

Proposal for New Coach Training

San Antonio Bulls Recreational Soccer

Instructional Designer: Britta Lafont

Learning Solution

This project is critical to the operational success of The Bulls Recreational Soccer Club. New coaches must be well-trained ambassadors for the organization and the sport. The coach must ensure the well being of the players while promoting their athletic development and helping the teamwork together, cohesively. According to the information given in the RFP, the new coaches are novices. This requires a curriculum that can bring the most inexperienced coaches up to an acceptable beginner level, which can be built upon in the years to come. With all of this in mind, here are the objectives of the training program for new coaches:

Learning Objectives for Coaches

Upon completion of both online and face-to-face training, the novice coaches will understand how to:

- Approach the coaching role with the right mindset; keeping a player-centered, process-oriented attitude that promotes personal growth and fun, *during practices and games.*
- Ensure player safety by instituting a health-oriented, injury prevention-minded culture by educating players and parents and by responding promptly and appropriately to player injury, *during practices and games.*
- Manage multiple players effectively, while teaching essential soccer skills, at an age-appropriate level, *during practices and games*
- Communicate positively with players, parents, fans, and officials, *during practices and games.*

Project Scope

We are committed to providing the most value for your instructional dollar, so a combination of existing materials, in coordination with newly designed training, and take-home materials will be

utilized in order to provide an effective introduction to player safety and development for novice soccer coaches.

Due to the availability of excellent existing training materials, this project will be ready to roll out more quickly, require less manpower, and will result in a comprehensive training program at a very economical price tag. The design and development process will be streamlined, but will allow ample time for evaluation and feedback.

Staff Involvement in Creation and Instruction of Program

Instructional Designer

- **Instructor-Led Training.** Based on U.S. Soccer's Introduction to Grassroots Coaching and the CDC's Heads Up to Youth Sports concussion training, create a face-to-face Instructor-Led Training (ILT) to coordinate with these existing online coaching and safety modules.
- **Job Aids/Performance Supports.** Assemble from existing sources.
- **Resources/Resource List** Collect and distribute helpful resources to new coaches who want to deepen their understanding or find answers to questions (for example: an overview of the learning principles that are the foundation to the player-centered Grassroots Coaching Program, a copy of the youth soccer rules, and links to lesson plans for practice)
- **Mentoring Program.** Develop a mentoring program where experienced coaches act as resources for new coaches to facilitate the onboarding process and continue training through informal learning. Mentors will help new coaches reflect on and evaluate their own performances during the first year, documenting the feedback sessions.
- **Evaluation Plan.** Develop an evaluation system for the coaching program using Kirkpatrick's Four Levels of Evaluation.

Subject Matter Experts:

A team from your organization is needed to help lead the 75-minute face-to-face Coaching Clinic training. Instructor-Led Training (ILT) personnel requirements:

- **Club Director** to introduce the concussion protocol
- **Experienced volunteer soccer coaches** will facilitate the training like a series of practice sessions (1/8 coach to trainee ratio, new coaches will be grouped together by player-age according to the team they will be coaching). New coaches will role play as players in practice and rotate through the coaching position, while experienced coaches provide formative evaluation and feedback.

Experienced Coach Mentors

- **Partner with novice coaches** to act as a resource, and to encourage and teach

- **Check-in weekly** for the first season ensure adoption of the training and the ownership of the player-centered approach by new coaches, which supports the overall organizational value of personal growth through training for athletes and coaches.

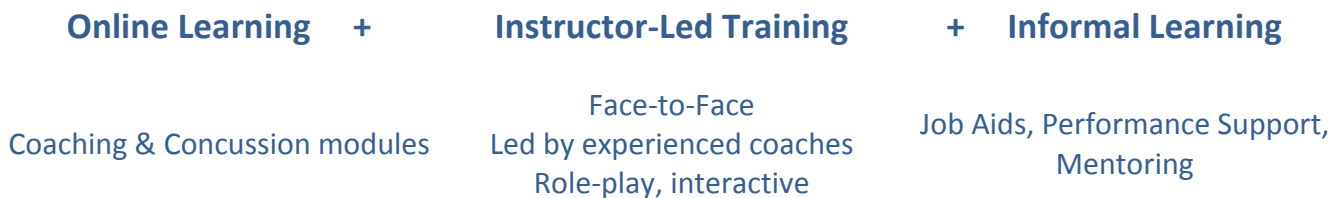
Data Management Administrator

Your club management partner, **Stack Sports**, is also the official data management company of US Youth Soccer. Currently, you are using Stack Sports to manage your player database, financial payments, schedules, and electronic communications. Since Stack Sports allows you to customize your record keeping, we can add coach-tracking capability to your account to manage coach information such as background check, current training status, and first-year feedback forms (from mentors).

<https://stacksports.com/clubs-leagues-teams-assocs/>

Approach to Learning

Blended Learning Approach*



** Rosenberg, 2018, p. 136; Van Tiem, Moseley, & Dessigner, 2012, pp. 282-283*

The Flipped Classroom

Another approach to learning used in this training is called the **Flipped Classroom**, a task-centered and learner-centered instructional model where new information—typically the stuff of instructor lectures in the standard classroom—is introduced to students through another format—like video or online learning—to “launch” the learning process, which continues when the class meets, face-to-face, for a collaborative-learning, task-oriented session (Strayer, 2017, p. 323). In this case, the “lecture” portion occurs via the Introduction to Grassroots Coaching and the CDC Heads Up to Youth Sports concussion training. The face-to-face session is the Instructor-Led Training hosted at your facility, led by your people.

Merrill’s Three Part Skill Development Model

This type of learning is also an application of **Merrill’s Three Part Skill Development Model** where the instruction moves from generality (introduction to player-centered soccer coaching), to demonstration (video, coaching scenarios and face-to-face practice in the ILT), to practice with feedback (answering quiz questions online and role-playing a mock “practice” in the ILT). This type of learning is designed to elicit increased self-regulation. In both the online learning modules and the face-to-face component, learners are given the learning objectives and then asked to take time to purposefully reflect upon

learning through self-assessment and the creation of personal growth goals (Huh & Reigeluth, 2017, pp. 260-261).

Social Learning & Cognitive Apprenticeship

Social learning, or tapping into the learning community (important in the flipped classroom), is critical to the success of this module (Strayer, 2017, p 335). More specifically, the idea of learning from other coaches, through the examples in the online module and in the ILT, and through mentoring is an application of **cognitive apprenticeship**, “a relationship between novices and experts that allows the transfer of expertise and supports learning” (Hoadley & Van Haneghan, 2018, p. 73).

Game-Based Learning

Finally, a **game-based approach** is laid out in the online Grassroots Coaching modules and carried through the ILT and with the follow-up materials. Rather than focusing on discrete physical skills, games for learning about the “Moments of the Game” are recommended.

Moments of the Game are the four principles at work when the game of soccer is being played (winning the ball, attacking, losing the ball, and defending) (U.S. Soccer, n.d.). An experiential approach for learning “seeks to promote learning through rich immersive experiences in designed learning environments that simulate to some degree relevant real-world conditions and challenge learners with authentic, situated, and increasingly difficult problems” (Myers & Reigeluth, 2017, p. 210). This method is more likely to increase player motivation and the transfer of learning from the practice environment to the performance (game) environment.

In this way, the **play-practice-play methodology** of training sessions can accomplish the two main goals for the youth soccer coach: 1) player development and 2) making the game fun (U.S. Soccer, n.d.).

Cost Savings

Clearly, the online module is of the highest caliber and will work hand-in-hand with an instructor-led training to recap and build on these principles. By utilizing free, high-quality training materials and recruiting volunteers for the face-to-face training and mentor program, cost for is limited is limited to the cost of creating the instructor-led training, some of the follow-up materials and the training evaluation program.

Technical Approach and Timeline

Deliverable Production Process & Schedule			
Deliverable	Description	Process to Create	Date for Delivery
<i>Instructor-led training</i>	1) Review of online concussion and coaching training modules 2) role-play a soccer practice, using player-centered techniques 3) Introduce to mentor program 4) Distribute resources	SAM 1 design process: <u>Iteration 1:</u> Create ILT Prototype (included in this proposal) <u>Iteration 2:</u> Evaluate to determine success of first iteration > sketch new/refine old prototype > develop with greater detail, test delivery of ILT on a few learners <u>Iteration 3:</u> Focus on finer detail of the ILT and feedback	<u>Iteration 1:</u> Upon receipt of this proposal <u>Iteration 2:</u> Up to 3 business days after receipt of evaluation of iteration 1 <u>Iteration 3:</u> Up to 3 business days after receipt of evaluation of iteration 2
<i>Resources/ Resource List</i>	Free resources for reference and training	Same design process as ILT	Same schedule as the ILT SAM1
<i>Evaluation Plan</i>	Kirkpatrick’s 4 levels	Same design process as ILT	Same schedule as the ILT SAM1

No interface design, media production or eLearning development is required because the existing materials are of excellent quality, which eliminates the need for technical staff such as instructional technologists, prototypers, graphic artists, and web designers.

The instructional designer will create an instructor led-training plan that will function similarly to a typical practice session. Experienced coaches leading the training will simply need to apply the same types of coaching techniques they are already.

The use of high-quality, existing materials and experienced volunteer coaches will keep costs down. The RFP indicated that novice coaches could benefit from asynchronous, web-based training due to

their time constraints. The instructor-led training will take place at a convenient time (during player evaluations, at a typical game time).

Materials

Existing material

Online Training. Prior to the on-the-ground portion, learners will complete:

- **Soccer ELearning Modules:** Coaching modules designed and provided by U.S. Soccer (a series of four lessons) are free of charge to new coaches. These state of the art eLearning modules give learners an interactive learning geared to 1) appeal to and teach the novice coach in this training and 2) in the methods recommended to develop players and keep the game fun.
 - **Keller’s 3-part Skill Development Model** (generality, demonstration, and practice with feedback, see page 4 of this proposal for more detail) (Huh & Reigeluth, 2017, p. 260-261)
 - **Social Learning** – Bandura’s vicarious learning/modeling and social persuasion occurs with the experienced coaches in the video demonstrating coaching and encouraging learners (Wlodkowski, 2008, p. 188).
 - Encouraging the development of **self-regulation** by asking learners to reflect and make learning goals (Huh & Reigeluth, 2017, p. 247).
 - The **games-based approach** to learning promotes transfer from the learning environment to the performance context, emphasizes process over product, and makes learning fun (Myers & Reigeluth, 2017, pp. 210-211).
 - The modules have been designed with learner motivation in mind according to **Keller’s ARCS Model**. The first segment opens with a question and a quiz. This short exercise designed to gain the learner’s Attention. Prompts like, “What is your coaching style?” and “Consider your personal beliefs on coaching” demonstrate the Relevance to the learner. Formative evaluation, self-testing, and corrective feedback are embedded throughout each lesson leave the learner with a sense of Confidence in their ability to apply the principles as well as Satisfaction that the training has been beneficial (Francome & Reeves, 2010, p. 56).
 - A combination of written text, slides with voice-over, and video increase learner engagement by utilizing dual-channel processing (Clark 2018, p. 261). In addition, **Universal Design** is incorporated with captioning available for all portions with audio, learner control to stop, replay segments, or repeat the entire module (Lewis, 2018, p. 210).
 - By the end of the four sessions, the learner will have a clear understanding of how to approach coaching 6-12 year-olds with a player-centered mindset. This free course takes approximately 20 minutes to complete.
- **Safety Training:** All coaches must complete the free concussion training course provided online by the CDC. Like the U.S. Soccer modules, the course is an engaging learning experience with many similarities. The six modules have a navigation bar to show progress on the left side and participants have the ability to use closed captioning and replay portions, as needed. In addition, at any time learners can access a resource center if they need to know more about a particular topic. Each session has a “knowledge check” at the end to help participants to self-assess and get feedback on their learning. A baseball injury scenario is used to help participants to apply the

information. A combination of video, text and slides are used. The course takes approximately 30 minutes to complete (Centers for Disease Control, n.d.).

Post-Training Support.

- **Concussion Clipboard Job Aid**
https://www.cdc.gov/headsup/pdfs/youthsports/heads_up_youth_sports_clipboard_sticker-a.pdf
- **Website: HEADS UP Customizable Materials to give to parents and athletes**
<https://www.cdc.gov/headsup/resources/custom.html>
- **Concussion Quick Check App** <https://itunes.apple.com/us/app/concussion-quick-check/id613178630?mt=8>
- **The Official U.S. Youth Soccer Coaching Manual**
http://assets.ngin.com/attachments/document/0097/4023/The_Official_US_Soccer_Coaching_Manual.pdf
- **Website: Rules of the Game (U.S. Youth Soccer)**
<https://www.usyouthsoccer.org/referees/rules-of-the-game/>
- **Practice Plans for Youth Coaches.** <https://www.usyouthsoccer.org/lesson-plans/>
- **Training Session by U.S. Soccer:**
<https://dcc.ussoccer.com/classroom/1546/candidate/resources/6>

Unique material

Face-to-Face Instructor-Led Training.

Volunteers reported the inability to meet during business hours, so the most training will be done using online options that allow them to learn at their own convenience.

The face-to-face training component will coincide with the timing of mandatory player evaluations. The player evaluation is a soccer skills testing which allow players to be ranked so that more skilled athletes are distributed evenly among the teams to keep team ability more even.

In addition, the 75-minute training will occur at a time that learners have said they will be available for coaching during the season.

The Coaching Clinic will simulate a typical practice, in line with the principles in the U.S. Soccer coaching modules completed by the participant prior to this meeting (the Play-Practice-Play cycle). The experienced coach leading the training will model the role of a coach during practice at the beginning of the lesson. New coaches will role-play as players, rotating through the coaching role by the end. Adult learners will appreciate the opportunity for this type of social learning along with the authentic learning experience, which closely approximates the performance context.

Post-Training Support. Create a Resource List (attached).

A Mentoring Program for first-year coaches: Mentoring is an important part of the informal learning portion of the blended learning approach and is an application of cognitive apprenticeship (Rosenberg, 2018, p. 136; Van Tiem, Moseley, & Dessigner, 2012, pp. 282-283; Hoadley & Van Haneghan, 2018, p. 73).

Communication, Storage, and Security Platform

The Online Modules.

U.S. Soccer and the **CDC** are secure learning management systems that are operated by reputable, committed organizations. Other than email addresses, no personal information will be stored for learners.

Stack Sports

This private organization will store coach information as to training and evaluation, but their website is secure and designed to protect users personal information (for example they are prepared to handle financial transactions).

Google Drive

- Links for documents will be sent to interested parties in order to exchange information and track feedback during the design and development process. The documents will be editable.
- Documents, PDFs, screenshots of apps and modules will be available on the Google Drive.
- At the minimum, feedback will occur twice (see the Deliverable Production and Process Schedule on page 5), but the continuous availability of the documents means that they can be edited in real-time. Email will be the primary form of communication outside of the editing process on Google Drive.

Plan for Evaluation

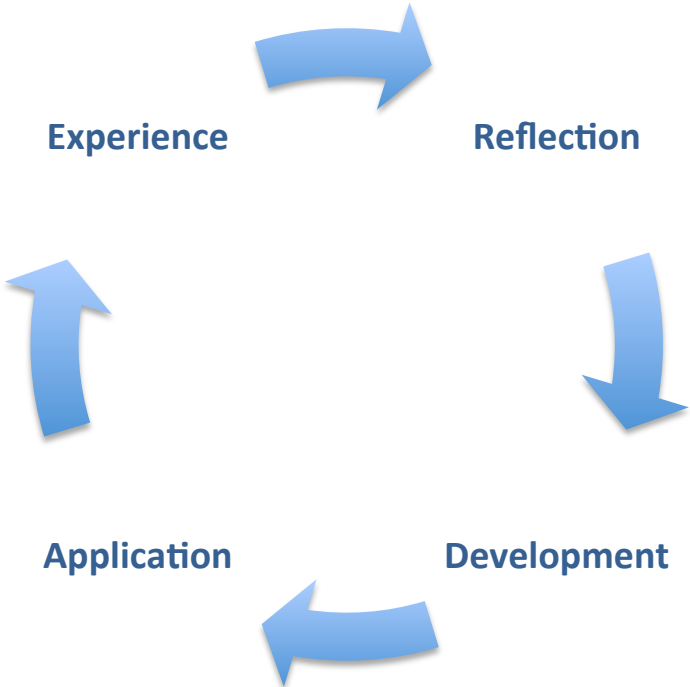
Kirkpatrick's Four Levels of Evaluation will be used to assess the training program:

Kirkpatrick Level of Evaluation		Data
Level 1	<p><i>Do learners feel good about the training?</i></p> <ul style="list-style-type: none"> Informal, formative discussion at the opening of the ILT to gather feedback about the learner experience in the online process and at the ILT 	Qualitative
Level 2	<p><i>Did learners learn what they were supposed to learn?</i></p> <ul style="list-style-type: none"> Learner's Posttest for online courses have a pass/fail exit quiz to demonstrate learning of coaches The ILT will provide informal assessment and feedback on skills of coaches 	Quantitative & Qualitative
Level 3	<p><i>Are learners using their training on the job?</i></p> <ul style="list-style-type: none"> A 90-day survey will be developed once the program is finalized and sent to participants to determine if they applied their training to their performance context (coaching) Mentors' reports from weekly check-ins with coaches 	Quantitative & Qualitative
Level 4	<p><i>Are larger organizational goals being met by the training? (evaluate at 1-year and 5-year marks)</i></p> <ul style="list-style-type: none"> Use Stack Sports tracking system of yearly player evaluations, compare skills levels—are players meeting developmental goals? Compile findings from mentors' periodic coaching evaluations checklists to track improvement over time Are the player numbers increasing to meet goals? (Is your coaching reputation/the player experience attracting more players) Are the number of sponsors increasing to meet goals? (Is your coaching reputation/the player experience attracting more sponsors) Are the numbers of players being selected for competitive teams (high schools, colleges, pros) increasing? 	Quantitative

Sample Module

Preparing to Coach Youth Soccer – A Face-to-Face Instructor-Led Training	
Context	Setting: outdoors, at the youth soccer fields, on the player evaluation day.
	After completing the U.S. Soccer Introduction to Grassroots Coaching modules + CDC Heads Up Youth Sports concussion protocol e-course, the coaches assemble. They are drafted into groups of 8, based upon the age-level they will be coaching. The Instructor to learner ratio is 1/8.
Challenge	Learners must apply what they learned online in a real-world context.
Activity	Novice Coaches will be asked to apply principles of player safety and player-centered coaching by answering questions and role-playing the roles of both youth player and coach.

The ILT will be organized around the same learning principles recommended for use in coaching by the online training, Introduction to Grassroots Coaching. The learning principles are represented by the following cycle:



The Experience, Reflection, Development, and Application cycle is very similar to Kolb’s Experiential Learning Cycle (Concrete Experience > Reflection Observation > Abstract Conceptualization > Active Experimentation). “Following Dewey, Experiential Learning Theory (ELT—Kolb 1984) describes how experience is transformed into learning through a cycle of learning involving experiencing, reflecting, thinking and acting...Knowledge results from the combination of grasping and transforming experience” (Kolb & Yeganeh, 2011, pp. 3-4).

Introduction and Welcome (10 minutes)

After some opening remarks of welcome from the Club Director, and some informal formative assessment of the program (discussing the online modules), the learners should be informed of the objectives for the program:

- Approach the coaching role with the right mindset; keeping a player-centered, process-oriented attitude that promotes personal growth and fun, *during practices and games.*
- Ensure player safety by instituting a health-oriented, injury prevention-minded culture by educating players and parents and by responding promptly and appropriately to player injury, *during practices and games.*
- Manage multiple players effectively, while teaching essential soccer skills, at an age-appropriate level, *during practices and games*
- Communicate positively with players, parents, fans, and officials, *during practices and games.*

Resources and Resource List will be passed out:

- Concussion Protocol Coach Clipboard Job Aid
- Copies of Concussion Facts Sheets for parents and athletes
- Copy of The Official U.S. Youth Soccer Coaching Manual
- Sample Training Sessions from U.S. Soccer
- Samples of the Practice Plans for Youth Coaches from U.S. Youth Soccer.

Practices should be experiential (play-practice-play), focusing on larger principles (the 4 moments) rather than individual skills, and coaches should redirect or teach using guided questions and focusing on key words.

Instructor-Led Training, PART 1 Reviewing Concussion Protocol (15 minutes) Instructor: Director of the City of San Antonio’s Recreational Soccer Club	
Experience	Open with a collision between two coaches, learners witness one coach falling down, while the other recovers his standing position.
Reflection	Instructor asks participants to think to themselves: Are they ok? If these were two of your players at practice, what would you do?
Development	<p>Review the general Concussion Protocol (using Coach Clipboard Job Aid) with <u>Guided Questions</u> to lead them to discovery: What is a concussion? What does it look like (identifies signs)? What does it feel like (identifies symptoms)? When should a player be taken out of the game (suspected concussion)? How Long till a concussed player can return to a game?</p> <p><u>Key Words</u>: remove (athlete from play), resume (when cleared by medical professional) record (the details of the injury) inform (parents, same day)</p> <p><i>Participants should form groups of 15-20 for the Development portion, to allow for discussion, with small group leaders.</i></p>
Application	The large group reassembles and collaborates to apply the Concussion Protocol to the collision they witnessed earlier. They may question the role-playing coaches to determine symptoms.

