

Tryout testing for high school players

COACHES MUST IMPLEMENT A SYSTEM TO FAIRLY EVALUATE PLAYERS



Joan Powell is the head girls' volleyball coach at Coronado High School in Colorado Springs, Colo., and is a member of the CAP Cadre.

With parental pressure as powerful and destructive as it can be today, coaches must protect themselves. Documentation is imperative, especially with tryout procedures and results. Regardless of how many players come out or whether your school or district permits "cuts," a system should be implemented that fairly places athletes. Subjective evaluation, even from a coach with years of experience and impressive credentials, is just not good enough. Using your judgment alone only weakens your defense when asked by an athlete, "Why am I on JV?" or asked by a parent, "Why was my daughter cut?" Granted, some players are poor testers and great gamers, but coaches must be able to prove placement and rejection.

Thus, for the past seven years, I have used the following battery of six physical tests and three volleyball skills tests. All tests are based on a point system; skills are worth twice the physical tests. I have found that the players fall into place. I have even gone so far as to put a list of names of the prospective varsity in a sealed envelope prior to the first day of practice and open the envelope in front of my staff to find no difference at the completion of testing. My "gut" feeling would never satisfy my athletes or their parents. Administrators are most appreciative when a coach enters a parent conference loaded with documented information. It is also motivating when results are posted daily and deters the "whiners" from crying "foul" when they return home from tryouts. At the parents' mandatory

meeting prior to our first match, the daily results are posted, also.

The following is the battery of physical tests administered on Monday, Wednesday and Friday (with test Nos. 2-6 in a rotational system) during the morning sessions of a two-week, two-a-day practice.

The last two tests are subjective evaluations where the coaching staff observes team play, cooperation, competitiveness, enthusiasm, body language and attitude. These are administered on Tuesdays and Thursdays through narrow court doubles and six-on-six with wash drills. Coaches make notes and meet

during lunch to discuss each player's contributions and weaknesses.

Player Attitude

Coachability and attitude are crucial, yet coaches say they have so little time to train behavior. Coaches must take the time and build in some challenging circumstances to their drills. For instance, while running a wash drill, call a "mystery" net or ball handling, just to see how a particular player deals with it. Or, use what we call a "teachable moment" following a technical or mental error and replicate the scenario and have the athlete repeat the skill

Figure 1

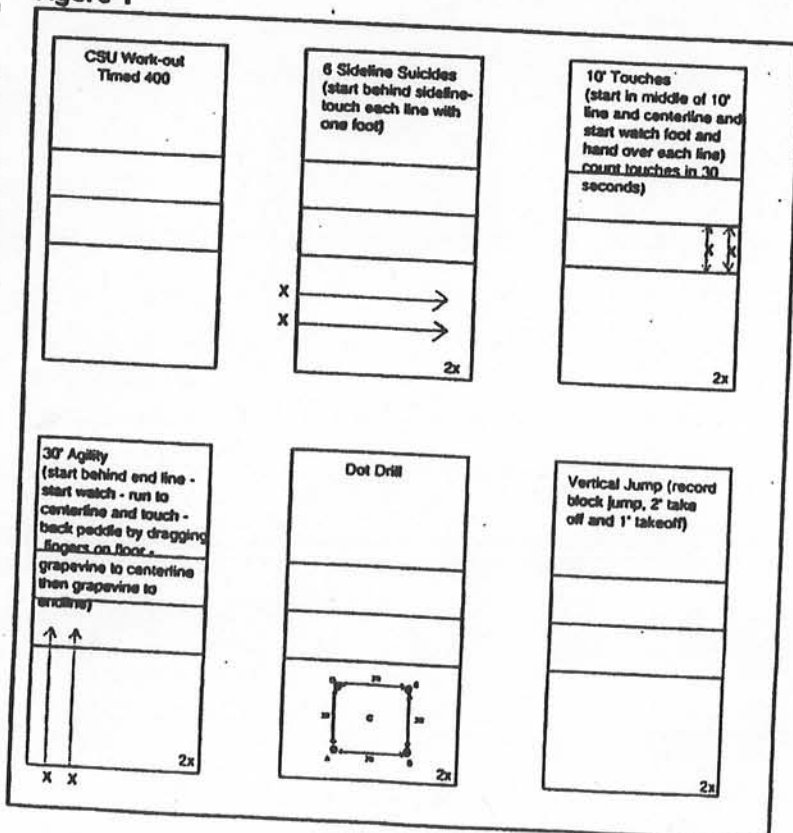


Figure 2

PHYSICAL CONDITIONING & TESTING		
Point Values		
1. 440/400-Yard Run	3. 10' Touches	
20 Below 1:09	Count each touch over the centerline and each over the 10' line. Touches = points	
19 1:10-1:14	30 seconds	
18 1:15-1:19		
17 1:20-1:24		
16 1:25-1:29		
15 1:30-1:34		
14 1:35-1:39		
13 1:40-1:44		
12 1:45-1:49	4. 30 Foot Agility	
11 1:50-1:54	10 Below 12.00	
10 1:55-1:59	9 12.00-12.33	
9 2:00-2:04	8 12.34-12.66	
8 2:05-2:09	7 12.67-12.99	
7 2:10-2:14	6 13.00-13.33	
6 2:15-2:19	5 13.34-13.66	
5 2:20-2:24	4 13.67-13.99	
4 2:25-2:29	3 14.00-14.33	
3 2:30-2:34	2 14.34-14.66	
2 2:35-2:39	1 14.67-14.99	
1 2:40-2:44	0 Above 15.00	
0 Above 2:45		
2. Six Sideline Suicides	5. Dot Drill	
10 Below 13.00	10 34-37	
9 13.00-13.33	9 38-41	
8 13.34-13.66	8 42-45	
7 13.67-13.99	7 46-49	
6 14.00-14.33	6 50-53	
5 14.34-14.66	5 54-57	
4 14.67-14.99	4 58-61	
3 15.00-15.33	3 62-65	
2 15.34-15.66	2 66-69	
1 15.67-15.99	1 70-73	
0 Above 16.00	0 Below 74	
	6. Vertical Jump	
	Record the block jump	
	2' takeoff and 1' takeoff inches	
	point	

correctly. Or ask, "If you had a chance to do that again, what would you choose to do differently?" Coaches can get a sense of coachability during these situations. It is far better to correct behavior in practice than during a game after a yellow or red card! Too many coaches turn their heads in practice and competition so not to cause a controversy thus unwanted behavior is tolerated and continued. The rest of the players find this unfair and it will soon cause dissension. It seems the misbehavior comes from the best player and coaches do not wish to address the problem because they "need" the player in the line-up. False! No one needs an attitude problem on their team. Confront the player in a meeting; always have another coach or athletic director with you; you do not need the conversation misinterpreted when taken home. I have found that asking the individual how you can help them become a more positive player and role model for the younger players seems to set a goodtone. Listen. Set expectations. Discipline the undesirable behavior and reward the desirable behavior.

Figure 3

SERVING (Serve 10 balls to: Area 1, then Area 5, then Area 6. Use tape or cones to designate areas) 	PASSING (Pass 10 balls from Area 1, then Area 5, then Area 6. Coaches serve to ensure more validity. Use tape or cones for desired target areas.) 	HITTING (Coaches toss 10 balls to: left side, then right side, then middle. Partners count hits only, no taps, shots or tips. Three hitters at a time.)
SETTING (Use setter training drills to evaluate.) 	SUBJECTIVE EVALUATION (Narrow court doubles-tournament using different partners each round - keep individual points and record total.) 	SUBJECTIVE EVALUATION (Six-on-six team play - use wash drills)

Summary

In conclusion, this physical and skills testing seems to be successful. The physical testing demonstrates volleyball athleticism - agility, co-ordination, jumping ability, and some cardio-vascular endurance, even though we are interested in short, explosive spurts. The volleyball skills tests are not necessarily valid according to a tests and measurements text, but administered fairly, they can be a good indicator of a person's skill in volleyball. Players and parents seem to better understand your expectations and are less likely to question your ability to "cut" or divide JV and varsity team members. (Share your policy with your players and parents about moving up and down.) Try it and reduce your stress! ●

COLORADO STATE UNIVERSITY
VOLLEYBALL
1983

SPRINT WORKOUT - 8/16 - 9/2

Sprint

ROM

Number

Rest

~~1/4 mile warm-up~~

110

2

15 sec.

