

## ***Coaching Education***

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### **STANDARD ONE**

The coach understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches, can create learning experiences that make these aspects of subject matter meaningful for students and can link the discipline(s) to other subjects.

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#### **KNOWLEDGE**

The coach knows how to apply major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) he/she teaches.

The coach has a multicultural perspective of his/her discipline(s).

The coach knows how to relate higher disciplinary knowledge to other subject areas.

The coach understands how students' conceptual frameworks and their misconceptions of an area of knowledge can influence their learning.

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#### **Evidences**

The coach knows age appropriate physical development of skills.

The coach knows a developmental approach to moving students toward proficiency.

The coach knows how to use a variety of drills, instructional stimulus, and techniques to support different performance levels.

The coach knows how and when to introduce new skills.

The coach knows to build connections between previous skills and new performance skills.

The coach knows how to recognize and develop an athlete's potential in a variety of sports.

The coach knows the limits of human endurance and the problems of overtraining.

The coach knows how to establish a training program for each specific sport

The coach knows how to identify overtraining.

The coach knows the basics of sports management and team management.

The coach knows the safety factors involving facilities and equipment.

The coach knows the liabilities of each sport (cross country, etc.)

The coach knows appropriate staff selection and assignment of sports.

The coach knows the basic eligibility at both secondary and postsecondary levels.

The coach knows the entry requirement of the NCAA.

The coach knows the requirements of NCAA, AAA, the State Dept. of Education, and National Federation.

The coach knows how to establish equipment and supply ordering lists.

The coach knows how to prepare equipment and facilities.

The coach knows the logistics of travel.

The coach knows the significance of heat-related conditions.

The coach knows how to arrange and schedule scouting.

The coach knows how to hire officials.

The coach has knowledge of the historical, philosophical, and legal basis of services for children both with and without special needs.

The coach knows of athletic training techniques to ensure safety of all players.

The coach knows the rules of each sport.

The coach knows the treatment of athletic injuries.

The coach knows first aid techniques.

The coach knows the facility setup and equipment needed for each sport.

The coach knows when to send equipment for repairs.

## **DISPOSITIONS**

The coach has enthusiasm for the discipline(s) he/she teaches and helps connect it to everyday life.

The coach realizes that subject matter knowledge is not a fixed body of facts, but is a complex and ever-evolving construct of ideas.

The coach accepts multiple perspectives.

The coach values interdisciplinary teaching and learning.

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## **Evidences**

The coach values continual professional development.

The coach believes that athletic ability can be developed.

The coach believes in athletic competition.

The coach believes in providing each athlete with a competitive individual or group sports experience.

The coach appreciates the significance of sports as a life-long social experience.

The coach appreciates the importance of competitive sports as a life-long factor in fitness development.

The coach values physical activity and establishes a life-long pattern of fitness.

## **PERFORMANCE**

The coach keeps abreast of new ideas and understandings in higher discipline.

The coach approaches the discipline critically and evaluates new claims and interpretations in the field.

The coach effectively uses multiple representations and explanations of disciplinary concepts that capture key ideas and links them to students' prior understanding.

The coach represents and uses a variety of viewpoints, theories, "way of knowing," methods of inquiry, and standards of evidence characteristic of the discipline.

The coach engages students in generating knowledge and testing hypotheses according to the methods of inquiry and standards of evidence characteristic of the discipline.

The coach includes multicultural perspectives in his/her lessons and conveys to learners how knowledge is developed from the vantage point of the culture.

The coach creates interdisciplinary learning experiences that allow students to integrate knowledge, skills and methods of inquiry from several subject areas.

The coach ensures that what is taught and what is learned is accurate.

The coach communicates effectively through reading, writing, speaking and listening, and assists students in doing the same.

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## **Evidences**

The coach participates in professional workshops related to sports.

The coach reads current professional literature covering sports issues.

The coach selects sport activities that reflect the best of current practice.

The coach plans appropriate competitions to teach sports concepts.

The coach demonstrates various methods of facilitating the learning of athletic skills.

The coach engages athletes in skill development activities in individual and group formats.

