

ESS Matrix - Domain 1

Domain #1: Philosophy and Ethics		
Standards/Benchmarks	Tasks	Signature
1. Develop and implement an athlete-centered Coaching Philosophy		
a. Identify and communicate reasons for entering the coaching profession		
b. Develop an athlete-centered (a-c) coaching philosophy that aligns with the organizational mission and goals		
c. Communicate the a-c coaching philosophy in verbal and written form to athletes, parent/guardians, and program staff		
d. Welcome all eligible athletes and implement strategies that encourage the participation of disadvantaged and disabled athletes		
e. Manage athlete behavior consistent with an a-c coaching philosophy		
2. Identify, model, and teach positive values learned through sport participation		
a. Provide opportunities for input from the community regarding positive values taught in the sport program		
b. Practice respect for diverse populations		
c. Facilitate and reinforce the development of positive character traits through team policies and procedures		
d. Teach that winning is a worthwhile goal of positive sport participation and losing is an opportunity to grow and improve		
e. Engage athletes in dialogue and problem solving to promote positive character development when ethical issues arise		
f. Plan and implement coaching techniques that emphasize the importance of enjoying sport participation		
3. Teach and reinforce responsible personal, social, and ethical behavior of all people involved in the sport program		
a. Apply the rules of the sport in an ethical manner		
b. Demonstrate and teach respect for officials, parents, guardians, athletes, and opponents		

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Domain #1: Philosophy and Ethics		
Standards/Benchmarks	Tasks	Signature
c. Reinforce positive social behaviors in athletes by respecting effort and stressing personal improvement and self-control		
d. Be proactive in preventing bullying and/or hazing behavior on the part of athletes, staff, or spectators and stop the acts immediately. Teach athletes how to effectively react to bullying/hazing and how to safely become an ally for victims		
4. Demonstrate Ethical conduct in all facets of the sport program		
a. Model good sporting behavior by adhering to both the spirit and letter of the rules		
b. Exhibit self control and self-discipline, recognizing the effect coaching behavior may have on athletes to learn and compete		
c. Develop and maintain a professional relationship with athletes and other coaches that clearly separates the role off the coach from that of parent, friend, or counselor		
d. Ensure that qualified individuals are present to officiate all competition		
e. Use personal and official power in a responsible manner to reduce the potential for sexual harassment and athlete abuse		
f. Discuss the negative influence of gambling on sport		

ESS Matrix - Domain 2

Domain #2: Safety and Injury Prevention		
Standards/Benchmarks	Tasks	Signature
5. Prevent injuries by providing safe facilities		
a. Assure that facilities and structures are installed, secured, and protected according to safety specifications		
b. Regularly inspect and monitor sport facilities to detect and reduce the risk of environmental, structural, or surface hazards on a regular basis		
c. Modify plans for practice and competition after assessing potentially unsafe conditions that may exist		
6. Ensure that all necessary protective equipment is available, properly fitted, and used appropriately		
a. Ensure that athletes are provided with equipment that meets recognized safety standards as required by appropriate governing agencies		
b. Monitor fitting and maintenance of all equipment for athletes		
c. Ensure that all athletes know how to properly select, use, and care for protective equipment		
7. Monitor environmental conditions and modify participation as needed to ensure the health and safety of participants		
a. Provide information to assistant coaches, athletes, and parents/guardians on environmental safety in sport		
b. Facilitate appropriate hydration based on relevant environmental factors for all athletes		
c. Stop or modify play in accordance with rules or policies designed to protect athletes from environmental dangers		
8. Identify physical conditions that predispose athletes to injuries		

ESS Matrix - Domain 2

Domain #2: Safety and Injury Prevention		
Standards/Benchmarks	Tasks	Signature
a. Ensure that clearance for athletes to participate fully or partially in practices or contests is given by a parent, guardian, and/or medical professional		
b. Recognize health status, body structure, and physical conditions that predispose athletes to common injuries specific to the sport		
c. Be aware that an athlete's lack of sleep and/or emotional state could warrant a change in practice plans		
9. Recognize injuries and provide immediate and appropriate care		
a. Have athlete medical information readily available		
b. Implement an appropriate action plan for emergency first aid and CPR in all venues		
c. Provide and be able to use an appropriately stocked first aid kit		
d. Encourage athletes to openly communicate concerns about pain and discomfort; dispel any "play through pain" attitudes		
e. Apply standard procedures designed to minimize exposure to blood-borne pathogens		
f. Know when a professional medical care is required for an injured athlete and how to most efficiently access such care		
g. Allow athletes the time to recover fully from injury before returning to play		
10. Facilitate a coordinated sports health care program that includes prevention, care, and management of injuries		
a. Establish regular communication with p/g that facilitates prevention, reporting, and care of injuries		
b. Consult with a certified athletic trainer or physician for assistance in understanding the physical needs of athletes		
c. Modify coaching techniques when warranted by medical, physical, and emotional needs		
11. Identify and address the psychological implications of injury		
a. Recognize psychological conditions that predispose athletes to injury and make adjustments in training and conditioning regimes		

