the administration of the foul. For example, if it is the correct decision to blow the whistle for a major foul, but they call and administer a minor foul, the call would be correct. The foul / penalty would be incorrect.
 - Options range from correct, marginal, incorrect, and missed, and use of whistle and advantage concepts. If there is a foul, and someone uses a whistle when they should be using an advantage concept, this would be recorded as an incorrect call.
- Foul / Penalty Type – This must be selected to bring up a drop down of applicable fouls. If an official makes an incorrect call or misses a call, the correct call must be recorded.
- Penalty – What penalty did the official give. If incorrect or missed, the correct penalty must be entered.
- Foul Administration - Record if the foul was administered correctly or incorrectly, and how it was administered. E.g. advantage / correct player sent off / correct set-up.

The following are optional entries if they occur:

- Restart Incorrect - Incorrect team, incorrect draw / face-off, incorrect position, incorrect person
- Impact – High
 - Include this if it is a high impact call, both positively and negatively
- Ladder of Enforcement – Correct, incorrect or missed at each level. If a different level of enforcement should have been used, this would be entered with the level the official uses and incorrect.
- Positions Athletes – Correctly, Unnecessarily, Missed

The following are optional entries if incorrect:

- Defenders / Free Play Defenders – Incorrect
 - Are the defenders in the correct position and provide the correct clearance
- Whistle – Incorrect Tone, Incorrect Sequence, Late
- Signal – Signal Incorrect, Signal Not Clear, No Signals
- Efficient? No, Marginal
 - Is the event administered efficiently.
- Calmness & control – No
 - This would default to yes unless there is a reason to answer no.
- Body language supports control? - No
 - This would default to yes unless there is a reason to answer no.

4.4.3. Recognizing Game Evaluation Events

Each discipline's rule book and officiating manual should be used to determine how each action can be displayed. Further to this, the below clarifications have been developed to assist educators.

- Situation
 - Normal
 - Commonly called fouls
 - Common game play scenarios
 - Unusual
 - Co-incidental / simultaneous fouls
 - Fouls that are called based on game play that is not common
 - Fouls that rarely occur
 - Emotional reactions from athletes / coaches
 - Spectator interference
 - Extra balls on the field
 - Events that confuse athletes
 - Situations that require rule interpretations
 - Routine
 - Single decision, or two simple decisions
 - Complex
 - Multiple decisions

- Responsibility
 - Main – in an official’s main area that they are responsible for.
 - Shared – when there is a cross over of areas.
 - Helping - if another official is out of position or has their view screened, and the official notices, adjusts, and makes a call that is required, without jeopardizing their own responsibility.
 - Reaching – the official makes a call in another official’s area who had full view of the area.
- Efficient
 - It is most important to get calls correct. If required, an official should call time to ensure the correct decision is made, or call time to correct a decision. This should NOT impact their efficiency if this happens occasionally and in unusual or complete circumstances. If this is occurring in normal and routine circumstances and occurs more than once, then they are not being efficient. If an official is proactive in signalling and organization then they are likely being efficient, regardless of how the athletes are responding.
- Athlete Organization
 - This is only completed if relevant. Some events do not require an official to organize athletes.
 - Correctly – use when the official does this correctly, regardless of if the athletes respond or not.
 - Unnecessarily – use when the official inserts themselves over and above what they need to do for the game to flow and to be fair to both teams.
 - Missed – use this if an official should be more proactive. For example, verbally telling defenders to move away from the ball carrier following a foul.
- Ladder of Enforcement
 - The four levels apply to different levels of action an official can do.
 - This should be detailed when the official’s actions have clearly had an impact on the game and / or, demonstrate their ability or inability to apply appropriate game control skills to game situations.
 - 1 – Uniform, standing somewhere to show presence.
 - 2 – Voice, giving athletes instructions.
 - 3 – Whistle, using the whistle to control the game.
 - 4 – Physical, where appropriate stopping an athlete physically.
 - For an international evaluation it is listed in two places, the tally section and drop-down section. The tally section is used to record preventive actions (no event to record) an official uses. Preventative actions will be level 1 and level 2. The drop-down section is used to record all levels when they are used in conjunction with an event. Domestic evaluations record this in the tally section only.

4.5. COMPLETING COMPETENCY EVALUATIONS

4.5.1. Competency Evaluation Forms

Competency evaluations combine the game evaluation data and observations of other required competencies over the period of four games. Competency evaluations are used for certification purposes.