55

6

10 sec.

220

2

20 sec.

1 MINUTE REST

20

6

10 sec.

110

2

15 sec.

55

2

10 sec.

1 MINUTE REST

400 TIMED

1

60 sec.

~~20~~

4

10 sec.

$\frac{1}{2}$ MINUTE REST

~~440~~

Jog

Finish

~~ROM~~

AGILITY RECORD CHART

Agility drills in the BFS program are absolutely necessary so that your body can adjust to the increase in size and strength that you attain through power weight training. There are many excellent agility activities: examples are jumping rope, backward running, shuttle run, and spinning-type drills. You can select two agility drills including the dot drill. Record the date and times **only** when you improve your time.

Agility Drill #1	DATE	DATE	DATE	DATE	DATE	DATE
	TIME	TIME	TIME	TIME	TIME	TIME
Agility Drill #2	DATE	DATE	DATE	DATE	DATE	DATE
	TIME	TIME	TIME	TIME	TIME	TIME

BFS DOT DRILL

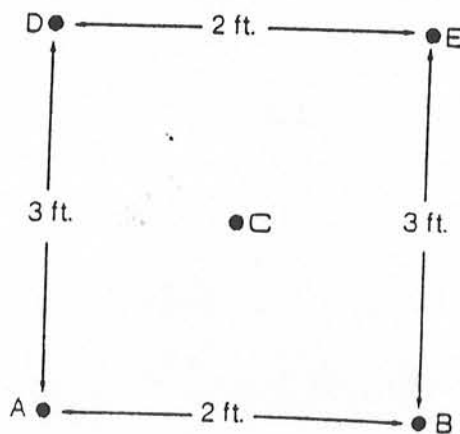
The Dot Drill will be hard at first. It is tiring and you may appear clumsy. However, if you'll do this six times a week, in a very short time improvement will come rapidly. You can have quick feet in a month or two.

Each athlete should set two goals. The first is to do it 6X per week and secondly on how fast he wants to go. BFS Clinician Jim Brown has had over 40 athletes including two girls do the BFS Dot Drills in under 40 seconds at Poplar Bluff, Missouri.

DOT DRILL STANDARDS

- Under 50 seconds: Super Quick
- 50-60 seconds: Great
- 60-70 seconds: Average
- 70-80 seconds: Need more work
- Over 80 seconds: Slow

DOT DRILL DIAGRAM



Five dots are placed on the floor. It works best if a 3" round dot is painted on the floor. Some coaches paint many stations for larger groups. An athlete at home can use anything approved by his parents to mark his dots.

There are five separate dot drills each drill is done a total of six times.

- I. Up and Back
 - A. Start at one end with feet on A and B.
 - B. Now jump quickly to C; with both feet then to D and E.
 - D. Now come back the same way.
 - D. Repeat 5 more times.
- II. Right Foot
 - A. Your feet from up-and-back should be on dots A and B. Now go to dot C with your right foot.
 - B. Now go in order: Dot E, D, C, A, B.
 - C. Repeat 5 more times.
- III. Left Foot
 - A. You will end the right foot drill on Dot B. Now go to dot C with your left foot.
 - B. Now go in order: Dot E, D, C, A, B.
 - C. Repeat 5 more times.
- IV. Both Feet
 - A. You will end the left feet drill on Dot B. Now go to C with both feet.
 - B. Now go in order with both feet: Dot E, D, C, A, B.
 - C. Repeat 5 more times.
- V. Turn Around
 - A. You will end the Both Feet Drill on Dot B. Now go to C with both feet.
 - B. Now go to dots D and E with both feet as in the up-and-back (Drill #1).
 - C. Now quickly jump and turn 180° and face the other way. You should still be on dots D and E.
 - D. Hit C with both feet and then A and B with feet split.
 - E. Now turn quickly again with a 180° spin with your feet still on A and B.
 - F. Repeat 5 more times.

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PHYSICAL CONDITIONING & TESTING

Point Values

1. 400 Yard Run

20	Below	1:09
19	1:10 -	1:14
18	1:15 -	1:19
17	1:20 -	1:24
16	1:25 -	1:29
15	1:30 -	1:34
14	1:35 -	1:39
13	1:40 -	1:44
12	1:45 -	1:49
11	1:50 -	1:54
10	1:55 -	1:59
9	2:00 -	2:04
8	2:05 -	2:09
7	2:10 -	2:14
6	2:15 -	2:19
5	2:20 -	2:24
4	2:25 -	2:29
3	2:30 -	2:34
2	2:35 -	2:39
1	2:40 -	2:44
0	Above	2:45

2. 6 Sidelines

10	Below	13.00
9	13.00 -	13.33
8	13.34 -	13.66
7	13.67 -	13.99
6	14.00 -	14.33
5	14.34 -	14.66
4	14.67 -	14.99
3	15.00 -	15.33
2	15.34 -	15.66
1	15.67 -	15.99
0	Above	16.00

3. 10' Touches

Count each touch over the center-line and each over the 10' line
Touches = points
30 seconds

4. 30 Foot Agility

10	Below	12.00
9	12:00 -	12.33
8	12.34 -	12.66
7	12.67 -	12.99
6	13.00 -	13.33
5	13.34 -	13.66
4	13.67 -	13.99
3	14.00 -	14.33
2	14.34 -	14.66
1	14.67 -	14.99
0	Above	15.00

5. Dot Drill

10	34 -	37
9	38 -	41
8	42 -	45
7	46 -	49
6	50 -	53
5	54 -	57
4	58 -	61
3	62 -	65
2	66 -	69
1	70 -	73
0	Below	74

6. Vertical Jump

Record the Block Jump, 2' Take-off & 1' Take-off
Inches = points

1 Minute Jump Rope

10	191 -	200
9	181 -	190
8	171 -	180
7	161 -	170
6	151 -	160
5	141 -	150
4	131 -	140
3	121 -	130
2	111 -	120
1	100 -	110

2005 Coronado Volleyball

August 15, Monday - 6:00-8:00 AM

- **Introductions**
- **Compliment to those trying out – risk**
- **Tradition/Privilege to play at CHS**
- **Stretching by Seniors - Ground Rules**
 - **Be on time – call 328-3654 - # is on brochure**
 - **No jewelry**
 - **Tuck in shirts – no tank tops with jog bras showing/thin headbands are okay**
 - **No gum**
 - **Do not cheat while testing or recording – if you have ?'s – ask a coach – do not whine afterwards**
 - **Site our volunteers – (Mr. Powell, Nissa, Ashley and managers) – problems? See me.**
 - **Coaches realize that some are good testers, other are not**
 - **Do your best on the 6 physical tests – CSU's + 5 stations and the 3 skills tests – scores will be posted**
 - **Sophomores – there is a possibility that you could be placed on C-Squad; if you have a problem with this – we need to know today**
 - **Abide by the training rules – no drinking, smoking, drugs
(Choice: VB or substances)**
- **Try-Out Testing**
 - **CSU's – Monday and Wednesday mornings – series of sprints + timed 400 (If you stop, you must continue with order or start again) Freshmen will re-test CSU's and circuit on Wednesday afternoon or evening depending upon weather.**
 - **Pre-existing conditions? Asthma? Injuries? – let us know, NOW (seeing the trainer is your responsibility)**
 - **Circuit – stations of 5 tests (2x) in the gym**
 - **Skills testing – serving, passing, hitting – double your points**
 - **Subjective Evaluation – used by coaches while they observe you play – (2's – 6's)**
 - **Start cuts on Wednesday – Final cuts on Thursday (can use good managers)**
 - **We must keep 33 players – can keep more**
 - **Can make cuts throughout the season – attitude, rules, grades**
 - **What if's – injury, late comers, transfers – tested**
 - **Drink water even if not thirsty**

