

In addition to the Arkansas Teacher Standards, the Coach in grades K-12 shall demonstrate knowledge and/or competencies in the following areas

<p><b>1. Philosophy and Ethics</b></p> <p>NSSC: Standard 1</p>	<p>Standard 1: Development and implementation of an athlete-centered coaching philosophy by</p> <ul style="list-style-type: none"> <li>1.1 Identifying and communicating reasons for entering the coaching profession</li> <li>1.2 Developing an athlete-centered coaching philosophy that aligns with the organizational mission and goals</li> <li>1.3 Communicating the athlete-centered coaching philosophy in verbal and written form to athletes, parents/guardians, and program staff</li> <li>1.4 Welcoming all eligible athletes and implement strategies that encourage the participation of disadvantaged and disabled athletes</li> <li>1.5 Managing athlete behavior consistent with an athlete-centered coaching philosophy</li> <li>1.6 Knowing liability and legal considerations pertaining to the use of equipment, class organization, supervision, and program supervision</li> </ul>
<p><b>2. Safety and Injury Prevention</b></p> <p>NSSC: Standard 8</p>	<p>Standard 2: Identification of physical conditions that predispose athletes to injuries by</p> <ul style="list-style-type: none"> <li>2.1 Ensuring that clearance for athletes to participate fully or partially in practices or contests is given by a parent, guardian, and/or medical professional</li> <li>2.2 Recognizing health status, body structure, and physical conditions that predispose athletes to common injuries specific to the sport</li> <li>2.3 Being aware that an athlete's lack of sleep and/or emotional state could warrant changes in practice plans</li> <li>2.4 Being able to administer life-saving and injury treating first aid using an AED device</li> </ul>
<p><b>3 Physical Conditioning</b></p> <p>NSSC: Standard 13</p>	<p>Standard 3: Teaching and encouragement of proper nutrition for optimal physical and mental performance and overall good health by</p> <ul style="list-style-type: none"> <li>3.1 Assisting athletes in timing and selection of food options to fuel optimal energy production for practices and contests</li> <li>3.2 Assisting athletes in regulating safe levels of hydration</li> <li>3.3 Providing accurate and timely information to athletes and parents/guardians about sound nutritional principles as part of training and preparation for competition</li> <li>3.4 Providing accurate and timely information about body composition and healthy weight management</li> <li>3.5 Being proactive in identifying potential eating disorders and referring athletes for appropriate professional assistance</li> <li>3.6 Being aware of fitness components, body components, muscle and cardiovascular endurance, strength and flexibility as it relates to appropriate training and overtraining</li> </ul>

<p><b>4. Growth and Development</b></p> <p>NSSC: Standard 16</p>	<p>Standard 4 Application of knowledge of how developmental change influences the learning and performance of sport skills by</p> <p>4.1 Being aware of sequential and developmentally appropriate learning and practice opportunities based on growth and motor development stages, individual characteristics and individual needs of students, learning environment, and task</p> <p>4.2 Being able to monitor individual performance and group performance in order to design safe instruction that meets students’ developmental needs in the psychomotor, cognitive, and affective domains</p> <p>4.3 Being aware of developmental readiness to learn and refine motor skills and movement patterns (e.g., biological, psychological, sociological, experiential, environmental).</p> <p>4.4 Knowing perception on motor development</p> <p>4.5 Knowing appropriate and effective instruction related to students’ cultures and ethnicities, personal values, family structures, home environments, and community values</p> <p>4.6 Knowing the proper use of appropriate professional support services and resources to meet students’ needs</p>
<p><b>5. Management, Motivation, Teaching and Communication</b></p> <p>NSSC: Standard 18, Standard 24</p>	<p>Standard 5: Providing of athletes with responsibility and leadership opportunities as they mature; teaching and incorporating of mental skills to enhance performance and reduce sport anxiety by</p> <p>5.1 Teaching and encouraging athletes to take responsibility for their actions in adhering to team rules</p> <p>5.2 Designing practices to allow for athlete input and self-evaluation</p> <p>5.3 Communicating to athletes their responsibility in maintaining physical and mental readiness for athletic participation and preparation for competition</p> <p>5.4 Encouraging athletes to practice leadership skills and engage in problem solving</p> <p>5.5 Providing athletes with different tools to manage conflict</p> <p>5.6 Providing specific opportunities for athletes to mentor others</p> <p>5.7 Encouraging athletes to build team cohesion</p> <p>5.8 Demonstrating appropriate use of intrinsic and extrinsic rewards to enhance motivation and learning</p> <p>5.9 Sharing with athletes effective stress management coping strategies</p> <p>5.10 Utilizing sound mental skills to build athlete self-confidence</p> <p>5.11 Helping athletes to develop a mental game plan that includes pre-game preparation, a contingency plan for errors during competition, and how to avoid competitive stress</p> <p>5.12 Helping athletes improve concentration by learning attention control strategies</p>
<p><b>6. Sport Skills and Tactics</b></p>	<p>Standard 6: Using of scouting methods for planning practices,</p>

<p>NSSC: Standard 29</p>	<p>game preparation, and game analysis by</p> <p>6.1 Analyzing opponent's personnel to organize team for competition</p> <p>6.2 Creating game plans by observation of opponent play, athlete statistical information, and previous competitive experience</p> <p>6.3 Making adjustments in strategies for practice and competition by identifying patterns and styles of play of opponents</p> <p>6.4 Developing scouting tools for collecting and organizing information about opponents</p> <p>6.5 Using technology to communicate, instruct, assess, keep records, network, locate resources, present information, and enhance professional development</p> <p>6.6 Designing, developing, and implementing student learning activities that integrate information technology</p> <p>6.7 Developing and implementing a practice plan for managing athletes skills and progression</p>
<p><b>7. Organization and Administration</b></p> <p>NSSC: Standard 31</p>	<p>Standard 7: Being involved in public relation activities for the sport program by</p> <p>7.1 Organizing and conducting effective informational meetings before, during, and after the season</p> <p>7.2 Communicating policies and ongoing program activities to athletes, staff, parents/guardians, administrators, and/or the public</p> <p>7.3 Preparing athletes to be involved with public relation activities</p> <p>7.4 Advocating the value of the sport program through positive communication with the media and others</p> <p>7.5 Knowing how to organize, allocate, and manage resources such as time, space, equipment, activities, teacher attention, and students</p>
<p><b>8. Evaluation</b></p> <p>NSSC: Standard 40</p>	<p>Standard 8: Utilization of an objective and effective process for evaluation of self and staff by</p> <p>8.1 Collecting input from athletes, parents, guardians, coaches, and other stakeholders regarding athlete satisfaction, perception of season goals, and coaching performance</p> <p>8.2 Conducting periodic self-reflections on coaching effectiveness</p> <p>8.3 Seeking feedback from experienced coaches to evaluate practice sessions, discuss observations, and implement needed change at regular intervals</p> <p>8.4 Using formal written evaluations to assist in selecting and retaining program personnel</p> <p>8.5 Being diplomatic when providing feedback on personnel evaluations or hiring decisions</p> <p>8.6 Knowing available resources to develop and grow as a reflective professional</p>