

COMPETENCIES FOR COACHING, GRADES K-12

Individuals seeking to add a Coaching Endorsement must hold a current and valid Arkansas Teaching License and must complete a minimum of a fifteen (15) hour undergraduate or graduate level program of study. In addition to the Arkansas Teaching Standards, and noting the ADE Rules Governing Professional Development section 7.02, the teacher shall demonstrate knowledge and competencies in the following areas:

1. SET VISION, GOALS AND STANDARDS FOR SPORT PROGRAM

NSSC: STANDARDS 1-5

PRAXIS 5091: SECTIONS 1 AND 2

- 1.1 Develop and execute an athlete-centered coaching philosophy
- 1.2 Use long-term athlete development with the intent to develop athletic potential, enhance physical literacy, and encourage lifelong physical activity.
- 1.3 Create a unified vision using strategic planning and goal-setting principles.
- 1.4 Align the program with all rules and regulations and the needs of the community and individual athletes.
- 1.5 Responsibly manage program resources.

2. ENGAGE IN AND SUPPORT ETHICAL PRACTICES

NSSC: STANDARDS 6-8

PRAXIS 5091: SECTIONS 2 AND 3

- 2.1 Abide by the code of conduct within their coaching context.
- 2.2 Model, teach and reinforce ethical behavior with program participants.
- 2.3 Develop an ethical decision-making process based on ethical standards.

3. BUILD RELATIONSHIPS

NSSC: STANDARDS 9-11

PRAXIS 5091: SECTIONS 1, 2 AND 4

- 3.1 Acquire and utilize interpersonal and communication skills.
- 3.2 Develop competencies to work with a diverse group of individuals.
- 3.3 Demonstrate professionalism and leadership with all stakeholders.

4. DEVELOP A SAFE SPORT ENVIRONMENT

NSSC: STANDARDS 12-20

PRAXIS 5091: SECTIONS 1, 2, 3 AND 4

- 4.1 Create a respectful and safe environment that is free from harassment and abuse.
- 4.2 Collaborate with program directors to fulfill all legal responsibilities and risk management procedures associated with coaching.
- 4.3 Identify and mitigate physical, psychological, and sociocultural conditions that predispose athletes to injuries.
- 4.4 Monitor environmental conditions and modify participation as needed to ensure the health and safety of participants.
- 4.5 Reduce potential injuries by instituting safe and proper training principles and procedures.

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5. CREATE A POSITIVE AND INCLUSIVE SPORT ENVIRONMENT

NSSC: STANDARDS 21-23

PRAXIS 5091: SECTIONS 1, 2, AND 3

- 4.6 Develop awareness of common injuries in sports and provide immediate and appropriate care within the scope of practice.
- 4.7 Support the decisions of sports medicine professionals to help athletes have a healthy return to participation following an injury.
- 4.8 Model and encourage nutritional practices that ensure the health and safety of athletes.
- 4.9 Provide accurate information about drugs and supplements to athletes and advocate for drug-free sports participation.

- 5.1 Implement a positive and enjoyable sports climate based on best practices for psychosocial and motivational principles to maximize athlete and team well-being and performance.
- 5.2 Build inclusive practices into the program for all groups which are aligned with current legal and ethical guidelines.
- 5.3 Understand the importance of including athletes with disabilities in meaningful participation in established sports programs and consider options for athletes who cannot participate in traditional sports opportunities.

6. CONDUCT PRACTICES AND PREPARE FOR COMPETITION

NSSC: STANDARDS 24-37

PRAXIS 5091: SECTIONS 1, 2, 3 AND 4

PLAN

- 6.1 Create seasonal and/or annual plans that incorporate developmentally appropriate progressions for instructing sport-specific skills based on best practices in motor development, biomechanics, and motor learning.
- 6.2 Design appropriate progressions for improving sport-specific physiological systems throughout all phases of the sports season using essential principles of exercise physiology and nutritional knowledge.
- 6.3 Plan practices to incorporate appropriate competition strategies, tactics, and scouting information.
- 6.4 Incorporate mental skills into practice and competition to enhance performance and athlete well-being.
- 6.5 Create intentional strategies to develop life skills and promote their transfer to other life domains.
- 6.6 Understand components of effective content management.

TEACH

- 6.7 Know the skills, elements of skill combinations and techniques, competition strategies and tactics, and the rules associated with the sport being coached.
- 6.8 Develop and utilize pedagogical strategies in daily practices.
- 6.9 Craft daily practice plans based on sound teaching and learning principles to promote athlete development and optimize competitive performance.
- 6.10 Use appropriate motivational techniques to enhance performance and athlete engagement during practices and competitions.

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7. STRIVE FOR CONTINUOUS IMPROVEMENT

NSSC: STANDARDS 38-42

PRAXIS 5091: SECTION 4

Assess

6.11 Implement appropriate strategies for evaluating athlete training, development, and performance.

6.12 Engage athletes in a process of continuous self-assessment and reflection to foster responsibility for their learning and development.

Adapt

6.13 Adjust training and competition plans based on athlete needs and assessment practices.

6.14 Use strategic decision-making skills to make adjustments or improvements or change course throughout a competition.

7.1 Regularly engage in self-reflection or peer-reflection to deeply examine situations, generate potential solutions, and think through those solutions.

7.2 Develop an evaluation strategy to monitor and improve staff and team performance.

7.3 Improve coaching effectiveness by seeking to learn the latest information on coaching through various avenues of coach development.

7.4 Engage in mentoring and communities of practice to promote a learning culture and continual improvement.

7.5 Maintain work-life harmony and practice self-care to manage stress and burnout.