

A thick dark blue vertical bar runs down the left side of the page. A blue arrow points to the right from this bar, containing the text '2021-2026'. In the bottom left corner, there are several thin, curved, light blue lines that sweep upwards and to the right.

2021-2026

Sumter School District
Athletic Coaching
Add-on Endorsement
Certification Program

2680 West County Road 476 Bushnell, FL 33513

Title

Athletic Coaching, Elementary and Secondary
Add-on Program
Certification and Endorsement

PROGRAM RATIONALE AND PURPOSE

Florida Statute [1012.55 (1)] requires that individuals rendering services as athletic coaches in any public school in any district hold a regular, part-time, or substitute Florida Educator's certificate.

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
- 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 and the effects and dangers of drug use including performance enhancing drugs
 - b. Three (3) semester hours in coaching theory
 - c. A course in theory and practice of coaching a specific sport.
- 3) A valid cardiopulmonary resuscitation/first aid certificate issued by the American Heart Association or the American Red Cross.

The significant responsibilities fulfilled by athletic coaches prompt the district to support the concept of endorsement certification of athletic coaches. An in-service training program leading towards the adding of an endorsement in coaching to a Florida Educator's Certificate has been developed by the district.

The primary objective of this program is to develop and increase the competencies of those employees who are responsible for the physical and social development for students who are involved in any athletic competition.

The specific competencies to be gained by the program participants are identified in the in- service components within this add-on endorsement plan.

PROGRAM CONTENT/CURRICULUM

The program content will include the three following components approved by the Department of

Education for Athletic Coaching Endorsement:

- Component 1 : Care and Prevention of Athletic Injuries
- Component 2: Athletic Coaching Theory
- Component 3: Theory and Practice of Coaching a Specific Sport

Content within the three components of the Athletic Coaching endorsement will be presented via a blended curriculum. The majority of coursework will be done on-line using the HKCE (Human Kinetics Coach Education) curriculum. There will also be a 4-8 hour in-class meeting.

INSTRUCTIONAL DESIGN AND DELIVERY

The in-class instructor and director will be a Certified Master Athletic Administrator who has extensive experience in coaching education and leadership training. The director will also have extensive knowledge of school district and FHSAA policies and procedures.

The HKCE curriculum is developed by experts in the fields of coaching and sports medicine. HKCE works directly with more than 40 state high school athletic associations to deliver the professional education program to more than 25,000 coaches a year.

The instructional design and delivery is outlined in the district's Professional Learning Catalog components for the add-on endorsement plan.

Instructional Strands

Component Title	Component Number	In-Service Hours
Care and Prevention of Athletic Injuries	1011001	60
Athletic Coaching Theory	1011002	60
Theory and Practice of Coaching a Specific Sport	1011003	60

MASTER INSERVICE PLAN COMPONENT

COMPONENT TITLE: CARE AND PREVENTION OF ATHLETIC INJURIES

COMPONENT IDENTIFIER NUMBER: 1011002

MAXIMUM POINTS DURING VALIDITY PERIOD: 60

CARE AND PREVENTION OF ATHLETIC INJURIES

General Objective: This component is designed to provide the participant with increased knowledge in basic content and recent advances in care and prevention of athletic injuries.

Specific Objectives: Workshops under this component number will include one or more of the following:

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: cardiopulmonary resuscitation and related activities, unconscious athlete treatment/care, and 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: selection of appropriate athletic uniforms, protective equipment, and sanitary maintenance of the equipment and materials.
8. Demonstrate an understanding of athletic injury reporting systems.
9. Identify major characteristics of illegal substance use problems; recommend/refer identified athletes appropriately.
10. Demonstrate knowledge of appropriate health-related policies and procedures: parental medical consent, establishing policy/guidelines regarding health of athletes, referral procedures, medical examinations, knowledge of role/importance of athletic trainer, and oncall physician.
11. Exhibit a basic understanding of anatomy and physiology as related to sports medicine.
12. State the importance of the knowledge of sports medicine as a lifelong activity.

