National Federation of State
High School Associations

Fundamentals of Coaching

Blended Learning

Participant Guide

2014

National Federation of State
High School Associations

Fundamentals of Coaching

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WELCOME TO NFHS FUNDAMENTALS OF COACHING

WELCOME

Congratulations on your decision to become a better coach. NFHS Fundamentals of Coaching deals with the specific needs, challenges and issues that relate to coaching at the interscholastic level and in our nation's schools.

The content has been designed to provide you with a road map for team success, not simply in terms of assisting you in the development of a competitive program, but more to the point in understanding the role that athletics must play as part of the educational mission of our schools.

Your decision to participate in the NFHS Coaching Education program demonstrates a high degree of commitment and investment in the lives of our nation's youth. Interscholastic athletics can be a wonderful vehicle to teach positive life-skills and learn important lessons for life. But sports also have the potential to be a negative experience that can teach young people undesirable behaviors and values. There is nothing inherently good or bad about interscholastic athletics. It's up to you as the coach to create a favorable, developmentally appropriate experience for your students.

How you define success as a coach is critically important. It will determine whether your students will have an enriching experience through interscholastic athletics or just have an experience that seeks to win games.

As a coach you have been entrusted with a special gift – the opportunity to help your students maximize their physical, social, personal and psychological development and to help them establish a Game Plan for Life.

Get Certified! ™

Become an Accredited Interscholastic Coach

Complete the following courses and you will automatically become an AIC at no cost:

- Fundamentals of Coaching
- First Aid, Health and Safety for Coaches (some equivalent courses are accepted)
- Sport-Specific course or Teaching Sport Skills
- Concussion in Sports

AIC
Accredited Interscholastic Coach

Educational

Athletics and The Role of the Teacher/Coach

UNIT 1

Unit 1 of the NFHS course emphasizes the history, mission and purpose of educational athletics in our nation's schools. The role of the teacher/coach in interscholastic athletics is to establish an environment that will facilitate success for all participants. This is a constant theme throughout the course, along with the positive outcomes that should occur as a function of the teacher/coach's actions as they impact on the students' experience.

UNIT OBJECTIVES

At the conclusion of this unit you will be able to:

- Describe the mission and purpose of interscholastic athletics.
- Recognize developmentally appropriate experiences.
- Trace the history of athletics in our schools.
- Explain how interscholastic athletics becomes a part of the educational process.
- Describe how the teacher/coach can act as a positive role model.
- Develop a student-centered coaching philosophy.
- State the top five educational outcomes of interscholastic athletics.

TEACHABLE MOMENT VIDEO VIGNETTE – "COACHING DURING COMPETITION"

Worksheet

A serious technical foul has cost the Community High School basketball team an important game, resulting in the end of a promising season. The technical was called because one of the students – in a fit of anger – talked back to one of the referees. Immediately after the game, Coach Davis assembles his team in the locker room. He is clearly upset and demands to know where the student at fault learned that such language was OK to use with an official. The coach finds himself in a very embarrassing situation when the student states, "I learned it from you, coach. It was something I heard you say."

What are the issues in this teachable moment?	
What is the mission and purpose of interscholastic athletics?	

What is a Teachable Moment?

Notes: _____

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HISTORY, MISSION AND PURPOSE OF INTERSCHOLASTIC ATHLETICS

"A teacher affects eternity; he can never tell where his influence stops."

– Henry Adams (1838-1918)
U.S. author, autobiographer and historian

At the interscholastic level, learning is far more important than winning. The skills and strategies you will acquire in this course, however, will enhance not only your students' knowledge, but will also help your teams and students to be competitively successful. You will be introduced to concepts and insight into how best to structure a coaching environment that promotes the educational mission of interscholastic athletics.

To this end, it cannot be stressed enough that successful coaching at this level is much more than winning games and championships. Successful coaches create the conditions necessary for students to master new skills, enjoy competition with others, and experience enhanced self-esteem. Although successful coaches are well-trained in the tactics and techniques of their sport, they recognize that this is only part of their craft; the other part is the use of athletics as the vehicle to educate our nation's youth in becoming good citizens.

American author, autobiographer and historian Henry Adams (1838–1918) stated, "A teacher affects eternity; he can never tell where his influence stops." The same applies for coaches. It is widely accepted that coaches hold the key to the positive or negative outcomes of the interscholastic athletic experience. Coaches are truly the delivery system for all that is positive, and at times negative, about the interscholastic athletic experience.

Your presence today places you in the company of hundreds of thousands of individuals who have chosen to coach interscholastic athletics over the course of our country's history. You are now part of that group and share in their legacy. Before we start discussing your role as teacher/coach, let's take a look at the history of athletics in America's schools and discuss the mission and purpose of the activity.

TOP FIVE EDUCATIONAL OUTCOMES

When a teacher/coach implements a student-centered coaching philosophy that stresses the educational mission of the activity, the experiential outcomes are almost entirely positive and contribute significantly to the holistic development of each and every student.

Promotion of learning:
Students should acquire new knowledge or skills that will lead to long-term behavior change. This learning is not limited to the development of physical skills and should also facilitate the social, personal and psychological development of each student.

Life skills:
Students should learn how to balance their life, emotional well-being, leadership, personal growth and decision-making skills.

Healthy lifestyle:
Students should become committed to an addiction-free, physically active and long-term healthy lifestyle.

Sportsmanship:
Students should learn respect and concern for rules and officials, opponents, and the spirit and customs of sport.

Citizenship:
Students should acquire knowledge, attitudes, experience and skills that will prepare them to be productive and responsible members of society.

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"The quality of a person's life is in direct proportion to their commitment to excellence, regardless of their chosen field of endeavor."

– Vince Lombardi

"Success is peace of mind which is a direct result of self-satisfaction in knowing you did your best to become the best you are capable of becoming."

– John Wooden

STUDENT FIRST. ATHLETE SECOND.