ESS Matrix - Domain 2

Domain #2: Safety and Injury Prevention		
Standards/Benchmarks	Tasks	Signature
b. Provide a supportive environment that helps the injured athlete maintain social interactions with teammates and coaching staff		
c. Use appropriate mental training techniques to reduce anxiety and fear of re-injury and possible adjustment of performance expectations after returning to play		
d. Be proactive in building athlete self-confidence and self-esteem during rehabilitation process		
e. Use appropriate motivational techniques to assist injured athletes in maintaining adherence to rehabilitation protocol		
f. Refer athletes to appropriate professional services when the signs of poor psychological adjustment to injury exist		

ESS Matrix - Domain 3

Domain #3: Physical Conditioning		
Standards/Benchmarks	Tasks	Signature
12. Design programs of training, conditioning, and recovery that properly utilize exercise physiology and biomechanical principles		
a. Present conditioning as a prerequisite for athletes to perform at their best, not as punishment		
b. Know the components of physical fitness and prescribe appropriate levels of each in relation to age and sport-specific demands		
c. Consider the influence of body composition in planning for appropriate practice and conditioning		
d. Create sport specific warm-up and cool-down activities that accomplish physical and psychological readiness prior to instruction		
e. Plan a variety of conditioning programs that demonstrate knowledge of physiological responses to physical activity and athletic performance through all phases of the sport season		
f. Utilize sound biomechanical principles in the development of training programs that maximize the structural advantages of each athlete		
g. Monitor athletes to allow for adequate recovery time to avoid overtraining and maximize windows of optimal training		
h. Identify and use time efficient cross-training conditioning activities that maximize development of more than one system at a time		
i. Avoid training/conditioning activities that are potentially harmful or contraindicated for athletes		
13. Teach and encourage proper nutrition for optimal physical and mental performance and overall good health		
a. Assist athletes in timing and selection of food options to fuel optimal energy production for practices and contests		
b. Assist athletes in regulating safe levels of hydration		
c. Provide accurate and timely information to athletes and p/g about sound nutritional principles as part of training and preparation for competition		
c. Provide accurate and timely information about body composition and healthy weight management		

ESS Matrix - Domain 3

Domain #3: Physical Conditioning		
Standards/Benchmarks	Tasks	Signature
d. Be proactive in identifying potential eating disorders and referring athletes for appropriate professional assistance		
14. Be an advocate for drug-free sport participation and provide accurate information about drugs and supplements		
a. Obtain current, research-based information related to supplements and their potential impact on performance and health		
b. Provide p/g, athletes, and staff with information on the effects of drugs, supplements, and prescribed medications on athletic performance, weight, and health		
c. Intervene and/or refer athletes to appropriate experts when significant changes in body composition, physical appearance, and personality that may be drug-related are observed		
d. Make clear to all athletes the established, negative consequences of using a banned substance, alcohol, tobacco, and other drugs as they relate to team rules, program policies, the law, and overall health		
e. Identify and acknowledge the social, emotional, and psychological pressures that make athletes susceptible to drug/supplement use and teach alternate strategies to mediate these factors		
15. Plan conditioning programs to help athletes return to full participation following injury		
a. Require written permission from a qualified medical professional prior to allowing an injured athlete to engage in physical conditioning		
b. Maintain regular communication with the physicians and p/g of injured athletes about relevant demands of the sport in preparing conditioning programs following injury		
c. Ensure that athletes follow direction of medical personnel in the rehabilitation of an injury and are allowed sufficient time to fully recover before returning to play		

