

Team Sport Officiating

PEIMS Code: N1160012

Abbreviation: TEAMPFF

Grade Level(s): 9-12

Award of Credit: 1.0

State Approved Innovative Course

- Districts must have local board approval to implement innovative courses.
- In accordance with Texas Administrative Code (TAC) §74.27, school districts must provide instruction in all essential knowledge and skills identified in this innovative course.
- Innovative courses may only satisfy elective credit toward graduation requirements.
- Please refer to [TAC §74.13](#) for guidance on endorsements.

Course Description:

Students enrolled in Team Sport Officiating learn rules and regulations of selected team sports, developing skills in the area of communication, decision making, and conflict management which are needed to officiate team sport competitions. Working with coaches, players, other officials, and parents, the expectation is that by the end of the course students will have the ability to officiate at various levels and manage responsibilities that come with the role.

Students will be introduced to the rules of the games and officiating mechanics based on approved University Interscholastic League (UIL) association specifications which will form a foundation for a lifetime advocacy in officiating. Experienced officials will assist in providing “real-world” experiences in preparing the students for the situations they will face.

Students will also develop a personal fitness plan and safety plan that directly relates to the needs of an official. Students apply time management skills and adhere to professional responsibilities and standards including the Sports Officials Code of Ethics and the legal rights and responsibilities of a sports official involved with youth sports in the 21st century.

Essential Knowledge and Skills:

- (a) General requirements. This course is recommended for students in grades 9-12. There are no prerequisites for this course. Students shall be awarded 1.0 credit for successful completion of this course.
- (b) Introduction.
 - (1) In Team Sport Officiating, students will learn the rules and regulations of selected team sports and develop the skills necessary to become a successful sports official, including communication, decision making, and conflict management. Students enrolled in this course

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will also gain a more in depth understanding of all aspects of officiating by working with other officials, coaches, and players.

(2) Students enrolled in Team Sport Officiating are expected to maintain health-related fitness and develop a personal fitness plan which reinforces the concept of incorporating a physically active lifestyle.

(3) Students enrolled in Team Sport Officiating are expected to adhere to professional responsibilities and standards including the Sports Officials Code of Ethics and the legal rights and responsibilities of a sports official.

(c) Knowledge and skills.

(1) Developing officiating skills. The student explains the traits of a successful sports official and the elements of successful officiating. The student is expected to:

- (A) identify the purpose and philosophy of sports officiating;
- (B) describe the three styles of sports officiating, including the Rulebook, Laissez-Fair, and Common styles.
- (C) identify the personal characteristics and performance principles that lead to successful sports officiating, including identifying the intent of the rules and adjusting specific calls accordingly, demonstrating effective communication and listening skills, diffusing hostile situations, and demonstrating the ability to anticipate actions.
- (D) describe the qualities of a good official;
- (E) list and discuss the mental qualities of successful sports officials;
- (F) describe the importance of keeping score and the role of the scorekeeper;
- (G) practice using a scorebook for a specific sport;
- (H) discuss the importance of the rules test for sport-specific officiating; and
- (I) describe and articulate required rules, regulations, and hand signals for selected team sports.

(2) Developing communication and decision-making skills. The student learns the communication and decision-making skills necessary to become a successful sports official. The student is expected to:

- (A) describe how to communicate effectively with coaches, athletes, spectators, and other officials and demonstrate effective communication through listening, speaking, and non-verbal communication in sport specific situations;
- (B) identify and define the elements of the decision-making process, including integrity, judgement, communication, consistency, courage, and common sense, in sport specific situations; and
- (C) apply the elements of the decision-making process, including integrity, judgement, communication, consistency, courage, and common sense, in sport specific situations.

- (3) Developing a conflict management plan. The student learns the skills necessary to manage conflict as a sports official. The student is expected to:
 - (A) identify signs of potential conflict from game participants and spectators;
 - (B) describe stress management/relaxation techniques that help officials to perform in game pressure situations;
 - (C) implement mental training strategies in an officiating regimen, including how to maintain composure during difficult situations;
 - (D) explain the importance of having a conflict management plan and formulate a conflict management plan; and
 - (E) implement a conflict management plan to address potential conflict with coaches, athletes, and spectators during sport specific contests.

- (4) Managing professional responsibilities. The student learns the concepts necessary for a career in sports officiating. The student is expected to:
 - (A) identify required rules, regulations, and officiating hand signals for various sport specific contests;
 - (B) describe proper court/field coverage, positioning, and umpire/official mechanics for each sport specific game situation;
 - (C) discuss sport specific pre-game procedures;
 - (D) explain the importance of time-management skills in sports officiating;
 - (E) identify and discuss sports officials who have had successful careers in sports officiating; and
 - (F) describe goal setting principles and apply those principles to establish personal goals related to sports officiating.

- (5) Legal rights, responsibilities, and ethics of sports officials. The student explains the legal rights, responsibilities, and ethics of a sports official. The student is expected to:
 - (A) identify and explain the legal rights and responsibilities of a sports official;
 - (B) discuss the Sports Officials Code of Ethics; and
 - (C) outline the Sports Officials Code of Ethics.