Reminder – start looking for camping stuff

2005 Coronado Volleyball Try-Outs

Monday, August 15, 2005

6:00 – 8:00 am

Warm up/Stretch – Juniors - Ground Rules/Testing Procedures

CSU's + timed 400 – record

- 1. 6 sidelines – Ashley/Katie**
- 2. 10 foot touches – Joan/Andrew**
- 3. 30 foot agility – Nissa**
- 4. Dot drill – Abbie**
- 5. Conditioning (medicine balls, ladders)**
Vertical Jump – Lee (for those who have not been tested)
Computer – Teresa/Lee/Katie

Groups of 8

Sit ups and push-ups as a group following each station – before rotating to the next test

Monday, August 15, 2005

3:00 – 5:00 pm

Warm up/Stretch – Juniors

Warm up serving – in partners 10' line; 3 serves then 3 steps back

Explain Serving and Passing tests

- 1. Serving Test (2 each rotate, last in line shags)**
10 serves into Area 1
10serves into Area 5
10 serves into Area 6
Groups of 13-14

Court 1 – Nissa/Ashley

Court 2 – Dick

Court 4 – Julie

CSU + station make ups – Abbie/Teresa

Computer - Lee

2. Passing Test – explain

Pass 10 balls from Area 1

Pass 10 balls from Area 5

Court 1 – Nissa (server – Wiz)

Court 2 – Abbie (server – Molly)

Court 4 – Julie (server – Ashley)

Monday, August 15, 2005

6:30 - 8:30pm

Warm Up/Stretch - Sophomores

Warm up arm with partner across the net

Self toss – hit over the net

- 3. Hitting Test – Explain – attack that hits the net does not count; ball that does not have downward trajectory does not count (left, middle, right – 10 tosses each)**

Court 1 – Abbie toss/Lee record

Court 2 – Ashley toss/Nissa record

Court 4 – Julie toss/Shelly record

Computer – Teresa/Katie

Queen of the Court

5 on 5 Rotate – by physical test scores

Tuesday, August 16, 2005

3:00 – 5:00 pm

Warm Up/Stretch – Seniors

Conditioning Stations (Sara, Katie, Wiz, nikki, Molly)

- a. Medicine balls**
- b. Jump Ropes**
- c. Flexibility/Sit ups/Push ups**
- d. Ladders**
- e. Cones**

Passing

Demonstrate

Partners – toss 20 balls/switch

toss 20 balls – alternate right and left, switch

toss 20 balls – alternate R/L – high serves/ up and back

Overhead Passing (3's)

In triangles – (setter 50; others 35)

X X X - (set, set, over set middle – timed then switch middles)

X X X - (set, set, set, back set, switch)

Pepper

X O X (O sets both and gets out of the way – timed/switch)

X O X (O stays and digs from both X's – timed/switch)

Serving

Partners – 3 and move back 3 steps

Floater/Spin/Short Serve/Jump Serve

Base Defense (3's)

Demo – Base, Retreat, Roll right (B/R roll left; B/R roll center; B/R balance)

Tuesday, August 16, 2005

6:30 – 8:30 pm

Pass, Set, Set

Stretch – Juniors

10's – Abbie

5 on 5 Rotate

Grouped by composite scores:

Court 4 – 1-6 vs. 7-12

Court 1 – 13-20 vs. 21-28

Court 2 – 29-36 vs. 37-42

(Coaches may move players according to skill)

Two Bjering Tournaments – Triples

Court 4 –

Courts 1 & 2 -

Wednesday, August 17, 2005

6:00 AM – 8:00 am

Warm Up/Stretch - Seniors

**Repeat CSU's and 5 stations
(No Freshmen – orientation)**

3:00 – 5:00 pm

Warm Up/Stretch – Sophomores

Serving Test

- Court 1 – Julie/Ashley**
- Court 2 – Shelly/Joan**
- Court 4 – Abbie/Nissa**
- Computer – Lee/Teresa/Katie**

Passing Test

- Court 1 – Nissa (Wiz serves)**
 - Court 2 – Abbie (Molly serves)**
 - Court 4 – Julie (Ashley serves)**
-

6:30 – 8:30 pm

**Warm Up/Stretch
Freshmen only – CSU's & stations**

Thursday, August 18, 2005

3:20 – 6:00 pm

- Court 1 – J. V.**
- Court 2 – C-Squad**
- Court 4 – Varsity**

**5:00 – meet and plan camping
Big Sister/Little Sister, menus – breakfast, snacks and dinner
Camping gear**

10

Skills Tests Day 1 - Monday August 15, 2005

Name	Serve 1	Serve 5	Serve 6	Total	Pass 1	Pass 5	Total	Hit Left	Middle	Hit Right	Total	Overall
Boese, Megan	10	5	6	42	8	5	26	8	6	8	44	112
Burgie, Jill	6	4	4	28	5	5	20	7	8	6	42	90
Colvin, Kelsy	4	2	5	22	2	1	6	3	2	2	14	42
Critchlow, Camille	7	5	5	34	6	3	18	4	3	6	26	78
Crockett, Molly	7	9	8	48	7	9	32	8	9	7	48	128
Dewitt, Amanda	5	7	8	40	5	2	14	6	9	7	44	98
Erllich, Hannah	3	0	1	8	3	4	14	4	7	5	32	54
Farmer, Lori	5	8	6	38	8	3	22	7	6	2	30	90
Garland, Ashli	5	1	6	24	2	1	6	2	1	0	6	36
Glass, Jackie	1	0	1	4	1	2	6	5	2	3	20	30
Green, Meredith	7	3	2	24	7	4	22	8	6	6	40	86
Gruitch, Leah	7	8	2	34	7	6	26	10	8	6	48	108
Hartine, Jordan	6	4	5	30	10	6	32	9	10	9	56	118
Ice, Arin	2	0	2	8	2	5	14	2	2	6	20	42
Jacobs, Sarah	6	3	3	24	5	5	20	4	6	6	32	76
Johnson, Sara	8	5	7	40	7	6	26	8	5	8	42	108
Kehler, Karen	7	8	6	42	8	7	30	6	5	5	32	104
Lesar, Stephanie	8	6	5	38	6	6	24	6	7	4	34	96
Lindstrom, Ashley	5	6	4	30	5	6	22	7	8	5	40	92
Lovato, Melissa	3	3	2	16	5	3	16	7	6	6	38	70
Madson, Catherine	7	5	4	32	9	7	32	5	4	6	30	94
Maes, Felicia	4	5	3	24	3	0	6	6	1	4	22	52
Marron, Katie	10	6	8	48	10	7	34	9	6	6	42	124
MacMillan, Katie	7	4	1	24	7	5	24	8	5	8	42	90
Mirabal, Amanda	1	0	0	2	6	3	18	5	2	1	16	36
Palmer, Anna	5	1	5	22	4	6	20	6	5	5	32	74
Purcell, Kayla	0	0	0	0	4	4	16	1	2	0	6	22
Reese, Lauren	5	6	6	34	8	10	36	5	3	4	24	94
Ricotta, Gianna	3	7	8	36	8	8	32	9	5	7	42	110
Roberts, Samantha	0	3	5	16	4	6	20	4	4	5	26	62
Ruschioni, Savannah	4	6	4	28	8	7	30	3	3	2	16	74
Santero, Judy	0	0	0	0	0	0	0	0	0	0	0	0
Schroeder, Nikki	5	6	2	26	6	6	24	8	2	6	32	82
Soppe, Morgan	7	7	4	36	9	7	32	5	3	6	28	96
Strauch, Kelli	5	2	0	14	3	2	10	3	3	3	18	42
Sveen, Jordan	4	4	6	28	6	7	26	6	2	0	16	70
Wyse, Kylie	6	3	4	26	7	7	28	8	7	2	34	88
Zaimanek, Marin	0	0	0	0	0	0	0	0	0	0	0	0
Foos, Emma	0	6	3	18	6	5	22	1	4	4	18	58
Johnson, Crystal	0	0	0	0	1	0	2	0	0	0	0	2
Wiz, Annette	3	6	6	30	0	5	10	3	5	6	28	68
Brodert, Rachel	3	3	1	14	4	4	16	4	7	4	30	60