The coach assists students in making connections between athletics and other learning activities.

The coach models and teaches proper safety rules.

The coach teaches physical skills in sports accurately.

The coach provides opportunities for athletes to improve his/her performance.

The coach provides students with the opportunity to collect his/her own performance data and analyze his/her performance.

The coach educates students concerning the competition.

The coach has knowledge of current trends and issues in general education and special education.

The coach should be able to teach skills, (fundamentals) properly or correctly in a particular sport.

The coach can distinguish what level skills are used in a particular sport.

The coach uses peers to teach skills and be examples for students to emulate.

The coach uses available media resources to enhance their performance.

The coach teaches skills so the student could be successful.

The coach develops coordination, agility, flexibility, strength, etc., to their level of performance in all sports.

The coach demonstrates skills to both left and right hand players.

The coach uses methods of teaching that apply to all types of learning styles.

The coach recognizes different readiness levels and tries to group players according to maturation level and skill level.

The coach provides opportunities to achieve success and develop self-esteem through competition.

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**STANDARD TWO**

The coach plans curriculum appropriate to the students, to the content, and to the course objectives.

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**KNOWLEDGE**

The coach understands principles of curriculum design and knows how to plan lessons, units, and courses of study.

The coach knows how to apply interdisciplinary approaches to curriculum design.

The coach recognizes the continuum of learning within the K-12 curriculum of the disciplines(s) he/she teaches.

The coach knows how to teach students to communicate effectively through reading, writing, listening, and speaking.

The coach knows how to ask questions to stimulate discussion as well as creative and critical thinking.

The coach knows how to use various instructional technologies to address individual and group needs.

The coach knows how to construct and appropriately use a variety of measures, such as observations, tests, and performance-based assessments, to assess student growth and development.

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**Evidences**

The coach knows how to adapt academic, career, and social curricula for all types of exceptional learners.

The coach knows how to adapt oral and written communication to the needs of the student.

The coach knows how to use effective strategies for collaboration with other professionals and how to participate with families, students and others in the development of individualized education plans/family service plans/transition plans for students.

The coach knows how to plan for and link current developmental and learning experiences and teaching strategies with those of the next educational setting.

The coach knows how to use task analysis and error pattern analysis to determine how to revise curriculum and instruction.

The coach knows how to use assessment information to establish goals and objectives that are appropriate for an individual pupil.

The coach knows how to collect, document, and analyze performance information through systematic observations and recordings of pupil learning, behavior patterns, and responses in the areas of social, developmental, functional academic, and/or vocational behaviors.

The coach knows how to develop formal and informal alternative types of assessments (e.g., portfolio assessment, curriculum-based assessment).

The coach knows how to analyze students' individual interests, abilities, and learning styles.

The coach knows the basics of physical development as exhibited in kinesology, physiology, and anatomy, and applies it in the classroom instruction by providing students with modeling, examples, and demonstration of specific physical tasks.

The coach knows how to provide his/her students corrective feedback in a direct and constructive manner.

The coach knows how to motivate students with appropriate techniques based on the student's individual needs.

The coach knows how to use media contacts to support the overall athletic program.

The coach knows how to use contacts to encourage students to pursue athletic training.

The coach knows how to exhibit appropriate professional growth activities by involvement by local, state, or national professional organizations, clinics, visitations, try-outs, recruiting trips and/or camps.

The coach knows how to model appropriate interpersonal skills by efficiently communicating with parents, students, athletes, school boards, administrators, media, and the community.

The coach knows how to exhibit problem-solving techniques by modeling his/her decision making process.

The coach knows how to exhibit control and discipline when expressing his/her viewpoint in stressful environments.

The coach knows how to exhibit appropriate interpersonal skills by selecting the best communication manner with students regarding the student behavior (appropriate or inappropriate).

The coach knows how to write and develop game schedules, tournament brackets, yearly schedules, and organize practice schedules, both daily and longterm, for team and individual sports.

The coach knows how to develop and use drills that are measurable and observable for player performance and improvement.

The coach knows how to write player evaluations to assess the player's individual performance.