As teacher/coaches we spend a lot of time and energy focused on our sport. But we are first and foremost teachers. We must never forget that every one of our participants is a student first and an athlete second.

Interscholastic athletics becomes part of the education process when…

- Learning objectives are clearly stated and integrated into the experience.
- Teacher/coaches purposefully plan for learning to take place.
- Teacher/coaches purposefully explain to students what they are going to teach.
- Teacher/coaches teach what they said they were going to teach.
- Teacher/coaches reinforce what the students learned.
- The program is designed to enhance academic achievement.
- Teacher/coaches ensure that the athletic program never interferes with opportunities for academic success.
- Teacher/coaches use the unique teachable moments that occur in athletics to promote the development of each individual.
- Teacher/coaches stress personal responsibility and accountability for each participant.
- Like most activity programs such as art, band and theater, athletics can increase the commitment of students who are less interested in traditional academic subjects.

Notes: _____

HOW DO YOU DEFINE DEVELOPMENTALLY APPROPRIATE?

It is vitally important that teacher/coaches remember that a developmentally appropriate experience is one that is consistent with the ability and maturity of the student. Students, even in high school, are not miniature adults. This simple but important recognition will significantly reduce or remove a great deal of frustration you may experience, particularly when coaching middle school children.

A developmentally appropriate experience –

One that is consistent with the ability and maturity of the student.

Remember, if your students do not look like professional athletes such as Peyton Manning or Serena Williams, do not expect them to understand the game or play like Peyton or Serena! This may seem obvious, but often teacher/coaches' expectations are inconsistent with their students' stage of cognitive, motor-skill and/or physical development.

While the physical and motor-skill development characteristics of students are relatively easy to assess, see and measure, cognitive and psychological development characteristics are less obvious. Teacher/coaches need some understanding of key development issues and must be able to maximize their students' learning and development. Consider these questions:

- Will the student understand what I say?
- How many coaching points will he/she be able to take in?

Clearly knowing the answers to these questions will assist coaches in planning practice sessions, and thus optimize learning and enjoyment. In addition, it is important that interscholastic teacher/coaches have knowledge of psychological development.

This knowledge will provide the basis for understanding:

- How and why students are likely to react in different situations.
- The psychological demands sport places on participants, and its powerful psychological effects on them.

You must also be aware of the effects of your behavior on students. Such issues are important to consider at all times.

THE ROLE OF THE TEACHER/COACH

"No stream rises higher than its source."

– Frank Lloyd Wright,
20th Century American architect

"Don't worry that children never listen to you. Worry that they are always watching you."

– Robert Fulghum, author
All I Really Need to Know I Learned in Kindergarten.

For many young people, the interscholastic teacher/coach is an incredibly influential figure. Your influence goes far beyond your ability to teach sport skills – in fact, one could argue that this is the least important aspect of being a teacher/coach at the interscholastic level. In addition to playing a key role in the immediate development of a young person, the lessons you choose to teach your students will impact their lives far after their involvement in athletics has concluded.

Athletic Triangle

Notes: _____

WHAT DO YOU THINK YOUR STUDENTS WANT IN AN INTERSCHOLASTIC TEACHER/COACH?

Worksheet

Just as you have expectations for your students, your students have expectations for you.

Use the spaces below to list the coaching attributes you believe students want in their teacher/coaches.

1.
2.
3.
4.
5.
6.
7.

STUDENT-CENTERED COACHING PHILOSOPHY

Worksheet

Why do you want to be a teacher/coach?

In light of what you learned earlier about what students want in a teacher/coach, it's time to examine your motives for coaching. Use the spaces below to describe the reasons why you want to be a teacher/coach.

CREATING A STUDENT-CENTERED COACHING PHILOSOPHY

Creating and ensuring a safe, non-threatening and respectful environment that provides each student opportunities to develop skills and learn personal responsibility is your No. 1 responsibility as a teacher/coach at the interscholastic level. This statement places the welfare of the student at the core of the interscholastic athletic experience and emphasizes the need for the teacher/coach to be proactive in creating an environment that promotes the value of each individual and provides participation opportunities for as many students as possible.

In many ways a student-centered coaching philosophy is one that has as its goal the positive development of each student.

Research has shown that positive development is likely to occur when students:

- are active participants in their schools;
- have a range of opportunities to develop and display competence in settings where they are noticed and rewarded; and
- have chances to prove they are becoming valued adults in their communities.

If interscholastic athletic programs are organized to achieve these three things, they will contribute to education and development because students will be noticed in positive ways and will be more likely to identify with the school and its educational mission.

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TEACHABLE MOMENT VIDEO VIGNETTE – "THE PLACE OF WINNING"

Dan recently joined Franklin High School as a teacher and head football coach and has been called into the athletic director's (Mr. Smith) office to talk about where winning fits into the school's athletic program. In a recent competition, Dan made a decision to keep a student in a game despite the fact he had injured his knee in the second quarter. Mr. Smith questions Dan's judgment in this matter and is concerned that the decision could have resulted in sacrificing a student's health and future for the sake of a win. He admonishes Dan to teach his team that "Winning is important… but not at the expense of someone's health."

Use the space below to describe how this situation could be handled better.

What issues were identified by the athletic director in the video?	
How can you as a teacher/coach anticipate and address such issues in your own situations?	
How do you as a teacher/coach address the concept of winning with your students, parents and school colleagues?	
How do you as a teacher/coach address the concept of losing with your students, parents and school colleagues?	

THE PLACE OF WINNING IN INTERSCHOLASTIC ATHLETICS

What role should winning play in interscholastic athletics?

Phil Jackson, former head coach of the Los Angeles Lakers, and an individual who knows a little about winning as a coach, once said, "Winning is important to me, but what brings me real joy is the experience of being fully engaged in whatever I'm doing."

