

**BREVARD COUNTY**  
**INSERVICE PROGRAM**  
**FOR**  
**ADDING AN ENDORSEMENT IN COACHING**  
**TO A FLORIDA EDUCATOR'S CERTIFICATE/**  
**OBTAINING AN ATHLETIC COACHING CERTIFICATE**

## **Brevard County Inservice Program for Athletic Coaching Endorsement**

<b><u>SECTION</u></b>	<b><u>TOPIC</u></b>
I.	TITLE
II.	PROGRAM RATIONALE AND PURPOSE
III.	PROGRAM CONTENT/CURRICULUM
IV.	INSTRUCTIONAL STRANDS
V.	PROFESSIONAL LEARNING CATALOG COMPONENTS
VI.	MATRIX
VII.	INSTRUCTORS
VIII.	COMPLETION REQUIREMENTS
IX.	EVALUATION
X.	MANAGEMENT
XI.	SCHOOL BOARD APPROVAL

I. TITLE

Brevard County Inservice Program for Athletic Coaching Endorsement.

II. PROGRAM RATIONALE AND PURPOSE

Florida Statute 1012.55 (2) (a) Each person who is employed and renders service as an athletic coach in any public school in any district of this state shall hold a valid temporary or professional certificate or an athletic coaching certificate. The athletic coaching certificate may be used for either part-time or full time positions. The provisions of this subsection do not apply to any athletic coach who voluntarily renders service and who is not employed by any public school district of this state.

Florida State Board Rule, 6A-4.0282 “Specialization Requirements for the Endorsement in Athletic Coaching--Academic Class,” requires that individuals receiving a Certification Endorsement in Athletic Coaching meet the following requirements:

- (1) Certification in another subject, and
- (2) Nine (9) semester hours in athletic coaching to include the areas specified below:
  - (a) Three (3) semester hours in care and prevention of athletic injuries,
  - (b) Three (3) semester hours in coaching theory, and
  - (c) A course in theory and practice of coaching a specific sport.
- (3) A valid cardiopulmonary resuscitation course completion (CPR) card or certificate issued by the American Heart Association or the American Red Cross or an equivalent cardiopulmonary resuscitation course completion card or certificate issued by an entity approved by the Florida Department of Health pursuant to Rule 64J-1.022, F.A.C.

An inservice training program leading toward the addition of an endorsement in coaching to a Florida Educator’s Certificate has been developed by the district.

Community coaches who do not hold a professional certificate shall obtain a temporary certificate in athletic coaching and upon successful completion of this inservice training program apply for a five-year athletic coaching certificate.

### III. PROGRAM CONTENT/CURRICULUM

#### Athletic Coaching Endorsement:

Individuals endeavoring to add the Athletic Coaching Endorsement to the Florida Educator's Certificate must earn a total of 180 inservice points (equivalent to nine (9) semester hours of college credit) by successfully completing the prescribed set of inservice components included in this program. The Athletic Coaching Endorsement also requires a valid CPR card.

Candidates for the Athletic Coaching Endorsement must earn 60 inservice points in each of three areas:

1. Sports Specific Training
2. Care and Prevention of Athletic Injuries
3. Coaching Theory

These inservice points may be earned under the following components of the district's Professional Learning Catalog:

1. Athletic Coaching - Sports Specific Training, Component # 1 506 002 A
2. Athletic Coaching - Sports Medicine, Component # 1 506 003 A
3. Athletic Coaching Theory, Component # 1 506 004 A

Successfully completed college course work may be transferred into this endorsement program. Courses to be transferred must each be equivalent to a minimum of 60 inservice points (3 semester hours) and must match the content provided in the components listed in the Inservice Components, Section VII, of this document.

#### Temporary Athletic Coaching Certificate:

Individuals who do not hold a Florida Educator's Certificate and who render services as athletic coaches are eligible to participate in the Brevard County Inservice Program for the Athletic Coaching Endorsement. They must first apply for a temporary Athletic Coaching Certificate. They must earn 60 inservice points in each of the three areas listed above for the Athletic Coaching Endorsement and hold a valid CPR card before the expiration of the temporary certificate. Upon successful completion of all components of the program, participants will be eligible to apply for the five-year Florida Educator's Certificate in Athletic Coaching.

Individuals who do not hold a Florida Educator's Certificate and who render services as athletic coaches may transfer college course work into this endorsement program. Courses to be transferred must each be equivalent to a

minimum of 60 inservice points (3 semester hours) and must match the content provided in the components listed in the Inservice Components of this document.

