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| Level Three Baseball Practical Assessment |
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1. Candidates will demonstrate the ability to conduct the specific activities outlined on the following pages.
2. The assessor will need to observe all listed behaviours in order for the coach to be assessed as competent in that area. A coach who does not show these behaviours will be assessed as Not Yet Competent.
3. If the competency is adequately demonstrated by the coach, the Assessor will place a tick in the indicated space in the left hand column (two ticks if excellence is demonstrated).
4. The hollow bullet points may be marked to indicate that the particular aspect was covered; this will aid in maintaining objectivity and supplying feedback to the coach.
5. Candidates will be allocated four different activities which they may be asked to demonstrate during the assessment.
6. Each activity will come from a separate group of activities. The groups are: warmup, throwing, fielding, hitting, and running.
7. The candidates will be given no more than 24 hours' notice in order to prepare for the session. This is to ensure that they have developed competency in all areas prior to attempting the assessment.
8. The demonstration may be conducted using real players, or with other coaches acting as tee-ball players.

In conducting Practical Assessments, the Assessor and the Candidate must keep the following in mind:

- If the assessment task is an Activity, the coach is to assume that the players have previously received instruction on the skills involved, and conduct the session accordingly
- If the task is in the Instruction category, the coach is to assume that the group has not previously been exposed to the material being covered and, again, conduct the session accordingly.

1: Level 3 Practical Assessment Activity

Conducting a Warmup

| Yes Or NYC | Assessor must see and/or hear: | Notes: |
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| <p>_____</p> <p>_____</p> <p>_____</p> | <p>Moving: (in lines from outfield foul line; 5-20m each way):</p> <ul style="list-style-type: none"> ○ side skips (with arm swings) ○ 360s ○ Carioca ○ Frankensteins ○ Walking knee circles ○ Butt kicks (out) and then reverse butt kicks (coming back) <p>Sprint mechanics drills:</p> <ul style="list-style-type: none"> ○ Walking Knee-to-chest stretch ○ Lunge walk with high knee ○ Sprinter's march ○ A-skip ○ 3s ○ 3 x flying 5m sprint ○ 3 x 10m beach flag starts <p>Stationary:</p> <ul style="list-style-type: none"> ○ shoulder retraction and protraction (5-10) ○ arm marches (5 each side) ○ scapula supermans (5-10) ○ swimmers (5 each side) ○ reverse swimmers (5 each side) ○ Arm swings (5 of each): up and down; across and back; goals posts; back pats; trunk twists | |

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2: Level 3 Practical Assessment Activity
Conducting swing practice designed to expand the contact zone

| Yes Or NYC | Assessor must see and/or hear: | Notes: |
|---------------------------|--|--------|
| <p>_____</p> <p>_____</p> | <p>Coach explains:</p> <ul style="list-style-type: none"> ○ Importance of hitters developing the ability to hit the ball in a variety of locations. ○ This is developed by varying the location of the tee (up & down, in & out, forward & back) ○ Discourages hitters from learning to hit only one type of pitch in one location. ○ Encourages expanding the zone in other drills as well, even in games. <p>Drills:</p> <ul style="list-style-type: none"> ○ Well- organised ○ Experimentation encouraged ○ More challenging variations for better players | |

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3a: Level 3 Practical Assessment Activity

Conducting hitting activities to encourage tracking the ball, swinging hard and making contact

| Yes Or NYC | Assessor must see and/or hear: | Notes: |
|---------------------------|---|--------|
| <p>_____</p> <p>_____</p> | <p>1. <u>Flips (front toss).</u></p> <ul style="list-style-type: none"> ○ Coach stays fully behind screen throughout except for throwing hand which is briefly outside during lobbing action ○ Maintains good rhythm (to assist hitter in his load etc) ○ Coach uses underhand action to toss ball 4-6m into hitting zone. ○ Directs hitter on the intended result of each swing (eg: long line drive, pull, opposite field etc). ○ Emphasises a quiet head and an aggressive swing. <p>2. <u>Soft toss (side toss).</u></p> <ul style="list-style-type: none"> ○ Coach lobs ball from 45° into hitting zone, ○ Hitter hits ball as directed. ○ Emphasise a quiet head and an aggressive swing. | |

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3b: Level 3 Practical Assessment Activity

Conducting hitting activities to encourage tracking the ball, swinging hard and making contact

| Yes Or NYC | Assessor must see and/or hear: | Notes: |
|---------------------------|---|--------|
| <p>_____</p> <p>_____</p> | <p>3. Rag ball (competitive game).</p> <ul style="list-style-type: none"> ○ Coach constructs “Ball”: a tightly-knotted rag, ○ Improvises a bat (eg broomstick) ○ Invents modified game to suit <p>4. Stick-ball. (modified baseball played with a tennis ball and a stick)</p> <ul style="list-style-type: none"> ○ Hitter’s own side pitches to hitter ○ Ball must bounce once before it is hit ○ Hitter only gets one pitch. ○ Make up other rules eg: “past that line is a double; hitting that building is out; anyone over 12 has to hit cross-handed; etc” | |

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3c: Level 3 Practical Assessment Activity

Conducting hitting activities to encourage tracking the ball, swinging hard and making contact

| Yes Or NYC | Assessor must see and/or hear: | Notes: |
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| <p>_____</p> <p>_____</p> | <p>5. <u>Overhand toss.</u></p> <ul style="list-style-type: none"> ○ Thrower seated or kneeling safely behind solid screen ○ Ball is lobbed overhand 5-10m to area of strike zone ○ Hitter is encouraged to hit everything <p>6. <u>Live BP (batting practice).</u></p> <ul style="list-style-type: none"> ○ Safety screens and L-screens in place ○ Hitting groups organised ○ BP thrower attempts to throw easy strikes and remains well behind screen | |

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3d: Level 3 Practical Assessment Activity

Conducting hitting activities to encourage tracking the ball, swinging hard and making contact

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| <p>_____</p> <p>_____</p> | <p>7. <u>Dry swings.</u></p> <ul style="list-style-type: none"> ○ Hitters encouraged to imagine a pitch in a particular location and practice their best, most aggressive swing <p>8. <u>Tee work.</u></p> <ul style="list-style-type: none"> ○ Players hit ball off tee with a variety of foci: at different heights; inside and outside; to a distant target; to produce backspin; or just for distance. | |

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4: Level 3 Practical Assessment Activity

Conduct a hitting circuit which incorporates several drills and progressions

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|---|---|--------|
| <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> | <p>1. Resources are sufficient (balls and protective screens),</p> <p>2. Circuit is organized</p> <ul style="list-style-type: none"> ○ Logical progression ○ Transition process is effective and communicated ○ Duration at each stations is fixed ○ All move on at a given signal ○ Safety issues have been considered ○ Ball retrieval is catered for <p>3. Hitting drills are be set up as a circuit</p> <ul style="list-style-type: none"> ○ Dry swings ○ Tee work into screen or fence ○ Soft toss ○ Front toss (or overhand toss) <p>4. Players are organized</p> <ul style="list-style-type: none"> ○ 2 or 3 per group ○ Groups sizes correct for equipment at each station <p>5. Instruction is minimised</p> | |

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5: Level 3 Practical Assessment Activity

Conduct 2 throwing drills which emphasise grip and backspin

| Yes Or NYC | Assessor must see and/or hear: | Notes: |
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| <p>_____</p> <p>_____</p> <p>_____</p> | <p>1. <u>Demonstrate the across-seam grip of ball</u></p> <ul style="list-style-type: none"> ○ Two fingers (or three, if hand is small) across the horse-shoe ○ Thumb directly opposite. <p>2. <u>Wrist flips</u></p> <ul style="list-style-type: none"> ○ player uses glove hand to support elbow at shoulder height (upper arm remains stationary throughout) ○ hold ball with correct grip, fingers pointed forward; ○ in one movement, snap wrist back and forward to flip ball forward to partner <p>3. <u>Striped-ball throwing.</u></p> <ul style="list-style-type: none"> ○ Ball is prepared with a stripe around its circumference (paint or tape) ○ Stripe aligned with fingers and thumb ○ Full throwing action, aiming to keep line upright and clear (no wobble). | |

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6: Level 3 Practical Assessment Activity

Supervise an effective long-toss throwing session

| Yes Or NYC | Assessor must see and/or hear: | Notes: |
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| <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> | <ol style="list-style-type: none"> 1. Players are warmed up prior to commencing 2. Minimal but sufficient instruction is provided <ul style="list-style-type: none"> ○ always aim at a specific target: eg, the face of their partner. ○ throw as easily as possible for the given distance ○ “give the ball some air”: there is no need to keep the throw flat 3. Session is methodically conducted: <ul style="list-style-type: none"> ○ Partners start throwing about 10m apart ○ Each partner has 5-10 throws at that distance, and then one partner takes a couple of steps back. ○ This process is repeated (5-10 throws at each gradually increasing distance) until, if they have been conditioned, each player is throwing as far as they can. 4. Duration of session is kept short (8 minutes) until arms are conditioned 5. Players then shorten up the distance to make some flat throws. | |

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7: Level 3 Practical Assessment Activity