- (6) Getting fit to officiate—health and wellness. The student identifies and explains the concepts of overall wellness as related to optimal performance in sports officiating. The student is expected to:
 - (A) identify the physical fitness requirements of a sports official;
 - (B) describe the health and fitness benefits derived from participating in sports officiating;
 - (C) explain and distinguish between the training principles appropriate for enhancing flexibility, muscular strength and endurance and cardiorespiratory endurance as related to sports officiating;

- (D) analyze and evaluate personal fitness principles in terms of cardiovascular endurance, muscular strength and endurance, flexibility, and body composition as related to sports officiating;
 - (E) explain how healthy nutrition can improve officiating performance;
 - (F) explain the effects of eating and exercise patterns on weight control, self-concept, and physical performance as related to sports officiating; and
 - (G) explain the effects of substance abuse on personal health and performance in sports officiating.
- (7) Getting fit to officiate—health, physical activity, and fitness. The student analyzes and applies the concepts of overall wellness as related to optimal performance in sports officiating. The student is expected to:
- (A) establish health-related fitness goals for an officiating personal fitness plan;
 - (B) develop and participate in an officiating personal fitness plan to meet identified goals;
 - (C) analyze scientifically based health-related physical fitness test results to set and adjust goals of the officiating personal fitness plan;
 - (D) describe how to modify an officiating personal fitness plan based upon health-related status;
 - (E) execute physical activity for health, enjoyment, challenge, self-expression, and social interaction in sport-specific contests; and
 - (F) build and maintain a health-enhancing level of physical fitness as related to sports officiating.
- (8) Safety Practices. The student demonstrates and applies safety practices associated with sports officiating. The student is expected to:
- (A) identify and discuss risk and safety factors that may affect sport specific contests;
 - (B) evaluate risk and safety factors that may affect sport specific contests;
 - (C) identify and apply rules and procedures that are designed for safe participation in sport specific contests;
 - (D) discuss ways to create and maintain a physically and emotionally safe and non-threatening environment for sport specific contests; and
 - (E) demonstrate emergency first aid, cardiopulmonary resuscitation, and the use of an automated external defibrillator.
- (9) Application of sport specific officiating. The student understands movement concepts, principles, strategies, and tactics as they apply to learning and performing officiating skills. The student is expected to:
- (A) demonstrate different sport specific officiating styles;
 - (B) demonstrate proper court/field coverage, positioning, and umpire/official mechanics for each sport specific game situation.

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- (C) demonstrate the use of sport specific hand signals for selected team sports;
- (D) interpret and explain required sport specific rules and regulations;
- (E) practice sport specific pre-game procedures;
- (F) display personal and social behavior that respects self and others in sport specific contests;
- (G) communicate effectively with other officials, coaches, athletes, and spectators during sport specific contests;
- (H) simulate the elements of the decision-making process in sport specific contests; and
- (I) manage conflict effectively with coaches, athletes, and spectators during sport specific contests.

Recommended Resources and Materials:

- [National Federation of State High School Associations \(NFHS\) Rules Book](#) for
 - Baseball
 - Basketball
 - Soccer
 - Softball
 - Softball Umpires
 - Volleyball
 - Water Polo
- [National Collegiate Athletic Association \(NCAA\) Rule Book](#) for
 - Football
- [Texas Association of Sports Officials \(TASO\) references](#) including
 - Baseball Mechanics Manual
 - TASO Football Mechanics Manual
 - TASO Video Training
 - Local TASO Chapters guest presenters focused on each sport

Recommended Course Activities:

In simulated game play situations, perform the following activities.

- Simulate proper positioning
- Practice officials' signals
- Role play sports officiator-to-player communications
- Role play sports officiator-to-coach communications

Suggested methods for evaluating student outcomes:

- Assessments of student identification of rule violations and appropriate penalties in simulated sports scenarios
- Assessments of student identification of rule violations and appropriate penalties in game videos
- Assessments of student identification of safety concerns in game videos or simulated scenarios.
- Assessments of student identification of proper positioning through the use of team formation diagrams.

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- Assessments of student evaluations of team uniforms and equipment.

Teacher qualifications:

Teachers with the appropriate Texas teaching certificate identified in Texas Administrative Code (TAC) [§231.231\(b\)](#) to teach physical education at the high school level will teach the course.

An assignment for Physical Education, Grades 9-12, is allowed with one of the following certificates.

- All-Level Health and Physical Education.
- All-Level Physical Education.
- Grades 6-12 or Grades 9-12--Physical Education.
- Junior High School (Grades 9-10 only) or High School--Physical Education.
- Junior High School (Grades 9-10 only) or High School--Health and Physical Education.
- Physical Education: Early Childhood-Grade 12.
- Secondary Physical Education (Grades 6-12).

Campus administrators will select teachers based on their ability to develop positive relationships with students and their commitment to work with students to enhance their academic and personal success. Campus and central office administrators will provide both the implementation and ongoing training for teachers. Teachers who have created, piloted, and taught the curriculum will also be available to train and mentor teachers new to the course content.

Additional information:

There are no required additional costs.

OPTIONAL: Each student may become a member of a TASO Division and a local chapter. The annual cost (dues) is determined by each TASO Division (Baseball, Basketball, Football, Soccer, Softball, Volleyball, and Water Polo). Currently the dues for a NEW member is \$40, local dues vary and are determined by the local chapter.

Benefits of being a TASO member include:

- Additional focused training
- Annual Continuing Education
- Middle/junior and high school game assignments
- General liability insurance
- Member advocacy at the UIL and Texas Legislature
- Secondary accidental injury insurance
- Annual rules books (as recommended above)

TASO Video training on rules and mechanics