LEARNING

Participants will engage in a variety of activities that are aligned with the state-identified learning methods:

- A. Workshop
- B. Electronic, Interactive
- C. Electronic, Non-Interactive

- D. Learning Community/Lesson Study Group
- E. Independent Inquiry (includes, for example, Action Research)
- F. Structured Coaching/Mentoring (may include one-on-one or small group)

IMPLEMENTING

Participants will engage in a variety of implementation activities that are aligned with the state identified implementation methods listed below. An implementation activity must document the impact of a participant's acquired skills on students when implemented in the educational setting.

- A. Structured Coaching/Mentoring (may include direct observation, conferencing, oral reflection and/or lesson demonstration)
- B. Independent Learning/Action Research related to training (should include evidence of implementation)
- C. Collaborative Planning related to training , includes Learning Community
- D. Participant Product related to training (may include lesson plans, written reflection , audio/videotape, case study, samples of student work)
- E. Lesson Study group participation
- F. Electronic - interactive
- G. Electronic - non-interactive

FOLLOW UP

District and School Athletic Directors will visit practices or contests to observe implementation and provide feedback if needed.

EVALUATING

To the satisfaction of the course instructor, each individual will complete one or more of the following evaluation methods following implementation of professional development strategies:

- A. Results of district-developed/standardized student test
- B. Results of school/teacher-constructed student test
- C. Portfolios of student work
- D. Observation of student performance
- E. Other performance assessment
- F. Did not evaluate student outcomes

MASTER INSERVICE PLAN COMPONENT

COMPONENT TITLE: ATHLETIC COACHING THEORY

COMPONENT IDENTIFIER NUMBER: 1011001

MAXIMUM POINTS DURING VALIDITY PERIOD: 60

ATHLETIC COACHING THEORY

PLANNING

General Objective: This component is designed to provide the participant with increased knowledge on legal aspects, human growth and development, bio-physiological foundation , sport management, and sport instruction that will improve coaching effectiveness.

Specific Objectives: Workshops under this component number will include one or more of the following:

1. Demonstrate proficiency in understanding tort liability in athletics, especially knowledge of adequate care and understanding of proper supervision.
2. Understand the constitutional rights of student athletes, including identifying ethnic or other discrimination, appropriate disciplinary techniques, and decision-making strategies in eliminating athlete(s) from the team.
3. Identify minimum necessary athletic insurance coverage(s).
4. Recognize and adhere to appropriate state and local policy and procedure regulators governing athletic participation.
5. Understand contractual law as applied to athletic coaching.
6. Be cognizant of appropriate coach/athlete interpersonal relations.
7. Be aware of legal precedents and actions in athletic coaching, including sexual misconduct, sexual harassment, and assault/battery.
8. Understand the psychological aspects of athletic coaching.
9. Demonstrate ability to recognize and take appropriate action relative to problems among student athletes such as deficient academic performance, inappropriate behaviors/appropriate corrective measures, inability to get along with others, inappropriate behaviors occurring outside the athletic context, substance abuse, depression, burnout, child abuse, and suicidal tendencies.
10. Demonstrate proficiency in the use of appropriate motivational techniques for the athlete.
11. Identify appropriate techniques for use in monitoring emotional self-control in all athletic coaching situations.
12. Understand skills in effective interpersonal communication with athletes, parents, other coaches, administrators, other members of the school community, the media, and the public at large.
13. Identify available/suitable professional resources for athletic counseling.
14. Demonstrate current knowledge of normal human anatomical features and abnormal deviations.