ESS Matrix - Domain 4

Domain #4: Growth and Development		
Standards/Benchmarks	Tasks	Signature
16. Apply knowledge of how developmental change influences the learning and performance of sport skills		
a. Identify sequence of movements and critical environmental demands of a motor task to determine athlete readiness to learn the skill		
b. Develop instruction and practice opportunities that enhance the learning of motor skills based on developmental readiness of the athlete		
c. Analyze motor performance in relation to development of individual body structures and systems		
d. Recognize that athletes may be early or late maturers, which may not related to future success		
e. Support athletes encountering developmental problems such as eye-hand coordination, visual training needs, growth spurts, and/or maturational problems with additional instruction or referral		
17. Facilitate the social and emotional growth of athletes by supporting a positive sport experience and lifelong participation in physical activity		
a. Acknowledge the social-emotional issues that may affect athletes of different ages		
b. Help athletes develop motivational and a cognitive readiness by providing positive verbal and nonverbal performance feedback and clarifying causes of success and failure		
c. Support a balanced lifestyle, allowing time for athletes to participate in a variety of activities outside of sport		
d. Emphasize lifelong enjoyment of physical activity as a goal of sport participation		
e. Assist athletes in coping with the complexity of managing sport participation and life stressors		
f. Provide activities that help athletes recognize their physical and emotional limits		
g. Evaluate athlete training and progress in light of risks for overtraining or over-use injuries		
18. Provide athletes with responsibility and leadership opportunities as they mature		

ESS Matrix - Domain 4

Domain #4: Growth and Development		
Standards/Benchmarks	Tasks	Signature
a. Teach and encourage athletes to take responsibility for their actions in adhering to team rules		
b. Design practices to allow for athlete input and self-evaluation		
c. Communicate to athletes their responsibility in maintaining physical and mental readiness for athletic participation and preparation for competition		
d. Encourage athletes to practice leadership skills and engage in problem solving		
e. Provide athletes with different tools to manage conflict		
f. Provide specific opportunities for athletes to mentor others		

ESS Matrix - Domain 5

Domain #5: Teaching and Communication		
Standards/Benchmarks	Tasks	Signature
19. Provide a positive learning environment that is appropriate to the characteristics of the athletes and goals of the program		
a. Treat each athlete as an individual		
b. Implement activities that foster team cohesion		
c. Show acceptance of athletes of all abilities by reacting positively when mistakes are made		
d. Offer corrective instruction and give encouragement consistent with expectations for athlete success		
e. Implement behavioral management and positive discipline strategies that are appropriate for the athletes		
f. Promote opportunity within sport by encouraging appropriate and equal participation regardless of race, ethnicity, gender, and socio-economic status		
20. Develop and monitor goals for the athletes and program		
a. Set goals for each practice and competition		
b. Facilitate the goal-setting process by providing opportunities for athletes and program staff to participate in setting realistic, performance-based goals		
c. Utilize pre- and post-assessment of skills to determine and adjust appropriate individual goals		
d. Review and modify goals with athletes and staff throughout the season to be sure goals remain realistic and challenging		
e. Facilitate a mastery goal orientation for each athlete, focusing on effort and self-determination		
21. Organize practice based on a seasonal or annual practice plan to maintain motivation, manage fatigue, and allow for peak performance at the appropriate time		
a. Identify and establish season and practice objectives to meet desired outcomes in skill development, knowledge of sport, physical conditioning, and personal social development		
b. Construct monthly, weekly, and daily practice plans based on seasonal goals		
c. Prepare practice plans that reflect reasonable time allowances for skill development		
d. Share plans with staff members and athletes		

ESS Matrix - Domain 5

Domain #5: Teaching and Communication		
Standards/Benchmarks	Tasks	Signature
22. Plan and implement daily practice activities that maximize time on task and available resources		
a. Secure sufficient staffing to maximize athlete supervision and instruction		
b. Organize equipment and space to allow for easy regrouping of athletes and transition to next activity		
c. Reduce wait time by adequately preparing drills and having sufficient equipment ready for use		
d. Provide staff and athletes with a clear indication of what is planned for the practice, the objectives, and possible sequence of activities		
e. Provide athletes with written descriptions and diagrams of new drills or team tactics prior to instruction		
f. Group athletes according to learning objectives and consideration of safety, motivation, and team morale		
23. Utilize appropriate instructional strategies to facilitate athlete development and performance		
a. Design teaching progressions for developing sport-specific skills based on best practices in teaching and learning principles		
b. Design instructional processes that include verbal, visual, and tactical cues that address different learning styles		
c. Plan the order of practice activities to provide sufficient practice time for skill acquisition and retention		
d. Utilize peer/athlete demonstration to heighten athlete confidence and sense of control in the learning process		
e. Consider motivational issues associated with correcting errors and selecting techniques for re-teaching		
24. Teach and incorporate mental skills to enhance performance and reduce sport anxiety		
a. Demonstrate appropriate use of intrinsic and extrinsic rewards to enhance motivation and learning		
b. Share with athletes effective stress management coping strategies		
c. Utilize sound mental skills to build athlete self-confidence		

