

MODULE #1: Specific Look-Fors	1-Minimal	2-Emerging	3-Developing	4-Proficient	5-Exemplary
<b>1.1 - Uses language or examples to connect sport to activities or life skills outside of sports</b>	<b>1-Minimal/No Connection</b> <ul style="list-style-type: none"> <li>Coach makes no attempt to relate sport activities to life skills or broader life contexts.</li> <li>Focus remains entirely on technical or tactical aspects of the sport.</li> </ul>	<b>2-Implicit or Vague Connection</b> <ul style="list-style-type: none"> <li>Coach occasionally uses general language to connect sport activities to life contexts (e.g., "this is important in life too").</li> <li>Connections are superficial or ambiguous; does not clearly explain or illustrate how sport concepts apply beyond the field.</li> </ul>	<b>3-Basic and Occasional Explicit Connection</b> <ul style="list-style-type: none"> <li>Coach sometimes draws clear links between sport activities and life skills (e.g., teamwork, perseverance), but does so inconsistently or without depth.</li> <li>May rely on common clichés without detailed examples.</li> </ul>	<b>4-Regular, Frequent, and Clear Connection</b> <ul style="list-style-type: none"> <li>Coach regularly uses specific language or examples to connect sport activities with life skills.</li> <li>These connections are understandable and relevant, showing an intention to develop the whole person.</li> </ul>	<b>5-Consistent and Purposeful Integration and Connection</b> <ul style="list-style-type: none"> <li>Coach consistently and deliberately integrates life skills into sport instruction; connections are clear, meaningful, and specific (e.g., showing how a drill builds communication skills useful at school or work).</li> <li>Athletes are encouraged to reflect on and apply these lessons beyond sport.</li> </ul>
<b>1.2 - Coach supports athletes' <i>holistic needs</i> in public ways</b>	<b>1-Minimal/No Public Response to Holistic Needs</b> <ul style="list-style-type: none"> <li>Coach does not acknowledge or respond to athletes' holistic needs.</li> <li>Focus remains solely on physical performance with no visible concern for athlete needs or well-being.</li> </ul>	<b>2-Vague or Generic Response</b> <ul style="list-style-type: none"> <li>Coach occasionally makes surface-level or reactive comments (e.g., "Take care of yourself") when prompted by obvious signs of fatigue or distress.</li> <li>Responses are vague and not tied to specific needs or strategies.</li> </ul>	<b>3-Basic, Inconsistent, and Limited Public Response</b> <ul style="list-style-type: none"> <li>Coach sometimes responds publicly to individual athlete needs (e.g., excusing rest, encouraging hydration) but does so sporadically or in isolated areas (e.g., only physical health).</li> <li>Responses may lack follow-up or depth.</li> </ul>	<b>4-Regular and Specific Response Across Several Domains</b> <ul style="list-style-type: none"> <li>Coach often responds to multiple types of athlete needs in visible, proactive ways—such as modifying training based on recovery, encouraging healthy eating, or recognizing mental/emotional struggles.</li> <li>These responses are meaningful but may not consistently cover all domains or all athletes.</li> </ul>	<b>5-Consistent, Comprehensive, and Responsive Coaching</b> <ul style="list-style-type: none"> <li>Coach promotes a culture of wellness and whole-athlete development in clear, specific, and public ways (e.g., team discussions, practice modifications, visible support strategies).</li> <li>Coach actively monitors and regularly responds to the full range of athletes' holistic needs (e.g., rest, recovery, nutrition, physical health, mental wellness, and social/emotional wellbeing).</li> </ul>

*\*Examples of athlete's holistic needs include: rest, recovery, nutrition, physical health, mental wellness, social and/or emotional wellbeing*

MODULE #2: Specific Look-Fors	1-Minimal	2-Emerging	3-Developing	4-Proficient	5-Exemplary
