



WEST SEATTLE REIGN SPORTS

Player Selection Process





Table of Contents

- Introduction 2
- An Approach to Player Selection 5
- Evaluation Process – An Overview 6
 - Evaluation Process 6
 - Pre-Evaluation Period 6
 - Evaluation Periods 7
 - Evaluation Criteria..... 9
- Player Selection Process 10
- Appendix 1 – True Sport Sample – Standard Letter of Acceptance/Status 11
- Appendix 2 – True Sport Sample – Player Evaluation Form 12
 - 12

Introduction

West Seattle Reign Sports' mission is to provide athletes with high-level technical skills training and tactical instruction in a positive learning environment that fosters personal growth, development, and a passion for the game.

West Seattle Reign Sports does not discriminate on the basis of gender, race, sexual orientation, national origin or religious affiliations. We seek to place athletes, with similar desires and objectively assessed abilities, together to maximize their enjoyment and development.

In the right environment, sport comes closer than almost any other cultural activity in delivering equal opportunity for all. This environment – one that is fair, safe, and open to everyone – creates a sport experience that will teach the right lessons and will celebrate physical and ethical achievements. This is what we know as good sport. It is with this intent that we are committed to a fun and fair environment that develops self-confidence and leadership skills. This commitment begins with our Coach Selection Process and continues with our Player Selection Process.

Our sport and its coaches teach skills and strategy and contribute to building character in youth. Although competition and the desire to win is an important element of any sport, when good sport is sacrificed for winning at all costs, the sport, the athletes, the coaches, and the community lose something special. The future of our sport lies with great coaches and, as such, we are committed to recruiting, developing, and mentoring the best coaches available and to ensuring they deliver programming that is fair, safe, and open to everyone.

To achieve these goals, the West Seattle Reign Sports is committed to creating an atmosphere where athletes can thrive and strive to work in balance with one another. The objectives of the West Seattle Reign Sports are:

- To develop skills and teach athletes how to compete to the best of their abilities (Go for It).
- To develop sportsmanship, fair play, pride and achievement through involvement (Play Fair).
- To teach athletes, coaches, and parents the importance of respecting all those who come to play including respect for teammates, coaches, opponents, referees, and officials (Respect Others).
- To provide a competitive sport experience that is enjoyable and rewarding for the athletes (Keep It Fun).
- To ensure that the athletes are developed in a way that promotes and protects their safety and wellbeing (Stay Healthy).
- To create opportunities for everyone to play regardless of ability, gender, race, sexual orientation, national origin, or religious affiliations (Include Everyone).
- To foster an understanding among our athletes that their community supports their athletic aspirations and the importance therefore of behaving as positive role models and in ways that contribute to improving the quality of life in their community (Give Back).

West Seattle Reign Sports is committed to promoting sport at its best we seize the opportunity to instill character in our kids, strengthen our communities and increase our opportunities for excellence.

We welcome you to join us on this journey!



Glossary of Terms

Technical Director (TD): A paid, full-time or part-time position responsible for managing the sport's operations, including but not limited to coach selection, athlete/player evaluation and athlete/player development. This position is also referred to as Head Coach (HC) or Director of Coaching (DOC).

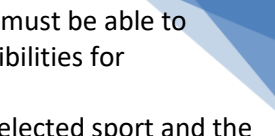
Athlete/Player Selection Committee (A/PSC): A four to six-member committee established to select athletes/players for teams at all levels of play in a consistent, fair, transparent way using a standardized approach that is free of conflict of interest and executive interference by coordinating coaches and a pool of independent evaluators for the evaluation period.

Independent Pool of Evaluators (IPE): A group of coaches selected from the current pool of club coaches to conduct independent evaluations of athletes within a specific age group using the same criteria as the club coaches. The IPE is determined by the Director of Operations (or equivalent position on the BOD) and/or the TD.

***Assessments and Evaluations:** A consistent, fair, and transparent process that identifies the level of play that is most suited to players **at this moment in time** in order to place them on an appropriate team that is best suited to their abilities, level of commitment and social needs. Assessment periods are generally used in the **Learn to Train** stage and evaluations are more prevalent in the **Train to Train** stages and older.

