

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

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

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

MODULE #3: Specific Look-Fors	1-Minimal	2-Emerging	3-Developing	4-Proficient	5-Exemplary
3.1 - Demonstrates moments of levity and use of appropriate humor	<ul style="list-style-type: none"> 1-Nonexistent or Inappropriate Humor Coach displays a consistently serious demeanor with no observable instances of levity or humor. Interactions are strictly task-focused with no apparent attempt to lighten the atmosphere. May appear rigid or unapproachable. 	<ul style="list-style-type: none"> 2-Infrequent or Inconsistent Humor 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. There is little evidence of naturalness or comfort in using humor appropriate for the age group. 	<ul style="list-style-type: none"> 3-Occasional Use of Appropriate Humor Coach shows occasional moments of appropriate levity and humor, though not consistently. Demonstrates a basic understanding of when humor might be beneficial to the team's atmosphere. 	<ul style="list-style-type: none"> 4-Consistent Use of Appropriate Humor Coach regularly integrates appropriate humor and levity into their interactions with athletes, fostering a positive and relaxed environment. Demonstrates an ability to use humor to diffuse tension, build rapport, and increase engagement. 	<ul style="list-style-type: none"> 5-Purposeful Use of Appropriate Humor Coach masterfully uses humor and levity to create a highly positive, engaging, and supportive team culture. Demonstrates exceptional skill in using humor to motivate, connect, and create memorable experiences, enhancing both performance and overall well-being.
3.2 - Balances silence and observation with verbal engagement	<ul style="list-style-type: none"> 1-Minimal Silent Observation Rarely engages in silence or observation; fills most moments with talking. Shows little awareness of when to pause to watch or listen. 	<ul style="list-style-type: none"> 2-Infrequent or Inconsistent Silent Observation Attempts moments of silence or observation, but inconsistently. Talks more than listen or observe. 	<ul style="list-style-type: none"> 3-Basic and Occasional Demonstration of Observational Techniques Demonstrates a basic balance between silence, observation, and speaking. Pauses to observe and reflect before responding. 	<ul style="list-style-type: none"> 4-Balance of Observation and Verbal Engagement Skilfully alternates between observation and verbal feedback and instruction. Uses silence effectively to reflect or give space for others. 	<ul style="list-style-type: none"> 5-Purposeful Integration of Observation and Verbal Engagement Seamlessly integrates silence, observation, and verbal engagement into teaching and learning. Balances need for verbal engagement with athlete opportunities for autonomous activities and practice.
3.3 - Offers constructive feedback that is specific and targeted to promote learning	<ul style="list-style-type: none"> 1-Limited or Vague Feedback Feedback is vague, overly general, or non-constructive. Lacks relevance or focus; may be overly critical or purely positive without substance. 	<ul style="list-style-type: none"> 2-Infrequent or Inconsistent Constructive Feedback Feedback includes some constructive intent but lacks specificity and is limited in its helpfulness. May address general behaviors or outcomes but without actionable guidance. 	<ul style="list-style-type: none"> 3-Occasionally Offers Basic and Constructive Feedback Feedback is mostly clear, relevant, and constructive. Includes specific examples or observations tied to outcomes or criteria. 	<ul style="list-style-type: none"> 4-Regularly Uses Constructive Feedback Feedback is consistently specific, targeted, and actionable. Delivered with a constructive tone that supports growth and reflection. 	<ul style="list-style-type: none"> 5-Purposeful Use of Constructive Feedback that Enhances Learning Feedback is precise, insightfully targeted, and highly constructive and demonstrates deep understanding of both context and individual needs. Consistently enhances learning or performance by offering clear, actionable steps.