15. Demonstrate understanding of physics principles that form the basis of skills acquisition.
16. Understand and demonstrate the ability to implement appropriate sport program(s).
17. Demonstrate understanding body composition factors related to athletic performance potential, including body weight as it affects performance and body fat percentage related to conditioning.
18. Understand theoretical principles and strategies for successful athletic coaching .
19. Understand managerial skills in use of equipment, facilities, and the deployment of personnel.
20. Develop budget control skills.
21. Demonstrate knowledge of evaluation techniques, personnel and program.
22. Demonstrate ethical behaviors and decision-making in personal relations with others.
23. Demonstrate knowledge of sound instructional strategies in athletic coaching, including philosophy of program (goals and objectives), initial pre-assessment, instructional approaches, and re-evaluate students and evaluate program effectiveness.

LEARNING

Participants will engage in a variety of activities that are aligned with the state-identified learning methods:

- A. Workshop
- B. Electronic, Interactive
- C. Electronic, Non-Interactive
- D. Learning Community/Lesson Study Group
- E. Independent Inquiry (includes, for example, Action Research)
- F. Structured Coaching/Mentoring (may include one-on-one or small group)

IMPLEMENTING

Participants will engage in a variety of implementation activities that are aligned with the state identified implementation methods listed below. An implementation activity must document the impact of a participant's acquired skills on students when implemented in the educational setting.

- A. Structured Coaching/Mentoring (may include direct observation, conferencing , oral reflection and/or lesson demonstration
- B. Independent Learning/Action Research related to training (should include evidence of implementation)
- C. Collaborative Planning related to training , includes Learning Community
- D. Participant Product related to training (may include lesson plans, written reflection, audio/videotape, case study, samples of student work)
- E. Lesson Study group participation
- F. Electronic - interactive
- G. Electronic - non-interactive

FOLLOW UP

District and School Athletic Directors will visit practices or contests to observe implementation and provide feedback if needed.

EVALUATING

To the satisfaction of the course instructor, each individual will complete one or more of the following evaluation methods following implementation of professional development strategies:

- A. Results of district-developed/standardized student test
- B. Results of school/teacher-constructed student test
- C. Portfolios of student work
- D. Observation of student performance
- E. Other performance assessment
- F. Did not evaluate student outcomes

MASTER INSERVICE PLAN COMPONENT

COMPONENT TITLE: THEORY AND PRACTICE OF COACHING A SPECIFIC SPORT

COMPONENT IDENTIFIER NUMBER: 1011003

MAXIMUM POINTS DURING VALIDITY PERIOD: 60

THEORY AND PRACTICE OF COACHING A SPECIFIC SPORT

PLANNING

General Objective: This component is designed to provide the participant with increased knowledge in basic content and the latest strategies in coaching a selected interscholastic sport.

Specific Objectives: Workshops under this component number will include one or more of the following:

1. Identify the importance of a selected interscholastic sport as a lifeline 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 play in a selected interscholastic sport.
6. Exhibit 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 in participating in selected interscholastic sports.
11. Identify new methods I techniques for more effective coaching in selected interscholastic sports.
12. Identify innovative methods of organizing and administering a selected interscholastic sport.
13. Identify nation, state, local policy revisions that will affect the administering of a selected interscholastic sport.
14. Exhibit a basic understanding and knowledge of sport 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.

LEARNING

Participants will engage in a variety of activities that are aligned with the state-identified learning methods:

- A. Workshop
- B. Electronic, Interactive
- C. Electronic, Non-Interactive
- D. Learning Community/Lesson Study Group
- E. Independent Inquiry (includes, for example, Action Research)
- F. Structured Coaching/Mentoring (may include one-on-one or small group)

IMPLEMENTING

Participants will engage in a variety of implementation activities that are aligned with the state identified implementation methods listed below. An implementation activity must document the impact of a participant's acquired skills on students when implemented in the educational setting.

- A. Structured Coaching/Mentoring (may include direct observation, conferencing, oral reflection and/or lesson demonstration)
- B. Independent Learning/Action Research related to training (should include evidence of implementation)
- C. Collaborative Planning related to training, includes Learning Community
- D. Participant Product related to training (may include lesson plans, written reflection, audio/videotape, case study, samples of student work)
- E. Lesson Study group participation
- F. Electronic - interactive
- G. Electronic - non-interactive

FOLLOW UP

District and School Athletic Directors will visit practices or contests to observe implementation and provide feedback if needed.