Jackson's quote speaks to a philosophy about winning to which all interscholastic teacher/coaches can aspire. Like Jackson, we are sure that you like to win, but his quote speaks to the striving and total investment in the process, which is crucial to being a successful teacher/coach at any level of sport. At the interscholastic level, this should reinforce the physical, social, personal and psychological development of each student who participates in athletics.

It is important to emphasize that interscholastic athletics has a dramatically different mission and purpose than coaching at the professional level.

The goals of professional sports are to entertain and, ultimately, to make money. Financial success is of primary importance and depends on winning. The goals of interscholastic athletics are different for all concerned, including the teacher/coach.

"Winning on the professional level is required. Winning on the collegiate level has become expected. Winning on the high school level should be a pleasant by-product of what you're really supposed to be doing, which is developing young people into productive citizens."
– Robert Kanaby,
Former Executive Director of the NFHS

Because interscholastic athletics is part of the educational process, losing provides just as critical a teachable moment for a student as winning. The very different ways that both are handled will reveal the characters of both the teacher/coach and his or her students. Learning to win with class and lose with dignity are key life lessons and are educational outcomes all teacher/coaches should be teaching. In life, individuals will be faced with many forms of adversity and challenges, and will face losses far more severe than any they may experience in athletics. What better way to teach young people how to handle such losses than through athletics. This doesn't mean that in your role as teacher/coach that you like to lose; rather it means that you should recognize the teachable moment that a loss offers you.

"If you can react the same way to winning and losing, that is a big accomplishment. That quality is important because it stays with you the rest of your life"

– Chris Evert,
• 18 Grand Slam singles titles, including a record seven at the French Open. • Three Grand Slam doubles titles. • Career win-loss record in singles matches of 1,309-146 (.900), the best of any professional player in tennis history

"Winning is important to me, but what brings me real joy is the experience of being fully engaged in whatever I'm doing"

– Phil Jackson,
Former Los Angeles Lakers Coach

SELF-AWARENESS

One of the realities of coaching is that your performance is "out there" for the entire school community to see. Parents, administrators and students will all have opinions about you and of your strengths and weaknesses as both a teacher/coach and, potentially, a person. Opinions will be formed by everyone with whom you interact. The bottom line is that you have little if no control over what others think; how and what you think about yourself, though, is vitally important in terms of your development and performance as a teacher/coach.

So what is your perception of yourself as a teacher/coach? Can you identify your current strengths and areas of your coaching where you're limited and where improvement is needed? One of the main skills you can develop is being aware of yourself and your motivation for coaching. Let's say, for example, that the school district's superintendent asked you to describe your three major strengths and limitations. Could you answer the question? Do you have a process for identifying your strengths, limitations and motives?

Generally, four main skill sets can determine a teacher/coach's success. The usage of the term "skill set" is deliberate in that it represents the belief that coaching is indeed a skill that can be developed and enhanced.

Those four skill sets are:

- **Technical:** Knowledge base of sport.
- **Tactical:** Analytical/decision-making component of coaching; skills that help win contests.
- **Managerial:** Maintenance and organization of a systematic approach to coaching in terms of preparation, time management, administration, programming, and so on.
- **Interpersonal:** The most critical category that underpins everything a teacher/coach does, such as communication, social skills and motivation.

Notes: _____

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UNIT 1 REVIEW

Worksheet

Unit objectives	Notes
What is the mission and purpose of interscholastic athletics?	
What must a teacher/coach consider in order to create a developmentally appropriate experience for students?	
When did interscholastic athletics begin in our nation's schools?	
How do interscholastic athletics become part of the educational process?	
What behaviors exemplify a teacher/coach as a positive role model?	
What do we mean by a "student-centered" coaching philosophy?	
What is the place of winning in interscholastic athletics?	
What are the top five educational outcomes of	

The Teacher/Coach

As Manager

UNIT 2

UNIT OBJECTIVES

At the conclusion of this unit you will be able to:

- Identify the managerial skills necessary for being a successful teacher/coach.
- Classify management responsibilities into three main timeframes (i.e., off-season, preseason and in-season) in order to develop a timeline to accomplish your management responsibilities.
- Describe the administrative chain of command operating in most schools.
- Recognize your coordinating responsibilities in facility management, scheduling, transportation and budgeting.
- Explain the general rationale for many of the state associations' eligibility rules.
- Establish procedures for emergency care of your students.
- Explain components of sport safety in order to minimize risk of injury.
- Indicate strategies for working effectively with all stakeholders in the sport program.
- Describe legal liability concerns related to interscholastic coaching.

ORGANIZATION

As courts in the United States continue to define the legal responsibilities of a teacher/coach, you must understand that you are not immune from legal action. More importantly, it is critical that you learn a number of well-established procedures that will not only reduce your risk of being sued but enhance the health, well-being, development and athletic performance of your students.

No matter how knowledgeable you may be about the technical or tactical aspects of your sport, your ability to run a smooth and efficient program is an important aspect of being a successful interscholastic coach. Indeed, the more efficiently you manage and organize all aspects of your program, the more time and energy you will have to devote to actually working with your students. The reverse also applies; the less efficient your program, the less time you will have to work with your students because you will constantly be dealing with one organizational crisis after another.

"I never did anything by accident, nor did any of my inventions come by accident; they came by work."

– Thomas Edison

SEASONAL PLANNING

Worksheet

In your role as a manager and administrator, knowing what to do and when to do it are crucial to your program's success. Below is a list of 15 needs you must address throughout the year. Place a checkmark in the appropriate column to indicate when each item should be addressed.

