

<p>AYSO Program: Referee</p> <p>Lead Instructor: Advanced Referee Instructor</p>	<p>Referee Instructor Evaluator Course</p>	<p>Latest Revision Date: May 14, 2005</p> <p>Length: 5 ½ hours</p> <p>Lesson Plan Number: Page: 1 of 21</p>
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Change History	
May 1, 2004	Lesson Plan First Developed
May 14, 2005	Revised-program changes & lesson plan format

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1. DESCRIPTION

This course prepares the students to evaluate prospective referee instructors at both the entry and advanced level and to provide positive feedback that will enable the instructor candidates to become better instructors.

2. GOALS

- To provide an understanding of the performance criteria for a Referee Instructor and an Advanced Referee Instructor.
- To provide an understanding of the administrative requirements of a Referee Instructor Evaluator.

3. PREREQUISITES

- Referee Instructor

4. STUDENT MATERIALS

- Referee Instructor Evaluation form
- AYSO Application for Referee Instructor or Evaluator Certification
- Student handouts

5. INSTRUCTOR EQUIPMENT AND MATERIALS

- Overhead projector and screen or computer & projector.
- Flip chart, dry or chalk board with markers or chalk.

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6. INSTRUCTOR NOTES

Order of Classes:

Class 1	Introduction & Role and Criteria for Evaluators	¼ hour
Class 2	Points of Evaluation for Instructors	1 hour
Class 3	Administrative Requirements	½ hour
Class 4	Techniques for Conducting Review	2 hour
Class 5	Class Room Conclusion	¼ hour
Class 6	Practice Evaluations	1 ½ hours

While these Practice Evaluations can be done as part of the Referee Instructor Evaluator Course, it is **STRONGLY RECOMMENDED** that the evaluations be done in an actual course with real students.

INSTRUCTOR NOTE: In a positive manner, the instructor should discuss the possibility that students may fail to successfully complete this course. The instructor should make certain that students are aware that evaluating instructors requires a special set of skills and aptitudes including evaluating presentations and communicating results. Not all students will demonstrate these skills and aptitudes sufficiently to perform adequately as an evaluator. Failing to meet the standards to become an evaluator is not a reflection of any individual's ability to continue to be an effective instructor.

7. ATTACHMENTS

Student Handouts: Scenarios and Sample Evaluations Forms
 Advanced Referee Instructor: Minimum Standards

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LESSON PLAN

I. INTRODUCTION

- A. Introduce self and co-instructors
- B. Introduce topic
- C. Link to past, as appropriate

II. BODY

A. Class 1 - Introduction (1/4 hour):

The purpose of the referee instructor evaluation program is to evaluate prospective referee instructor performance preferably in actual teaching situations and to give positive feedback to the candidate.

1. Role of the Evaluator: The role of the evaluator is to:
 - Evaluate performance by observing the candidate in actual teaching situations
 - Determine if performance meets minimum standards
 - Provide positive feedback to the prospective instructor
 - Participate in training being conducted with the prospective instructor to be evaluated
 - Complete administrative requirements
 - Completion of forms
 - Forward recommendations to proper authority
 - Criteria for Referee Instructor Evaluators:
 - Advanced or National Referee Instructor
 - Completed Referee Instructor Evaluator Course
 - Criteria for Referee Instructor
 - Completed AYSO Introduction to Instruction
 - Completed Referee Instructor Course
 - Passed Referee Instructor Examination
 - Passed Referee Instructor evaluations as required

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B. Class 2-Discussion of points for evaluation of Referee Instructors (1 hour).

Instructor should discuss each point and ensure that minimum standards are clearly understood. The instructor should cover minimum standards for both the Referee Instructor and the minimum standards for the Advanced Referee Instructor as you proceed through the individual categories.

Referee Instructor Minimum Standards

1. Pre-Class – Referee Instructor

- Proper training aids available
 - Training aids necessary to meet lesson plans
 - Training aids required by the lesson plan
- Class material & hand-outs available
 - Class material and hand-outs outlined in the lesson plan
- Space adequate for requirements
 - Space provided is adequate for the requirements of the lesson plan
 - If adequate space is not available, makes necessary adjustments to conduct lesson plan in space available
- Appearance of instructor
 - Properly dressed-uniform if required
 - Professional appearance

Minimum Standards: Prospective Instructor must meet all requirements of the pre-class components and is expected to present a highly professional personal appearance. The instructor should demonstrate flexibility and creativity if problems develop in training aids, physical space or class material and handouts.

2. Presentation – Referee Instructor

- Gave adequate introduction
 - Introduces self
 - Introduces course and course goals

Minimum Standards: Gives complete introduction including goals and objectives.

- Provided bridge from previous material
 - Ties directly to previous material
 - Places lesson plan in proper context of AYSO

Minimum Standard: Ties material to AYSO or other material

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- Met lesson plan goals

Minimum Standard: Must meet all goals stated in the lesson plan and should confirm this learning with proper techniques throughout the presentation (e.g. Adequate summaries of material and seeking questions for confirmation)

- Met lesson plan learning objectives- Provides material that covers all learning objectives in the lesson plan.

Minimum Standard: Provides class with a through understanding of material that meets all of the learning objectives. Understanding must be properly confirmed.

- Adapted presentation to needs of students
 - Identifies needs of students
 - Does not allow students to fall too far behind others
 - Identifies learning deficiencies and adjusts lesson plan to correct deficiencies.

Minimum Standards: With adjustments, continues to meet learning objectives of lesson plan

- Obtained adequate class participation
 - Avoids all lecture program
 - Encourages class participation
 - Encourages questions from class

Minimum Standards: Should have significant class participation that is well managed and remains on subject

- Used training aids properly
 - Use proper training aid for proper emphasis
 - Avoids “talking” to training aid
 - Training aids enhanced learning process

Minimum Standard: Should demonstrate the ability to use multiple training aids effectively and must use training aids to enhance learning

- Answered questions adequately
 - Listened to questions
 - Answered directly to the point of the question
 - Gave proper factual information in answering

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Minimum Standards: Is expected to use proper questioning techniques through out the presentation and answer questions directly and accurately

- Maintained adequate control of class
 - Kept class on subject
 - Avoided student(s) monopolizing the class

Minimum Standards: Class was completed without undue disruption from any student(s). Effectively controls any challenges of class control in a positive manner

- Completed presentation on time
 - Managed time well to cover all material
 - Completed presentation within the time frame scheduled

Minimum Standards: Completes the course on time while devoting appropriate time to each teaching requirement. Is constantly managing time when others are presenting

- Provided bridge to future presentation(s)
 - Ties directly to previous material
 - Places lesson plan in proper context of AYSO

Minimum Standard: Provides bridge to other material and offers an adequate summary of material presented

- Style enhances presentation
 - Gestures do not detract
 - Pronunciation, enunciation good
 - Voice level audible and varied
 - Humor appropriate
 - Stories illustrate lesson content

Minimum Standard: Style does not detract from presentation

INSTRUCTOR NOTE: Be sure to emphasize that the evaluator must differentiate between entertainment and instruction. Candidates who use an entertaining style must be carefully evaluated to ensure that the entertainment value of the presentation does not adversely affect the instructional value. Evaluators must be certain that whatever style is used that the goals and objectives of each presentation are met.

3. General Law knowledge – Referee Instructor

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- Must demonstrate knowledge commensurate with experience and referee level
- Does not “make up” or guess at laws
- Admits when instructor does not have law knowledge

4. Law knowledge specific to presentation

- Must demonstrate knowledge commensurate with experience and referee level
- Does not “make up” or guess at laws
- Admits when instructor does not have law knowledge

5. AYSO information specific to presentation

- Must have general knowledge of AYSO Rules & Regulations and special AYSO application of FIFA Laws
- Should not give local (Regional) rules as AYSO doctrine
- Requires appropriate knowledge of the program

6. AYSO National Referee Program

Minimum Standards: Candidate must provide factually correct information within the scope of the training being offered in the course. Providing incorrect information, especially within the Laws of the Game or failure to correct incorrect information provided by others may result in an additional evaluation. Must understand and comply with all education requirements including properly scheduling and registering courses and proper roster protocol.

7. Lead Instructor (As Applicable) – Referee Instructor

- Properly registered course/modules
 - Must be properly registered prior to conducting the course
 - Roster must be completed and properly returned
- Arranged for adequate space
 - Class room
 - Outdoor, if applicable
 - Gym, if applicable
- Provided for adequate & qualified co-instructors
 - Properly listed on roster
 - Assignments prior to class
- Course provided well coordinated program
- All material required for course provided
 - Provided to co-instructors prior to course
 - Sufficient quantity available for class
- Supported needs of co-instructors

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- Acts as co-instructor when needed
- Does not disrupt lessons taught by co-instructors
- Monitors material presented by others
- Maintained adequate control of course
 - Begins and ends on time
 - Adequate time devoted to each teaching point
- Properly corrected any factual errors in presentations
 - Corrects in a positive manner
 - Correct in a manner that supports the co-instructors
- Appearance of instructor
- Understands role and responsibilities of Lead Instructor
 - Administrative requirements of course registration and roster administration
 - Scheduling and supporting co-instructors
 - Ensuring adequate facilities are available

Minimum Standards: Meets all of the administrative requirements and conducts activities that are under control and meets the lesson plan(s) objectives and learning objectives.

Advanced Referee Instructor Minimum Standards

Pre-Class – Advanced Referee Instructor

1. Proper training aids available
2. Training aids necessary to meet lesson plans
 - Training aids required by the lesson plan
 - (*emphasis*) Demonstrate the use of creative training aids developed by the instructor for the lesson plan
3. Class material & handouts available
 - Class material and hand-outs outlined in the lesson plan
 - (*emphasis*) Supplements lesson plan material, as appropriate
4. Space adequate for requirements
 - Adequate space provided for the requirements of the lesson plan
 - If adequate space is not available, makes necessary adjustments to conduct lesson plan in space available
5. Appearance of instructor
 - Properly dressed-uniform if required
 - Professional appearance
 - Highest standards of appearance is expected

Minimum Standards: Must meet or exceed all requirements of the pre-class components and is expected to present a highly professional personal appearance. The instructor must demonstrate flexibility and creativity if problems

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develop in training aids, physical space or class material and handouts. Creativity should be demonstrated throughout the presentation.

Presentation – Advanced Referee Instructor

1. Gave adequate introduction
 - Introduces self
 - Introduces course and course goals

Minimum Standards: Exceeds standards for introduction

2. Provided bridge from previous material
 - Ties directly to previous material
 - Places lesson plan in proper context of AYSO

Minimum Standard: Directly ties material to AYSO or other material

3. Met lesson plan goals

Minimum Standard: Must meet or exceed all goals stated in the lesson plan and confirm this learning with proper techniques throughout the presentation (e.g. adequate summaries of material and seeking questions for conformation)

4. Met lesson plan learning objectives
 - Provides material that covers all learning objectives in the lesson plan

Minimum Standard: Provides class with a through understanding of material that meets all of the learning objectives. Understanding must be properly confirmed

5. (*emphasis*) Demonstrated creativity in presentation
 - Identifies needs of students
 - Uses creative approach to subject material
 - Identifies learning deficiencies and adjusts lesson plan to correct deficiencies.

Minimum Standards: Demonstrates creativity that enhances the student experience

6. (*emphasis*) Involved all students and co-instructors in presentations
 - Avoids using lecture
 - Emphasizes demonstration and direct participation
 - Effectively uses co-instructors in presentations
 - Encourages class participation

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- Encourages questions from class

Minimum Standards: Expected to have significant class and co-instructor participation that is well managed and remains on subject

7. (*emphasis*) Used multiple training aids properly

- Use proper training aid for proper emphasis
- Multiple training aids that enhanced learning process

Minimum Standard: Must demonstrate the ability to use multiple training aids effectively and must use training aids to enhance learning

8. Answered questions adequately

- Listened to questions
- Answered directly to the point of the question
- Gave proper factual information in answering

Minimum Standards: Is expected to use proper questioning techniques at all times through out the presentation and answer questions directly and accurately

9. Maintained adequate control of class

- Kept class on subject
- Avoided student(s) monopolizing the class

Minimum Standards: Class was completed without undue disruption from any student(s). Effectively controls any challenges of class control in a positive manner. Must not “talk down” to students

10. Completed presentation on time

- Managed time well to cover all material
- Completed presentation within the time frame scheduled

Minimum Standards: Completes the course on time while devoting appropriate time to each teaching requirement. Is constantly managing time when others are presenting

11. Provided bridge to future presentation(s)

- Ties directly to previous material
- Places lesson plan in proper context of AYSO

Minimum Standard: Effectively provides bridge to other material and offers an adequate summary of material presented

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12. Style

- Gestures do not distract
- Pronunciation, enunciation good
- Voice level audible and varied
- Humor appropriate
- Stories illustrate lesson content

Minimum Standard: Advanced-Style enhances presentation

INSTRUCTOR NOTE: The evaluator must differentiate between entertainment and instruction. Advanced Instructor candidates often use humor, stories, and an animated style of presentation. These entertaining styles must be carefully evaluated to ensure that the entertainment value of the presentation does not adversely affect the instructional value. Evaluators must be certain that, whatever style is used, the goals and objective of each presentation are met. These goals and objectives should not be obscured by the style of presentations.

Knowledge – Advanced Referee Instructor

1. General law knowledge
 - Must demonstrate exceptional law knowledge
 - Does not “make up” or guess at laws
 - Admits when instructor does not have law knowledge and then finds proper answer and source
 - (*emphasis*) Is knowledgeable with FIFA and USSF supplemental material
2. Law knowledge specific to presentation
 - Must demonstrate complete knowledge commensurate with experience and referee level
 - Does not “make up” or guess at laws
 - Admits when instructor does not have law knowledge and obtains proper answers
3. AYSO information specific to presentation
 - Must have general knowledge of AYSO Rules & Regulations and special AYSO application of FIFA Laws
 - Should not give local (Regional) rules as AYSO doctrine
 - AYSO National Referee Program
 - Requires appropriate knowledge of the program

Minimum Standards:

1. **Candidate must provide factually correct information within the scope of the course. Providing incorrect information, especially within the Laws of the**

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Game or failure to correct incorrect information provided by others will result in an additional evaluation.

- 2. Must have a thorough knowledge of AYSO Rules and Regulations, the AYSO National Referee Program, and FIFA & USSF supplemental information.**
- 3. Must understand and comply with all education requirements including properly scheduling and registering courses and proper roster protocol**

Lead Instructor – Advanced Referee Instructor

1. Properly registered course/modules
 - Must be properly registered prior to conducting of course
 - Roster must be completed and properly returned
2. Arranged for adequate space
 - Class room
 - Outdoor, if applicable
 - Gym, if applicable
 - Space for fitness test, if applicable
3. Provided for adequate & qualified co-instructors
 - Properly listed on roster
 - Assignments prior to class
4. Course provided well-coordinated program
 - All material required for course provided
 - Provided to co-instructors prior to course
 - Sufficient quantity available for class
5. (*emphasis*) Supported needs of co-instructors
 - Acts as co-instructor when needed
 - Does not disrupt lessons taught by co-instructors
 - Monitors material presented by others
6. Maintained adequate control of course
 - Begins and ends on time
 - Adequate time devoted to each teaching point
7. Properly corrected any factual errors in presentations
 - Corrects in a positive manner
 - Correct in a manner that supports the co-instructors
8. Appearance of instructor
9. Administration
 - Course registration and roster administration
 - Scheduling and supporting co-instructors
 - Ensuring adequate facilities are available

Minimum Standards: Meets or exceed all of the administrative requirements and conducts activities that are under control and meets the lesson plan(s) objectives and learning objectives

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(Emphasis) Requirements as instructor role model: Candidate must demonstrate actions as an effective role model to other instructors including:

- Being available prior to the conduct of lessons
- Being on time
- Supporting co-instructors throughout the presentation
- Conducts a post-class discussion with co-instructors to review and critique presentations and effectiveness of lessons

C. Class 4- Administrative Requirements (1/2 hour):

1. Complete worksheet
 - Discuss worksheet with candidate (see Class 5)
 - Present at least three areas where the candidate was effective
 - Cover two to three areas where the candidate can improve
 - Discuss in detail any factual errors presented
 - Discuss in detail any other standards that were not met that result in a the need for a re-evaluation
2. Sign the evaluation form and give to candidate
3. If evaluation is satisfactory, sign candidate's AYSO Application for Referee Instructor Certification

D. Class 5-Techniques for conducting the review (2 hours)

○ **Instructor Note:** Discuss with students that the review should be thorough and private. Discuss techniques to make the experience positive to the candidate. Emphasize that requiring a re-evaluation should not be perceived as failure. Rather, it is designed to improve the instructor's techniques and to maintain high AYSO Standards.

- Give the candidate an opportunity to "cool down" before beginning the discussion
- Conduct the review in a private and relaxed environment
- Allow the candidate to offer a personal critique of performance first and respond to that information
- Start with emphasizing positive performance
- Always be positive
- Use phrases such as:

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- “You might try...”
- “Have you considered...”
- “The reaction from the students (co-instructors) appeared to be...”
- “Other successful instructors often...”
- “We...” Avoid I and you phrases
- Clearly discuss factual errors with
 - Specific examples
 - Correct references to Laws or Regulations
- Offer specifics for improvement when re-evaluation is required
- Always get confirmation of areas for improvement from the candidate
- Never demean or insult the candidate

INSTRUCTOR NOTE: Instructors should use role playing, demonstrations or scenarios during this class.

The following are possible scenarios for use (Instructors are encouraged to develop others to emphasize the requirements for an effective instructor):

Scenario # 1

The Instructor candidate has failed to correct the following errors in law during the presentation:

1. A player can be judged off side if he is in an off side position on a throw in.
2. Attempting to handle the ball is a direct free kick infraction.

Attempt to determine if the candidate understands the law or if the failure was an oversight. If the candidate is to be failed in the evaluation, the discussion should include the importance of accuracy by instructors. The discussion should be positive and encourage reevaluation.

Scenario # 2

The Instructor candidate has taught Module 9-Stopping play and Restarts-Basic. You have determined that the candidate should be reevaluated for the following reasons:

1. Failed to meet Learning Objectives.
 - a. Did not discuss stopping play for injury or substitutions
 - b. Did not discuss the following restarts:
 - i. Dropped ball
 - ii. Penalty kicks
2. Only lectured during the module taught
3. Did not respond to student questions

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4. Completed the module in 1 hour rather than the 45 minutes allocated

You note that the candidate was especially effective in the following areas:

1. Use of training aids (overhead projector and dry board)
2. Provided excellent introduction and bridge to future presentations

Begin by emphasizing the positive points. Specifically discuss the learning objectives missed and their importance. Offer alternatives to lecture for the module such as instructor and student demonstrations or guided participation. Discuss importance and techniques of responding to student questions and time management. The discussion should be positive and encourage reevaluation.

Scenario # 3

An Instructor candidate taught Module 11-Offside-Basic adequately covering the topic and meeting all Learning Objectives. In your opinion the students successfully received the necessary information and you will “pass” the candidate. However, the candidate was very nervous and appeared to have inadequately prepared for the class. He is an experienced referee who appeared to present the material “off the cuff.”

Emphasize the success of the presentation in providing the information. Discuss preparation and the need to carefully review the lesson plan to ensure that all goals and objectives are met. Highlight this need in other more complicated modules where “off the cuff” presentations may miss significant points. Offer suggestions and techniques for reducing nervousness.

Scenario # 4

Your Instructor candidate has given a very entertaining presentation of Module 15-Fouls, Misconduct & Foul Play-Intermediate. You believe he successfully presented the material and you will “pass” her on the evaluation. However, her emphasis on misconduct was excessive (75% of the time for the module) and that stories and examples were consistently of U16 and U19 situations throughout the presentation. These examples were well above the experience of the students and appeared to leave the students with apprehension about refereeing lower level matches.

Emphasize the successful and entertaining presentation. Offer as “suggestions to improve” future presentations, more applicable stories and situations -give specific

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example(s) from the presentation. Emphasize the importance of proper balance of material to be presented as an example of proper time management.

Scenario # 5

An Instructor candidate being evaluated as Lead Instructor in a Basic Referee Course was an excellent instructor in modules he taught and had provided excellent space for instruction, instructional material and corrected several factual errors in co-instructor presentations. However, you believe he should be reevaluated for the following:

1. Maintained control of the classes by interrupting the co-instructor to bring up points that the co-instructor did not have an opportunity to present. For example he discussed restarts of fouls before the instructor had an opportunity and jumped to misconduct in the middle of the instructor reviewing fouls in Module 10-Fouls and Misconduct-Basic.
2. Left the room during presentation and returned to discuss material already covered by the co-instructor.
3. Was unavailable (arranging for the delivery of lunch) to assist the co-instructor in demonstrating assistant referee signals in Module 12 as promised.
4. Interference resulted in an uncoordinated program with co-instructors frustrated.

Acknowledge his teaching and organization skills. Discuss the importance, role and responsibility of the Lead Instructor. The discussion should be positive and encourage reevaluation.

Scenario #6

An Instructor candidate presented Module 14-The Referee Team with good demonstrations and little student participation. However, he raced through the presentation completing it in 35 minutes (60 minutes allocated). 5 minutes was a demonstration of Assistant Referee Signals and 10 minutes on the history of the diagonal system of control. He had prepared complete and correct hand outs on Law 5 and 6. He provided a plastic laminated card for referee pre and post game duties. After the module was presented, several students left immediately talking to each other and several remained asking basic questions about the material. You determine he should be reevaluated.

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Acknowledge the quality of material provided and quality of demonstrations. Discuss the effectiveness of student participation, in addition to demonstrations. Emphasize the importance of 'doing' rather than 'seeing,' 'hearing' or 'reading.' Point out the need for the instructor to use the time allocated to the material and not to assume knowledge on the part of the students. The discussion should be positive and encourage reevaluation.

Attached to this lesson plan are examples of completed AYSO Referee Instructor Evaluation forms. Divide the class into teams (or individuals for a small class) to review the forms and:

- 1. Determine if the candidate should be passed or reevaluated.**
- 2. List the positive and negatives points to be covered in the discussion with the candidate.**
- 3. Conduct role playing to deliver the discussion.**

Sample # 1- Instructor

Candidate should be passed.

Points of emphasis: Minor portions of lesson plans (bridge and introduction) are not as important as the lesson plan goals. Instructors often have difficulties with training aids.

Positive:

- Candidate exceeded lesson plan objectives
- Law knowledge excellent

Negative:

- Bridge and introduction are important but not sufficient to require reevaluation.
- Difficulty with training aids not unusual for new Instructor

Sample # 2- Instructor

Candidate should be passed.

Points of emphasis: Good questioning techniques and style can overcome other deficiencies.

Positive:

- Proper answering questions and use of questioning techniques are important for an Instructor
- Use of proper questioning techniques is a significant consideration for Instructors
- A style that enhances the presentation is a positive for Instructors

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Negative:

- Too much lecture, while a negative should be considered with the subject. Fouls and Misconduct often tends to be a lecture.
- Other deficiencies are important but not sufficient to require reevaluation.

Sample # 3-Instructor and Lead Instructor

Candidate should be passed.

Points of emphasis: Instructors are not expected to meet or exceed all minimum standards.

Positive:

- Overall performance as an instructor were strong and law knowledge very good
- Class control and good use of training aids are positive
- Lead instructor activities were good. Candidate understood duties and responsibilities

Negative:

- Exceeding the time for the module is important; however, 5 minutes over is not significant
- Cutting off discussion warrants comment but is off set by proper questioning and overall performance
- As lead instructor the candidate may or may not have had control over material and co-instructors. While important they are not sufficient to require reevaluation

Sample # 4-Instructor

Candidate should be reevaluated.

Points of emphasis: Law knowledge and meeting lesson plan objective are basic to good instruction

Positive:

- General Law knowledge met minimum requirements
- Class control good

Negative:

- Overall law knowledge on the subject was inadequate
- Inability to meet lesson plan objectives

Sample # 5- Instructor

Candidate should be reevaluated.

Points of emphasis: Attractive and entertaining instruction is not sufficient. Meeting lesson plan goals and method of presentation are very important.

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- Positive:
- Positive style and appearance
 - Good questioning techniques and law knowledge
- Negative:
- Using an outdoor lecture reflects a lack of understanding of basic teaching principles
 - Method of presentation probably contributed to failing to meet lesson plan objectives

Sample # 6- Instructor and Lead Instructor

- Candidate should be reevaluated.
Points of emphasis: Instructor must be a good instructor **and** an adequate Lead Instructor.
- Positive:
- Instruction was acceptable and meets standards as an Instructor
 - Lead Instructor-excellent co-instructors
 - Lead Instructor-good job of correcting factual errors
- Negative:
- Improve questioning techniques
 - Lead Instructor-Lack of a well coordinated program, missing equipment and poor space.
 - Lead Instructor-Was not available to support the needs of instructors. Support of co-instructors is a major role for the Lead Instructor

E. Class 6-Practice Evaluations (1 ½ hours)

- Referee Instructor Evaluator candidates are required to successfully conduct at least two practice evaluations. The criteria for the practice evaluations are:
1. Teaching observed should be at least ½ hour each in referee training modules or referee classes taught at Section Meetings or similar training.
 2. Feed-back for the observation may either be given to the instructor conducting the training or a qualified Referee Instructor Evaluator.

Instructor Note: The practice evaluations may be completed either individually or in small groups. If the evaluators intend to present their feedback to the instructor who is being observed, that instructor's permission for such activity should be obtained prior to the observation. Group observations of referee instructors with feedback to the instructor are discouraged.

AYSO Program: Referee Lead Instructor: Advanced Referee Instructor	Referee Instructor Evaluator Course	Latest Revision Date: May 14, 2005 Length: 5 ½ hours Lesson Plan Number: Page: 21 of 21
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Instructors must make certain that the students who observe more senior and experienced instructors understand that performance of less experienced instructors will be different than those observed.

III. CONCLUSION (1/4 hour)

A. Review:

1. Goal of the Referee Instructor Evaluation Program is to improve the overall performance of AYSO Referee Instructors.
2. Objectives of this course
 - a. Provide an understanding of the performance criteria for a Referee Instructor to become a Referee Instructor
 - b. Understand the administrative requirements as a Referee Instructor evaluator.
 - c. Give the Referee Instructor Evaluator the necessary tools and skill to implement the Referee Instructor Evaluation Program

B. Confirm

C. Bridge: None