EVALUATING

To the satisfaction of the course instructor, each individual will complete one or more of the following evaluation methods following implementation of professional development strategies:

- A. Results of district-developed/standardized student test
- B. Results of school/teacher-constructed student test
- C. Portfolios of student work
- D. Observation of student performance
- E. Other performance assessment

F. Did not evaluate student outcome

Instructors

Instructors for this component will be educators holding a Professional Teaching Certificate with an Athletic Coaching Endorsement, and a minimum of five (5) years successful teacher experience. The Director of Professional Development will ensure qualified instructors for the courses.

COMPLETION REQUIREMENTS

Completion of 180 in-service points/hours consistent with the Program Requirements section of this document as indicated by district in-service records shall constitute program completion. The Director for Professional Development and Leadership will submit documentation to the district's Office of Certification as verification of the participant's in-service credit documentation being used to add the Athletic Coaching Endorsement to his/her Florida Educator's Certificate.

The individual seeking the addition of the Athletic Coaching Endorsement to a Florida Educator's Certificate shall confer with the district's Office of Certification regarding the formal application process to the Florida Department of Education.

PROGRAM EVALUATION

Each course includes a component to evaluate attainment of specific objectives. It is expected that participants will demonstrate all the competencies focused upon by the objectives of this component. Each participant must obtain a minimum 80% mastery level of objectives to successfully complete the component.

Program Effectiveness

During the time period of July 1, 2016 through January 22, 2021; 14 participants have successfully completed all requirements and have received their endorsement.

Management, Operation and Delivery

The ease of obtaining courses has enabled educators to add the Athletic Coaching endorsement to their Florida teaching certificate without traveling long distances to colleges and universities. The course registration process has become web-based allowing teachers twenty-four (24) hour access. Specific operations of the program have been followed as indicated in this document and have proven to be effective in ease and operation of the endorsement process.

Cost Effectiveness

The cost of the program is minimal as compared to courses taken at the university level. Participants cover costs for textbooks and materials for the program; course instructors will be paid through district Professional Development funds.

MANAGEMENT

Management of the add-on endorsement program will be a collaborative process involving many departments:

- The Director of Professional Development and Leadership will be responsible for the overall management of the Athletic Coaching Add-On Endorsement Plan.
- Human Resources staff will verify completion of course work required for teacher certification
- Professional Development will track and file in-service records for courses completed

Admission Requirements

1. Be employed as a teacher and/or athletic coach in the Sumter County Public Schools
2. Possess a valid Florida Educator's Certificate: temporary, professional or part-time
3. Must show proof of eligibility for a professional certificate prior to the district's verification of completion of the program if individual currently holds a temporary certificate
4. Be recommended by principal

Advisement

Participants in the Add-on Certification Program can obtain advisement regarding eligibility and requirements for completion from the district's administrator responsible for Athletic Coaching.

Attendance

Attendance for all classes in their entirety is required for each course. Any absences for emergencies and/or job-related issues will be handled individually within each course offered. The candidate must participate in each inservice component for the appropriate time required (60 hours) to receive the total inservice credit awarded by the component.

Transfer and Utilization of Credit

College and/or inservice credit earned for successful completion of courses/components/clinics equivalent to those included in the Add-on Certification Program may be transferred into the program. Inservice training records and/or course syllabi will be verified to ensure that the objectives covered correlate to the objectives in the district's add-on component(s). The district administrator responsible for Athletic Coaching will be responsible for reviewing and granting all requests for transfer credits.

Certificate of Completion

After completion of all add-on courses and verification by Professional Development, the educator will submit a completion record to Human Resources. The district will forward all documentation to the Florida Department of Education. Progress toward completion will be available in the Skyward system.