Note – Certification also requires successful completion of rules and fitness testing at the required level.

Competency evaluations will be completed using the following processes:

- Game evaluation data will be collated to determine the competency level of officials for the actions recorded during the evaluation. This will be compared to a set standard to determine if they have shown the required actions and the level set to meet each competency.
- Educators will use their observations and evidence collected during pre/post-game, game evaluations, feedback forms, self-evaluations, and peer evaluations to determine the competency ratings for each official that are not measured in game evaluations. This will be completed by all educators who have completed formal game evaluations for an official.
 - Educators should use the specific disciplines manual to determine what each competency and associated actions look like.
 - Where an official is being marked “Not Yet”, “Mostly”, or “Usually”, there needs to be multiple specific examples and evidence.
 - A majority consensus of the educator’s assessments on the level of competency shown for each of the individual competencies is required.
- This is the certification competency cover sheet in the first tab. All items that require an educator to determine them are in green.

4.5.2. Recognizing Competency Actions

Each discipline's rule book and officiating manual should be used to determine how each action can be displayed. Further to this, the below clarifications have been developed to assist educators.

Competency actions are described as being completed "consistently", "usually", "mostly", or "not yet". In general, this means the following:

- Consistently - Standard practice, occurs approximately 90% – 100% of the time
- Usually - Most often happens, occurs approximately 75% of the time
- Mostly - Occurs more than 50% of the time
- Not Yet – occurs less than 50% of the time

When looking at evidence to meet these descriptors, it should be weighted as more important using the following criteria:

- The greater the effect on the game
 - For example, if a positive or negative action has a great effect on the game, it should be "worth more" than actions that have less effect on the game.
- High levels of decision making
 - If there is a greater amount of decision making required, and the official makes a correct decision, this would be positively weighted.
 - If there is a lower level of decision making required, and the official makes an incorrect decision, this would be negatively weighted.
- High levels of subjectivity
 - If the action requires a high level of subjectivity, the official should be given the benefit of the doubt in their decision.

4.6. CONSISTENCY IN EVALUATIONS

Achieving consistency between educators, and their evaluations, can be difficult. Consistency between (and from) educators supports the officials' expectations of competence and fairness of the evaluations they receive, factors that are critical to their acceptance of the feedback they receive.

4.6.1. Education

Before a tournament or league begins, the lead educator will run a "You make the call" education session for educators. During this session, the following process will be used:

- Each scenario/event will be shown, and educators given the opportunity to provide their decision.
- Collated answers are shown immediately.
- Open discussion is had, and an opportunity to ask questions.
- This is repeated for the same scenario/event at least once.
- If a consensus of more than 70% is reached, the group will move to the next scenario / event.
- If this is not reached, then this process is followed a third time.
- If a consensus of 70% is still not reached, the lead educator will have the final call on what the decision will be.

During a tournament / league, there will be oversight by an appointed Lead Educator. They will administer the following:

- Validation or moderation meetings involving groups of educators to get them all on the same page.
- Support and guidance to all educators.
- Facilitating and assigning peer reviews from experienced educators.
- Reviews of evaluations and providing feedback to educators when inconsistencies are found.
- Managing feedback mechanisms for officials to report on issues they have with evaluations and / or educators.

4.6.2. Consistency Strategies

The following strategies can help educators increase the level of consistency when using these evaluation tools:

- Adhering to the instructions of the documented policies and processes.
- Using the relevant source materials (e.g. the rule book and officiating manual) as references to validate the accuracy of decisions.
- Staying focussed on the actual performance being witnessed (avoiding comparisons with others or prejudice from past observations / interactions and distractions from supporters).

- Interpreting the official's actions within the contexts of:
 - the overall conduct of athlete and coach behaviour to that point.
 - the 'big' picture of the game.
- Staying neutral to the personality of an official and making decisions based on observations and other applicable evidence.
- Using the descriptors to make a judgement for each action, rather than matching a descriptor to the certification level you believe the official is.
- Closely observing everyone's engagement and interactions within the team and their contribution to overall team performance.

4.6.3. Working In a Panel

When working in a panel, educators must make a conscious effort to work as a team, maintaining a conversation through every game to 'moderate' their judgements on positive and negative events and actions by:

- Working collaboratively as a group.
- Sharing and discussing opinions about a decision or action they have observed to reach a consensus.
- If there is no consensus, discussion should happen between educators, with all educators publicly supporting the evaluation decisions.

