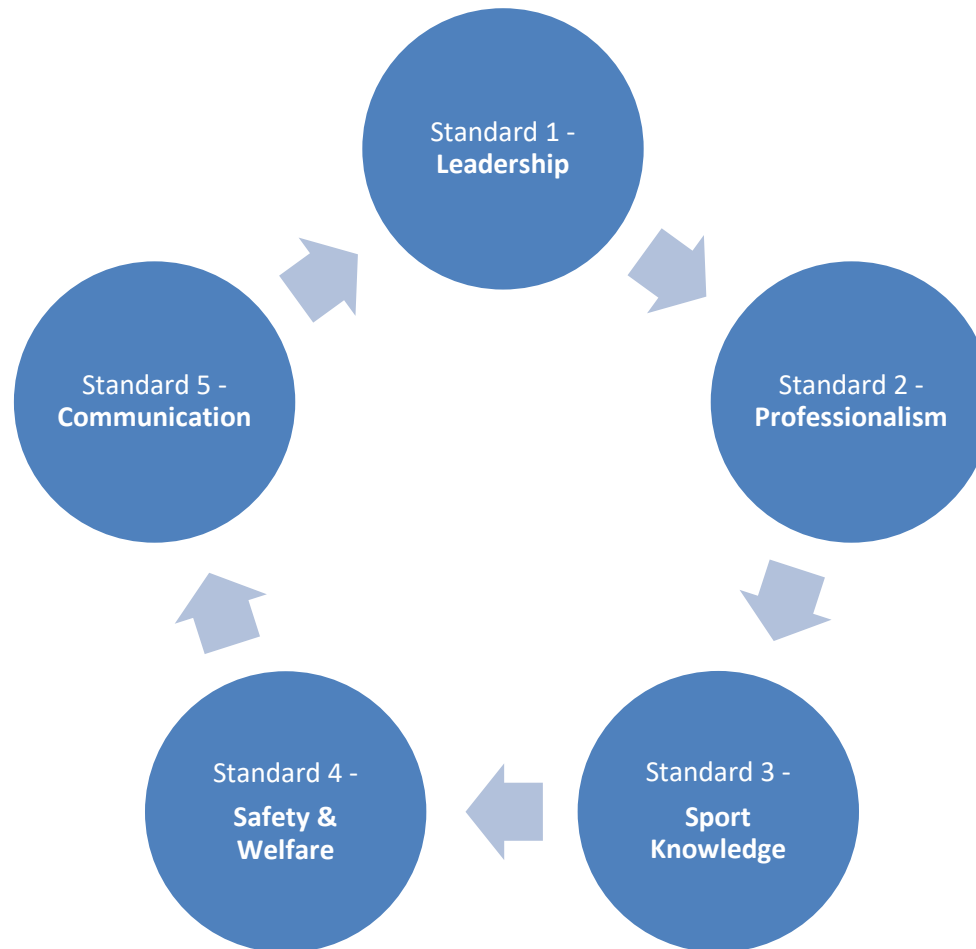




ACADEMYDISTRICT20

GCOE E 1 - Head Coach Evaluation Form - High School

Academy District 20 Evaluation Standards for Coaches



Coach: _____

Sport: _____

Evaluator: _____

Date: _____



GCOE E 1 - Head Coach Evaluation Form - High School

Academy District 20 Evaluation Standards for Coaches

Standard 1 – Leadership:

The head coach as a program leader demonstrates effective, collaborative leadership in operating of an education-based program.

Standard 2 – Professionalism:

The head coach operates their program in a manner that promotes growth in every participant consistent with the educational mission of Academy District 20 and aligned with CHSAA bylaws and ASD20 policies and procedures.

Standard 3 – Sport Knowledge:

The head coach demonstrates a proficient technical knowledge of their sport and is committed to professional growth as a coach and program leader.

Standard 4 – Safety and Welfare:

The head coach demonstrates a commitment to the safety and welfare of all participants within the extra-curricular athletics program.

Standard 5 – Communication:

The head coach demonstrates the ability to effectively communicate with all stakeholders.



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Standard 1: Leadership

The head coach as a program leader demonstrates effective, collaborative leadership in operating of an education-based program.

Element A:

The head coach can articulate and implement a clear vision for the program that is aligned with the mission and values of Academy District 20 to all stakeholders.