#### IV. INSTRUCTIONAL STRANDS

The inservice program for the Athletic Coaching Endorsement or for the addition of a part-time certificate in athletic coaching includes three college or inservice courses in the following areas: (1) sports specific training; (2) care and prevention of athletic injuries, and (3) coaching theory. In addition, the participant must hold a valid CPR card. Each course will be a 3 semester hour course or inservice providing 60 inservice points.

Inservice courses will consist of competency training in the objectives listed in the Professional Learning Catalog components for the endorsement program, which are as follows:

1. Athletic Coaching - Sports Specific Training, Component # 1 506 002 A
2. Athletic Coaching - Sports Medicine, Component # 1 506 003 A
3. Athletic Coaching -Theory, Component # 1 506 004 A

#### V. PROFESSIONAL LEARNING CATALOG COMPONENTS

The Professional Learning Catalog Components that have been developed for use in this inservice endorsement/part-time certificate program include:

1. A list of competencies to be attained by each participant in each of the three instructional strands;
2. The assessment procedures to be followed in the attainment of competencies and the associated criteria for successful component completion.

Following is the set of components that is offered to meet the requirements established for this program:

#### VI. MATRIX

<b>Competency Description</b>	<b>Component Number</b>	<b>Objective Numbers</b>
Athletic Coaching Sports Specific Training	1 506 002 A	1-21
Athletic Coaching Sports Medicine	1 506 003 A	1-21
Athletic Coaching Theory	1 506 004 A	1-VI

## ATHLETIC COACHING - SPORTS SPECIFIC TRAINING

Component Number:

1 506 002 A

Maximum Points During Validity Period: 60

General Objective(s):

To acquire knowledge, methods, trends, and skill application in the coaching of a selected interscholastic sport.

Specific Objective(s):

Upon completion of an inservice activity, the participant will be able to:

1. Describe the importance of selected interscholastic sports as a lifelong activity.
2. State the importance of a selected interscholastic sport as a part of our culture.
3. Identify the rules and terminology used in a selected interscholastic sport.
4. Identify the strategies of team and/or individual play in a selected interscholastic sport.
5. Identify the strategies of individual position plays in a selected interscholastic sport.
6. Exhibit a knowledge of safety practices necessary to participate in a selected interscholastic sport.
7. State the physical fitness value derived from participation in selected interscholastic sports.
8. Identify the skills necessary to participate in selected interscholastic sports.
9. State the social skills derived from participation in selected interscholastic sports.
10. Identify positive sportsmanship techniques and participate in selected interscholastic sports.
11. Identify new methods and techniques for more effective coaching in selected interscholastic sports.
12. Identify innovative methods of organizing and administering a selected interscholastic sport.
13. Identify national, state and local policy revisions that will affect the administering of a selected interscholastic sport.
14. Exhibit a basic understanding and knowledge of sports medicine as it pertains to selected interscholastic sports.
15. Exhibit a basic understanding in the recognition, treatment, and evaluation of athletic injuries in selected interscholastic sports.
16. Exhibit a positive attitude toward sports, both as a participant and as an observer.
17. Demonstrate how the health-related components of physical fitness are increased through the application of training principles.
18. Describe and demonstrate fundamental techniques used in a selected sport.
19. Describe and demonstrate strategies utilized in a selected sport.
20. Identify historical facts relative to the origin and development of modern day selected sports.

21. Describe current trends and issues pertaining to the coaching of a particular sport.

Training Objectives:

As a result of the workshop, participants' students will have the opportunity to participate in interscholastic sports that use accepted rules and terminology, promotes the importance of physical health, encourages positive sportsmanship, and follows national, state and local polices.

Activities:

A variety of flexible activities are designed for varying lengths of time and may include:

1. Strategies of play
2. Skill acquisition
3. Sport assessment
4. Sport improvement
5. Sport organization and management
6. Safety procedures
7. Sportsmanship/social values
8. Conference/seminars

Professional Development, Learning Method:

A – Knowledge Acquisition workshop-training event or process limited to knowledge transmission/training focused on understanding the component's content

B – Electronic, Interactive (includes facilitation supporting development/application on the job

C – Electronic, Non-Interactive (knowledge transmission/training but no job embedded implementation supports

D – Learning Community/Lesson Study Group (use this code where job embedded collegial support processes are core learning deliver method)

F – Independent Inquiry (includes development, for example, Action Research: Creating PD or teaching resources with intended application outcomes specified)

G- Structured Coaching/Mentoring (May include one-on-one or small group instruction by a coach/mentor with a teacher or school administration with specific learning objectives.)