<b>2.1 - Appropriately utilizes facilities and equipment to ensure physical safety</b>	<b>1-Minimal/Unsafe and Unstructured Environment</b> <ul style="list-style-type: none"> <li>Coach neglects physical safety protocols and emotional safety is not considered.</li> <li>No structures or routines are in place to support safety or wellbeing.</li> </ul>	<b>2-Inconsistent Attention to Physical Safety</b> <ul style="list-style-type: none"> <li>Coach addresses major safety concerns only when prompted or after an issue arises, and emotional safety is not visibly supported.</li> <li>Some basic routines may exist, but they are inconsistent.</li> </ul>	<b>3-Basic and Reactive Safety Practices</b> <ul style="list-style-type: none"> <li>Coach uses facilities and equipment in a way that meets minimum safety standards, and emotional safety is acknowledged but not deeply integrated into routines.</li> <li>Basic routines are in place, but responses to safety or emotional needs are reactive rather than proactive.</li> </ul>	<b>4-Proactive Physical Safety with Emotional Support</b> <ul style="list-style-type: none"> <li>Coach consistently utilizes facilities and equipment in ways that are safe, organized, and appropriate for use.</li> <li>Established routines support physical safety (e.g., spacing, traffic flow, supervised use).</li> </ul>	<b>5-Integrated Physical and Emotional Safety Practices</b> <ul style="list-style-type: none"> <li>Coach is consistently proactive and intentional in using facilities and equipment to ensure both physical and emotional safety; safety is seen as both physical protection and emotional care.</li> <li>Structures (e.g., clear routines, adaptive use of space) and routines (e.g., regular check-ins, emotional regulation breaks, inclusive equipment use) are embedded to meet the full range of athlete needs.</li> </ul>
<b>2.2 - Gives instructional feedback emphasizing fundamental technique and mechanics for safety</b>	<b>1-Minimal/No Technical Feedback Provided</b> <ul style="list-style-type: none"> <li>Coach gives little to no feedback on technique or mechanics.</li> <li>Instructions are vague, unrelated to skill development, or entirely absent with little to no attention paid to safety or athlete understanding.</li> </ul>	<b>2-Inaccurate Technical Feedback</b> <ul style="list-style-type: none"> <li>Coach occasionally gives feedback on technique, but it may be unclear, overly critical, or technically incorrect.</li> <li>Feedback may neglect safety considerations or affect emotional comfort (e.g., public shaming or harsh tone).</li> </ul>	<b>3-Basic and Generally Accurate Feedback with Limited Awareness of Athlete Needs</b> <ul style="list-style-type: none"> <li>Coach gives technically sound feedback on fundamental skills, though it may be generic or not individualized.</li> <li>Physical safety is considered, but emotional safety may be inconsistently supported (e.g., overly corrective tone, little encouragement).</li> </ul>	<b>4-Accurate, Constructive Feedback with Some Emotional Sensitivity</b> <ul style="list-style-type: none"> <li>Coach consistently provides clear, technically accurate feedback focused on fundamental skills and mechanics.</li> <li>Feedback is timely, specific, and often accompanied by supportive language that respects both physical limits and emotional wellbeing.</li> </ul>	<b>5-Expert, Athlete-Centered Feedback Supporting Physical and Emotional Safety</b> <ul style="list-style-type: none"> <li>Coach delivers precise, individualized, and developmentally appropriate feedback on technique and mechanics, adjusting approach based on athlete response and needs.</li> <li>Feedback actively supports physical safety (e.g., correcting risky form) and is communicated in a way that fosters confidence, emotional safety, and athlete growth.</li> </ul>
<b>2.3 - Uses inclusive and respectful language with athletes</b>	<b>1-Minimal/Disrespectful or Exclusive Language</b> <ul style="list-style-type: none"> <li>Coach uses language that may be dismissive, harmful, or exclusionary—intentionally or unintentionally.</li> <li>Comments may shame, stereotype, or alienate athletes with no awareness of emotional or physical safety evident.</li> </ul>	<b>2-Rarely Respectful with Occasional Missteps</b> <ul style="list-style-type: none"> <li>Coach attempts to use respectful language but may use insensitive terms, fail to correct exclusive language, or overlook how tone and word choice affect athlete safety and inclusion.</li> <li>Responses to athlete needs are inconsistent.</li> </ul>	<b>3-Generally Respectful and Neutral Language</b> <ul style="list-style-type: none"> <li>Coach consistently avoids harmful language and shows basic respect in communication.