

Coach and Assessor Training Framework

UC Law SF – Center for Negotiation and Dispute Resolution (CNDR)

Mediation Fundamentals Course

1. Training Pathway for Trainers, Coaches, and Assessors

UC Law SF implements a three-component training pathway that collectively ensures each trainer/coach/assessor completes the equivalent of 18 hours of training in the teaching, coaching, and assessment of mediators.

1.1 Component A — Prior Learning Recognition

TCAs may receive credit for prior hours of training and professional development in the following topics:

- Adult learning theory
- Instructional design
- Facilitation methodology
- Giving effective feedback
- Managing group learning environments

1.2 Component B — Internal Coach and Assessor Training Program (6–10 hours)

UC Law SF provides internal training for coaches and assessors, focusing on:

Core Modules

Understanding the UC Law SF Competency Framework: Domains (Foundational, Relational, Process, Professional/Reflective); Observable behaviors and developmental indicators

- Giving Effective, Competency-Based Feedback: Structured feedback sequence (self-reflection → peer insights → coach guidance); Behavioral vs. evaluative language; Calibrating challenge and support
- Coaching During Role Plays: Techniques for brief, targeted "stop-play" interventions; Managing sequential role-plays; Adjusting conflict intensity through the Simulation Difficulty Scale (1–5)
- Assessment and Reflective Practice: Observational accuracy; Notetaking using the coach feedback template; Supporting participants to integrate feedback
- Formal Assessment: Using the Competency Assessment Rubric; Writing clear, actionable feedback; Making pass/fail determinations; Maintaining objectivity and fairness

Delivery Format

- Live workshops (in person or virtual)
- Demonstrations by the lead trainer
- Practice coaching sessions using videotaped or live role-plays
- Practice assessment sessions with sample role-plays and rubric application

The internal program provides an initial consolidated block of training hours.

1.3 Component C — Mentoring, Observation, and Peer Review (Balance of Hours)

To complete the 18-hour benchmark, UC Law SF includes:

Mentoring

Coaches and assessors receive guidance from the lead trainer on: facilitation style, feedback methods, managing small groups, and aligning coaching/assessment with competency benchmarks.

Observation

New coaches and assessors observe between 1 and 2 mediation role plays in which experienced coaches/assessors conduct: role-play supervision, feedback sessions, and sequential mediation debriefs.

Peer Review and Reflective Supervision

Structured reflection meetings after practice and assessment sessions; Opportunities for peer feedback on coaching and assessment approaches; Ongoing alignment discussions to ensure consistency.

This combination ensures that new and returning TCAs develop a deep understanding of the program's instructional philosophy and maintain alignment with best practices.

4. Ongoing Engagement Requirements

To maintain an active position on the UC Law SF coaching or assessment team, trainers/coaches/assessors are expected to:

- Participate in at least one Mediation Fundamentals or related training program per year
- Attend periodic refreshers or alignment meetings
- Engage in continuing education related to mediation and adult learning
- Demonstrate the ability to deliver competency-based feedback and assessment consistently
- For assessors: Participate in calibration sessions to ensure consistent application of assessment standards

These expectations ensure that the teaching team remains current, aligned, and effective.

5. Summary of Alignment With Professional Standards

UC Law SF's trainer, coach, and assessor preparation model reflects widely recognized best practices in mediation education:

- Formal training in adult learning for the lead trainer
- Structured, competency-based internal training for coaches and assessors
- Clear separation between coaching and assessment roles to ensure fairness
- Mentoring, observation, and peer feedback to ensure skill integration
- Clear performance expectations for maintaining instructional quality
- Practical experience requirements ensuring real-world grounding
- Formal assessment process aligned with the competency framework

This approach ensures that all trainers, coaches, and assessors are well-prepared to support participants, uphold the competency framework, and contribute to a high-quality learning environment that culminates in fair and rigorous assessment of participant competence.