*The term **tryout** is not used for two reasons:

1. It infers that the goal is to try and make a particular team rather than the ultimate goal of keeping kids in sport by challenging them appropriately and finding a level of play that suits their abilities, their commitment level and their social needs. Players who play on teams that exceed their technical abilities, speed and desired level of commitment are much more likely to have a negative experience and leave sport. While kids may be upset in the short term if they have not made a 'higher level' team, it is generally a safer bet that in the long run it will facilitate their continued love of, and participation in sport.
2. The term tryout also infers that team selection is based solely on how well players do in evaluated, on-field sessions. This methodology is becoming obsolete. Some players may over-perform in this kind of an environment while others get 'stage fright' and under-perform. Too often, this process does not provide an accurate picture of a player's overall capabilities. As such, 'tryouts can result in unbalanced and skewed team formations.
3. An **assessment** is more focused on measuring a performance or skill in order to offer feedback to document strengths and growth and to provide directives for improving future performance. It provides information for improving learning and teaching. Assessments are nonjudgmental and are designed and intended to be helpful to produce improvement. This information is learner centered, curriculum based, frequently anonymous and not graded.
4. An **evaluation** is more focused on making a judgment or determination concerning the quality of a performance or use of skills against a set of standards. Evaluations are designed for and intended to document the level of achievement that has been attained by judging it and of determining its "value," either by comparison to similar things, or to a standard. It focuses on marks/grades and may reflect skill components plus game scenarios.
5. Here are some criteria to consider for effective assessments and evaluations:
 - Effective assessment is a continuous, on-going process, a way of gauging learning over time.
 - Effective assessment and evaluation are integrated into all aspects of the curriculum, providing coaches, athletes, and parents with relevant, useful data to gauge progress and determine the effectiveness of the program.
 - A variety of evaluative tools are necessary to provide the most accurate assessment of athletes' learning and progress.

- 
- Evaluation must be a collaborative activity between coaches and athletes. Athletes must be able to assume an active role in evaluation so they can begin to develop individual responsibilities for development and self-monitoring.
 - Evaluation needs to be authentic. It must be based on the natural activities of the selected sport and the skills those athletes demonstrate in their game.
 - The growth and maturity characteristics of young athletes may influence the processes of exclusion and inclusion, that is, some athletes will be excluded from participation and others will be included on the basis of their growth and maturity status.
6. Programming should be directed at providing the best possible training throughout childhood and adolescence to all individuals interested in participating in athletics and to encourage them to continue to play irrespective of how successful they might be during their childhood years. This approach should lead to a broader base of individuals participating in athletics through adolescence into adulthood, thus reaping the health-related benefits of their sport. It should also provide a larger pool of individuals and therefore may include a greater number who could potentially excel in the sport.



An Approach to Player Selection

The goal of this player selection process is to provide players with the best possible experience in an environment where they can grow as athletes and people. This process helps to identify the level of play that is most suited to players at this moment in time.

It is important to recognize that the West Seattle Reign Sports' goal is to keep players in the game and to ensure they have a good sport experience. The best way to do so is to find a level of play that suits their abilities, desired level of commitment and social needs.

Children develop physically, emotionally, and mentally at different rates and this needs to be taken into consideration when placing them on a team. Players who play on teams that exceed their technical abilities, speed and desired level of commitment are more likely to have a negative experience and leave the sport. While players (and parents) may be upset in the short term if they are not placed on a team at their desired level, in the long run, it will facilitate their continued love of, and participation in, the sport if they play with others of a similar ability.

The West Seattle Reign Approach to Player Selection is designed to promote excellence and to inspire and develop all athletes in a way that is consistent with the West Seattle Reign Sports objectives. Furthermore, we are committed to developing a fun and competitive club for the entire community that supports and develops all players fairly.

Evaluation Process – An Overview

West Seattle Reign Sports evaluates athletes in two phases to ensure they are placed on a team or in a program that is suited to both their abilities and level of commitment.