5. GAME DAY PROCEDURES

As an Educator you will be assigned to games to both educate and evaluate officials. This is a dual role. Game Education is the support given to officials in the way of teaching, coaching, mentoring, before, during and after a game. Please see appendix A for a Game Education help sheet. This has been developed by collating contributions from educators who have participated in the Educators Academy.

5.1. INTERACTIONS WITH OFFICIALS

An educator will use the process of "Experience, Reflect, Think, Act" to guide their interactions with officials.

- Experience
 - Watch and listen to the officials, teams, and the game (Observations)
- Reflect
 - What does this information tell me? (Facts)
- Think
 - What does this information mean in this context? (Applying the facts)
 - Do I need to act on this information now or at another time? (Timing)
 - What do I want the officials to know? (Content)
 - How will I educate the officials? (Teaching technique)
- Act
 - What will you do and when? (Delivering the education)

5.2. PRE-GAME

5.2.1. Pre-Game Education

This is an opportunity for an educator to run any educational clinics that may be relevant to the officials on the game. This can occur before or after the officials pre-game. It is important to schedule ahead of time and ensure that everyone is aware of timing for the different aspects. The following guidelines are in place for pre-game education:

- An educator can choose if they wish to run an education session. This is likely more relevant in a domestic setting.
- Sessions are a maximum of 20 minutes.
- Provide a different focus than the official's pre-game. Pre-game education could include:
 - Asking the officials questions to deepen their thinking.
 - Structured mini workshops (especially if you have an ongoing relationship).
 - Answering the officials questions.
 - Providing insight into the teams.
 - Helping officials strengthen their teamwork.

5.2.2. Educators Pre-Game

Educators will meet to determine / prepare the following:

- Confirm the game start time.
- Confirm where they will be positioned during the game.

- Confirm the time and location chosen for the post-game debrief.
- Confirm requirements and timelines for the submission of evaluations.
- Allocate tasks pre-game, during the game, and post-game.
- Outline how any differences of opinion will be handled.
- Preparation of required resources:
 - Personal protection from the elements (e.g. sunscreen, rainproof covers or clothing, insect repellent).
 - Viewing aids (e.g. binoculars or camera).
 - Timing device to record stoppages or re-starts.
 - Food and drink to sustain them for the duration of the game.

5.2.3. Officials Pre-Game

- At least one educator will be present during the official's pre-game.
- The educator will allow the lead official to conduct the pre-game. The educator's main role will be to observe. They can still contribute to the pre-game and interact with the officials in a supporting role.
- The educator will be observing the officials to collect evidence towards their competency ratings.
- The educator should be available and accessible to answer any questions.

5.3. DURING THE GAME

5.3.1. Evaluation

An educator's main responsibility during the game is to collect evaluation evidence. This is using the game evaluation form, as well as observing all other officiating competencies.

While working during the game, the following guidelines are in place:

- Educators should be positioned together. Ensure that the position selected / allocated is clear of spectators and others so that the educators are not distracted, and their conversations are not overheard or interrupted.
- Educators should be near the centre line and, preferably, in an elevated position opposite the substitution area.
- Educators need to look at all aspects of the game, as well as specific aspects, so it is appropriate for an educator to move to another position to gain an insight into an on-field activity or officials' behaviour (e.g. moving along the side line to get a view of positioning on the goal line). These movements should only be brief, just long enough to confirm or explain an observation.
- Only officials with a specific authority and reason should enter the area being used by the educator panel. These officials must either conclude their inquiry / task promptly and leave or, stay to make their observations quietly without getting in the way, distracting, or influencing the educators. Officials with a 'specific authority' can include any appointed:
 - 'Chief' official (or a Deputy) for the event or competition.
 - 'Lead' educator for the event or competition.
 - Mentor working with a member of the on-field crew.

5.3.2. Education

An educator will also deliver in game education. The following guidelines have been developed for in game education:

- Educator's will always be with the crew during half time.
- It is optional for educator's to be with the crew during quarter breaks.
- An educator should only talk to officials during a time-out if requested by the officials, or there is an urgent safety reason to do so. This is more likely to occur during domestic games.
- What occurs during in game education may vary greatly based on need. Options could be:
 - Saying hi
 - Specific positive praise
 - Highlighting one or two areas to tweak
 - Highlighting one main area to change
 - Answering the official's questions
 - Redirecting the official's conversation
- There is the need for an official to reflect, think and act in a very short time frame. Remember this when deciding what information to share.

5.4. POST-GAME

5.4.1. Debrief

The post-game debrief will be run by an Educator/s. When scheduling allows, all educators on the game should be present at the debrief. One educator will lead the debrief, with any other educators supporting the process. The learning from a debrief can be valuable for officials outside of the game. If possible, foster an environment where all officials are welcome, and feedback is seen as task focused. More details on the skills used in a debrief are outlined in the Educator Skills Manual. Debriefs will:

- Be as soon as practicable (e.g. after the officials have completed their warm-down and private debrief and, before they undertake other activities, like another game).
- Be in a suitably private place with sufficient room and facilities for all the participants to feel secure and engage in the process.

During the debrief, the following will be covered:

- Pre-game goals of the crew and/or individuals.
- Strengths of each individual and the crew as a whole.
- Clarification of any events through questioning.
- Key events that impacted the game in a positive or negative way.
- Reflections from the officials.
- Areas for development and goals associated with this.
- References to rules and manuals to support the content.
- Summary including:
 - Paraphrased key points.
 - Opportunities for improvement that have been identified.
 - Reinforcing any tips or tricks that have been suggested.
 - Congratulating the group on their successes (e.g. achieved goals, positive application of game control skills).

To deliver the content above, educators will:

- Encourage reflective practice and guide the officials through reflective practice using questioning. *(More details on how to do this is in the Educator Skills Manual).*
- Ask the officials to input into each of the above areas before the educator makes comment on them. This will allow the official to focus on the reflect and think part of the learning cycle. Time should be taken here to encourage officials to think about the game, and the impacts (positive, neutral, negative) of their actions. A general structure for this is:
 - Allow the officials free recall of the game (what happened during the game?).
 - Invite them to sketch out a scenario and work through it (key play, positive or negative etc).
 - Lead a second recall of the game and discuss focal points in more detail.
 - Ask them to work backwards from a focal point to get to something that occurred immediately before it (but not recalled).
 - Probe to clarify the information provided and check the context of focal points.
 - Emphasize the value of the process as a training opportunity.
- Keep communication task related and inclusive, e.g. using “we”.
- Manage time so it is equitably allocated to each participant.
- Engage all the participants in the process.
- Always provide feedback (strength based and forward focused) to each official.
- Mostly provide strength-based feedback. This encourages the official to repeat the positive actions and encourages other officials to develop these traits to receive the same positive feedback in the future.
- Offer future focused feedback the official has not identified. This should be backed up by data and accompanied with actions the official can do to meet the required competency. If the official self identifies all forward focused feedback, the educator can simply agree with the official and help them develop actions they can do to achieve their goal.
Note - Be direct about an issue if an official is not ‘getting it’ to save time (be constructive and do not overdo the point) try referring to rules or manual and ask them to review film if it is available.
- Match feedback to the appropriate competency level. For example, if an official is D3 and aiming for a WL1 rating, the educator will provide next steps based on the WL1 criteria.
- Be prepared to respond with suggestions and alternatives when issues arise.

5.4.2. Evaluation

When competency evaluations are required, educators should:

- Review the self and peer feedback forms.
- Review the team coach / athlete / bench feedback forms.
- Collaborate with the educators on the game to ask any follow up questions based on this feedback.
- Individually compile an initial assessment of the official's competency.

5.4.3. Reporting

All game evaluation forms must be submitted as soon as possible, within 24 hours of the game finishing, and before the official's next game.

Educators should report any significant issues (e.g. inadequate procedures or training needs) identified to the relevant jurisdiction (e.g. a competition or event Chief Official) for consideration.

5.4.4. Individual Feedback

Educators should only give individual feedback if it has been requested by officials and it must be limited to:

- Answering any questions.
- Clarifying any unresolved issues.
- Giving a new technique or guidance to fix a problem already identified.
- Helping the official to problem solve an issue and set goals.

6. SUPPORTING DOCUMENTS

6.1.1. Appendix A – Game Education Help Sheet

6.1.2. Officiating Competency Rubric

See the World Lacrosse website for access - <https://worldlacrosse.sport/the-game/officiating/>

6.1.3. Game Evaluation Forms

Available in the Certified Educators OneDrive

6.1.4. Competency Evaluation Forms

Available in the Certified Educators OneDrive

7. Appendix A – Game Education Help Sheet

7.1. What type of questions might you ask after a pre-game?

Supporting

- What can I do for you?
- Is there anything particular you want feedback on and want me to watch for?
- Are we all feeling comfortable with our role today?
- Do you need spare equipment?

Clarifying

- What do you hope to achieve individually and as a team?
- What are the key points you want to emphasize today?
- What are the crew's objectives today?
- How are you going to ensure you are working as a team?
- Is everyone clear on what our focus is from the beginning of the game?
- What will you do to achieve your goals and objectives?

Future scenarios

- XX happened previously, how would you like to deal with this?
- How do you intend to handle a particular assumed game situation?
- What do you think are the key scenarios that are likely to occur that pose the biggest risk to upsetting the game flow/temperature? How will you mitigate that risk?
- How will you maintain focus and adaptability in the face of unexpected events or decisions?
- At what point will you implement any of the things you specifically talked about needing to watch for? How will you communicate this? Live ball non-verbal or wait for a dead ball talk?

7.2. What do you comment on, and intervene with during a game?

In general, keep it direct, short, and targeted to the areas that will have the most positive influence. There are three main areas to discuss:

- Positives
- Interventions
- State of Game

Positives

Positive examples of officiating should be highlighted and encouraged. If there is a situation that needs to be changed, give specific facts, and ask short questions to ensure understanding.

- Providing encouragement for noticeable improvements
- Stating correct calls and application of rules
 - Gee that was a great call on the end line at the end of the first quarter.
- Reinforcing correct mechanics and positioning
 - Your positioning as lead around the crease is excellent.
- Examples of great teamwork and communication
- Questions to ask;
 - What are a couple of things we're doing really well?

Interventions

All interventions are future focused and based on what officials need to do in the next passage of play. Examples from the previous passage of play can be used. Negative examples should only be used in the context of "if this happens again, this is what you need to do". If possible, the "what you need to do" should use an example from the game where an official used the skill in a different scenario. In general, intervene in the following areas:

Safety / unsportsmanlike issues

- Fouls that need to be called to keep the game safe
- Breakdown fouls affecting game integrity
- Continual major issues
- Off ball interactions
- Team bench / spectator unsportsmanlike behaviour escalating
- Questions to ask:
 - "X is happening and needs to be called more often."

- How do we apply preventative officiating?
- If X happens again, what will you do?
- Are you folks seeing....?

Game changing calls

- Unequal application of rules
- Misapplication of rules
- Missing significant fouls
- Game management calls to manage player frustration
- Questions to ask:
 - Confirm what the rule is in this scenario?
 - Are there any recurring issues or patterns that need addressing?
 - The foul at xx:xx – Was there another option here that crossed your mind?

Game flow

- Mechanics heavily affecting game flow
- Over-engagement with dissenting players/coaches
- Questions to ask:
 - Pose a hypothetical - What might happen if ...?

Support

- Helping an official recover from emotional interactions

Items that can be improved quickly in a short period of time

- Foul set-up
- Positioning tweaks
 - Where is the best position to see the play?
- Whistle use and signals
- Drawing their attention to something within their competency

Teamwork

- Changing focus areas
 - Where should we pay attention for the next quarter?
- Improving communication
 - Tips and tricks
 - How will we communicate when ...?
- Inconsistent officiating team
 - Working with a single official to match their calls to the other officials
 - Providing the benchmark on decision making for fouls
 - Explaining areas of responsibility

State of Game

Officials may want to discuss the state of the game. General questions can be asked to facilitate the officials discussion. This should be done after the educator applies any interventions they need to make.

- How are we feeling?
- Do you have any questions? / Is there anything you would like to confirm?
- Are we on track with the objectives for the game?
- Is there anything you would like to concentrate on in the second half?
- Where do you feel the game temperature is at? How do you feel your interaction with the game has changed this (good or bad)? Do you feel this needs amending for the second half?
- Do you feel the players have reached an understanding of what kind of play is acceptable and will be allowed versus what is not acceptable and will be penalised by now? Which calls allowed you to communicate this that you should continue?
- How do you feel your rapport is with the players at this stage? Have you got them 'on-side' with how you've decided to officiate the game so far? Will changing your approach now risk game integrity or add to the game in a positive manner?
- How are your calls influencing the flow of the game?
- How do you feel about the game management – too tight, too loose, or just right?

7.3. What do you discuss during the post-game?

In general, use the post-game for anything that requires extra discussion or interpretation by the officials. If there isn't a major safety or game concern, post-game should also be used to discuss anything that might throw an official off their game. All during game topics can also be covered in the post-game.

Rules

- Low game impact rule misapplications
- Incorrect foul set-up
- Technical mistakes (making the correct call and penalty, but calling it the wrong foul)
- Foul application
 - How do you decide when to use advantage / no call?
- Foul administration
 - How do you decide different penalties for the same foul?
- Questions to ask:
 - What was your call here? What did you see?
 - Talk me through the situation where (timestamp, scenario)?

Game Management

- Game flow issues
 - How did you manage the pace and flow of the game?
 - How did you balance game flow and fairness and safety for all players?
 - How did this call affect the game at this specific point?
 - How do you think your officiating philosophy affected how the game was played?
 - Did you adapt to the game, or did the game adapt to you? Was this right for the game?
- Conflict management
 - When could you have been more assertive?
 - When did you choose to be more cooperative with players / coaches?
 - What methods do you use to communicate with players and coaches during the game?
 - How do you address questions raised by players or coaches respectfully and effectively?

Positioning and Mechanics

- Poor mechanics
- Inconsistent signalling
- Major positioning changes
 - As trail, how were you anticipating transition to help prepare yourself?
 - What could you see in lead?
 - How were you helping when in SS / C?
- Faceoff/Center Draw

Teamwork

- Teamwork issues
 - What did you talk about during the timeout?
 - What went through your mind when X happened?
- Additional communication strategies between the crew, players or coaches

Unique situations

- Unusual situations that occurred in the game
- Difficulties associated with that game / teams
 - Were there any challenges or unexpected situations that arose during the game?

What type of questions might you ask during a post-game?

- How did you feel about the game?
- Were there any problems you had to deal with?
- Did you enjoy it?
- What did you do really well in that game?
- Are there any situations in that game, where if you could have it over, you would change?
- How are you going to implement what we've just talked about into your future officiating practice?
- You wanted to focus on X, did you get the chance to do that?
- Did you achieve your team / individual goals?

7.4. What are strategies that could be used to create open post-game debriefs that are used as learning tools?

- 1) Invite other officials to attend the debrief. They are there to observe with any contributions being made at the invitation of game officials.
- 2) Get officials talking about the positives first. openly give positive feedback during this time to encourage officials to feel comfortable sharing. This will help to create a safe space to uncover and share what did not go well.
- 3) Keep the encounter a positive, learning centred discussion, posing questions that may or may not be able to be answered on the spot (may require game tape) that keeps the official involved in evaluating their own game through self-reflection. A good debrief can lead an official into a position where they WANT to go and view the game tape, and self-improvement/development may follow this.
- 4) It's important to give everyone a little time to calm down and start to think about the game. A strategy could be to use open question about feelings instead of situations.
- 5) Begin the session with each official discussing 2 likes and 1 wish where they can identify 2 (non)calls/situations that they were pleased with and 1 instance where they would change their reaction if it were to happen again.
- 6) A three-pronged approach to post-game debriefs:
 - a. The first 10 minutes belongs to the crew once they reach the officials locker room post-game.
 - b. The next 10-20 minutes can be open to all including the educator, officials and other officials - this is where learning takes place.
 - c. After officials have showered/cooled down, crew-only discussions can take place and formal assessments presented - it gives time to reflect and for people to get in a better mindset. This is especially important if you need to spend time teaching a less experienced official or someone who needs to step up more.
- 7) Echoing the points the crew brings up that resonate as an educator. Using specific examples to mirror their observations can help emphasis this.
- 8) Allow the officials to evaluate the game themselves give them a chance to address their own concerns. Check their understanding and ask additional questions and comments so that they can come up with their own answers. Strategic use of follow-up questions following answers from officials encourage self-reflection.
- 9) Answer questions honestly and with a task focused approach.
- 10) Notice when someone is shy and specifically bring them into the conversation. Try to draw their contributions, both positives and concerns from them by carefully worded questions.
- 11) Be curious.