Volleyball Combined Test Scores 8/15/05

Num.	Name	Fitness	Skills	Total
1	Crockett, Molly	50	128	178
2	Marron, Katie	50	124	174
3	Harline, Jordan	47	118	165
4	Ricotta, Gianna	50	110	160
5	Gruitch, Leah	51	108	159
6	Kehler, Karen	53	104	157
7	Johnson, Sara	45	108	153
8	Boese, Megan	40	112	152
9	Soppe, Morgan	54	96	150
10	Dewitt, Amanda	46	98	144
11	Reese, Lauren	45	94	139
12	Lindstrom, Ashley	44	92	136
13	Wyse, Kylie	48	88	136
14	Farmer, Lori	44	90	134
15	Schroeder, Nikki	52	82	134
16	Green, Meredith	45	86	131
17	Palmer, Anna	56	74	130
18	Lesar, Stephanie	31	96	127
19	MacMillan, Katie	36	90	126
20	Burgie, Jill	34	90	124
21	Ruschioni, Savannah	49	74	123
22	Sveen, Jordan	49	70	119
23	Critchlow, Camille	40	78	118
24	Madson, Catherine	21	94	115
25	Jacobs, Sarah	29	76	105
26	Lovato, Melissa	32	70	102
27	Roberts, Samantha	35	62	97
28	Maes, Felicia	44	52	96
29	Broden, Rachel	36	60	96
30	Wiszniewski, Annette	27	68	95
31	Erich, Hannah	36	54	90
32	Strauch, Kelli	43	42	85
33	Colvin, Kelsy	37	42	79
34	Foos, Emma	21	58	79
35	Glass, Jackie	45	30	75
36	Ice, Arin	31	42	73
37	Garland, Ashli	25	36	61
38	Mirabal, Amanda	24	36	60
39	Purcell, Kayla	27	22	49
39	Johnson, Crystal	28	2	30
40	Santero, Judy	0	0	0
41	Zalmanek, Marin	0	0	0
42				0
43				0
44				0
45				0
46				0

PHYSICAL CONDITIONING & TESTING

Point Values

1. 400 Yard Run

20	Below	1:09
19	1:10 -	1:14
18	1:15 -	1:19
17	1:20 -	1:24
16	1:25 -	1:29
15	1:30 -	1:34
14	1:35 -	1:39
13	1:40 -	1:44
12	1:45 -	1:49
11	1:50 -	1:54
10	1:55 -	1:59
9	2:00 -	2:04
8	2:05 -	2:09
7	2:10 -	2:14
6	2:15 -	2:19
5	2:20 -	2:24
4	2:25 -	2:29
3	2:30 -	2:34
2	2:35 -	2:39
1	2:40 -	2:44
0	Above	2:45

2. 6 Sidelines

10	Below	13.00	<u>M.S.</u>
9	13.00 -	13.33	
8	13.34 -	13.66	
7	13.67 -	13.99	
6	14.00 -	14.33	
5	14.34 -	14.66	
4	14.67 -	14.99	
3	15.00 -	15.33	10
2	15.34 -	15.66	9
1	15.67 -	15.99	8
0	Above	16.00	
	16.00 -	16.33	7
	16.34 -	16.66	6
	16.67 -	16.99	5
	17.00 -	17.33	4
	17.34 -	17.66	3
	17.67 -	17.99	2
	18.00 -	18.33	1
	Above	18.34	0

3. 10' Touches
 Count each touch over the center-line and each over the 10' line
 Touches = points
 30 seconds

4. 30 Foot Agility

10	Below	12.00
9	12:00 -	12.33
8	12.34 -	12.66
7	12.67 -	12.99
6	13.00 -	13.33
5	13.34 -	13.66
4	13.67 -	13.99
3	14.00 -	14.33
2	14.34 -	14.66
1	14.67 -	14.99
0	Above	15.00

5. Dot Drill

10	34 -	37
9	38 -	41
8	42 -	45
7	46 -	49
6	50 -	53
5	54 -	57
4	58 -	61
3	62 -	65
2	66 -	69
1	70 -	73
0	Below	74

6. Vertical Jump
 Record the Block Jump, 2' Take-off & 1' Take-off
 Inches = points

1 Minute Jump Rope

10	191 -	200
9	181 -	190
8	171 -	180
7	161 -	170
6	151 -	160
5	141 -	150
4	131 -	140
3	121 -	130
2	111 -	120
1	100 -	110

D.O.B.	Name	6 Sidelines	Touches	V J Reach	Vertical Jump	Total
8/9/1994	Allen, Shay-Lee	17.6	17	76"	10	44.6
1/17/1994	Aponte, Keyla	17.6	19	80"	8	44.6
5/28/1992	Arterbury, Andrea	17.8	19	78.5"	11.5	48.3
10/3/1992	Ayles, Julia	18.2	17	83"	10	45.2
11/19/1993	Babauta, Kaelene	17.7	17	75.5"	11.5	46.2
7/31/1992	Benett, Tabitha	16.6	21	85"	12	49.6
1/10/1994	Boite, Taylor	17.9	17	75"	10	44.9
11/10/1993	Bryant, Haley	17.1	19	75"	11	47.1
11/29/1992	Chacon, Megan	19.3	18	72"	8	45.3
4/14/1992	Cook, Ashley	19	18	83.5"	10.5	47.5
10/1/1991	Cordova, Dez	18.3	19	74"	9	46.3
11/22/1993	Davison, Bethany	18.8	18	79"	11	47.8
2/20/1992	Delaney, Ashley	17.3	15	74"	13	45.3
6/23/1994	Donahue, Sylvia	18.6	17	75"	9	44.6
11/16/1992	Gregory, Michelle	17.9	19	77.5"	11.5	48.4
6/2/1994	Gustafson-Jaquez, Hannah	16.7	18	73.5"	8.5	43.2
5/23/1994	Gysin, Sami	19.1	19	75.5"	7.5	45.6
9/27/1991	Harrison, Tanita	25.5	18	87.5"	10.5	54
6/3/1993	Hidalgo, Asha	22	13	84"	7	42
8/26/1993	Hill, Kodie	19	18	80"	10	47
9/4/1992	Hokenstad, Elissa	17.7	19	79"	9.5	46.2
1/3/1992	Hubl, Cara	17.9	17	81.5"	10	44.9
6/20/1993	Ives, Allie	20.6	16	82"	9	45.6
8/9/1994	Johnson, Miranda	17.4	19	83"	13	49.4
5/22/1994	Luke, Beth	16.3	22	78"	11	49.3
11/23/1993	Malocco, Samantha	16.8	19	75"	12	47.8
3/14/1994	Mata, Devyn	17.5	15	79.5"	11.5	44
12/24/1992	McCann, Krista	19	17	78"	12	48
6/22/1994	McDonald, Kasi	20.3	14	75"	6	40.3
9/9/1992	Moss, Breanna	18.5	17	85"	9	44.5
8/30/1993	Nelson, Amanda	18.3	12	73.5"	8.5	38.8
1/3/1992	O'Brien, Katie	18	19	85"	13	50
10/6/1993	Quintana, Tierney	19.4	17	79"	8	44.4
11/3/1991	Riter, Olivia	18.6	17	79"	8	43.6
8/3/1992	Sales, Kylee	17.6	19	83"	10.5	47.1
11/25/1992	Shelton, Hannah	19.7	18	80"	7	44.7
9/16/1991	Smith, Hannah	19.6	18	85"	12	49.6
8/2/1993	Stanley, Justine	19.5	15	77.5"	9.5	44
2/15/1993	Sweeny, Jessica	18.8	17	83"	10	45.8
11/1/1991	Trujillo, Meg	18	19	80"	12	49