Phase one: Athletes are evaluated at the end of season when they are at their peak, allowing evaluators and coaches to get a general sense of where athletes may be placed for the following season. In some cases, there may be evidence that supports confirming the placement of an athlete after the end of season evaluation period.

Phase two: Athletes are assessed for whichever level they wish within a 10-day window to demonstrate their physical and technical abilities.

West Seattle Reign Sports is responsible for developing and approving club guidelines in relation to evaluation criteria/athlete development and their implementation. This ensures that athletes are assessed based on age-appropriate club curriculum. The criteria will include assessing an athlete's competency in the following areas:

Technical-Tactical | Social-Emotional | Physical | Psychological-Mental

The weighting of each criterion shall be determined by the Athlete/Player Selection Committee (A/PSC). This process requires all coaches from every level, and their assistants, to work together throughout the evaluation period:

- Evaluations by all coaches count throughout the assessment period.
- All coaches are required to participate in every evaluation session for their respective age group.
- A coach will be identified by the A/PSC to lead the evaluation sessions under guidelines provided by the A/PSC.

Evaluation Process

Pre-Evaluation Period

1. **Age Group Meeting:** Current coaches for the age group, and/or TD, and independent pool of evaluators (if possible) meet to:
 - a. Discuss potential challenges and solutions to team formation and player selection within the age group.
 - b. Review coach viability for the following season.
 - c. Review team viability/appointments and levels of competition for the following season.
 - d. Discuss and agree upon parameters for the evaluation process:
 - i. A schedule, including pre-evaluation meetings, evaluation sessions, ranking meeting(s), communication timelines, review day, etc.
 - ii. Identify coaches who will lead evaluation sessions, participate in review day, lead communications, and represent coaches/evaluators in the appeal process.
 - e. Discuss and agree upon age-appropriate evaluation curriculum; and
 - f. Review evaluation criteria and proposed weighting.
2. **Evaluation Information Meetings:** To be led by the TD or Director of Operations. Parents and coaches are invited to learn more about the evaluation process, schedule, and criteria providing an opportunity outside of the evaluation period to address questions and concerns.
 - a. It is recommended that evaluators be given an area designated as an inquiry-free zone during evaluations to focus on player assessments. A staff or volunteer should be available on-site to address questions and concerns about the process – not decisions and outcomes. The Review/Appeal process is in place to address questions and concerns related to decisions and outcomes.



Evaluation Periods

Phase 1 – End-of-Season Player Evaluations

Rationale:

- Players are at their peak
- Coincides with the re-appointment of coaches
 - Exposes and introduces players to new coaches
 - Allows for year-round programming
- Reduces the volume of pre-season evaluations
 - Fewer players to evaluate
 - Allows more time for player feedback
 - Establishes standards for players to aspire to

Format:

- Three games, mixed pool of players, evaluation fee of \$35
- Primarily determines the players at the highest level in each age group
- Up to a maximum percentage of players selected
 - To be determined by each sport based on roster sizes, age, and stage of development
 - Each age group will have different needs
 - Needs to be determined by the A/PSC and subsequently recommended to the Director of Operations
 - Children of coaches and executives shall be independently assessed by the A/PSC

Phase 2 - Pre-Season Player Evaluations

Process:

- Allow players to be evaluated for the level of their choice
- Evaluation period – seven to 10 days, beginning as early as possible and avoiding major holiday weekends, when possible
- Stagger evaluations within club
 - Largest age group first (in quantity),
 - Youngest first
- Process is pre-approved by Technical Director and Director of Operations
- Process is monitored by the A/PSC
- Coaches identified by the A/PSC lead individual sessions, based on club guidelines
- Coaches of each age group are responsible for managing player rankings
 - Three independent evaluators for each age group, assigned by the PSC
 - Three head coaches at each age group, or a coach representing each team
 - “Ranking Meeting” with all evaluators and coaches before team selections occurs
 - After first selection period (3-4 sessions), all evaluators meet to discuss the players and provide constructive feedback
 - Coaches do not evaluate their own children but listen to the marks of all assessors