Conduct a 30 pitch bullpen

| Yes Or NYC | Assessor must see and/or hear: | Notes: |
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| <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> | <ol style="list-style-type: none"> 1. Catcher is in full gear. 2. The pitcher is warmed up and ready to start (long toss etc) before the bullpen starts. Does not warmup in the pen with the catcher. 3. The purpose of this type of pen made clear <ul style="list-style-type: none"> o rehearse making pitches: catcher to count how many times ball hits target, and this figure becomes the measure that matters o focus on hitting the target, not how hard they can throw etc. o know the purpose of the pen session and learn his routine so that he can do it unsupervised o the normal target is in the bottom 1/3 of the strike zone: "the box". 4. Pitcher throws at least 6 pitches per minute, so session takes around 5 minutes. 5. Basic routine is adhered to – no repeats permitted (coach may refer to notes): <ol style="list-style-type: none"> a. 5 "box" fastballs (middle the bottom 1/3 of the strike zone) from a windup b. 5 "box" fastballs from set position c. 4 "box" change-ups from a windup d. 4 "box" change-ups from set position e. 4 "half-box" fastballs (2 on the inside half of plate, 2 on outside) from windup f. 4 "half-box" fastballs from set position g. 4 fastballs up and down: alternating pitches above strike zone and then "box" | |

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8a: Level 3 Practical Assessment Activity

Use simple drills to teach pitching mechanics

| Yes Or NYC | Assessor must see and/or hear: | Notes: |
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| <p>_____</p> <p>_____</p> | <p>1. Front Step Pitching Drill.</p> <ul style="list-style-type: none"> ○ Purpose of drill is explained: learn the balance position required in pitching, step and plant the front pitching leg and emphasize follow through. ○ Equipment is organized: glove, bucket or crate, small towel ○ Player starts with front foot on bucket in balance position, stride directly to target and use a dry throwing motion to rehearse throwing hard. ○ Depending on age/ability, they can throw a ball to a partner. <p>2. Follow Through Pitching Drill.</p> <ul style="list-style-type: none"> ○ Purpose of drill is explained: learn a full follow through. ○ Equipment is organized: glove, bucket or crate, ball, partner ○ Player has enough space to complete a full stride with no impediments. ○ Starts with front foot already planted, bucket 10-30cm in front of back foot ○ Player “loads” the back side and rehearses pitching hard to partner (or dry) using a dry throwing motion (or to a partner 45-60 feet away). ○ As part of the follow through, the rear foot is lifted up and over the bucket, to come down under control beside front foot ○ Coach gives clear instructions: <ul style="list-style-type: none"> a. Back foot rolls up onto toe and then lifts over the bucket b. Emphasise the follow through: throwing shoulder finishes lower than front shoulder. | |

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8b: Level 3 Practical Assessment Activity

Use simple drills to teach pitching mechanics

| Yes Or NYC | Assessor must see and/or hear: | Notes: |
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| <p>_____</p> <p>_____</p> | <p><u>3. Throwing at Target</u></p> <ul style="list-style-type: none"> ○ Purpose of drill is explained: learn throw accurately by learning to focus visually on the target. ○ Equipment is organized: target (frisbee, rubber disk, cloth), screen, 5 balls. ○ Player throws at target from 45-60 feet, keeping score of how many they hit <p><u>4. Hardest Throw.</u></p> <ul style="list-style-type: none"> ○ Objective is made clear: learn to throw HARD. ○ Equipment is organized: ball, screen, radar gun or measured distances ○ Player throws 3 balls as hard (if radar is available) or as far (measured distances) as they can. ○ Feedback on result is provided to player | |

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9a: Level 3 Practical Assessment Activity
Implement use of self-monitored activities to develop fielding skills

| Yes Or NYC | Assessor must see and/or hear: | Notes: |
|--|--|--------|
| <p>_____</p> <p>_____</p> <p>_____</p> | <p>Coach conducts activities substantially following guidelines. Coach can make up own rules or, even better, develop a viable activity from player's suggestions.</p> <p>Coach allows players to run the activity themselves once it is up and running</p> <p><u>1. Individual fielding soccer.</u></p> <ul style="list-style-type: none"> ○ Goals 5m wide and 15m apart ○ Attempt to roll ball through opponents goal ○ Opponent gets a point 2 points if you succeed - first to 10 points loses. ○ Gets 1 point for a fumble ○ Ball is rolled (must bounce at least twice; opponent can deduct 1 point if they catch ball on 1st bounce; goes back to zero if they get it on full) ○ Must roll ball from where you field it | |

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9b: Level 3 Practical Assessment Activity
Implement use of self-monitored activities to develop fielding skills

| Yes Or NYC | Assessor must see and/or hear: | Notes: |
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| <p>_____</p> <p>_____</p> <p>_____</p> | <p>Coach conducts activities substantially following guidelines. Coach can make up own rules or, even better, develop a viable activity from player’s suggestions.</p> <p>Coach allows players to run the activity themselves once it is up and running</p> <p><u>2. Fielding squash.</u></p> <ul style="list-style-type: none"> ○ Needs a solid wall with flat ground in front, and a “line” about 10m from wall with a limit at each end (defined by two cones?) ○ Player throws ball at wall, attempting to make it roll over the back line between the cones, or make it stop before it reaches the line ○ First to 10 points loses ○ Gain a point for: fumbling the ball, letting it roll over back line, letting it stop in front of line before you get to it, rolling ball so that it passes outside the cones, missing the wall, etc. ○ This a fast game which can be played in pairs or with several more required to field in specific order (like a batting order) | |

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9c: Level 3 Practical Assessment Activity
Implement use of self-monitored activities to develop fielding skills

| Yes Or NYC | Assessor must see and/or hear: | Notes: |
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| <p>_____</p> <p>_____</p> <p>_____</p> | <p>Coach conducts activities substantially following guidelines. Coach can make up own rules or, even better, develop a viable activity from player’s suggestions.</p> <p>Coach allows players to run the activity themselves once it is up and running</p> <p>3. Fielding Soccer:</p> <ul style="list-style-type: none"> ○ Two teams, rectangular field, approx. 20m x 40m, target at each end (cone, milk crate etc) ○ One team in possession of the ball at centre court, attempting to advance toward goal by passing to teammates (underarm rolls only: ball should bounce twice). ○ Player in possession may not run – teammates try to position themselves to receive pass. ○ Opposition attempt to intercept etc, but cannot crowd player with ball (5m distance). ○ When close enough to scoring cones fielder calls out “Shot”. All players stop, and allow a free shot at cone (underarm roll). ○ Cone must be hit to score one goal. ○ When goal is scored or missed, opposition gets ball to start at cone. | |

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9d: Level 3 Practical Assessment Activity
Implement use of self-monitored activities to develop fielding skills

| Yes Or NYC | Assessor must see and/or hear: | Notes: |
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| <p>_____</p> <p>_____</p> <p>_____</p> | <p>Coach conducts activities substantially following guidelines. Coach can make up own rules or, even better, develop a viable activity from player’s suggestions.</p> <p>Coach allows players to run the activity themselves once it is up and running</p> <p>4. Over the line:</p> <ul style="list-style-type: none"> ○ Two equal teams. ○ Each hitter attempts to hit ball between two markers 10-25m away and about the same distance apart. ○ Ball must touch ground on far side of markers to score a point. ○ Defending team members position themselves to prevent batted groundballs from passing between markers, and to prevent fly balls from landing over the line between the markers. ○ Hitter continues to hit until he/she fails to score ○ All members hit once, then teams swap roles. | |

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10: Level 3 Practical Assessment Activity

Use roll drill to engage players in rehearsing groundball fundamentals using the 6 Fs

| Yes Or NYC | Assessor must see and/or hear: | Notes: |
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| <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> | <ol style="list-style-type: none"> 1. Coach quickly revisits the 6 Fs and explains the drill, including what the players are to do with the ball once they have fielded it 2. Coach kneels on one knee, with a bucket of balls, about 10 m from the player or line of players (no more than 6 players per coach) 3. Coach rolls an easy grounder to the location relevant to the particular skill being practiced. 4. Player makes the play, disposes of the ball as instructed then goes to the end of the line. 5. At least three of the following are deliberately practiced: <ul style="list-style-type: none"> o Groundball straight at the player o Groundball slightly to the left o Groundball substantially to the left o Groundball substantially to the left with a reverse pivot throw o Groundball slightly to the right o Backhand play to the right: replace the feet o Backhand play to the right: no step o Backhand play substantially to the right: throw on the run | |

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| <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> | <ul style="list-style-type: none"> • The training environment has no unreasonable injury risks • Good tempo is maintained – all players active etc • Players are organized, eg: in suitable lines, know where to be each time etc • Coach allows players the chance to execute correctly, and provides supportive or corrective feedback as needed. • Coach gives specific, rather than general, feedback on correct execution: exactly what was well done etc | |
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11: Level 3 Practical Assessment Activity

Conduct the figure-8 double-play exercise to rehearse the execution of basic double plays

| Yes Or NYC | Assessor must see and/or hear: | Notes: |
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| <p>_____</p> <p>_____</p> <p>_____</p> | <p>Drill is conducted at high intensity with an emphasis on fun.</p> <p>The coach has a good bucket of balls (3-4 dozen).</p> <p>The following guidelines are substantially adhered to:</p> <ul style="list-style-type: none"> ○ Half the players on 2B side at double play depth, other half on SS side, one player (or coach) at 1B to receive throws. ○ If a player, 1Bman should be rotated (perhaps have a rule: if you make a bad throw, you replace the 1Bman) ○ Ball is rolled to 1st 2Bman who feeds 1st SS who turns the DP, throwing to 1B. ○ That 2Bman moves to the end of the SS line; the SS moves to the end of the 2B line. ○ As they are moving to the ends of their respective lines, the coach rolls the ball to the next 2Bman, who initiates the next DP, then moves to the other line etc ○ Continue without pause for 2 or 3 minutes, then move to the next phase, covering the following (depending on skill levels of players). In this way, you can cover the basic range of DP feeds and turns: <ul style="list-style-type: none"> <input type="checkbox"/> Ball on base side of 2Bman <input type="checkbox"/> Ball on straight at 2Bman <input type="checkbox"/> Ball on glove side of 2Bman <input type="checkbox"/> Ball on base side of SS <input type="checkbox"/> Ball on straight at SS <input type="checkbox"/> Ball on backhand side of SS | |

