

Coach: _____ Sport: _____ Level: _____ Date: _____

Observer: _____ Observation: (circle one) – Competition/Game Practice/Training Activity/Meeting Other _____

Location: _____ Observation Details: _____

OBSERVATION KEY: Observable: **Y / N** (Y-Yes, N-No) Ratings: **1-5** (1-Minimal, 2-Emerging, 3-Developing, 4-Proficient, 5-Exemplary)

Module: Key Idea / Practice	What it means	Coach Behavior		
Building Skills through Sport (Module 1)	Sport is a powerful space for youth development and skill building.	Coach demonstrates an understanding of “holism”: balancing of performance and well-being outcomes through verbal communication and on-field decision making.		
Specific Look-Fors:		Observable (Y/N)	Rating (1-5)	Quick Notes (Examples/Details)
1.1 - Uses language or examples to connect sport to activities or life skills outside of sports				
1.2 - Coach supports athletes’ <i>*holistic needs</i> in public ways				
<i>*Examples of athlete’s holistic needs include rest, recovery, nutrition, physical health, mental wellness, social and/or emotional wellbeing</i>				
Observation Notes:				
Overall Feedback:			Current Rating: (circle one)	
			1-Minimal 2-Emerging 3-Developing 4-Proficient 5-Exemplary	

Module: Key Idea / Practice	What it means	Coach Behavior		
Fostering Physical and Emotional Safety (Module 2)	Physical and emotional safety are critical for developing youth in and out of sport. Coach recognizes that physical and emotional safety are intertwined and reinforce one another.	Coach is attuned to physical and emotional safety; creates structures, routines, and cultures that integrate physical and emotional needs of all athletes.		
Specific Look-Fors:		Observable (Y/N)	Rating (1-5)	Quick Notes (Examples/Details)
2.1 - Appropriately utilizes facilities and equipment to ensure physical safety				
2.2 - Gives instructional feedback emphasizing fundamental technique and mechanics for safety				
2.3 - Uses inclusive and respectful language with athletes				
2.4 - Communicates in ways facilitative of relationship-building with athletes and between athletes				
2.5 - Utilizes routines and organizes activities to promote safety and learning				
Observation Notes:				
Overall Feedback:			Current Rating: (circle one)	
			1-Minimal 2-Emerging 3-Developing 4-Proficient 5-Exemplary	

Module: Key Idea / Practice	What it means	Coach Behavior		
Creating an Environment for Learning (Module 3)	Coaching is ultimately about teaching and learning and there are certain pedagogical tools coaches can use to support athlete learning and growth including creating a mastery climate, using autonomy supportive practices, and balancing fun with intensity.	Coach creates a positive learning environment characterized by an emphasis on taking risks for learning, growth-orientation, and developing intrinsic motivation to improve.		
Specific Look-Fors:		Observable (Y/N)	Rating (1-5)	Quick Notes (Examples/Details)
3.1 - Demonstrates moments of <i>levity</i> and use of appropriate <i>humor</i>				
3.2 - Balances <i>silence and observation</i> with verbal engagement				
3.3 - Offers <i>constructive feedback</i> that is <i>specific and targeted</i> to promote learning				
3.4 - Uses verbal and non-verbal cues to demonstrate <i>enthusiasm and excitement</i>				
3.5 - Responds to mistakes in a <i>growth-oriented</i> manner (verbally & non-verbally)				
3.6 - Encourages and facilitates athlete <i>reflection and self-assessment</i>				
Observation Notes:				
Overall Feedback:			Current Rating: (circle one)	
			1-Minimal 2-Emerging 3-Developing 4-Proficient 5-Exemplary	

Module: Key Idea / Practice	What it means	Coach Behavior		
Modeling Positive Behavior (Module 4)	One of the best teaching tools you have as a coach is your own behavior and coaching is full of opportunities to be a positive role model.	Coach demonstrates professional conduct, utilizes reflection as a useful tool for examining their own behavior, and recognizes and addresses missteps with their athletes.		
Specific Look-Fors:		Observable (Y/N)	Rating (1-5)	Quick Notes (Examples/Details)
4.1 - Demonstrates ability to regulate emotions and displays self-control				
4.2 - Interactions* are conducted in a regulated tone and manner				
4.3 - Is prepared, on time, present and engaged ; effectively runs practice within allotted space/time				
4.4 - Provides opportunities for athlete leadership and shared decision-making				
<i>*Interactions may include those with officials, opponents, parents, staff, players, administrators, spectators, and community members</i>				
Observation Notes:				
Overall Feedback:			Current Rating: (circle one)	
			1-Minimal 2-Emerging 3-Developing 4-Proficient 5-Exemplary	