3.4 - Uses verbal and non-verbal cues to demonstrate enthusiasm and excitement	<ul style="list-style-type: none"> 1-Minimal or No Visible Enthusiasm Verbal tone is flat or disengaged; body language is closed or passive. Rarely uses expressions, gestures, or voice inflection to convey interest. 	<ul style="list-style-type: none"> 2-Infrequently or Inconsistently Uses Tone or Gestures to Show Enthusiasm May appear somewhat interested but lacks energy or clarity in delivery. Non-verbal cues are limited or sometimes contradict verbal messaging. 	<ul style="list-style-type: none"> 3-Generally Uses Verbal and Non-Verbal Body Language to Reflect Interest and Excitement. Verbal tone, facial expressions, and gestures are appropriate and support the message. Engagement is visible, though may lack variety or full expression at times. 	<ul style="list-style-type: none"> 4-Regularly Uses Dynamic Tone, Facial Expressions, and Gestures to Communicate Enthusiasm Demonstrates clear, consistent energy that invites interest and engagement from others. Aligns verbal and non-verbal cues effectively to reinforce excitement. 	<ul style="list-style-type: none"> 5-Fully Embodies Enthusiasm through Expressive, Intentional Verbal and Non-Verbal Communication Engages the environment; gestures, tone, posture, and expressions are natural and compelling. Inspires others through authentic, contagious excitement and engagement.
3.5 - Responds to mistakes in a growth-oriented manner (verbally & non-verbally)	<ul style="list-style-type: none"> 1-Punitive Reactions or No Reaction to Mistakes Reacts to mistakes with frustration, derision, or punishment. Does not frame mistakes as opportunities for learning. 	<ul style="list-style-type: none"> 2-Infrequently or Inconsistently Frames Mistakes as Learning Opportunities Responses are occasionally growth-oriented, though tone or body language may show discouragement. Still uses some consequences for mistakes. Limited effort to teach from or encourage reflection on mistakes. 	<ul style="list-style-type: none"> 3-Generally Responds to Mistakes with Supportive Language. Responses are composed, open, and with supportive language and neutral or positive body language. Explicitly recognizes errors as part of learning and encourages improvement. 	<ul style="list-style-type: none"> 4-Consistently Responds to Mistakes with a Positive and Constructive Tone Verbal responses emphasize learning, and non-verbal cues (e.g., posture, facial expressions) remain calm and supportive. Models resilience around mistakes and encourages others to do the same. 	<ul style="list-style-type: none"> 5-Intentionally and Explicitly Facilitates a Culture of Continuous Improvement and Learning from Failure Embraces mistakes as meaningful opportunities for growth, modeling emotional intelligence and adaptability. Verbal and non-verbal cues fully align to communicate encouragement, safety, and reflection.
3.6 - Encourages and facilitates athlete reflection and self-assessment	<ul style="list-style-type: none"> 1-Rarely or never prompts athletes to reflect or assess their performance Feedback is mostly directive with little room for athlete input. Reflection is seen as coach-driven rather than athlete-centered. 	<ul style="list-style-type: none"> 2-Infrequently or Inconsistently Asks Athletes to Reflect May pose reflective questions, but without clear structure or follow-up and athletes are not actively engaged in the process. Limited use of strategies that promote meaningful self-assessment. 	<ul style="list-style-type: none"> 3-Occasionally Integrates Basic Reflection Prompts or Check-ins During Training Encourages athletes to think about their performance and areas for improvement. Creates space for athlete voice, though reflection may still be coach-led. 	<ul style="list-style-type: none"> 4-Consistently Facilitates Structured Opportunities for Athlete Reflection and Self-Assessment Uses targeted questions, tools, or discussions to guide athlete insight and ownership. Supports athletes in setting personal goals and tracking progress based on self-evaluation. 	<ul style="list-style-type: none"> 5-Intentionally and Regularly Embeds Athlete Reflection and Self-Assessment as Core Components of the Coaching Process Athletes are regularly engaged in deep, independent reflection and goal-setting. Cultivates a reflective team culture where athletes develop metacognitive skills and self-directed improvement strategies.

