

S.C.S.A

Referee Development Program

A. Why A League-based Referee Development Program?

- Every season, SCSA invests in new referees. Many don't return.
- Lack of experience affects referee confidence and results in a less effective officiating result.
- Coaches, players and fans demand effective referees. If they don't have confidence in the referees effort and performance, they will criticize and complain. This drives new referees away.
- Note- SCSA will also work on addressing coach and parental abuse.

B. Process, Documentation, and Reporting:

1. Referees can request a mentor for any game OR mentors can choose a referee to evaluate. There will be a sign-up sheet in the referee shed each day to request a mentor. Mentors can pick from that referee list OR choose someone randomly.
2. Upon completion of the game, mentors will give the assessment form (blank forms will be in referee shed) to the referee and fill out the SCSA Consolidated Referee Scores spreadsheet (will be distributed to them in a Google Doc).
3. The Consolidated Referee Scores spreadsheet will be automatically shared with the Director of Officials, the league assignor, and other SCSA administrative staff (including the board). Consolidated SCSA results will also be sent to the State Referee Committee for tournament and state selection.
4. 'Referee and Assistant Referee of the Week' will be posted on Sundays using the Remind Me app. We will also send other SCSA referee news and Laws of the Game challenges. Please sign up!
 - a. To sign up- Text @scsare to the number 81010.

C. Referee Developmental Assessment Form



United States Soccer Federation
Match Official
Developmental
Assessment Form

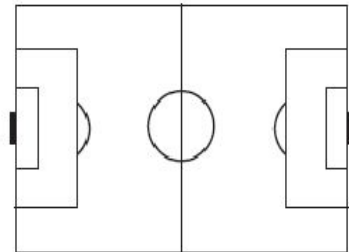
Official's Name:			
Grade:		State:	
Position:	<input type="checkbox"/> Referee	<input type="checkbox"/> AR1	
	<input type="checkbox"/> 4 th Official	<input type="checkbox"/> AR2	

Date:				Time:			
Teams:							
Age Group:			<input type="checkbox"/> Male				<input type="checkbox"/> Female
Game Location:				Field #:			
Competition:							

Difficulty of Game:	<input type="checkbox"/> Easy	<input type="checkbox"/> Competitive	Overall Performance:	<input type="checkbox"/> Acceptable
	<input type="checkbox"/> Difficult	<input type="checkbox"/> Very Difficult		<input type="checkbox"/> Needs Improvement

Performance Summary / Feedback (NA - Not Acceptable A - Acceptable VG - Very Good O - Outstanding)
- See Back Of Form for Specific Criteria References -

<i>Referee</i>		NA	A	VG	O	<i>Assistant Referee</i>		NA	A	VG	O
1	Personality / Presence and Communication:					1	Involvement / Assistance in the Game:				
2	Game Control and Foul Selection/Recognition:					2	Offside:				
3	Teamwork:					3	Positioning / Movement:				
4	Points of Emphasis / Directives:					4	Signals:				
5	Managing the Technical Areas:										
6	Positioning / Movement / Signals:										



Positive Areas of Performance:

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-
-

Areas For Improvement:

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-
-

Additional Comments / Suggestions:

-
-
-

Assessor Signature:				Assessor Name:			
Phone Number: ()	email:	Grade:	State Association:				

