Referee Evaluations

A Discussion Guide

Areas of Discussion

- The culture of constant feedback and evaluation
- Formative vs. Summative evaluations
- Why do we evaluate officials?
- What outcomes are we seeking?
- How should we move forward?

Evaluation as a cultural change

- We need to embrace an open and honest culture that helps us to close the training loop and provide actionable feedback
- For every official that is open to feedback, there is another that is perfectly fine doing it their way
- Not everyone in the community is capable or comfortable providing honest feedback about an official's performance
- Feedback has to be from someone who has the respect to give it
- Feedback has to be timely; the further out from the action the feedback is received, the less it can be absorbed

Formative vs. Summative

Formative

Goal: monitor student learning to provide ongoing feedback that can be used by instructors to improve their teaching and by students to improve their learning to

- help students identify their strengths and weaknesses and target areas that need work
- help faculty recognize where students are struggling and address problems immediately

Considered “low stakes”

Summative

Goal: evaluate student learning at the end of an instructional unit by comparing it against some standard or benchmark.

Considered “high stakes”

Source: Carnegie Mellon University Eberly Center

Why evaluate officials?

- Ensuring that officials are executing the rules and procedures in a nationally consistent manner
  - demonstrating professionalism, collegiality, and communicative skills (personal attributes)
  - executing procedures in a nationally consistent manner (mechanics, technical)
  - demonstrating knowledge of the Rules of Racing
  - demonstrating situational awareness
  - demonstrating and executing judgment and decisiveness through the capability to combine rules-knowledge with situational awareness (advancing skills and ability)
- Benefits the athletes by ensuring national consistency while building the corps
- Identify those officials who have demonstrated a level of proficiency or excellence in executing in the national consistent manner

What outcomes are we seeking?

- Feedback to each individual to help them become better officials
- Help people gauge where they are; less check boxes and "gut feel", more open, honest, data-driven information
- Provide a more definitive pathway for people who want additional responsibility
- Formative evaluations
  - provide nationally consistent feedback to individuals to guide their development and advancement as an official
  - provide nationally consistent guideposts for individuals to gauge where they are in their development and advancement
  - provide feedback to the referee college to determine the effectiveness of training and to identify needs for training
- Summative evaluations
  - act as a gateway to rank advancement, participation in National Championships
  - act as a performance improvement plan

How should we proceed?

- We need to start with the formative and keep it "factual" - it's not punitive, it's a straightforward evaluation in this moment
  - Where does a self-evaluation fit into the mix?
  - Where does a peer evaluation fit in?
  - Where does a mentor fit in?
  - Where does the formal evaluator fit in?
- Focus on the formative - it will take time to change the culture to be accepting of the summative
- Establishing trust is critical; build a national system that all of the community have enough trust and confidence to buy into