D.O.B.	Phys. Fit. Totals	Skills Totals	Total
10/1/1991	46.3	78	124.3
9/4/1992	46.2	78	124.2
9/27/1991	54	28	110
7/31/1992	49.6	58	107.6
11/3/1991	43.6	60	103.6
1/3/1992	50	50	100
5/28/1992	48.3	50	90.3
4/14/1992	47.5	36	83.5
11/1/1991	49	34	83
2/20/1992	45.3	34	79.3
8/26/1993	47	32	79
11/16/1992	48.4	28	76.4
11/10/1993	47.1	28	75.1
8/30/1993	38.8	34	72.8
11/19/1993	46.2	24	70.2
10/6/1993	44.4	23	67.4
8/3/1992	47.1	20	67.1
1/3/1992	44.9	22	66.9
11/25/1992	44.7	22	66.7
12/24/1992	48	18	66
11/22/1993	47.8	16	63.8
6/20/1993	45.6	18	63.6
9/16/1991	49.6	14	63.6
1/10/1994	44.9	18	62.9
6/3/1993	42	20	62
8/9/1994	49.4	12	61.4
6/23/1994	44.6	16	60.6
1/17/1994	44.6	14	58.6
10/3/1992	45.2	12	57.2
8/9/1994	44.6	8	52.6
5/22/1994	49.3	2	51.3
9/9/1992	44.5	6	50.5
3/14/1994	44	6	50
8/2/1993	44	6	50
2/15/1993	45.8	2	47.8
5/23/1994	45.6	2	47.6
6/22/1994	44.7	2	46.7
3/9/1993	44.6	2	46.6
11/29/1992	45.3	0	45.3
6/2/1994	43.2	2	45.2
6/22/1994	40.3	0	40.3

No-Shows

2/20/1992
10/27/1993
11/30/1993

Late Starters

Sprague, Ashley
Vijil, Alex

Definition of a Coaching Philosophy

- *Beliefs or principles you have and use as guides in your coaching decisions*
- *Foundation on which you use your knowledge of sport science, sport management, techniques and tactics*
- *Base on two things – “coaching objectives” and “coaching style” you use to achieve your objectives*

Examples of Coaching Philosophies

Don Shula

Beliefs that drove his philosophy -

"They set the context and boundaries within which our players and coaches can operate. They keep me honest and heading in the right direction."

- Keep winning and losing in perspective*
- Lead by example*
- Go for respect over popularity*
- Value character as well as ability*
- Work hard, but enjoy what you do*

Tony DiCicco

"Catch Them Being Good"

- Know your limitations and use them as strengths*
- Play hard, play to win, have fun*
- Less is more*
- The relay paradigm*
- Vulnerable, humble leadership*
- Validate their feelings*
- The challenge coefficient*
- Imprint vs. Perfect*
- One size doesn't fit all*
- Be prepared to take a penalty*

Pat Summit

“The Definite Dozen”

1. Respect yourself and others
2. Take full responsibility
3. Develop and demonstrate loyalty
4. Learn to be a great communicator
5. Discipline yourself so no one else has to
6. Make hard work your passion
7. Don't just work hard, work smart
8. Put the team before yourself
9. Make winning an attitude
10. Be a competitor
11. Change is a must
12. Handle success like you handle failure

Coach K

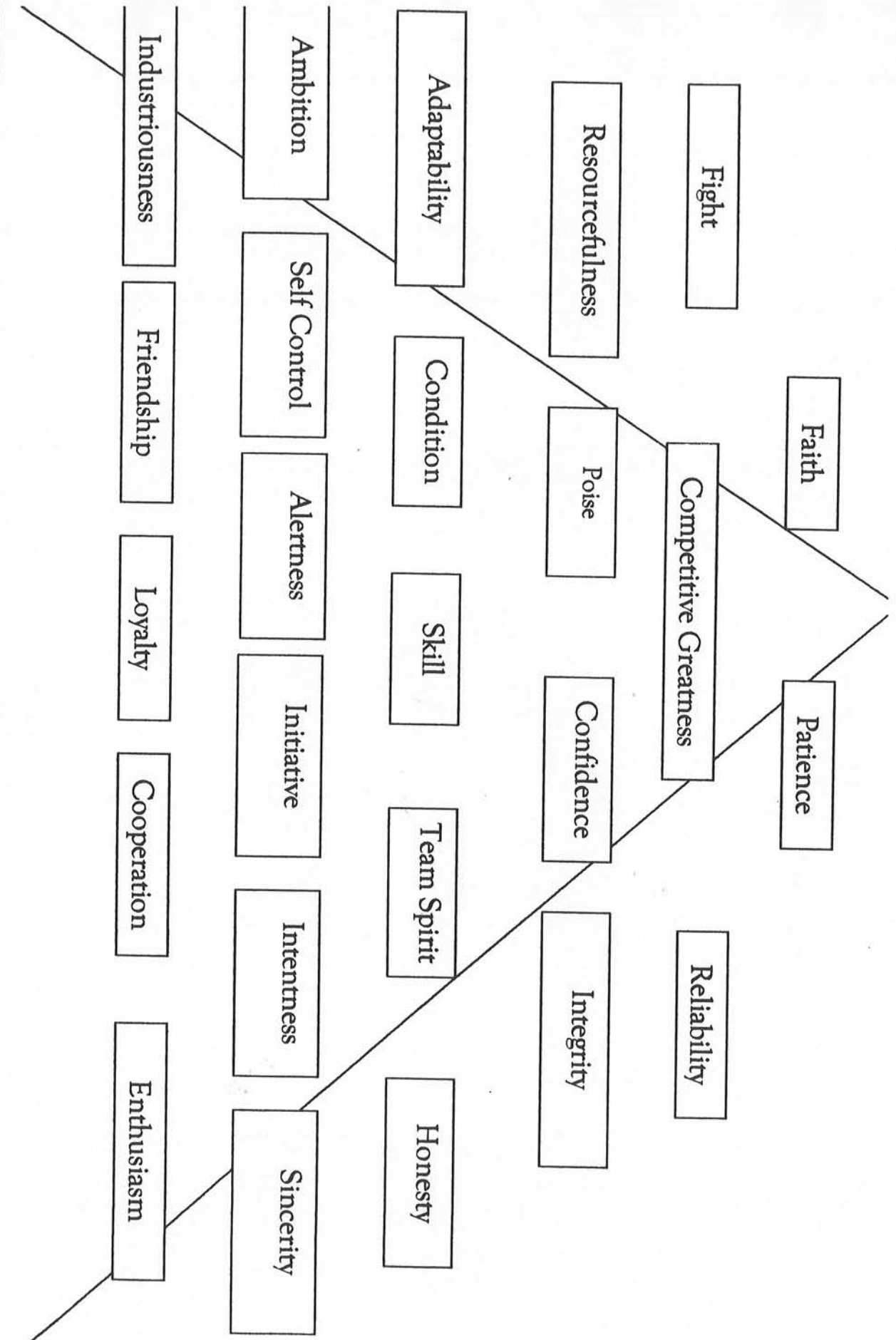
Preseason, regular Season, Post Season, All Season

- Teaching
- Commitment
- Family
- Excellence
- Motivation

Rick Pitino

1. Build Self-esteem
2. Set demanding goals
3. Always be positive
4. Establish good habits
5. Master the art of communication
6. Learn from roles
7. Thrive on pressure
8. Be ferociously persistent
9. Learn from adversity
10. Survive success

John Wooden - "The Pyramid of Success"



To Play Here, To Stay Here, To Be Successful Here

(Adapted from the former Florida State VB Coach, Cecile Reynaud's "Philosophy")

To Play Here:

1. COMMIT TO WORK HARD

Accept it, you develop good habits in practice. Make it a habit. Don't settle for being average.