Reviewing Player-Centered Coaching (Play-Practice-Play coaching)	
Instructors: Experienced Volunteer Coaches (ratio to learners 1/8)	
Experience	Observe the experienced coaches running a series of plays to demonstrate the 4 Moments (one instructor will call out each moment as it occurs).
Reflection	Were you able to recognize the 4 moments? How can focusing on the 4 moments be the basis of practice and games?
Development	<p>What is U.S. Soccer’s Player Development Philosophy</p> <ol style="list-style-type: none"> 1. Player-centered 2. Play-Practice-Play <p>How does this affect your coaching goals:</p> <ol style="list-style-type: none"> 1. Develop players abilities 2. Make the game FUN <p><u>Key Words</u>: player-centered, develop abilities (or player development), fun, games, play</p>
Application	<p>Groups of 8 are formed with 1 experienced coach assigned per group.</p> <p>Using a Play-Practice-Play Training Session from U.S. Soccer, focus on the “Attacking” moment. The Session will be slightly abbreviated, at 10 minutes per segment rather than 20 minutes. In addition, the alternative segments (more challenging or less challenging games) will be sampled at the end.</p>
	<p>PLAY: 4v4 Free Play, with novice coaches rotating through the “coach” position</p> <ul style="list-style-type: none"> • Key Words: opening, go forward, pass, dribble • Guided Questions: How do you find an opening? How do you create an opening? What do you do if you see an opening?
	<p>PRACTICE: Dribbling Game*</p> <ul style="list-style-type: none"> • Key Words: opening, dribble, soft touches, hard touches • Guided Questions: How do you keep the ball close? How do you dribble faster? What is the difference between dribbling forward and dribbling to the side?

	PLAY:	<p>4v4 Game (following U.S. Soccer’s small side rules)</p> <ul style="list-style-type: none"> • Key Words: opening, pass, dribble, soft touches, hard touches) • Guided Questions: How do you find an opening? How do you create an opening? How do you keep the ball close? How do you dribble faster? What is the difference between dribbling forward and dribbling to the side?
<i>Recap</i>	<ul style="list-style-type: none"> • The larger group reassembles and variations on practice are discussed. • Feedback is solicited about learning experience, 90-day survey is introduced. • Mentors are introduced. 	
<p><i>* The Dribbling Game: Using the regular 4v4 field with a defending zone and end zone, have players dribble back and forth to the end zones to earn points. Two defenders are stationed in the end zone and attack to win the ball, switching to dribbling when they win the ball or every 2 minutes.</i></p>		

Mentoring Program	
<i>Mentor Coach</i>	<p><u>Weekly check-ins by phone:</u></p> <p>Are you ready for practice? Have you sent communication to parents? Do you have any concerns about your team? How can I help you?</p> <p><u>Monthly drop-in at practice or game</u></p> <p>Observe Give Feedback Document discussion for training program improvement</p>
<i>New Coach</i>	<p>See your mentor as the first place to go when you need help with:</p> <p>Coaching tips Rules Paperwork Deadlines Parent/player problems</p>

Resource List

Concussion Clipboard Job Aid (printable)

https://www.cdc.gov/headsup/pdfs/youthsports/heads_up_youth_sports_clipboard_sticker-a.pdf

Website: HEADS UP Customizable Materials to give to parents and athletes (printable)

<https://www.cdc.gov/headsup/resources/custom.html>

Concussion Quick Check App

<https://itunes.apple.com/us/app/concussion-quick-check/id613178630?mt=8>

The Official U.S. Youth Soccer Coaching Manual (printable)

http://assets.ngin.com/attachments/document/0097/4023/The_Official_US_Soccer_Coaching_Manual.pdf

Website: Rules of the Game (U.S. Youth Soccer)

<https://www.usyouthsoccer.org/referees/rules-of-the-game/>

Practice Plans for Youth Coaches. (printable)

<https://www.usyouthsoccer.org/lesson-plans/>

Training Sessions by U.S. Soccer: (list of printables)

Resources from Introduction to Grassroots Coaching module

<https://dcc.ussoccer.com/classroom/1546/candidate/resources/6>

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