



221 W. Hanover St.
Trenton, NJ 08618
www.tesu.edu

*Center for the Assessment of Learning
Office of Portfolio Assessment
(609) 984-1140
Fax: (609) 984-3898
PLAWeb@tesc.edu*

SAMPLE

Portfolio Assessment

for

PYT – 309

Coaching Ice Hockey

Notes from the Office of Portfolio Assessment

In any portfolio the length of the narrative, with special attention to the section that discusses “how, when, where and why” learning occurred will vary greatly based on the length and substance of one’s background relevant to the subject of the portfolio. For those with just a few years of background this section would likely be shorter in length than for someone with twenty five years or more of background.

In addition note that there are nine learning outcomes for this course. In this sample narrative, a single page was devoted to each outcome. This also may vary based on the breadth and depth of your knowledge and your background.

Table of Contents

Course Description	1
Introduction	2
Autobiographical Personal Statement	3
Narrative – Learning Outcomes and my Competencies	
Coaching Philosophy	7
Offensive and Defensive Strategies	8
Players, Parents and Recruiting	9
Teaching Techniques	10
Coach’s Role in Developing Individual Skills	11
Common biomechanical deficiencies Relevant to Fundamental Skills	12
Strength and Conditioning	13
Motivation	14
Rules of the Game	15
Bibliography	16
List of Documentation	17
Summary/Conclusion	18

PYT-309 Coaching Ice Hockey

Course Description:

This course covers the essential knowledge and skills needed to effectively coach ice hockey. Topics include coaching philosophy, offensive and defensive schemes, recruiting, motivation and communication with players and parents, fundamental drills, and skill improvement, correcting biomechanical errors and improving player performance, rules, and conditioning.

Learning Outcomes:

1. Articulate a coaching philosophy
2. Explain offensive and defensive strategies
3. Explain techniques and systems to facilitate and enhance communication with players and parents. Articulate a recruiting strategy and show familiarity with guidelines for recruiting
4. Demonstrate appropriate teaching techniques
5. Discuss the coach's role in developing individual skills. Discuss in detail skills and drills to teach and improve the fundamentals of the sport including skating, puck-handling, shooting, and passing.
6. Identify common biomechanical deficiencies relevant to fundamental skills, and techniques to correct errors
7. Demonstrate familiarity with contemporary aspects of strength and conditioning
8. Explain techniques to motivate players to improve performance and effort.
9. Demonstrate familiarity with the rules of the game

Introduction

Back in Brooklyn, New York in the 1960s, when I picked up a hockey stick for the first time, I had no idea that this game would become such an important part of my life.

With a fast forward to the present I am able to look back on a playing and coaching career that encompasses more than thirty five years as an assistant coach and head coach for youth hockey programs, high school coach, hockey school instructor, consultant to the U.S. Olympic Team and member of the instructional staff of the Atlantic District for USA Hockey where I taught coaches to coach (**see evidence #5, #6 and #7, letters from Ron S, Barry S and Marty F**).

I have been fortunate enough to have a positive impact on the lives of thousands of youngsters over the years, and am delighted that the Internet allows them to seek me out and locate me years later for the purpose of thanking me and expressing their gratitude (**see evidence #12, letter from Lee**).

In the pages to follow I will share an autobiographical perspective of my experiences relative to my own development as a coach, and will attempt to articulate my knowledge of coaching by providing you with in-depth information and appropriate documentation to convince you of my competencies, ultimately earning credit for PYT-309.

Autobiographical Personal Statement

I have long had the ability to learn a skill then quickly understand how to teach that same skill. Around 1968 I was trying to learn how to shoot a hockey puck. One of the older and premier ice hockey players in the neighborhood tried to teach me, but wasn't able to do any more than demonstrate and say "just do this!" With a good deal of practice and some self-diagnosis I was eventually able to determine what about his instruction was not on the mark, and was able to correct it and share it with other younger players in the neighborhood.

So my very first "coaching" experience happened at the age of 12 when I taught someone to shoot a puck. It wasn't long before other young players were coming to me, asking me to teach them. Aside from the good feeling that I got when I showed someone, I have to also mention that I wasn't much of a football, baseball or basketball player. Also although hockey was a neighborhood game, not as many of my school friends were playing so there was much less peer competition for me, and I found a place to thrive.

Without developing as a hockey player I may have lived my life as the last one chosen for a basketball game in the local playground. By jumping into hockey I found a new world of personal confidence and satisfaction. It wasn't long before I was able to translate that into coaching and help other youngsters to find personal pride and self-confidence.

In the early years most of my coaching work was in the area of skill development, working with individuals to improve specific skills. While a head coach was running a drill or watching the team execute a concept, I took players to the side and taught shooting, passing and of course skating skills.

My ability to teach puck shooting was always a skill for which I had great capability. The results were phenomenal as I was always able to help players to dramatically improve their shooting skills.

USA Hockey is the education governing body for amateur hockey in the United States. Prior to this name, it was long referred to as AHAUS (Amateur Hockey Association of the United States). Through the organization, insurance and resources are available for players and coaches. Most youth hockey programs in the United States are USA Hockey affiliated but there are some organizations that choose not to be connected.

Youth hockey is divided into age groups. Children ages 7 and 8 are "mites." Ages 9 and 10 are "squirts," ages 11 and 12 are referred to as "peewees," 13 and 14 year olds are "bantams," 15 and 16 year olds are "midgets" and players ages 17-19 are "juniors."

My first unofficial coaching responsibility was in 1973 as an assistant coach for a team of 11 and 12 year old players. I was seventeen. Along with a minimum of teaching, I did a lot of cheering that year.

During the 1974-75 season, the opportunity was extended for me to be an assistant coach for a team of a dozen 11-14 year olds in a “house league” of teams that spanned two age groups. A “house league” is a league of teams all playing in the same rink. In contrast, “travel” hockey refers to a team that travels to other rinks to play against other teams. The four-team house league played a 12-week regular season schedule, then two more weeks of playoffs for the league championship.

Along with one weekly game, one evening a week there was practice ice time in what is known as a “clinic” format. Rather than have individual teams of 12 players each practice separately, the clinic concept includes the players from all four teams (approximately 50 players) to be put through a series of drills and activities as a group. Clinics are an effective substitute when adequate ice time is not available because of time or monetary constraints.

That season I was a supporting member of the group of coaches who participated in the clinic instructional format.

The following season I was assigned as a head coach for a team in the same age group. That year there were only enough players to have three teams. The clinics continued. I was asked to direct the clinic instructional format. Each week, within an hour’s time, I set up a plan of 45 minutes of large group drills, allowing the final 15 minutes for the large group to divide into the three teams, and for each team to perhaps work on those details that an individual coach would prefer to address (**see evidence #9, letter from Michael J**).

That season my team won the league championship. At the end of the season banquet we each received a team jacket with the words “Division Champions” printed on the back.

That summer I applied for and accepted a position as an on-ice assistant instructor at a summer hockey school in New Hampshire. New England Hockey School had been in business for a long time and was well-known as a place of quality instruction, low camper to staff ratio and high number of hours of on-ice and off-ice training and instruction.

I was fortunate to work with my first mentor, Thom Lawler, the then head coach for Merrimack College in Massachusetts. At the time, there was an ECAC (Eastern Collegiate Athletic Conference) Division II and Merrimack was a perennial divisional power. Their schedule often included Division I teams and they were extremely competitive against those teams largely because of Thom Lawler’s efforts.

I worked with Thom as an assistant for one summer and returned the following summer as a coach alongside him. He continued to teach and encourage me.

Sadly he passed away prematurely in June of 1978 at the age of 43 but he left behind a legacy as a player, coach, athletic director, mentor and friend.

My two summers at NEHS also connected me with Peter Melchiono who was the head coach for the prestigious Barnstable Prep in Barnstable, MA. Peter was an excellent on-ice instructor and I incorporated many of his ideas into my own on-ice repertoire as a young coach.

I came back from NEHS ready to take on greater coaching responsibilities. The local hockey program allowed me to do that. Unfortunately the program had no mentors so I was forced to find information on my own. I developed a relationship with the coaches at Princeton University and sought out information from books wherever I could find what I needed. I also watched and observed coaching running practices at rinks in the area but my time on the ice with Thom and Peter really gave me enough to coach my group at that point (**see evidence 10, letter from Jonathan N**).

After that season I went away to school. When I arrived at college I had been enrolled previously at another college five years earlier, and had dropped out soon thereafter. I had returned to school for two more years but by the time I transferred my NCAA playing eligibility had ended. I spoke to the coach and graciously allowed me to contribute as a volunteer coach (**see evidence #14, letter, Art C**).

Upon completion of my degree I continued my education. During that time I also remained involved as a coach. It was at that time I was given the chance to attend my first of many coaching seminars. I attended a one-day conference held at LaGuardia Airport in New York. The one-day symposium included a number of guest speakers on topics of relevance to coaching. Not only was this a great opportunity to “fill in holes” in my theoretical knowledge but it connected me to AHAUS and their coaching education program.

That day I would leave with a coaching workbook and a take-home written exam of 150 multiple choice questions. I completed the exam and mailed it as instructed. In a few weeks I learned that I had passed the exam and was now certified as an associate coach (**see evidence #1, letter of certification**).

The following year I took a position in Buffalo, NY and made contact with the regional coach-in-chief. He saw to it that I had an invitation to the Intermediate Level clinic. I was even more ready to learn coaching theory and found the sessions at the one-day conference to be of great value in the years to come. I came away with another excellent workbook and another take-home exam, this time in essay format. I submitted my exam responses and in a few weeks received my Intermediate Coach certification (**see evidence #2, intermediate coaching certification card**).

The following year I made a move to Flagstaff, AZ where I contacted the local coach-in-chief. I was given the opportunity to coach the peewee team in the Flagstaff Youth Hockey Association. Practice was weeknights, once or twice a week at the local rink.

Games were planned for weekends since opponents were quite a distance away in places like Phoenix, Tucson, Albuquerque, Denver and California.

I was able to demonstrate my ability to teach what I had just learned. With the new knowledge I acquired in Buffalo I was able to coach this team to the Arizona state championship and was able to develop an assistant coach who was interested in learning. With the end of the season I relocated once again, this time back to the east coast, but had very limited involvement as a coach.

Over the next several years I coached youth and high school hockey, and re-connected with USA Hockey to further my education as a coach. I attended a 3-day Advanced Level seminar. The three days were intensive, with a few hour long sessions on Friday evening, an entire day on Saturday and Sunday until 5 PM. I was exhausted but was also invigorated and earned my advanced level (**see evidence #4A, item 2**).

It was at that time that I learned that USA Hockey had a formal curriculum that needed to be covered in order for a coach to be granted a credential. Their “course” syllabi and their programmatic outcomes are well defines. The introductory level Associate Coach curriculum is just that, an introductory program. With each step up to Intermediate, Advanced, Master and now Level 5, new concepts are built upon those concepts already learned.

Although the Associate, Intermediate and Advanced were offered every summer, the Master Coach program was only offered every three years. When the opportunity first came around for me, I had to decline as I had a previous contractual obligation to be an instructor for a hockey school in Lake Placid, NY.

Three years later I was invited to a symposium called “The World Hockey Summit” in Boston. As part of the event there was a Master certification included and I chose to attend. By the end of the 4-day summer seminar I had completed the curriculum, selected a topic for a thesis paper, submitted that proposal, and it was accepted (**see evidence #3, curriculum for USA Hockey**). I had three months to write my paper. It was submitted to the Director of Coaching Education, and was approved (**see evidence \$c, letter from Val B**). I had earned my master coach certification (**see evidence 4B, copy of certificate**).

To continue my own development as a coach, I have attended a number of coaching conferences and clinics in the US and Canada. In addition, I served as a member of the instructional staff for the Atlantic District of USA Hockey for a number of years, so I was in a perfect position to learn from other coaches and lecturers.

Along with this I have written journal articles for hockey publications (**see evidence items 19 - 21, journal articles**).

Learning Outcomes and Competencies

1 – Articulate a coaching philosophy

My coaching philosophy places the emphasis on two areas – fun and learning. Within the competitive sports environment, learning for improvement's sake goes hand-in-hand with fun. Or put another way, when a player isn't learning and improving in the presence of others who are learning and improving, fun quickly disappears from the activity.

At the beginner level the greatest emphasis is placed on ensuring that the activity is about having fun. Non-competitive games are included in the ice time where and whenever possible. These games and activities also facilitate the development of skills (skating, puck control, etc).

At the intermediate or advanced levels, competition begins to sort out those who are truly motivated and dedicated to improving and those who participate purely for the sake of participation. Recreational or "Rec" hockey continues to emphasize participation, house league hockey focuses on ice time and game experience while travel hockey tends to focus on skill development and competitiveness.

Former US Olympic team coach Bob J was very successful as the coach for the University of Wisconsin and for the Stanley Cup Champion Pittsburgh Penguins. I came to know him just about the time he arrived at USA Hockey, and we developed a friendship through letters (**see evidence #8**). Coach Johnson coined the phrase "it's a great day for hockey."

I always ended my own coaching presentations to other coaches by saying, "remember, this is a game so it's supposed to be fun!"

2 – Explain offensive and defensive strategies

There are many books that discuss offensive and defensive strategies. I have read many of these, and a bibliography is included for your review.

Defensive Strategies

Initially players learn how to “play the man” by staying in close proximity to their opponent, basically “shadowing” the opponent as one would in basketball or in defensive coverage in football. These are also referred to as “one-on-one battles.”

This type of defense is usually utilized when the number of players on the ice for each team is the same amount (5 against 5, 4 against 4).

Also in ice hockey defensive systems deal with what is called “zone defense,” covering an area of ice, not necessarily a specific individual but any player, players or activity that occurs in that “zone.” This type of coverage is commonly utilized when a team is penalized and a player is taken off the ice, leaving that team with one player less to use.

If offensive hockey is played using three skating lanes (left, center and right) then defensive hockey always seeks to keep the offensive play to the left and right sides rather than surrender the middle of the ice. The middle is a prime attack/scoring area while the left and right “angles” are often more difficult locations from which to attack.

Offense

Simply explained, in hockey (as in many sports) the offensive team attempts to score a goal while the defensive team tries to prevent a goal from being scored.

Through an assortment of practiced skating patterns and random, instinctive movement, offensive players attempt to find room on the ice in the prime attacking area in order to shoot the puck on goal.

Control of the puck is best maintained by having more offensive players “outman” the opposition when pursuing the puck. However, sometimes it’s just a matter of having significantly more talent than the opposition, so no matter how hard they work, they just don’t adequately compare to their opposition.

I grew up as an offensive (attacking) player so as a coach I tend to enjoy the excitement of goal scoring. I have been quoted as referring to my team’s style of play as “the five-man offense” in which the defensive players come up ice to join the attack. Although on occasion this has proven costly, my team’s overall winning percentage was far above .500 so I was always comfortable with the decision to emphasize offense.

As part of my offensive philosophy, I taught “rules” to my players, rules that to this day many of them can still quote. They include:

1. The man with the puck makes all the decisions
2. The man who passes to you is always open
3. Have no one between you and the man you’re passing to
4. Don’t do someone else’s job – do yours!
5. Don’t repeat mistakes

3 – Explain techniques and systems to facilitate and enhance communication with players and parents. Articulate a recruiting strategy and demonstrate familiarity with guidelines for recruiting.

Players

For my high school team, every school year in April I would have the middle school Physical Education office announce that I would be in the building during home room period, and would compile a list of names of 7th and 8th grade players who would potentially be coming to the high school in a year or two. From these players I would obtain information about their playing history and would find out about their summer hockey plans. In the summer I would often go to the rink to watch the players and talk with parents.

Parents

Someone once told me that every game is played 3 times - *once on the ice, once in the locker room after the game and once in the car on the way home!* With that in mind I always sought to temper my after-game comments to a team, knowing that in the next hour many of my players would again need to review the game with parents in the car.

Parents fall into two distinct groups – those who have a realistic sense of the abilities of their son/daughter, and those who do not. I am often amazed at the over-involvement of parents in organized sports today. I know of very few coaches who spend no time involved in parent management. I am saddened by this. Especially as a volunteer coach, I always thought I volunteered to teach hockey skills to youngsters, not to mediate parental frustrations! As a result I have often referred to the parental over-involvement as “the politics of affluence.” This is defined as “since I make more money than you, I must know more than you.” This attitude is especially prominent in the affluent towns. In New Jersey this has been a growing trend for a number of years.

Recruiting

I had involvement with recruiting at the collegiate level in the late 1970s. My work was unofficial since I was not under contract as a coach. NCAA Recruitment rules have changed dramatically for college athletes and programs.

Public high school coaches do not recruit. However, on a number of occasions I did write letters to middle school players and parents to determine if the young players were coming to the public high school or perhaps going to attend one of the fine private schools in the area. Since the family lived in the district, this was well within the guidelines of acceptability, as well as very flattering to the young players and their families.

I needed a very basic understanding of eligibility requirements for my players, to guide them through their first semester of college after helping them to get into a school. Most eligibility issues were handled by the school’s athletic director. I was left to handle the on-ice activity. The NCAA provides a great deal of material for players, parents, coaches and schools.

4 – Demonstrate appropriate teaching techniques

Years ago I read “A Year on Ice” by Gerald Eskenazi, a noted hockey writer from the New York area. In his book he referred to former New York Rangers Coach and General Manager Emile Francis and his approach to the instructional side of coaching. Francis explained that in NCO (Non-Commissioned Officers) school in the Canadian Army, he learned that instruction should be in five steps, as follows: “Explain, demonstrate, execute, correct, repeat” (see **Bibliography**).

This approach works with all age groups and all skill levels. My teaching might be done in a classroom, in the locker room before we practice, or on the ice in the course of the practice slot.

I explain the drill. I explain what its purpose is, and how we hope to benefit from performing the skill properly. There is an abbreviated demonstration, either performed by myself or by another player or group of players. After oral and perhaps printed instruction, I send them off to execute the drill. Perhaps there are minor adjustments or there is a need to remind a player or two of the proper technique. Once any correcting or adjusting is done, the drill is repeated.

Another technique that I use is called “Overspeed Training.” Overspeed training refers to performing a skill at the highest speed possible for you, even if you are not capable of performing the skill smoothly and comfortably at that speed. By repeating the drill at a higher speed you become more proficient at the skill at a higher speed, and the higher speed becomes your newly established comfort zone for performing the skill.

One-on-one teaching

Ira N was one of the “older” kids in my neighborhood, who played hockey at a fairly high level. I learned many aspects of the game from him, and later learned how to teach these aspects as a coach (see **evidence # 15, letter from Ira N**).