2. PUT THE TEAM BEFORE YOURSELF

Give to other people, selfish teams self-destruct; understand you need each other. Follow team and school rules and accept consequences.

3. COMMIT TO BECOMING A SMARTER PLAYER

Understand the game, think quickly on your feet, make good decisions, outsmart the opponent; use three hits; better the ball. Have poise under pressure.

4. HAVE A WINNING ATTITUDE

Believe in yourself; don't let the fear of failure hold you back. Play with confidence. Avoid dwelling on mistakes. Use positive talk.

To Stay Here:

1. BE RESPONSIBLE

Go to all classes; be on time; get help when needed; be on time to all practices. Mature people are responsible people. Be responsible for *your* game.

2. BE RESPECTFUL

Be respectful to your teammates, coaches, staff, classmates, equipment, managers, and above all your parents. Moody people are rude and disrespectful. Your actions are a reflection of all of us. Treat other people the way you want to be treated.

3. BE HONEST

Can I trust you? Can your teammates and coaches trust you? Always tell the truth. Do you know right from wrong? Do the right thing.

4. BE LOYAL

Never talk about your teammates behind their backs. Backstabbing will kill us. Keep team problems or issues within the team. Be willing to confront issues.

To Be Successful Here:

1. BE COACHABLE; COMMUNICATE WITH YOUR COACHES AND TEAMMATES

Accept criticism; don't take it personally. Commit to the philosophy. Follow instructions. Execute the game plan. Talk *to* your coaches, not about them. Communication takes two people.

2. BE A GREAT LEADER OR AN EAGER FOLLOWER- ALL MUST BE POSITIVE ROLE PLAYERS

Lead by example all the time. Do what is best for the team. Give to other people. You must *give* in order to receive. Respect and respond to your leaders. Everyone will have a role... accept yours.

3. INFLUENCE YOUR OPPONENT

Be the team in control. Serve consistently tough. Set the tempo; disrupt their offense with your defense. No ball falls on the court without a player on the floor.

4. BE CONSTANTLY MOTIVATED

Be a good practice player; keep your focus. Be mentally ready for each practice and each match.

Coronado Volleyball Player/Parent Meeting Observation of a Practice

What does your daughter bring to a drill? To a practice?
Things to look for in skill acquisition and drill performance:

1. Does she have good athletic ready position/anticipatory reaction? (Or is she surprised when reacting to the ball?)
2. Does she execute the skill properly with concerted effort to perform the skill correctly?
3. Does she "better the ball?" (Does the ball go to the desired target? If she receives an errant ball, does she improve its course?)
4. Does she "finish her move?" (Does she reach, make a token effort or does she continue to move after contact?)
5. Does she move in a drill when not playing the ball? (Or does she spectate with an upright posture, back on her heels with locked knees?)
6. Does she possess a demeanor indicative of intensity and give an all out effort?
7. If corrected, does she respond positively with body language and follow up with an effort to change technique?
8. Does she facilitate the drill encouraging others, shagging balls, being emotionally involved?
9. Does she show frustration after mistakes and solicit attention to herself? (Does she often say, "My fault," "My bad," or "I'm sorry.")
10. Does she handle pressure situations? (Or is she a rally killer?)

Does she take her practice-self into competition? (Driller vs. Gamer?)

What is a Coach Looking for in a libero?

Joan Powell
Coronado High School

Attitude

1. A player that accepts their role.
2. A player that embraces their role with enthusiasm.
3. A player that practices passing and defense more than any other player.
4. A player who contributes to the team with humility.
5. A player who eagerly enters the court every time with the intention to elevate the team's performance and contribute positively.
6. A player with a positive image and carries that image with pride.
7. A player who embraces the "relentless pursuit" rule.
8. A player who *wants* the ball.
9. A player who *wants* to be the best and most aggressive defensive player on the team.
10. A player who uplifts those around her.
11. A player who accepts praise and constructive feedback from teammates and coaches.
12. A player who is respected by her teammates.

Physical & Technical Attributes

1. A player who prides themselves on being physically fit.
2. A player who continues to master the skill of passing by practicing after practice.
3. A player who develops the consistency to pass at 2.0 or above.
4. A player who develops numerous defensive techniques and knows when to implement them to ensure the best play on the ball.
5. A player who develops defensive floor moves so that she has no fear of the floor.
6. A player who does not allow any teammate or opponent to out hustle them.

“Playing Time”

As Taught to Me by My Dad

Personally I was taught growing up (my dad played football at Indiana and basketball in the CBA) that playing time is not earned, I never deserved it, nor is it a pay off for hard work. I was taught that playing time was a privilege and the pay off for my hard work was how good I became at something I loved.

He always told that playing time is never the measure of my self worth or ability, but the perception of my coach about his team. That I should never depend on another person’s opinion to define my worth because that’s what playing time boils down to . . . the opinion of another person. If I receive it then it was because it was the right thing for the team in that situation, and if I don’t, it has nothing to do with me, but the coach’s perception of the situation of the game.

Everyone has their place and time and when yours comes, “Be ready,” he said. And if it doesn’t come, it wasn’t meant to be. Accept that and continue to work hard in practice and make yourself a better person because that’s the right way to live your life. Always do right for you, not for a pay off and you will never be disappointed. I love my dad for teaching me that; it helped me through some tough times on the bench.

26

I watched Leonard Bernstein, the famous orchestra conductor, perform one evening on television. During an informal discussion on the program, I recall one admirer asked, "Mr. Bernstein, what is the most difficult instrument to play?" He responded with quick wit:

"Second fiddle. I can get plenty of first violinists, but to find one who plays second violin with as much enthusiasm or second French horn or second flute, now that's a problem. And yet if no one plays second, we have no harmony."

Name _____
Date _____

Coronado Volleyball

1. If we were in the third game of the match and the score was 15-14, whom would you want to be serving?

2. If we were in the same situation as #1, whom would you want receiving serve?

3. If we were in the same situation as #1, whom would you set?

4. If you had an intimate problem, whom would you trust sharing it with?

5. At a sport' assembly, whom would you like to speak to the student body on behalf of the volleyball team?

6. If we took a road trip and had to spend the night, which teammate would you choose to be your roommate?

7. If you were to go into business, whom would you choose to be your corporate partner?

8. If you were to enter a doubles volleyball tournament, whom would you like to have as your partner?

9. If you were involved in Colorado Outward Bound and got lost, whom would you want to be with?

10. Which player reflects the most intensity-practices and games?

11. Which team member portrays the best self-image?

12. Who is the happiest person on the team? _____

Parent Certification Self Test



With thanks to rec.sport.softball, soft ball Internet newsgroup and the Great Lakes USA Volleyball Region.

