

U.S. SOCCER REFEREE PROGRAM – REFEREE COACH LICENSE

COURSE GUIDE

OUTLINE

| Topics | Page |
|------------------------------|------|
| Preface | 2 |
| Content | 2 |
| General Course Information | 3 |
| Profile of the Referee Coach | 4 |
| Assignments | 5 |
| Brief Description | |
| Pre-Meeting | 6 |
| Course Meeting (In-Person) | 7 |
| Detailed Description | |
| Pre-Meeting | 8 |
| Course Meeting (In-Person) | 12 |
| Evaluations | 15 |

PREFACE

This booklet focuses on and provides information on the Referee Coach Course. The curriculum is geared to meet the demands and standards of coaching Grassroots and Regional match officials in the youth and adult environments.

The course is designed to develop and apply the basic core concepts of coaching and training match officials in the Referee Pathway and specifically in an 11v11 performing environment with youth and adult players.

The goal of the course is to introduce candidates to U.S. Soccer's Sports Development Education Philosophy and educate candidates to increase competency and success in performing the tasks of a Referee Coach:

- Leading video analysis sessions
- Evaluating performance of match officials
- Leading and facilitating post-game team reflection
- Writing the feedback and evaluation of the performance
- Leading field sessions

The course is designed as a core course for training new and experience candidates for the performing environment, primarily of a match official that have decided to progress along the Referee Pathway, from Grassroots to Regional Referee. The course content focuses on the qualities and learning needs of individual candidates. The Profile of the Referee Coach guides and connects the course content, assignments, and evaluations of the candidate. The profile also safeguards the quality and standards of the Referee Coach License.

U.S. Soccer thanks you, the candidate, for your commitment to soccer in our country. Soccer is a remarkable sport that impacts the lives of many people, and it will undoubtedly continue to flourish into the preeminent sport in the

nation with the support of individuals such as yourself.

Thank you for your continued support!

CONTENT

Course Guide Description

The course guide serves to provide information and guidance during the course, and it is divided into the following sections:

1. General information
2. The Profile of the Referee Coach (separate PDF)
3. Candidate assignments
4. Candidate assignment evaluations

The General Information (Section 1) defines the course objectives, admission criteria, attendance requirements, fraud and plagiarism, due dates, and summarizes the course content.

The Profile of the Referee Coach, Section 2, details the tasks of the referee coach that works primarily with Regional Referees in 11v11 competitive youth and adult performing environments. The profile serves as a frame of reference for the Referee Coach License. The profile consists of two main components: the tasks and underlying processes of the referee coach within the performing environment, and the related competencies. The competencies are subdivided into 'actions' of the referee coach and the desired 'outcomes.' The profile will also be used as a reference in the evaluation of the referee coach's competencies.

The importance of the candidate's assignments is described in Section 3. Completing each assignment is key to the learning approach for this course. The assignments are designed for the candidate to carry them out immediately. Pre-meeting assignments aid candidates to self-evaluate, demonstrate their experience, and

practice based on the competencies of a referee coach. Taking time to think about one's practice and experience (reflection) and recognizing how this links to theory defines the basis of the learning process. The assignments ensure that the course will be meaningful and practically geared to the competencies of the Referee Coach in the performing environment of match officials starting the pathway beyond grassroots or those that currently hold an active Regional Referee License. Throughout the Pre-Meeting period and in the Course Meeting, all assignments must be completed and approved.

Section 4 describes the method in which candidates will be evaluated throughout the course. All *tasks* of the referee coach will be evaluated, either separately or together.

Planning will be key for the successful completion of the course. The timeline table offers the candidate an overview of the due dates for each assignment.

SECTION 1 - GENERAL INFORMATION

1.1 Course Objectives

The overall goal of the Referee Coach Course is to train and develop the candidates' basic core competencies (knowledge, skills, attitude, and personal traits) needed to work as a referee coach for development of match officials working in the performing environment of the Regional Referee (and Grassroots Referee seeking an opportunity to start the Referee Pathway towards attaining the Regional Referee License).

The main objectives of the Referee Coach Licensing Course are:

- Developing and implementing leadership and teaching skills to train and develop match officials in the Preparation Phase of the Officiating Cycle (**Prepare**, Perform, and Reflect)
 - Leading video analysis sessions (*task* of a referee coach)
 - Leading field sessions (*task* of a

referee coach)

- Developing and implementing leadership and teaching skills to train and develop match officials in the Performance Phase of the Officiating Cycle (Prepare, **Perform**, and Reflect)
 - Evaluating performance of match officials (*task* of a referee coach)
- Developing and implementing leadership and teaching skills to train and develop match officials in the Reflection Phase of the Officiating Cycle (Prepare, Perform, and Reflect)
 - Leading and facilitating post-game team reflection (*task* of a referee coach)
 - Writing the evaluation of the performance (*task* of a referee coach)

1.2 Admission Criteria

The minimum age to apply for the course is 21 years and must have been a Referee Mentor for 3 years. Having experience as a player or coach, and/or experience as a teacher will benefit the candidate and will contribute to the successful completion of the course.

1.3 Attendance

Candidates are required to attend the Pre-Meeting sessions (Orientation and check-in) in addition to successfully completing Pre-Meeting assignments prior to the deadline. Pre-Meeting and Course Meeting assignments must be completed and submitted by or before the due dates. Attending the Pre-Meeting sessions and Course Meeting and completing the assignments of the course **does not** guarantee that the candidate will earn the license. Assignments and evaluations will be used to determine, for each candidate, the level of competency under the *tasks* of the Referee Coach, and if the candidate has met the minimum standards to earn the Referee Coach License.

1.4 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 by a candidate that make it impossible to form a correct opinion of their competencies.

Examples classified as fraud or plagiarism include, but are not limited to, the following:

- Copying another candidate's assignment
- Handing in non-authentic work
- Providing false information

1.5 Assignment Due Dates

The candidate must submit the assignments by the due date. Approval for the student to move forward from the Pre-Meeting period to the Course Meeting (In-person) will be based on the on-time submission of candidate's assignments and the course instructors' evaluations of the candidate's assignments.

Designated assignments may have an additional (1) opportunity for submission after revision by the candidate based on course instructor's feedback. The candidate must revise and submit by the revision due date.

1.6 Course Content Summary

The course includes a theoretical and a practical component.

The theoretical component focuses on experiences of the candidates related to the objectives of the course (emphasizing the *tasks* of the referee coach) and knowledge applicable to course assignments. The education approach will require candidate to exchange experiences on the topics, increase their theoretical knowledge, and apply the theory, in games and reality-based situations using game video

and/or video clips.

During the Pre-Meeting period and the Course Meeting (In-person), the candidates demonstrate their competency via Pre-Meeting assignments, demonstrate their ability to refine and practice their skills via the Course Meeting assignments. Engaging in team reflection with course instructors after assignments is paramount to the candidate's development.

Beyond the end of the course, the candidates are expected to apply their enhanced skills by practicing coaching match officials in games, with the Referee Coach or Referee Mentor License, in Post-Course events (Development Period) managed by competitions, SRCs or U.S. Soccer.

SECTION 2 – The Profile of the Referee Coach is found in a separate PDF file.

SECTION 3 - ASSIGNMENTS

The candidate works on the development of competencies by carrying out assignments to practice and apply their skills and knowledge and to reflect on their own performance of those assignments. The assignments are designed to provide a clear snapshot of the candidate's development and competencies to perform the *tasks* of the referee coach.

Each assignment contains a self-reflection by the candidate. The following support the process of self-reflection:

- Use tips and resources to improve your approach while working in the assignment
- Answer the three self-reflection questions
 - Explain 'what went well' and 'what did not' in terms of achieving the goal(s)/objective(s)
 - Identify specific examples of 'why' something went well and did not
 - Describe what you want to improve the next time and 'how' you will do so

The candidate completes and submits the required assignments for evaluation by the course instructor(s). For a few assignments, the candidate may need to revise their work if it does not meet the standards or expectations. Note that an assignment is considered incomplete without the reflection component, and some assignments require a team reflection with an instructor(s) in addition to a self-reflection by the candidate.

Book of Experience (Reflection Journal)

An experience is an important step in the learning process. The development of competencies by a referee coach takes shape, meaning, and authenticity from one experience to the next. Learning by reflection based on one's own actions (during the experience) is key.

A Book of Experience is an important resource to complete assignments. Collecting relevant experiences provides the foundation and detail needed to complete the assigned task.

Reflecting on these experiences can be seen as an interpretation of one's own experiences as they relate to their own learning process (identifying the needs and goals for further development).

How to use the Book of Experience

- Write down an experience(s) of significance (related to assignments and personal development goals)
- Reflect on the experience(s) at least once a week (give meaning to the experience related to the learning process)
- Connect the outcome of the reflection with the assignment
- Attempt to identify a pattern or trend in the experience(s)
- Relate the identified pattern or trend to the personal development plan

Notes:

Read the assignments carefully before you begin. Do not hesitate to contact the instructor(s) if you have any questions and/or need clarification on the assignments.

Submit the completed assignments on or before the due date and set up a reflection session with the instructor(s) within 3-5 days from submitting your work but no later than 15 days after performing the assignment.

Where applicable and specified by instructor(s), revise submitted assignment(s) based on feedback and re-submit revision within the specified time after input was offered. A single (1) revision is allowed for specified assignments.

PRE-MEETING EXERCISES

| <u>EXERCISE</u> | <u>Due Date</u> |
|---|---------------------------------|
| 1. Self-assessment and Personal Development Plan | 21 days prior Course meeting |
| Leading video analysis sessions (<i>task of the Referee Coach</i>) | |
| 2. Video analysis presentation Topics: challenge, penalty area decision, tactical handling, and/or offside | 21 days from Course meeting |
| Evaluating the performance of match officials (<i>task of the Referee Coach</i>) | |
| 3. Review & analyze game clip of match officials' performance and Writing the feedback and evaluation of the performance (<i>task of the Referee Coach</i>) Topics: as above in 2. and/or positioning & reading play | 14 days from Course meeting |
| Leading field sessions (<i>task of the Referee Coach</i>) | |
| 4. Develop/design a practical field-exercise Topics: as above in 3. | 7 days from Course meeting |

NOTES:

- Exercise 1 is ongoing, and it is only submitted twice:
 - 1) once in the pre-meeting period (due 21 days prior to course meeting) and
 - 2) once more in the post-meeting (after the last assignment) of the course
- Detailed instructions for each pre-meeting exercise (1-4 above) are on pages 8-11

COURSE MEETING ASSIGNMENTS

| <u>ASSIGNMENT</u> | <u>Due Date</u> |
|--|-----------------|
| Leading video analysis sessions (<i>task</i> of the Referee Coach) 1. Lead a video analysis with an audience Topics: challenge, penalty area decision, tactical handling, and/or offside. | Day 1-2 |
| Leading field sessions (<i>task</i> of the Referee Coach) 2. Lead a practical field-exercise Topics: as above in 1. and/or positioning & reading play | Day 2-3 |
| Evaluating performance of match officials (<i>task</i> of the Referee Coach) 3. Observe a game, take notes, & organize feedback Topics: as above in 2. | Day 3-4 |
| Facilitating the post-game team reflection (<i>task</i> of the Referee Coach) Lead & facilitate the post-game reflection Topics: as above in 2. | Day 3-4 |
| Writing the feedback of the performance (<i>task</i> of the Referee Coach) Write the feedback and evaluation of the performance Topics: as above in 2. | Day 3-4 |

NOTE:

- Detailed instructions for each course meeting assignment are on pages 12-14

EXERCISE – Pre-meeting

1. Self-assessment/Personal Development Plan

Assess/evaluate yourself by scoring the key qualities (*tasks* and *processes*) of a Referee Coach, and set individual development goals and determine the strategic actions to take to reach those goals

Objectives

- Being informed and aware about the standards and profile of a Referee Coach
- Identifying qualities where you have room to grow & defining individual goals
- Setting goals and giving direction to the strategic learning actions to achieve the goals
- Creating the habit of reflection on one's own performance
- Embracing lifelong learning and the ongoing process of development as a Referee Coach

How to carry out the assignment?

1. Read the Profile of the Referee Coach and identify the key qualities (*tasks*)
2. Score yourself (1-lowest – 5 highest) on each of the key qualities (*tasks*)
3. Check your score by asking people in your environment to offer honest opinion on your experience/performance on the various qualities (*tasks* and *processes*)
4. Write a short paragraph explaining why you scored yourself as you did for each of the *tasks*
5. Reflect on the information/data and interpret it to help identify room for growth
6. Set individual development 'goals' and 'plan of action' to accomplish these profile-based goals

Be specific in formulating goals, describe visible criteria to check the development, make sure that the goals are realistic, draw up a timetable and outline 'who can support you,' and be open for and try different strategies of learning.

Begin/continue using the Book of Experience (Reflection Journal) for activities related to key qualities throughout the course. Monitor, evaluate, and reflect on the performance of the *task(s)* and the outcome. Adjust the planned 'goals' and/or the process to accomplish them as needed.

What should be the result of the assignment?

The Referee Coach is competent in developing and implementing leadership characteristics in all aspects of referee coaching and personal development to develop match officials and Referee Mentors (review 'outcomes' in the Profile of the Referee Coach)

Support

- Course instructor(s)
- Candidate's mentor
- Anyone who can contribute to your self-assessment and personal development plan

Supporting Tools / Documents

- Course Guide & the Referee Coach Profile
- Key qualities (*tasks* and *processes*) of the Referee Coach
- Book of Experience (Reflection Journal)

Due Date(s)

- Score yourself by 21 days prior to the course in-person meeting
- Score yourself again after the last assignment in the post-meeting development period (**no longer than 200 days after the course meeting**)

Completion

- Personal score and explanation for each of the 'key qualities (*tasks* and *processes*) of a Referee Coach'
- Typed personal development plan (Word document)
- Submit by uploading to corresponding assignment in the U.S. Soccer Learning Center Referee Coach Course
- Feedback and approval by the instructor(s)

EXERCISE – Pre-Meeting

2. Video analysis virtual presentation

Record a 6-8-minute analysis of an assigned video for an online audience of Regional Referees (with an audience of 5 or more OR without a real audience)

Objectives

- Adapting the FIFA Presentation Sequence for Video Analysis to an online environment
- Applying the P.E.A.C.E. model during video analysis as applicable to online environment
- Analyzing a game video based on understanding and interpretation of the current Laws of the Game (LOTG) and FIFA Considerations
- Linking your analysis to the decision-making process that contributes to or would enhance the on-field decision(s) by the referee team
- Self-reflecting on your own performance of this *task*

Where can you carry out the assignment?

Home, office, classroom, etc. with a match official audience (Regional and Grassroots license)

How can you carry out the assignment?

1. Review the P.E.A.C.E. model, FIFA’s Presentation Sequence, and assigned video clip
2. Determine the key point(s) and correct decision based on current LOTG and considerations
3. Record your presentation using an adapted protocol (FIFA’s Presentation Sequence)
 - a. Include showing the clip and showing once again to pause at ‘moment(s) of truth’
 - b. Video must show you leading the analysis
4. Document a self-reflection on your own performance of this *task*

What should be the result of the assignment?

Clear and confident video analysis demonstrating a good understanding of the presentation sequence, the P.E.A.C.E. model, decision-making process, and LOTG & FIFA Considerations (review ‘outcomes’ in the Profile of the Referee Coach that relate to the *task* of leading a video analysis session).

Support

- The instructor(s)
- Candidate’s mentor

Supporting tools / documents

- Course Guide and the Referee Coach Profile
- Key qualities (*tasks* and *processes*) of the Referee Coach
- Current IFAB’s Laws of the Game
- FIFA’s Teaching Material in course Resources tab
- USSF’s Resource Center – Instruction Resources (click [HERE](#))
- Book of Experience (Reflection Journal)

Due Date

Pre-Meeting: 21 days prior to the course in-person meeting

Completion

- Upload video recording and self-reflection page to appropriate assignment in the U.S. Soccer Learning Center Referee Coach Course
- Feedback and approval of the instructor(s)

EXERCISE – Pre-Meeting

3. Evaluate the performance of match officials

Review and analyze the assigned video clips using current IFAB's Laws of the Game and FIFA Considerations in preparation for written feedback and type meaningful comments with options/solutions as appropriate for each member of the referee team

Objectives

- Evaluating the performance of match officials
- Identifying key match incidents, 'positive points,' and 'area(s) for improvement'
- Reviewing the decision-making process in context with game incidents
- Writing feedback based on video incidents reviewed and analyzed
- Documenting the highlights of each of the match officials' performances
- Describing the level of difficulty (low, medium, high) for each incident
- Assigning point(s) for addition or deduction based on level of difficulty of incident and outcome (correct or incorrect decision)
- Reinforcing 'positive behavior' leading to correct decisions in written format
- Offering options/solutions for 'area(s) for improvement' in written format
- Self-reflecting on your own performance of this task

How can you carry out the assignment?

1. Review the assigned video clips (found in the course Resources tab)
2. Note key points for each video related to competencies, for a match official during the game, based on the Regional License profile
3. Identify key match incidents, 'positive points,' and 'area(s) for improvement'
4. Write notes to reinforce positive behavior and coaching points/options/solutions for 'areas for improvement' in preparation to post-game reflection and written feedback
5. Type your feedback for match officials using the course template (Word document)
6. Summarize points added and points deducted for each incident and the rationale for each
7. Document a self-reflection on your own performance of this task

What should be the result of the assignment?

Highlights of important incidents, positive points, and areas for improvement in preparation for post-game reflection and written feedback (review 'outcomes' in the Profile of the Referee Coach that relate to the task of evaluating the performance of match officials), and meaningful written feedback that reinforces positive behavior and clearly describes options/solutions for area(s) for improvement, completed and submitted in a timely manner (review 'outcomes' in the Profile of the Referee Coach that relate to the task of writing feedback and evaluation of the performance of match officials)

Support

- The instructor(s)
- Candidate's mentor

Supporting tools / documents

- Course Guide and the Referee Coach Profile
- Key qualities (*tasks* and *processes*) of the Referee Coach
- Profile of the Regional Referee
- Current IFAB's Laws of the Game
- FIFA's Teaching Material in course Resources tab
- USSF's Resource Center – Instruction Resources (click [HERE](#))
- Written Feedback & Evaluation template (Word doc)
- Book of Experience (Reflection Journal)

Due Date

Pre-Meeting: 14 days prior to the course in-person meeting

Completion

- Upload notes (typed or photo of handwritten) documenting:
 - review & analysis of videos
 - outline of feedback for match officials (positive points and area(s) for improvement)
- Upload completed written feedback in the course template (Word document)
- Upload self-reflection page to corresponding assignment in the U.S. Soccer Learning Center Referee Coach Course
- Feedback and approval of the instructor(s)

EXERCISE – Pre-Meeting

4. Develop a practical exercise/drill for referees with the Regional License

Develop a practical field-exercise based on assigned video clip to engage match officials and/or Referee Mentors

Objectives

- Applying knowledge about specific topic(s) (challenges, penalty area decisions, tactical fouls, handling, offside, or positioning and reading the game) to develop a meaningful practical exercise
- Designing a practical exercise for match officials to apply decision-making and to practice clear and confident communication of decisions in a game-like scenario(s)
- Developing a practical exercise that is carried out on the field with (or without) players and helps match officials to increase understanding and application of IFAB's Laws 11 or 12
- Self-reflecting on your own performance of this *task*

How to carry out the assignment?

1. Access videos in the Resources tab to find assigned video clip
2. Develop the goal(s) and objective(s) for the practical exercise and the desired outcome
3. Briefly describe the activity/role for: players (defenders & attackers), Referee Mentor(s)/Referee Coaches, and match officials' during the exercise
4. Use 4 PowerPoint slides to illustrate and describe your practical exercise (see example [HERE](#))
5. Document a self-reflection on your own performance of this *task*

What should be the result of the assignment?

Meaningful and relevant practical exercise described and illustrated in 4 slides that can serve

as a guide to lead the activity on the field (review 'outcomes' in the Profile of the Referee Coach that relate to the *task* of leading a field session)

Support

- The instructor(s)
- Candidate's mentor

Supporting tools / documents

- Course Guide and the Referee Coach Profile
- Key qualities (*tasks and processes*) of the Referee Coach
- Current IFAB's Laws of the Game
- FIFA's Teaching Material in course Resources tab
- USSF's Resource Center – Instruction Resources (click [HERE](#))
- Book of Experience (Reflection Journal)
- Sample of practical exercise (PowerPoint document)

Due Date

Pre-Meeting: 7 days prior to the course in-person meeting

Completion

- Upload the description and illustration of your practical field-exercise in PowerPoint (4 slides)
- Upload of self-reflection page to the corresponding assignment in the U.S. Soccer Learning Center Referee Coach Course
- Feedback and approval of the instructor(s)

ASSIGNMENT – COURSE MEETING (IN-PERSON)

1. Video analysis presentation

Lead a video analysis presentation with peer candidates and educators as the audience following the FIFA Presentation Sequence for Video Analysis

Objectives

- Applying the P.E.A.C.E. model to prepare for and engage the audience
- Understanding and teaching the decision-making process, current IFAB’s Laws and FIFA Considerations and interpretations
- Checking for understanding by the audience
- Self-reflecting on your own performance of this *task*

Where can you carry out the assignment?

Course in-person meeting

How can you carry out the assignment?

1. Prepare by reviewing the FIFA Presentation Sequence for Video Analysis
2. Lead the video analysis within designated timeframe (typically 7 minutes \pm 1)
3. Accept feedback from the audience (peers and educators) during the post-presentation team reflection
4. Document a self-reflection on your own performance of this *task*

What should be the result of the assignment?

Meaningful, engaging discussion that describes the learning points of the video and that helps to increase understanding of IFAB’s Law(s) and FIFA Considerations applicable to the incident in the video

Support

- The instructor(s)
- Candidate’s mentor
- Peer Candidates

Supporting Tools / Documents

- Course Guide and the Referee Coach Profile
- Key qualities (*tasks* and *processes*) of the Referee Coach
- Current IFAB’s Laws of the Game
- FIFA’s Teaching Material in course Resources tab
- USSF’s Resource Center – Instruction Resources (click [HERE](#))
- Book of Experience (Reflection Journal)

Due Date

Day 1-2 in the course meeting

Completion

- Feedback after presentations
- Upload of self-reflection page to the corresponding assignment in the U.S. Soccer
- Approval of the instructor(s)

ASSIGNMENT – COURSE MEETING (IN-PERSON)

2. Field session practical exercise

Design and lead a field session practical exercise in collaboration with other candidates where participants include players, coaches, and match officials.

Objectives

- Clearly communicating the goals/objectives of the exercise and the instructions for each of the participants
- Applying the **P.E.A.C.E. model** and **instructional phases** to engage match officials
- Offering constructive, **instant feedback** to match officials in collaboration with other candidates based on the exercise and current practical guidelines
- Adjusting practical exercise as needed on the field to accommodate the audience based on the learning environment
- Teaching the decision-making process that match officials apply in situation(s) during the game
- Self-reflecting on your own performance of this task

Where can you carry out the assignment?

Course in-person meeting

How can you carry out the assignment?

1. Collaborate as a team (3 or more candidates as assigned by educator)
2. Set up equipment (cones, etc.) for the practical exercise on the field
3. Instruct participants (players, coaches, and referees) on their task for the exercise
4. Monitor exercise to ensure each participant performs their assigned task
5. Offer instant feedback to match officials based on their actions (positive points and areas for improvement)
6. Pause the exercise as needed to make adjustment, clarify tasks, or add a variation

7. Stop and summarize goal(s) and takeaways
8. Document a self-reflection on your own performance of this task

What should be the result of the assignment?

Meaningful, engaging, reality-based, holistic experience for match officials in which they can practice: preparing, increasing understanding of the game, applying the decision-making process, and/or displaying clear and confident communication of decisions prior to their next game, and based on current IFAB's Laws of the Game, Practical Guidelines, and FIFA Considerations

Support

- The instructor(s)
- Candidate's mentor
- Players, coaches, course candidate team (as assigned by educators)

Supporting tools / documents

- Course Guide and the Referee Coach Profile
- Key qualities (*tasks* and *processes*) of the Referee Coach
- Current IFAB's Laws of the Game
- FIFA's Teaching Material in course Resources tab
- USSF's Resource Center – Instruction Resources (click [HERE](#))
- PowerPoint template
- Book of Experience (Reflection Journal)

Due Date

Day 2-3 in the course meeting

Completion

- Upload the PowerPoint of the practical exercise
- Feedback after practical exercise
- Upload of self-reflection page to the corresponding assignment in the U.S. Soccer
- Approval of the instructor(s)

ASSIGNMENT – COURSE MEETING (IN-PERSON)

3. Evaluate the performance of match officials

Evaluate the performance of the referee team in a game, facilitate the post-game reflection with them, and write the feedback for each match official

Objectives

- Understanding the game and performance environment
- Taking notes of the challenges that the game offers to the referee team
- Identifying key match incidents, ‘positive points,’ and ‘area(s) for improvement’
- Connecting and communicating clearly with the referee team prior to the game and during the post-game reflection
- Coaching the referee team on the decision-making process to increase accuracy for on-field decisions and competency in the task of the referee: Officiating the Game
- Self-reflecting on your own performance of this task

Where can you carry out the assignment?

Course in-person meeting

How can you carry out the assignment?

1. Prepare by reviewing the Profile of the Grassroots/Regional Referee, specifically the *task* of ‘Officiating the Game’
2. Review the Written Feedback template to help you organize incidents in the game
3. Watch and take notes of behavior and decisions by the referee team during the game
4. Highlight, prioritize, and organize key match incidents, ‘positive points,’ and ‘area(s) for improvement’ to discuss in the post-game reflection and to write in the template for written feedback
5. Facilitate the post-game reflection
6. Apply the **P.E.A.C.E. model** to engage the audience in a meaningful discussion
7. Write clear feedback to reinforce good behavior, pinpoint areas for improvement, and describe **clear and succinct options/solutions** to reflect upon prior to their next game

8. Submit the written feedback in a timely manner
9. Document a self-reflection on your own performance of this *task*

What should be the result of the assignment?

Meaningful notes, respectful discussion with the referee team, and relevant feedback with specific examples in the game that highlight key match incidents, ‘positive points,’ and ‘area(s) for improvement’ for each match official in the referee team as well as clear options/solutions for important incidents in the game

Support

- The instructor(s)
- Candidate’s mentor

Supporting tools / documents

- Course Guide and the Referee Coach Profile
- Key qualities (*tasks* and *processes*) of the Referee Coach
- Current IFAB’s Laws of the Game
- FIFA’s Teaching Material in course Resources tab
- USSF’s Resource Center – Instruction Resources (click [HERE](#))
- Written Feedback & Evaluation template (Word doc)
- Book of Experience (Reflection Journal)

Due Date

Day 3-4 in the course meeting

Completion

- Upload your notes (image or Word doc)
- Upload video recording of post-game reflection
- Upload written feedback for match officials (Word doc)
- Feedback on notes, post-game reflection, and written feedback
- Upload of self-reflection page to the corresponding assignment in the U.S. Soccer
- Approval of the instructor(s)

CANDIDATE EVALUATIONS

Pre-Meeting Exercises

| Exercises | Type | Due Date | Practical | Interview |
|--|--------------------------------------|---------------------------------|-----------|-----------|
| 1. Self-assessment and Development plan | Written + feedback | 21 days prior to course meeting | X | - |
| 2. Leading video analysis | Video + feedback | 21 days prior | X | - |
| 3. Evaluating match officials and written feedback | Observe + notes + written + feedback | 14 days prior | X | - |
| 4. Leading field session | Design + feedback | 7 days prior | X | - |

NOTE: Feedback to candidates will be offered in written form or during scheduled office hours or by appointment if possible. The candidate is responsible to set up session for feedback based on availability (instructor's and candidate's).

Course Meeting Assignments

| Assignments | Type | Due Date | Practical | Reflection |
|-------------------------------|-----------------------|----------|-----------|------------|
| 1. Leading video analysis | Team reflection | Day 1-2 | X | X |
| 2. Evaluating match officials | Notes + reflection | Day 2-3 | X | X |
| Post-game reflection for #2 | Video + reflection | Day 2-3 | X | X |
| Written feedback for #2 | Written + reflection | Day 3-4 | X | X |
| 3. Leading field session | Feedback + reflection | Day 3-4 | X | X |