The coach knows how to chart the development of the athlete and evaluate the effectiveness of off-season, pre-season and seasonal training.

The coach knows how to develop techniques to use motor skills that will apply to a particular sport and use those skills at appropriate times.

The coach knows the rules and basic officiating procedures of a particular sport.

The coach knows how to evaluate mental and physical preparation by using competitive situations.

The coach knows how to teach athletes sportsmanship and responsibility to others.

The coach knows how to develop a budget for a particular sport.

The coach knows how to evaluate, choose, and purchase equipment for specific sports.

The coach knows how to be aware of legislative processes that impact his/her area of expertise.

The coach knows the basic background on legal issues related to the treatment of injuries, sexual harassment, supervision of activities, and inherent risks of athletic participation.

The coach knows how to evaluate performance levels of each athlete in a variety of sports.

The coach knows how to identify strengths and weaknesses in each sport.

The coach knows how to establish a developmental training program based on age and skill-level in each sport.

The coach knows how to decide if students are to participate in an accelerated program.

The coach knows how to relate athletic performance with nutritional criteria.

The coach knows how to train and provide spotters for weight lifting, gymnastics, and cheerleading.

The coach knows the state established competition formats.

The coach knows appropriate personnel management.

The coach knows personal stress management techniques and how to use them.

The coach knows personal time management techniques and how to use them.

The coach knows how to relate athletic performance to:

- fitness criteria,
- strength criteria,
- agility criteria,
- mobility criteria,
- flexibility criteria,
- endurance criteria,
- stamina criteria,
- speed criteria,
- power criteria,
- explosiveness, which is a combination of speed and strength.

A coach knows the importance of supervision of overnight trips.

## **DISPOSITIONS**

The coach is willing to respond with different approaches until students succeed.

The coach is disposed to be a learner about organization, presentation, and assessment of content.

The coach is inclined to use a variety of resources.

The coach is open to and appreciates multiple perspectives of the disciplines and of the students.

The coach is willing to explore and use technology as an instructional tool in the classroom.

The coach is committed to improving practice based on a variety of assessments, both formal and informal.

The coach is committed to lifelong learning.

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## **Evidences**

The coach believes that training athletes in basic skills in a variety of sports leads to a life-long involvement in fitness activities.

The coach believes that by proving students with an opportunity to channel aggression they will be more likely to make appropriate life choices.

The coach values a safe environment in which students can compete and learn basic lessons in winning and losing.

The coach values appropriate sportsmanship behavior and expects it of the athletes.

The coach believes in the use of multiple assessment techniques.

The coach believes in the use of a variety of instructional strategies to develop and increase athlete's performance.

The coach believes in adopting an open attitude toward innovative strategies that strengthen athletic performance.

The coach values keeping abreast of current concepts and strategies in sports.

The coach believes that it takes a commitment of time, energy, and dedication to coaching in order to be successful.

## **PERFORMANCE**

The coach plans lessons, units, and courses of study that are appropriate to the students, to the content, and to single discipline or interdisciplinary course objectives.

The coach adapts the curricula to accommodate individual student abilities and needs.

The coach evaluates and utilizes teaching resources and curriculum materials for comprehensiveness, accuracy, and usefulness.

The coach develops and uses curricula that encourage students to see, question, and interpret ideas from diverse perspectives.

The coach effectively integrates the communication skills of reading, writing, listening and speaking into all curricula.

The coach asks questions to stimulate discussion as well as creative and critical thinking.

The coach uses technology, as appropriate, to improve learning and instruction.

The coach constructs and uses a variety of assessment techniques to assess student growth and development.

The coach uses feedback and assessment to improve practice.

The coach provides opportunities for students to acquire the skills necessary to become lifelong learners.

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## **Evidences**

The coach writes and develops game schedules, tournament brackets, yearly schedules, and organize practices, both daily and long-term, for team and individual sports.

The coach develops and uses drills that are measurable and observable to assess player improvement and performance.

The coach writes evaluations and assesses player performance in each particular sport.

The coach charts the development of the athlete and evaluates the effectiveness of off-season, pre-season and seasonal programs by testing and recording the athlete's progress and performance.