I am just glad my kid isn't a setter. it has probably saved my nervous system over the years. Gone are the days of having to make some comment about every little stupid thing. Nowadays I enjoy watching, and cheering any great effort by *any* kid on the court, on our team or another!

How about Parent Certification, based on these Levels? Graduation is not guaranteed just because of experience.

LEVEL 1 - Rec Ball Parent

Out of control, whole life hinges on, every set of the game. Referees are blind and you are not sure if the coach might not also need an intelligence test. Can only leave the gym for a smoke, even though you do not smoke.

LEVEL 2 First Year Traveling Parent

Still reasonably out of control, has no clue to level of play, thinks their kid is God's Gift, even though she sits on the bench all of the time. Life still hinges on every set. Plans every tournament after consulting General Patton's Diaries. Have considered reading the rulebook for more options to contribute from the bleachers.

LEVEL 3 - Minimum Two Years Travel Ball Experience Required

Has started to settle down. Understands the game a little better. May even start trusting

the coach's ability. Kid is playing more often so life hinges on games and matches. Referees seem to be understanding the rules better.

LEVEL 4 - Minimum Four Years Travel Ball Experience

Understands the game... the kid plays. Walks around eating seeds all day and is an expert in snack bar cuisine. Life hinges on whether or not they get in 7:00 am pool play or the 3:00 pm afternoon pool so they might get to sleep in and recover from hall patrol. Does not care if the referees show up, as long as the game is played.

LEVEL 5 - More Than Five Years Experience

Parent becomes comatose during games, has no clue if their kid is even playing. Hears about a spike she buried yesterday. Daydreams about what life would be like if you could have all the money you ever spent on volleyball. Looks forward to the college program picking up the tab for the next four years. Have considered refereeing since they must get paid big dollars to put up with the parents.

Level 6

Parent dies and is buried sitting on a bleacher chair with half a bag of sunflower seeds. Goes to heaven where every pass is perfect.

That, dear parents, is the life of a volleyball parent... where are you on this scale?

Coronado Volleyball Player/Parent Meeting Observation of a Practice

What does your daughter bring to a drill? To a practice?
Things to look for in skill acquisition and drill performance:

1. Does she have good athletic ready position/anticipatory reaction? (Or is she surprised when reacting to the ball?)
2. Does she execute the skill properly with concerted effort to perform the skill correctly?
3. Does she "better the ball?" (Does the ball go to the desired target? If she receives an errant ball, does she improve its course?)
4. Does she "finish her move?" (Does she reach, make a token effort or does she continue to move after contact?)
5. Does she move in a drill when not playing the ball? (Or does she spectate with an upright posture, back on her heels with locked knees?)
6. Does she possess a demeanor indicative of intensity and give an all out effort?
7. If corrected, does she respond positively with body language and follow up with an effort to change technique?
8. Does she facilitate the drill encouraging others, shagging balls, being emotionally involved?
9. Does she show frustration after mistakes and solicit attention to herself? (Does she often say, "My fault," "My bad," or "I'm sorry.")
10. Does she handle pressure situations? (Or is she a rally killer?)

Does she take her practice-self into competition? (Driller vs. Gamer?)

Taking the Sting Out of Cuts

By Robert Taylor, Head Baseball Coach, Lakeside Christian Academy, Morehead, KY

Cutting a player is probably the hardest decision any coach faces. Aside from the hurt felt by the player, you also have to consider the aftermath from angry parents who love their children and do not want to see them upset. In some instances the parents may take their frustrations out on the coach who made the final decision. While this is unfair, it comes with the coaching profession. Making cuts is difficult but there are some things a coach can do to make the job easier. Although these items will not eliminate or alleviate the hurt that the cut player will experience, they will allow the coach to handle the situation in a positive and professional manner. The following items also provide some defense on the coach's behalf if he ever has to explain the rationale of cutting somebody's son or daughter. Please understand that a coach cannot control how a cut player, or his or her parents, will react. Even the best plans may not shield you entirely from potential confrontations, but they will give you a solid platform to validate your decision to cut the player.

1. Always explain expectations and policies at the first meeting.

The first meeting with all potential members of your team can go a long way to help ease the burden of cuts. Every potential member needs to have your policies and expectations handed to them on paper. This will give a clear picture of your vision and goals for the team. It is also best if the first meeting includes the parents or guardians of the potential athlete. Once your expectations have been clearly explained, then each individual will know about you and your vision for the team. In the end, some may decide this team is not for them and prefer not to try out.

2. Inform athletes of the skills they will be evaluated on.

A coach can cause problems for himself by going into tryouts without a plan of what the athlete is expected to do and by not explaining to the potential players the skills associated with each activity. It is important for the player to know what he or she will be doing and evaluated upon. Just throwing something together is not a good option; a well thought out tryout procedure will save a lot of problems down the road. If a cut player ever thinks that you are not a capable coach, then he or she will have a reason to confront you in front of administrators. Every potential player needs to know what they will be doing, when it will happen, and how it will be evaluated.

3. Have a grading system.

While coaches pride themselves on the ability to spot talent, it is very important that a grading system of the skills be established and maintained by the entire staff. The grading system and how it will be used to determine who makes the team needs to be explained to every potential player. This will keep everybody and your staff on the same page and leave no room for miscommunication. You need to encourage your coaches to always be watching every athlete. If the entire coaching staff uses the same grading system, then it will enable you not to miss an athlete or make a mistake on a potential athlete.

4. All spots are available.

A problem that could cause coaches a considerable amount of grief is when a cut player believes that he or she never stood a chance from the start. A coach can avoid this problem if he or she indicates that all spots are available on the team regardless of experience. A coach must be especially aware not to display preferential treatment during tryouts to those returning players who will probably make the team. If all the players believe that every position is available, then the coach will find a more competitive and spirited tryout because of the effort of the potential players to make the team.

5. Let your Assistant Coaches have a say.

The best way to develop camaraderie among your staff is by valuing each and every assistant and their opinions. The best way to start this process is by allowing your assistants to give their evaluation on each player. This discussion should include questions from you as to why the assistant believes you should keep a certain player. This will also allow you not to make a mistake of missing a potential player. Your assistants must truly believe they are a part of the decision making process.

6. Meet with every player face to face.

The hardest job a coach has is looking a young person in the eye and telling him or her, "You didn't make the team." While you are only talking about a sport, to this person it might seem like life or death. Being cut is a hard pill for any young person to swallow, but a coach can make it easier by explaining the reasoning behind the decision. This also demonstrates a coach who cares about all individuals. It takes integrity to meet with every player with open and honest communication.

You should be positive and speak in a good tone. You should never just put a cut list on some bulletin board because it is humiliating for a young person to learn he or she has been cut in front of fellow classmates.

7. Always speak to the cut player outside the athletic realm.

When planning on cutting an individual, seek him or her out earlier in the day or before practice. You should never address a player on the field in front of his or her peers. This shows great character on your behalf and portrays you as being a caring coach. Cutting a player is a very difficult process, but coaches who are prepared and have a plan to deal with these issues will save themselves a lot of problems and help lessen the blow to the unfortunate athlete.

