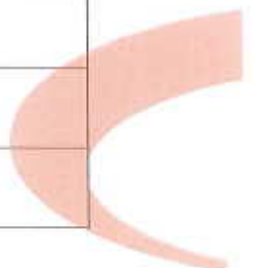


Coach Development Assessment & Action Plan

Coach Name:	Date:	
Age Group:	Date of Last Evaluation:	
Session:		
Session Learning Outcomes		
1.	2.	3.
Coaches Focus (3 things highlighted in Coach Action Plan)		
1.	2.	3.
Coach Action Plan		
1.	2.	3.
1.	2.	3.
1.	2.	3.
Further Study/Training		
1.	2.	3.
Professional Development (3 year plan)		
1.	2.	3.
Next Evaluation Date:		
Coach Signature:		Date:
Coach Mentor Signature:		Date:



Coach Development Assessment & Action Plan

Session Preparation / Organization			
Criteria	Exceeds Standards	Meets the Standard	Needs Improvement
Session Plan Produced	<ul style="list-style-type: none"> • Coach can produce a computer generated session plan (can be electronic) • Session plan is aligned with the organizations curriculum • Session plan includes diagrams for each Activity/Game • Session plan considers timing size of area, the number of players & equipment required • Session Plan emphasises the considerations in each of the 4 corners of player Development (Technical/Tactical, Physical, Social-emotional, Psychological) • Session plan references learning objectives & outcomes for each Activity/Game • EAP (Emergency Action Plan) Emergency contact information, details of facility address & evacuation plan, players emergency contact information & medical conditions/status • Easy to follow 	<ul style="list-style-type: none"> • Coach can produce a session plan • Session plan includes diagrams for each Activity/Game • Session plan considers timing size of area, the number of players & equipment required • Session Plan emphasises the considerations in each of the 4 corners of player Development (Technical/Tactical, Physical, Social-emotional, Psychological) • Session Plan includes progressions for each Activity/Game • Session plan references learning objectives & outcomes for each Activity/Game • EAP (Emergency Action Plan) Emergency contact information, details of facility address & evacuation plan, players emergency contact information & medical conditions/status • Easy to follow 	<ul style="list-style-type: none"> • No or inadequate session plan produced (Does not meet the Standard set)
Safety Factors	<ul style="list-style-type: none"> • Coach conducts proper safety check of playing area & equipment, highlighting any potential risks/hazards to players (lightning, lighting, dehydration, portable nets etc.) • All players have correct player equipment such as shin guards, correct footwear & are not wearing any jewellery • Coaches know the exact number of players in the group & check throughout the session to maintain supervision of all players. • Coach inquires about the health status of each player & notes any current/previous health concerns. Check the player journey (School sport activities or at camp all day) 	<ul style="list-style-type: none"> • Coach conducts proper safety check of playing area & equipment • All players have shin guards, correct footwear & are not wearing any jewellery. • Coaches know the exact number of players in the group prior to start of activity • Coach inquires of player health status of each player & notes any current/previous health concerns 	<ul style="list-style-type: none"> • No or little consideration for safety check of playing area & equipment • No consideration for correct player equipment such as shin guards, correct footwear and no jewellery. • No consideration for number of players prior to the beginning of the session • No consideration of current/previous health concerns
Introduction of the Activity/Game	<ul style="list-style-type: none"> • Coach introduces the activity while considering time factor (approx. 2 minutes) • Explained in playing area • Appropriate terminology used (age/stage specific) • Outlines objectives • Clear picture "painted" with demonstration which includes the players & the ball (player can demo) • Coach considers all learning styles (visual, auditory, kinesthetic) • Coach provides opportunity for players to ask any questions • Players demonstrate understanding 	<ul style="list-style-type: none"> • Coach introduction is too long (over 2 minutes) or needs to be repeated • Appropriate terminology used (age/stage specific) • Clear picture "painted" with demonstration (player can demo) • Coach considers all learning styles (visual, auditory, kinesthetic) 	<ul style="list-style-type: none"> • No introduction or explanation given on the objective of the session • Inappropriate terminology used (is not age/stage specific) • No demonstration • Coach does not consider all learning styles (visual, auditory, kinesthetic)
Organization of Players, Equipment, & Support Staff	<ul style="list-style-type: none"> • Players & equipment is organized and in position for activity to begin following introduction • Time consideration to start of activity (< 2 minutes before players are active) • Players are grouped appropriately based on session objectives & learning outcomes (e.g. biggest not against smallest in shielding session) • Groupings are done prior to Introduction • Coach considers designated position for water bottles, additional balls and equipment etc. • Support staff are in place before introduction & utilized efficiently throughout session • Organization allows for seamless transition between activities 	<ul style="list-style-type: none"> • Players & equipment is organized and in position for activity to begin following introduction • Time consideration to start of activity (< 3 minutes before players are active) • Support Staff are in place before introduction • Coach considers additional balls & equipment requirements 	<ul style="list-style-type: none"> • Players not in position to begin or are still unclear as to where to go following introduction • Time consideration to start of activity is neglected thus delayed physical activity (> 3 minutes before players are active) • Support Staff are not utilized or in position to begin the activity

Coach Development Assessment & Action Plan

Coach Intervention & Methodology			
Criteria	Exceeds Standards	Meets the Standard	Needs Improvement
Coaching Position & Observation	<ul style="list-style-type: none"> Coach is in a good position to observe the entire group Coaching position varies throughout session to observe both the group & individual players Consistently scanning 	<ul style="list-style-type: none"> Coach is in an acceptable position to observe the entire group Little or no variation to coaching position 	<ul style="list-style-type: none"> Incorrect coaching position – cannot see entire group or interferes with play
Stoppages in the session – effective interventions while limiting stoppages	<ul style="list-style-type: none"> Effectively intervenes at the correct time & on topic Coach “paints a picture” during interventions rather than lecturing (demo or have players demo) Number of stoppages allow teaching to occur, but considers time & session flow (duration of stoppages) – players are given time to practice 	<ul style="list-style-type: none"> Coach usually intervenes at the correct time & on topic Coach “paints a picture” during interventions rather than lecturing (demo or have players demo) Number of stoppages are reasonable to maintain session flow – players are given time to practice 	<ul style="list-style-type: none"> Consistently Intervenes at inappropriate times and/or consistently off topic The number of stoppages prevent session flow Stoppages are long – no consideration of time during stoppages
Ability to identify the key error	<ul style="list-style-type: none"> Key error is diagnosed (accurate assessment) – WHO, WHAT, WHY Consideration of Position (Player location on field) , Starting Movement (Static or in motion), Direction (direction of play) & Speed (Quality of execution) 	<ul style="list-style-type: none"> General error is diagnosed, but lacks detail – WHAT, WHY 	<ul style="list-style-type: none"> Errors are not diagnosed
Ability to provide key solution	<ul style="list-style-type: none"> Coach uses key factors (specific technical details) to provide players with best possible solution for the situation (Information is on topic and specific) Coach can provide key, but also alternative solutions Consideration of Position (Player location on field) , Starting Movement (Static or in motion), Direction (direction of play) & Speed (Quality of execution) 	<ul style="list-style-type: none"> Coach uses general information to provide players with an acceptable solution (Information is on topic, but general) 	<ul style="list-style-type: none"> Solution is incorrect or inappropriate to the situation
Coach recreates the situation	<ul style="list-style-type: none"> Coach freezes players and recreates the situation with efficiency (time) & accuracy. – On, around & away from the ball. Includes the opposition 	<ul style="list-style-type: none"> Coach freezes players and recreates the situation fairly accurately 	<ul style="list-style-type: none"> Coach does not recreate the situation
Demonstrations	<ul style="list-style-type: none"> Demonstration is clear & concise Accurate Consideration of Position (Player location on field) , Starting Moment (Static or in motion), Direction (direction of play) & Speed (Quality of execution) Ball moves Opposition moves Considers speed of demonstration based on level of players Allows rehearsal Provides alternatives 	<ul style="list-style-type: none"> Demonstration is acceptable with reference to theme Accurate Ball moves Includes opposition Considers speed of demonstration based on level of players Allows rehearsal 	<ul style="list-style-type: none"> Demonstration is rarely attempted No movement of ball No movement of players Doesn't consider opposition Doesn't consider speed of demonstration based on level of players Does not allow rehearsal
Restarts following interventions	<ul style="list-style-type: none"> Coach restarts play from where the intervention was made (service of ball can be modified) All players return to original positions prior to the intervention (supporting & opposition players) Realistically references the correction or solution offered 	<ul style="list-style-type: none"> Coach restarts play from where intervention was made All players return to original positions prior to the intervention (supporting & opposition players) 	<ul style="list-style-type: none"> Coach makes no reference to the restart Coach restarts play with without returning players to original positions prior to the intervention