The coach develops techniques to use motor skills that apply to a particular sport and uses those skills at the appropriate time.

The coach applies the rules and basic officiating procedures of a sport by reviewing the rules and

implementing them in practice.

The coach places athletes in a competitive situation to provide opportunity to evaluate mental and physical preparation.

The coach models techniques to teach sportsmanship and responsibility.

The coach develops an overall budget for specific sports.

The coach chooses, evaluates and purchases equipment for specific sports.

The coach adapts to the legislative processes that impact his/her area of expertise.

The coach uses assessment information to establish goals and objectives that are appropriate for an individual pupil which requires the ability to communicate assessment results and integrate assessment data from others when preparing individualized plans for students with disabilities.

The coach plans and implements developmentally and individually appropriate curriculums and instructional practices based on knowledge of individual students, the family, the community, and curriculum goals and content.

The coach identifies educational, developmental, functional, vocational, and social outcomes for pupils with a diverse cognitive, motor, and/or social/behavioral needs at various ages.

The coach cooperatively develops and evaluates an individualized education program/individualized family service plan/individualized transition plan.

The coach assigns practice of skills to add to the skill development of athletes.

The coach evaluates talent and determines individual performance in order to create teams and select participants in individual competitions.

The coach establishes a standard of practice for each sport and communicates his/her expectations effectively to students, parents, and administrators.

The coach uses a variety of assessment techniques to assure continual monitoring of athlete's progress.

A coach uses new strategies to develop each athlete's full potential.

A coach establishes a proper style of coaching and adopts a cooperative style rather than a command style as a prerequisite to meet the needs of the athletes.

The coach develops lesson plans and adapts curricula, materials, and methods for average and diverse pupils [e.g., drugs, poverty, guns].

The coach selects media and technology appropriate to instructional goals and objectives and uses assistive technology needed by students with vision, hearing, motor, or other disabilities.

The coach involves students in self-evaluation of products by providing pupils with information about performance results for the purpose of developing self-evaluation skills and supporting progress and by other means.

The coach modifies tests for students with disabilities.

The coach modifies the physical environment to ensure maximum performance on tests for students with disabilities.

The coach collects, documents, and analyzes performance information through systematic observations and recordings of pupil learning, behavior patterns, and responses in the areas of social, developmental, functional academic, and/or vocational behaviors.

The coach selects and administers assessment instruments and procedures based on the purpose of the assessment being conducted and in compliance with established criteria and standards.

The coach involves families as active participants in the assessment process.

The coach modifies a student's program as indicated by results of various types of evaluations, e.g., task analysis, error pattern analysis, curriculum-based assessments, and similar tools that allow for comparison of current performance with criterion outcomes.

The coach develops and uses formative and summative program evaluation to ensure comprehensive quality of the total environment for children, families, and the community.

The coach teaches for generalization of skills and transfer of knowledge by students and assisting them to develop learning strategies and independent study behaviors.

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**STANDARD THREE**

The coach plans instruction based upon human growth and development, learning theory, and the needs of students.

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**KNOWLEDGE**

The coach knows concepts of human growth and development.

The coach can evaluate and know how to apply appropriate techniques and strategies based on different learning theories.

The coach knows how to evaluate and use a variety of materials to support different instructional strategies.

The coach understands how students' physical, social, emotional and cognitive development influence learning, and applies these factors when making instructional decisions.

The coach is aware of expected developmental progressions and ranges of individual variation within each domain (physical, social, emotional and cognitive); the teacher can differentiate levels of readiness for learning and understand how development in any domain may affect performance in another domain.

The coach understands the importance of peers to intellectual development.

The coach knows how to find information and services to support students.

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**Evidences**

The coach knows the theories of competition.

The coach knows the theories of motivation.

The coach knows the importance of conditioning for each sport.

The coach knows the correct method of performing various physical exercise.

The coach knows the care and upkeep requirements of sports equipment.

The coach knows the importance of close supervision.

The coach knows how to incorporate physical skills across a variety of sports.

The coach knows the relationship between fitness and performance.