H – Implementation of “high effect” practice(s) monitored with structured feedback from peer, coach, or supervisor)

I – Job Embedded: Workshop, training event or process focused on modeling and supporting new/improved practices being successfully demonstrated on the job.

J – Deliberate Practice: Learning processes embedded in deliberate practice growth targets or individual professional development plans (IPDP), Leadership Development Plans (ILDLP), or School Improvement Plans (SIP).

K – Problem Solving Process (Implementation of Florida's 8 step Problem Solving Process or other well defined problem solving process focused on specific school improvement objectives(s)

Professional Development, Evaluation Method, Staff:

A – Changes in instructional or learning environment practices implemented in the classroom or directly with students (observed or measured impact on educator proficiency through the district’s instructional or school leader evaluation system indicators, components, and/or domains, and/or deliberate practice or IPDP/ILDP growth targets, and/or district or school level processes for tracking student progress.

B – Changes in instructional leadership or faculty development practices (observed or measured impact on leader proficiency, faculty or students)

C – Changes in student services/support practices

D – Other changes in practices supporting effective implementation of job responsibilities observed or measured impact on specific job responsibilities.

E – Fidelity of Implementation of the professional learning process where impact on the job is not or cannot be observed or measured, evaluation is on alignment of actual training/development with planned high quality professional learning design and specific learning objectives(s).

F – Changes in observed educator proficiency in implementing targeted state standards or initiatives (e.g. FEAPs practices, Principal Leadership Standard, PD Evaluation Protocol Standards, MTSS)

G – Changes in observed educator proficiency in practices that occur generally without students present (e.g. lesson design, collegial team learning processes, problem solving processes, needs assessments, data analyses, sharing practices with colleagues).

Professional Development, Evaluation Method, Student:

A – Results of state or district developed/standardized student growth measures

B – Results of school/teacher-constructed student growth measures that track student progress

C – Portfolios of student work

D – Observation of student performance

F – Other performance assessments that reveal impact on students including learning objectives or behavioral growth

G – Did not evaluate student outcomes as “evaluation method, staff” is the significantly more relevant measure for assessing impact of the component and supporting decisions to retain, revise, or delete the component

Z – Did not evaluate student outcomes due to absence of a reliable, valid, and measureable cause and effect relationship between the professional development and impact on students

Professional Development, Implementation Method:

M – Structured Coaching/Mentoring by coaches, mentors, knowledgeable others not part of the district’s personnel evaluation process (monitoring/feedback on the learning may include direct observation, conferencing, oral reflection and/or lesson practice, demonstration, or modeling

N – Independent Learning/Action Research related to job responsibilities, (specific professional learning goals or deliberate practice growth targets should include evidence of monitoring job-embedded implementation of targeted learning)

O – Collaborative Planning – Monitoring and feedback related to targeted professional learning, includes Learning Community or other properly implemented team learning practices focused on job-embedded learning supported by colleagues

P – Participant Product related to training or learning process (may include lesson plans, written reflection or lessons learned, audio/video exemplars, case study findings, modeling improved practice, samples of resulting student work, and/or collegial training resources)

Q – Lesson Study group participation (monitoring and feedback focused on both the research-based Lesson Study process and impact of the process on lessons implemented)

R – Electronic, Interactive with on-going monitoring and feedback via online or face-to-face facilitation on targeted learning

S – Electronic, Non-Interactive with learning monitored through online comprehension checks and/or participant's summative reports or modeling to peers or supervisors

T – Evaluation of Practice Indicators – The practice portion of the district person evaluation processes for monitoring and providing feedback on evaluation indicators/component/domains are employed to monitor and provide feedback on implementation of the professional learning

## ATHLETIC COACHING - SPORTS MEDICINE

Component Number:

1 506 003 A

Maximum Points During Validity Period: 60

General Objective(s):

To acquire knowledge and skills in care and prevention of athletic injury to enable participants to deal with injury detection, treatment, prevention, rehabilitation, reconditioning, and counseling.

Specific Objective(s):

Upon completion of an inservice activity, the participant will be able to:

1. Demonstrate thorough knowledge of athletic nutrition and ability to advise athletes concerning nutrition.
2. Identify skills needed to recognize athletic injury.
3. Display abilities in selection of appropriate athletic injury treatment modalities.
4. Identify appropriate first aid emergency planning and care procedures.
  - a. Cardiopulmonary resuscitation and related activities
  - b. Unconscious athlete treatment and care
  - c. Care of suspected head, neck, and spine injured athletes
  - d. Consideration of other life threatening circumstances
5. Distinguish the acceptable selection and usage of rehabilitation and reconditioning techniques.
6. Demonstrate an understanding of athletic injury counseling methodology.
7. Show evidence of knowledge of and application for playing conditions and for athletic facilities in order to facilitate injury prevention and enhance athletic performance:
  - a. Selection of appropriate athletic uniforms
  - b. Protective equipment
  - c. Sanitary maintenance of the foregoing
8. Identify accepted methods for conduct of inservice training.
9. Demonstrate an understanding of athletic injury reporting systems.
10. Identify major characteristics of illegal substance use problems; recommend/refer identified athletes appropriately.
11. Identify the effects and dangers of drug use including performance enhancing drugs.
  
12. Demonstrate knowledge of appropriate health related policies and procedures.
  - a. Parental medical consent
  - b. Establish policy/guidelines regarding health of athletes
  - c. Referral procedures

- d. Medical examinations
  - e. Knowledge of role/importance of athletic trainer
  - f. On-call physician
13. Maintain currency in the field.
  14. Exhibit a basic understanding of anatomy and physiology as related to sports medicine.
  15. State the importance of a knowledge of sports medicine as a lifelong activity.
  16. Describe the function of the circulatory and respiratory system specifically as related to exercise and sports.
  17. Define and plan pre-activity season and post-activity season conditioning schedules.
  18. Define and describe the need for proper warm-up and cool-down.
  19. Describe and demonstrate the proper method for transporting an injured person by stretcher, wheelchair or improvised procedure.
  20. Describe and demonstrate techniques of taping and wrapping.
  21. Exhibit an understanding of anatomy and physiology of the human body as related to athletic injury.
  22. Describe current trends and issues pertaining to prevention of sports injuries.

#### Training Objectives:

As a result of the workshop, participants' students will participate in interscholastic sports where coaches advise students about athletic nutrition, promote athletic injury prevention, use appropriate first aid techniques, and apply the accepted policies and guidelines regarding the health of the athletes.

#### Activities:

Laboratory activities shall consist of methods, techniques and operational procedures recommended by certified trainers and physicians. Lectures, demonstrations and individual group applications will be provided. Activities will include, but not be limited to, the following:

1. Application of standard first aid
2. Cardiopulmonary resuscitation
3. Taping and wrapping techniques
4. Conditioning and rehabilitation methods
5. Anatomy and physiology applications as related to sports medicine
6. Conferences/ seminars

#### Professional Development, Learning Method:

A – Knowledge Acquisition workshop-training event or process limited to knowledge transmission/training focused on understanding the component's content

B – Electronic, Interactive (includes facilitation supporting development/application on the job

C – Electronic, Non-Interactive (knowledge transmission/training but no job embedded implementation supports

D – Learning Community/Lesson Study Group (use this code where job embedded collegial support processes are core learning deliver method)

F – Independent Inquiry (includes development, for example, Action Research: Creating PD or teaching resources with intended application outcomes specified)

G- Structured Coaching/Mentoring (May include one-on-one or small group instruction by a coach/mentor with a teacher or school administration with specific learning objectives.)

H – Implementation of “high effect” practice(s) monitored with structured feedback from peer, coach, or supervisor)

I – Job Embedded: Workshop, training event or process focused on modeling and supporting new/improved practices being successfully demonstrated on the job.

J – Deliberate Practice: Learning processes embedded in deliberate practice growth targets or individual professional development plans (IPDP), Leadership Development Plans (ILDLP), or School Improvement Plans (SIP).

K – Problem Solving Process (Implementation of Florida’s 8 step Problem Solving Process or other well defined problem solving process focused on specific school improvement objectives(s))

#### Professional Development, Evaluation Method, Staff:

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C – Changes in student services/support practices

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E – Fidelity of Implementation of the professional learning process where impact on the job is not or cannot be observed or measured, evaluation is on alignment of actual training/development with planned high quality professional learning design and specific learning objectives(s).