There is a lot to be said about individual instruction. I remember Jamie teaching me to shoot a puck as a young boy. “Sweep forward and snap your wrists,” he would say. Snap your wrists? Won’t I break them if I do that? Later I realized that there was no snapping of wrists in puck shooting. It was a “push-pull” motion that appeared as if you were snapping your wrists. The “push-pull” message works better with young players.

Group Instruction

My former mentor Thom Lawler used a single spot, the circle at center ice as an instructional area. He would stand on the rim of the circle and have all the players on his team stand on the circle as well. Then he’d step into the circle to talk to the entire group.

Don C, former head coach at a Division I university establishes an instruction point on the ice by hanging a “dry erase” board on the glass. Then when he needs to teach or illustrate, he blows a whistle and urges players to the dry erase board (see **evidence #16, letter from Don C**).

5 – Discuss the coach's role in developing individual skills. Discuss in detail skills and drills to teach and improve the fundamentals of the sport including skating, puck-handling, shooting and passing.

On some teams, a head coach is responsible for a "big picture" and assistant coaches are responsible for little details. Assistant coaches each have an area of specialty while the head coach oversees the entire operation.

For most of my coaching years I have been fortunate enough to trust my assistant coaches enough to have them contribute to the "big picture" while I have equally enjoyed working with individual players to teach skills.

The coach as teacher finds himself in that one-on-one instructional role, taking the time to teach a skill or correct a deficiency in an individual or a group. I might be watching a shooting drill and note that a player needs assistance with shooting skills. I can let the group continue the drill but take the player aside and provide the needed instruction.

The coach as director observes that same drill and notes a number of players in need of instruction or correction for the skill. In that situation I adjust my practice session. Either I re-teach the skill to the group at that time, then incorporate a new a drill that will also then raise the skill to a higher level, or I make a statement about it in our end-of-practice review session, or I plan to reinforce that skill during the next practice.

Skills development includes the understanding of a skill, the ability to teach the skill and the ability to assess if it is being learned correctly.

As a player, my puck shooting skills were always something upon which I relied. My skating and my stickhandling skills were more than adequate, and I was never quite large enough to be a physical presence, so I relied on the ability to shoot the puck. As a result, I still enjoy teaching puck shooting skills.

6 – Identify common biomechanical deficiencies relevant to executing fundamental skills, and techniques to correct the errors.

Biomechanical deficiencies are conditions predisposing a player to execute a skill incorrectly. For example, lack of quadriceps strength would prevent a player from exploding into a sprint. Lack of range of motion in the shoulder/back/scapular region limits a player's ability to shoot a puck. Improper fit of equipment puts the player in improper positioning and can also negatively impact biomechanics.

Using the above examples helps to define the need for strength and conditioning, and for proper fitting equipment in hockey.

Hockey is a game of short bursts of energy. Players need to develop both muscle strength and cardio ability to recover quickly. Physical injuries that limit strength and flexibility often need the assistance of a physical therapist or athletic trainer to best determine whether a player is ready to resume practicing.

I have long been curious about Physics and hockey, the “mechanics” of how things are done properly so that they are maximally effective. Younger, smaller players often use sticks that are too long for them. This happens because they (or their parents) purchase something that is too long, and they are afraid to shorten the stick because they want to “grow into it” or because they like the ability to reach without skating.

Because of the extra length of a stick, the player can't learn to handle the puck properly and also can't improve puck handling skills. The player can't manage the extra length and extra weight of the stick, so shooting skills are inhibited as well. When provided with another stick of the proper length, the youngster can see an immediate improvement in shooting skills. The shorter stick is also lighter in weight, so there is an increase in the ability to use the stick properly.

Even at the high school level, players with many years of playing experience often do not understand how to select a stick. So it became part of our annual team activities to go to a local hockey store (Gerry Cosby's at Princeton Forrestal Village) for a session on “How to Select a Stick.” Cosby's had a downstairs stick room that was somewhat private and large enough for a team. We'd spend an hour or more talking about the characteristics of sticks and how these characteristics could influence a player's ability to shoot, pass or carry a puck.

Length and flex of shaft, curve and lean of blade, and lie of stick were all discussed. With the end of the session players would select a stick to purchase and would use the stick on the ice the next day, usually with stellar results (**see evidence #17, letter from Chris W, Athletic Trainer**).

7 – Demonstrate familiarity with contemporary aspects of strength and conditioning

The greatest percent of athletes I have coached have been under the age of 17. There is a great deal of contradictory information available about the appropriateness of strength and conditioning training for young athletes.

Through the school's Athletic Trainer I provide guidance for any player and parents interested in a personalized program. At the high school level I never required players to put in time in the gym. This program did not run 5 or 7 days a week. Typically we were on the ice 3-5 times in a week, games and practices included. Also all members of my team participated in an additional travel team so they saw additional ice time on evenings and weekends where it fit into their schedules (**evidence #17, letter from Chris W**).

However, most important, the school was a highly competitive school academically and graduates went on to very fine colleges and universities, so the emphasis was on academics, not athletics. In terms of time commitment, there always needed to be a balance.

I am a believer in stretching. Routinely I spend the first 10-15 minutes of every one-hour practice session doing stretching activities. The more accomplished and more mature players will typically stretch on their own, before they arrive at the rink and a bit more around the locker room before they dress for practice or the game. In addition to the stretching at the beginning of a practice, it was always part of our routine to stretch at the end of practice as well. I am confident that these extra few minutes of stretching was the reason that my team suffered few injuries over the years.

Many young hockey players own in-line skates and use them as an off-ice training supplement, building endurance and developing muscle strength. Those who are older and more serious about their hockey futures have training equipment at home and have their own personal training regimen.

8 – Explain techniques used to motivate players to improve performance and effort

I have an undergraduate degree in Communication. I'm very accustomed to speaking before groups and very comfortable doing so.

Young men (and women) have enough on their minds so motivational speeches should be kept short and relevant.

As you can see from my resume, I coached a start-up team at a local high school. The first season, in 14 regular-season games we compiled a record of 0-14-0. No one was concerned. We managed to keep the focus on fun and learning, and having only three seniors on the squad, we were confident that the following season things would improve.

The following season we were 0-6 in the first 6 contests but the coaching staff continued to encourage as we could clearly see improvement. That 7th game we won, and won convincingly by an 8-2 score. The next game we won by an 8-3 score. The next game, as underdogs against a local rival, we were winning 3-2 going into the third period of the game. The opponents scored 3 times and we lost by a 5-3 score. By that time everyone was talking about us. The next game we won 8-1. We didn't win anymore games that season but remained competitive all season (**see evidence #11, letter from Anthony S**).

Having experienced a 20-game winless streak early in my career, I got to the point of understanding the place of winning or losing in the head of an athlete. This was an enriching learning experience for me, and I have called upon this many times over the years.

I still offer my pre- and post-game "speeches" the same way. I have some notes, topics that need to be covered. The rest comes from the looks on the faces of the players in the room. After a loss, generally players look down at their feet. It is most important at that time to re-instill pride in the effort despite the result.

Years ago I learned about "shelving" and "flushing" your feelings after a loss. After a damaging loss I may write the name of the opposition, the date and score on a piece of tissue and literally "flush" it down the toilet, to suggest that we learn from the loss and leave it behind.

I always try to end on a positive. Even in an awful loss, there is always a bright spot. "A clock that isn't running is still correct twice a day!"

9 – Demonstrate familiarity with the rules of the game

At the start of each season often the entire conference of high school coaches assemble along with the local referee-in-chief to go over the latest rule changes from the officiating standpoint as well as from the school boards.

This generally takes less than an hour as the rules in general do not change dramatically from season to season.

Youngsters learn at an early age about “offsides,” “icing,” the variety of minor and major penalties and their impact on a game. Most important they learn respect for those actually officiating in the game. As a coach I have always shown the utmost respect for those people who officiate at ice hockey games.

The rules pertaining to “offsides” and “delayed offsides” are taught from a very early age. By the time a player gets to peewee (age 11-12) the player should have familiarity with those concepts. The next step is teaching the team to “re-group” in the event that the puck comes out of the offensive zone. In this case, players need to exit that zone and re-enter after the puck re-enters.

To teach the concept of “re-grouping” I’ve found it simple to move one net from the far goal line and slide it up to the center ice red line, explaining that the re-group is nothing more than a “break out” patten that takes place in the neutral zone rather than from behind the net in the defensive zone (**see evidence #22, chart of sample drill**).

Officials and coaches tend to carry the current copy of a rule book in a pocket. I have always trusted officials to know their job. I have always believed that since they don’t tell me how to coach, I should never tell them how to officiate.

I have always had a good basic sense of the rules of the game. I am unable to quote a rule. However if someone were to ask me about the rules that apply to a particular subject, I am able to respond.

Bibliography

Blatherwick, Jack, "Over-Speed Skills Training for Hockey," USA Hockey Publishing, Colorado Springs, CO, 1994.

Chambers, Dave, "Complete Hockey Instruction," NTC Publishing, Toronto, ON, 1989.

Chambers, Dave, "The Incredible Hockey Drill Book," NTC Publishing, Toronto, ON, 1995

Dryden, Ken, "The Game," John Wiley & Sons, Inc, Toronto, ON, 2005.

Eskenazi, Gerald, "A Year on Ice." Coward-McCann Publishing, New York, NY, 1970.

Feigley, David A., Ph. D. "Strategies for Teaching Sportsmanship." Youth Sports Research Council, Department of Exercise Science and Sports Studies, Rutgers University, 1992.