D. Assessment Form Criteria explained

U.S. Soccer FOCUS CRITERIA

REFEREE	REFEREE (con't)
<p>Criteria 1: Personality and Communication</p> <p>1.1 Personality and Presence: Influencing the Future</p> <ul style="list-style-type: none"> Referee varied personality to defuse and prevent the NEXT foul. Referee used personality/presence to influence the future with actions in the present. Body language was appropriate for the moment. Referee changed his/her temperament and approach as the game dictated/changed thereby sending effective messages to players/coaches. Signals were clear, effective and used to send messages as appropriate. <p>1.2 Communication</p> <ul style="list-style-type: none"> Referee established an "open line of communication" with players and coaches without being overly communicative. Referee used all his/her communicative tools to "draw the line in the sand" (firmly/fairly) so players and coaches knew what to expect. Used more than the whistle to communicate and manage the game. Utilized "down time" to manage players and the game. <p>Criteria 2: Game Control and Foul Selection / Recognition</p> <p>2.1 Misconduct: Game or Player Need It</p> <ul style="list-style-type: none"> Got the 100% misconduct situations correct. Identified the moment(s) of truth and acted upon them appropriately. Cautions were given because the game and/or player needed it. Used personality to manage/control the game versus card as the situation/game dictated. <p>2.2 "Big Picture" Approach in Game Context</p> <ul style="list-style-type: none"> Used the "big picture" of the game to handle misconduct not ignoring the 100% misconduct situations. Exhibited the characteristics of a "proactive referee." Used discretion and common sense while taking a "big picture" approach to decisions given the atmosphere of the game and other game-related characteristics. <p>2.3 Allowed Game Flow</p> <ul style="list-style-type: none"> Was able to encourage game flow through foul selection/recognition because he/she was able to differentiate between the soft/trifling/minor challenges from those that were minimally careless and needed to be called. Distinguished between trifling fouls that interrupt the flow of the game and the fouls, based upon the game level, that needed to be called. Recognized and applied advantage as required by the game. <p>2.4 Foul Recognition / Discrimination</p> <ul style="list-style-type: none"> Discretion and common sense were exercised. Managed the game so that the enjoyment and entertainment value (for players/spectators) was maximized without disregard to game control. Exhibited the ability to deliver messages in an appropriate way based upon the game, the situation, and the personality of the receiving player. Felt the "temperature" of the game and increased his/her influence on the game as it dictated. "Smelled"/anticipated the foul before it occurred. <p>2.5 Tactical Approach</p> <ul style="list-style-type: none"> Referee understood the tactical/technical approach of the teams/players and adjusted their approach as the game required. The ability to "read" the game and adjust his/her approach to the game as tactics changed was evident. <p>Criteria 3: Teamwork</p> <ul style="list-style-type: none"> Referee empowered his team (pregame or otherwise) in a manner that provided the avenue for officials to participate in managing the game and ensuring "critical game decisions" were addressed appropriately. <p>Criteria 4: Points of Emphasis / Directives</p> <p>4.1 Tackles / Elbows / Contact Above the Shoulder / Handling</p> <ul style="list-style-type: none"> Differentiated between fouls/misconduct that were "careless" and "reckless" versus "using excessive force" with the possibility of injuring the opponent. Identified and correctly dealt with elbows and tackles that endangered the opponent or that could injure an opponent. Correctly applied directives on handling. Able to differentiate the contact above the shoulder which the arm/elbow was used as a tool versus a weapon (red card). <p>4.2 Dissent / Game Disrepute / Mass Confrontation</p> <ul style="list-style-type: none"> Took appropriate actions to keep game disrepute from escalating into mass confrontation. Dealt correctly with the instigator and escalator (third man in). Used the "Personal, Public and Provocative" criteria to determine whether a player's conduct was dissent (cautionable) or offensive, insulting or abusive (red card). 	<p>Criteria 5: Managing the Technical Areas</p> <ul style="list-style-type: none"> Referee dealt with coaches and players, within the technical area, according to directives. Referee used techniques to prevent escalation of improper behavior within the technical area. <p>Criteria 6: Fitness / Work Rate / Movement / Positioning / Signals</p> <p>6.1 Fitness / Agility / Stamina / Work Rate</p> <ul style="list-style-type: none"> Referee exhibited the fitness level needed to put him/herself in the best possible position to make the correct decision. Referee exhibited the ability to "close down" counter attacks or long services through strong sprinting ability and the ability to anticipate and read the game. Hustle, energy and urgency in movement exceeded the intensity and needs of the game. Referee consistently demonstrated the ability to change pace or speed as the requirements of the game dictated. Was able to keep the same fitness and agility levels for the total duration of the game. Referee's agility allowed him/her to sidestep, backpedal and sprint as the requirements of the game demanded. Referee was mobile and was able to cover all critical areas of the field. <p>6.2 Positioning / Signals</p> <ul style="list-style-type: none"> Took strategic positions that were needed to manage the game as well as enable him/her to manage the "next phase of play." Referee's positioning allowed him/her to "sell" decisions due to the closeness to play. Restart (free kick, corner kick, throw in, etc.) management positions enabled the referee to manage the wall, the kicker, and the "drop/danger zone." Positions did not interfere with players or play. Exhibited the ability to anticipate and read play thereby enabling him/herself to be in the optimum position for the game at that time. Signals were clear and convincing and used appropriately.
	ASSISTANT REFEREE
	<p>Criteria 1: Involvement / Assistance in the Game</p> <ul style="list-style-type: none"> Read the game like the referee and tempered assistance accordingly. Involved as needed (versus over-involved) and provided assistance to the game/referee as needed. Demonstrated the appropriate level of teamwork necessary to assist the referee in managing the game. Was in the same "rhythm" of the game as the referee thereby providing the appropriate level of assistance/involvement. Exhibited the courage to become involved in critical situations. Participated in the "triangle of control" as dictated by the game. <p>Criteria 2: Offside</p> <ul style="list-style-type: none"> "Wait and see" approach to offside decisions was applied. Showed restraint in the application of offside. Flag kept down, if in doubt. Benefit of doubt given to the attack. Understood and applied concepts of "interfering with play," "interfering with an opponent" and "gaining an advantage." <p>Criteria 3: Positioning / Movement</p> <ul style="list-style-type: none"> Was in correct position to support decisions. Kept up with play for the entire duration of the game. Exhibited the ability to maintain the offside line throughout the match. Correctly positioned to make offside decisions. Followed every ball to the goal line and/or to the goalkeeper. Was able to keep body square to the field through sidestepping as play dictated. Displayed the ability to transition (from sidestepping to sprinting and from sprinting to sidestepping) and modify his/her running style to meet the demands of the match. <p>Criteria 4: Signals:</p> <ul style="list-style-type: none"> Signals and flag work were clear and followed U.S. Soccer guidelines and mechanics. Made eye contact with the referee prior to signaling.
	NOTES