F – Changes in observed educator proficiency in implementing targeted state standards or initiatives (e.g. FEAPs practices, Principal Leadership Standard, PD Evaluation Protocol Standards, MTSS)

G – Changes in observed educator proficiency in practices that occur generally without students present (e.g. lesson design, collegial team learning processes, problem solving processes, needs assessments, data analyses, sharing practices with colleagues).

#### Professional Development, Evaluation Method, Student:

A – Results of state or district developed/standardized student growth measures

B – Results of school/teacher-constructed student growth measures that track student progress

C – Portfolios of student work

D – Observation of student performance

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Professional Development, Implementation Method:

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T – Evaluation of Practice Indicators – The practice portion of the district person evaluation processes for monitoring and providing feedback on evaluation indicators/component/domains are employed to monitor and provide feedback on implementation of the professional learning

## ATHLETIC COACHING THEORY

Component Number: 1 506 004 A

Maximum Points During Validity Period: 60

General Objective(s):

To acquire knowledge, methods, and skill application that will improve coaching effectiveness.

Specific Objective(s):

- I. LEGAL ASPECTS
  - A. Demonstrate proficiency in understanding tort liability in athletics:
    1. Knowledge of adequate care
    2. Understanding of proper supervision
  - B. Understand the constitutional rights of student athletes:
    1. Identify ethnic or other discriminations.
    2. Identify appropriate disciplinary techniques.
    3. Decision-making strategy in eliminating athlete(s) from the team
  - C. Identify minimum necessary athletic insurance coverage(s).
  - D. Recognize and adhere to appropriate state and local policy and procedure regulations governing athletic participation.
  - E. Understand contractual law as applied to athletic coaching.
  - F. Be cognizant of appropriate coach/athlete interpersonal relations.
  - G. Be aware of legal precedents and actions in athletic coaching.
    1. Sexual misconduct
    2. Sexual harassment
    3. Assault/battery
  - H. Maintain courtesy in field.
- II. HUMAN GROWTH AND DEVELOPMENT
  - A. Demonstrate an understanding of the characteristics of student athletes:
    1. Normative differences
    2. Maturational differences
    3. Readiness:
      - a. to learn
      - b. to train
      - c. to compete
  - B. Distinguish the experiences appropriate for student athletes at various stages of growth and development.
  - C. Determine individualized, age appropriate, non-injurious training methods for student athletes.
  - D. Maintain currency in field.

### III. PSYCHO-SOCIAL DEVELOPMENT

- A. Understand the psychological aspects of athletic coaching:
  - 1. Identify instructional and humanistic coaching skills which assist student athletes to develop appropriate self-perceptions.
  - 2. Identify instructional and humanistic coaching skills which enhance appropriate and constructive peer interactions.
  - 3. Demonstrate ability to recognize and take appropriate action relative to problems among student athletes:
    - a. deficit academic performance
    - b. inappropriate behavior/appropriate corrective measures
    - c. inability to get along with others
    - d. inappropriate behaviors occurring outside the athletic context
    - e. substance abuse
    - f. depression
    - g. burnout
    - h. child abuse
    - i. suicidal tendencies
  - 4. Identify the effects and dangers of drug use including performance enhancing drugs.
- B. Demonstrate proficiency in the use of appropriate motivational techniques for the athletes:
  - 1. Awareness of performance enhancement techniques:
    - a. visualization
    - b. stress reduction/relaxation
    - c. attentional focus
  - 2. Identify appropriate techniques for use in monitoring personal emotional self-control in all athletic coaching situations.
  - 3. Determine personal physical/emotional status of well being as an athletic coach.
  - 4. Understand skills in effective interpersonal communication with athletes, parents, other coaches, administrators, other members of the school community, the media, and the pupils at large.
  - 5. Identify available/suitable professional resources for athletic counseling.
- C. Maintaining currency in field

### IV. BIO-PHYSIOLOGICAL FOUNDATIONS

- A. Demonstrate current knowledge of normal human anatomical features and abnormal deviations.
- B. Identify knowledge of biomechanical principles appropriate to athletic coaching:
  - 1. Demonstrate understanding of physics principles which form the basis of skills acquisition.
  - 2. Demonstrate knowledge of biomechanical concepts as applied in athletic coaching.

