



PITCH CALLING

AUTUMN OWEN

EDUC 795- LEARNING ANALYTICS

Pitch calling for softball is an important factor in the game. At the collegiate level it is important pitchers and catchers start to understand how to call the game with the pitching coach. The pitching coach watches countless at bats from opposing pitchers to find way to get the hitter out. It is important for the pitching coach to relay information using a number of tools to the pitcher and catcher so they are aware of the batter's strengths and weaknesses. The best pitching staffs in the country are able to work together with the technology and data to defeat the best hitters in the country. It is important to note the pitcher is fixed meaning she has a selection of pitches she can throw to the batter. The pitching coach is also fixed since they have their own plan for how to get the batters out. The catcher is able to adjust to pitches based off what they see and have studied a few days leading up to the game.

PROBLEM STATEMENT



Pitchers' workload needs to be limited for pitchers to be more successful.



Pitchers have fixed skills

The problem I am solving is too much workload on the pitcher while she is performing. The pitcher needs to be more focused on the mechanics of her throwing rather than the extra information of the batter. Too much information for the pitcher can cause the pitcher to be overloaded and will not be able to perform well. This is where the catcher comes in to have the knowledge of the batters. Catchers are responsible to know the hitters just as much as the pitching coach since they are actively in the game and are calling pitches for the pitcher.

LEARNING GOAL




Performance Theory



Knowledge of the pitcher

The learning goals for this learning environment are to enhance knowledge of the pitcher. When I talk about the knowledge of the pitcher, I mean the pitches that she throws, what is her best pitch, what does she have working great that day, and how to work her strengths against the hitters. Performance Theory will be a key as well to help a catcher think on the fly based off the information, they were supposed to study for the games being played. The pitcher is the tool and the goal is to achieve a good outcome pitch by pitch.

#	PLAYER	PA	AB	BA	OBP	SLG	OPS	H	2B	3B	HR	K	BB	HBP	R
32	Karina Gaskins	176	116	.336	.557	.569	1.126	39	3	0	8	27	52	7	26



Karina Gaskins is shown in a blue Notre Dame softball uniform with the number 32, holding a gold All-American award. The photo includes logos for the Division I Softball Association (D1 SOFTBALL), the National Federation of Collegiate Athletes (NFCA), and the award itself (SA). The background features an American flag. Text on the photo includes 'ALL-AMERICAN', 'KARINA GASKINS', and 'NOTRE DAME 32'.