Foley, Mike and Andy King, "Hockey," Learner Publishing Group, Boston, MA, 2000

Garfield, Charles A. and Hal Zina Bennett. "Peak Performance." Warner Books, 1984.

Major, Wayne, et al. Hockey Coaching Journal, 1989 – 1991.

Miles, Matthew. "Learning to Work in Groups." Teachers College Press. 1981.

Neilson, Roger. "The Proceedings of the Roger Neilson Symposium," 1989 – 1992.

Percival, Lloyd. "The Hockey Handbook." Stewart House, reprinted. 1992.

Perron, Jean and Normand Chouinard. "Shooting to Win." McGraw-Hill, 1991.

Tarasov, Anatoli, "Hockey Russian Style," 1969.

USA Hockey Publications including:

- Advanced Coaches Handbook, 1992
- Intermediate Coaches Handbook, 1982
- Associate Coaches Handbook, 1981
- Small Area Games
- USA Hockey Fun Drill Book

Documentation

I have provided an assortment of items that will more than adequately demonstrate my expertise on the subject, to award credit for PYT-309 Coaching Ice Hockey. Included are the following:

Confirmation of Certification

- 1 – Letter of confirmation from New York District Coaching Program Director
- 2 – Copies of coaching cards for Associate and Intermediate levels with renewals
- 3 – From Coaching Education Program specifications, USA Hockey Website
Current curriculum and guidelines for Coaching Education Program
- 4A – Copies of Advanced and Master Coach Cards
- 4B – Master Coach (certificate)
- 4C – Letter from former Director, National Coaching Education Program

Letters of Support from:

- 5 – Ron S, former Coaching Education Program Director, Atlantic District USA Hockey
- 6 – Marty F, High School Athletic Director
- 7 – Barry S, former head coach, regarding my playing career before coaching
- 8 – Bob J, former Executive Director, USA Hockey, regarding my interest in coaching
- 9 – Michael J, a member of my team in 1975
- 10 – Jonathan N, a member of my team in 1976
- 11 – Anthony S, a member of my team in 1989
- 12 – Lee J, a member of my team in the mid-1990s
- 13 – Jonathan F, a member of my team in the late 1990s
- 14 – Art C, former Head Coach
- 15 – Ira N, former mentor
- 16 – Don C, former Head Coach
- 17 – Chris W, former Athletic Trainer

Additional Items:

- 18 – Copy of newspaper article for “Coach of the Year” selection and copies of notes in staff newsletter about my activities
- 19, 20 and 21 – Copies of articles authored and printed in the Amateur Hockey Journal, Toronto, Ontario
- 22 – Rink chart diagram of the neutral zone “re-group” drill, into offensive attack

Paul S.
New York District Coaching Program Director

R. Covington, NY 12937

Evidence # 1

November 9, 1981

Dear Coach:

Congratulations!

You have successfully passed the "Associate Level" Coaches' examination and I am pleased to enclose (1) your red wallet size accreditation card and (2) your "AHAUS COACH" patch with "Associate" chevron which can be sewn onto your Coaches' jacket. The new patch and chevron are the official emblem of the AHAUS Coaching Achievement Program.

Good Luck with your team this season.

Please note the P. S. and the comments below.

Sincerely,

Paul S. Kohout

Paul S. Kohout

District Coaching Program Director

PSK

Enclosures: 2

P. S. Your test score was 82.0 %.

You answered 130 questions correctly out of 150.

Comments:

Sorry for the delay.

amateur hockey association of the united states



Evidence # 2

I-401

**A.H.A.U.S.
Coaching Achievement Program**

In recognition of your achievement as an
INTERMEDIATE COACH

Todd

Date July 9, 1983 Level 2

District Coaching Program Director,

N.Y. Paul L.

**A.H.A.U.S.
Coaching Achievement Program**

In recognition of your achievement as an
INTERMEDIATE COACH

Date Sept. 13, 1987 Level 2

District Coaching Program Director

DICK

**AHAUS
Coaching Achievement Program**

INTERMEDIATE COACH

Date 9/89 Level 2

Chad M. Miller
AHAUS District Coaching Director

**USA HOCKEY
Coaching Achievement Program**

INTERMEDIATE COACH

Date 9/89 Level 2

[Signature]
USA Hockey District Coaching Director



NAME:

Atlantic District

Todd

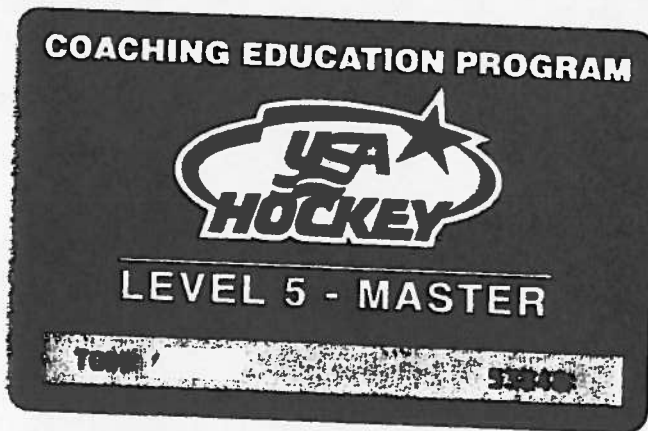
DATE:

Expires: 10/01/93

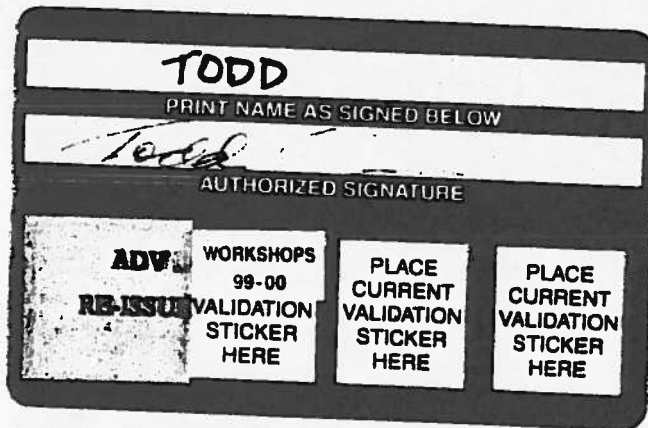
INTERMEDIATE LEVEL

USA Hockey's Coaching Education Program – Overview

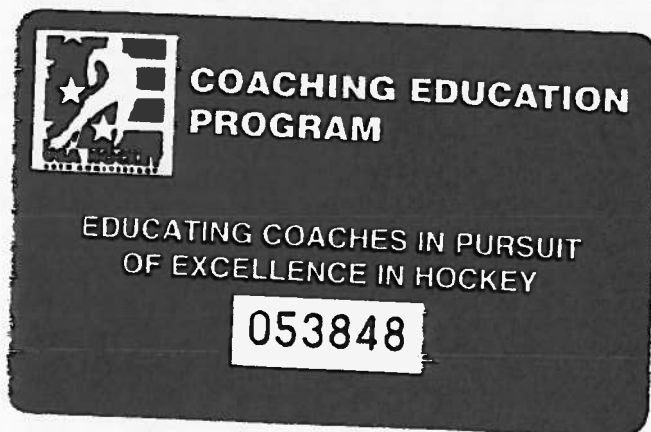
Level II – Topics	Level III – Topics	Level IV – Topics	Level V – Topics
The Level 2 clinic involves the study of coaching skills such as the role of the coach, teaching techniques and practice organization.	The Level 3 clinic involves the study of coaching psychology and philosophy as they relate to youth hockey. Player development skills include body checking, overspeed skating and dryland training. Discussion of team concepts and systems (defensive, offensive and specialty situations).	The Level IV clinic examines in great depth the psychological, motivational and teaching aspects of coaching young athletes along with the physiological and conditioning requirements of training hockey players. In depth study of more complex tactics and systems and advanced levels of player skills development.	The Level 5 clinic or National Hockey Coaches Symposium examines in great depth the physiological aspects of coaching young athletes. It also takes a more in-depth look at systems of team play and player skill development at the international level. Daily small group sessions breakout occur with an assigned leader. Discussion of contemporary hockey issues.
Pre-requisite: Successful Completion of Level I Clinic	Pre-requisite: Successful completion of Level I and Level II clinics	Pre-requisite: Successful completion of Level I, Level II and Level III clinics	Pre-requisite: Successful completion of Level I, Level II, Level III and Level IV clinics. Possible nomination and selection
Topics Covered: Role of the Coach Preparation for the Season Practice Plans Risk Management	Topics Covered: Role of the Coach Psychology of Coaching Growth and Fitness Development Risk Management	Topics Covered: Characteristics of an effective coach Purpose and philosophy Communication and Motivation Planning for success Coaching in games Scouting	Topics Covered: Psychology of coaching elite players Physiology and high level training and conditioning
Individual Skills Development: Skating, Puck-Handling, Passing and Receiving, Shooting, Body Play Goaltending	Individual Skills Development: Dryland training techniques Strength and Conditioning Goaltending	Individual Skills Development:	Individual Skills Development:
Team Skills Development: Basic concepts of offensive and defensive play	Team Skills Development: Offensive tactics Defensive tactics	Team Skills Development: Offensive and Defensive Systems Special teams	Team Skills Development: Advanced tactics for offense, defense and special teams
Credential: Coaching Education Program card with Level 2 sticker	Credential: Coaching Education Program card with Level 3 sticker	Credential: Coaching Education Program card with Level IV sticker Certificate of Achievement	Credential: Coaching Education Program card with Level V sticker Certificate of Achievement



#1



#2




USA HOCKEY COACHING EDUCATION PROGRAM


MASTER COACH

Todd

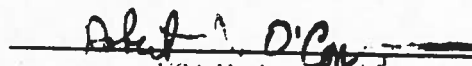
In recognition of your participation and successful completion of the Master level of the Coaching Education Program, USA Hockey thanks you for your dedication, commitment and service to the Youth Ice Hockey Players of America.



USA Hockey Executive Director



USA Hockey Director, Coaching Program



USA Hockey Coach-In-Chief

January 28, 1997

Date



THE NATIONAL GOVERNING BODY
FOR THE SPORT OF ICE HOCKEY

Val
DIRECTOR,
COACHING PROGRAM

1955 N. 30TH STREET
COLORADO SPRINGS, COLORADO 80919-1102
PHONE (719) 599-5500, EXT. #142
FAX (719) 599-5924
EMAIL: ValB@usahockey.org

Evidence # 4C

January 28, 1997

Todd

Robbinsville, NJ 08691

Dear Todd:

Congratulations on becoming a Master Coach. Your dedication and work for the betterment of Youth Hockey is truly commendable.

Enclosed you will find your Masters Level Award, Card and Certificate. Should you be interested in ordering a Master Level ring, enclosed is information as well as an order form.

Again, on behalf of USA Hockey, I welcome you to our program as a Master Coach.

Yours for better hockey,

Val
Director, Coaching Program

VB/sr

Encl.

cc: Ron



Evidence # 5

Sloatsburg, NY 10974
Home: ()
Work: ()

Ron
Coach-In-Chief
Atlantic District

August 31, 1996

Todd

Robbinsville, NJ 08691

Dear Todd:

I can't thank you enough for your contribution to this summer's Coaching Jamboree. The weekend was a huge success. Also, thanks for your patience in working with our "fluid" schedule. In addition to educating over 350 coaches, we thoroughly impressed the representatives from Colorado Springs. They are recommending that all districts use our format as a model. This could not have happened without you!

I hope you have prepared your presentations for the busy clinic schedule coming up. I know I can count on you to continue to provide professionally presented, "user friendly" seminars throughout the season, and send our "message" to as many coaches as possible.

Enclosed is a check for your honorarium, per diem, and expense reimbursement for the Jamboree. I've also included an expense form (please copy as needed) for future use. These forms **MUST** be submitted to either Ed or I prior to the end of each clinic. In the future, please clear all printing expenses with me at least two weeks in advance. We can save considerable expense by using the District Service Bureau. Also, please do not fill in the honorarium portion of the expense form. This amount will be determined according to your level of participation and the clinic budget.

Again, thank you for all you have done for the Atlantic District Coaching Education Program. Best wishes for a great season, and I look forward to seeing you soon.

Sincerely,

Ron
Coach-In-Chief



USA Hockey, Inc., is the internationally recognized body responsible for administration and development of ice hockey in the United States.



Annual Performance ReportAthletic Director - Martin

Coach: Todd

Sport: Ice Hockey

Coach , you have cooperated fully with the Athletic Director, Nurse, and Trainer in regards to submitting participation contracts, state form rosters, and end-of-year reports. Your attention to details regarding scheduling of practice, ice time and communicating with your players was superlative.

Coach, you have developed respect from your players by your appearance, manners, and behavior. You and your players have maintained suitable sideline conduct at games, toward players, officials and promoted good sportsmanship in your program.

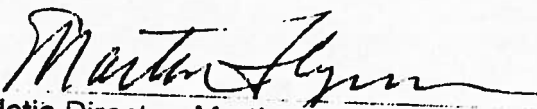
Todd, you had a very positive year, I know your goals may not have been completely fulfilled, however, your experience in handling students/athletes provided constant improvement throughout the year. This improvement was directly related to the continued dedication and professionalism you bring to your assignment.

It is with regret that I accept your resignation as Varsity Ice Hockey Coach. Our tenure together as Athletic Director/Coach was indeed short, however, I have observed an "educator" first philosophy that is a true indicator of good coaches. It will be difficult to replace the drive and dedication you brought to your assignment here at V..

Best wishes in all your future endeavors.

Coach Todd

Date


Athletic Director, Martin

Date

intercollegiate athletics

Evidence # 7

November 9, 1976

Todd

Hightstown, NJ 08520

Dear Todd,

Your name has been brought to my attention as an outstanding hockey prospect.

We are building a top-quality program at _____ College, and athletes such as yourself are a necessary ingredient.

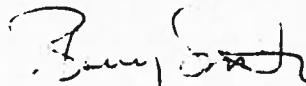
The College has much to offer a student academically and athletically. The hockey arena holds 3,500 with every home game televised and every game on radio to meet the Community need.

Our schedule offers an athlete a chance to compete against the finest Division II teams in the East and maybe the most difficult teams overall.

Financial aid is based upon the PCS Form or need. The sooner a prospect applies and fills out the forms for aid, the easier it is to attain maximum assistance.

I am enclosing a schedule and material related to our hockey program. Good luck with the season, and I will be staying in contact.

Sincerely,



Barry
Hockey' Coach

BS:bs

Enclosures

college



Evidence # 8

TWX: 1946
FAX: 175
Cable Address: HAUS CSP

Bob
Executive Director

June 20, 1989

MR. TODD

Plainsboro, NJ 08536

Dear Todd:

Thank you for your letter of April 12, 1989. I will respond to each paragraph in the order in which you inquired.

AGE CHANGE

At the recent Annual Meeting of the Board of Directors of USA Hockey, the age change proposal was not approved on the basis that the Board of Directors, Councils and District people need to look at the affect of the age change presently in place; not only Districts and states but the country as a whole and over an extended period of time in order to get a true picture.

FUNDRAISING

Per your request, enclosed are six fundraising envelopes. We appreciate your efforts in "networking" our fundraising program. If you need any more information on the Fund Raising Program, Mike Schroeder of our office, is the Public Relations and Fund Raising Director.

MAGAZINE

Thank you for the compliment about American Hockey magazine. It remains our main vehicle for communication with our membership. Upon the demise of the Coaches Guild, you should have received something in the mail giving you the option to continue to receive the publication for the \$12.00 subscription price. Please find enclosed the latest edition of American Hockey, including a subscription offer on page 22.

Communications with regard to committee, council meetings of USA Hockey, etc are filtered through the USA Hockey Director, for your area and/or the Registrar, Referee-In-Chief, Coaching Program Director, Affiliate President, etc. Enclosed is a Guide for your information.

MR. TODD
June 20, 1989
Page 2

COACHING PROGRAM

In regard to the Coaching Program, our policy is not to waive individuals through any level of our program based on experience. The Level 3 or Advanced Level is usually conducted every other year in New York or Massachusetts. I would suggest you contact the following individuals regarding programs in your area:

JOHN

Buffalo, NY 14202

JOE M

Ph: /

Road
186

Ofc

In regard to a mentor program, none has been established but these same individuals would be excellent contacts.

VOLUNTEER ASSISTANCE

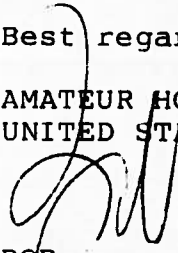
I would suggest you contact our Registrar in your area, which in this case is Joan I'm sure she would be able to utilize your talents. We are always looking for dedicated volunteers to help us continue the cycle of our programs for our athletes.

We will keep your name on file as we develop our resource lists.

Again, thank you for your letter and interest. If you have any other questions, please don't hesitate to contact us.

Best regards,

AMATEUR HOCKEY ASSOCIATION OF THE
UNITED STATES, INC / USA HOCKEY


BOB
EXECUTIVE DIRECTOR

BNJ:mfb



"Craftsmen Building the American Dream"

Date: August 26, 2008

To Whom It May Concern:

Todd has been in the hockey community in Mercer County since the early 1970s when he began coaching 11-14 year olds in the East Windsor PAL Ice Hockey program.

During the winter season of 1974-75 I was a member of a peewee/bantam house league team for which Todd was an assistant coach. As this was a recreational program there was little practice time, so there was limited one-on-one instruction from the coaches.

The following season Todd became the head coach for a team in the same division and I served as team captain. I learned a great deal from him that season, and the following season when we both took a step up in age groups to be part of a midget travel team.

In the three seasons we were together and the years that followed, our friendship has grown and I have had many conversations with Todd about hockey. I also became a coach and can look back on the things I learned from him, recognizing their place in my knowledge of hockey and coaching. If you have any questions, please don't hesitate to contact me at (570)

Yours truly,

Michael,
New England Sales Representative
Ritz-Craft Corporation

15 Industrial Park Road
Mifflinburg, PA 17844

JONATHAN
ATTORNEY AT LAW

**MEMBER PENNSYLVANIA BAR
AND NEW JERSEY BAR**

August 27, 2008

To Whom It May Concern:

During the 1976-77 season, I was a member of The East Windsor PAL Midget Sabres, a midget travel hockey team that skated at the Peddie School Ice Rink in Hightstown, NJ. The team was initially coached by someone who had very little playing or coaching experience. We started off on an unsuccessful note and the team was struggling. Practice attendance began to dwindle.

In the following weeks a very young coach named Todd was brought in to replace the initial coach. In a few short weeks the team had direction and demonstrated a disciplined style of play. He brought a much needed "system". As the season progressed it was clear that despite his youth Todd had the knowledge to teach hockey and make us competitive.