The coach knows the importance of competition in personal and social perspectives such as fitness, conditioning, endurance and/or strength.

The coach knows how to collect, analyze, and interpret sports statistical data.

The coach knows how to maintain equipment.

The coach knows how to evaluate injuries or the incapacity of students.

The coach knows how to provide appropriate emergency assistance.

The coach knows how to arrange physicals.

The coach knows the legal responsibility of properly planning each activity.

The coach knows the legal responsibility of properly instructing.

The coach knows the legal responsibility of a safe physical environment.

The coach knows skills (fundamentals) properly/correctly for a particular sport.

The coach knows how to distinguish what skill level is used in a particular sport.

The coach knows how to use peers to teach skills and be examples for students to emulate.

The coach knows how to use available media resources to enhance his/her performance.

The coach knows how to develop coordination, agility, flexibility, strength, etc. to the students' individual level of performance in all sports.

The coach knows how to demonstrate skills to both left and right hand players.

The coach knows athletic training techniques to ensure safety of all players.

The coach knows methods of teaching that apply to all learning styles.

The coach knows how to recognize different readiness levels and groups players according to maturation and skill level.

The coach knows how to provide opportunities to achieve success and develop self-esteem for all students through competition.

The coach knows how to develop concepts pertaining to individuals with exceptionalities; pre-, peri-, and post-natal development and the developmental consequences of stress and trauma; the development of mental health; and the importance of supportive relationships.

The coach knows of ethical considerations inherent in classroom behavior management.

The coach knows techniques for crisis, preventions, students with various cultural backgrounds, and students with exceptional learning needs.

The coach knows how to provide pupils with frequent response opportunities, appropriate practice, and corrective feedback during all phases of instruction.

The coach knows how to use resources, aids, and materials for teaching children with special needs.

The coach knows and understands how exceptionalities and medications may affect behaviors and educational, vocational, social, and psychological status.

The coach knows and understands how exceptionalities and medications may affect behaviors and educational outcomes at various age levels.

The coach has an understanding of peer coaching skills.

The coach understands and knows indicators of exceptionalities, curricular approaches, learning styles, and special counseling needs of students with exceptionalities.

The coach knows how to use community resources and allied health professionals which may be used by students and families and how to make referrals and collaborate with community program personnel.

## **DISPOSITIONS**

The coach is willing to provide and maintain a positive classroom environment.

The coach believes that all children can learn at high levels and persists in helping all children achieve success.

The coach accepts the responsibility to create an environment that motivates students to learn by building on their strengths and interests.

The coach appreciates individual variations among students, shows respect for their diverse talents and abilities, and is committed to helping them develop their self-confidence and competence.

The coach is willing to find and use different teaching materials, teaching techniques, and strategies to meet the learning needs of students.

The coach recognizes that all students are capable of sharing knowledge.

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## **Evidences**

The coach allows all students to participate in every activity.

The coach believes that all students can participate in a competitive sports environment.

The coach values using a variety of activities and techniques to allow for athlete's varying performance levels.

The coach values a safe learning environment in sports which encourages competition and an improvement in performance.

The coach supports using a wide variety of teaching techniques including modeling, physical demonstrations, and peer modeling of skills.

The coach believes that all children can learn at high levels and persists in helping all children achieve success including students with exceptionalities.

The coach is committed to allowing students with exceptionalities to participate in ALL classroom activities if appropriate.

The coach is willing to use assistive technology.

The coach provides a variety of activities to encourage participation, prevent boredom, and create a rich learning environment for all students.

The coach analyzes the positive strengths of each student and develops a challenge for each student which defines the next step in the learning process.

## **PERFORMANCE**

The coach applies concepts of human growth and development to classroom instruction.

The coach varies instruction using different learning techniques and strategies as appropriate for his/her students and the content.

The coach selects, procures, and maintains appropriate materials to support different instructional strategies.

The coach stimulates student reflection on prior knowledge, links new ideas to familiar ones, and makes connections to students' experiences.

The coach provides students with opportunities for active engagement, for testing of ideas and materials, and for assuming responsibility for shaping their learning tasks.