</li> <li>Efforts toward inclusion are present but may not be intentional or tailored. Coach shows limited but growing awareness of emotional safety.</li> </ul>	<b>4-Respectful and Inclusive Language</b> <ul style="list-style-type: none"> <li>Coach regularly uses language that affirms, includes, and encourages all athletes.</li> <li>Coach begins to adjust language based on individual needs or context and shows awareness of how language contributes to emotional safety and team culture.</li> </ul>	<b>5-Consistently Uses Inclusive, Respectful, and Responsive Communication</b> <ul style="list-style-type: none"> <li>Coach intentionally uses language that is inclusive, identity-affirming, and emotionally supportive, fosters a team environment grounded in respect, trust, and belonging.</li> <li>They are highly responsive to verbal and nonverbal athlete needs and adjust tone, word choice, and delivery to promote both emotional and physical safety.</li> </ul>
<b>2.4 - Communicates in ways facilitative of relationship-building with athletes and between athletes</b>	<b>1-Minimal/Dismissive or Detrimental Communication</b> <ul style="list-style-type: none"> <li>Coach communicates in ways that may discourage connection, trust, or openness.</li> <li>Communication is overly directive, harsh, or emotionally insensitive, creating distance between coach and athletes and/or between teammates.</li> </ul>	<b>2-Rarely Engages in Relationship-Building</b> <ul style="list-style-type: none"> <li>Coach communicates respectfully but rarely engages in dialogue that fosters trust or interpersonal connection.</li> <li>Interactions are largely transactional, with little effort to support relationship development or athlete well-being.</li> </ul>	<b>3-Generally Positive Communication with Limited Relationship Focus</b> <ul style="list-style-type: none"> <li>Coach communicates respectfully and maintains a positive tone.</li> <li>Some rapport is built with individual athletes, but intentional strategies to strengthen relationships within the team or respond to emotional needs are limited or inconsistent.</li> </ul>	<b>4-Purposeful Communication that Supports Connection</b> <ul style="list-style-type: none"> <li>Coach actively uses communication to build trust, connection, and belonging—both with athletes and among them.</li> <li>Feedback, questions, and tone reflect awareness of emotional safety.</li> </ul>	<b>5-Consistently Responsive and Inclusive Using Emotionally Attuned Communication</b> <ul style="list-style-type: none"> <li>Coach consistently communicates with empathy, responsiveness, and intent to strengthen relationships, modeling and facilitating healthy dialogue, conflict resolution, and inclusion.</li> <li>Interactions are grounded in trust and safety, supporting a connected and emotionally safe team culture where athletes also build strong peer relationships.</li> </ul>
<b>2.5 - Utilizes routines and organizes activities to promote safety and learning</b>	<b>1-Minimal/Disorganized and Unsafe Environment</b> <ul style="list-style-type: none"> <li>Coach provides little to no structure or routine with no consideration of athlete needs evident.</li> <li>Activities are disorganized, chaotic, or inappropriate for the athletes' developmental level, creating potential for physical or emotional harm.</li> </ul>	<b>2-Little Structure, Inconsistent Safety or Learning Focus</b> <ul style="list-style-type: none"> <li>Coach uses some structure (e.g., start/stop signals, general plans), but routines are inconsistently applied or fail to ensure safety or support effective learning.</li> <li>Physical safety may be minimally addressed; emotional needs are overlooked.</li> </ul>	<b>3-Basic Routines with General Safety and Learning in Mind</b> <ul style="list-style-type: none"> <li>Coach maintains predictable routines and organizes activities that promote basic physical safety and skill development.</li> <li>Emotional safety and individual athlete needs may be acknowledged but are not systematically addressed.</li> </ul>	<b>4-Structured and Intentional Organization Supporting Most Athlete Needs</b> <ul style="list-style-type: none"> <li>Coach consistently uses clear routines and organizes developmentally appropriate activities that promote both safety and effective learning.