In the years that followed Todd and I became close friends and played together as line mates on the same teams. As a team member I continued to learn from him and still apply the skills he taught as I skate regularly with a competitive men's team as a member of the Wissahickon Skating Club in Chestnut Hill, Pennsylvania.

Todd has a true passion for the game of hockey. He has a unique ability to transfer knowledge and experience to those smart enough to listen and process his advice and ideas. He is also a good listener. He tries to understand without over analyzing.

Over the years he and I have shared numerous conversations about hockey. I have always found him to have an interesting and informed point of view on the game from a coaching perspective. If I can provide you with any additional information, please don't hesitate to contact me at () which is my cell number and the best place to reach me on most days.

Very truly yours,


Jonathan

Hopewell School District

Middle School STRICT

Tony
Principal

Darren
Vice Principal

Tana
Vice Principal

August 25, 2008


To Whom It May Concern :

In 1987, I introduced the first ever Ice Hockey Team in school history. I was member of the Varsity Ice Hockey Program from 1987-1989. During that time, Todd served as an assistant coach for the program. In order for us to have an ice hockey program at , we needed to find a faculty member who would agree to serve as the coach. We were able to find a staff member but unfortunately this particular person had minimal experience in the area of ice hockey. We were extremely fortunate to find Todd who agreed to serve as the assistant coach although with his knowledge and experience the players in the program all considered him to be the head coach. Todd was responsible for all of the on-ice and off-ice instruction along with the development of a new program. He made all of the coaching decisions as to positional play, strategy and playing time. He was also in charge of pre-game preparations along with post-game discussions.

As with any new program and especially in ice hockey, there are going to be both success and failure. Although we didn't win a game in the first year of our program, we all were provided a chance to learn and grow as student athletes as a result of Todd's expertise and leadership. My fondest memory came in our second season when we defeated our first victory in school history. I still to this day have the newspaper article that provides details about our programs first win. Although there were frustrations due to limited success in wins, I can remember Todd consistently reminding all of us about the big picture and the fact that we were getting better each day as a program. I also remember the vast amount of knowledge he had and taught us in the area of ice hockey.

After graduating from college, I returned back to and became the Varsity Ice Hockey Coach. I can remember Todd immediately reaching out to me to discuss hockey strategy, instructional techniques and player development. He always demonstrated an extensive knowledge of coaching and provided me his coaching insights and assistance as I started my career as a varsity coach. I later moved on and became the varsity soccer coach at High School. Often times I look back on the coaches I had growing up and reflect back on the influence they had on me becoming a coach. Todd is definitely one of those coaches who had a significant impact on me as a young player as I truly developed a love for the game of ice hockey during the time he was my coach. If you have any questions as to his abilities, feel free to contact me.

Sincerely,



Tony
Principal



19926/20X18

To Whom It May Concern:

I was a member of the _____ High School Pirates ice hockey team coached by Todd _____, from the 1993-94 season through the 1996-97 season. For three of those seasons I was a team captain and had a great deal of interaction with Todd as he explained his strategies and approaches to the game.

My freshman season the team compiled a record of 7 wins, 6 losses and 3 ties. During the next three seasons we had a cumulative record of 45-18-2, won a conference title, and became the first ice hockey team from Mercer County to make it beyond the second round of the State Tournament. Although the team had many talented players, having a capable coach in Todd to develop and implement the systems and put the pieces together was the key differentiator for us. With our improved records, we advanced further into the County and State tournaments each year. Additionally, during that time Todd was instrumental in helping me to transition from playing defense to being a high-scoring wing.

After four successful seasons at the scholastic level I was recruited and played four seasons of NCAA Division I ice hockey for Yale University. Following that, I had a professional hockey career that included time with the Flint Generals of the United Hockey League and the Rochester Americans of the American Hockey League, a Buffalo Sabres affiliate. Much of my collegiate and professional success came as a result of learning certain aspects of the game from Coach _____.

There was a wide band of experience and talent on our high school team, and regardless of an individual players' talent level, Todd was always able to ensure that each player improved every season. He also took an interest in his player's off-ice development encouraging us to be at our best in the classroom and community.

Todd and I have remained friends and I have always considered his point of view on the game from a coaching slant. In the years since I last played for Todd there have been numerous times when I have sought his advice, both on hockey and in life. If I can provide you with any additional information, please don't hesitate to contact me at _____.

Very truly yours,


 Lee!

Wharton MBA Class of 2009



BOSTON FINANCIAL
DATA SERVICES®

Managed Account Services

August 27, 2008

To Whom It May Concern:

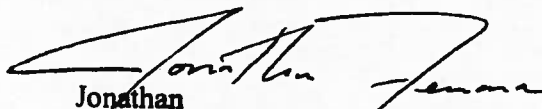
I have known Todd for more than 15 years as a family friend. His personal encouragement was largely responsible for my decision to play competitive ice hockey. I was also a member of W High School ice hockey team coached by Todd, from the 1996-97 season through the 1998-99 season.

As a young player I listened to Todd's observations of the game, and learned a lot from his commentaries when we watched professional and collegiate hockey games together. His success as a coach can be measured by the number of players who learned the game from him and went on to continue to play hockey after high school. I continued to play intramural hockey at Boston College with some very skilled hockey players, and always felt confident of my playing skills.

Speaking with many of my former teammates the one common theme we all remember regarding playing for Todd is his genuine care for his players, not only as hockey players but also as people. His efforts to stay in touch with and maintain an alumni network is something that is not seen often enough at the high school athletic level. While I was a player I fondly remember our yearly alumni games where many of Todd's former players would travel from various locations across the country to play against the current varsity team. As varsity players we were able to interact with the players that had come before us and establish a sense of pride in maintaining the tradition of Pirates' ice hockey.

Todd and I have remained friends and I have often talked about hockey. I have always found him to be knowledgeable, articulate and passionate about hockey. If I can provide you with any additional information, please do not hesitate to contact me at

Very truly yours,


Jonathan
Client Service Officer
Project/Implementation Management

BURSAR'S OFFICE

edu

September 9, 2008

To Whom It May Concern:

I have known Todd for more than 20 years. As the former head coach for the transfer student, I was the coach when Todd arrived at as a transfer student.

Given his transfer status and years out of school, he had no remaining eligibility as a player, but came on board as a member of our staff, at first taking on the responsibility of team manager but eventually becoming involved in recruitment and player development.

Todd traveled throughout New Jersey's hockey rinks and scouted a number of high school juniors and seniors, and took on the task of corresponding with young players and their coaches. Additionally he hosted players and their families when they visited campus.

On the ice Todd could be counted on to work with the freshman players integrating them into our team's system, developing their individual skills and encouraging them to succeed. Todd also coached a number of them in the off-season in the local summer college league.

I always found Todd to be knowledgeable, articulate, and passionate about hockey. He was an individual who was organized, conscientious, dedicated, patient, and resourceful. He always accepted and sought out new challenge; and took an innovative approach to the game. I valued his judgment and opinion in many issues regarding the goals and objectives of the team and the handling of our players.

Todd and I have remained friends and I have often talked about hockey. If I can provide you with any additional information, please don't hesitate to contact me at (phone number).

Very truly yours,

A handwritten signature in dark ink, appearing to be "Arthur Bursar", written over a horizontal line.

Arthur
Bursar

Office Phone

August 25, 2008

To Whom It May Concern:

Todd and I grew up in the same neighborhood so I have known him for more than 45 years. I am a few years older than Todd, so our involvement as youngsters was much of an "older brother" relationship, teaching him the most fundamental concepts of hockey when we were in young teens. I am proud to say that I am one of two former players from the old neighborhood who contributed significantly to Todd's development and a player and as a coach.

Years later I took a position as an assistant ice hockey coach at [redacted] High School and ran into Todd, who was at the time an assistant coach for [redacted]. He was scouting players on my team, considering recruiting some of them. He and I had several conversations over the years about player development and making the transition from high school to college hockey.

Apparently I must have impressed upon him the value of tradition, as our earlier conversations about holding on to your old youth hockey jerseys seemed to remain in his memory. He recalled my telling him that I did not give away my jerseys but saved them for my own personal collection.

Some years later I read that Todd had become the head coach for the [redacted] school varsity ice hockey team and I was delighted to see that he had taken on such a challenge. I had been away from school coaching for some time. When I decided to coach again, with my son's involvement in youth hockey, I needed to obtain my coaching certification through the state's Atlantic District Coaching Education. Imagine my surprise when I attended the 2-day seminar and found Todd on stage teaching about player development!

Todd and I have continued to be in touch on and off through the years. Whenever we do connect I am reminded that he is knowledgeable, articulate and as passionate about hockey as he was as a boy. If I can provide you with any additional information, please don't hesitate to contact me at (phone number).

Very truly yours,



Ira
Director of MIS
Verizon

July 10, 2008

To Whom It May Concern:

During my tenure as head coach for the University men's varsity ice hockey program, it was my pleasure to be associated with Todd , who was the head coach for the High School ice hockey program.

In that time I came to understand that Todd was more than just a fan of the game, as he often attended our afternoon practices, observing and taking notes about the drills we used and the concepts we taught at the collegiate level.

He would regularly bring his high school players to to observe. Very often we would see him with one or more of his goaltenders, watching our goalies, commenting on their skill development as well as their flaws.

Todd was very knowledgeable about goaltending and well connected to the central New Jersey hockey community. So when we needed a part-time goaltending coach I contacted him. Our need was so urgent that I actually called him from Austria when our team traveled there for a tournament. No surprise that he was able to provide me with the names of three possible candidates.

It was a tradition for Todd to bring his entire squad to an afternoon practice days before his team played an important game in the Mercer County Tournament. As part of the routine, his players would observe our practice for its first hour, then when the ice was being cut my coaching staff and I would climb up into the stands to offer our thoughts and answer questions about game preparation.

With my move to Todd and I have continued to be in touch on and off through the years. Whenever we do connect I am reminded that he is knowledgeable, articulate and as passionate about hockey as he was as a boy. If I can provide you with any additional information, please don't hesitate to contact me at (phone number).

Very truly yours,



Don
Head Coach
University of

August 20, 2008

To Whom It May Concern:

I have known Todd for more than 10 years. Todd was the head coach for the High School varsity ice hockey team and I was the athletic trainer at the school.

Todd's diligence as a coach was evident from the contact he had with players before, during and after the season, resulting in a very low number of games lost to player injuries. His cooperation and attention to follow-up led to more effective rehabilitation of the few hockey injuries that we handled during his tenure as a coach.

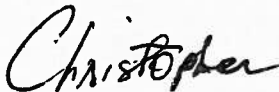
His determined communication style provided team members with a highly competitive environment but he always managed to make everyone feel like an important part of the team, including me.

On the ice Todd could be counted on to encourage the importance of stretching before practices and games. He was effective working with the freshman players integrating them into our team's system, developing their sense of training and encouraging them to succeed.

This is the paragraph where you can say anything else you'd like to say about my general coaching knowledge, style, etc.

Todd and I have remained friends and I have often talked about hockey. I have always found him to be knowledgeable, articulate and passionate about hockey. If I can provide you with any additional information, please don't hesitate to contact me at (phone number).

Very truly yours,

A handwritten signature in cursive script that reads "Christopher".

Christopher
Athletic Trainer

Teams selected by staff writer Len Bardsley

Evidence # 18

TODD

guided the Pirates to the second round of the state tournament for the first time in the school's history.



Siben

also claimed the Colonial conference title and advanced to the Mercer County final where

it lost to Peddie, 8-3

had the league's leading scorer in Mats but he also developed one of the toughest defensive teams in the league. The handed Hightstown its first shutout in eight years and kept high-scoring Bergen Catholic in check in a 3-1 loss in the state tournament.

Times All-Star teams are set

Team accomplishments take precedence in sport. But to achieve that, outstanding individual performances are needed.

Now it's time to honor The Times area's top individual performers in high school athletics.

It all starts in today's editions with the All-Colonial Valley and All-Area teams in ice hockey. In the coming weeks, all-star teams will follow in swimming, basketball, indoor track and wrestling.

Following is a list of the all-star publication dates:

Today — Ice hockey: All-Colonial Valley Conference and All-Mercer.

Wednesday, March 17 — Boys' swimming: All-CVC and All-Area.

Thursday, March 18 — Girls' swimming: All-CVC and All-Area.

Sunday, March 21 — Boys' basketball and girls' basketball: All-CVC, All-Area, All-Burlington, All-Suburban, All-Bucks and All-Prep.

Monday, March 22 — Boys' indoor track: All-Mercer and All-Area.

Tuesday, March 23 — Girls' indoor track: All-Mercer and All-Area.

Sunday, March 28 — Wrestling: All-CVC, All-Area and All-Burlington.

**NOW
HEAR
THIS..**

Todd's article "The Puck Stops Here: Specialist Schools Have Much to Offer" was published in the January issue of the Amateur Hockey Journal. The article discussed the variety of options for summer hockey schools for young players. The issue included several of Todd's photographs.

Todd attended the Coaches' Symposium at the University of Windsor, Ontario, Canada on June 2 and 3. He spoke about goaltending instruction. He will also attend the American symposium in the fall at the request of Dave Peterson, the coach of the 1988 US Olympic Ice Hockey team.

THE HARVEY GOLDSTEIN SYNDROME

SURPRISES OF THE SUMMER

by Todd

At the start of my first Summer as a hockey camp instructor I met a 14-year old player who boasted his abilities and talents as well as any boy of that age. Although he seemed quite impressed with himself, he was even more impressed with his cannon-like shooting skills, thanks to the then popular Koho 221 Pro stick. But when the hour came to get on the ice for the first skate, Harvey Goldstein's equipment bag had not arrived when he did, and he had to sit on the sideboards watching the drills, continuing his obnoxious boasting.

A second day of skating came and went and still no equipment had arrived for Harvey. He continued to sit on the sideboards, bragging and arguing with the other players. On the third day his equipment and sticks arrived and he prepared to get on the ice. By this time he had managed to anger most of the players and some of the staff.

Secretly, curiously, all eyes watched as Harvey stretched, skated, sprinted, turned, stopped, pivoted and warmed up. His stickhandling was a bit rusty but a few minutes of warming up found him moving up ice with relative grace. His passing seemed crisp and his skating was reasonably sound - for someone from Long Island - so much so that the others seemed somewhat annoyed with his boasting. Still they were happy to see that there would be another competitive player on the ice when they scrimmaged. But what about this cannon-like shot? The drills went on and on until finally it was time for a shooting drill.

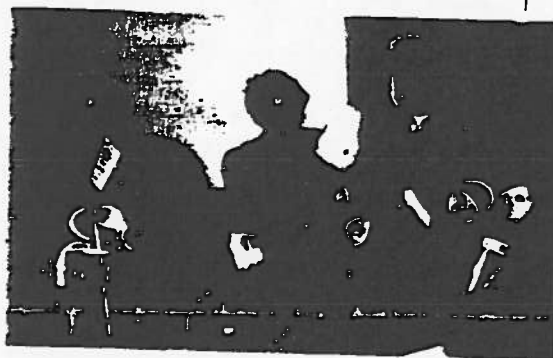
The line of players went to four corners of the rink. Players were skating from a corner, taking a pass from another corner, turning in on goal and shooting. Harvey's first wrist shot was smooth but lacked for power. On his next turn, someone shouted from the "wind-up," "Let's see that bullet!" "Let's see that cannon!"

Harvey U-turned, held the pass and let a wobbly slapshot on goal. The apprehensive goalie smirked through his cage, handling the shot easily, and then teasingly

shouted "let's see that bullet . . . let's see that cannon!"

On his next turn Harvey mishandled the pass but still managed to control the puck enough to golf a mild slapshot from the slot. Now the lines of players shouted and teased. Harvey took it well, and eventually the skate was over, without any evidence of the cannon-like shot. On the bus back to the dorm Harvey laughed and joked with everyone, but between conversations he seemed genuinely puzzled about his shot. Later that evening he stopped by my room to speak about it, and we agreed that he might try another stick the next day.

The following day Harvey took one of my Northland Custom Pro-Lite sticks on the ice. Stepping onto the ice before everyone else, he desperately wanted to test the stick, but as luck would have it, there were no pucks out yet. He waited for the group to come out, waiting for his



Harvey Goldstein (right) takes a moment to tell one and all about his "bullet" slapshot

chance in the shooting drills. Shooting drills eventually began, and as you might expect, the Northland stick was just the solution for Harvey's problem. Harvey began to release the kinds of shots he had boasted about! The now overconfident goalie could only offer a clumsy lunge as Harvey wound up and effortlessly let go a "bullet" that darted past the goalie's outstretched waffle glove into the net. A smile came to Harvey's face as he headed back to the line where the once teasing, now quiet, players stood waiting for their turns in the shooting drills.

On his next chance he faked the wind-up, closed in and swept off a quick wrist shot through the goalie's legs. By now the once skeptical crowd was beginning to show signs of annoyance with Harvey's success, while his friends in the group seemed quite pleased and relieved.

The Summer sped by and Harvey's Koho 221 sticks were sold, traded or given away, replaced by Northland Custom Prolites. This may seem like advertising for Northland sticks, and you might think that the story is coming to a happy ending here. Not so.

The following Summer Harvey returned to camp with a collection of Northland sticks and within the first hour encountered the same shooting problem. Again I offered him my stick - this time I had bought a Christian USA Pro Pattern 1000 - and again he found his touch.

Now the story comes to an end. What really happened to Harvey, and to countless other players who buy sticks by brandname, is that with growing bigger and stronger and with development as a player, Harvey began to require different things in a stick. His growth in size and strength and his improved technique and efficiency as a shooter found him continually needing stiffer sticks each year, and he had only learned to buy sticks by brandname.

In the late 1970's, CCM came out with a line called "Accu-Flex" which hoped to code sticks by stiffness or flexibility. CCM did not have a great share of the stick market at that time, and the "Accu-Flex" system didn't stay available for long. More recently, the Bending Branches stick has attempted to do the same things with sticks.

Selecting a stick is a personalized process, and may people believe that offensive productivity is directly related to the goodness of "fit" between a player and his stick. A "good" fit of stick is, in many ways, as important as the fit of a skate, and should take as long to determine. When you go to buy sticks, you need to take time to make a careful selection. Or go the route of Harvey Goldstein and hope that there is someone there to help!



Why does it look like this stick is bent?

Aside from being a talented skater, Jaromir Jagr is so dangerous partly because of his puck handling and shooting skills. He recognizes how important it is to use the right stick.