The coach invites feedback from students.

The coach provides a variety of skills to maintain motivation.

The coach reinforces the positive strengths of students.

The coach applies the concept of the athlete's needs first and winning second.

The coach provides opportunities for both individual and group learning.

The coach finds and uses information and services to support students.

The coach flexibly applies appropriate learning theories for individual students.

The coach creates an environment which motivates students to learn by building on their strengths and interests.

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## **Evidences**

The coach gives individual fundamental sports drills, as well as mass instruction sports drills.

The coach applies the appropriate teaching methods to different learning styles of the athletes.

The coach provides an environment conducive to enhancing the students' learning based on his/her abilities.

The coach task analyzes skills and establishes a learning progression of skills into a developmental process for each sport.

The coach recognizes improvement in skills and gives students positive reinforcement.

The coach provides individual workouts to enhance student's self-motivation.

The coach invites former athletes to share experiences and accomplishments.

The coach uses appropriate instructional techniques to engage students in skill development.

The coach uses a variety of real life assessment tools to evaluate student performances (i.e., points scored).

The coach develops and implements a student practice schedule.

The coach models the necessary physical skills in competition and practice.

The coach applies concepts of human growth and development to classroom instruction, including application of typical and atypical child development theories in learning situations in the context of the family and the community.

The coach uses or adapts learning techniques/strategies as needed for students with exceptionalities, providing opportunities for high success rates in each stage of learning, grouping students appropriately for learning, and facilitating family/child interactions as appropriate for optimum learning.

The coach selects, procures, and maintains appropriate materials, devices, and aids for students with exceptionalities.

The coach assists students in developing independent study behaviors.

The coach helps pupils work and cooperatively interact with their peers and to use play, environmental routines, and parent-mediated activities for learning.

The coach makes appropriate referrals to community health and social services.

The coach plans appropriate physical arrangements and activities.

The coach implements basic health, nutrition, and safety management practices, including specific procedures for students of various ages and with various exceptionalities regarding illness and communicable diseases.

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**STANDARD FOUR**

The coach exhibits human relations skills which support the development of human potential.

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**KNOWLEDGE**

The coach is familiar with students, the communities from which they come, and other factors which shape their outlook, values, and orientation toward schooling.

The coach understands how students' learning is influenced by individual experiences, talents, prior learning, as well as language, culture, family, and community values.

The coach understands the importance of treating others with respect and dignity.

The coach knows how to communicate effectively with multiple audiences.

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**Evidences**

The coach allows athletes to establish their own standard of behavior (grades, discipline, or life choices) that they independently exhibit.

The coach knows the social history of each athlete.

The coach allows students to express their ideas, emotions, and desires.

The coach knows how to communicate with multiple audiences in stressful environments based on the performance nature of competitive athletics.

The coach knows how to motivate athletes to reach their potential.

The coach knows how to establish correlations between social concepts and team behavior.

The coach knows the importance of communication in verbal and nonverbal formats.

The coach knows how to organize their program to provide opportunities for success and failure.

The coach knows how to teach coping skills within social groups and in competitive environments.

The coach knows of social structures to motivate other students.

The coach knows how to integrate various backgrounds into a cohesive unit.

The coach knows how to manage relationships with assistant coaches, administrators, officials, and medical personnel.

The coach knows how to apply family systems theory and knowledge of the dynamics, roles, and relationships within families and communities.

The coach knows how to facilitate the integration of students with exceptionalities into regular athletic activities, when appropriate.

The coach knows how to use interdisciplinary interaction and the ability to deliver and interpret treatment plan information.

## **DISPOSITIONS**

The coach respects, accepts, and support ALL students.

The coach appreciates the importance of effective communication.

The coach is committed to the expression of democratic values in the classroom and in school.

The coach expects athletes to get along with others and serve as an advocate for each other.

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## **Evidences**

The coach values hard work and believes that it leads to success and/or preparation is essential to production.

The coach believes in using proficient athletes in sharing their knowledge and insights while serving as a team leader.

The coach understands the limitations of athletes and assists each athlete to gracefully accept their limitations and face this reality without defacing themselves.