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| <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> | <ul style="list-style-type: none"> ● The training environment has no unreasonable injury risks ● Good tempo is maintained – all players active etc ● Players are organized, eg: in suitable lines, know where to be each time etc ● Coach allows players the chance to execute correctly, and provides supportive or corrective feedback as needed. ● Coach gives specific, rather than general, feedback on correct execution: exactly what was well done etc | |
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12: Level 3 Practical Assessment Activity

Have players in all positions practice throwing to different bases and using different throws

| Yes Or NYC | Assessor must see and/or hear: | Notes: |
|---------------------------|--|--------|
| <p>_____</p> <p>_____</p> | <p>Drill is conducted at high intensity with an emphasis on fun.</p> <p>The following guidelines are substantially adhered to:</p> <ul style="list-style-type: none"> ○ Thorough warmup, including throwing, has been completed ○ Coach rolls the ball or fungoes it, instructing the players to field the ball and come up with a new way to throw it. ○ Players are encouraged to experiment and “fool around” with different ways of throwing. ○ Throws made to all bases and over a variety of distances ○ Coach highlights workable solutions (and also, in a positive way, the most ridiculous). ○ Coach conducts feedback session on what was learnt. | |

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| <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> | <ul style="list-style-type: none"> ● The training environment has no unreasonable injury risks ● Good tempo is maintained – all players active etc ● Players are organized, eg: in suitable lines, know where to be each time etc ● Coach allows players the chance to execute correctly, and provides supportive or corrective feedback as needed. ● Coach gives specific, rather than general, feedback on correct execution: exactly what was well done etc | |
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13: Level 3 Practical Assessment Activity

Practising outfield basics

| Yes Or NYC | Assessor must see and/or hear: | Notes: |
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| <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> | <p>The following guidelines are substantially adhered to:</p> <p><u>1. Fungo fly balls:</u></p> <ul style="list-style-type: none"> ○ Coach hits fly balls to players who attempt to catch them. ○ The difficulty is adjusted to the ability of the player ○ As an extensions, players rehearse throwing to a cutoff man once the catch is made. <p><u>2. Fungo ground balls:</u></p> <ul style="list-style-type: none"> ○ Coach hits ground balls to players who field them according to the specified situation; eg: nobody on base; runner on 1B etc ○ On a ball hit straight to fielder with “no runner on base”, the outfielder plays it safe and make sure to keep the ball. ○ If there is a “runner on base”, they field ball and move smoothly into a throwing posture. ○ If it is a “do or die” play, with an important runner on 2B, they attack the ball and come up throwing. <p><u>3. Running fly ball drill:</u></p> <ul style="list-style-type: none"> ○ Players, each with a ball, line up beside coach ○ In turn, each flips ball to coach, runs directly away for 5-10m, then cuts to the right or left (as specified) at 45° ○ Coach throws ball in front of player so that player continues at speed to make the catch ○ Practise going both left and right on various angles | |

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| <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> | <ul style="list-style-type: none"> • The training environment has no unreasonable injury risks • Good tempo is maintained – all players active etc • Players are organized, eg: in suitable lines, know where to be each time etc • Coach allows players the chance to execute correctly, and provides supportive or corrective feedback as needed. • Coach gives specific, rather than general, feedback on correct execution: exactly what was well done etc | |
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14: Level 3 Practical Assessment Activity

Conduct drills for catchers to emphasise receiving the ball

| Yes Or NYC | Assessor must see and/or hear: | Notes: |
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| <p>_____</p> <p>_____</p> <p>_____</p> | <p>The following guidelines are substantially adhered to:</p> <p>1. Short distance flips.</p> <ul style="list-style-type: none"> ○ In catching stance, catcher receives ball flipped underhand to various locations by partner. <p>2. Bullpens.</p> <ul style="list-style-type: none"> ○ Catch pitchers while they are practicing their delivery. ○ Emphasise catching everything, no matter where it is pitched. | |

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| <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> | <ul style="list-style-type: none"> • The training environment has no unreasonable injury risks • Good tempo is maintained – all players active etc • Players are organized, eg: in suitable lines, know where to be each time etc • Coach allows players the chance to execute correctly, and provides supportive or corrective feedback as needed. • Coach gives specific, rather than general, feedback on correct execution: exactly what was well done etc | |
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15a: Level 3 Practical Assessment Activity

Utilise activities designed to encourage players to catch a fly ball

| Yes Or NYC | Assessor must see and/or hear: | Notes: |
|---|--|--------|
| <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> | <p>The following guidelines are substantially adhered to:</p> <p>1. Partner lobs.</p> <ul style="list-style-type: none"> ○ In suitable pairs, alternate throwing the ball up for the other to catch. ○ Tip: catch ball above the eyes. <p>2. Running flyballs.</p> <ul style="list-style-type: none"> ○ Players start running and coach lobs, throws or hit ball so it can be caught on the run. ○ Tip: use one hand to catch ball when running. <p>3. Going back on fly.</p> <ul style="list-style-type: none"> ○ Ball is lobbed to land somewhere behind player ○ Player runs back to catch it. ○ Tip: never run backwards – at worst, run sideways when going back. | |

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| <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> | <ul style="list-style-type: none"> • The training environment has no unreasonable injury risks • Good tempo is maintained – all players active etc • Players are organized, eg: in suitable lines, know where to be each time etc • Coach allows players the chance to execute correctly, and provides supportive or corrective feedback as needed. • Coach gives specific, rather than general, feedback on correct execution: exactly what was well done etc | |
|--|---|--|

15b: Level 3 Practical Assessment Activity

Utilise activities designed to encourage players to catch a fly ball

| Yes Or NYC | Assessor must see and/or hear: | Notes: |
|--|---|--------|
| <p>_____</p> <p>_____</p> <p>_____</p> | <p>The following guidelines are substantially adhered to:</p> <p>4. <u>Tennis racquet flyballs.</u></p> <ul style="list-style-type: none"> ○ Coach or players hit tennis balls in air for players to catch. <p>5. <u>Tennis racquet and ball Over-the-Line</u></p> <ul style="list-style-type: none"> ○ Two equal teams. ○ Each hitter attempts to hit ball between two markers 10-25m away and about the same distance apart. ○ Ball must touch ground on far side of markers to score a point. ○ Defending team members position themselves to prevent batted groundballs from passing between markers, and to prevent fly balls from landing over the line between the markers. ○ Hitter continues to hit until he/she fails to score ○ All members hit once, then teams swap roles. ○ Possible variations: team has a set number of outs per inning, each hitter hitting once in turn until given number of “outs” (say 10) are made. | |

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| <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> | <ul style="list-style-type: none"> ● The training environment has no unreasonable injury risks ● Good tempo is maintained – all players active etc ● Players are organized, eg: in suitable lines, know where to be each time etc ● Coach allows players the chance to execute correctly, and provides supportive or corrective feedback as needed. ● Coach gives specific, rather than general, feedback on correct execution: exactly what was well done etc | |
|--|---|--|

16a: Level 3 Practical Assessment Activity
Conduct practice of the basic cut-off plays

| Yes Or NYC | Assessor must see and/or hear: | Notes: |
|---|--|--------|
| <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> | <p>Coach hits ball to correct location for given situation</p> <p>Players are directed to make plays according to guidelines below</p> <p><u>1. With no runners on base</u></p> <ul style="list-style-type: none"> • Short single to each outfielder <ul style="list-style-type: none"> ○ SS or 2Bman is lined up as cutoff to 2B ○ Outfielders plays ball safely and get ball to the cutoff • Long single to each outfield space (LF line, LF gap, RF gap, RF line) <ul style="list-style-type: none"> ○ SS or 2Bman is lined up as cutoff to 2B ○ Outfielders play ball aggressively and throw one-hopper all the way to the base | |

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| <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> | <ul style="list-style-type: none"> • The training environment has no unreasonable injury risks • Good tempo is maintained – all players active etc • Players are organized, eg: in suitable lines, know where to be each time etc • Coach allows players the chance to execute correctly, and provides supportive or corrective feedback as needed. • Coach gives specific, rather than general, feedback on correct execution: exactly what was well done etc | |
|--|---|--|

16b: Level 3 Practical Assessment Activity
Conduct practice of the basic cut-off plays

| Yes Or NYC | Assessor must see and/or hear: | Notes: |
|---|--|--------|
| <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> | <p>Coach hits ball to correct location for given situation</p> <p>Players are directed to make plays according to guidelines below</p> <p><u>2. Runner on 1B</u></p> <ul style="list-style-type: none"> • Short single to each outfielder <ul style="list-style-type: none"> ○ SS is lined up as cutoff to 3B ○ LF and CF play ball safely and get ball to the cutoff ○ RF plays ball aggressively and throws one-hopper through cutoff to 3B • Long single to each outfield space (LF line, LF gap, RF gap, RF line) <ul style="list-style-type: none"> ○ SS is lined up as cutoff to 3B ○ LF and CF play ball aggressively and throw one-hopper through cutoff to 3B ○ RF plays ball safely and throws one-hopper to 2B | |