	Off-season	Pre-season	In-season
Learn about any special health and/or physical conditions that may affect your students.			
Ensure student eligibility.			
Evaluate current facilities, uniforms and equipment and make necessary changes.			
Evaluate all aspects of the program – What worked? What needs to change?			
Publicize program and encourage students to participate.			
Evaluate team policies and procedures, including injury or accident-tracking system.			
Ensure first aid/CPR certifications are current.			
Direct supervision of students during travel to away contests.			
Complete next year's budget and scheduling of both contests and facility.			
Confirm procedures for emergency care plan.			
Conduct meetings with students and parents/guardians during which you warn them about potential dangers and risks involved.			
Develop conditioning and practice plans.			
Meet with team or captains to review season.			
Provide adequate and proper equipment and teach correct use and any unique features of that equipment.			
Complete injury and all other required reports in a timely and professional manner.			

TEACHABLE MOMENT VIDEO VIGNETTE – "LEADERSHIP"

Worksheet

This is coach Curtis' first season as the hockey team's coach. His method for how and why a team captain is picked differs from what occurred in the past. So before students hit the ice for a practice session, the coach brings players together to make sure everyone understands his leadership policies.

What are the issues portrayed in this teachable moment?	
How would you communicate your philosophy concerning captains and leadership to your students?	
How does this scenario apply to the mission and purpose of interscholastic athletics?	
When should you elect and announce captains?	

ADMINISTRATION

CHAIN OF AUTHORITY

You may be familiar with this quote from John Donne: "No man is an Island, entire of itself; every man is a piece of the Continent, a part of the main . . ." The essence of these words is very applicable to the interscholastic coach. As only one part of a much larger system, you should know the administrative chain of authority for athletics in your school district; specifically, who is your boss, who is your boss' boss, and who is ultimately responsible for what in the school district. Although there may be geographical differences, the following description of the chain of administrative authority is relatively standard throughout the country.

Board of Education

Notes: _____

_____

_____

Superintendent/District Athletic Director

Notes: _____

_____

_____

School Principal

Notes: _____

_____

_____

Athletic Director

Notes: _____

_____

_____

Head Coach

Notes: _____

_____

_____

Assistant Coach

Notes: _____

_____

_____

State Association

Notes: _____

_____

COORDINATING RESPONSIBILITIES

Facilities

Facility usage will probably be scheduled through the athletic director and recorded on a master calendar/schedule book to avoid double-booking and to ensure the maximum use of available facilities. During scheduling meetings with the athletic director, you should inform him of any special requests or needs you may have for your program. When facility use has been assigned or designated, it is your responsibility to adhere to the schedule and not overlap into the time of other teams. You also must ensure that you are well-prepared for every practice and that your students are on task and productive during this time.

Notes: _____

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Transportation

The school or district's transportation policies should be adhered to at all times. A common policy is that all members of the team travel to events on a bus or in school-operated vehicle(s), and you are expected to travel on the bus with them. Reports of a number of hazing incidents have highlighted the need for the coach to not only travel on the bus with the students but also to take a direct supervisory role in trying to ensure the safety of each individual. For example, sitting at the front of the bus talking with your fellow coaches and not directly supervising the students' activities behind you is unacceptable and may leave you legally liable if any harm occurs to your students.

A student who travels to a contest on school transportation is generally expected to return by the same means, although a policy may be in place to permit some flexibility such as allowing a student to travel back with his or her parent(s) if approved in advance. In most instances, a written request to allow this is required before the contest.

As a teacher/coach, it is very important to strictly adhere to school and/or school district transportation policies. If you have any questions, it is strongly recommended that you discuss them with your athletic director.

Notes: _____

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Scheduling

At the varsity level, head coaches usually have input into their independent schedules that are ultimately the responsibility of the athletic director. Usually, schedules for junior varsity or freshman coaches are provided by the league or their athletic director. All coaches should communicate with the athletic director about scheduling concerns. When changes are needed because of weather or conflicts, the coach must notify all affected parties, such as the athletic director, transportation services and parents.

Notes: _____

_____

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• Age Eligibility • Enrollment/Attendance • Maximum Participation
• Transfer/Residency • Academic • Non-school Participation
• Pre-participation Evaluation • Amateur/Awards • Recruiting/Undue Influence

_____ As interscholastic athletics are part of a school's total environment, they should uphold certain expectations of academic achievement as a priority of the student's reason for being there.

State-specific information:_____

_____

_____

_____ This places an emphasis on the student's enrollment and attendance as part of his/her academic fulfillment.

State-specific information:_____

_____

_____

_____ To ensure that students focus on their progression toward graduation and to promote fair competition, all students are afforded the same number of semesters of academic eligibility.

State-specific information:_____

_____

_____

_____ Giving a specific age cut-off for students promotes maximum participation, fairness and safety among schools and their athletes.

State-specific information:_____

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_____

_____ A transfer/residency requirement inhibits students from seeking out or being recruited by other schools solely for athletic purposes.

State-specific information:_____

_____

_____

_____ Restricting non-school participation can help alleviate the trend toward year-round competitive sport seasons and assist in time management, academic responsibility (reducing probability of missing classes for events), and team/coach loyalty issues for the student.

State-specific information:_____

_____

_____

_____ Not only should physical evaluations of students be conducted before any interscholastic athletic practice or competition, but the evaluation process itself should be reviewed every three years at a minimum.

State-specific information:_____

_____

_____

_____ This encourages participation for the sake of sport, competition, learning and physical activity as opposed to any extrinsic or monetary reward.

State-specific information:_____

_____

_____

_____ This prohibition aids in keeping the focus of interscholastic athletics within its interscholastic context and discourages adults from jeopardizing a student's eligibility and gives more students an equal chance at participation.

State-specific information:_____

_____

_____

ELIGIBILITY

Select the appropriate term for each of the definitions written below. Use the space provided to describe state-specific terms and their definitions as they apply to your school's program.

What are the issues for you as the teacher/coach in this situation?	
How would you handle this situation?	