</li> <li>Coach also demonstrates awareness of emotional safety through actions like inclusive grouping or thoughtful activity design, demonstrating responsiveness to both physical and emotional needs of athletes.</li> </ul>	<b>5-Highly Responsive, Structured, and Holistic Coaching Environment</b> <ul style="list-style-type: none"> <li>Coach applies routines and activities that support deep learning, physical safety, and emotional wellbeing for all athletes; structure is consistent yet adaptive to group and individual needs.</li> <li>Activities are purposefully sequenced, inclusive, and foster a safe, supportive learning environment that promotes confidence, growth, and connection.</li> </ul>

MODULE #3: Specific Look-Fors	1-Minimal	2-Emerging	3-Developing	4-Proficient	5-Exemplary
<b>3.1 - Demonstrates moments of levity and use of appropriate humor</b>	<b>1-Nonexistent or Inappropriate Humor</b> <ul style="list-style-type: none"> <li>Coach displays a consistently serious demeanor with no observable instances of levity or humor.</li> <li>Interactions are strictly task-focused with no apparent attempt to lighten the atmosphere.</li> <li>May appear rigid or unapproachable.</li> </ul>	<b>2-Infrequent or Inconsistent Humor</b> <ul style="list-style-type: none"> <li>Coach exhibits infrequent and often awkward, forced, strained, or misapplied attempts at humor with some success, while others miss the mark, feeling out of place.</li> <li>There is little evidence of naturalness or comfort in using humor appropriate for the age group.</li> </ul>	<b>3-Occasional Use of Appropriate Humor</b> <ul style="list-style-type: none"> <li>Coach shows occasional moments of appropriate levity and humor, though not consistently.</li> <li>Demonstrates a basic understanding of when humor might be beneficial to the team's atmosphere.</li> </ul>	<b>4-Consistent Use of Appropriate Humor</b> <ul style="list-style-type: none"> <li>Coach regularly integrates appropriate humor and levity into their interactions with athletes, fostering a positive and relaxed environment.</li> <li>Demonstrates an ability to use humor to diffuse tension, build rapport, and increase engagement.</li> </ul>	<b>5-Purposeful Use of Appropriate Humor</b> <ul style="list-style-type: none"> <li>Coach masterfully uses humor and levity to create a highly positive, engaging, and supportive team culture.</li> <li>Demonstrates exceptional skill in using humor to motivate, connect, and create memorable experiences, enhancing both performance and overall well-being.</li> </ul>
<b>3.2 - Balances silence and observation with verbal engagement</b>	<b>1-Minimal Silent Observation</b> <ul style="list-style-type: none"> <li>Rarely engages in silence or observation; fills most moments with talking.</li> <li>Shows little awareness of when to pause to watch or listen.</li> </ul>	<b>2-Infrequent or Inconsistent Silent Observation</b> <ul style="list-style-type: none"> <li>Attempts moments of silence or observation; but inconsistently.</li> <li>Talks more than listen or observe.</li> </ul>	<b>3-Basic and Occasional Demonstration of Observational Techniques</b> <ul style="list-style-type: none"> <li>Demonstrates a basic balance between silence, observation, and speaking.</li> <li>Pauses to observe and reflect before responding.</li> </ul>	<b>4-Balance of Observation and Verbal Engagement</b> <ul style="list-style-type: none"> <li>Skilfully alternates between observation and verbal feedback and instruction.</li> <li>Uses silence effectively to reflect or give space for others.</li> </ul>	<b>5-Purposeful Integration of Observation and Verbal Engagement to Support Team Needs</b> <ul style="list-style-type: none"> <li>Seamlessly integrates silence, observation, and verbal engagement into teaching and learning.</li> <li>Balances need for verbal engagement with athlete opportunities for autonomous activities and practice.</li> </ul>