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| <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> | <ul style="list-style-type: none"> • The training environment has no unreasonable injury risks • Good tempo is maintained – all players active etc • Players are organized, eg: in suitable lines, know where to be each time etc • Coach allows players the chance to execute correctly, and provides supportive or corrective feedback as needed. • Coach gives specific, rather than general, feedback on correct execution: exactly what was well done etc | |
|--|---|--|

16c: Level 3 Practical Assessment Activity
Conduct practice of the basic cut-off plays

| Yes Or NYC | Assessor must see and/or hear: | Notes: |
|---|--|--------|
| <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> | <p>Coach hits ball to correct location for given situation</p> <p>Players are directed to make plays according to guidelines below</p> <p><u>3. Runner on 2B</u></p> <ul style="list-style-type: none"> • Short single to each outfielder <ul style="list-style-type: none"> ○ All bases covered on each play ○ Ball to LF: 3Bman is lined up as cutoff to H; LF attacks ball and throws one-hopper through cutoff to H ○ Ball to CF and RF: 1Bman is lined up as cutoff to H; outfielder attacks ball and throws one-hopper through cutoff to H • Long single to each outfield space (LF line, LF gap, RF gap, RF line) <ul style="list-style-type: none"> ○ Outfielder plays ball as required and throws one-hopper to 2B | |

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| <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> | <ul style="list-style-type: none"> • The training environment has no unreasonable injury risks • Good tempo is maintained – all players active etc • Players are organized, eg: in suitable lines, know where to be each time etc • Coach allows players the chance to execute correctly, and provides supportive or corrective feedback as needed. • Coach gives specific, rather than general, feedback on correct execution: exactly what was well done etc | |
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17: Level 3 Practical Assessment Activity
Rehearse basic pickoffs

| Yes Or NYC | Assessor must see and/or hear: | Notes: |
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| <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> | <p>Pitchers in pairs (each acting as the 1Bman in turn) rehearse their pickoff moves.</p> <p>Players are reminded that purpose of pickoff is to keep the runner honest, not to actually make an out. Therefore, accuracy is more important than speed.</p> <p>Instructions, if required, follow guidelines</p> <p><u>1. Pickoff to 1B for a right hander</u></p> <ul style="list-style-type: none"> ○ Split hands and move both feet at the same time. <ul style="list-style-type: none"> ● Right hand is lifted directly to head height on the 3B side: as the body turns away, the arm will be in perfect position for a short-arm throw. ● Quick repositioning of feet: right foot is turned square to 1B; left foot takes short step to 1B. ○ Without pause, make an accurate throw knee height over the base <p><u>2. Pickoff to 1B for a lefthander</u></p> <ul style="list-style-type: none"> ○ Knee lift and early hand movements should look exactly like the commencement of a pitch. ○ As knee reaches highest point, step directly to 1B and make knee-high throw over 1B. ○ As skill improves, learn to minimize turning the shoulders to 1B <p><u>3. Pickoff at 2B</u></p> <ul style="list-style-type: none"> ○ The mechanics are the same for both RHP and LHP. ○ In one short jumping movement, swap feet: the stride foot should come down slightly on the 2B side of the mound. ○ Ensure that the turn is to the glove side; ie: clockwise for LHP, anti-clockwise for a RHP. ○ Using a short arm action, make a knee-high throw over the 2B | |

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| <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> | <ul style="list-style-type: none"> ● The training environment has no unreasonable injury risks ● Good tempo is maintained – all players active etc ● Players are organized, eg: in suitable lines, know where to be each time etc ● Coach allows players the chance to execute correctly, and provides supportive or corrective feedback as needed. ● Coach gives specific, rather than general, feedback on correct execution: exactly what was well done etc | |
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18: Level 3 Practical Assessment Activity
Develop pitchers' fundamental fielding skills

| Yes Or NYC | Assessor must see and/or hear: | Notes: |
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| <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> | <p>Using a fungo or rolling the ball to the correct location, coach has pitchers rehearse:</p> <p>1. Routine comebacker:</p> <ul style="list-style-type: none"> ○ 1-3 ○ 1-6 ○ 1-2. <p>2. Bunts to both sides, 1-3</p> <p>3. Bunt on 3B side, 1-5</p> <p>4. Covering first base on a groundball to right side:</p> <ul style="list-style-type: none"> ○ Routine play: get ball from 1Bman early, then step on base, staying in fair territory, then turn to look for the next play (often at 3B). ○ 1Bman fumble (pitcher will have to stop on base) ○ Self-executed | |

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| <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> | <ul style="list-style-type: none"> • The training environment has no unreasonable injury risks • Good tempo is maintained – all players active etc • Players are organized, eg: in suitable lines, know where to be each time etc • Coach allows players the chance to execute correctly, and provides supportive or corrective feedback as needed. • Coach gives specific, rather than general, feedback on correct execution: exactly what was well done etc | |
|--|---|--|

20a: Level 3 Practical Assessment Activity

Conduct base-running activities

| Yes Or NYC | Assessor must see and/or hear: | Notes: |
|--|---|--------|
| <p>_____</p> <p>_____</p> <p>_____</p> | <p>Coach explains basics:</p> <ul style="list-style-type: none"> ○ A good baserunner always knows where the ball is! ○ Keep running until someone stops you! (your coach or the fielder) <p>1. <u>H-1B on infield grounder:</u></p> <ul style="list-style-type: none"> ○ accelerate hard then turn head to find ball ○ continue to accelerate through bag ○ touch front edge of bag ○ once bag is touched, turn head to right, looking for possible overthrow and a chance to go to 2B. <p>2. <u>H-1B on grounder getting through to outfield:</u></p> <ul style="list-style-type: none"> ○ accelerate hard then find ball ○ once you see it is through, swing wide to get best turn to 2B ○ touch inside corner and go as far toward 2B as fielders will allow. | |

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| <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> | <ul style="list-style-type: none"> • The training environment has no unreasonable injury risks • Good tempo is maintained – all players active etc • Players are organized, eg: in suitable lines, know where to be each time etc • Coach allows players the chance to execute correctly, and provides supportive or corrective feedback as needed. • Coach gives specific, rather than general, feedback on correct execution: exactly what was well done etc | |
|--|---|--|

20b: Level 3 Practical Assessment Activity

Conduct base-running activities

| Yes Or NYC | Assessor must see and/or hear: | Notes: |
|--|--|--------|
| <p>_____</p> <p>_____</p> <p>_____</p> | <p>Coach explains basics:</p> <ul style="list-style-type: none"> ○ A good baserunner always knows where the ball is! ○ Keep running until someone stops you! (your coach or the fielder) <p>3. <u>1B-3B on safe hit to outfield:</u></p> <ul style="list-style-type: none"> ○ good secondary lead ○ see ball hit, read ball off bat and as you run ○ break hard, swing out to RF to get a better turn at 2B ○ make good turn and touch inside corner, keeping speed up all the way to 3B. <p>4. <u>2B-H on safe hit to outfield:</u></p> <ul style="list-style-type: none"> ○ good secondary lead, see ball hit, read ball off bat; ○ break hard, swing out to LF to get a better turn at 3B; ○ make good turn, touch inside corner, keep speed all the way to H. | |

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| <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> | <ul style="list-style-type: none"> • The training environment has no unreasonable injury risks • Good tempo is maintained – all players active etc • Players are organized, eg: in suitable lines, know where to be each time etc • Coach allows players the chance to execute correctly, and provides supportive or corrective feedback as needed. • Coach gives specific, rather than general, feedback on correct execution: exactly what was well done etc | |
|--|---|--|

20c: Level 3 Practical Assessment Activity

Conduct base-running activities

| Yes Or NYC | Assessor must see and/or hear: | Notes: |
|---------------------------|--|--------|
| <p>_____</p> <p>_____</p> | <p>Coach explains basics:</p> <ul style="list-style-type: none"> ○ A good baserunner always knows where the ball is! ○ Keep running until someone stops you! (your coach or the fielder) <p>5. <u>Tagging up at 3B:</u></p> <ul style="list-style-type: none"> ○ get a good secondary lead, see ball hit, read the fly ball off bat ○ return to 3B, face home in sprinter’s crouch with most favourable foot on base ○ turn head to keep eyes on ball ○ once ball is caught, accelerate hard all the way through the plate. | |

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| <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> | <ul style="list-style-type: none"> ● The training environment has no unreasonable injury risks ● Good tempo is maintained – all players active etc ● Players are organized, eg: in suitable lines, know where to be each time etc ● Coach allows players the chance to execute correctly, and provides supportive or corrective feedback as needed. ● Coach gives specific, rather than general, feedback on correct execution: exactly what was well done etc | |
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21a: Level 3 Practical Assessment Activity
Conduct low risk sliding activities

| Yes Or NYC | Assessor must see and/or hear: | Notes: |
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| <p>_____</p> <p>_____</p> <p>_____</p> | <p>Correct figure-4 posture is explained and rehearsed</p> <p>The following guidelines are substantially adhered to:</p> <p><u>1. Wet plastic sheet.</u></p> <ul style="list-style-type: none"> ○ A large & suitably restrained sheet of plastic is laid out and wet down (no detergent). ○ With shoes off, players run up one at a time and slide as far as they can, remaining balanced. ○ Correct figure-4 leg position highlighted ○ A base (or some target) is provided at the far end so that players can practice making contact and standing up. ○ Variation: head first – slide on belly, not arms <p><u>2. Cardboard sheet.</u></p> <ul style="list-style-type: none"> ○ Uses a large piece of cardboard on good grass surface ○ With shoes off, players run up one at a time and slide as far as they can, remaining balanced. ○ Correct figure-4 leg position highlighted ○ As an extensions activity: a base (or some target) is positioned at the far end so that players can practice making contact and standing up. | |