MODULE #4: Specific Look-Fors	1-Minimal	2-Emerging	3-Developing	4-Proficient	5-Exemplary
4.1 - Demonstrates ability to regulate emotions and displays self-control	<ul style="list-style-type: none"> 1-Lack of Emotional Regulation Coach frequently raises their voice or shows visible frustration with the athletes (e.g., throwing equipment, walking away). Coach struggles to regain composure after emotional outbursts. 	<ul style="list-style-type: none"> 2-Inconsistent Patterns of Emotional Regulation and Self-Control Under stress, coach may show frustration or impatience. Coach shows occasional signs of self-reflection after emotional slip-ups. 	<ul style="list-style-type: none"> 3-Attempts to Regulate Emotions and Manage Situations Coach uses specific techniques to maintain composure (e.g., timeout). Occasionally reminds athletes to control emotions. 	<ul style="list-style-type: none"> 4-Regularly Keeps Calm Coach displays self-control under pressure (e.g., athlete mistakes, losing). Shares personal strategies for emotional regulation and encourages athletes to reflect on emotional regulation. 	<ul style="list-style-type: none"> 5-Intentional Modeling and Teaching of Self-Control and Emotional Regulation Coach connects emotional regulation to life beyond sport (e.g., handling disappointment, managing stress, improving focus, dealing with conflict). Integrates emotional regulation exercises or conversations (including openly discussing/addressing their own mistakes with the athletes) into training (e.g., mindfulness, stress management, conflict resolution).
4.2 - Interactions are conducted in a regulated tone and manner	<ul style="list-style-type: none"> 1-Lack of Communication Skills and Professionalism May argue with officials, raise voice with players/parents, or display disrespectful body language (e.g., eye-rolling, aggressive gestures). Lacks awareness of role-modeling expectations. 	<ul style="list-style-type: none"> 2-Inconsistent Patterns of Communication and Professionalism Coach is generally polite in neutral situations but becomes defensive or tense under pressure. Coach apologizes only if prompted by others (e.g., administrator feedback). 	<ul style="list-style-type: none"> 3-Attempts to Communicate in a Professional Manner Coach listens attentively and uses de-escalating phrases (e.g., "Let's stay calm"). Coach is aware of public image and aims to role-model good conduct, though may not consistently reflect or adjust after incidents. 	<ul style="list-style-type: none"> 4-Regularly Displays Professional Conduct Coach thoughtfully manages tough conversations and steers toward solutions, even in conflict (e.g., bad calls, ejections). Coach reflects on interactions (e.g., "Next time, I might handle it this way..."). 	<ul style="list-style-type: none"> 5-Intentional Modeling and Integration of Professionalism Coach actively models respectful, thoughtful communication and body language in all situations encouraging similar behaviors among all stakeholders. Coach debriefs athletes about the importance of respect and positive communication culture.
4.3 - Is prepared, on time, present and engaged; effectively runs practice within allotted space/time	<ul style="list-style-type: none"> 1-Lack of Preparation, Engagement, Efficiency, and Punctuality Coach arrives late/unprepared and appears disengaged during. Practice activities appear improvised; instructions are unclear; time is wasted between drills, and the coach struggles to manage space, leading to chaotic and unsafe environments. 	<ul style="list-style-type: none"> 2-Inconsistent Patterns of Preparation, Engagement, Efficiency, and Punctuality Coach is usually on time but may lack preparation, clear structure, or engagement at times. Practices occasionally run over/under time, and some drills or activities lack purpose or smooth flow. 	<ul style="list-style-type: none"> 3-Attempts to Prepare and Manage Practice Efficiently Coach starts and ends on time and manages drills, transitions, and space smoothly most of the time. Coach keeps athletes engaged most of the time and occasionally refers/utilizes a basic practice plan. 	<ul style="list-style-type: none"> 4-Regularly Runs and Manages Practice Within Allotted Time/Space Coach is punctual and executes a clear practice plan (e.g., instructions are clear, drills are sequences, time and space are used efficiently). Coach is fully present and attentive, making real-time adjustments as needed. 	<ul style="list-style-type: none"> 5-Expertly Executes a Developmentally Appropriate Practice Plan Coach follows a detailed plan, with clear objectives for each part of the practice and focus on athlete physical and emotional safety. Athletes remain fully engaged and motivated; they might recognize/praise coach's preparation and execution.
4.4 - Provides opportunities for athlete leadership and shared decision-making	<ul style="list-style-type: none"> 1-Lack of Opportunities for Leadership Coach gives directives with no athlete input. No evidence of team leaders or leadership roles. 	<ul style="list-style-type: none"> 2-Inconsistent Patterns and Opportunities for Leadership Coach occasionally asks for athlete opinions (e.g., on warm-up or drills) but rarely integrates them into meaningful decisions. Leadership is incidental, not structured. 	<ul style="list-style-type: none"> 3-Attempts to Integrate Leadership Opportunities Coach provides structured leadership roles (e.g., captains, group leaders) and athletes occasionally participate in decision-making (e.g., selecting and leading drills). Coach mentions leadership skills occasionally. 	<ul style="list-style-type: none"> 4-Regular Opportunities for Athlete Leadership Coach creates opportunities for shared decision-making (e.g., goal-setting) and leading meaningful activities (e.g., running parts of practice, leading team talks). Coach provides feedback on leadership skills. 	<ul style="list-style-type: none"> 5-Models Leadership and Creates Opportunities for Development and Transfer of Leadership Skills 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. Coach ties leadership to life lessons (e.g., "This teamwork skill is useful at school/work!").

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