TEACHABLE MOMENT VIDEO VIGNETTE – "ELIGIBILITY"

Worksheet

Coach Marian Butler is concerned that one of her students, Tamara Shines, may be having difficulty in her academic studies. She learns from math teacher Susan Furman that Tamara has missed homework assignments and her test scores have continually dropped. Both coach and teacher are concerned how Tamara's academic performance could affect her team eligibility as well as her plans for college. The teachers decide to work together to help Tamara receive additional tutoring to improve her grades. The video shows how coaching and academic faculty can work together for the good of a student.

BUDGET

The teacher/coach is expected to manage the program's budget and be accountable for all expenditures and revenues. In all activities, the teacher/coach will be expected to utilize the program's funds in a fiscally responsible and ethical manner. Budgetary responsibility is likely to be shared with the athletic director and should fit into the athletic department's policies and guidelines. Uniforms, equipment, travel and medical kit are examples of items likely to be included in your budget.

Further, the teacher/coach may be involved in fund-raising activities and work with a booster club to raise revenue for the program. In all activities, the teacher/coach must maintain accurate and complete financial records and operate within established school district guidelines in terms of fund-raising. This particularly applies to the role of booster club members, who must be provided clear direction from the teacher/coach in terms of what they can and cannot do.

Good Samaritan Law

Interscholastic teacher/coaches and administrators are held to a higher standard of care than ordinary persons and, as a consequence, ARE NOT excused as a Good Samaritan.

HEALTH AND WELL-BEING OF STUDENTS

EMERGENCY CARE PLAN

Your emergency care plan should consist of the following steps:

- In the case of life threatening injuries, administer first aid to the injured athlete.
- Personally call or have someone call emergency medical personnel.
- Notify parents/guardians promptly when emergency care is needed. Emergency telephone numbers for the parents/guardians of each of your students should be immediately accessible. The NFHS recommends that emergency telephone numbers for parents/guardians (ICE: In case of emergency) be kept in each team's dedicated medical kit.
- If the injury does not require that a student be transported by emergency medical care personnel, she or he should be released only to her parent, guardian or designated representative. Develop or be aware of school policies for transportation of injured students.
- Completion of a student accident report form should be done promptly, with copies given to at least your athletic director and school principal.

IMPLEMENTING AN APPROPRIATE SPORT SAFETY PROGRAM

The major goal of any sport safety program is to prevent situations that cause accidents. Your sport safety program should be inclusive of all the components described in this section.

1. Facilities

Notes: _____

2. Equipment

Notes: _____

3. Conditioning

Notes: _____

4. Injury Reports

Notes: _____

5. Dangers and Risks

Notes: _____

6. Matching Athletes

Notes: _____

7. Rules and Regulations

Notes: _____

MANAGEMENT OF STAKEHOLDERS

A stakeholder is an individual or group with an interest in the success of your program. Critical stakeholders in interscholastic athletics include your students, parents/guardians, administrators, fellow coaches and the faculty at the school. Each stakeholder will influence your program and require your attention. In many cases the success of your program will be determined by these relationships, so it is vitally important that you understand the needs of each stakeholder and develop a plan to work with each individual.

Title IX
"No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational program or activity receiving federal financial assistance."

Students

Notes: _____

Parents/Guardians

Notes: _____

Fellow Coaches

Notes: _____

School Faculty and Staff

Notes: _____

LEGAL/LIABILITY CONCERNS

While most legal issues at the interscholastic level are the concern of athletic directors, it is VERY IMPORTANT to be aware of and knowledgeable about all the possible ramifications of careless coaching. This material is not an exhaustive document nor is it comprehensive of every school or athletic situation. Most importantly, the NFHS does not authorize this information to be used as a substitute for legal advice.

During the past century, American interscholastic athletic programs have been improved and standardized through the implementation of numerous procedures and policies enacted to enhance the health and well-being of students. Many of these improvements have resulted from proactive thought and planning; however, a significant number have evolved because of litigation, contract arbitration, court decisions and educational laws. In this regard, in-depth risk assessments, focused staff orientations, and detailed hazard reduction plans have become the norm for interscholastic athletic programs.

Constitutional and Federal Law Foundations

Notes: _____

Americans with Disabilities Act (ADA)

Notes: _____

What are the legal duties owed by interscholastic teacher/coaches to the student in their charge?	_____ _____
Which of those legal duties were violated by the coaches in the above scenario?	_____ _____ _____
What should the coaches have done in order to satisfy their legal duties in the above scenario?	_____ _____

and Seizure

Local Policy/Handbook

Notes: _____

LEGAL/LIABILITY SCENARIO 1

Worksheet

Head coach Peters and his three assistant coaches are conducting the second practice of the day during mid-August football two-a-days. Practice is held at a facility several miles away from the school – to and from which the team is bused. It is a sunny day with a temperature in the mid-90s. There is no shade at the practice facility, which consists of three football fields located on an open piece of land owned by the school district. Fifteen minutes before the end of practice, a student complains of extreme fatigue and nausea, so the coaches instruct the student to take a seat on the bus (the only place out of the sun) and drink some water. When practice ends and the team begins to board the bus for the return trip to the school, the player is feeling even more ill and overheated, so upon arriving at the school, the coaches ask several team members to escort the overheated player into the showers in order to cool him. Once under the water in the showers, the ill player begins to feel chilled, so his teammates, assuming they have cooled him excessively, take him into the locker room, where they have him lay down on a bench and they cover him with towels. A few minutes later, a father arriving to pick up his son from practice comes into the locker room and sees the ill player lying covered with towels. The father calls a doctor, who in turn calls 911 and within an hour of being transported to a hospital, the young man dies of heat stroke.

FOURTEEN OBLIGATIONS RELATED TO NEGLIGENCE LITIGATION

Fourteen obligations or duties have been identified as absolute requirements for interscholastic coaches. These standards have evolved as a result of various case law proceedings and legal judgments against individuals and school districts.

