

# Self-Evaluation Guide

The following points can be used to evaluate your coaching effectiveness.

1. Did you prepare and plan ahead of time? Mental preparation and planning for the year and prior to each lesson assures flow and continuity will occur in the practice.
2. Did you understand the “whys” of your practice? Knowing why you are teaching something will give you confidence in your coaching.
3. Was equipment out and ready prior to your practice? Proper equipment placement prior to the drill reduces a loss of time getting the equipment ready. This allows more time for instruction and practice time.
4. Did you constantly move and reposition yourself during the practices? Moving around from player to player allows the coach to be closer to individual players so they can reinforce the teaching of a skill and to immediately help the player having trouble. It also keeps the players on task.
5. Did you stay aware of players who are having trouble performing the activities? Players want to receive individual help about the task they are working on at the time. They will be more responsive and receptive if the comments are said to them in a positive encouraging tone instead of a negative criticizing tone.
6. Did you tell your team what your instructional goals were for the drill? Players will be more focused when they know what they are suppose to learn.
7. Did you teach with enthusiasm and energy? Your energy and zest for the game will rub off on the players.

8. Did you use praise the players when they made an effort or improved? Saying something positive to players increases their desire to perform at a higher level.

9. Did you give sufficient attention to the development of the player's individual ways of doing things? There is a basic way of performing a skill but sometimes a player is very successful doing it a different way.

10. Did you teach players to be responsible for learning the skills? Older players need to learn to work on skills themselves outside of practice.

11. Did you teach the players quality of movement or just offer a large quantity of activities in an attempt to keep the players motivated? Repetition is an important part of skill learning and a component of quality instruction. Think Quality over Quantity. Practice more instead of just playing a lot of games.

12. Did you bring closure to your lessons? This gives you feedback about the effectiveness of your instruction. Use methods of closure that give you information about all players.

13. Did you evaluate the drills that you used? Try to find ways to modify activities if needed to better contribute to learning the skills.

14. Did you evaluate how you handled discipline problems? Are there ways you could handle situations differently in the future?

15. Did you run multiple drills at once. It is harder with young players but 10-12 year olds and older it is possible. It is beneficial to run a couple of drills at once. Example: Hitting to the infielders while the outfielders practice

baserunning. Then hit to the outfield while the infielders are practicing baserunning.

16. Did you plan your practice to be efficient and keep all players involved. Idle players will lead to boredom, boredom will lead to low productivity for the day. Example: Hitting practice when one player is hitting and the rest are shagging balls in the field is boring. Instead have a few players shagging and the rest working at stations on different skills. Keep rotating the players through all of the stations including the hitting and shagging station.

17. Did you utilize your assistant coaches to their fullest? Sometimes it is hard to let others take some responsibility with the team. But it takes teamwork not only among the players but also among the coaching staff. Teach your assistants well and trust them.

Keeping notes on the practices and games helps keep track of the things that worked well and the things that didn't work as well. Evaluation is an ongoing process but an essential one.