

Will Morse Basketball Coaching Portfolio

"We are what we repeatedly do. Excellence is then, an act, not a habit." - Aristotle

Will Morse Interscholastic Varsity Basketball Mission Statement

The basketball program at my school enhances the institutional mission by providing a platform from which students are able to develop their highest potential by:

- Growing personally through exceptional educational and athletic opportunities;
- Learning independently through classroom and competition experiences;
- Challenging themselves intellectually, emotionally, and physically;
- Embracing diversity in a highly competitive environment, and;
- Adhering to the principles of fair play and sportsmanship.

This program graduates student-athletes who are critical thinkers and inspirational leaders, prepared for lives of service to their families, communities, and society by learning through their experiences as a student athlete.

Will Morse Interscholastic Varsity Basketball Vision Statement

The interscholastic basketball program at this institution is committed to building the highest quality environment. The varsity basketball program will set the standard for excellence across the state and for programs nationally.

Guiding Principles:

- Our primary goal, to augment the school's educational mission to direct our decision making.
- The program will operate under the highest ethical standards without a reliance on the standards of others.
- Athletics will serve as a unifying force on campus and we will remain mindful that unity requires bilateral action between the program, administration, school community, and the indirect town community.
- Excellence as a program will be attained through the continued education and professional development of coaches and staff.
- The hallmarks of the program's organizational culture will be collegiality, enthusiasm, teamwork, transparency, communication, and trust.
- Our diverse staff will enhance the basketball program's decision-making process.
- The program will be dedicated to the equitable, efficient, and responsible use of human, financial, informational, and physical resources.
- Assessment will be accepted as an important and vital tool to ensure we are meeting our departmental goals (Administrative, self, player to coach, coach to coach, etc.)

DESCRIPTION AND ANALYSIS OF THE PROCESS

Our primary goal, to augment the institution's educational mission, will guide our decision making.

Athletes possess the opportunity to learn a great deal on the playing field that they might not earn in the classroom. Teamwork, time management, self-discipline, and success through effort would exist as a few important examples. Perhaps more importantly, athletes also learn about themselves. An athlete will learn how they respond to adversity, perform under pressure, the importance of setting and achieving goals, the significance of a great work ethic, and working as a team. Coupled with an outstanding education, individuals that learn these lessons and their

applications will possess the tools for success beyond their high school years. The planning, leading, organizing, and controlling functions of the basketball program should be conducted with the school's educational mission as a guide.

The department will operate under the highest ethical standards without a reliance on the standards of others.

It is said that those who rely on the standards of others possess no standards of their own. This basketball program will operate under the highest ethical standards and avoid the intent and appearance of unethical or compromising practices in relationships, actions, and communications. To meet these standards all program personnel will be fully trained in all relevant rules and regulations. The program will demonstrate loyalty to the institution by diligently following the lawful instructions of school district administrators, state educational regulations, conference guidelines, state association participation requirements, and any other environment in which the school participates.

Athletics will be a unifying force on the school campus as we are mindful that unity requires bilateral action between the athletics department, academic department, and our overall community

Athletics will serve as a unifying force on the campus community and the catalyst in creating a source of pride and support among our external constituencies. Further, the basketball program will actively participate in campus life, while collaborating with administrative staff; coaches, and athletes will act as a visible presence at campus activities. The head coach will emerge proactive in fostering a positive relationship between the athletic and academic communities by regularly meeting/communicating with both departments, and being a consistent presence on campus. Faculty input regarding educational issues of our athletes will be solicited and utilized in strengthening athletics. All coaches and team members will welcome students, faculty, and staff at events to encourage participation and foster a positive relationship among community members.

Excellence as a department will be attained through the continued education and professional development of coaches and staff.

To achieve success, meet goals, and retain a motivated staff, the basketball program will embrace continued education and professional development. While continuing education is sometimes perceived as largely a means to career advancement, in the program it will be viewed as a necessity. People who upgrade their work skills and knowledge not only keep up with the latest technologies, business, and coaching techniques, but they also receive other benefits, such as the training needed to realize personal goals. Continued education allows workers to clarify and understand the purpose and goals of their education of young men and encourages them to find and use the best techniques available at any given time. It also helps us realize which techniques of our own will need improvement, and keeps us updated and adaptable over time

The hallmarks of the program's organizational culture will be collegiality, enthusiasm, teamwork, transparency, communication, and trust.

The basketball program will provide an enjoyable work environment for all staff members. The leadership of the department will foster an environment where an individual is able to perceive him/herself as competent and autonomous in an atmosphere where relatedness is encouraged. The head coach will welcome input from coaches and staff and they will serve as a major part of the program decision-making process. Transparency, teamwork, and trust will be recognized as a process and not an outcome and that communication is the catalyst. Department members will work in an environment that allows them to stay in touch with the passion that attracted them to work within sports, athletics, and coaching.

Our diverse staff will enhance the athletic department's decision-making process.

The basketball program will embrace diversity in those who work, study, and play here and value the mix of experiences that enrich the department, our teams, and our campus. We will achieve excellence as a program by embracing a rich blend of cultures and viewpoints that enhances our decision-making, creativity, productivity, and innovation. A diverse basketball program will serve to improve the learning environment for student-athletes and prepare them for college or future careers as the skills needed in today's increasingly global marketplace can only be developed through exposure to widely diverse people, cultures, ideas, and viewpoints. Further, if possible, the basketball program will embrace a diverse group of students who will contribute academically, athletically, and socially to the life of our campus.

The department will be dedicated to the equitable, efficient, and responsible use of human, financial, informational, and physical resources.

The basketball program will provide the necessary resources to assure equity in programs and to promote and facilitate high levels of performance. We will adhere to the perspective that the primary beneficiaries in high school athletics are our student-athletes. Resource allocation will be done in a manner that would assure positive experiences for student-athletes. With a keen understanding of equity and operating under the constraints of a limited budget, resources will be used efficiently and responsibly. To meet the ongoing financial needs of department, the leadership of the department will take a proactive role in identifying opportunities for mutually beneficial partnerships and in fundraising opportunities.

Assessment will be accepted as an important and vital tool to ensure we are meeting our departmental goals.

A vital aspect of the continuing success of the basketball program will be the setting and achieving of departmental, team, and individual goals. These goals will be specific, measurable, attainable, realistic, and timely. Equally vital to our success is the assessment of those goals on a regular basis. Goals provide feedback to track progress and allow the program to make adjustments and corrections when necessary. Goal attainment serves as a source of competence and motivation for coaches, staff, and student-athletes. Assessment will provide data used to measure performance and the effectiveness of departmental programs. These will be created regularly by the head coach, and in conjunction with the academic and athletic departments.

The qualities listed below are those which are desirable as a coach, and ones that are needed to fulfill the mission and vision statements. The head coach will possess these, as well as a constant desire to improve and grow in each area, as well as embrace other desirable qualities which are soundly presented.

Desirable Qualities of a Coach:

- a. Transparent realism- don't pretend to be something you are not. Let your human qualities show. If something is funny laugh, if something is disappointing reflect that.**
- b. Ability to organize- thoughts and ideas, directions and goals of the program, but remain flexible in thinking and planning**

c. Ability to Motivate- big challenge of coaching (practices, games, conditioning, each provide a different motivational challenge), key to learning, recognize not everyone responds the same (players and team have own personality), recognize emotion can also get in the way of performance

d. Dedication- be the best, prepare, expect the best from self and players

e. Ability to Discipline- firm, people need to learn to follow rules and understand the benefits associated with this behavior, develop penalty for rule violations and stay consistent

f. Ability to Identify Goals- establish measurable objectives, patience

g. Ability to Recognize Talent- skills alone do not indicate a players true talent or ability to contribute, physical skills should not be difficult to recognize but challenge is finding "gamers," many drills will not serve this function, must see heart of athletes

h. Ability to use Available Talent- ability to improvise, high school fit system to players, college fit players to system, camouflage weaknesses and maximize strengths

i. Desire to Win- instill play to win is important in team but not life or death, lessons to be learned in winning and losing

j. Dislike of Mediocrity- develop attitude that things must be done right and anything less is unacceptable, mediocrity breed mediocrity, insist on precision in everything affecting the team (you are the gatekeeper), pay attention to small details

k. Ability to Reason- have well thought-out reasons for all decisions and behaviors, avoid wasting time

l. Interests in Individuals- cultivate interest in develop of individuals you coach/ed, be willing to share experiences outside of sport,

m. Respect- be fair, hold lines between students and coaches, show respect towards opponents of team, program, sport

n. Enthusiasm- enthusiasm is contagious, creates desire to win and get better

o. Willingness to Work- could be a year round occupation for some, be careful not to create added work for yourself, be efficient

p. Knowledge of Sport- have a thorough knowledge of all phases of sport and event, master technical, conceptual, and social aspects of activity

q. Ability to Foster Pride- pride can be a motivational tool, helps motivate people to come/ tryout or attend contests, more focus on work and preparation

r. Courage in Convictions- stand up for beliefs and provide reasons for them, ability to compromise when necessary but stand strong as well, recognize not everyone is strong

s. Sense of Humor

Scouting Report Outline

Below is a brief description and breakdown of what to look for and assess when conducting a scouting report. This provides insight into opponents so coaches can prepare their players mentally and physically for competition. Scouting opponents also provides crucial information on the psychological surroundings of an opponents gymnasium. Often times, preparing student athletes for these environments are far more important than the " X's and O's". A scouting report from the South Kent 2013-2014 season which I produced follows.

Team Stats

1. Scoring average
2. Field-goal percentage
3. Free-throw percentage
4. Three-point percentage

5. Three-point attempts and makes per game

Individual Stats

1. Points per game
2. Rebounds
3. Field Goal percentage
4. Three-point percentage
5. Free Throw percentage
6. Assists
7. Turnovers

Physical Stats

- List starters, position, and substitutes
- Record each player's jersey number, height, and weight.
- Distinguish left-handed players from right-handed player

Sources for Stats

- Local newspapers
- Internet
- Other coaches and athletic directors

Personnel Report

- Shooting range
- Offensive comfort zone
- Ball handling ability
- Athletic ability
- Rebounding prowess

Defensive Systems

- Full-court
- Man or zone

- Trap first pass, guard the in-bounder, or shortstop.
- Note about who plays the top in an odd numbered zone like a 1-3-1 or 1-2-2.
- Where traps occur/likely occur in the zone defenses.
- Zone extended or compact
- Half- court

Perimeter Play

- Soft or deny
- Deny past three-point line or entire court

Post Play

- Front exclusively, play behind, three-quarter wrap, double team the post right away, or first dribble

Off the ball screens

- Switch or not
- Switch every screen or only “like” screens between (1, 2, and 3) or (4 and 5) or just certain people

Ball screens

- Ball defender goes over or sinks under
- Ball screener hedges, squeezes, or sinks below the screen
- Switching, blitzing, and traps

Out-of-bounds defenses

- Guard the in-bounder or not
- Zone
- Trap first pass

Offensive Systems

“Called” or set plays

- Take notice to side of the court for entry, positioning of each player in a set (floor positioning and substitutions), key players

Motion offense

- Type of motion offense (ex: 3-out or 4-out, mover-blocker)
- Roles of post player(s)
- Common types of screens

Transition and press offense

- Push hard, take it slow, secondary break
- Advance ball by dribble or pass and run the lanes
- Who and sideline or up the middle

Late game situations

- Specific to time, score, ball location, and personnel

Out-of-bounds situations

- Get a call
- Examine the location of each player on the baseline or sideline
- Intend to score

New Hampton Scout

Personnel

Starters

#3 Elijah Bryant 6'4": primary ball handler, likes to drive, capable shooter

#23 Mike LeBlanc 6'7": (**Princeton**) shooter!! Can also be attacked defensively. Not quick

#15 Aubrey Dawkins 6'5": athletic wing who is a strong driver and finisher. Three point range

#21 Tyler Lydon 6'8": (**Syracuse**) overall best player, skilled and athletic PF with perimeter skills to match. Make him finish over defense.

#35 Tory Miller 6'8": (**Colorado**) athletic and physical big who loves to finish at the rim. Very solid jump shooter as well. Rebounds

Bench

#22 Michael Auger 6'7": (**Penn**) physical PF who plays with great energy. Rebounds hard and finishes around rim. Make him a jump shooter.

#55 Danny Levit 6': CRAZY athletic driving guard. Can be pressured. Make him a shooter

#5 Jeremy Miller 6'10": forward who rebounds well and can finish around the rim. Attack defensively

#11 AJ Turner 6'6": long and athletic wing. Driver primarily.

New Hampton Offense

- **LOVE TO RUN!!!** We must get back!
- 4 out 1 in: Will hit wing and cut opposite
- Cut extremely hard: we must jump to ball
- HIT THE GLASS INCREDIBLY HARD
- Dribble at back cut
- 1-3-1 vs. 2-3 will look to attack high post, also run 4 out looking for reversals, drives, and the jumper

New Hampton Defense

- Man to man primarily: not great on ball but solid to help
- PG will pick up full
- Great intensity and will jump passing lanes
- 2-3 zone, very conventional. Attack their high post and short corner
- Good length in zone, so **MUST ATTACK AGGRESSIVELY OFF DRIVE TO FINISH OR KICK.**

SOUTH KENT KEYS

- 1. Match their energy, they play extremely hard**

2. **Get back in transition**
3. **Limit jump shots and attack with the drive and posting the basketball, they thrive off of long rebounds so they can run.**
4. **Take care of the ball!**
5. **Execute against the 2-3! Move ball, attack**
6. **Keep them out of the paint, they are much better drivers.**

Sample Practice Plan

Pre Practice: Discuss the goals of practice today. We will focus on fundamental execution at the beginning of practice and progress into offensive execution.

Coaches meeting: Coaches go through and receive practice plan. What are we trying to accomplish today! What are our goals for today, and as a team for this week. What can we do better as a team? As assistants? As players? And ultimately how can I do things better as a head coach. DISCUSS player issues. Are family issues prevalent? Did a boy break up with a girl friend? Why might we be off today? How can we best coach each player at every opportunity both on and off the floor. How is our team cohesiveness? Do we need time away from basketball? Etc.

Academics: make sure players are looking into the week ahead. What is due? Will we have days we will need to miss class? What can we do to get ahead? Progress reports and individual meetings. Please meet with teachers bi-weekly to discuss academic progress and find extra time to meet for help. **ACADEMICS FIRST!**

Quote of the day: "Hard work beats talent when talent doesn't work hard!" - what does this mean? How can we apply this to life, basketball, and academics

3:45-3:55 Warm up and stretch

3:55-4:05 big four drill- partner up and work on four basic dribble moves with defense

4:05-4:15 St. Joes drill- properly work as a team to execute passing and lay ups

4:15-4:25 Shell drill- defensive execution and help defense concepts, contain your man, help when needed, and help the helper. GOALS: communication, teamwork, focus on defensive execution. Compete!

4:25-4:30 21 second fast break transition drill. GOALS: run your lane hard, finish lay ups, compete, and communicate

4:30-4:35 Water break

4:35-4:40 Air Force shooting. GOALS Compete to make 120 shots as a team. Progression and improvement are key. Emphasize working hard and communicate between passers, shooters, and rebounders.

OFFENSIVE EXECUTION SEGMENT: IMPROVE FLUIDITY AS A TEAM, UNDERSTAND CONCEPTS AND WHAT WE ARE TRYING TO ACCOMPLISH AS A UNIT. MOVE AND SHARE BALL, CUT HARD, COMMUNICATE, FUNDAMENTAL PRACTICE OF BASIC SCREENING AND CUTTING!!

4:40-5:00 5 on 0 motion progression: are players cutting, passing, and screening as a unit? Individually? Rely heavily on assistant coaches to monitor and assist progress

5:00-5:20 two transitions offense vs. Defense: simulate game situations and transition. Compete in every drill. Winners get a drink and losers run! Ok to lose if total effort is given! We will continue to improve this way and everyone has a part in success!

5:20-5:40 Work on game situations: simulate various game situations. Work on execution offensively against pressure, half court D, zone, etc. Losers run, compete at every drill

5:40-5:50 Team free throws in pressure situations. We don't run for punishment but to simulate game pressure!!

5:50-5:55 Talk as team: GOALS are to make sure everyone is on same page, did we accomplish what we wanted today? Did we get better? Player and coach feedback on what we can do better, but emphasize what we did well. Players respond well to positive reinforcement and encouragement. This allows for constructive criticism. We cannot be negative and correctional all the time!! THIS DOES NOT HELP IN OUR OWN ADULT LIVES!!

Fundraising and Community Building

Ideas and concepts for revenue increase, attendance increase, and community involvement. How can we incorporate alumni?

-Community and Alumni golf tournament

-Coaches vs. Cancer game. Invite those affected by cancer to be honored. Raise money and awareness

-summer camps: go to all local radio stations, elementary schools, known and interested businesses, youth leagues, etc.

-shoot with the lions: free clinic with current players working with younger community kids. Build a sense of pride and connection! Make them want to be a little lion!!

-end of year white elephant auction: gather gifts, donations, prizes, coupons, etc. silent auction... Perhaps built into end of year banquet. Great opportunity to make all feel involved as well as raise funds.

-Pride of the Lions night: invite local elementary schools or middle schools to home games where they are honored at halftime. What kid does not like attention in a positive environment. They can play mini games for t shirts or prizes at half time also.

-PSU game nights and practices: Consult with Penn State coaches on practices we can view as a community. Build excitement and group collaboration!

Motion Offense

Man-to-man Basketball Offense Adaptable to Zone

Spacing, ball movement, player movement, cutting, screening, wise shot selection, team play, taking care of the ball, rebounding, and scoring are the key ingredients that make for a great basketball offense. We signal this man-to-man basketball offense by raising our fist in the air and using the call POWER.

Motion Offense: Blockers

Basketball Player Rules for the Motion Offense

We designate three players in our Motion offense as Blockers. Our three Blockers are the backbone of this basketball offense. Blockers must be tough, excellent screeners, and unselfish team players. Blockers are constantly looking to set screens for our two Movers. Blockers never screen for other Blockers. It is our Blockers responsibility to free our Movers so they can get open to create offense.

In our Motion offense we have two types of Blockers. One is called a Free Blocker and the other is called a Lane-to-lane Blocker. Because we use three screeners in our system, we designate two of them as Free Blockers and one of them as the Lane-to-lane Blocker.

Free Blockers

Free Blockers have the freedom to move all over the court. They are constantly looking to set screens on the perimeter for our two Movers (down screen, back screen, up screen, flare screen, stagger screen, double screen, and the dribble weave).

The only restriction we have for our Free Blockers is that they are not allowed to set ball screens. If one of our Movers has the ball, then our two Free Blockers would look to screen for the Mover without the ball. This is a great restriction in that it helps us to maintain floor balance and spacing.

After setting a screen for a Mover, the Free Blocker has two options. The first option the Blocker can use is what we call "screen and re-screen." Here the Blocker looks to give the Mover a quick second screen making it extremely tough for the opponent's defender to guard our Mover. The "screen and re-screen" actions are numerous (flare screen to down screen, back screen to down screen, or down screen to flare screen).

The second option is for our Free Blockers to become the "second cutter." After screening, the Free Blocker should remain in a stationary position for a two-count, giving the Mover and his defender an opportunity to clear the screen. After reading the defense, the Free Blocker can then either make a flash cut into the lane, pin and post, or pop-out and space behind the three point line looking for the open shot. More often than not the "second cutter" will be the player to become open.

