

Expectations for “Remote” Coaching and Advising In the Princeton Public Schools

During these unprecedented times, when schools are physically closed and remote learning has been implemented to reduce the spread of a global pandemic, we feel it is especially important for our students to still be engaged in the sports and activities they love and to feel connected to their teammates, their classmates, their coaches and advisers. We are grateful to our coaches and advisers for finding creative ways to instruct, inspire and support our students, and we have outlined below some expectations to guide their work in this new remote learning environment.

Remote Coaching

The mission of athletics in the Princeton Public Schools reflects the mission of the district as a whole. Our commitment is to prepare our student-athletes to lead lives of joy and purpose, to foster the development of knowledge and character, and to promote a sense of pride and connection within our community. In a remote learning environment, we believe this can be done through providing sports-specific instruction, fostering team culture and camaraderie, and through building the coaching capacity of our staff.

What will this look like in practice?

1) Providing Sports-specific Instruction - Coaches will create “Public” PowerSchool Learning remote coaching websites. These sites will focus on preparing athletes for their specific sport/tryouts. Each website will include an array of content that prepares athletes technically, tactically, physically, and mentally in anticipation of their season or future spring seasons. The website must include links to YouTube videos that demonstrate various drills and exercises that student-athletes can do on their own. Additional content will include .pdf workout routines, PowerPoint/Google Slide shows, and inspirational/motivational messaging in a variety of formats

2) Fostering team Culture and Camaraderie - Coaches will connect with their students at least weekly using the options of district email blasts, zoom sessions/google meet, or the “Remind App”. Such communications or meetings will help generate a sense of unity and commitment among teammates and players.

3) Building Professional Capacity - Coaches will be asked to attend a professional development Zoom webinar presented by Ken Lolla focused on building a culture of success through character, relationships and collective effort. In addition, coaches will complete online course work from the National Federation of High School Sports (NFHS) focusing on a variety of coaching areas to be provided by the Athletic Director.

Remote Advising

Our extra-curricular clubs and activities are one of the most significant ways our students discover and develop their talents while also making meaningful and lasting friendships. They are essential to our mission of preparing our young people to lead lives of joy and purpose. While each activity requires different skills and while performances are manifested in different ways, we believe that a degree of advising can take place remotely through providing activity-specific instruction, through fostering the culture and camaraderie of each club, and through the experiences that enhance the professional knowledge of each adviser.

While the guidelines below are best practices for all advisers, we are particularly asking those advisers continuing to receive a stipend to develop a remote learning plan for their students and for themselves that includes the following elements:

- 1) Providing Activity-specific Instruction** – This will look different for each activity but can be done through Power School Learning and through content from Youtube as well as other sources that provide models and instruction. In addition, students can continue to create their own activity-specific content to be reviewed and evaluated by their adviser.
- 2) Fostering Culture and Camaraderie** - Advisers will connect with their students at least weekly using the options of district email blasts, zoom sessions/google meet, or the “Remind App”.
- 3) Building Professional Capacity** – This too will look different for each activity. We would ask advisers to work with their building administrators to identify and get approval for at least one webinar or other online experience which they believe will enhance their work with students.