1. Duty to Plan:
   Notes: _____

2. Duty to Supervise:
   Notes: _____

3. Duty to Provide a Safe Environment:
   Notes: _____

4. Duty to Evaluate Injury/Incapacity:
   Notes: _____

5. Duty to Provide Safe Equipment:
   Notes: _____

6. Duty to Teach Properly:
   Notes: _____

7. Duty to Condition Properly:
   Notes: _____

8. Duty to Warn:
   Notes: _____

9. Duty to Provide Emergency Care:
   Notes: _____

10. Duty to Design an Emergency Response Plan:
    Notes: _____

11. Duty to Select, Train and Supervise Coaches:
    Notes: _____

12. Duty to Match/Equate Athletes:
    Notes: _____

13. Duty to Provide Safe Transportation:
    Notes: _____

14. Duty to Provide Insurance Disclosure:
    Notes: _____

FOUR FOUNDATIONS OF NEGLIGENCE LITIGATION

In order to prove negligence, a plaintiff must demonstrate tangible injury and/or loss and prove that the supervisor(s) of an activity or program had a duty that was not fulfilled; breached (failed to perform) the duty through commission of a dangerous act or omission of a required supervisory responsibility; was the proximate cause of an injury; or caused actual loss or damage.

Unit objectives

What are the key managerial skills to being a successful teacher/coach?	
What types of systems and processes will help you accomplish your management responsibilities?	
What is your school district's administrative chain of command?	
What coordinating responsibilities are teacher/coaches responsible for?	
What factors do state association eligibility rules address?	
What types of procedures should you establish for emergency care of your students?	
What components of sport safety can minimize risk of injury?	
Who else has a stake in your sport's program and how can you work effectively with them?	
What are some legal/liability concerns related to interscholastic coaching?	

Notes:

DEFENSES AGAINST NEGLIGENCE LITIGATION

Included in these defenses are that a defendant had no supervisory responsibility for the circumstances related to the loss; public policy may exempt a school supervisor from litigation or damages through enactment of immunity legislation; and the proximate cause of injury or loss cannot be directly attributed to the duties or performance of a supervisor. Also, the injury resulted from an unforeseeable event or factor (no negligence); the injured student accepts (assumes) a certain degree of risk by participating in sports programs; and the student contributed totally or partially to his/her injury by ignoring prohibited actions.

Notes:

UNIT 2 REVIEW

WORKSHEET

Notes

APPENDIX

OPTIONAL ACTIVITIES

Several optional activities have been included in this manual to allow additional flexibility in tailoring your training sessions to a desired time and/or to customize them to meet specific training needs. Several of these activities are designed to expand the scope of activities taught earlier in the course.

Each of the optional activities can be performed as individual worksheet, pair/share or small group exercises, which incorporate follow-up discussion to share responses.

UNIT 1 OPTIONAL ACTIVITIES

HOW DO YOU DEFINE DEVELOPMENTALLY APPROPRIATE?

Worksheet

Use the spaces below to list areas of your program where you can and should ensure that students engage in developmentally appropriate experiences.

In what parts of your program will students most benefit from a developmentally appropriate experience?	What are you doing (or what can you do) to ensure this is carried out?

COMMUNICATING YOUR COACHING PHILOSOPHY

Every practice and competitive contest provides an opportunity to communicate your coaching philosophy to your students. This does not happen by chance and will only be successful if you approach each occasion purposefully and with a plan. Take advantage of every opportunity to communicate your student-centered coaching philosophy to students, parents/guardians and program staff in both verbal and written form.

Use the space below to describe how you will communicate your coaching philosophy to each of these groups.

Describe how you will communicate your coaching philosophy to your **students.**
Describe how you will communicate your coaching philosophy to **parents/guardians**.
Describe how you will communicate your coaching philosophy to **program staff**.

HOW CAN A TEACHER/COACH BETTER MEET STUDENT EXPECTATIONS?

It may surprise you to learn that the attributes students look for in a coach have little to do with X's and O's and more to do with how you treat and value each student as an individual.

The vast majority of students who participate in interscholastic athletics are not looking for a master coach in terms of tactics and winning. Rather, they are looking for a competent individual who respects and values them first and foremost as young adults who are exploring how to interact effectively with their environment and work out who they are, what they believe and what they want to achieve in life. Because of this, your role as a leader is critical in creating the best learning environment.

Research indicates that high school students are looking for the attributes listed in the center column. How does your perception match your students' perception of what they want in a coach? Use this worksheet to examine your own coaching philosophy and describe how you can better meet student expectations.

What you think students want	What students say they want	What can you do to better meet expectations?
1.	Competence	
2.	Approachability	
3.	Confidence	
4.	Fairness and Consistency	
5.	Motivation	
6.	Personal concern	
7.	Support	

STUDENT-CENTERED COACHING PHILOSOPHY BREAKOUT/DISCUSSION

What are the ways a student-centered coaching philosophy is currently or can be implemented in your school?

What are the issues that distract you from implementing a student-centered philosophy?	
How can you as a teacher/coach anticipate and address such issues in your own situations?	
What part should each of the following play in implementing a student-centered philosophy and what can you do to make it happen? • YOU as teacher/coach or AD • Students • Parents • Faculty • Other athletic organizations and teacher/coaches within the school	

HOW DO YOU RATE YOUR COACHING SKILLS?

For each coaching skill set, describe your strengths and weaknesses, in the last column, honestly rate yourself on each skill set on a scale of 1-10 where 1=very poor and 10=outstanding. Use the space at the bottom to note strategies and action you can take to build upon strengths or improve upon weaknesses. This exercise should help you understand your current strengths and limitations as a coach and assist you in the development and improvement of self-awareness.

Technical skills: Knowledge base of sport.		
Describe your strengths.	Describe your weaknesses.	Rating (1-10)
Describe how you can build upon strengths or improve upon weaknesses.		
Tactical skills: Analytical/decision-making component of coaching. Skills that help win contests.		
Describe your strengths.	Describe your weaknesses.	Rating (1-10)
Describe how you can build upon strengths or improve upon weaknesses.		