BATting AVERAGE
HOMERUNS
WALKS
STRIKEOUTS

Catcher ID#	Time	ACTION (Clicks)
002121	6 mins	5

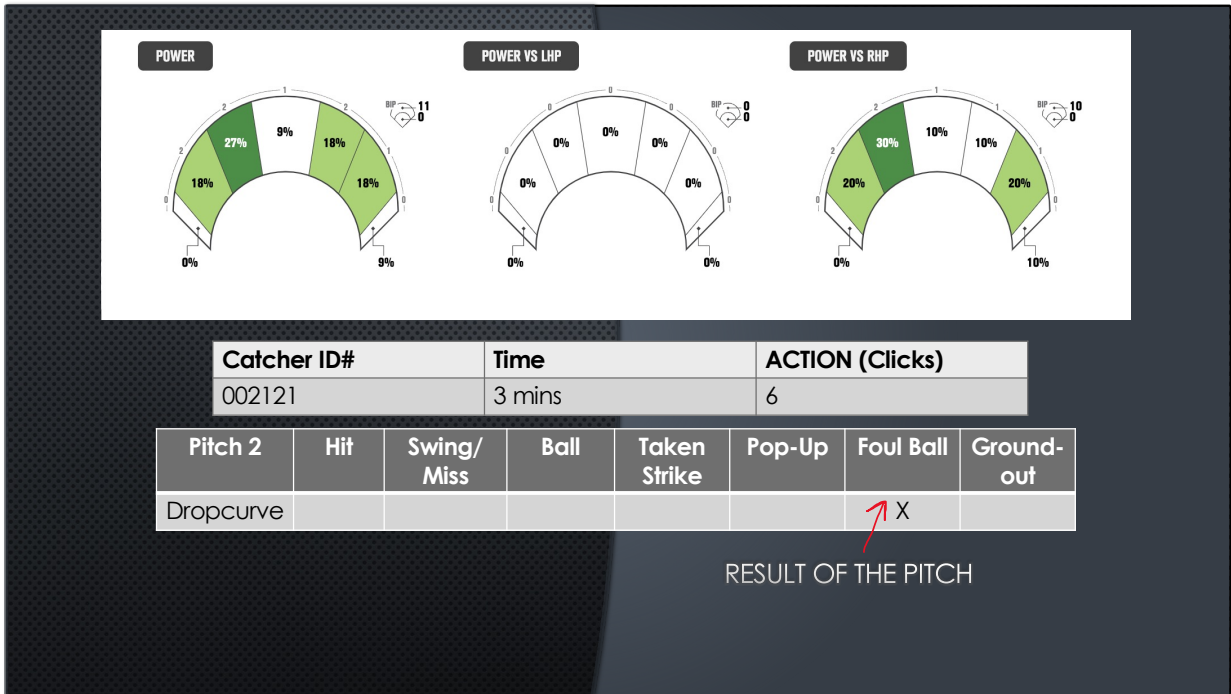
An example of how this learning environment works includes former All-American hitter Karina Gaskins. The first thing a catcher must do when studying using 6-4-3 Charts with the stats it to find the direct overall stat line. This stat line will consist of plate apperances, batting average, on-base percentage, hits, homeruns, walks, strikeouts, and runs.

Catcher ID#	Time	ACTION (Clicks)
002121	10 mins	30

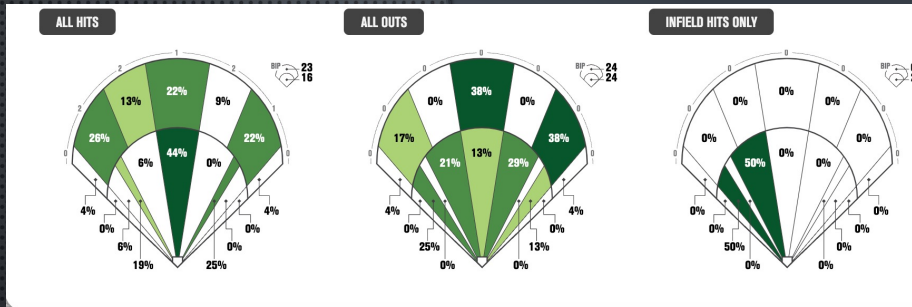
Pitch 1	Hit	Swing/Miss	Ball	Taken Strike	Pop-Up	Foul Ball	Ground-out
Screwball				X			

Result of pitch

The next step is to look at the spray chats of where the ball is being hit. There is a percentage listed throughout the spray charts. The colors symbolize how high or low the percentage is. If the chart shows a darker green, then the ball is hit in the area more often. Catchers use the spray chart to make a decision on what pitch to call first. With a hitter like Gaskins, she can hit for power in all places of the field. Her strong side is middle of the field to backside. We chose to pitch a screwball since she has less of a chance to hit it to the left side of the field off our right handed pitcher. The result of the pitch was a taken strike.



The next step is to look at her power numbers. If a catcher knows where the batters power numbers are it help them make a decision on when to be aware of calling a pitcher's best pitch and not so dominate pitch. The trick of calling pitching it to step up the batter to guess or force them to work from behind in the count. In this at bat she swings at the 0-1 dropcurve resulting in a foul ball.



Catcher ID#	Time	ACTION (Clicks)
002121	10 mins	8

Pitch 3	Hit	Swing/ Miss	Ball	Taken Strike	Pop-Up	Foul Ball	Ground-out
Rise In			X				

RESULT OF THE PITCH

We have an 0-2 count on the batter meaning she has two strikes. One more strike and she is out. We don't want to throw this pitch in the strike zone because we know the batter is trying to protect themselves from getting out. We called a rise ball inside to try to get the batter to chase or pop-up. She took this pitch for a ball making the count 1-2.

Catcher ID#	Time	ACTION (Clicks)
002121	20 mins	30

Pitch 4	Hit	Swing/ Miss	Ball	Taken Strike	Pop-Up	Foul Ball	Ground- out
Dropcurve		X					

RESULT OF THE PITCH

The last step of this at bat referred to when the catcher watched film of the hitter's swing knowing that if we went back to the drop curve in a 1-2 count the hitter would struggle to have a hard hit ball. In this case the hitter tried to swing for the fences and missed resulting in a swing and miss strikeout.

SOLUTION

UNC - WILMINGTON
12-13 OVERALL 24 COLLEGE

#	NAME	POS	HT	WT	DOB	CLASS	BATTING	THROWING	SPEED	FIELDING	PITCHING	PITCHING		PITCHING		
												AVG	SL	WHIP	ERA	WHIP
1	27	VITALE, J (SR)	LB	5'11"	1991	SR	.275	R	10	10	10	10	10	10	10	10
2	14	STOCKTON, B (SR)	RH	5'11"	1991	SR	.275	R	10	10	10	10	10	10	10	10
3	33	SRITAKA, M (SR)	RH	5'11"	1991	SR	.275	R	10	10	10	10	10	10	10	10
4	4	BRETT, M (SR)	RH	5'11"	1991	SR	.275	R	10	10	10	10	10	10	10	10
5	19	COPE, S (SR)	RH	5'11"	1991	SR	.275	R	10	10	10	10	10	10	10	10
6	46	COBBIN, A (FR)	RH	5'11"	1991	FR	.275	R	10	10	10	10	10	10	10	10
7	16	WINDSTAR, ELIZ (SR)	LB	5'11"	1991	SR	.275	R	10	10	10	10	10	10	10	10
8	21	BRADY, J (SR)	RH	5'11"	1991	SR	.275	R	10	10	10	10	10	10	10	10
9	6	WELLS, P (FR)	LB	5'11"	1991	FR	.275	R	10	10	10	10	10	10	10	10
10	1	BIRDLE, W (FR)	RH	5'11"	1991	FR	.275	R	10	10	10	10	10	10	10	10
11	3	ANDROS, M (SR)	RH	5'11"	1991	SR	.275	R	10	10	10	10	10	10	10	10
12	5	BRADSHAW, J (FR)	RH	5'11"	1991	FR	.275	R	10	10	10	10	10	10	10	10
13	8	TSOUPLIS, A (FR)	RH	5'11"	1991	FR	.275	R	10	10	10	10	10	10	10	10
14	10	RICHARDSON, L (SR)	RH	5'11"	1991	SR	.275	R	10	10	10	10	10	10	10	10
15	12	HENNING, S (SR)	RH	5'11"	1991	SR	.275	R	10	10	10	10	10	10	10	10
16	13	CARVER, P (FR)	RH	5'11"	1991	FR	.275	R	10	10	10	10	10	10	10	10
17	20	ORTIZ, M (SR)	RH	5'11"	1991	SR	.275	R	10	10	10	10	10	10	10	10
18	26	PEARCE, A (FR)	LB	5'11"	1991	FR	.275	R	10	10	10	10	10	10	10	10
19	28	WELLS, M (FR)	LB	5'11"	1991	FR	.275	R	10	10	10	10	10	10	10	10

Create a book on the batter

The solution is to create a book on the batter. The catcher should be able to show their pitching coach what they have reviewed about the hitters from a couple of days prior to the game. Depending on the turnaround from game to game some games will be scouted more than others. It is important to have as much knowledge as possible for the game to be successful. If the catcher doesn't put the work into scouting, then the pitcher may not be able to throw her best game.

CONTACT

- EMAIL: AUTUMNROWEN@GMAIL.COM
- PHONE: (828) 696-5753
- LINK: <HTTPS://643CHAR TS.COM/>