

Content Knowledge

Rate your level of knowledge to teach each of the following:	<i>Not at all</i>	<i>Average</i>	<i>Extremely</i>		
1. an athlete-centered coaching philosophy.	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>
2. methods of identification, modeling, and teaching that develop positive values through sport participation.	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>
3. methods for teaching and reinforcing responsible personal, social, and ethical behavior of all people involved in the sport program.	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>
4. demonstrating ethical conduct in all facets of the sport program.	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>
5. safe facilities design, use, and maintenance for injury prevention.	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>
6. protective equipment evaluation, fitting, maintenance, and use for injury prevention.	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>
7. environmental conditions evaluation and program planning modifications necessary ensure the health and safety of participants.	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>
8. identification of physical conditions that predispose athletes to injuries.	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>
9. recognition of injuries and the skills necessary for immediate and appropriate care.	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>
10. sports health care programming for program design that encompasses prevention, care, and management of injuries.	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>
11. identification and management of the psychological implications of injury.	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>
12. program design for the training, conditioning, and recovery of athletes that properly utilize exercise physiology and biomechanical principles.	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>
13. Teach and encourage proper nutrition for optimal physical and mental performance and overall good health.	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>
14. accurate information about drugs and supplements as they related to sport performance and health concerns.	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>
15. conditioning program planning and modification to help athletes return to full participation following injury.	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>
16. the impact of developmental change and the influence on learning and performance of sport skills.	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>
17. methods for the facilitation of the social and emotional growth of athletes through a positive sport experience and lifelong participation in physical activity.	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>
18. methods for providing athletes with responsibility and leadership opportunities.	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>
19. skill development to provide a positive developmentally appropriate learning environment that addresses individual needs and goals.	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>
20. goal setting, monitoring and methods of evaluation for the athletes and program.	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>
21. seasonal or annual practice planning for maintaining motivation, managing fatigue, and developing peak performance	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>
22. planning and implementation of daily practice activities that maximize time on task and available resources.	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>
23. utilization of appropriate instructional strategies to facilitate athlete development and performance.	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>
24. develop ability to teach mental skills for enhanced performance and reduced sport anxiety.	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>

Rate your level of knowledge to teach each of the following:	<i>Not at all</i>	<i>Average</i>	<i>Extremely</i>		
25. development of communication skills to enhance individual learning, group success, and enjoyment in the sport experience.	1	2	3	4	5
26. the development and usage of appropriate and effective motivational technique to enhance athlete performance and satisfaction.	1	2	3	4	5
27. foundational and key skills, elements of skill combinations, and techniques associated with the sport being coached.	1	2	3	4	5
28. ability to identify, develop, and apply competitive sport strategies and specific tactics appropriate for the age and skill levels of the participating athletes.	1	2	3	4	5
29. scouting methods for planning practices, game preparation, and game analysis.	1	2	3	4	5
30. efficiency in contest management.	1	2	3	4	5
31. public relation activities for the sport program.	1	2	3	4	5
32. human resource skills.	1	2	3	4	5
33. manage fiscal resources (budgeting).	1	2	3	4	5
34. emergency action planning, implementation, and documentation.	1	2	3	4	5
35. appropriate information management, documentation and recording keeping skills.	1	2	3	4	5
36. legal responsibilities and risk management procedures associated with coaching.	1	2	3	4	5
37. effective evaluation techniques for team performance in relation to established goals.	1	2	3	4	5
38. ability to use a variety of strategies to evaluate athlete motivation and individual performance as they relate to season objectives and goals.	1	2	3	4	5
39. athlete evaluation for assign roles or positions and establish individual goals.	1	2	3	4	5
40. evaluation techniques for self reflection and staff review.	1	2	3	4	5

Created based on the:

National Association for Sport and Physical Education [NASPE], *Quality Coaches, Quality Sports. National Standards for Athletic Coaches* (2nd ed.). Reston, VA: NASPE Publications, 2006.