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| <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> | <ul style="list-style-type: none"> ● The training environment has no unreasonable injury risks ● Good tempo is maintained – all players active etc ● Players are organized, eg: in suitable lines, know where to be each time etc ● Coach allows players the chance to execute correctly, and provides supportive or corrective feedback as needed. ● Coach gives specific, rather than general, feedback on correct execution: exactly what was well done etc | |
|--|---|--|

21b: Level 3 Practical Assessment Activity
Conduct low risk sliding activities

| Yes Or NYC | Assessor must see and/or hear: | Notes: |
|--|--|--------|
| <p>_____</p> <p>_____</p> <p>_____</p> | <p>Correct figure-4 posture is explained and rehearsed</p> <p>The following guidelines are substantially adhered to:</p> <p><u>3. Protective clothing.</u></p> <ul style="list-style-type: none"> ○ Oversized jeans or tracksuit pants are provided to practice sliding on grass and/or dirt. ○ Players run up one at a time and slide as far as they can, remaining balanced. ○ Correct figure-4 leg position highlighted ○ As an extensions activity: a base (or some target) is positioned at the far end so that players can practice making contact and standing up. <p><u>4. Wet or otherwise slippery grass.</u></p> <ul style="list-style-type: none"> ○ Coach selects good grass surface (avoid damaging an important surface, eg infield). ○ Players slide in uniform ○ Players run up one at a time and slide, remaining balanced. ○ Correct figure-4 leg position highlighted ○ As an extensions activity: a base (or some target) is positioned at the far end so that players can practice making contact and standing up. ○ Variations: popup slide (stand up quickly once you hit the base); head first – slide on belly, not arms | |

This section occurs on every Practical Assessment sheet, but need only be filled out once for each candidate

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| <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> | <ul style="list-style-type: none"> ● The training environment has no unreasonable injury risks ● Good tempo is maintained – all players active etc ● Players are organized, eg: in suitable lines, know where to be each time etc ● Coach allows players the chance to execute correctly, and provides supportive or corrective feedback as needed. ● Coach gives specific, rather than general, feedback on correct execution: exactly what was well done etc | |
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22: Level 3 Practical Assessment of Instruction

Instruct & conduct a suitable on-field S&C session based on the ABF LTAD model

| Yes or NYC | Assessor must see and/or hear: | Notes: |
|--|--|--------|
| <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> | <ol style="list-style-type: none"> 1. <u>Bodyweight squat:</u> <ul style="list-style-type: none"> ○ Feet remain flat on ground throughout the movement ○ NO wobbling of the knees (stability) ○ Knees remain directly above the feet (stability and control) ○ Back remains straight: it may lean forward, but not bend forward ○ Maximum depth decided by guidelines above. Ultimately, buttocks can get down near the heels (full range of motion). 2. <u>Supported SL Squats</u> <ul style="list-style-type: none"> ○ Rear foot “laces down” on a chair or bench behind the player ○ Front foot is well away from bench; knee behind toes throughout. ○ Bending the front leg, lower the back knee to barely graze the ground. ○ NO wobbling, particularly front knee (stability). ○ Keep trunk upright throughout the movement. 3. <u>DL take-off to DL landing</u> <ul style="list-style-type: none"> ○ The importance of the landing is stressed. ○ ‘Stick the landing’: land under full control, feet flat on ground, knees behind toes, glutes act as shock absorbers, trunk strong ○ Start in half-squat posture, jump forward and land in the same posture ○ Distance is only important once the landing has been mastered: “make sure you can land before you try to fly”. 4. <u>Knee Pushups</u> <ul style="list-style-type: none"> ○ Hands on ground a little either side of the chest, throughout the movement, the body is held rigid from shoulders through to knees. ○ Using the arms only, push on the ground until arms are fully extended. ○ Lower the body under control and repeat. 5. <u>Cable Pullups</u> <ul style="list-style-type: none"> ○ This exercise is like a reverse pushup. ○ Equipment: a 3m piece of strong rope with a handle at each end ○ Rope is securely wound around a high horizontal bar, handle hanging low enough for the player to reach while lying on the ground. ○ The player lies on his back, holds the handles, and keeping the body rigid, pulls himself up, instead of pushing up off the ground. ○ Task adjusted for weaker players: start from a higher position, so that the body is at about 45 degrees, instead of horizontal 6. <u>Supermans</u> <ul style="list-style-type: none"> ○ On stomach; shoulders, elbows and wrists as high as possible off the ground; arms bent and fingers pointing forward past the head. ○ Arms extended slowly out in front of face, then pulled slowly back, keeping elbows, wrists and hands high off the ground throughout. 7. <u>Hand Slides</u> <ul style="list-style-type: none"> ○ Assume bent-leg sit-up posture, with hands resting on thighs. ○ Perform abdominal curl, sliding hands up thighs until wrists reach knees | |

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| <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> | <ul style="list-style-type: none"> • The training environment has no unreasonable injury risks • Good tempo is maintained – all players active etc • Players are organized, eg: in suitable lines, know where to be each time etc • Coach allows players the chance to execute correctly, and provides supportive or corrective feedback as needed. • Coach gives specific, rather than general, feedback on correct execution: exactly what was well done etc | |
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23: Level 3 Practical Assessment of Instruction
Communicate appreciation of the ethics of baseball

| Yes Or NYC | Assessor must see and/or hear: | Notes: |
|---|---|--------|
| <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> | <p>Good tempo is maintained – all players are suitably organised and attentive</p> <p>Coach explains that there is a difference between rules written into the rules book, and those which guide the way in which we play the game.</p> <p>The following points are made:</p> <p>In Australia we want to play the game the right way, and therefore establish and maintain a specific culture: the “Spirit of Australian Baseball”.</p> <ul style="list-style-type: none"> ○ No matter at what level we are involved, we play the game hard and take pride in what we represent. ○ We keep the game moving: we change over quickly between innings, and we are organized and well-prepared as a team ○ We know what is expected, and are responsible for coming up to scratch. ○ We respect our opposition: we never ridicule them by word or action. For example: <ul style="list-style-type: none"> <input type="checkbox"/> We don’t steal or bunt when we have a big lead <input type="checkbox"/> If we have a big lead, we don’t start doing things we wouldn’t do in a close situation (eg: try switch-hitting) <input type="checkbox"/> We never laugh at the opposition’s mistakes, and we don’t start bullying an obviously weaker team. ○ We work to be the best we can. Each of us organises our self: our attendance at training, our equipment, our extra work, our timetable, our annual plan, our game day routine. ○ We aim to be a good team-mate: we don’t let egos hamper our team’s performance. ○ We are accountable for our behavior and the results we achieve. We don’t blame the umpire, luck, cheating by the opposition etc: we focus on the effort we make and the way we perform. ○ We try to master our body language. We stay upright and alert when things are going bad. We never allow ourselves to look beaten. | |

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| <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> | <ul style="list-style-type: none"> • The training environment has no unreasonable injury risks • Good tempo is maintained – all players active etc • Players are organized, eg: in suitable lines, know where to be each time etc • Coach allows players the chance to execute correctly, and provides supportive or corrective feedback as needed. • Coach gives specific, rather than general, feedback on correct execution: exactly what was well done etc | |
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24: Level 3 Practical Assessment of Instruction
Teach basic situational strategy

| Yes Or NYC | Assessor must see and/or hear: | Notes: |
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| _____ | <p>The following points are made:</p> <ul style="list-style-type: none"> ○ “The Big Inning” is explained: <ul style="list-style-type: none"> □ In most games, the winning team scores more runs in one inning than the opposition scores in the whole game. This inning is called “the big inning”. □ When we are hitting, our strategy is to do what we can to make sure we give ourselves the best chance to have “the big inning”. □ When we are fielding, our strategy is to do what we can to make sure we give the opposition <u>no</u> chance to have “the big inning”. ○ Play for the big inning early in the game. ○ Late in a close game, understand the value of a single run, and play accordingly. ○ Ensure that your defensive and offensive strategies are consistent with one another. | |

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| <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> | <ul style="list-style-type: none"> • The training environment has no unreasonable injury risks • Good tempo is maintained – all players active etc • Players are organized, eg: in suitable lines, know where to be each time etc • Coach allows players the chance to execute correctly, and provides supportive or corrective feedback as needed. • Coach gives specific, rather than general, feedback on correct execution: exactly what was well done etc | |
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25a: Level 3 Practical Assessment of Instruction

Teach correct execution of each exercise in the LTAD warmup: “Moving” portion

| Yes Or NYC | Assessor must see and/or hear: | Notes: |
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| <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> | <p>Good tempo is maintained – all players are suitably organised and attentive (in lines from outfield foul line; 5-20m each way):</p> <p>Key points are made for each movement.</p> <p>1. <u>side skips (with arm swings)</u></p> <ul style="list-style-type: none"> ○ Skip sideways (not ¾) ○ Arms swing laterally from side of hip to above shoulder-height ○ Be smooth and rhythmic <p>2. <u>360s</u></p> <ul style="list-style-type: none"> ○ Rotate fully while jogging, maintaining speed ○ Alternate directions <p>3. <u>Carioca</u></p> <ul style="list-style-type: none"> ○ Move sideways (not ¾) ○ Trailing foot goes in front of other foot on one step, behind on the next ○ Be smooth and rhythmic <p>4. <u>Frankensteins</u></p> <ul style="list-style-type: none"> ○ Alternate legs in a high front kick, stretching the hamstrings ○ Control leg coming back down: keep it in the air for a short pause, then step onto that foot and swing other leg forward and up. ○ Keep trunk up right and strong throughout <p>5. <u>Walking knee circles</u></p> <ul style="list-style-type: none"> ○ Maintain control on support leg ○ Work to keep trunk in upright posture ○ Move circling knee through best range of motion (without moving trunk) <p>6. <u>Butt kicks (out) and then reverse butt kicks (coming back)</u></p> <ul style="list-style-type: none"> ○ Trunk and head stay steady ○ Support leg firm and fully extended ○ The circling knee describes big circle: hip joint moves through full range of motion. | |