The coach understands the thoughts, feelings, and emotions of the athletes and conveys his/her sensitivity to them by allowing students to express joy, frustration, anxiety and/or anger.

The coach believes in using specific athletic events as a metaphor for life and teaches life-long strategies of hard work, responsibility, character, and leadership.

The coach believes in inspiring his/her athletes to be student leaders and exhibit character and honesty within a competitive environment.

The coach appreciates the significance of sports as a life-long social experience.

The coach believes on of his/her goals is to build character in his/her athletes.

The coach believes in the building of character as a foundation of life via athletic competition.

The coach believes it takes commitment to establish the best performance.

## **PERFORMANCE**

The coach promotes positive interpersonal relationships among student/parents/guardians, and the community.

The coach expresses empathy and warmth in interpersonal relationships.

The coach treats all others with the same respect and dignity with which he/she expects to be treated.

The coach communicates effectively with diverse populations among students, parents/guardians, peers, and community.

The coach creates an environment which nurtures self-confidence, self-respect and competence.

The coach considers the development of character, aspiration and civic virtues in making instructional decisions.

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## **Evidences**

The coach challenges athletes to develop a wider variety of skills in several sports.

The coach exhibits appropriate leadership skills and encourages the development of those skills in each athlete.

The coach places responsibility on the student by allowing them to make decisions and place the student in situations where there are repercussions of his/her decisions.

The coach establishes an environment so that athletes develop honesty, loyalty, and trust among the team members.

The coach maintains a climate of trust so that the athletes work as a team.

The coach applies a variety of instructional methods to develop athletes from novice to proficient performers.

The coach develops the athlete as a whole person who exhibits appropriate discipline, the ability to prioritize, and to be an independent learner.

The coach incorporates the tools of motivation, both exintrinsic as well as intrinsic, which fulfills the athlete's needs for fun and feeling worthy.

The coach recognizes student potential to grow and develop character.

The coach endeavors to develop in each athlete their own sense of commitment to their own development, the team, the program, and the school.

The coach establishes an open atmosphere so the athletes have an opportunity to confide in the coach.

The coach models how to treat others with respect and dignity in areas such as hospitality, verbal communications, and sportsmanship.

The coach expects athletes to model respect.

The coach acknowledges good performances to reinforce the student's desire to improve and build their confidence.

The coach models the role's teachers, other professionals, and parents assume in a collaborative relationship.

The coach models affective, positive behavior appropriate to specific circumstances.

The coach demonstrates conflict resolution skills.

The coach creates an appropriate environment to increase pupil self-awareness, self-control, self-reliance, and self-esteem.

The coach interprets education programs of all students to school personnel, school patrons, and community members.

The coach models effective communication skills, including speaking, writing, listening, and nonverbal skills.

The coach teaches the students to be their own advocates.

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**STANDARD FIVE**

The coach works collaboratively with school colleagues, parents/guardians, and the community to support students' learning and well being.

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**KNOWLEDGE**

The coach understands the importance of reflecting on practice to improve instruction.

The coach knows how to translate, evaluate, and apply current education research.

The coach understands legal obligations as represented by statute, regulation, school board directive, court decision, or other policy.

The coach understands the process of change.

The coach understands schools as organization within the larger community context.

The coach understands the importance of family/guardian involvement.

The coach understands how student groups function and influence people and how people influence students.

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**Evidences**

The coach knows when to intervene in academic problems of athletes, special education referrals, or serve as an advocate for the athletes.

The coach knows when to serve as an intermediary for the athlete with colleagues, administrators, parents, or community agencies.

The coach knows the correct procedure to use when a behavioral/discipline problem occurs.

The coach knows how to follow all rules and regulations of the State Department of Education.

The coach knows how to follow all rules of the Arkansas Athletics Association.

The coach knows how to follow all rules of the National Federation.

The coach knows the importance of correct completion of clerical tasks and forms to facilitate athletes' access.

The coach knows how to limit legal vulnerability.

The coach knows how to establish positive relationships with support, financial and moral, and the fans.

The coach knows how to communicate with officials.