ESS Matrix - Domain 5

Domain #5: Teaching and Communication		
Standards/Benchmarks	Tasks	Signature
d. Help athletes to develop a mental game plan that includes pregame preparation, a contingency plan for errors during competition, and how to avoid competitive stress		
e. Help athletes improve concentration by learning attention control strategies		
25. Use effective communication skills to enhance individual learning, group, success, and enjoyment in the sport experience		
a. Use terminology of the specific sport necessary to communicate intended outcomes and activities with athletes and coaches		
b. Communicate high achievement expectations to athletes by providing positive feedback and instructive comments relative to athlete performance		
c. Establish an orderly environment to gain the athlete's attention prior to giving instruction. Check for athlete understanding and comprehension before moving on		
d. Provide feedback on individual and team performance, linking individual contribution to overall team goals		
e. Use professional and age-appropriate language at all times. Use nonsexist and inclusive language.		
f. Place instructional cues to allow athletes time to process information and respond with questions		
g. Avoid over communicating both in practice and in game situations		
26. Demonstrate and utilize appropriate and effective motivational techniques to enhance athlete performance and satisfaction		
a. Identify and implement positive motivational strategies		
b. Recognize individual athletes' unique motivational needs and challenges		

ESS Matrix - Domain 5

Domain #5: Teaching and Communication		
Standards/Benchmarks	Tasks	Signature
c. Prevent burnout by designing interventions that are based on understanding of motivation and overtraining principles		
d. Create a learning environment that focuses on both effort and achievement		
e. Provide accurate and supportive feedback on the causes of success or failure		
f. Never use physical activity or peer pressure as a means of disciplining athlete behavior		
g. Build confidence in the team and individual by reinforcing past success and other sources of self-efficacy		

ESS Matrix - Domain 6

Domain #6: Sport Skills and Tactical Knowledge		
Standards/Benchmarks	Tasks	Signature
27. Know the Skills, elements of skill combinations, and techniques associated with the sport being coached		
a. Identify and facilitate accurate demonstration of cognitive, affective, and physical skills essential to the specific sport		
b. Identify and provide feedback on performance of basic techniques		
c. Incorporate individual tactics that are safe and consistent with sport rules and stated program goals		
d. Analyze and adjust skills and tactics based on success and areas needing improvement throughout the season		
28. Identify, develop, and apply competitive sport strategies and specific tactics appropriate for the age and skill levels of the participating athletes		
a. Incorporate competitive strategies and team tactics that are consistent with sport rules and coaching philosophy		
b. Design situation-specific tactics that compliment the abilities of the athletes and unique characteristics of the competitive situation		
c. Involve athletes in selecting competitive strategies and facilitate effective strategic decision making by athletes		
d. Assign positions and develop line-ups, orders, and rotations that reflect the capabilities and readiness of the athletes		
e. Make decisions that will allow for adjustments during competition		
29. Use scouting methods for planning practices, game preparation, and game analysis		
a. Analyze opponent's personnel to organize team for competition		
b. Create game plans by observation of opponent play, athlete statistical information, and previous competitive experience		
d. Make adjustments in strategies for practice and competition by identifying patterns and styles of play of opponents		
e. Develop scouting tools for collecting and organizing information about opponents		

ESS Matrix - Domain 7

Domain #7: Organization and Administration		
Standards/Benchmarks	Tasks	Signature
30. Demonstrate efficiency in contest management		
a. Make use of sport organization resources in creating a fair and safe competitive environment		
b. Ensure athletes have appropriate transportation		
c. Provide adequate locker room supervision		
d. Take an active role in fostering positive spectator behavior		
e. Implement a plan that prepares the facility for competition		
f. Create a positive environment that supports officials		
31. Be involved in public relation activities for the sport program		
a. Organize and conduct effective information meetings before, during, and after the season		
b. Communicate policies and ongoing program activities to athletes, staff, p/g, administrators, and/or the public		
c. Prepare athletes to be involved with public relation activities		
d. Advocate the value of the sport program through positive communication with the media and others		
32. Manage human resources for the program		
a. Use multiple methods to communicate regularly with all participants		
b. Conduct appropriate screening, training, and supervision for all assistants, managers, captains, and other program personnel		
c. Prepare job descriptions and performance objectives for coaching assistants, managers, team captains, and volunteers		
d. Be sure all appropriate registration requirements of staff are kept current		
33. Manage fiscal resources for the program		
a. Follow procedures in utilizing program funds in a fiscally responsible manner		
b. Purchase and distribute items that are related to the operation of the sport program in a prudent and equitable manner		