<b>3.3 - Offers constructive feedback that is specific and targeted to promote learning</b>	<b>1-Limited or Vague Feedback</b> <ul style="list-style-type: none"> <li>Feedback is vague, overly general, or non-constructive.</li> <li>Lacks relevance or focus; may be overly critical or purely positive without substance.</li> </ul>	<b>2-Infrequent or Inconsistent Constructive Feedback</b> <ul style="list-style-type: none"> <li>Feedback includes some constructive intent but lacks clarity or specificity and is limited in its helpfulness.</li> <li>May address general behaviors or outcomes but without actionable guidance.</li> </ul>	<b>3-Occasionally Offers Basic and Constructive Feedback</b> <ul style="list-style-type: none"> <li>Feedback is mostly clear, relevant, and constructive.</li> <li>Includes specific examples or observations tied to outcomes or criteria.</li> </ul>	<b>4-Regularly Uses Constructive Feedback</b> <ul style="list-style-type: none"> <li>Feedback is consistently specific, targeted, and actionable.</li> <li>Delivered with a constructive tone that supports growth and reflection.</li> </ul>	<b>5-Purposeful Use of Constructive Feedback that Enhances Learning</b> <ul style="list-style-type: none"> <li>Feedback is precise, insightfully targeted, and highly constructive and demonstrates deep understanding of both context and individual needs.</li> <li>Consistently enhances learning or performance by offering clear, actionable steps.</li> </ul>
<b>3.4 - Uses verbal and non-verbal cues to demonstrate enthusiasm and excitement</b>	<b>1-Minimal or No Visible Enthusiasm</b> <ul style="list-style-type: none"> <li>Verbal tone is flat or disengaged; body language is closed or passive.</li> <li>Rarely uses expressions, gestures, or voice inflection to convey interest.</li> </ul>	<b>2-Infrequently or Inconsistently Uses Tone or Gestures to Show Enthusiasm</b> <ul style="list-style-type: none"> <li>May appear somewhat interested but lacks energy or clarity in delivery.</li> <li>Non-verbal cues are limited or sometimes contradict verbal messaging.</li> </ul>	<b>3-Generally Uses Verbal and Non-Verbal Body Language to Reflect Interest and Excitement.</b> <ul style="list-style-type: none"> <li>Verbal tone, facial expressions, and gestures are appropriate and support the message.</li> <li>Engagement is visible, though may lack variety or full expression at times.</li> </ul>	<b>4-Regularly Uses Dynamic Tone, Facial Expressions, and Gestures to Communicate Enthusiasm</b> <ul style="list-style-type: none"> <li>Demonstrates clear, consistent energy that invites interest and engagement from others.</li> <li>Aligns verbal and non-verbal cues effectively to reinforce excitement.</li> </ul>	<b>5-Fully Embodies Enthusiasm through Expressive, Intentional Verbal and Non-Verbal Communication</b> <ul style="list-style-type: none"> <li>Energizes the environment; gestures, tone, posture, and expressions are natural and compelling.</li> <li>Inspires others through authentic, contagious excitement and engagement.</li> </ul>
<b>3.5 - Responds to mistakes in a growth-oriented manner (verbally &amp; non-verbally)</b>	<b>1-Punitive Reactions or No Reaction to Mistakes</b> <ul style="list-style-type: none"> <li>Reacts to mistakes with frustration, derision, or punishment.</li> <li>Does not frame mistakes as opportunities for learning.</li> </ul>	<b>2-Infrequently or Inconsistently Frames Mistakes as Learning Opportunities</b> <ul style="list-style-type: none"> <li>Responses are occasionally growth-oriented, though tone or body language may show discouragement. Still uses some consequences for mistakes.</li> <li>Limited effort to teach from or encourage reflection on mistakes.</li> </ul>	<b>3-Generally Responds to Mistakes with Supportive Language.</b> <ul style="list-style-type: none"> <li>Responses are composed, open, and with supportive language and neutral or positive body language.</li> <li>Explicitly recognizes errors as part of learning and encourages improvement.</li> </ul>	<b>4-Consistently Responds to Mistakes with a Positive and Constructive Tone</b> <ul style="list-style-type: none"> <li>Verbal responses emphasize learning, and non-verbal cues (e.g., posture, facial expressions) remain calm and supportive.</li> <li>Models resilience around mistakes and encourages others to engage in problem-solving.</li> </ul>	<b>5-Intentionally and Explicitly Facilitates a Culture of Continuous Improvement and Learning from Failure</b> <ul style="list-style-type: none"> <li>Embraces mistakes as meaningful opportunities for growth, modeling emotional intelligence and adaptability.</li> <li>Verbal and non-verbal cues fully align to communicate encouragement, safety, and reflection.</li> </ul>
<b>3.6 – Encourages and facilitates athlete reflection and self-assessment</b>	<b>1-Rarely or never prompts athletes to reflect or assess their performance</b> <ul style="list-style-type: none"> <li>Feedback is mostly directive with little room for athlete input.</li> <li>Reflection is seen as coach-driven rather than athlete-centered.</li> </ul>	<b>2-Infrequently or Inconsistently Asks Athletes to Reflect</b> <ul style="list-style-type: none"> <li>May pose reflective questions, but without clear structure or follow-up and athletes are not actively engaged in the process.</li> <li>Limited use of strategies that promote meaningful self-assessment.</li> </ul>	<b>3-Occasionally Integrates Basic Reflection Prompts or Check-ins During Training</b> <ul style="list-style-type: none"> <li>Encourages athletes to think about their performance and areas for improvement.</li> <li>Creates space for athlete voice, though reflection may still be coach-led.</li> </ul>	<b>4-Consistently Facilitates Structured Opportunities for Athlete Reflection and Self-Assessment</b> <ul style="list-style-type: none"> <li>Uses targeted questions, tools, or discussions to guide athlete insight and ownership.</li> <li>Supports athletes in setting personal goals and tracking progress based on self-evaluation.</li> </ul>	<b>5-Intentionally and Regularly Embeds Athlete Reflection and Self-Assessment as Core Components of the Coaching Process</b> <ul style="list-style-type: none"> <li>Athletes are routinely engaged in deep, independent reflection and goal-setting.</li> <li>Cultivates a reflective team culture where athletes develop metacognitive skills and self-directed improvement strategies.</li> </ul>
MODULE #4: Specific Look-Fors	1-Minimal	2-Emerging	3-Developing	4-Proficient	5-Exemplary
<b>4.1 - Demonstrates ability to regulate emotions and displays self-control</b>	<b>1-Lack of Emotional Regulation</b> <ul style="list-style-type: none"> <li>Coach frequently raises their voice or shows visible frustration with the athletes (e.g., throwing equipment, walking away).</li> <li>Coach struggles to regain composure after emotional outbursts.</li> </ul>	<b>2-Inconsistent Patterns of Emotional Regulation and Self-Control</b> <ul style="list-style-type: none"> <li>Under stress, coach may show frustration or impatience.</li> <li>Coach shows occasional signs of self-reflection after emotional slip-ups.</li> </ul>	<b>3-Attempts to Regulate Emotions and Manage Situations</b> <ul style="list-style-type: none"> <li>Coach uses specific techniques to maintain composure (e.g., timeout).</li> <li>Occasionally reminds athletes to control emotions.</li> </ul>	<b>4-Regularly Keeps Calm</b> <ul style="list-style-type: none"> <li>Coach displays self-control under pressure (e.g., athlete mistakes, losing).</li> <li>Shares personal strategies for emotional regulation and encourages athletes to reflect on emotional regulation.</li> </ul>	<b>5-Intentional Modeling and Teaching of Self-Control and Emotional Regulation</b> <ul style="list-style-type: none"> <li>Coach connects emotional regulation to life beyond sport (e.g., handling disappointment, managing stress, improving focus, dealing with conflict).</li> <li>Integrates emotional regulation exercises or conversations (including openly discussing/addressing their own missteps with the athletes) into training (e.g., mindfulness, stress management, conflict resolution).</li> </ul>
<b>4.2 - Interactions* are conducted in a regulated tone and manner</b>	<b>1-Lack of Communication Skills and Professionalism</b> <ul style="list-style-type: none"> <li>May argue with officials, raise voice with players/parents, or display disrespectful body language (e.g., eye-rolling, aggressive gestures).</li> <li>Lacks awareness of role-modeling expectations.</li> </ul>	<b>2-Inconsistent Patterns of Communication and Professionalism</b> <ul style="list-style-type: none"> <li>Coach is generally polite in neutral situations but becomes defensive or tense under pressure.</li> <li>Coach apologizes only if prompted by others (e.g., administrator feedback).</li> </ul>	<b>3-Attempts to Communicate in a Professional Manner</b> <ul style="list-style-type: none"> <li>Coach listens attentively and uses de-escalating phrases (e.g., "Let's stay calm").</li> <li>Coach is aware of public image and aims to role-model good conduct, though may not consistently reflect or adjust after incidents.</li> </ul>	<b>4-Regularly Displays Professional Conduct</b> <ul style="list-style-type: none"> <li>Coach thoughtfully manages tough conversations and steers toward solutions, even in conflict (e.g., bad calls, heated moments).</li> <li>Coach reflects on interactions (e.g., "Next time, I might handle it this way...").</li> </ul>	<b>5-Intentional Modeling and Integration of Professionalism</b> <ul style="list-style-type: none"> <li>Coach actively models respectful, thoughtful communication and body language in all situations encouraging similar behaviors among all stakeholders.</li> <li>Coach debriefs athletes about the importance of respect and positive communication culture.</li> </ul>
<b>4.3 - Is prepared, on time, present and engaged; effectively runs practice within allotted space/time</b>	<b>1-Lack of Preparation, Engagement, Efficiency, and Punctuality</b> <ul style="list-style-type: none"> <li>Coach arrives late/unprepared and appears disengaged during.</li> <li>Practice activities appear improvised, instructions are unclear, time is wasted between drills, and the coach struggles to manage space, leading to chaotic and unsafe environment.</li> </ul>	<b>2-Inconsistent Patterns of Preparation, Engagement, Efficiency, and Punctuality</b> <ul style="list-style-type: none"> <li>Coach is usually on time but may lack preparation, clear structure, or engagement at times.</li> <li>Practices occasionally run over/under time, and some drills or activities lack purpose or smooth flow.</li> </ul>	<b>3-Attempts to Prepare and Manage Practice Efficiently</b> <ul style="list-style-type: none"> <li>Coach starts and ends on time and manages drills, transitions, and space smoothly most of the time.</li> <li>Coach keeps athletes engaged most of the time and occasionally refers/utilizes a basic practice plan.</li> </ul>	<b>4-Regularly Runs and Manages Practice Within Allotted Time/Space</b> <ul style="list-style-type: none"> <li>* Coach is punctual and executes a clear practice plan (e.g., instructions are clear, drills are sequences, time and space are used efficiently).</li> <li>Coach is fully present and attentive, making real-time adjustments as needed.</li> </ul>	<b>5-Expertly Executes a Developmentally Appropriate Practice Plan</b> <ul style="list-style-type: none"> <li>Coach follows a detailed plan, with clear objectives for each part of practice and focus on athlete physical and emotional safety.</li> <li>Athletes remain fully engaged and motivated; they might recognize/praise coach's preparation and execution.</li> </ul>
<b>4.4 - Provides opportunities for athlete leadership and shared decision-making</b>	<b>1-Lack of Opportunities for Leadership</b> <ul style="list-style-type: none"> <li>Coach gives directives with no athlete input.</li> <li>No evidence of team leaders or leadership roles.</li> </ul>	<b>2-Inconsistent Patterns and Opportunities for Leadership</b> <ul style="list-style-type: none"> <li>Coach occasionally asks for athlete opinions (e.g., on warm-up or songs) but rarely integrates them into meaningful decisions.</li> <li>Leadership is incidental, not structured.</li> </ul>	<b>3-Attempts to Integrate Leadership Opportunities</b> <ul style="list-style-type: none"> <li>Coach provides structured leadership roles (e.g., captains, group leaders) and athletes occasionally participate in decision-making (e.g., selecting and leading drills).</li> <li>Coach mentions leadership skills occasionally.</li> </ul>	<b>4-Regular Opportunities for Athlete Leadership</b> <ul style="list-style-type: none"> <li>Coach creates opportunities for shared decision-making (e.g., goal-setting) and leading meaningful activities (e.g., running parts of practice, leading team talks).</li> <li>Coach provides feedback on leadership skills.</li> </ul>	<b>5-Models Leadership and Creates Opportunities for Development and Transfer of Leadership Skills</b> <ul style="list-style-type: none"> <li>Coach models leadership skills and creates explicit opportunities for athletes (often evident in the practice plan) to practice leadership, decision-making, and problem solving on and off the field.</li> <li>Coach ties leadership to life lessons (e.g., "This teamwork skill is useful at school/work").</li> </ul>

\*Interactions may include those with officials, opponents, parents, staff, players, administrators, spectators, and community members