Format (for a three-tier age level):

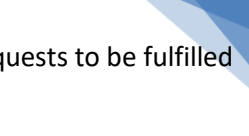
Day 1 to 5: Four sessions plus one day, to complete evaluator’s group review

- Goal is to establish top players for the pool representing the two highest tiers of play
- Tier 3 (lowest level) players not required, but could be invited to fill out the roster if needed (Appendix 1 provides notification template)

Day 6 to 11: Four sessions, plus two days, to complete evaluator’s group review

- To divide top players for tier 1 and the next players for tier 2

Day 12: Release process begins

- 
- Standard Club Letter of Acceptance/Status (Appendix 1) is sent to players to identify status
 - Include an option for meeting request with coaches regarding player feedback (meeting requests to be fulfilled 24 hours after the letter has been received by the player)
 - Send the Player Evaluation Form (Appendix 2) to the player at their request

Day 13: Rest day

Day 14: Review day with coaches and players/parents

- Standard club evaluation form is reviewed with players and parents that covers the criteria being assessed
- Highlights the positives and makes recommendations for areas of improvement
- A central location should be booked to accommodate the club's need for privacy
- Allow for a 24-hour appeal process to the player selection committee

Day 15: Tier 3 tryouts; three more sessions

Day 15: Appeal Day

- A central location should be booked to accommodate the club's need for privacy
- A fee of \$50 to cover time and expenses to be applied
- All key figures are expected to be available (coaches, A/PSC, directors)
- If appeals occur outside of this timeframe, an additional fee can be applied



Evaluation Criteria

An age-appropriate evaluation curriculum of drills, activities and games will be established for each age group. Players will be ranked according to their performance in the four key areas outlined below. Players will be evaluated on a scale of 1 to 5 where 1 is the lowest and 5 is the highest possible ranking.

Technical - Tactical and Physical Criteria:

5 – Absolutely superior relative to others in terms of overall skill in the sport. Physically dominant in terms of speed, strength, and work rate. Shows great understanding of basic tactical elements of the game. Can make early decisions that are appropriate for the circumstance and quickly employ the correct skill in an effective, constructive manner. A score 5 is reserved for the top one or two players.

4 – Technically excellent and physically capable of handling expected speed and work rate, relative to others. Easily good enough for the team they are being evaluated for. Skills are sufficient to ensure they will consistently control the ball and make passes that will help the team maintain possession, create, or deny scoring chances. Strength and speed are commensurate with this level of play and the player is open to feedback and committed to becoming a better player.

3 – Strong basic skills but perhaps deficient in one or two areas, relative to others. Can control the ball, make an early decision and act on it consistently. Mobile and aware of what is happening around them. Will likely be a bubble player with players having a 3.0 average being more likely to be placed on tier 2 teams rather than tier 1.

2 – Does not have the skillset necessary for this level, relative to others. Cannot control most passes directed to them or consistently control the ball in movement. Does not pass or shoot properly. Consistently relinquishes possession of the ball and has little ability to regain possession. Lacks pace, strength and has limited work rate. Tends to only become active in proximity to the ball.

1 – Should be directed to tier 3 level of play.

Character Criteria (Social - Emotional and Psychological - Mental):

5 – Possesses superior leadership skills and is respectful to his/her surrounding peers and environment. Goes out of his/her way to include everyone and makes it a priority to form connections with others. Shows great mental toughness and is not affected by distractions. Team captains usually receive a score of 5 in their character assessments.

4 – Demonstrates strong communication skills and is very coachable. Consistently respectful and willing to learn. Committed to building relationships with others.

3 – Liked by teammates but does not possess the skills to be a leader. Shows signs of mental toughness but has no desire to improve and work on the mental aspects of the game.

2 – Has limited interaction with teammates and is not coachable. Lacks responsibility and has a negative behavior most of the time. There may be other factors affecting a score of 2 and they should be addressed with a conversation between the coach and player.

