

US Soccer “D” License Evaluation Standards

Tom Turner (March 2009)

Adapted from the work of Lew Atkinson

Decision	Coachable Moments	Methods, Knowledge and Content	Progression
<p>Solid National Pass</p>	<p>Recognizes coachable moments relevant to the problem</p> <p>Recognizes how to provide information and uses the “Tool Kit” to utilize a variety of delivery methods</p> <p>Provides the correct information to the right player(s) at the right time(s)</p> <p>Relates information to the principles of play</p> <p>Provides more detailed information as the session progresses</p> <p>Recognizes both positive points and those that need improvement</p>	<p>Understands the age and ability of the players</p> <p>Quick to engage the players in action</p> <p>Demonstrates a vision for the game</p> <p>Responds to good ideas / intentions</p> <p>Paints a good picture / able to demonstrate</p> <p>Involves the players’ in the decision-making process</p> <p>Addresses the application of technique throughout</p> <p>Maintains good flow throughout</p> <p>Activities provide for transfer to the game</p> <p>Makes the sophisticated look easy</p>	<p>Activities develop from simple to complex</p> <p>Appropriate choice of activities for the soccer problem</p> <p>Challenges players without frustrating them</p> <p>Able to move seamlessly and effortlessly between activities</p> <p>Activities are manipulated to balance success and failure, when appropriate</p> <p>The players respond positively</p> <p>Activities look like soccer</p> <p>Larger number activities address shape and rhythm of play</p>
<p>Borderline National Pass</p>	<p>Addresses relevant breakdowns</p> <p>Overuses the “Freeze” method</p> <p>“Coaching within the game” is mostly around the ball</p> <p>Limited use of Tool Kit, particularly the ability to cue and coach away from the ball</p>	<p>More limited understanding of how the problem fits in the game</p> <p>Inconsistent application of principles of play</p> <p>Addresses decision-making and technical application</p> <p>Stoppages interrupt the flow</p> <p>Shape and rhythm problems hinder transfer potential</p>	<p>Chooses appropriate activities for the theme</p> <p>Activities have plenty of soccer in them</p> <p>Struggles to make adjustments for challenge / success, such as adding players, or changing the size or shape of field.</p> <p>Imposed conditions tend to hinder flow and transfer</p>

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Solid State Pass	<p>Only recognizes coaching points in simple environments</p> <p>The players start to “play the drill” or appear frustrated</p> <p>Stops coaching in larger number organizations</p> <p>Manufactures situations where coaching points can be presented</p> <p>More cheerleading than coaching</p> <p>Very traditional coaching style</p>	<p>Poor understanding of how the problem fits in the game</p> <p>Very limited vision of constructive soccer</p> <p>The activities do not help highlight solutions to the problem</p> <p>Activities are not very realistic</p> <p>Talks too much, without saying anything of substance</p> <p>Does not address decision-making or the application of technique</p> <p>Fails to address the principles of play</p> <p>No attention to shape and rhythm issues</p>	<p>Drill-based approach</p> <p>Struggles to understand how games teach</p> <p>Does not understand how to manipulate coaching variables</p> <p>Activities confuse the players</p> <p>Expanded small-sided game has limited relation to the problem</p>
Fail	<p>Does not coach the players in technical application or decision-making</p> <p>May recognize and verbally acknowledge when good things happen</p> <p>May recognize that things are breaking down , but doesn’t offer solutions</p> <p>Cheerleader</p> <p>May becomes negative with the players</p> <p>May blame fatigue for breakdowns or lack of effort</p>	<p>Fails to demonstrate a basic understanding of soccer skills and tactics</p> <p>Information is not relevant</p> <p>Information is not correct</p> <p>The playing environment is so unrealistic that it almost prohibits success or the achievement of the objective. The players would essentially have to overcome the organization</p> <p>Coaching methods reflect novice level experiences</p>	<p>Activities have little relevance to player development</p> <p>“Soccer” never gets going</p> <p>The players are obviously bored or unresponsive</p> <p>The session regresses in quality</p> <p>No flow</p> <p>Unrealistic conditions</p> <p>No transfer potential</p>

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Factors used to assist the instructor as he/she attempts to arrive at an accurate assessment of the candidate’s ability as a coach.

Positive Qualities

- Confident that this will be a good “C” candidate
- Arrives early, leaves late at sessions
- Looks like a coach
- Soccer-playing background
- Enthusiastic, passionate
- Knowledgeable
- Questions indicate thoughtfulness and a desire to know
- Team player
- Aware of safety
- Guardian of the game: good for the kids
- Good practice sessions
- Sincerity
- Able to figure out tactical/technical problems as a player during the week of practice sessions, games, etc

Negative Qualities

- Tardy to sessions
- Careless, sloppy
- Listless, unengaged, complacent, apathetic
- Uninformed
- Disruptive or a show-off
- Disregards the safety of others
- Here just for the license
- Harsh – not a role model
- Insincere
- Argumentative
- Disrespectful to other candidates
- Clearly stretching his/her limits in soccer
- Shouldn’t be coaching youth soccer