ESS Matrix - Domain 7

Domain #7: Organization and Administration		
Standards/Benchmarks	Tasks	Signature
c. Demonstrate an ability to maintain accurate and complete financial records		
d. Provide clear guidelines for booster clubs and other sources of external support for the program		
e. Participate in appropriate fund-raising activities that are in line with governing body regulations		
34. Facilitate planning, implementation, and documentation of the emergency action plan		
a. Establish procedures for identifying and correcting unsafe conditions, including stopping, modifying, or moving activity		
b. Design and maintain a written record of an emergency action plan for all venues		
c. Familiarize coaching assistants, athletes, and p/g of location and use of safety equipment		
d. Teach appropriate sport-specific safety procedures to minimize the risk of injuries		
e. Complete necessary forms that document each medical emergency		
f. Work for the formation of rules that influence the safe and healthy participation of all athletes		
35. Manage all information, documents, and records for the program		
a. Maintain records of regular facility inspections, repairs, and requests for maintenance		
b. Organize and maintain appropriate records of all practice plans and trainings in the event of legal challenges		
c. Prepare and maintain physical examination records, emergency procedures, and injury report forms		
d. Have medical history/information available, including parent contact information during each practice/competition		
e. Prepare and maintain administrative forms for p/g meetings, athlete eligibility, and program evaluation, facility scheduling, travel, and budgeting		
f. Disseminate safety procedures with specific definitions of safe environmental conditions, including procedures for stopping the activity		
g. Establish, verify, and maintain waivers and participation agreements		

ESS Matrix - Domain 7

Domain #7: Organization and Administration		
Standards/Benchmarks	Tasks	Signature
36. Fulfill all legal responsibilities and risk management procedures associated with coaching		
a. Follow established transportation policies of the program		
b. Ensure that all athletes have appropriate insurance coverage for participation in the program		
c. Establish and demonstrate regular review of a formal risk management plan with administrators and medical providers		
d. Recognize that full participation of all athletes may require reasonable accommodations in accordance with the Americans with Disabilities Act, and conforming to Title IX or other legislative actions		
e. Communicate to coaching assistants, p/g, and athletes that inherent risks associated with sport. Maintain records of informed consent for athletes		
f. Provide appropriate supervision for athletes		

ESS Matrix - Domain 8

Domain #8: Evaluation		
Standards/Benchmarks	Tasks	Signature
37. Implement effective evaluation techniques for team performance in relation to established goals		
a. Develop a repertoire of appropriate evaluation techniques to use throughout the season		
b. Follow an established sequence for evaluation that involves the identification of objectives, data collection, and analysis and summary to plan for the off-season and future		
c. Evaluate practices relative to established goals on the level of competition, individual progress, use of time, and team and/or individual statistics		
d. Use seasonal analysis and summary to plan for the off-season and future		
e. Assess team outcomes in relation to overall program mission		
f. Identify factors that interfere with program success and use these factors to help make program changes		
g. Communicate findings of evaluation to respective stakeholders to enhance program growth and support		
38. Use a variety of strategies to evaluate athlete motivation and individual performance as they relate to season objectives and goals		
a. Use multiple authentic assessment techniques in practice and games to measure success		
b. Use data to assist the athlete in improving performance in ways that respect and motivate the athlete		
c. Monitor how well the team members interact with each other or with the coaching staff to improve team cohesion and effort		
d. Incorporate evaluation techniques into daily practice plans that provide feedback regarding athlete attitudes toward instructional techniques and level of athlete self-efficacy		
39. Utilize an effective and objective process for evaluation of athletes in order to assign roles or positions and establish individual goals		
a. Establish objective and relevant criteria for the selection/assignment of athletes in contests and/or on teams		
b. Seek athlete input and encourage athlete self-evaluation techniques to measure individual progress and performance		

ESS Matrix - Domain 8

Domain #8: Evaluation		
Standards/Benchmarks	Tasks	Signature
c. Provide athletes with evaluations of personal achievement and discuss the results with each athlete at regular intervals		
d. Implement diplomatic ways in which to communicate athlete evaluation results		
40. Utilize an objective and effective process for evaluation of self and staff		
a. Collect input from athletes, parents, guardians, coaches, and other stakeholders regarding athlete satisfaction, perception of season goals, and coaching performance		
b. Conduct periodic self-reflections on coaching effectiveness		
c. Seek feedback from experienced coaches to evaluate practice sessions, discuss observations, and implement needed change at regular intervals		
d. Use formal written evaluations to assist in selecting and retaining program personnel		
e. Be diplomatic when providing feedback on personnel evaluations or hiring decisions		