1 – Does not possess the character that is fit for a team environment. There may be other factors affecting a score of 1 and they should be addressed with a conversation between the coach and player.



Player Selection Process

Because good sport can make a great difference, West Seattle Reign Sports is committed to creating a sport experience that is fair, safe, and open; one that brings out the best in everyone involved in the game, that helps athletes discover their potential and compels them to be the best they can be, both physically and ethically. In doing so, we not only strengthen the character of our athletes, and increase opportunities for excellence, but also strengthen our community as a whole.

By creating an appropriate development path for our players, avoiding a win-at-all-cost mentality, and embracing and balancing the True Sport Principles, West Seattle Reign Sports will make a great difference by providing a good sport experience for all.

The following research and initiatives have contributed to the development of West Seattle Reign Sports' Player Selection Process:

- Winning versus Development Objectives (Horst Wein)
- Four Corner Development Model (OSA)
- Impact of Long-Term Athlete Development (LTAD)
- True Sport Principles

Appendix 1 – True Sport Sample – Standard Letter of Acceptance/Status

<Insert your club logo here> or <copy this letter onto your club letterhead>

<Insert date>

On behalf of all the coaches in the *<insert age group>*, we would like to thank you and your child for participating in the *<insert club name>* Player Selection Process. It is always wonderful to see so many enthusiastic players with the desire to play *<insert sport>* - this year was no exception.

Every year, it is a difficult task to evaluate all of the players and to form teams at each level of play. With every athlete developing at his/her own rate, this task becomes even more challenging as the player we see today, may be a whole new player in six months. That said, it is our responsibility to place players on teams that are suitable to their abilities, level of commitment and social needs at this moment in time.

<We are pleased to offer your child a place on our <insert sport specific level of play, e.g. Tier 1, 2 or 3; AA, A, B or Gold, Silver, Bronze> team for the <insert year> season. This team will be coached by <insert coach names>. The team officials will be in touch with you shortly with information about the upcoming season.>

or

<We are pleased to invite your child to the next phase of evaluations for the <insert sport specific level of play, e.g. Tier 1, 2 or 3; AA, A, B or Gold, Silver, Bronze> teams. The sessions are scheduled as follows: >

Please be assured that all team selection decisions were made in accordance with the *<insert club name>* Player Selection Process and with the input of the coaches and an independent pool of evaluators.

If you have any questions about this decision, would like to schedule a meeting to review your child's evaluation or would like to request a copy of your child's evaluation form, please contact me by email by *<insert date>*. All review meetings will be scheduled for *<insert date>* at the *<insert location>*.

I look forward to a great season!

<Insert signature>

<Insert Technical Director name>

<Insert contact information>

Appendix 2 – True Sport Sample – Player Evaluation Form

Name of Athlete: _____

Coach Evaluator: _____

Date: _____

Players will be evaluated on a scale of 1 to 5 where 1 is the lowest and 5 is the highest possible ranking.

| Technical | Ranking | Tactical | Ranking |
|----------------------------------------------------------------------------------------------|----------------|-----------------------------------------------------------------------|----------------|
| Movement - speed, quickness, technique | | Positional Play - vision, support, judgement, anticipation | |
| Passing - technique, control, vision | | Awareness - offensive, defensive | |
| <insert ball, puck ring, etc.> control - technique, open space, confined spaces | | Game Understanding - principles of offence and defense | |
| Shooting - technique, accuracy, velocity | | | |
| Average | | Average | |
| Physical | Ranking | Character | Ranking |
| Agility | | Dependability - reliable, punctual, integrity | |
| Balance | | Resourcefulness - initiative, originality, adaptability | |
| Coordination | | Self-Control - poise, dignity, tact, control of emotions | |
| Speed - speed endurance, acceleration | | Cooperation - ability to work with others, loyalty | |
| Fitness | | Leadership - well-liked, friendly, aggressive, responsive | |
| Power | | Coachability - respectful, listens, attentive, takes direction | |
| Average | | Average | |
| | | Overall Average | |

Additional Comments:
