

National Federation of High Schools Fundamentals of Coaching Course Information

The National Federation of High Schools Fundamentals of Coaching Course provides a unique student-centered curriculum for interscholastic teacher/coaches, assisting them in creating a healthy and age-appropriate athletic experience that supports the educational mission of our nation's schools. It is a research based coaching program developed for interscholastic teacher/coaches to meet state association coaching requirements. It is an interactive learning experience and the foundation for anyone wanting to be a teacher-coach at the interscholastic level. It deals with the specific needs, challenges, and issues that relate to coaching at the interscholastic level and in our nation's schools.

The 10 hour course (4 ½ hours in the classroom and 5 ½ hours beyond the classroom) contains content that has been designed to provide teacher/coaches with a road map for team success, not simply in terms of assisting them in the development of a competitive program. It follows the National Standards for Athletic Coaches and Level III National Council for the Accreditation of Coaching Education (NCACE) guidelines.

Participating in the NFHS Coaching Education Program demonstrates a high commitment and investment in the lives of our nation's youth. Interscholastic athletics can be a wonderful vehicle to teach positive life-skills and learn important lessons for life. Sports also have the potential to be a negative experience that can teach young people undesirable behaviors and values. There is nothing inherently good or bad about interscholastic athletics. It's up to the teacher/coach to create a favorable, developmentally appropriate experience for the student-athletes.

How one designs success as a teacher/coach is critically important. It will determine whether student/athletes will have an enriching experience through interscholastic athletics or just have an experience that seeks to win games.

Teacher/coaches have been entrusted with a special gift – the opportunity to assist student/athletes in maximizing their physical, social, personal, and psychological developments and establishing a Game Plan for Life.

The knowledge and skills teacher/coaches gain are carried over and implemented into their role of teacher/coach so in essence it is a continuation of the course as they add multiple hours working with the student-athletes. The course is 11 hours in the classroom and on-line but in reality more than **150 hours** for an athletic season.

It provides teacher/coaches with an opportunity to gain state and national certifications, engage in professional development, and become better teacher/coaches.

On-screen hosts guide participants through the engaging and interactive exercises.

The course utilizes “teachable moments” – which are unique resources to the Fundamentals of Coaching Course – a series of video vignettes demonstrating “how to” and sometimes “how not to” coach at the interscholastic level. Following each teachable moment, reflective questions designed to facilitate a teacher/coach’s understanding of critical issues are presented in an engaging and interactive style.

Testing and learning components are available on-line 24 hours per day ensuring that the quality training is ready at the time the teacher/coach desires. Once the requirements are fulfilled certification is granted and a certificate can be downloaded.

Course Goals:

Help teacher/coaches realize that they are hired by their school systems to teach student-athletes positive traits, values, and decision-making, and how to handle the ups and downs of life (winning and losing).

Help teacher/coaches realize their potential as interscholastic teacher/coaching professionals.

Provide professional development for teacher/coaches in the area of Educational Athletics to better serve the student/athletes and their needs. The 5 pillars of Educational Athletics are:

- ✓ WELLNESS – To empower the students to make healthy life choices
- ✓ SPORTSMANSHIP – to teach respect for self, team, opponents, officials, rules, and the game itself
- ✓ COACHES EDUCATION – To provide resources for teacher-coaches who serve as curriculum instructors of educational athletics
- ✓ LEADERSHIP – To promote the power of positive influence that student-athletes and teacher-coaches share as role models
- ✓ Community Service – To recognize the privilege of athletic participation and the responsibility of giving back to the community

Present an overview of the focus areas of the state interscholastic association handbook that relate to coaching.

4 1/2 Hour Classroom Outline:

Instructor Power Point Presentation of Chapters 1 and 2 from the Fundamentals of Coaching Instructors Guide

Unit 1 of the NFHS course emphasizes the history, mission and purpose of educational athletics in our nation's schools. The role of the teacher/coach in interscholastic athletics is to establish an environment of learning that will facilitate success for all participants. This is a constant theme throughout the course, along with the positive outcomes that should occur as a function of the teacher/coaches actions as they impact on student's experience.

Unit 1: Educational Athletics and the Role of the Teacher/Coach

- ✓ The History, Mission, and Purpose of Interscholastic Athletics
- ✓ The Role of the Teacher/Coach
- ✓ Student-Centered Coaching Philosophy
- ✓ The Place of Winning in Interscholastic Athletics
- ✓ Self-Awareness

At the conclusion of this unit the teacher/coach will be able to:

- ❖ Describe the mission and purpose of interscholastic athletics
- ❖ Recognize developmentally appropriate experiences
- ❖ Trace the history of athletics in our schools
- ❖ Explain how interscholastic athletics becomes a part of the educational process
- ❖ Describe how the teacher/coach can act as a positive role model
- ❖ Develop a student-centered coaching philosophy
- ❖ State the top five educational outcomes of interscholastic athletics

Unit 2 of the NFHS course emphasizes the numerous responsibilities required of the coach in the areas of seasonal planning, selection of leaders, sport safety, emergency care plans, eligibility, facilities, transportation, and scheduling. Also covered are pertinent areas such as knowledge of legalities, obligations related to negligence litigation, working with the stakeholders (student-athletes, parents/guardians, fellow coaches, and school faculty/staff), and familiarity with the chain of authority in the school system.

Unit 2: The Coach as Manager

- ✓ Organization
- ✓ Administration
- ✓ Health and well-being of students
- ✓ Management of stakeholders
- ✓ Legal/liability concerns

At the conclusion of this unit the teacher/coach will be able to:

- ❖ Identify the managerial skills necessary for being a successful teacher coach
- ❖ Classify management responsibilities into three main timeframes (ie., off-season, preseason, in-season) in order to develop a timeline to accomplish your management responsibilities
- ❖ Develop systems and processes to accomplish management responsibilities
- ❖ Describe you're the administrative chain of command operating in most schools
- ❖ Establish procedures for emergency care of the student-athletes
- ❖ Recognize your coordinating responsibilities in facility management, scheduling, transportation, and budgeting
- ❖ Explain the general rationale for many of the state associations' eligibility rules
- ❖ Establish procedures for emergency care of your students
- ❖ Explain components of sports safety in order to minimize risk of injury
- ❖ Indicate strategies for working effectively with all stakeholders in the sports program
- ❖ Describe legal liability concerns related to interscholastic coaching

Instructor Presentation of the MIAA Rules, Regulations, Awards, and Workshops

Part of the course is also a 30 minute PowerPoint presentation covering various aspects of the MIAA Handbook including: the mission statement, fundamental relationships between schools and the MIAA, constitutional organization, MIAA Handbook, coaching code of ethics, a review of select rules such as definitions of a scrimmage and jamboree, coaches education, out-of-season coaching, subsidizing out-of-season activities, recruitment, loyalty to the high school team: bona fide members, amateurism, sportsmanship: taunting and athletic & coach contest disqualifications/suspensions, coach/media relations, baseline eligibility requirements, alternative school placement, middle school students, home educated students, membership in school, physical exams, medical coverage/concussions, transfer students, academic requirements, 12 consecutive seasons, age, student & coach eligibility – chemical health, and good citizen rule. Also covered is: the 5 pillars of Educational Athletics, student ambassadors, Educational Athletics newsletter and awards program, and upcoming events.

Outline of the 5 1/2 Hours of Responsibilities Beyond the Classroom:

- ✓ MIAA Exam:
Coaches will proceed to the MIAA website (www.miaa.net) and utilizing knowledge and notes from the classroom session and the MIAA Handbook they will take an on-line examination comprising of 50 questions that relate to various MIAA rules, regulations, and responsibilities. They need to answer correctly 40 of the 50 questions. They may download a certificate upon passing the exam.

- ✓ NFHS Chapter Presentations and Exams:
Coaches will then proceed to the NFHS Learn website www.nfhslearn.com. They will register with their assigned license number, and utilizing the notes and knowledge from the classroom session, will complete the following requirements:
 - View the Chapter 1 Summary Presentation
 - Take the Chapter 1 Exam
 - View the Chapter 2 Summary Presentation
 - Take the Chapter 2 Exam
 - View the Chapter 3 Presentation Below

Unit 3 The fundamental goal of every interscholastic teacher/coach is to know how to communicate, motivate, and interact with the student-athletes so they can maximize the physical, personal, psychological, and social development of the student-athletes.

Unit 3 The Coach and Interpersonal Skills

At the conclusion of this unit the teacher/coach will be able to:

- ❖ Create an optimal learning environment
 - ❖ Understand how perceptions of success and psychological needs impact students
 - ❖ Describe the communication process
 - ❖ Understand how to provide feedback
 - ❖ Introduce a mental skills training program
- Take the Chapter 3 Exam

Unit 4 The teacher/coach will learn training principles such as periodization, individualization, reversibility, and specificity. These principles will enable the teacher/coach to better serve the student-athletes.

Unit 4 The Coach and Physical Conditioning

At the conclusion of this unit the teacher/coach will be able to:

- ❖ Recognize physiological demands
- ❖ Design a training plan
- ❖ Identify adolescent growth development markers
- ❖ Develop hydration and nutrition plans
- ❖ Describe critical training factors for injury prevention
- ❖ Understand the 3 classes of performance-enhancing drugs
- ❖ Describe the communication process
- ❖ Understand how to provide feedback
- ❖ Introduce a mental skills training program

- Take the Chapter 4 Exam

Unit 5 Focused on the pedagogical basis of coaching the teacher/coach will learn how to create a learning environment that will optimize each student's skill development and performance

Unit 5 The Coach As a Teacher

At the conclusion of this unit the teacher/coach will be able to:

- ❖ Define learning
- ❖ Understand how student-athletes learn
- ❖ Describe the role of teacher/coach in learning
- ❖ Structure effective practices
- ❖ Understand coaching during competition
- ❖ Implement a comprehensive evaluation plan

- Take the Chapter 5 Exam

Once teacher/coaches have completed the requirements, they will earn a **National Federation of High Schools Coaches Certification**. They may download a certificate, and their names will be posted on the MIAA website in the Educational Athletics – Coaches Education section in two areas – **Certified Coaches by School** and **Certified Coaches by Last Name**.