

Criteria for Quality Instruction at Training

Category	Rating*	Notes
<p>1. Structure and Design: Instructor:</p> <ul style="list-style-type: none"> a) Designs practice to attain mastery of most important topics b) Provides guidance to focus players on excellence in (vs mere completion of) an activity. (i.e. “Success Points”) c) Progressively integrates complexity, challenge & decision-making after initial success d) Aligns activities in logical progression e) Plans for execution, error, re-teaching and repeated execution f) Ensures sufficient time/repetition to master/achieve fluency. “Getting it right is the mid-point of mastery.” 		
<p>2. Check for Understanding: Instructor:</p> <ul style="list-style-type: none"> a) Assesses mastery constantly during training, including after explanation (stage1) and during execution. b) Anticipates likely errors; takes action quickly & effectively in response to failed mastery c) Designs time, space, actions to maximize data-gathering (e.g. standardize the field, circulating, positioned to see well, tracking specific errors.) d) Normalizes error (“Getting it wrong is a normal part of getting it right”) 		
<p>3. Feedback: Instructor:</p> <ul style="list-style-type: none"> a) Gives limited feedback—only one or two most important things at a time—<i>quickly</i>. Then back to playing. b) Uses feedback to teach; describes the solution (more than the problem) c) Frequently uses correction rather than critique (“Let’s play again from where you were”) d) Gives critical feedback in a motivating, positive and honest manner. e) Establishes tacit accountability where players apply feedback immediately (vs merely listening to it) f) Aligns feedback to teaching points. “I’m looking to see you do what we just talked about. That’s it!” 		
<p>4. Modeling: Instructor:</p> <ul style="list-style-type: none"> a) Uses modeling to create a vision of top-tier execution b) Plans models to ensure their success, re-models when necessary c) Call his shots- Tells what to watch for during modeling d) Uses modelling as a form of feedback (Let me show you what that should look like) 		
<p>5. Procedures and Routines: Instructor:</p> <ul style="list-style-type: none"> a) Establishes procedures & routines to maximize efficiency & attentiveness, minimize downtime; b) Ensures players demonstrate familiarity with procedures & routines; act independently to respect time c) Manages equipment and space so transitions are fast Instructional interruptions are efficient. “Back to playing” d) Preserves economy of language e) Has a healthy obsession with efficiency—always maximizing “quality touches per practice minute” 		
<p>6. Tone and Culture: Instructor builds a culture where:</p> <ul style="list-style-type: none"> a) Players work hard, strive for quality, react to feedback positively, demonstrate motivation to improve. b) Players remain attentive when coach speaks c) Players strive as a group to make each other better(peer-to-peer accountability) d) Coach normalize error/players embrace risk-taking and see mistakes as implicit in success e) Coach manages emotions to avoid distracting players from learning. (calm, quiet, relentless faith in players) f) Coach places maximum possible emphasis on long term player development 		

*1-5 or other