

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

<p>1. Philosophy and Ethics</p> <p>NSSC: Standard 1</p> <p>Praxis II (0095/5095): I-A(8), II-A(6), III-A(6)</p>	<p>Standard 1: Development and implementation of an athlete-centered coaching philosophy by</p> <ol style="list-style-type: none"> 1.1 Identifying and communicating reasons for entering the coaching profession 1.2 Developing an athlete-centered coaching philosophy that aligns with the organizational mission and goals 1.3 Communicating the athlete-centered coaching philosophy in verbal and written form to athletes, parents/guardians, and program staff 1.4 Welcoming all eligible athletes and implement strategies that encourage the participation of disadvantaged and disabled athletes 1.5 Managing athlete behavior consistent with an athlete-centered coaching philosophy 1.6 Knowing liability and legal considerations pertaining to the use of equipment, class organization, supervision, and program supervision
<p>2. Safety and Injury Prevention</p> <p>NSSC: Standard 8</p> <p>Praxis II (0095/5095):I-A(1-5), III-A(11)</p>	<p>Standard 2: Identification of physical conditions that predispose athletes to injuries by</p> <ol style="list-style-type: none"> 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 2.2 Recognizing health status, body structure, and physical conditions that predispose athletes to common injuries specific to the sport 2.3 Being aware that an athlete's lack of sleep and/or emotional state could warrant changes in practice plans 2.4 Being able to administer life-saving and injury treating first aid using an AED device
<p>3 Physical Conditioning</p> <p>NSSC: Standard 13</p> <p>Praxis II (0095/5095): I-A(1-5)</p>	<p>Standard 3: Teaching and encouragement of proper nutrition for optimal physical and mental performance and overall good health by</p> <ol style="list-style-type: none"> 3.1 Assisting athletes in timing and selection of food options to fuel optimal energy production for practices and contests 3.2 Assisting athletes in regulating safe levels of hydration 3.3 Providing accurate and timely information to athletes and parents/guardians about sound nutritional principles as part of training and preparation for competition 3.4 Providing accurate and timely information about body composition and healthy weight management 3.5 Being proactive in identifying potential eating disorders and referring athletes for appropriate professional assistance 3.6 Being aware of fitness components, body components,

	<p>muscle and cardiovascular endurance, strength and flexibility as it relates to appropriate training and overtraining</p>
<p>4. Growth and Development</p> <p>NSSC: Standard 16 Praxis II (0095/5095): I-A(1-5), I-B(1-6)</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>5. Management, Motivation, Teaching and Communication</p> <p>NSSC: Standard 18, Standard 24 Praxis II (0095/5095): II-A(4), II-B(4)</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</p>

	control strategies
<p>6. Sport Skills and Tactics</p> <p>NSSC: Standard 29</p> <p>Praxis II (0095/5095): IV-C(1-2)</p>	<p>Standard 6: Using of scouting methods for planning practices, 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>7. Organization and Administration</p> <p>NSSC: Standard 31</p> <p>Praxis II (0095/5095): II-A(3)</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>8. Evaluation</p> <p>NSSC: Standard 40</p> <p>Praxis II (0095/5095): IV-A(3), IV-B(1-2)</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</p>

	evaluations or hiring decisions 8.6 Knowing available resources to develop and grow as a reflective professional
--	---------------------------------------------------------------------------------------------------------------------