Ineffective ☐	Effective ☐	Highly Effective ☐
The head coach and coaching staff cannot effectively communicate or have inconsistent application of their vision for the program or a vision that is not aligned with mission and values of ASD20.	The head coach and coaching staff can effectively communicate and consistently apply a vision for the program that is consistent with the mission and values of Academy District 20 to all stakeholders. The head coach can explain the outcome goals for each level of the program.	Student-athletes, parents, and the coaching staff can articulate and consistently apply the vision for the program and how it aligns with the mission and values of Academy District 20. Student athletes and coaches understand and can share the outcome goals for each level of the program.

Element B:

The head coach effectively delegates clear roles and responsibilities to all members of the coaching staff and can provide feedback for growth to all members of the coaching staff.

Ineffective ☐	Effective ☐	Highly Effective ☐
The head coach does not effectively delegate clear roles and responsibilities to all members of the coaching staff, fails to assign assistant coaches in a manner that aligns with their strengths and the needs of the program, or does not provide feedback relative to growth on a consistent basis to the assistant coaches.	The head coach effectively delegates clear roles and responsibilities to all members of the coaching staff in a manner that aligns with their strengths and needs of the program. The head coach provides consistent feedback to assistant coaches for professional growth.	All members of the coaching staff believe that they have a purpose and autonomy to provide the best possible experience to student-athletes in all levels of the program. All staff members are involved in goal setting and demonstrate growth within the scope of their role within the program.

Element C:

The head coach works well with other coaches, staff, programs, and administration.

Ineffective ☐	Effective ☐	
The head coach does not work well with other coaches, staff, programs, and school administration.	The head coach works well with other coaches, staff, programs, and administration. The head coach communicates in a timely manner and demonstrates the ability to work with a variety of other programs and staff at the school.	

Evaluator Comments (must be recorded for Ineffective or Highly Effective ratings):



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Standard 2: Professionalism

The head coach operates their program in a manner that promotes growth in every participant consistent with the educational mission of Academy District 20 and aligned with CHSAA bylaws and ASD20 policies and procedures.

Element A:

The head coach demonstrates and promotes good sportsmanship.

Ineffective ☐	Effective ☐	Highly Effective ☐
The head coach rarely or never communicates effectively with officials; rarely or never demonstrates emotional control; or receives repeated minor and/ or major penalties or sanctions for unsportsmanlike conduct.	The head coach communicates effectively with officials; demonstrates emotional control; never receives repeated minor and/or any major penalties or sanctions for unsportsmanlike conduct, etc.	The head coach, assistant coach, and team members model competitive sportsmanship and pursuing victory with honor. Participants and coaching staff rarely if ever receive unsportsmanlike warnings or sanctions.

Element B:

The head coach refrains from the use of profanity, demeaning, or derogatory language.

Ineffective ☐	Effective ☐	Highly Effective ☐
The head coach or members of the coaching staff use profanity, demeaning, or derogatory language in the presence of student-athletes or the head coach and other members of the coaching staff allow students to use profanity, demeaning, or derogatory language.	The coach and members of the coaching staff consistently refrain from the use of profanity, derogatory, or demeaning language. The coaching staff responds immediately to any use of profanity, demeaning, or derogatory language by student-athletes.	Student-athletes refrain from the use of profanity, derogatory, or demeaning language as modeled by the head coach and coaching staff. A culture of respect is pervasive in the program.

Element C:

The head coach celebrates the successes of their team, and each participant that is involved in the program.

Ineffective ☐	Effective ☐	Highly Effective ☐
The head coach fails to consistently celebrate the successes of the team and all participants within their program.	The head coach consistently celebrates the successes of the team, and each participant that is involved in the program throughout the season. The head coach takes the time to spotlight each individual's role and contribution to the program.	All coaching staff members and student- athletes involved in the program embrace and apply a culture of celebrating the successes of all members of the program and the team.

Element D:

The head coach complies with all CHSAA bylaws.

Ineffective ☐	Effective ☐	
The head coach violates one or more CHSAA bylaws during the year.	The head coach and all coaching staff members comply with all CHSAA bylaws. The head coach educates members of coaching staff, student-athletes, and parents in adhering to the bylaws.	



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Element E:

The head coach demonstrates professionalism when representing Academy District 20, their school, and the program.

Ineffective ☐	Effective ☐	
The head coach lacks professionalism when dealing with the media, other D20 programs and staff, or the public.	The head coach is professional when dealing with the media, other D20 programs and staff, and the public.	

Evaluator Comments (must be recorded for Ineffective or Highly Effective ratings):



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Standard 3: Sport Knowledge

The head coach demonstrates a proficient technical knowledge of their sport and is committed to professional growth as a coach and program leader.

Element A:

The head coach works collaboratively with other coaching staff members to design and implement effective practice sessions that are engaging and promote the growth of the team and every individual in the program.

Ineffective ☐	Effective ☐	Highly Effective ☐
The head coach fails to use practice plans for all practice sessions or is not able to consistently implement effective practice sessions that engage and promote the growth of the team and every individual in the program.	The head coach designs and implements effective practice sessions that engage and promote the growth of the team and every individual in the program. The head coach regularly reviews the success of practice plans and overall training plan for season to improve training environment and to achieve team goals.	Student athletes have a clear understanding of the plans and purpose of each practice session. Student-athletes can speak to the “why” of how practices are preparing each individual and the team for competitions.

Element B:

The head coach works collaboratively to effectively teach team fundamental skills and team systems involved in the sport.

Ineffective ☐	Effective ☐	Highly Effective ☐
The head coach lacks the ability to effectively teach team fundamental skills and team systems involved in the sport or fails to ensure that all members of the coaching staff are involved and aligned in training that occurs at all levels of the program.	The head coach can effectively teach team fundamental skills and team systems involved in the sport; and ensures that all members of the coaching staff are aligned in the training that occurs at all levels of the program.	The head coach works collaboratively with all members of the coaching staff to grow in their technical knowledge of the sport. Older participants can demonstrate and help lead younger participants due to their development through the program.

Element C:

The head coach and all members of the coaching staff attend professional growth opportunities annually.

Ineffective ☐	Effective ☐	Highly Effective ☐
The head coach does not attend professional growth opportunities annually.	The head coach takes advantage of multiple opportunities for growth during the year including some of the following: ASD20 Coaches Symposium, A Better Way Athletics, CHSCA Clinics, monthly coach's meetings at their school or other sport clinics.	The head coach and other coaching staff members apply and implement strategies and tactics to improve the operation of their program and student-athlete experience. Coaching staff members send weekly emails to parents and team members using A Better Way Athletics framework.

Evaluator Comments (must be recorded for Ineffective or Highly Effective ratings):



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Standard 4: Safety and Welfare

The head coach demonstrates a commitment to the safety and welfare of all participants within the extra-curricular athletics program.

Element A:

The head coach demonstrates a commitment to the health and safety of all student-athletes and staff.

Ineffective ☐	Effective ☐	Highly Effective ☐
The head coach lacks an understanding or commitment to providing a safe environment in one or more of the following areas: ensuring checkout process is followed for all participants, concussion management, lightning safety, heat or cold exposure, proper fitting and use of protective equipment, proper matching of athletes, properly acclimating and documenting acclimation for all participants, etc.	The head coach is knowledgeable in all areas related to the health and safety of student- athletes. All members of the coaching staff take actions to mitigate risks in the following areas: ensuring checkout process is followed for all participants, concussion management, lightning safety, heat or cold exposure, proper fitting and use of protective equipment, proper matching of athletes, completing accident reports when athletes need to or are likely to seek medical attention (when Certified Athletic Trainer is not available), properly acclimating and documenting acclimation for all participants, etc.	The head coach consistently works to educate student-athletes, parents, and assistant coaches in areas related to health and safety issues related to their sport. Student-athletes and staff understand and can apply practices that result in improved safety for all participants involved in the program. Student- athletes and assistant coaches report any safety concerns to the head coach or other coaching staff members immediately.

Element B:

The head coach ensures that adequate supervision is always provided.

Ineffective ☐	Effective ☐	Highly Effective ☐
The head coach requires prompting or demonstrates a lack of planning and practice in assuring athletes are always supervised during practices, contests, travel, and other team activities.	Without prompt, the head coach and all members of the coaching staff demonstrate effective planning and application in ensuring that all athletes are supervised during practices, contests, travel, and other team activities. Supervision of locker rooms and all areas of buses are prioritized. The head coach frequently communicates with parents and students' expectations related to hazing, horseplay, respect for others, etc.	Student-athletes model the expectations that are communicated by coaching staff throughout the season. Student-athletes apply the process for reporting incidents of hazing, horseplay, or other situations that need to be addressed by adults within the program.

Evaluator Comments (must be recorded for Ineffective or Highly Effective ratings):



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Standard 5: Communication The head coach demonstrates the ability to effectively communicate with all stakeholders.		
Element A: The head coach in collaboration with other coaching staff members produces a program handbook that outlines program rules and expectations that is shared with all parents, participants, and the building Athletic Director.		
Ineffective ☐	Effective ☐	Highly Effective ☐
The head coach does not create and share a program handbook to all stakeholders at the start of every season, does not involve other members of the coaching staff in this process, or fails to apply expectations of program in a manner that is consistent with handbook.	The head coach collaborates with assistant coaches to construct and share a program handbook that clearly aligns the expectations of the program in a manner that aligns with the mission and values of Academy District 20, and consistently applies all expectations outlined in handbook.	The head coach and other members of the coaching staff highlight expectations of the program at a pre-season meeting with all students and parents. Student-athletes and parents can articulate and apply expectations consistently throughout the season. Members of the coaching staff highlight prominent areas of expectations in weekly emails to parents.
Element B: The head coach establishes a communication process for athletes and parents that is aligned with building and district expectations.		
Ineffective ☐	Effective ☐	Highly Effective ☐
The head coach and members of the coaching staff rarely or never demonstrate the ability to communicate with parents or students through district approved mediums, solve problems, demonstrate the ability to compromise when appropriate, have frequent conversations with student-athletes about their role on team and areas to improve or fail to keep the Athletic Director involved/updated when necessary.	The head coach and all members of the coaching staff demonstrate the ability to communicate effectively with parents and students through district approved mediums, listen, solve problems in a timely manner, have frequent conversations with student-athletes about their role on team and areas to improve, and keep the Athletic Director involved/updated when necessary.	Student-athletes can articulate their role on the team, areas that they need to improve (or have improved), and process for bringing concerns to coaches. Members of the coaching staff meet with each student athlete at end of the season to help set goals for future seasons, and conduct exit interviews with seniors to determine areas for improvement for program.
Element C: The head coach communicates effectively with the building Athletic Director, Athletic Secretary, and other support staff.		
Ineffective ☐	Effective ☐	
The head coach fails to communicate effectively with the building Athletic Director, Athletic Secretary, and other support staff or is not timely in returning messages or emails related to the operation of their program.	The head coach communicates effectively with the building Athletic Director, Athletic Secretary, and other support staff. The head coach is proactive in keeping all staff informed in the operation of their program, checks email daily, and checks in multiple times per week throughout the season.	
Evaluator Comments (must be recorded for Ineffective or Highly Effective ratings):		



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Self-Evaluations/Reflection and Growth Plan

1. What is the vision for the program heading into the next season?
2. What have you done to grow as a coach and program leader in the past year?
3. How do you promote academics in your program?
4. How can I as an Athletic Director support you?

Personal Growth Goals (Prior to Next Season)		
Goal	Standard	How will I accomplish this goal?
Goal 1		
Goal 2		
Goal 3		



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Summary Comments (Building Athletic Director):

Recommendation by Building Athletic Director:

- ☐ Recommendation to re-hire the coach in their current role.
- ☐ Recommendation to rehire the coach in their current role with an Improvement Plan (attached).
- ☐ Recommendation to non-renew coach.

Comments from Coach:

Signature Blocks:

Name of Coach: _____

Signature of Coach: _____

Date: _____

Name of Evaluator: _____

Title: _____

Signature of Evaluator: _____

Date: _____



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Examples of Evidence

(A head coach is encouraged to provide any of the following evidence to their Athletic Director to consider during the evaluation process.)

1. Program Handbook
2. Samples of weekly communication with parents or students
3. Samples of communication with students regarding role within team or program
4. Certificates of attendance or other documentation of attending growth opportunities
5. Documentation of speaking engagements at clinics or other
6. Supervision plan
7. Itinerary for trips
8. Agendas from pre-season meeting or other team meetings
9. Samples of celebrating individuals within the program at post-season banquet, social media, etc.
10. Other