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| <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> | <ul style="list-style-type: none"> • The training environment has no unreasonable injury risks • Good tempo is maintained – all players active etc • Players are organized, eg: in suitable lines, know where to be each time etc • Coach allows players the chance to execute correctly, and provides supportive or corrective feedback as needed. • Coach gives specific, rather than general, feedback on correct execution: exactly what was well done etc | |
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25c: Level 3 Practical Assessment of Instruction

Teach correct execution of each exercise in the LTAD warmup: “Stationary” portion

| Yes Or NYC | Assessor must see and/or hear: | Notes: |
|---|--|--------|
| <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> | <p>Key points are made for each movement.</p> <p>1. <u>Shoulder retraction and protraction</u></p> <ul style="list-style-type: none"> ○ Standing with arms extended forward at shoulder height ○ Push shoulder forward, then pull them back as far as possible ○ Emphasise maximum movement of the shoulder blade <p>2. <u>Arm marches</u></p> <ul style="list-style-type: none"> ○ Face down in pushup position, arms extended ○ Alternatively touch hand to same side shoulder ○ Try to hold trunk as still as possible throughout <p>3. <u>Scapula supermans</u></p> <ul style="list-style-type: none"> ○ Lying on stomach with the shoulders, elbows and wrists lifted as high as possible off the ground, arms bent and fingers pointing forward past the head (as if in a horizontal surrender posture). ○ Slowly extend the arms out in front of face, then pull slowly back, keeping elbows, wrists and hands high off the ground throughout. <p>4. <u>Swimmers</u></p> <ul style="list-style-type: none"> ○ Face down in pushup position, arms extended ○ Alternatively touch hand to same side hip ○ Try to hold trunk as still as possible throughout <p>5. <u>Reverse swimmers</u></p> <ul style="list-style-type: none"> ○ Face up on hands and feet, trunk off ground, knees bent, arms extended ○ Alternatively touch hand to opposite side shoulder ○ Try to hold trunk as still as possible throughout <p>6. <u>Arm swings.</u> Keeping arms as tension- free as possible, swing them:</p> <ul style="list-style-type: none"> ○ up and down, in unison, then one up, one down ○ across and back at chest height ○ goals posts: cross arms in front, swing them then up and back to surrender position (stretches the pecs) ○ back pats: alternatively swing arms up beside head, bending elbow to pat yourself on the back (stretches triceps) ○ trunk twists: let arms swing like ropes while rotating trunk one way then the other | |

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| <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> | <ul style="list-style-type: none"> ● The training environment has no unreasonable injury risks ● Good tempo is maintained – all players active etc ● Players are organized, eg: in suitable lines, know where to be each time etc ● Coach allows players the chance to execute correctly, and provides supportive or corrective feedback as needed. ● Coach gives specific, rather than general, feedback on correct execution: exactly what was well done etc | |
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26: Level 3 Practical Assessment of Instruction

Teach correct execution of each of the key LTAD strengthening exercises for the age level

| Yes or NYC | Assessor must see and/or hear: | Notes: |
|--|---|--------|
| <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> | <p>Key points are made for each movement.</p> <ol style="list-style-type: none"> 1. <u>Double leg (DL): Bodyweight squat:</u> <ul style="list-style-type: none"> ○ Feet remain flat on ground throughout the movement ○ NO wobbling of the knees (stability) ○ Knees remain directly above the feet (stability and control) ○ Back remains straight: it may lean forward, but not bend forward ○ Depth of squat decided based on flexibility etc. Ultimately, aiming to get the buttocks down near the heels (full range of motion). 2. <u>Single Leg (SL): Supported SL Squats</u> <ul style="list-style-type: none"> ○ Rear foot is “laces down” on a chair or bench behind the player ○ Front foot is well away from bench. ○ Bending the front leg, lower the back knee to barely graze the ground. ○ NO wobbling, particularly front knee (stability). ○ Keep trunk upright throughout the movement. 3. <u>Jumping: DL take-off to DL landing</u> <ul style="list-style-type: none"> ○ The most important part of all jumping exercises is the landing. ○ ‘Stick the landing’: land under full control, feet flat on ground, knees behind toes, glutes act as shock absorbers, trunk strong ○ Start in half-squat posture, jump forward and land in the same posture ○ Distance is only important once the landing has been mastered: “make sure you can land before you try to fly”. 4. <u>Pushing: Knee Pushups</u> <ul style="list-style-type: none"> ○ Hands on ground a little either side of the chest, throughout the movement, the body is held rigid from shoulders through to knees. ○ Using the arms only, push on the ground until arms are fully extended. ○ Lower the body under control and repeat. 5. <u>Pulling: Cable Pullups</u> <ul style="list-style-type: none"> ○ This exercise is like a reverse pushup. ○ Equipment needed: a 3m piece of strong rope with a handle at each end is wound around a high horizontal bar with the handle hanging low enough for the player to be able to reach while lying on the ground. ○ The player lies on his back, holds the handles, and keeping the body rigid, pulls himself up, instead of pushing up off the ground. ○ Weaker players may start from a higher position, so that the body is at about 45 degrees, instead of horizontal 6. <u>Shoulder Rotation: Supermans (5-10 reps).</u> <ul style="list-style-type: none"> ○ Lying on stomach with the shoulders, elbows and wrists lifted as high as possible off the ground, arms bent and fingers pointing forward past the head (as if in a horizontal surrender posture). ○ Slowly extend the arms slowly out in front of face, then pull slowly back, keeping elbows, wrists and hands high off the ground throughout. 7. <u>Core: Hand Slides (15-30 reps).</u> <ul style="list-style-type: none"> ○ Assume bent-leg sit-up posture, with hands resting on thighs. ○ Perform abdominal curl, sliding hands up thighs until wrists reach knees | |

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| <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> | <ul style="list-style-type: none"> ● The training environment has no unreasonable injury risks ● Good tempo is maintained – all players active etc ● Players are organized, eg: in suitable lines, know where to be each time etc ● Coach allows players the chance to execute correctly, and provides supportive or corrective feedback as needed. ● Coach gives specific, rather than general, feedback on correct execution: exactly what was well done etc | |
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27: Level 3 Practical Assessment of Instruction
Instruct all players in the basic tubing exercises

| Yes Or NYC | Assessor must see and/or hear: | Notes: |
|---|---|--------|
| <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> | <p>Key points are made for each movement.</p> <ul style="list-style-type: none"> ○ “Tubing” exercises are an excellent way to improve instability in the shoulder joint. <p>1. <u>Scapula (shoulder blade) retraction</u></p> <ul style="list-style-type: none"> ○ Tubing attached at half-way point to shoulder-high anchor point ○ Player faces anchor gripping one end of tubing with each hand ○ Arms extended forward at shoulder-height (tubing should already be under tension at this stage). ○ Pull against the resistance of the tubing to move shoulder blades back (but not up) as far as possible and squeeze them together. ○ When shoulders are back as far as possible, hold for a second, then return them fully forward under control. <p>2. <u>Bi-lateral external rotation (elbow at waist)</u></p> <ul style="list-style-type: none"> ○ Tubing attached at half-way point to waist-high anchor point ○ Player faces anchor gripping one end of tubing with each hand (tubing should already be under tension at this stage). ○ Elbows at 90°, forearms pointing forward, upper arms remaining at sides throughout movement. ○ Squeezing shoulder blades together and keeping elbows stationary, rotate both upper arms against the resistance of the tubing outwards at same time. ○ When arm is rotated out as fully as possible, hold for a second, then return under control <p>3. <u>External rotation in throwing position (elbow at shoulder height)</u></p> <ul style="list-style-type: none"> ○ Tubing attached at one end to a shoulder-high anchor point ○ Player faces anchor gripping end of tubing with throwing hand ○ Elbow at 90°, upper arm up and out to the side, forearms pointing forward. ○ Keeping shoulder blade back, pull against the resistance of the tubing to rotate upper arm , so that forearm swings up to point to sky. ○ Then reverse the movement, controlling the rotation. ○ Aim to keep elbow as still as possible throughout the movement. | |

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| <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> | <ul style="list-style-type: none"> ● The training environment has no unreasonable injury risks ● Good tempo is maintained – all players active etc ● Players are organized, eg: in suitable lines, know where to be each time etc ● Coach allows players the chance to execute correctly, and provides supportive or corrective feedback as needed. ● Coach gives specific, rather than general, feedback on correct execution: exactly what was well done etc | |
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28: Level 3 Practical Assessment of Instruction

Teach pitching from a set position using the key coaching points for this age level

| Yes Or NYC | Assessor must see and/or hear: | Notes: |
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| <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> | <p>These guidelines are used to have players rehearse pitching delivery into a screen or to each other</p> <p>1. Set position.</p> <ul style="list-style-type: none"> ○ Side on to target with throwing-side foot up against pitcher’s plate ○ Glove-side foot closest to target ○ Athletic stance without tension, weight evenly distributed ○ Hands joined in middle of body just below rib cage <p>2. Knee and hand lift.</p> <ul style="list-style-type: none"> ○ To commence delivery, lift joined hands and throwing-side foot at same time: knee to about hip height, hands to about neck height. ○ Minimal tension. <p>3. Eyes</p> <ul style="list-style-type: none"> ○ Remain locked on target from the time the front knee reaches its maximum height until the ball reaches catcher ○ Locking onto target too early can make it more difficult to stay focused <p>4. Finish position.</p> <ul style="list-style-type: none"> ○ Throwing hand passing below opposite knee ○ Pitcher able to remain balanced on front leg ○ Sole of rear foot facing sky. | |