Coach Development Assessment & Action Plan

Coach Appearance & Communication			
Criteria	Exceeds the Standard	Meets the Standard	Needs Improvement
Appearance & Impression	<ul style="list-style-type: none"> Dress code is professional & allows for demonstration Coach is wearing soccer specific footwear & clothing Coach varies tone of voice at the correct time (can increase intensity of play etc.) Tone is forthcoming, welcoming and pleasant Coach kneels/crouches down and communicates with players on their level rather than towering over them Encouraging & positive tone 	<ul style="list-style-type: none"> Dress code is acceptable & allows for demonstration Coach is wearing correct footwear Positive body language Tone is forthcoming, welcoming and pleasant Coach kneels/crouches down and communicates with players on their level rather than towering over them Encouraging & positive tone 	<ul style="list-style-type: none"> Dress code is unacceptable Coach is not wearing correct footwear Minimal expressive body language Fails to motivate players
Appropriate positive interaction with players	<ul style="list-style-type: none"> Coach recognizes individual learning preferences Coach uses independent thinking & problem solving Coach highlights individual performance (praise) Coach encourages calculated risk (allows & encourages players to try new things) 	<ul style="list-style-type: none"> Coach recognizes individual learning preferences Coach highlights individual performance (praise) & provides the "WHY" for the success 	<ul style="list-style-type: none"> Coach rarely intervenes with individuals and does not take into consideration their particular needs Coach fails to highlight individual performance Coach is aggressive with their tone
Effective use of Coaching Styles	<ul style="list-style-type: none"> Question & Answer and Guided Discovery are predominant Coaching Styles (asks questions of players vs providing them with all the answers) Adjusts between Coaching Styles seamlessly as required Allows players to solve problems by exposing them to situations Recognizes appropriate coaching style based on age/stage of players 	<ul style="list-style-type: none"> Uses predominantly one style Recognizes need to adjust to the appropriate coaching style if required Allows players to solve problems by exposing them to situations Recognizes appropriate coaching style based on age/stage of players 	<ul style="list-style-type: none"> Coaching style inappropriate in regards to player age/stage
Session Management & Organization			
Criteria	Exceeds the Standards	Meets the Standard	Needs Improvement
Activities/Games are realistic & age/stage appropriate	<ul style="list-style-type: none"> Conditions are realistic & create environments that challenge the players to solve problems Optimal use of area to favor session New sets of conditions are implemented to increase learning & difficulty/complexity for the players All players are active throughout session 	<ul style="list-style-type: none"> Conditions are realistic & create environments that challenge the players to solve problems All players are active throughout the session 	<ul style="list-style-type: none"> Conditions are unrealistic & do not create an environment that challenges the players to solve problems Players are inactive throughout the session
Pace – Intensity of the Activity	<ul style="list-style-type: none"> Tempo increases throughout the session to resemble the game Efficient work to rest ratio Activity time is considered to ensure player engagement (players are enjoying the session) 	<ul style="list-style-type: none"> The level of intensity is maintained throughout the session Coach recognizes coach to rest ratio Activity time is considered to ensure player engagement (players are enjoying the session) 	<ul style="list-style-type: none"> The level of intensity never/rarely resembles the game Work to rest ratio is not considered Activity time is not considered – players disengaged (players are bored)