Fifteen Tips for Dealing with Difficult Parents

Credit to: David Hoch and Loch Raven High School, Towson, MD

1. **NEVER** meet with an irate or concerned parent immediately after a contest.
2. **ALWAYS** suggest that the parent call and set up a mutually convenient meeting.
3. Prepare for this meeting by trying to determine what the parent's concern is about and gather all of the necessary information (statistics) needed for the meeting (in other words, get your "ducks in a row").
4. Invite the athletic director to sit in on the meeting as a third party. He can serve to mediate, to provide counsel and to help clarify positions.
5. Listen to the parent's complaint or concern. Venting by the parent is an important first step.
6. Do **NOT** allow parents to yell at you, to be rude, obnoxious or to use foul language. Explain that this is totally unacceptable and that while you are more than willing to meet with them, they need to conduct themselves in a calm and civil manner.
7. Do **NOT** sink to their level. As difficult as it may be, maintain your poise and professionalism.
8. Do not interrupt the parent, while listening to his or her concern. Make mental notes and save your comments.
9. Try to find some common ground and make your comments as positively as possible.
10. Avoid making generalizations concerning the parent's motivation, attitude or character.
11. Do not use extreme statements such as, "You never ...," or "You always ..."
12. Try to stay away from unhelpful and diversionary statements over "facts." Focus instead upon, "It seems to me ...," or "As I recall ..."
13. Be straightforward and honest. Do not, however, explain any more than is necessary. Often a parent is looking for some small opening to gain a hold in order to build their case or to attack.
14. Always thank the parent for expressing his or her point of view.
15. Try ending the meeting or conversation with, "I'll take this conversation into consideration." While this statement does not mean any guaranteed action other than thinking about what was discussed, it does provide the parent with the feeling that he or she has accomplished his or her goal. In this manner, everyone comes out feeling that they have won.

CORONADO VOLLEYBALL PHILOSOPHY

- To insure that each player is exposed to a high level of skill in volleyball along with a high level of competition.
- To provide a healthy social setting for teamwork, cooperation and sportsmanship.
- To provide the opportunity for growth and development through a disciplined structure.
- To expose the players to a competitive environment which will be remembered through life as a positive and rewarding experience.

ACADEMIC HISTORY

Although the Volleyball program traditionally has a reputation for academic excellence, we welcome students with academic special needs.

2000-01	GPA 3.94 - Team 4.03 - Varsity
2001-02	GPA 3.798 - Team 3.81 - Varsity
2002-03	GPA 3.797 - Team 3.81 - Varsity
2003-04	GPA 3.635 - Team 3.525 - Varsity
2004-05	GPA 3.62 - Team 3.86 - Varsity

Of the 31 athletes from the 2004-05 season there were:

- 7 Seniors
- 5 Juniors
- 11 Sophomores
- 9 Freshmen

Coronado High School 2005 Volleyball Schedule

Thurs. Sept. 1	Cheyenne Mtn. @ Home C 5:30 JV 5:30 V 6:30
Tues. Sept. 6	Green Mountain @ Away C 5:30 JV 5:30 V 6:30pm
Thurs. Sept. 8	Grandview @ Home C 5:30 JV 5:30 V 7:00pm
Tues. Sept. 13	Boulder @ Away C 5:30 JV 5:30 V 6:30pm
Sat. Sept. 17	*Cougar Classic @ Coronado 8:00am All Day
Thurs. Sept. 22	Rampart @ Home C 4:30 JV 5:30 V 6:30pm
Tues. Sept. 27	Palmer @ Home C 4:30 JV 5:30 V 6:30
Thurs. Sept. 29	Lewis Palmer @ Home C 5:30 JV 5:30 V 6:30pm
Tues. Oct. 4	Air Academy @ Away C 5:30 JV 5:30 V 6:30
Thurs. Oct. 6	Doherty @ Away C 5:30 JV 5:30 V 6:30pm
Sat. Oct. 8	C-Squad Tournament @ L.P
Tues. Oct. 11	Wasson @ Home C 4:30 JV 5:30 V 6:30pm
Thurs. Oct. 13	Mitchell @ Away C 5:30 JV 5:30 V 6:30pm
Tues. Oct. 18	Sand Creek @ Home C 4:30 JV 5:30 V 6:30
Thurs. Oct. 20	Liberty @ Away C 5:30 JV 5:30 V 6:30
Sat. Oct. 22	JV Tournament @ Doherty
Wed. Oct. 25	CSCS @ Away C 5:30 JV 5:30 V 6:30

Districts: October 29
Regionals: November 5
State: November 11 & 12
*Varsity Tournament - All JV and C-Squad
players are expected to work
C & JV - 2/3 Rally Score to 25; Varsity 3/5

Coaches: Joan Powell (488-2745) (328-3654)
Julie Wasielewski
Abbie Lester-Zellner
Ashley Powell, Shelly Weakland



PRIOR TO TRYOUTS

You must turn into the Business Office the following items:

Physical Form (yellow card)
\$65.00 Athletic Fee

Insurance Information (blue card)
You may turn these three items in the week before tryouts to Mrs. Sveen (328-3612)

TRYOUTS

August 15 - 17 6:00 - 8:00am

3:00 - 5:00pm

6:30 - 8:30pm

August 18 & 19 3:20 - 6:00pm

August 22 through end of season

C-Squad & JV 3:20 - 5:00pm

Varsity 3:20 - 5:30pm

Parents are welcome at practice; however, try-outs are closed. Players in shape prior to the August tryouts. Absolutely NO jewelry allowed.

"Be in shape to ensure your safety, deter injuries and better your efforts to make a team. In 29 years of rich tradition, standards have been set by numerous committed athletes."

Mrs. Powell, Varsity Coach

Hard work, dedication, and commitment are three components of a successful team...everyone has to do their part to make the season successful."

Mrs. Wasielewski, J.V. Coach

"As a former player, it is an honor to pass on the skills and tradition that I have learned. Make sure you come mentally and physically prepared."

Mrs. Lester-Zelner, C Squad Coach

"Sports do not build character. They reveal it."

-Heywood Brown

Senior Katie Marron

"Choice, not chance determines destiny."

-Coach Wooster

Senior Annette Wznielewski

"Pain is temporary, pride is forever."

-Sophomore Molly Crockett



SCHOOL REGISTRATION

August 8, 10, & 11

More information will follow in the school newsletter. If you are assigned to register August 10 or 11, do so on August 8 due to team camp.

CORONADO TEAM CAMP

- August 9-11th

- 9:00 - 12:00 Noon

- 1:30 - 4:00 pm

- 6:30 - 8:30 pm

- \$50.00 - Please make checks payable to Joan Powell
- At Coronado

CAMPING

It is a tradition to use camping as a team builder. This year we will be camping overnight August 20th. We will go to our campsite, then to Water World on Saturday morning.



TEAM PICTURES

September 5, 2005

Labor Day Monday

10:00 AM - Practice will follow.

Q & A

- Q: How many players are rostered?
A: We must have 33 players to retain 3 coaches.
- Q: How many levels of play?
A: Three, Varsity, JV, & C-Squad. (9th and 10th graders - C-Squad 9th, 10th, and 11th graders - JV All grades eligible to play Varsity)
- Q: Can players move up and down during the season?
A: Yes.
- Q: Are the players at Coronado primarily from Holmes Middle School?
A: No. As a matter of fact, the 2004 MVP was from West, 2003 was from North Dakota; 2001 & 02 was from Irving; 2000 was from Holmes; 1999 was from Russell; and in 1983 the Colorado Player of the Year, State Champion and our MVP was from West.
- Q: What makes a player eligible?
A: A player must be enrolled in 5 classes (5 credits) and falling no more than 1 class.
- Q: What happens if a player chooses drugs (alcohol and tobacco are drugs)?
A: The player has chosen not to remain on the volleyball team; the player will be dismissed. Players are warned during camping and at the August 30th parent/player meeting.
- Q: Can a player be dismissed because of behavioral or attitudinal problems?
A: Yes, when warranted.
- Q: What if a player has a question regarding playing time or their role on the team?
A: The player needs to set up a time to talk to her coach.
- Q: What if a parent has a question regarding their daughter's playing time or role on the team?
A: After the player talks to her coach, the parent needs to make an appointment with their daughter and the coach. Do not approach a coach during practice or before, during, or after a match. (24-hour Rule)