In this photo he's just about to shoot a wrist shot. You can tell because he's pushing off with his left boot and his weight is on his right foot – this is the proper technique for a left-handed shot. Although he's looking up, his back is bent over the puck, and the puck is positioned under his nose so that he can use his weight to flex the shaft of his stick, which is bent like a rainbow! At the same time he's pushing forward into the shot with his left hand. The slickness of the ice allows the blade of his stick to continue sliding along until the blade and the puck are no longer under his nose. At that point the flexed stick will spring forward and contribute to the speed and strength of the shot.

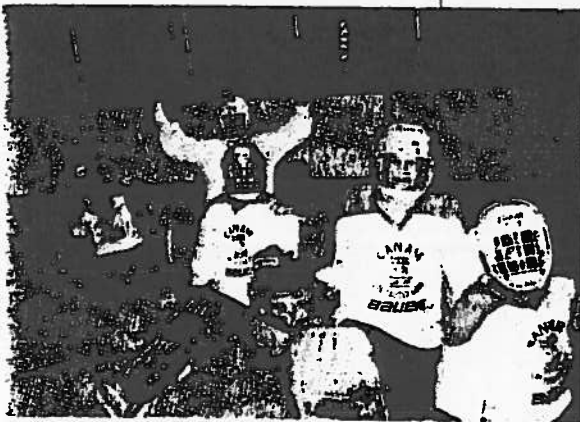
If you can't bend the shaft of your stick, then your choice of stick isn't appropriate for you, no matter how expensive or cool the stick might be!



AMATEUR HOCKEY JOURNAL

by Todd

Jason had just finished his last season as a goalie on my pee-wee team. His family was discussing sending him to a private school with an established ice hockey program. Although he was a more than capable pee-wee goalie, there was certainly question as to whether or not he was ready for high school competition. The realization of that step up was all that Jason and his family needed to consider sending him to a summer hockey school. My experience as a summer instructor for Can/Am Hockey Group's Specialized Goal program in Guelph, Ontario was all the information Jason's family needed to make a decision.



Camps for goaltenders only feature knowledgeable and experienced instructors.

The preceeding summer Jason had attended a hockey camp near his home. The program was very basic and goaltenders were on the ice with the rest of the skaters. A minimum of additional instruction was provided for goalies, and the instruction was done by a well-meaning coach with very limited knowledge of goaltending. At Can/Am Jason would only be on the ice with other goalies, and would be taught by goaltending instructors and assistants experienced and very capable of teaching the Specialized Goal Program.

While a week at a typical hockey school finds young players being put through the variety of skill-building drills

and basic instruction, a week of goalie school is an intensive instructional experience complete with drills and activities designed for total development of goaltending skills. The typical hockey school offers 3 hours of ice time a day, and for goalies there might be an additional hour of special drills. Can/Am's program gives the same 3 hours of on-ice for goalies accompanied only by highly experienced junior/college level players, in addition to the group of on-ice instructors. Off-ice activity is also specially designed to develop goaltending-related skills.

Young players come to hockey school for a variety of reasons. Most are serious and devoted to improving and developing their skills. Others enjoy the week away from home, making new friends, being at a camp with the NHL players that attend, or being with their friends. Whatever the reason, and although a great deal of learning goes on, the accent is on fun! A player that doesn't enjoy himself will probably not return next summer.

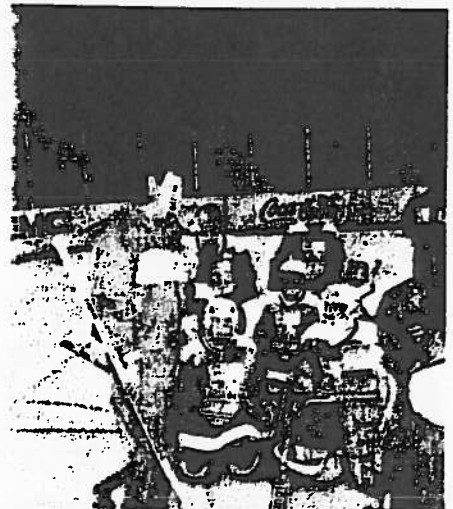
The key components for selecting a school are instructional program and staff, accommodations, reputation, and facilities. Most schools have been in existence for a number of years, and thrive on return business. Players who have attended previous seasons will give you a good indication of the quality of the school. Before you spend your money, know what you'll be getting.

What can you really learn at hockey school? Can you really improve substantially in a week? If you go to a school expecting to learn a great deal, chances are you will get a lot from the week. If you plan to work hard and pay attention, you will learn a lot. In addition to watching the coaches and counsellors doing drills, watch the players who go before and after you. Watch the older and better players going through drills. Put your effort into the off-ice/dryland pro-

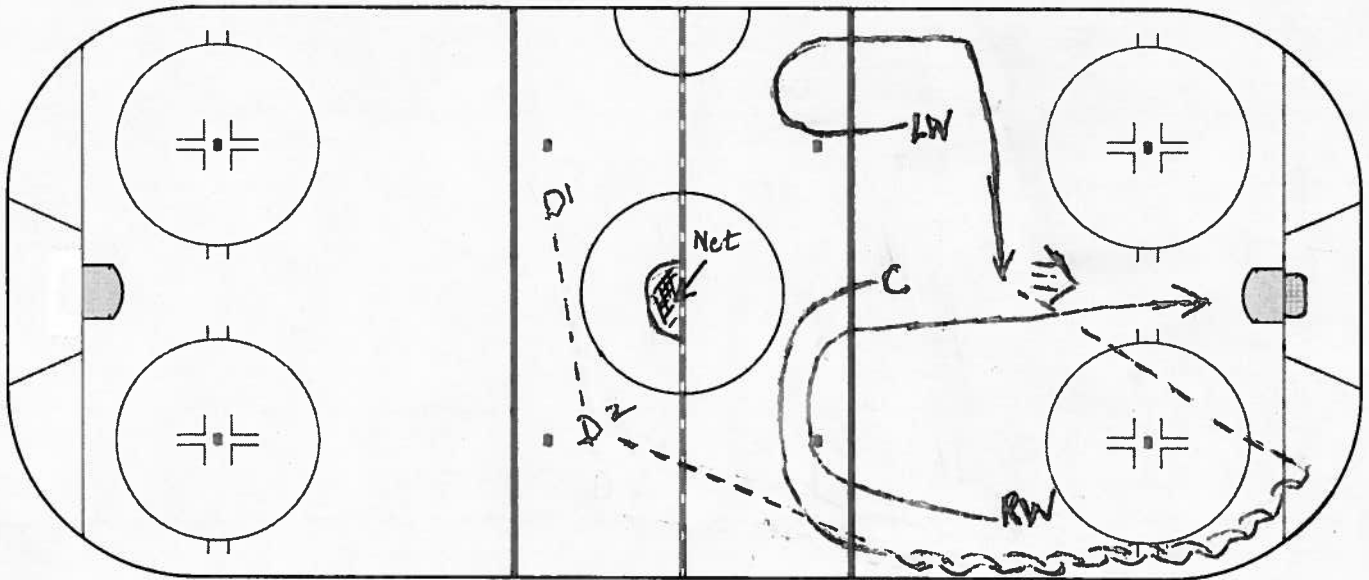
grams as they are designed to help develop balance, agility, endurance and reaction time.

You can go through the motions and merely try to look like you're working hard and learning, or you can get the most from your hockey school experience. You can walk away with some good memories, or you can improve yourself quite significantly. Whatever your attitude, spending a week at hockey school will probably be well worth the effort you put into it - that is, whatever you seem to put into it, you'll get back in measureable improvement.

Let's catch up with Jason again. He went to that private school, tried out for the team, and was kept on the roster as one of the two junior varsity goalies (in this school's system only one varsity goalie is carried, and the back-up goalie is rotated between the two junior varsity goalies). He played well in every outing, and it was very obvious just how much a week of Specialized Goal instruction helped him. Most hockey school stories end "happily ever after" and Jason is no exception. He felt that he got so much from Can/Am last summer that he signed up for two sessions for the coming summer.



Bob Froese, New York Rangers, is one of the pro instructors at the Can/Am Specialized Goal Program.



Neutral Zone “Re-Group” to transition to Offensive Attack:

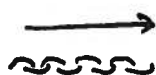
Because the puck has been cleared out of the offensive zone by the opposing team, all players must exit the offensive zone to re-group (resume the attack) and re-enter the zone. A defenseman (D1) pursues the puck and gains possession in neutral zone, passes to D2. The three forwards (LW, RW, C), are all exiting the offensive zone.

The left wing (LW) turns toward the boards. The right wing (RW) turns toward the center lane of the ice. After the puck crosses the blue line, the right wing will skate down the center lane to the front of the net, causing a defender from the opposing team to follow him. The center (C) will swing from the center lane toward the right side boards, and will receive a pass from D2 before crossing the blue line. He will stickhandle (carry) the puck across the blue line, down the boards along the perimeter of the offensive zone.

The left wing will trail the play, crossing the blue line, coming down the boards and just above the two faceoff circles will cut toward the center lane of the offensive zone.

With the right wing driving to the net, the center will feed a pass (behind the right wing) from the corner out toward the “high slot” where the left wing arrives to take a shot.

Keys:



Skate
Stickhandle/Carry

Pass
Shoot

Summary / Conclusion

By articulating the breadth and depth of my knowledge as a result of my learning experiences relevant to the coaching of ice hockey, by providing you with a selection of appropriate evidence of my learning and application of the learning, I believe that I have provided adequate proof of my knowledge of PYT-309 Coaching Ice Hockey.

Thank you.