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| <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> | <ul style="list-style-type: none"> ● The training environment has no unreasonable injury risks ● Good tempo is maintained – all players active etc ● Players are organized, eg: in suitable lines, know where to be each time etc ● Coach allows players the chance to execute correctly, and provides supportive or corrective feedback as needed. ● Coach gives specific, rather than general, feedback on correct execution: exactly what was well done etc | |
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29: Level 3 Practical Assessment of Instruction

Explain the intent of the swing and provide simple instruction on an effective swing

| Yes Or NYC | Assessor must see and/or hear: | Notes: |
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| <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> | <p>The goal of the swing is to hit long line drives. A “line drive” is ball that is “driven” hard so that it travels in a straight line. In order for the ball to travel a long way, it will need some elevation, but should not be lifted in a loopy arc: the aim is to drive it to the wall. This fact must over-ride all your hitting drills and each AB.</p> <p>Instruction includes and is limited to:</p> <ol style="list-style-type: none"> 1. Rhythm (in starting posture) <ul style="list-style-type: none"> ○ Side-on to pitcher ○ Hands in vicinity of rear shoulder ○ Weight evenly distributed ○ Rhythmic shifting of weight forward and backward ○ Balanced and athletic 2. Load (preparing to swing) <ul style="list-style-type: none"> ○ Shift weight laterally to the back side (onto the rear leg) ○ Minimal rotation of trunk or legs ○ Rhythm, balance and control 3. Release (the swing) <ul style="list-style-type: none"> ○ Swing so that barrel is released through the contact zone ○ The first 1/3 of swing path should be short ○ The rest of the swing path is long “through the ball” | |

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| <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> | <ul style="list-style-type: none"> • The training environment has no unreasonable injury risks • Good tempo is maintained – all players active etc • Players are organized, eg: in suitable lines, know where to be each time etc • Coach allows players the chance to execute correctly, and provides supportive or corrective feedback as needed. • Coach gives specific, rather than general, feedback on correct execution: exactly what was well done etc | |
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30: Level 3 Practical Assessment of Instruction
Teach hitters effective drills for developing their swing

| Yes Or NYC | Assessor must see and/or hear: | Notes: |
|---|--|--------|
| <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> | <p>Hitters are taught these drills:</p> <ol style="list-style-type: none"> 1. <u>Flips (front toss).</u> <ul style="list-style-type: none"> ○ Coach stays fully behind screen throughout except for throwing hand which is briefly outside during lobbing action ○ Maintains good rhythm (to assist hitter in his load etc) ○ Coach uses underhand action to toss ball 4-6m into hitting zone. ○ Directs hitter on the intended result of each swing (eg: long line drive, pull, opposite field etc). ○ Emphasises a quiet head and an aggressive swing. 2. <u>Stick-ball.</u> (modified baseball played with a tennis ball and a stick) <ul style="list-style-type: none"> ○ Hitter’s own side pitches to hitter ○ Ball must bounce once before it is hit ○ Hitter only gets one pitch. ○ Make up other rules eg: “past that line is a double; hitting that building is out; anyone over 12 has to hit cross-handed; etc” 3. <u>Dry swings.</u> <ul style="list-style-type: none"> ○ Hitters encouraged to imagine a pitch in a particular location and practice their best, most aggressive swing 4. <u>Tee work.</u> <ul style="list-style-type: none"> ○ Players hit ball off tee with a variety of foci: at different heights; inside and outside; to a distant target; to produce backspin; or just for distance. | |

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| <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> | <ul style="list-style-type: none"> • The training environment has no unreasonable injury risks • Good tempo is maintained – all players active etc • Players are organized, eg: in suitable lines, know where to be each time etc • Coach allows players the chance to execute correctly, and provides supportive or corrective feedback as needed. • Coach gives specific, rather than general, feedback on correct execution: exactly what was well done etc | |
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31: Level 3 Practical Assessment of Instruction

Position the catcher correctly in relation to hitter/home plate

and

Instruct the catcher on his catching posture with no runner on base

| Yes Or NYC | Assessor must see and/or hear: | Notes: |
|------------------|--|--------|
| _____ | Key points are suitably made: <ul style="list-style-type: none"> ○ Crouch as far forward as you can without being hit by swing; glove can usually be held in line with hitter’s back foot. ○ If catcher is too far back, he cannot catch ball at correct height, and he will more likely be distracted by the swing of the bat. ○ Centre of body and glove (target) aligned with centre of plate | |
| _____ | Key points are suitably made: <ul style="list-style-type: none"> ○ Priority is to be able to effectively receive any pitch around the strike zone ○ Comfortable and balanced crouch posture ○ Rear can be “down” ○ Glove at bottom of strike zone, arm in relaxed position with elbow clear of knee ○ Provide open glove as target for pitcher ○ Throwing arm protected behind right leg (eg hung loosely to right heel) | |

This section occurs on every Practical Assessment sheet, but need only be filled out once for each candidate

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| _____ _____ _____ _____ _____ | <ul style="list-style-type: none"> ● The training environment has no unreasonable injury risks ● Good tempo is maintained – all players active etc ● Players are organized, eg: in suitable lines, know where to be each time etc ● Coach allows players the chance to execute correctly, and provides supportive or corrective feedback as needed. ● Coach gives specific, rather than general, feedback on correct execution: exactly what was well done etc | |
|---|---|--|

32: Level 3 Practical Assessment of Instruction
Teach the fielding positions
and
Explain “squeezing the middle”

| Yes Or NYC | Assessor must see and/or hear: | Notes: |
|---|---|--------|
| _____ _____ _____ _____ _____ _____ _____ _____ _____ | On a field, the coach can correctly name, number and locate each of the nine positions: 1. Pitcher 2. Catcher 3. 1 st Base 4. 2 nd Base 5. 3 rd Base 6. Shortstop 7. Left field 8. Centre field 9. Right Field | |
| _____ | These points are clearly explained ○ More balls are hit toward the middle of the field than toward the foul lines. ○ Therefore, it makes sense to position fielders to defend the middle of the field, rather than the sides. ○ This is called “squeezing the middle”: it can make it very difficult to get a ball through a gap | |

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| _____ _____ _____ _____ _____ | <ul style="list-style-type: none"> ● The training environment has no unreasonable injury risks ● Good tempo is maintained – all players active etc ● Players are organized, eg: in suitable lines, know where to be each time etc ● Coach allows players the chance to execute correctly, and provides supportive or corrective feedback as needed. ● Coach gives specific, rather than general, feedback on correct execution: exactly what was well done etc | |
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33: Level 3 Practical Assessment of Instruction

Provide coherent instruction on the basic points of each of the 6 Fs

| Yes Or NYC | Assessor must see and/or hear: | Notes: |
|---|---|--------|
| <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> | <p>Major points are correctly named and sequenced</p> <p>Key points of each phase are explained adequately</p> <p>1. Feet:</p> <ul style="list-style-type: none"> ○ Be active and alive on your feet, ready to go in any direction, as the ball reaches the hitting zone. A wide base will improve range to the side. ○ Use your feet to move aggressively but smoothly to the ball once it is hit <p>2. Field:</p> <ul style="list-style-type: none"> ○ Move through the ball: you should be coming on to your left foot as the ball hits your glove, no matter what posture you are in. ○ Fielding posture is important. A wide base will make it easier to get down, and give your hands more space to work in ○ Hands should be out well in front of face as the ball hits the glove <p>3. Funnel:</p> <ul style="list-style-type: none"> ○ Bring the ball to your belly (your centre of gravity) with both hands once you have fielding it. <p>4. Footwork:</p> <ul style="list-style-type: none"> ○ Replace your feet: right to left, left to target. In this way you avoid having to cross your legs and you come down aligned to the target ○ With practice, you can take a long crow-hop in this way, and thus gain a lot of momentum for your throw. <p>5. Fire:</p> <ul style="list-style-type: none"> ○ Make a firm, accurate throw to the target. ○ If your footwork is good enough, the arm does not have to do much work at all. <p>6. Follow:</p> <ul style="list-style-type: none"> ○ Your body follows the throw for two or three steps. ○ This ensures that your momentum was going that way in the earlier phases of execution. | |

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| <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> | <ul style="list-style-type: none"> • The training environment has no unreasonable injury risks • Good tempo is maintained – all players active etc • Players are organized, eg: in suitable lines, know where to be each time etc • Coach allows players the chance to execute correctly, and provides supportive or corrective feedback as needed. • Coach gives specific, rather than general, feedback on correct execution: exactly what was well done etc | |
|--|---|--|

34a: Level 3 Practical Assessment of Instruction
Teach the basics of outfield play

| Yes Or NYC | Assessor must see and/or hear: | Notes: |
|---------------------------|--|--------|
| <p>_____</p> <p>_____</p> | <p>Key points of each phase are explained adequately</p> <p><u>1. Catching fly balls</u></p> <ul style="list-style-type: none"> ○ On a routine fly, try to catch the ball at face height, in front of the throwing shoulder. If possible, get behind the ball and move forward slightly as you catch it. ○ When running for a catch, pump the arms like a sprinter until you get to the location to catch the ball. Holding the glove out while you run destroys balance. ○ Use only the glove hand when catching on the run <p><u>2. Fielding groundballs</u></p> <ul style="list-style-type: none"> ○ On a routine groundball, when the runner is unlikely to advance more than one base, make the play safely, getting your leg behind the ball to ensure it cannot get past. ○ When the runner has a chance to advance more than one base, attack the ball, field it and come up in the best position possible to make a good throw | |

