

Minnesota Development Model

A. Background and Objectives

1. The Minnesota Development Model (MDM) is based on the principles of USA Hockey's American Development Model (ADM) and the Long Term Athlete Development (LTAD) model.
2. MH provides these guidelines and best practices to assist associations in developing programming which supports LTAD. The application of the guidelines will be different from association to association based on number of players, personnel and resources.
3. The MH ADM Committee, Hockey Directors, USA Hockey Coach Education Program (CEP) Staff, District Directors and USA Hockey Regional ADM Manager are available to work with associations towards the implementation and support of these guidelines.
4. The MDM, through utilization of LTAD principles, allows us to integrate training, competition and age appropriate development guidelines so that we can assist each participant in reaching his or her potential. The MDM offers equal opportunity to learn the basic skills for recreation and competition – a key to retaining younger players.
5. Remember, winning comes after fun and skill development. A coach's success is measured by how many kids keep playing hockey.

B. Guidelines for Mini-Mites, Mites/8U Girls, Squirts/10U Girls, Peewees/12U Girls

1. Utilize a "Hockey Director" to lead and implement the LTAD, including practice planning and off-ice training sessions.
2. Utilize a Hockey Development Committee to assist the Hockey Director and Administrative Board.
3. Utilize age division coordinators (Mini-Mites, Mites/8U Girls, Squirts, 10U Girls, etc.) to assist Hockey Director at their level.
4. Use Age Specific (ADM) practice plans and guidelines (station based, small area games, etc.).
5. Have access to a designated off-ice training area (best if located at arena).
6. Have access to a meeting room with video capability for chalk talk sessions.
7. Team schedules (practice/game) should be reviewed and approved by the level coordinator or Hockey Director. Documented practice plans should be reviewed by the level coordinators or Hockey Director monthly.
8. Provide player skill evaluations early and at the end of the season.
9. Utilize a skating coach and puck handling/shooting coach to work with Squirt/10U & Pee wee/12U teams/players during the season.
10. Utilize a goaltending coach to work with Squirt/10U and Pee wee/12U goaltenders regularly during the season.
11. Conduct a coach's education session once per month specific to the Mite/8U, Squirt/10U and Pee wee/12U levels.
12. Complete an assn. coaching competency review and develop a plan for improvements, based on the USAH Skill Progression Guidelines.
13. Begin development of players no earlier than the day after Labor Day; form teams no earlier than Oct 15th; end season by Mar 31st.
14. Provide players with some time off during the season (no practices, games, etc)
15. Provide hard ice dividers for cross/half ice games. Learn about the Rink Systems Hard Divider subsidy at www.minnesotahockey.org

C. Guidelines for Mini-Mites

1. Utilize Learn to Skate/Learn to Play as a transition program for new participants. The program should be low cost/low time commitment.
2. 8-10 skaters per team, teams composed of like skill ability
3. Station-based practices should contain multiple teams to maximize ice time; there should be 8-10 skaters of like ability per station
4. No goaltenders in practice or on game days
5. 2 on-ice sessions per week; maximum of 50 on-ice days, 50-60 minute sessions
6. All in-house game days should be played cross-ice (3v3 or 4v4 based on number of kids); all games/jamborees should be cross-ice.
7. 1 off-ice session per week (30 minutes possibly done right after short ice session)

D. Guidelines for Mites/8U Girls

1. 10-12 skaters per team, no full time goaltenders, teams of like skill ability
2. No full-time goaltenders in practice, give all players the opportunity to play goaltender for games.
3. 2-3 on-ice sessions per week including practices and games; 40 to 50 on-ice days, 50-60 minute ice sessions
4. 12 to 14 cross/half ice game days and 28 to 36 practices; no more than six full ice games after December 31st.
5. Players grouped in practice and in games by like ability
6. Players at Mite/8U classification are discouraged from moving up to Squirt/10U classification. Association guidelines shall govern.
7. 1 off-ice session per week (30-40 minutes possibly done right after short ice session)

E. Guidelines for Squirts/10U Girls

1. 11-12 skaters & 1-2 goalies per team (nonplaying goalie should be encouraged to skate out as forward or defense)
2. 4-5 on-ice sessions per week including practices and games; 75 to 100 on-ice days
3. Recommend 3 to 1 practice to game-day ratio; no more than 35 games
4. Pre-season player development sessions count toward practice to game-day ratios
5. Incorporate tracking, angling and body positioning drills into practice
6. 2 off-ice training sessions per week (30-40 minutes)
7. Minimum 2 teams per on-ice practice session (3 recommended, 30-40 players)
8. Players grouped by like ability in practices & games
9. Equal playing time for all players
10. Rotate positions so that participants experience playing both forward and defense

F. Guidelines for Peewees/12U Girls

1. 11-13 skaters and 2 goalies per team (recommended 12 skaters and 1-2 goalies)
2. 5-6 on-ice sessions per week including practices and games
3. Include body-contact/body-checking drills in every practice or conduct two body-contact/ body-checking practices each month.
4. 90 to 110 on-ice days; recommend 3 to 1 practice to game-day ratio; recommend 40-45 game days
5. Pre-season player development sessions count toward practice to game ratios
6. 2-3 teams per on-ice practice session
7. 2 off-ice training sessions per week (30-40 minutes)
8. 1 Chalk Talk/Video session per week
9. Equal playing time for all players
10. Rotate positions so that participants experience playing both forward and defense