Another great action we ask our Free Blockers to execute is the dribble-weave. Free Blockers are encouraged to initiate the dribble weave action with a Mover whenever possible on the perimeter. The dribble-weave is very hard to defend and creates some excellent dribble penetration opportunities for our Movers to exploit. After handing the ball off to a Mover, the Free Blocker can either roll to the basket, screen-in on the defense, or pop-out and space behind the three-point line.

The last action we like for our Free Blockers to make is the basket cut. After passing the ball, we like for the Free Blocker to make a hard cut all the way to the basket looking for the return pass. If he does not get the pass, we like him to clear out to the weak-side of the court and look for a new screening opportunity with one of our Movers.

When Free Blockers are not setting screens or making cuts, they must relocate to a spot behind the three-point line and stay 15' to 18' apart from their nearest teammate. This high and wide restriction keeps the middle from becoming too congested and clogged up.

Lane-to-lane Blocker

Our Lane-to-lane Blocker is our single low post player. We want this Blocker to play in the low post area opposite the ball. This places him in an ideal location to cut to the basket and post up, to duck-in for the high-low pass from on top, to flash cut into the high post as a pressure releaser, to grab weak-side offensive rebounds, or to take advantage of draw-and-kick opportunities.

When the Lane-to-lane Blocker is on the ball-side, we want him to hold his posting position for a two count. If he does not receive the basketball in this time, he then must clear the ball-side low post and look to set a screen for one of our Movers. His screening options include the following:

1. The Lane-to-lane Blocker has the option to set a back-screen or up-screen for one of our Movers after he has passed the ball. After setting the back-screen or up-screen, our Blocker then rolls back to the ball looking for the next pass. This "screener back to the ball" action creates some great scoring opportunities for this Blocker.

2. The Lane-to-lane Blocker also has the option to step out to the perimeter and set ball-screens for one of our Movers. This creates several scoring opportunities for our Mover and our Blocker. Based on how the defense plays this action, the Lane-to-lane Blocker can either slip the ball-screen and dive to the basket, run the pick-and-roll, or execute the pick-and-pop. This ball-screen action is a thing of beauty when run to perfection.

Blocker's Rules for Setting Screens - Basketball Coaching Tips for Blockers

- * It is the Blocker's responsibility to free the Mover from the defender.
- * Set your screen on the defender's numbers (head hunt).
- * Communicate -- call the Mover's name to let him know you're coming to set a screen for him.
- * Come to a jump stop with your feet shoulder-width apart.
- * Bend your knees when setting the screen.
- * Place your hands in front of your midsection.
- * Make contact with the defender (collision).
- * Be firmly set and ready for contact.
- * Hold all screens for a "two count."
- * Move with purpose - make reads and react depending on how your defender gives help on the Mover.

Motion Offense: Movers - Basketball Player Rules for the Motion Offense

Movers are the cutters in our Motion offense. These two guys must be excellent offensive players with the ability to read defenses, to get open, to create offense for their teammates, and especially to shoot the basketball. It is imperative that our Movers become adept at reading the defense to make the appropriate cut (pop, curl, fade, and the back cut) off of a Blocker's screen.

Movers must be hard to guard. We tell our Movers that they must play tag with their defender and force the defense to cheat and give help. This then creates scoring opportunities for our

second cutters the Blockers (pop-out to the three point line, flash cut into the high post, or slip the screen and cut directly to the basket).

To maintain floor balance, we divide the floor down the middle and restrict only one Mover to either side of the court. If action results in both Movers filling one side of the court, one of the two will then relocate to the empty side. This rule helps us to keep the floor balanced.

To keep everyone happy and involved in the offense, Movers must always be looking for opportunities to pass the ball to the Blockers for the open shot. In many situations, the Movers will find that they are being guarded by two defenders. When this takes place, a quick pass to the open Blocker will result in a great shot opportunity for this teammate. When the extra pass is made at the appropriate moment, this offense is very hard to stop.