- C. Demonstrate understanding of exercise physiology as it relates to athletic coaching:
    - 1. Understand training program(s) for sports and demonstrate the ability to implement appropriate program(s).
    - 2. Knowledge of appropriate environmental conditions and their effects on training and learning (temperature, humidity, lightning, etc.).
  - D. Demonstrate understanding of body composition factors related to athletic performance potential:
    - 1. Body weight as it affects performance
    - 2. Body fat percentage related to conditioning
  - E. Maintain currency in foregoing subjects.
- V. SPORTS MANAGEMENT
- A. Describe theoretical principles and strategies for successful athletic coaching.
  - B. Describe managerial skills in use of equipment, facilities, and the employment of personnel.
  - C. Use budget control skills.
  - D. Use evaluation techniques for:
    - 1. Personnel
    - 2. Program
  - E. Demonstrate ethical behaviors and decision making in personal relations with others.
- VI. INSTRUCTION
- A. Knowledge of sound instructional strategies in athletic coaching:
    - 1. Philosophy of program (goals and objectives)
    - 2. Initial pre-assessment
    - 3. Instructional approaches:
      - a. plan content
      - b. develop procedures
      - c. use of instructional resources
    - 4. Coach the activity
    - 5. Reevaluate students and evaluate program effectiveness
    - 6. Provide for feedback
    - 7. Redesign program as appropriate

Training Objectives:

As a result of the workshop, participants' students will participate in interscholastic sports where coaches follow all legal aspects related to sports, understand human growth and development, psycho-social development, bio-physiological foundations, and sport management and instruction.

Activities:

Laboratory activities will include methods, techniques, and recommended operational procedures. Lectures, demonstrations, and individual/group applications may be provided. Activities will include inservice in the following:

1. Legal aspects of athletics
2. Human growth and development
3. Psycho-social development
4. Bio-physiological foundations
5. Sports management
6. Instruction

Professional Development, Learning Method:

A – Knowledge Acquisition workshop-training event or process limited to knowledge transmission/training focused on understanding the component's content

B – Electronic, Interactive (includes facilitation supporting development/application on the job)

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F – Changes in observed educator proficiency in implementing targeted state standards or initiatives (e.g. FEAPs practices, Principal Leadership Standard, PD Evaluation Protocol Standards, MTSS)

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Professional Development, Evaluation Method, Student:

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D – Observation of student performance

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Professional Development, Implementation Method:

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P – Participant Product related to training or learning process (may include lesson plans, written reflection or lessons learned, audio/video exemplars, case study findings, modeling improved practice, samples of resulting student work, and/or collegial training resources)

Q – Lesson Study group participation (monitoring and feedback focused on both the research-based Lesson Study process and impact of the process on lessons implemented

R – Electronic, Interactive with on-going monitoring and feedback via online or face-to-face facilitation on targeted learning

S – Electronic, Non-Interactive with learning monitored through online comprehension checks and/or participant’s summative reports or modeling to peers or supervisors

T – Evaluation of Practice Indicators – The practice portion of the district person evaluation processes for monitoring and providing feedback on evaluation indicators/component/domains are employed to monitor and provide feedback on implementation of the professional learning

## VII. INSTRUCTORS

Qualified instructors for this Athletic Coaching Endorsement Program will be determined by the following criteria:

- (1) For appropriate college courses, Institution of Higher Education personnel designed by the college/university involved to instruct in specific areas will be accepted by the district as qualified instructors;
- (2) For inservice courses, Institution of Higher Education personnel and/or appropriately-trained district personnel will be selected and approved by the Coordinator for the Inservice Program for Athletic Coaching Endorsement.

## VIII. COMPLETION REQUIREMENTS

Successful completion of 180 inservice points, consistent with the Program Content Requirements of this program, as indicated by district inservice records, shall constitute program completion.

The 180 inservice points can be achieved through a combination of college courses and inservice courses, consistent with the specific objectives and competencies included in the program requirements and inservice components.

A valid cardiopulmonary resuscitation course completion (CPR) card or certificate issued by the American Heart Association or the American Red Cross or an equivalent cardiopulmonary resuscitation course completion card or certificate issued by an entity approved by the Florida Department of Health pursuant to Rule 64J-1.022, F.A.C. Participants must have a valid CPR certificate issued by one of the agencies referenced in SBR 6A-4.0282.

The Director of Professional Learning and Development will verify the participant's inservice credit to add the coaching endorsement to his/her Florida Educator's Certificate or to request the part-time coaching certificate.

The individual seeking the addition of the coaching endorsement to a Florida Educator's Certificate or the part-time coaching certificate shall confer with the district certification contact regarding the formal application process to the Florida Department of Education.