The coach knows how to establish a strong collegial relationship with the cheerleaders spirit groups, pep squads, drill teams, and other support groups.

The coach knows assurances and due process rights related to assessment, eligibility, and placement of students who are culturally and/or linguistically diverse.

The coach knows how to use stress management skills.

The coach knows how to use interagency collaboration in planning behavior interventions and of the roles of the variety of community services, agencies, and professionals who support pupils with diverse cognitive, motor, and/or social/behavioral needs and their families.

The coach knows how to plan for involving parents in the instructional process.

The coach knows how to involve parents and pupils in the establishment of behavioral programs, self-recording, and self-management.

The coach knows how to encourage and assist families to become active participants in the educational team.

The coach knows how to respect parents' choices and goals for athletes and communicates effectively with parents about curriculum and the athlete's progress.

## **DISPOSITIONS**

The coach is committed to research, reflection, assessment, and learning as an ongoing process.

The coach appreciates the need for change in a dynamic organization.

The coach believes that he/she can make an important contribution to enhancing the education of students and to school improvement.

The coach is willing to collaborate in school-improvement activities.

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## **Evidences**

The coach believes in building collaborative relationships among diverse groups in the community.

The coach believes in recognizing expectations of the sports program from the community both personal and professional.

The coach believes in the role and importance of athletic competition to the community.

The coach believes that he/she should serve as an advocate for their athletes.

The coach believes in the continual development of skills.

The coach believes in the following the chain of command.

The coach values flexibility and modeling of the concept of life-long learning.

The coach believes in promoting the athletic program, administration, faculty (non-certified and certified), school and community.

The coach values appropriate public relations skills.

The coach believes in working with all athletic support groups such as Booster Clubs, community volunteers, team support groups, and fans.

## **PERFORMANCE**

The coach reflects on his/her teaching to improve instruction.

The coach uses research to improve instruction.

The coach assumes responsibility for his/her own professional development.

The coach fulfills his/her legal obligations as represented by statute, regulation, school board directive, court decision, or other policy.

The coach works collaboratively for student and school improvement.

The coach seeks and uses human, material, community, and financial resources to improve student learning and to improve the school.

The coach is an advocate for student learning and school improvement.

The coach develops and maintains a professional presence and maintains a professional growth plan.

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## **Evidences**

The coach acknowledges the significant role of support personnel to the athletic program.

The coach organizes a parental meeting prior to the beginning of any athletic activities.

The coach establishes an informal and formal communication system.

The coach promotes appropriate media contacts.

The coach facilitates positive recognition of athletic successes.

The coach develops knowledge of legal standards, rules and regulations by the Department of Education, AAA, and National Federation.

The coach reads and critically applies research and recommended practices for effective management of teaching and learning.

The coach participates in professional organizations.

The coach adheres to the profession's code of ethical conduct and the ability to identify ethical and policy issues related to educational, social and medical services for athletes and their families.

The coach demonstrates communication, consultation, collaboration, and problem-solving skills that can be used to develop instructional and management procedures for athletes.

The coach develops a plan to collaborate in developing methods for implementing a school-center or home-based teaching and management plans for students.

The coach participates appropriately as a member of a transdisciplinary team in activities related to individualized instructional and related programs for a student.

The coach communicates options for programs and services at the next level and assists the family in planning for transition.

The coach assists families in identifying their resources, priorities and concerns in relation to the athlete's development.

The coach involves families in assessing planning for individual athletes, including those with special needs.

The coach implements a range of family-oriented services based on the family's identified resources, priorities, and concerns.

The coach uses state, local, regional, and national resources to aid in the delivery of services for students.

The coach matches home, school, and community resources with students needs.

The coach demonstrates knowledge of the roles and uses of paraprofessionals and volunteers in an instructional program.

The coach demonstrates the ability to work with and supervise paraprofessionals in an instructional program.

The coach employs adult learning principles in supervising and training other adults.

The coach facilitates the identification of staff development needs and strategies for professional growth.

The coach communicates program needs, processes, and outcomes.

The coach advocates on behalf of athletes and their families.