Management skills: Maintenance and organization of a systematic approach to coaching in terms of preparation, time management, administration, programming, etc.		
Describe your strengths.	Describe your weaknesses.	Rating (1-10)
Describe how you can build upon strengths or improve upon weaknesses.		

Interpersonal skills: The most critical category that underpins everything a coach does, such as communication, social skills, motivation.		
Describe your strengths.	Describe your weaknesses.	Rating (1-10)
Describe how you can build upon strengths or improve upon weaknesses.		

UNIT 2 OPTIONAL ACTIVITIES

TOP 10 SEASONAL RESPONSIBILITIES

Efficient management and organization of your program equals more time and energy to devote to working with your students. This is important to maximize the development and performance of your students, and is crucial to aspects of your program that may require review in the event of any legal challenge. We recommend that you break the needs of your program into three main timeframes:

- Off-season.
- Pre-season.
- In-season.

Top Ten List – Off-season	Top Ten List – Pre-season	Top Ten List – In-season
1. Complete all end-of-season paper work and file with the appropriate individual. 2. Ensure all uniforms and equipment are returned. 3. Evaluate current facilities, uniforms and equipment and make necessary changes. 4. Evaluate all aspects of the program – what worked? what needs to change? • Self – what type of job did I do? • Strengths? Weaknesses? • Staff • Policies and procedures • Stakeholder relationships • Schedule • Practices 5. Evaluate team policies and procedures including injury or accident tracking system. 6. Engage in professional development activities – ensure first-aid/CPR certifications are current and will be for next season. 7. Meet with athletic director to review season and plan for next season. 8. Meet with team or captains to review season. 9. Plan pre-season conditioning and practice plans. 10. Complete next year's budget and scheduling of both contests and facilities.	1. Confirm procedures for emergency care plan. 2. Publicize program and encourage students to participate. 3. Conduct meetings with students and parents/guardians during which you warn them about potential dangers and risks involved. 4. Ensure that all students successfully complete a pre-participation physical before taking part in any conditioning. 5. Learn about any special health and/or physical conditions that may affect your students. 6. Ensure student eligibility. 7. Establish and communicate in written and verbal form a clear and transparent evaluation and selection process of students to make the program. 8. Establish a clear communication channel with parents/guardians to facilitate the reporting and care of injuries. Gather an ICE (In Case of Emergency) number for each student to be kept accessible at all time. 9. Provide adequate and proper equipment and teach correct use and any unique features of that equipment. 10. Clearly define roles and responsibilities for all individuals involved.	1. When games commence, remember the mission and purpose of interscholastic athletics. 2. Constantly reinforce in written and verbal form your student-centered coaching philosophy to all stakeholders. 3. Focus on conducting efficient and effective practices. 4. Plan, execute and review coach performance in all contests and practices. 5. Efficiently manage staff and any other key individuals with responsibilities related to the program. 6. Ensure all pre-, during-, and post-contest responsibilities are completed by the responsible staff member. 7. Confirm the presence of emergency medical personnel when appropriate at home contests. 8. Complete injury and all other required reports in a timely and professional manner. 9. Directly supervise students during travel to away contests. 10. Be professional in all interactions with school and non-school personnel.

OPTIONAL BREAKOUT SCENARIO 1

Worksheet

Throughout a junior-varsity boys basketball game between rival schools, the coach of Team A has been involved in a running verbal confrontation with the coach of Team B. A bench-clearing brawl occurs at the conclusion of a game involving coaches and students. As Team A's varsity head coach, you confront your junior varsity coach following the game. He claims that the verbal jousting with the opposition head coach is "part of the game," and that he was actively trying to stop the brawl after the game.

What are the issues for you as the teacher/coach in this situation?	
What should you as the teacher/coach do in this situation?	

OPTIONAL BREAKOUT SCENARIO 2

Worksheet

You are a head coach who becomes aware that a parent from your basketball program has been recruiting two "star" players through a club team to play for your school. This is a clear violation of your state association's bylaws; however, the two players immediately make your varsity basketball team a state championship-caliber program. And, anyway, everyone else is doing it.

What are the issues for you as the teacher/coach in this situation?	
What should you as the teacher/coach do in this situation?	

OPTIONAL BREAKOUT SCENARIO 3

Worksheet

Team chemistry is an extremely important ingredient for success at the high school level. As the coach of a varsity team, you actively encourage students to build strong relationships on and off the playing field. You become aware that certain seniors are planning a series of initiation exercises for underclassmen in an effort to enhance camaraderie and team spirit. You are unsure as to the exact nature of the activities planned but believe that, historically, this process has improved your team's spirit, even if some of the activities have been questionable.

What are the issues for you as the teacher/coach in this situation?	
What should you as the teacher/coach do in this situation?	

ETHICAL DILEMMA ACTIVITY

Worksheet

You are a varsity coach whose team has progressed to the state semifinal. On the Monday prior to the game, an English teacher informs you that two of your senior starters have been caught cheating on an exam. The process at your school is such that it will take longer than a week for any action to be taken against these students.

What are the issues for you as the teacher/coach in this situation?	
How would you handle this situation?	

EMERGENCY CARE PLAN

Date: _____ School: _____

Coach: _____ Contact Number: _____

Sport: _____

Game Site Street Address: _____

Specific directions to game site from nearest major intersection: _____

_____

Practice Site Street Address: _____

Specific directions to practice site from nearest major intersection: _____

_____

Directions. Please complete and distribute a copy to all members of your coaching staff, the athletic administrator, designated first-aid responder or athletic trainer. Discuss this plan with your coaching staff. Proper preparation can lead to quick, appropriate action.