## IX. EVALUATION

Criteria for evaluation of participants' competency attainment are as follows:

- (1) College course - An official transcript indicating a grade of “C” or higher will serve as evaluation for appropriate college courses which meet program criteria;
- (2) Inservice courses - District inservice component records reflecting successful completion of the evaluation as stated on the Inservice Request Form for each course will serve as evaluation of appropriate inservice courses which meet program criteria.
- (3) Valid CPR Certificate – evidence evaluated for Sports Medicine course completion.

Criteria for evaluation of the components in this program are as follows:

Participants and instructors will assess the degree to which activities enabled participants to demonstrate mastery of specific component competencies.

Criteria for evaluation of the Athletic Coaching Endorsement Program are as follows:

At least 90% of program participants will demonstrate increased knowledge. Participants, instructors, and district Professional Learning and Development personnel will evaluate the program and its components in the areas of factual knowledge gained, usefulness of the information, and skills and competencies demonstrated in athletic coaching roles. Materials and supplies will be assessed in opinion surveys during each course.

## X. MANAGEMENT

### A. Candidate Application and Admission

- (1) Candidates for the Coaching Endorsement to a Florida Educator’s Certificate must meet the following criteria for the inservice program:
  - (a) Be employed as a teacher and/or athletic coach in the Brevard County Public Schools;
  - (b) Possess a valid Temporary or Professional Educator’s Certificate based upon a bachelor’s or higher degree. An applicant who enters the program based on a Temporary Certificate must show proof of eligibility for a Professional Certificate prior to the district’s verification of completion of the program;
  - (c) Be recommended by his/her principal.
- (2) Candidates for the Temporary Coaching Certificate must meet the following criteria for the inservice program:
  - (a) Be employed as an athletic coach in the Brevard County Public Schools;

- (b) Be recommended by his/her principal.

Participants in this inservice program may apply by contacting Professional Learning and Development and/or by attending an advertised inservice course and verifying possession of appropriate admission criteria. A participant in the program who does not hold a valid Florida Educator's Certificate or Temporary Certificate will not be eligible for an endorsement upon completion of the program.

#### B. Advisement

Participants in the inservice program for athletic coaching will be responsible for maintaining awareness pertaining to requirements and completion of specific components of the program.

The district Professional Learning and Development Office will be available to assist individuals in developing a plan to obtain the Athletic Coaching Endorsement, temporary certificate in athletic coaching, or five-year Athletic Coaching Certificate.

#### C. Attendance

Participants in college courses for credit in the Athletic Coaching endorsement/part-time certificate program must verify successful completion of the course and meet attendance requirements of each specific course.

Participants in inservice courses for credit in the Athletic Coaching Endorsement/part-time certificate program must be able to document successful completion of the required number of hours of attendance to receive full credit as verified in district inservice records.

#### D. Transfer and Utilization of Credit

##### (1) College credit

- (a) Successfully completed college course work may be transferred into this endorsement program. Courses to be transferred must each be equivalent to a minimum of 60 inservice points (3 semester hours) and must match the content provided in the components listed in the Inservice Components of this document.
- (b) Candidates for the coaching endorsement or the temporary coaching certificate must complete and submit a written

request to the Professional Development office with current teacher certificate. An official college transcript showing a grade equivalent of at least a “C” must be forwarded to the office if the applicant is transferring college course credit. The Director of the Inservice Program for Athletic Coaching Endorsement will review and act on each request for transfer of credit.

(2) Inservice credit

- (a) Successful completion of the three inservice components will constitute completion of the inservice program for the Athletic Coaching Endorsement or part-time athletic coaching certificate.
- (b) Inservice records on file in the Professional Development office will document successful completion of the components.
- (c) College courses and inservice components may be combined to complete the inservice program, subject to program requirements, documentation, and verification of competencies.

E. Certification of Completion

Upon successful completion of the three components of the inservice program as verified by inservice records maintained in the Office of Professional Learning and Development together with a valid CPR card/certificate issued by one of the agencies referenced in SBR 6A-4.0282, the Director and/or designee will verify the training and valid CPR card/certificate and assist individuals in making formal application to the Florida Department of Education for the Athletic Coaching Endorsement or Athletic Coaching Certificate.

XI. SCHOOL BOARD APPROVAL

School Board approval is documented by the attached signed cover page for the Athletic Coaching Endorsement Program.