

**ITF COACHING BEGINNER AND INTERMEDIATE PLAYERS COACHES COURSE
GROUP LESSON ASSESSMENT SHEET**



CANDIDATE'S NAME:

GOAL OF SESSION

1ST TRY

DATE:

PLACE:

√ = competent. X = not yet competent

COACHING COMPETENCY AREA	Mark √ x	GENERAL COMMENTS
I. PLANNING: The candidate is able to effectively...		
Plan the session: By collecting information about the players and creating an appropriate lesson plan.		
II. ORGANISING: The candidate is able to effectively...		
Organise, group and assign players: Ensure players are available and ready (i.e. injury free, motivated).		
Organise, distribute and use the equipment and the facilities accordingly: Sufficient, varied, adapted, adequate, efficiently used.		
Ensure safety procedures for the players: Spacing of players, placement of equipment, etc.		
III. CONDUCTING: The candidate is able to effectively...		
Use of time: Be on time and adequately control the time of the lesson.		
Introduction: Meeting the players. Coach and goal of the session. Good first impression. Get the attention to start.		
Demonstrate and apply motor skills knowledge: Warm up, cool down, FPMS, Agility, Balance, Co-ordination.		
Demonstrate and use tennis strokes: Level of play, stroke production, correct technique and consistency.		
Demonstrate and apply tactical knowledge: Intentions, patterns, gamestyles, zones, phases, progressions, analysis, etc.		
Demonstrate and apply technical knowledge: Grips, phases, swing patterns, ball control, footwork, Biomech principles, etc.		
Demonstrate and apply psychological knowledge: Motivation, emotional control, concentration and self-confidence.		
Demonstrate and apply analysis skills: Observation, assessment / diagnosis, intervention / development / improvement (tips), evaluation.		
Demonstrate and apply methodology skills: LTPD, coaching styles, teaching methods, progressions, transition, information, review, observation.		
Use feeding: Safety, direction, height, depth, rhythm, effect, speed, court positioning of player / coach, frequency, hand, drop, basket, and rally.		
Use adaptation/differentiation: Review, differentiate, modify and adapt the teaching to the player. Individual attention.		
Use progressions: Difficulty, load, rhythm, optimal challenge, sequential and timing progressions. Facilitate rally asap.		
Structure the lesson and type of practice: Introd-warm-up, main part progressions, cool-down, practice (block, random, constant, variable).		
Use activity/rotation: No waiting, all get same attention.		
Use competition: Rules, Code of Conduct, Formats, Equipment and facilities, scoring, rotation, grouping, etc.		
Display leadership: Create adequate environment, control training, develop good habits.		
Use voice & language: Use the appropriate voice (loud, variety of speed, pitch, tone) and language (clear and concise).		
Use body language: Project a positive image, smile, and effectively use eye contact.		
Use understanding, feedback, effective questioning, adaptation: Check, appropriate ratio praise:criticism, specific and meaningful.		
Display professional image: Clothes and general appearance.		
Show enthusiasm/personal motivation/use of humour: Encourage players and be willing to listen/learn.		
Closing: Close the session "selling" the next one.		
IV. EVALUATING: The candidate is able to effectively...		
Plan, organise and record the lesson: Reflect, review, explain and justify the coaching session. Record ways of improvement. Set goals. Accept feedback.		
OVERALL MARK (1 - 5)		

GENERAL COMMENTS (GROUP LESSON ASSESSMENT):

CANDIDATE GRADING SYSTEM FOR THIS ASSESSMENT:

Grades 5, 4 and 3 are competence marks. Marks lower than 3 are NOT YET competence marks in this assessment.

FINAL STATUS FOR THIS ASSESSMENT:

ITF ASSESSORS: