



**2021 U.S. SOCCER
BLENDED D LICENSE
COURSE GUIDE**

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This guide provides information about the 2021 D License Course. The program is designed to meet the demands of the Grassroots coach.

The Blended National D License is a 45 to 60-hour course, held over a minimum of 12 weeks (maximum of 24 weeks). The course is designed for the grassroots coach who meets the prerequisites outlined in the General Information section of Admission. In the Blended learning approach, candidates will engage in e-learning and be engaged in various methods included online modules (independent study) and interactions facilitated by the instructor. The apex of the course will be the Field Component(s). There are two options for the format delivery: Option 1 (one in-person meeting) and Option 2 (two in-person meetings). Candidates that register for this course are expected and required to attend all meetings.

Blended Learning encompasses a mixture of online and face to face working methods and learning activities, where the candidates actively work with learning content, individually and in collaboration with each other and with the teacher/instructor. Blended learning tends to outperform classroom learning by relatively large magnitudes, probably because the e-learning used in blended learning often uses more effective learning methods. Blended learning is not just about efficiency, but also about learning more effectively.

The focus of this course is to facilitate the improvement of candidates in the Six Tasks of a Coach across all four of U.S. Soccer's game models (4v4, 7v7, 9v9, 11v11). The goals of the course are to help coaches understand how:

- to create game-like training sessions that encourage players' ownership (decision-making)
- to create a game day environment that encourages players' ownership (decision-making)

There are nine learning objectives for the Blended D License Course that are intended to help achieve the course goals:

1. To understand how to use a Coaching Profile to identify individual learning needs in order to create a player-centered environment
2. To demonstrate an understanding of developmental stages & age characteristics
3. To create a safe, fun, inclusive and organized game-day environment
4. To observe the game, recognize formations and all player actions
5. To further develop a comprehensive understanding P-P-P methodology
6. To demonstrate an understanding of how to structure one activity
7. To plan, create, organize, facilitate and reflect on 2 P-P-P training sessions based on the same goal in 1 week
8. To implement a plan for child safety and risk management
9. To demonstrate an understanding of how to inform, involve and inspire parents

The D License course is specifically designed for coaches working in the Grassroots environment. In addition to the course goals and learning objectives, the course experience is based on the qualities and learning needs of each individual candidate. The profile of the D License Coach is the connection between the content, assignments, and the assessment of the assignments. The profile will safeguard the quality and standards of the D License Course.

The United States Soccer Federation would like to thank you for your time and dedication to the sport of soccer. Soccer is truly an influential sport in the lives of many people and it will continue to grow and flourish in our nation with the support of committed coaches such as yourself. At U.S. Soccer, we believe that every coach is a valuable asset in the future development of this great game. Grassroots is the foundation upon which player development is built and if we all work collectively, we will continue to grow the sport at all levels.

Thank you for your continued dedication to your team and the sport of soccer!





OBJECTIVES OF THE COURSE

The overall objective of the D License Course is to enable candidates to acquire or further develop the competencies (knowledge, skills, attitude, and personal traits) necessary to work as a coach in the grassroots environment.

To develop the competencies, U.S. Soccer has defined Six Tasks of a U.S. Soccer Coach:

- **Coaching Games (CG)** Create an environment that supports and guides players toward giving their best contribution to the game in order to further develop and score more goals than the opponent.
- **Coaching Training Sessions (CTS)** Facilitate an environment which supports and guides players on the field in order to develop them to their full potential as well as prepare players/the team for the game.
- **Leading the Team (LT)** Create an environment of inclusion and engage players based on agreed upon team behaviors and goals.
- **Leading the Player (LP)** Give players individual, unconditional attention and mentor them to fulfill their potential.
- **Managing the Performance Environment (MPE)** Influence off-the-field circumstances and persons in order to create the best possible conditions for the development and performance of the players.
- **Leadership (L)** Demonstrate coaching actions which are guided by a player-centered philosophy in order to accomplish defined team and player goals.

ADMISSION

ELIGIBILITY REQUIREMENTS:

To apply for the course, candidates must be 16 years of age and possess a unique combination of three of the eight Grassroots Licenses, which now formally represent the prerequisite to progress to the U.S. Soccer D License. Specifically, candidates must have completed a minimum of three grassroots courses, in the form of two in-person courses and one online course:

- Introduction to Grassroots Coaching Module
- Two in-person courses (one of which must be the 11v11)
- One online course across any of the four levels (4v4, 7v7, 9v9, 11v11)

Coaching candidates who have earned the E or F License will have the following opportunities to use those certifications toward the D License prerequisites:

- U.S. Soccer E License + Introduction to Grassroots Coaching Module
- U.S. Soccer F License + Introduction to Grassroots Coaching Module + 11v11 in-person license + one additional in-person license

CONTENT

The course consists of two components: a practical component and a theoretical component.

PRACTICAL COMPONENT

Depending on which format option (1 or 2), there will be learning experiences during the Field Component(s) geared to the practical part of the course such as: coaching games and coaching training sessions.

Throughout the course, the candidates can utilize the practical components and execute the assignments in their own environment. The assignments for the Final Training Session (Coaching Training Sessions) and Personal Development Plan assignment (Leadership) will be part of the final assessment.

THEORETICAL COMPONENT

The engagements (both modules for independent study and the instructor led interactions) will be focused on the experiences of the candidates related to the main objectives of the course (Tasks of a Coach) and the assignments. This educational approach will require candidates to exchange experiences on the topics, enlarge their theoretical understanding and develop the ability to apply the theory in practice.

HOURS OF EDUCATION

	#	Hours	Total Hours
Virtual Course Meetings	19	26	26
Field Component (Option 1)	1 day	6	6
In-Person Meetings (Option 2)	4 days	6-11	26
Modules/Assignments	25	13	13
Individual Assignments	10	Varies	12
Pre-Course Webinar	1	1	1

TOTAL HOURS OF EDUCATION

Option 1=58
Option 2=78

ATTENDANCE

Candidates are expected and required to attend all meetings.

FRAUD AND PLAGIARISM

In the event of fraud or plagiarism, the candidate's enrollment will be terminated immediately. Fraud and plagiarism are understood as any illegitimate actions of candidates that make it impossible to form a correct opinion of their competencies. The following actions will be classified as fraud or plagiarism:

- Copying another candidate's assignment work
- Handing in non-authentic work
- The provision of false information

GENERAL INFORMATION



TERMINATION AND REFUND

Please check with the host organization.

MISSING DUE DATES

The candidate must submit the assignment on or before the due date. This includes completing the self-study module prior to joining the instructor led interaction. Furthermore, each candidate must prepare their own answers to the critical thinking questions, scenario based questions, discussion points, etc to be prepared to participate in the group discussions.

Candidates will have up to four attempts to submit an assignment. If the assignment does not meet the standards based on the Profile of the D License Coach, the instructor will put the assignment into "revision request" and the candidate must review the assignment. The instructor may decide if there will be additional opportunities to review the assignment.

The final revision is due two (2) weeks after the latest due date.

DIGITAL LEARNING CENTER

U.S. Soccer's Digital Learning Center (LC) is a state-of-the art online educational platform. The LC allows coaches to create a personal profile, register for courses, communicate with technical staff, take part in online courses, create session plans with an online graphics tool and access an archive of U.S. Soccer training sessions.

Candidates should become proficient in using new technology tools and specifically the LC. The LC is where assignments are submitted, and instructor communication will take place. Candidates are expected to check the communication tab in the LC frequently for course updates.

For technical support inside of the LC, please visit
<https://ussoccerfederation.force.com/lcsupport/s/>

or

<https://ussoccerfederation.force.com/lcsupport/s/contactsupport>



PROFILE OF A D LICENSE COACH



The profile describes the tasks, processes and competences of a D License Coach. The competencies are broken down in actions and outcomes. The profile of a D License Coach is an extension and culmination of the profile of the Grassroots Coach.

GENERAL INFO REGARDING THE ROLE OF A D LICENSE COACH CONTEXT OF THE GRASSROOTS ENVIRONMENT

The D License Coach:

- Helps players of any age develop, but the majority are between 6-13 years old
- Coaches players that are typically associated with a wide range of ability levels and experiences
- Creates an environment where motivation for playing is about participation and a love for soccer

PURPOSE OF THE ROLE

The D License Coach:

- Works towards developing to full potential through life-long learning
- Facilitates self-improvement in all 6 Tasks of a Coach: Coaching Games, Coaching Training Sessions, Managing the Performance Environment, Leading the Team, Leading the Player, Leadership
- Promotes Grassroots soccer, which provides continuous opportunities for players along their unique pathway/journey

RESPONSIBILITIES AND ROLES

The D License Coach:

- Creates game-like training sessions that encourage players' ownership (decision-making)
- Creates a game day environment that encourages players' ownership (decision-making)
- Uses the U.S. Soccer Grassroots Player Development Framework to support players in having fun and developing in a child-friendly environment through the sport of soccer
- Plans, executes, and evaluates coaching games and play-practice-play training sessions based on the stages of youth development for all four game models
- Builds and manages relationships with those who can influence the performance environment (parents)

TASKS AND PROCESSES OF A D LICENSE COACH COACHING GAMES

- Organizing and providing playing time for each player according to U.S. Soccer's Player Development Initiatives
- Reading the game based on the U.S. Soccer Grassroots Roadmap
- Setting developmentally appropriate goals for the game with your team based on the U.S. Soccer Grassroots Player Development Framework in all four game models (4v4, 7v7, 9v9, 11v11)
- Coaching team and players on game day
- Evaluates

COACHING TRAINING SESSIONS

- Planning and executing a Play-Practice-Play training session for all four game models in a pedagogically responsible way with a high-level of fun
- Demonstrating coaching points based on key words, guided questions, and answers
- Developing a one-week plan
- Evaluating

LEADING THE TEAM

- Demonstrating an understanding of age-appropriate team values for all four game formats (responsibility and accountability)
- Evaluating

LEADING THE PLAYER

- Understanding the development stage of all four game models and recognizing the relative ability levels, development characteristics, and individual needs of each player
- Support the player in a child-friendly environment to achieve learning goals
- Evaluating

MANAGING A PERFORMANCE ENVIRONMENT

- Building and managing relationships with those who can influence the performance environment
- Preparing and hosting a parent meeting
- Evaluating

LEADERSHIP

- Leading oneself by continuous learning
- Leading others by understanding the characteristics and importance of being a role model
- Self reflecting and self developing

PROFILE OF THE D LICENSE COACH



COACHING GAMES (CG) Create an environment which supports and guides players toward giving their best contribution to the game in order to further develop and score more goals than the opponent.

THE COACH IS ABLE TO:	OUTCOMES:
PRE-GAME	
<ul style="list-style-type: none"> organize all necessary aspects of the game before it begins (including check for players' well being) link game preparation to prior training session goals communicate with individual players and the team relative to game objectives implement a formation and substitution pattern for all four game models (4v4, 7v7, 9v9, 11v11) 	<ul style="list-style-type: none"> every one involved is organized the game environment is safe and the team is ready to play there is a connection between training and game objectives players are informed and understand game objectives
<ul style="list-style-type: none"> set developmentally appropriate goals for the game with your team in all four game models (4v4, 7v7, 9v9, 11v11) 	<ul style="list-style-type: none"> formation chosen is focused on development of the players substitution pattern is balanced and based on the developmental needs of the players (the team has a blend of players with various ability levels that have opportunities to play with other teammates of various ability levels) goals are based on the development need(s) of the team/player(s)
GAME	
<ul style="list-style-type: none"> create a safe, fun, inclusive and organized environment for players 	<p>PLAYERS:</p> <ul style="list-style-type: none"> demonstrate their understanding of the game enjoy playing are safe play with confidence feel respected by and connected to one another
<ul style="list-style-type: none"> demonstrate a basic understanding of attacking, defending and transition 	<ul style="list-style-type: none"> the grassroots roadmap is applied when reading the game
<ul style="list-style-type: none"> encourage and support players playing freely and making their own decisions in the game 	<ul style="list-style-type: none"> players play freely and make their own decisions players improve as a result of playing the game
<ul style="list-style-type: none"> apply the Player Development Initiatives for the age-group coached 	<ul style="list-style-type: none"> players play according to U.S. Soccer's Player Development Initiatives
<ul style="list-style-type: none"> read the game for the appropriate age group 	<ul style="list-style-type: none"> information about player & team behavior during the game
<ul style="list-style-type: none"> give players positive, specific, developmentally-appropriate and honest feedback at the appropriate moments for all four game models (4v4, 7v7, 9v9, 11v11) 	<ul style="list-style-type: none"> players are motivated and engaged desired behavior is reinforced unsuccessful behavior is improved
<ul style="list-style-type: none"> balance silent observation with verbal feedback 	<ul style="list-style-type: none"> players play freely and make their own decisions
<ul style="list-style-type: none"> use a guided discovery approach with all players during the game in all four game models (4v4, 7v7, 9v9, 11v11) 	<ul style="list-style-type: none"> players are allowed to make mistakes and will be guided to solutions through questioning and/or reminders

PROFILE OF THE D LICENSE COACH



COACHING GAMES (CG) Create an environment which supports and guides players toward giving their best contribution to the game in order to further develop and score more goals than the opponent.

THE COACH IS ABLE TO:	OUTCOMES:
POST-GAME	
<ul style="list-style-type: none">• implement a short routine after each game to check players' well being	<ul style="list-style-type: none">• players are physically and emotionally stable following the game
<ul style="list-style-type: none">• give positive, basic and developmentally appropriate and honest feedback from the game	<ul style="list-style-type: none">• players are motivated and engaged• Feedback is based on game objectives
<ul style="list-style-type: none">• organize the week ahead and say "good-bye" for the day	<ul style="list-style-type: none">• players/parents are informed
EVALUATING AND REFLECTING	
<ul style="list-style-type: none">• check if the outcomes have been achieved	<ul style="list-style-type: none">• achieved outcomes based on the task of coaching games
<ul style="list-style-type: none">• reflect on own behavior relative to desired outcomes	<ul style="list-style-type: none">• continuous assessment of own impact on players and team

PROFILE OF THE D LICENSE COACH



COACHING TRAINING SESSIONS (CTS) Facilitate an environment which supports and guides players on the field in order to develop them to their full potential as well as prepare players/the team for the game.

THE COACH IS ABLE TO:	OUTCOMES:
PREPARING	
<ul style="list-style-type: none"> select a developmentally-appropriate "Play-Practice-Play" training session for the age-group/game model coached implement a weekly plan for players based on the game model and age group coached consider potential adaptations to the selected training session plan based on perceived player needs create a developmentally-appropriate "Play-Practice-Play" training session for all four game models (4v4, 7v7, 9v9, 11v11). develop a two-week training plan plan for rest, recovery and expected physical load based on the developmental stage of players in all four game models (4v4, 7v7, 9v9, 11v11) maximize the quality of the player experience by ensuring the players are challenged by the game in training ensure that player energy level is balanced with the demands of the training 	<ul style="list-style-type: none"> the selected training session meets the developmental needs of the players a weekly plan the training session is adaptable to meet the needs of the players a planned "Play-Practice-Play" training session that meets the developmental needs of the players a two-week training plan that connects training to games the training session demand is appropriate to the players - age, level, and schedule
EXECUTING	
<ul style="list-style-type: none"> check and adapt according to the five elements of a training session create a safe, fun & developmentally-appropriate training environment (able to implement a short routine to check on the well being of the players) facilitate the designed training session to maximize activity time and quality of play, while minimizing management/lecture time demonstrate an understanding of attacking, defending and transition for the game model coached encourage players to play freely and make their own decisions give players positive, specific, developmentally-appropriate and honest feedback celebrate players' successes and view mistakes as opportunities for learning provide demonstrations effectively guide players through mistakes demonstrative the effective use of teaching interventions, using the coach's "tool kit" in all four game models (4v4, 7v7, 9v9, 11v11) 	<ul style="list-style-type: none"> the five elements are checked during the training session the training session is adapted, as necessary, to meet player needs the training session is safe, fun & developmentally appropriate the coach demonstrates an understanding of U.S. Soccer's Grassroots Player Development Philosophy players participate in game-like activities and playing at game-like speeds for the majority of the training session players understand what they are doing and why players play freely and make their own decisions interventions are limited and effective players are motivated and engaged desired behavior is reinforced unsuccessful behavior is improved players experience success and use mistakes as meaningful learning opportunities. errors are normalized players see what it is they are being asked to do players feel safe and learn through their mistakes players improve as a result of the training session the session flows

PROFILE OF THE D LICENSE COACH



COACHING TRAINING SESSIONS (CTS) Facilitate an environment which supports and guides players on the field in order to develop them to their full potential as well as prepare players/the team for the game.

THE COACH IS ABLE TO:	OUTCOMES:
EVALUATING THE TRAINING SESSION WITH THE PLAYERS	
<ul style="list-style-type: none">• implement a short routine after each training session to check players' well being	<ul style="list-style-type: none">• players' physical and emotional well-being is checked
<ul style="list-style-type: none">• give positive, specific, developmentally appropriate and honest feedback from the training session	<ul style="list-style-type: none">• motivated players• feedback is based on training objectives
<ul style="list-style-type: none">• organize the week ahead and say "good-bye" for the day	<ul style="list-style-type: none">• informed players/parents

EVALUATING AND REFLECTING	
<ul style="list-style-type: none">• check if the outcomes have been achieved	<ul style="list-style-type: none">• achieved outcomes based on the task of coaching training sessions
<ul style="list-style-type: none">• reflect on own behavior relative to desired outcomes	<ul style="list-style-type: none">• continuous assessment of own impact on players and team

PROFILE OF THE D LICENSE COACH



LEADING THE TEAM (LT) Create an environment of inclusion and engage players based on agreed upon team behaviors and goals.

THE COACH IS ABLE TO:	OUTCOMES:
DEVELOPING A POSITIVE TEAM CULTURE	
<ul style="list-style-type: none"> demonstrate an understanding of age-appropriate team values for all four game models (4v4, 7v7, 9v9, 11v11) create a sense of team spirit & unity 	<ul style="list-style-type: none"> agreed upon team behaviors, based on the development stage of the players willingness of each player of the team to work together with loyalty and enthusiasm
<ul style="list-style-type: none"> set co-constructed goals with the team, based on agreed upon team behaviors prevent, recognize and manage conflict effectively 	<ul style="list-style-type: none"> The team works to achieve the established goals conflicts are reduced and compromises found
EVALUATING AND REFLECTING	
<ul style="list-style-type: none"> check if the outcomes have been achieved reflect on own behavior relative to desired outcomes 	<ul style="list-style-type: none"> achieved outcomes based on the task of leading the team continuous assessment of own impact on players and team

LEADING THE PLAYER (LP) Give players individual, unconditional attention and mentor them to fulfill their potential.

THE COACH IS ABLE TO:	OUTCOMES:
GUIDING PLAYERS	
<ul style="list-style-type: none"> unconditionally guide each player understand the developmental stage associated with all four game models (4v4, 7v7, 9v9, 11v11) and recognize the relative ability levels and needs of individual players 	<ul style="list-style-type: none"> all players receive unconditional attention players are coached based on their stage of development and ability level
<ul style="list-style-type: none"> help players take responsibility and hold themselves accountable for their own development in all four game models (4v4, 7v7, 9v9, 11v11) 	<ul style="list-style-type: none"> players take action to develop themselves further
EVALUATING AND REFLECTING	
<ul style="list-style-type: none"> check if the outcomes have been achieved reflect on own behavior relative to desired outcomes 	<ul style="list-style-type: none"> achieved outcomes based on the task of leading the player continuous assessment of own impact on players and team

PROFILE OF THE D LICENSE COACH



MANAGING THE PERFORMANCE ENVIRONMENT (MPE) Influence off-the-field circumstances and persons in order to create the best possible conditions for the development and performance of the players.

THE COACH IS ABLE TO:	OUTCOMES:
ANALYZING THE CONDITIONS	
• understand the performance environment and think of ways to positively influence it	• the performance environment is recognized and considered as it related to the players' experiences
• understand & identify the key people and factors which influence the performance environment (e.g. parents)	• factors and people which influence the performance environment are identified (e.g. parents)
CREATING AN OPTIMAL SITUATION FOR PERFORMANCE	
• implement a plan for child safety & risk management	• players are safe and risks are mitigated
• effectively manage the week to week routines for and with the team	• the week to week routines are carried out
• build relationships with those who can influence the performance environment (e.g. parents)	• key people within the team environment are informed and engaged (e.g. parents)
• delegate responsibilities to more effectively develop the team and its players	• tasks are shared among the coach, players and parents
• implement a plan for parent meetings	• parents are engaged and positively contribute to the development of their child & the team
EVALUATING AND REFLECTING	
• check if the outcomes have been achieved	• achieved outcomes based on the task of managing the performance environment
• reflect on own behavior relative to desired outcomes	• continuous assessment of own impact on players and team

PROFILE OF THE D LICENSE COACH



LEADERSHIP (L) Demonstrate coaching actions which are guided by a player-centered philosophy in order to accomplish defined team and player goals.

THE COACH IS ABLE TO:	OUTCOMES:
LEADING ONESELF	
<ul style="list-style-type: none"> articulate a grassroots coaching philosophy reflect on own performance and seek feedback from others articulate own learning needs and take action to address them identify values & standards and how to display them in coach behavior 	<ul style="list-style-type: none"> a grassroots coaching philosophy the coach practices reflection the coach plans for further development and takes action to improve Coach behavior is consistent with identified values and standards
LEADING OTHERS	
<ul style="list-style-type: none"> be a role model in appearance and behavior within all team environments, on and off the field lead the team in meetings, electronic communication and the practicing of digital citizenship (social media) prevent, recognize and manage conflict effectively foster leadership in others create a holistic, reality-based and experiential learning environment for players 	<ul style="list-style-type: none"> the coach is a role model for others to follow communication is effective and responsible conflicts are reduced and compromises found leadership opportunities are created players develop based on the U.S. Soccer Coaching Philosophy
EVALUATING	
<ul style="list-style-type: none"> check if the outcomes have been achieved 	<ul style="list-style-type: none"> achieved outcomes based on the task of leadership

1. LEADERSHIP



ASSIGNMENTS:

1.1, 1.2, & 1.3 Complete the Performance Wheel

1.4 Prepare a Personal Development Plan

Watch the video modules and complete the template questions

Modules 4, 8, 9, 11A, 16A, 17A, 18A

TYPE OF ASSIGNMENT:

Development and Assessment

COURSE LEARNING OBJECTIVE:

Course Learning Objective#1: To understand how to use a Coaching Profile to identify individual learning needs in order to create a player-centered environment.

ADDITIONAL OBJECTIVES:

- Reflect on own performance and seek feedback from others
- Assess yourself based on the 6 Tasks of a U.S. Soccer Coach (see the D License Coach profile)
- List your more memorable experiences in your Book of Experience
- Use all Self-Development Cards to monitor your experiences
- Articulate own learning needs and take action to address them
- Prioritize two (2) development goals and take action steps to improve them
- Participate in providing peer feedback for fellow candidates

WHERE CAN YOU CARRY OUT THE ASSIGNMENT?

- Within your home environment (Development Period)
- Following the Field Component

HOW CAN YOU CARRY OUT THE ASSIGNMENT?

STEPS:

1. Use the U.S. Soccer Grassroots Player Development Framework to help create a player-centered environment and hold yourself accountable to facilitating that environment to help players/team achieve their Development Goals
2. Pre-Course: Read the profile of a D License Coach
3. Pre-Course: In the LC, complete the Performance Wheel #1 as part of Module, bring to the first course interaction, and be prepared to discuss specific competencies that want to develop
4. Development Period: Complete the Performance Wheel a second time
5. Development Period: Prepare and upload a ten (10) minute presentation to articulate your top two (2) learning needs based on reflection of the process of completing the Performance Wheels
6. Following the (final) Field Component: Complete the Performance Wheel (third time), upload into the LC and provide any other reflections on the process
7. Following the (final) Field Component: Deliver a short (no longer than ten (10) minute) presentation on your top two (2) learning needs and a plan for improvement

WHAT SHOULD BE THE RESULT OF THE ASSIGNMENT?

The D License Coach will be competent in demonstrating coaching actions, which are guided by a player-centered philosophy in order to accomplish defined team and player goals (see D License Coach Profile)

1. LEADERSHIP



SUPPORT

- Modules 1 & 19
- The instructor
- Your candidate partner
- Mentor

Supporting Tools/Documents

- LC
- Course Guide/Profile of a D License Coach
- U.S. Grassroots Roadmap
- U.S. Soccer Grassroots Player Development Framework
- U.S. Soccer Self-Development Cards
- U.S. Soccer Book of Experience
- The Performance Wheel

DUE DATE(S)

- 1.1 Performance Wheel (1): Beginning of course during Module 1
- 1.2 Performance Wheel (2): Middle portion of course
- 1.3 Performance Wheel (3): End of course with assignment 1.4
- 1.4 Personal-Development Plan: Submitted after the (final) In-person Meeting. Delivered virtually to peers and instructor after the (final) Field Component

COMPLETION

- 1.1, 1.2, & 1.3 The Performance Wheel (Three (3) separate times)
- 1.4 Prepare three (3) slides and deliver a personal development plan that prioritizes two (2) development goals answering the reflection questions:
 - What were your experiences of importance?
 - What development occurred during the course?
 - What are your next steps?
- Feedback from the instructor
- Approval of the instructor

HOW WILL IT BE ASSESSED?

Candidate will be assessed on the competence to demonstrate coaching actions, which are guided by a player-centered philosophy in order to accomplish defined team and player goals. Use the D License Coach Profile as your frame of reference.

2. COACHING GAMES



ASSIGNMENT:

Use the U.S. Soccer Grassroots Player Development Framework throughout the assignment.

Watch the video modules and complete the module questions

Modules 4, 8, 9, 11A, 12, 16A, 17A, & 18A

TYPE OF ASSIGNMENT:

Development

LEARNING OBJECTIVES:

Course Learning Objective #2: To demonstrate an understanding of developmental stages and age characteristics

Course Learning Objective #3: To create a safe, fun, inclusive and organized game-day environment

Course Learning Objective #4: To observe the game, recognize formations and all player actions

WHERE CAN YOU CARRY OUT THE ASSIGNMENTS?

In the LC by watching the videos and completing the questions. (Development Period)

HOW CAN YOU CARRY OUT THE ASSIGNMENTS?

STEPS:

1. Complete the video modules; within each assignment either provides answers or think about your answers to the module questions. Contribute to group discussions.

WHAT SHOULD BE THE RESULT OF THE ASSIGNMENTS?

The D License Coach is competent in creating an environment that supports and guides players toward giving their best contribution to the game in order to further develop and score more goals than the opponent. Use the D License Coach Profile as your frame of reference.

SUPPORT

- Modules 4, 8, 9, 11A, 12, 16A, 17A, 18A
- The instructor
- Your candidate partner
- Mentor

Supporting Tools/Documents

- LC
- Course Guide/Profile of a D License Coach
- U.S. Grassroots Roadmap
- U.S. Soccer Grassroots Player Development Framework
- U.S. Soccer Self-Development Cards
- U.S. Soccer Book of Experience
- Template for team system based on U.S. Soccer's suggested teaching formation

DUE DATE(S)

Each module is due prior to the instructor facilitated interaction.

COMPLETION

- Completed modules.
- Feedback from the instructor
- Approval of the instructor

HOW WILL IT BE ASSESSED?

Candidate will be assessed on the competence to create an environment which supports and guides players toward giving their best contribution to the game in order to further develop and score more goals than the opponent. Use the D License Coach Profile as your frame of reference.

3. COACHING TRAINING SESSIONS



ASSIGNMENTS:

Use the U.S. Soccer Grassroots Player Development Framework throughout the Coaching Training Sessions assignments

3.1, 3.2, 3.3, 3.4, & 3.5 Structuring an Activity

3.6 Final Training Session and One Week Plan: Plan, create, organize, facilitate and reflect, on a "Play-Practice-Play" training session

Modules 5, 6, 7, 10, 11B, 11C, 13, 16B, 17B, & 18B

TYPE OF ASSIGNMENT:

Development & Assessment

COURSE LEARNING OBJECTIVES:

Course Learning Objective #4: To further develop a comprehensive understanding of P-P-P methodology

Course Learning Objective #5: To create a safe, fun, inclusive and organized game-day environment

Course Learning Objective #6: To demonstrate an understanding of how to structure one activity

Course Learning Objective #7: To plan, create, organize, facilitate and reflect on 2 P-P-P training sessions based on the same goal in 1 week

ADDITIONAL OBJECTIVES:

- Develop a one-week (1) training plan that plans for rest, recovery and expected physical load based on the developmental stage of players in the 9v9 or 11v11 game model/age groups
- Create a developmentally appropriate "Play-Practice-Play" training session for the age-group/game model coached
- Consider potential adaptations to the selected training session activity/plan based on perceived player needs
- Demonstrate an understanding of attacking, defending, and transition for the game model coached
- Demonstrate the effective use of teaching actions, using the coach's "tool kit" for the age-group/game model coached:- Check and adapt according to the Five Elements of a Training Activity (provide demonstrations)
- Create a safe, fun, and developmentally appropriate training environment
- Facilitate the selected training session to maximize activity time and minimize management/lecture time
- Celebrate players' successes and view mistakes as opportunities for learning/ Effectively guide players through mistakes

WHERE CAN YOU CARRY OUT THE ASSIGNMENT?

In the LC. If possible, execute the plan/session with your own players, in the home environment (Development Period)

HOW CAN YOU CARRY OUT THE ASSIGNMENT?

STEPS:

1. Complete all modules.
2. In the LC, use the template to create a one-week (1) plan based on the training session and game schedule based on the developmental stage/objectives of your team
3. Within the one-week (1) plan, select the training session goals, player actions, and key qualities; structure the number of players, field size, and duration
4. Complete assignments 3.1, 3.2, 3.3, 3.4, and 3.5 as separate components of 3.6 the Final Training Session
5. In the LC, design an age appropriate "Play-Practice-Play" training session/Final Training Session based on the developmental stage/objectives of the players (9v9 or 11v11)
6. Execute a portion of the training session during the Field Component- minimum fifteen (15) minutes
7. Evaluate the outcome with the instructor
8. Self-reflect on your own coaching, the activities, and the players and their response

WHAT SHOULD BE THE RESULT OF THE ASSIGNMENT?

The D License Coach is competent in facilitating an environment which supports and guides players on the field in order to develop them to their full potential as well as prepare players/the team for the game (see D License Coach Profile).

SUPPORT

- Modules 5, 6, 7, 10, 11B, 11C, 13, 16B, 17B, & 18B
- The instructor
- Your candidate partner
- Mentor

Supporting Tools/Documents

- LC
- One-Week Training Plan Template
- Course Guide/Profile of a D License Coach
- U.S. Grassroots Roadmap
- U.S. Soccer Grassroots Player Development Framework
- U.S. Soccer Self-Development Cards
- U.S. Soccer Book of Experience
- U.S. Soccer Coach's Tool Kit
- Five Elements Assessment Form

3. COACHING TRAINING SESSIONS



DUE DATE(S)

- 3.1, 3.2, 3.3, 3.4, & 3.5 Structuring an Activity are "cumulative" assignments that build off of each other: each is due at separate times throughout the course
- 3.6 One-Week Plan and Final Training Session: Ten (10) days after Module 18A
- Execute a portion during the Field Component
- Reflection on the facilitation of the Plan: Following the Field Component and prior to the Personal Development Plan (PDP) presentation

COMPLETION

- 3.1 Age Group & Training Session goal
- 3.2 Player Actions, Key Qualities, and Activity Objective
- 3.3 One-Week Plan and Core Practice Activity Graphic
- 3.4 Entire Practice Phase (Core, Less Challenging & More Challenging) activities including duration
- 3.5 Guided Questions and Key Words
- 3.6 Completed One-Week Plan and entire P-P-P training session (Play 1, Core, LC, MC, & Play 2)
- Feedback from the instructor
- Execute a portion of the session during the Field Component
- Reflection on the execution
- Feedback/approval of the instructor

HOW WILL IT BE ASSESSED?

Candidate will be assessed on the competence to facilitate an environment which supports and guides players on the field in order to develop them to their full potential as well as prepare players/the team for the game. Use the D License Coach Profile as your frame of reference. Use the Five Elements Assessment Form.

4. LEADING THE TEAM & 5. LEADING THE PLAYER



ASSIGNMENT:

Use the U.S. Soccer Grassroots Player Development Framework throughout all assignments.

4.1 Answer Module questions re: co-constructing values/goals (inside of Module 14B)

5.1 Answer Module questions to determine methods to give players individual, unconditional attention (inside of Module 14A)

Modules 14A (LP) & 14B (LT)

TYPE OF ASSIGNMENTS:

Development

COURSE LEARNING OBJECTIVES:

- **Course Learning Objective #1:** To understand how to use a Coaching Profile to identify individual learning needs in order to create a player-centered environment
- **Course Learning Objective #2:** To demonstrate an understanding of development stages & age characteristics

WHERE CAN YOU CARRY OUT THE ASSIGNMENT?

Inside the LC (Modules 14A and 14B).

If possible, with your own team and players, in the home environment (Development Period).

HOW CAN YOU CARRY OUT THE ASSIGNMENT?

STEPS:

Answer the module questions for Leading the Team and the Leading the Player to complete the modules. Contribute to the group discussion.

- 4.1 Identify three goals to co-construct with your team. Describe an example of how you used them to recognize and prevent/manage conflict. Reflect on how you do in creating an environment of inclusion.
- 5.1 Determine methods to give players individual, unconditional attention to all players. Think about how you will help one player to identify two specific key qualities and a defined competency for each key quality.

WHAT SHOULD BE THE RESULT OF THE ASSIGNMENTS?

- The D License Coach will be competent in creating an environment of inclusion and engage players based on agreed upon team behaviors and goals (see D License Coach Profile).
- The D License Coach will be competent in giving players individual, unconditional attention and mentor them to fulfill their potential (see D License Coach Profile).

SUPPORT

- Modules 14A & 14B
- The instructor
- Your candidate partner
- Mentor

Supporting Tools/Documents

- LC
- Course Guide/Profile of a D License Coach
- U.S. Soccer Grassroots Roadmap
- U.S. Soccer Grassroots Player Development Framework
- U.S. Soccer Coach's Tool Kit
- U.S. Soccer Book of Experience
- U.S. Soccer Self-Development Cards

DUE DATE(S)

Prior to the interaction.

COMPLETION

Complete reflection questions:

- Both assignments do not need to be executed, however, the goal is to prepare the processes to help your team identify three goals and to help one player identify two specific key qualities.

HOW WILL IT BE ASSESSED?

LT-Candidate will be assessed on the competence to create an environment of inclusion and engage players based on agreed upon team behaviors and goals.

LP-Candidate will be assessed on the competence to give players individual, unconditional attention and mentor them to fulfill their potential.

6. MANAGING THE PERFORMANCE ENVIRONMENT



ASSIGNMENT:

Use the U.S. Soccer Grassroots Player Development Framework throughout the assignment. Plan, organize, and host a parent meeting to inform, involve, and inspire the parents.

Module15

TYPE OF ASSIGNMENT:

Development

COURSE LEARNING OBJECTIVES:

- **Course Learning Objective #8:** To implement a plan for child safety and risk management
- **Course Learning Objective #9:** To demonstrate an understanding of how to inform, involve and inspire parents

ADDITIONAL OBJECTIVES:

- Understand the performance environment and think of ways to positively influence it
- Understand & identify the key people and factors which influence the performance environment (e.g. parents)
- Build relationships with those who can influence the performance environment (e.g. parents)
- Implement a plan for parent engagement/meetings

WHERE CAN YOU CARRY OUT THE ASSIGNMENT?

With your own players' parents, in the home environment
Can be done virtually. (Development Period)

HOW CAN YOU CARRY OUT THE ASSIGNMENT?

STEPS:

Use the U.S. Soccer Parent Meeting Template to:

1. Complete the module.
2. Identify the key people and factors that influence your own performance environment
3. Plan to inform parents about the plan for child safety and risk management (refer to Safesport)
4. Establish goals for the parent meeting that include:
 - informing by explaining the U.S. Soccer Grassroots Player Development Philosophy and the Player Development Framework
 - inspiring parents to be engaged and positively contribute to team development
 - involving parents by delegating responsibilities
5. Schedule the meeting (virtual if need be) and host it with your team's parents
6. Reflect on your strengths and weaknesses

WHAT SHOULD BE THE RESULT OF THE ASSIGNMENT?

The D License Coach will be competent in influencing off-the-field circumstances and persons in order to create the best possible conditions for the development and performance of the players (see D License Coach Profile).

SUPPORT

- Module 15
- The instructor
- Your candidate partner
- Mentor

Supporting Tools/Documents

- LC
- Course Guide/Profile of a D License Coach
- U.S. Soccer Parent Meeting Template
- U.S. Soccer Grassroots Roadmap
- U.S. Soccer Grassroots Player Development Framework
- U.S. Soccer Grassroots Player Development Philosophy
- U.S. Soccer Book of Experience
- U.S. Soccer Self-Development Cards

DUE DATE(S)

Module 15 is due prior to the interaction. The reflection on hosting the meeting is due with Module 17A

COMPLETION

- A completed plan following the U.S. Soccer Parent Meeting Template
- Complete a reflection answering the following questions to identify areas of strength and growth:
 - What did you do well?
 - What could you do better?
 - What will be your actions to grow?
- Feedback from the instructor
- Approval of the instructor

HOW WILL IT BE ASSESSED?

Candidate will be assessed on the competence to influence off-the-field circumstances and persons in order to create the best possible conditions for the development and performance of the players.

6. MANAGING THE PERFORMANCE ENVIRONMENT



ASSIGNMENT:

Complete the Introduction to Safe and Healthy Playing Environments

TYPE OF ASSIGNMENT:

Development

OBJECTIVES:

- Understand the health and safety promotion of your players
- Concussion protocol

WHERE CAN YOU CARRY OUT THE ASSIGNMENT?

In the LC (Development Period)

HOW CAN YOU CARRY OUT THE ASSIGNMENT?

STEPS:

1. Use the LC to watch the video
2. Answer the quiz questions correctly

WHAT SHOULD BE THE RESULT OF THE ASSIGNMENT?

The D License Coach will be competent in influencing off-the-field circumstances and persons in order to create the best possible conditions for the development and performance of the players (see D License Coach Profile).

SUPPORT

- The instructor
- Your candidate partner
- Mentor

Supporting Tools/Documents

- LC

DUE DATE(S)

During the Development Period

COMPLETION

The Player Safety Module has been completed

HOW WILL IT BE ASSESSED?

Candidate will be assessed on the competence to influence off-the-field circumstances and persons in order to create the best possible conditions for the development and performance of the players.