_____ Where should EMS come to have quick access to the injured athlete?
_____ Who will give primary care to the athlete?
_____ Where is the first-aid kit?
_____ Where are the emergency care cards?
_____ Who calls EMS?
_____ From which cell phone/telephone will the call to EMS be made?
_____ Who will notify the parents that the athlete is being transported to an emergency care facility?
_____ To which emergency care facility will athletes be transported?
_____ Who will notify the athletic administrator or athletic trainer?
_____ Who will manage the rest of the team while care is given to the injured athlete?
_____ Who will open any gates or doors for EMS?
_____ Who will meet EMS and direct them to the injured athlete?
_____ Who will travel with the injured athlete to the emergency care facility?
_____ Who will follow-up with the parents?
_____ Who will document the injury?
_____ Who will speak to parents in the instance of catastrophic injury?

Emergency Telephone Numbers

EMS: _____ Athletic Trainer: _____

Emergency Care Facility: _____ Athletic Administrator: _____

Prepared by Nancy Burke, ATC, for the Virginia High School League.

LEGAL/LIABILITY SCENARIO 2

Worksheet

The head volleyball coach, along with his two assistants, has concluded volleyball practice for the day and all of the players have been picked up by their parents, except for one. After waiting outside the locker room for an hour, she goes to the school cafeteria, located at the opposite end of the school building from the athletics facilities and locker rooms, to wait for her ride home (the cafeteria has windows facing out onto a circle drive in front of the school through which she will be able to see her ride home when it arrives). The cafeteria is deserted at the late afternoon hour and while waiting for her ride home, she is attacked and badly beaten by several gang members, resulting in a lengthy hospital stay and extensive medical expenses to her family. As a result, her parents bring a lawsuit related to the incident against not just the school, but also her coaches.

What were the legal duties owed to the injured student by her coaches?	
Under the circumstances of the above scenario, which of those legal duties were violated by the coaches?	
What should the coaches have done in order to satisfy their legal duties in the above scenario?	

GLOSSARY

Athletic Triangle:
Student at the apex supported by parents and coach at the base of the triangle.

Coaching Philosophy:
The road map of your coaching life that represents your beliefs, principles, opinions and values about coaching.

Developmentally Appropriate:
An activity that is commensurate with the ability and maturity of the student.

Educational Athletics:
An approach to athletics that stresses learning and considers sport as a vehicle to supplement and reinforce lessons learned in the classroom.

Education-based Activity Programs:
Outside the regular academic curriculum. May include band, athletics, theater, speech and debate.

Interscholastic Athletics:
For the purpose of the present course, interscholastic athletics refers to sport competition between schools in grades 6-12.

Learning Objective:
A brief, clear statement of what the student should be able to do as a result of the experience.

Student-centered Coaching Philosophy:
A philosophical approach to coaching that has as its primary goal the holistic development of each student. The approach recognizes that the student is an active participant in the process.

Teachable Moment:
A moment of educational opportunity when a person is likely to be particularly disposed to learn something or particularly responsive to being taught or made aware of something.

THE NFHS COACHES CODE OF ETHICS

National Federation of State
High School Associations

The function of a coach is to educate students through participation in interscholastic competition. An interscholastic program should be designed to enhance academic achievement and should never interfere with opportunities for academic success. Each student should be treated with the utmost respect and his or her welfare should be considered in decisions by the coach at all times. Accordingly, the following guidelines for coaches have been adopted by the NFHS Board of Directors.

The coach shall be aware that he or she has a tremendous influence, for either good or ill, on the education of the student and, thus, shall never place the value of winning above the value of instilling the highest ideals of character.

The coach shall uphold the honor and dignity of the profession. In all personal contact with students, officials, athletic directors, school administrators, the state high school athletic association, the media, and the public, the coach shall strive to set an example of the highest ethical and moral conduct. This shall include appropriate use of all electronic/social media.

The coach shall take an active role in the prevention of drug, alcohol and tobacco abuse.

The coach shall avoid the use of alcohol and tobacco products when in contact with players.

The coach shall promote the entire interscholastic program of the school and direct his or her program in harmony with the total school program.

The coach shall master the contest rules and shall teach them to his or her team members. The coach shall not seek an advantage by circumvention of the spirit or letter of the rules.

The coach shall exert his or her influence to enhance sportsmanship by spectators, both directly and by working closely with cheerleaders, pep club sponsors, booster clubs, and administrators.

The coach shall respect and support contest officials. The coach shall not indulge in conduct which would incite players or spectators against the officials. Public criticism of officials or players is unethical.

The coach should meet and exchange cordial greetings with the opposing coach to set the correct tone for the event before and after the contest.

The coach shall not exert pressure on faculty members to give students special consideration.

The coach shall not scout opponents by any means other than those adopted by the league and/or state high school athletic association.

National Federation of State High School Associations

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National Awards Program

- Every state will select 21 coaches of the year in selected sport categories.
- A sectional coach of the year in each category will be selected from each of the eight sections.
- A national coach of the year in each sport will be selected from the sectional recipients.
- Winners will be honored in the online publication, *NFHS Coaching Today,* on the NFHS Web site, as well as by their state association.

Members-only Web Site

- Access to sport rules and sport-specific information
- Access to articles from past issues of the *Coaches' Quarterly* magazine
- Links to other partners of the NFHS Coaches Association
- Renew membership and update contact information online

Access to the NFHS Coach Education Program Courses

- Go to www.nfhslearn.com to access Fundamentals of Coaching, First Aid for Coaches and all NFHS coaching courses.
- Member coaches will receive updates and have access to the latest information on sports nutrition and sports conditioning, as well as information on tactics and techniques courses supplied by our national sport-specific partners.
- Any member coach who completes the NFHS Coach Certification Program – Accredited Interscholastic Coach will receive an additional $1 million in excess liability coverage at no extra cost. Go to www.nfhslearn.com for certification requirements.

NFHS Coaches Association Representative on Each Sport Rules Committee

- Members are eligible to serve a four-year term on each sport rules committee as a representative of the coaches association.

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NFHS COACHES ASSOCIATION

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