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| <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> | <ul style="list-style-type: none"> ● The training environment has no unreasonable injury risks ● Good tempo is maintained – all players active etc ● Players are organized, eg: in suitable lines, know where to be each time etc ● Coach allows players the chance to execute correctly, and provides supportive or corrective feedback as needed. ● Coach gives specific, rather than general, feedback on correct execution: exactly what was well done etc | |
|--|---|--|

34b: Level 3 Practical Assessment of Instruction
Teach the basics of outfield play

| Yes Or NYC | Assessor must see and/or hear: | Notes: |
|------------------|---|--------|
| <p>_____</p> | <p>Key points of each phase are explained adequately</p> <p><u>3. Throwing to the cutoff</u></p> <ul style="list-style-type: none"> ○ Know in advance where you will throw the ball if it is hit straight to you, or to one side, or past you: there will certainly be a difference. ○ Look where the runners are before the pitch: <ul style="list-style-type: none"> □ if the ball is on the ground and straight to you, you cannot stop the runners advancing 1 base, but if you make a tidy play, you can probably stop the advancing 2 bases. So, before the pitch, plan to throw 2 bases ahead of the leading runner. □ If it is hit to the side, you probably cannot stop them advancing 2 bases, so you will be trying to stop them advancing 3 bases. □ Once you have the ball, make an accurate throw to the cutoff player ○ The key to making a good throw is proper use of the feet <ul style="list-style-type: none"> □ Because a long throw is required, it is worth taking a little extra time to take a good crow hop □ Make sure your feet come down lined up to the target ○ A throw that is a too low is a lot better than one that's too high | |

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35a: Level 3 Practical Assessment of Instruction
Encourage base-runners to make their own decisions

| Yes Or NYC | Assessor must see and/or hear: | Notes: |
|------------------|--|--------|
| _____ | <p>These key points are made</p> <ul style="list-style-type: none"> ○ Decision-making ability is a critical attribute in a good base-runner, but takes time and practice to develop. ○ The runner, not the coach, must make the decision on whether to continue to the next base or not. ○ A good base-runner knows where the ball is and makes the decision to go or not considering all relevant factors: running speed; game situation; jump; exact position of ball, runner and fielder; fielder's arm quality ○ When in doubt, be aggressive: attack the next base. ○ Learn from any mistakes you make | |

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| <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> | <ul style="list-style-type: none"> • The training environment has no unreasonable injury risks • Good tempo is maintained – all players active etc • Players are organized, eg: in suitable lines, know where to be each time etc • Coach allows players the chance to execute correctly, and provides supportive or corrective feedback as needed. • Coach gives specific, rather than general, feedback on correct execution: exactly what was well done etc | |
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35b: Level 3 Practical Assessment of Instruction

Ensure that hitters run hard on every batted ball

| Yes Or NYC | Assessor must see and/or hear: | Notes: |
|------------------|---|--------|
| _____ | <p>These key points are made:</p> <ol style="list-style-type: none"> 1. <u>Take pride in trying hard!</u> <ul style="list-style-type: none"> ○ Send a message to yourself, your team and the opposition that you never quit trying. ○ Even if you “know” you are going to be out, run as hard as you can. 2. <u>On an infield grounder</u> <ul style="list-style-type: none"> ○ run hard “through the bag”, even after you are out. 3. <u>When you get a hit to the outfield:</u> <ul style="list-style-type: none"> ○ take a hard turn at 1B and head to second until the defense stops you with a good throw. ○ if they make a little mistake or are a bit lazy, you can take the base. 4. <u>If you hit a pop-up</u> <ul style="list-style-type: none"> ○ run hard to get to 2B. ○ If the ball is dropped, you will make it. 5. <u>When on base:</u> <ul style="list-style-type: none"> ○ work hard to advance 2 bases on a single, 3 on a double | |

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| <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> | <ul style="list-style-type: none"> • The training environment has no unreasonable injury risks • Good tempo is maintained – all players active etc • Players are organized, eg: in suitable lines, know where to be each time etc • Coach allows players the chance to execute correctly, and provides supportive or corrective feedback as needed. • Coach gives specific, rather than general, feedback on correct execution: exactly what was well done etc | |
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36: Level 3 Practical Assessment of Instruction
Instruct general guidelines for leads at 1B

| Yes Or NYC | Assessor must see and/or hear: | Notes: |
|------------------|--|--------|
| _____ | <p>Key points are made</p> <ul style="list-style-type: none"> ○ Always know where the ball is, and keep eyes on player with ball any time you leave a base ○ Primary lead is taken when pitcher is in set position or preparing to start windup. <ul style="list-style-type: none"> □ Runner must measure a consistent distance so that he knows how far he is off base without having to look back. □ Finish squared off to baseline, in athletic posture, ready to go in either direction ○ Secondary lead is a balanced side-shuffle taken when pitcher commits to pitch. <ul style="list-style-type: none"> □ It is used to gain momentum and decrease distance to next base, while remaining under control. □ Shuffle should be timed so that right foot comes down immediately after catcher receives ball. □ Runner must watch flight of ball while he takes his secondary. ○ 1B receives most and quickest pickoffs, so the primary lead must be very exact. Eg: start with left foot, two steps then a side step. ○ Secondary lead: <ul style="list-style-type: none"> □ once again, be exact and finish on a strong, low posture, ready quickly move either way. □ getting a good jump is important but catchers frequently attempt pickoffs. | |

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| <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> | <ul style="list-style-type: none"> • The training environment has no unreasonable injury risks • Good tempo is maintained – all players active etc • Players are organized, eg: in suitable lines, know where to be each time etc • Coach allows players the chance to execute correctly, and provides supportive or corrective feedback as needed. • Coach gives specific, rather than general, feedback on correct execution: exactly what was well done etc | |
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37: Level 3 Practical Assessment of Instruction
Instruct general guidelines for returns at 1B

| Yes Or NYC | Assessor must see and/or hear: | Notes: |
|------------------|---|--------|
| _____ | <p>Key points are made</p> <ul style="list-style-type: none"> ○ Immediately the catcher has the ball, quickly get back to within a safe distance. ○ If the catcher returns ball to the pitcher, move back to base under control, and prepare for the next pitch (BOSO) ○ If the catcher throws to your base, a dive back may be required. ○ On a catcher's throw: <ul style="list-style-type: none"> <input type="checkbox"/> it is best to dive back in with the right hand touching the right-field side of the bag. <input type="checkbox"/> The left hand can go out to right-field for support and balance. | |

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| <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> | <ul style="list-style-type: none"> • The training environment has no unreasonable injury risks • Good tempo is maintained – all players active etc • Players are organized, eg: in suitable lines, know where to be each time etc • Coach allows players the chance to execute correctly, and provides supportive or corrective feedback as needed. • Coach gives specific, rather than general, feedback on correct execution: exactly what was well done etc | |
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38 Level Three Practical assessment: Coaching during a game (30-60 minutes)

(This assessment is an updating requirement, and is to be conducted during the coach's 1st or 2nd year of coaching)

| Tick if seen | Assessor must see and/or hear: | Notes: |
|---|--|--------|
| <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> | <p>1. Organisation.</p> <ul style="list-style-type: none"> ○ Preparing for game <ul style="list-style-type: none"> <input type="checkbox"/> Line-up is written out (offensive and defensive) and displayed <input type="checkbox"/> Players are informed of positions etc <input type="checkbox"/> Warm-up is conducted (including batting and fielding practice if feasible) <input type="checkbox"/> Everyone ready on time ○ The bench: <ul style="list-style-type: none"> <input type="checkbox"/> Players and equipment are organised on bench <input type="checkbox"/> one hitter on deck <input type="checkbox"/> gloves and drinks arranged for ease of access <input type="checkbox"/> parents stay out <input type="checkbox"/> 60 sec changes between inning <input type="checkbox"/> everyone runs to position (and off when opposition inning is over) <input type="checkbox"/> gloves taken out to those on base etc <p>2. Safety issues</p> <ul style="list-style-type: none"> ○ Bench players are safe distance and or behind safe screen ○ Collisions between players are not encouraged <p>3. Coaches</p> <ul style="list-style-type: none"> ○ Correctly positioned ○ Good tempo and body language ○ Clear communication, verbal and non-verbal. <p>4. Philosophy</p> <ul style="list-style-type: none"> ○ Coach encourages enthusiasm and effort ○ No over-emphasis on winning: support for effort and execution rather than results ○ Coach supports efforts of officials <p>5. Coach does not show poor knowledge:</p> <ul style="list-style-type: none"> ○ Game strategy: enables big inning, use of steals & bunts etc ○ Rules: force plays, infield fly, foul tip, overthrows etc. ○ Setting a batting order ○ Any local rules about: number of hitters, outs per inning, throwing bat etc | |

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| <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> | <ul style="list-style-type: none"> ● The training environment has no unreasonable injury risks ● Good tempo is maintained – all players active etc ● Players are organized, eg: in suitable lines, know where to be each time etc ● Coach allows players the chance to execute correctly, and provides supportive or corrective feedback as needed. ● Coach gives specific, rather than general, feedback on correct execution: exactly what was well done etc | |
|--|---|--|