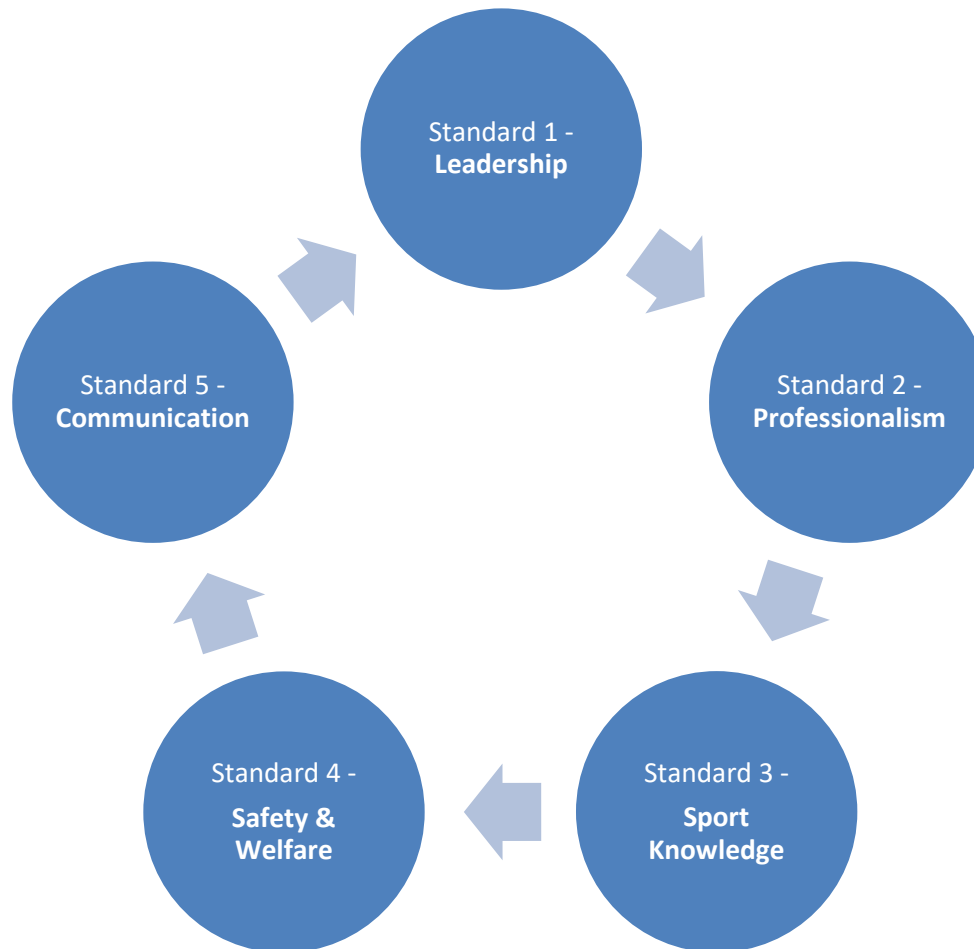




ACADEMYDISTRICT20

GCOE E 2 – Assistant Coach Evaluation Form - High School

Academy District 20 Evaluation Standards for Coaches



Coach: _____

Sport: _____

Evaluator: _____

Date: _____

Academy District 20 Evaluation Standards for Coaches

Standard 1 – Leadership:

The assistant coach demonstrates effective, collaborative leadership in supporting the operation of an education-based program.

Standard 2 – Professionalism:

The assistant coach supports the operation of the 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 assistant coach demonstrates a proficient technical knowledge of their sport and is committed to professional growth as a coach and as a member of the coaching staff.

Standard 4 – Safety and Welfare:

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

Standard 5 – Communication:

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



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Standard 1: Leadership The assistant coach demonstrates effective, collaborative leadership in supporting the operation of an education-based program.		
Element A: The assistant 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 assistant coach cannot effectively communicate or has inconsistent application of the vision for the program or has a vision that is not aligned with mission and values of ASD20.	The assistant coach 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 assistant 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 assistant coach effectively serves within their role as a member of the coaching staff.		
Ineffective ☐	Effective ☐	Highly Effective ☐
The assistant coach fails to perform their duties and role within the program in a manner that is aligned with the philosophy of the head coach or the mission and values of Academy District 20.	The assistant coach performs their duties and role within the program in a manner that is aligned with the philosophy of the head coach and the mission and values of Academy District 20.	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 assistant coach works well with other coaches, staff, programs, and administration.		
Ineffective ☐	Effective ☐	
The assistant coach does not work well with other coaches, staff, programs, and school administration.	The assistant coach works well with other coaches, staff, programs, and administration. The assistant 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 assistant coach supports the operation of the 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 procedure.		
Element A: The assistant coach demonstrates and promotes good sportsmanship.		
Ineffective ☐	Effective ☐	Highly Effective ☐
The assistant 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 assistant coach communicates effectively with officials; demonstrates emotional control; never receives repeated minor and/or any major penalties or sanctions for unsportsmanlike conduct, etc.	All coaching staff members 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 assistant coach refrains from the use of profanity, demeaning, or derogatory language.		
Ineffective ☐	Effective ☐	Highly Effective ☐
The assistant coach or other members of the coaching staff use profanity, demeaning, or derogatory language in and around the presence of student-athletes or other coaches or the assistant coach and other members of the coaching staff allow students to use profanity, demeaning, or derogatory language.	The assistant coach and other 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 assistant coach and coaching staff. A culture of respect is pervasive in the program.
Element C: The assistant coach celebrates the successes of their team, and each participant that is involved in the program.		
Ineffective ☐	Effective ☐	Highly Effective ☐
The assistant coach fails to consistently celebrate the successes of their team and all participants within their program.	The assistant coach consistently celebrates the successes of the team, and each participant that is involved in the program throughout the season. The assistant 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 assistant coach complies with all CHSAA bylaws.		
Ineffective ☐	Effective ☐	
The assistant coach violates one or more CHSAA bylaws during the year.	The assistant coach complies with all CHSAA bylaws. The assistant coach asks the head coach or Athletic Director when questions arise before taking actions that might violate a bylaw.	



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Element E:		
The assistant coach demonstrates professionalism when representing Academy District 20, their school, and the program.		
Ineffective ☐	Effective ☐	
The assistant coach lacks professionalism when dealing with the media, other D20 programs and staff, or the public.	The assistant 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 assistant coach demonstrates a proficient technical knowledge of their sport and is committed to professional growth as a coach and as a member of the coaching staff.

Element A:

The assistant 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 assistant coach fails to use lesson 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 assistant coach designs and implements effective practice sessions that engage and promote the growth of the team and every individual in the program. The assistant coach regularly reviews the success of practice plans and overall training plan for the season to improve the 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 assistant coach works collaboratively to effectively teach team fundamental skills and team systems involved in the sport.

Ineffective ☐	Effective ☐	Highly Effective ☐
The assistant coach lacks the ability to effectively teach team fundamental skills and team systems involved in the sport or fails to ensure that they are aligned in the training that occurs at all levels of the program.	The assistant coach can effectively teach team fundamental skills and team systems involved in the sport; and ensures they are aligned in the training that occurs at all levels of the program.	The assistant 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 in program.

Element C:

The assistant coach attends professional growth opportunities annually.

Ineffective ☐	Effective ☐	Highly Effective ☐
The assistant coach does not attend professional growth opportunities annually.	The assistant coach takes advantage of multiple opportunities for growth during the year including some of the following: ASD Coaches Symposium, A Better Way Athletics, CHSCA Clinics, monthly coaches' meetings at their school or other sport clinics.	The assistant coach applies and implements 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 assistant coach demonstrates a commitment to the safety and welfare of all participants within the extra-curricular athletics program.

Element A:

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

Ineffective ☐	Effective ☐	Highly Effective ☐
The assistant coach lacks an understanding or commitment to providing a safe environment in one or more of the following areas: ensuring the 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 assistant 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 the 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 assistant coach consistently works to educate student athletes, and parents in areas related to health and safety issues related to the 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 head coach immediately.

Element B:

The assistant coach ensures that adequate supervision is always provided.

Ineffective ☐	Effective ☐	Highly Effective ☐
The assistant 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 assistant 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 assistant 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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GCOE E 2 – Assistant Coach Evaluation Form - High School

Standard 5: Communication

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

Element A:

The assistant 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 assistant coach does not take part in creating the program handbook or fails to consistently apply expectations outlined in the handbook.	The assistant coach collaborates with head coach and other members of the coaching staff to construct and share a program handbook that clearly aligns the expectations of the program in a manner that aligns with the mission of values of Academy District 20, and consistently applies all expectations outlined in handbook.	All 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 assistant coach follows the communication process for athletes and parents that is aligned with building and district expectations.

Ineffective ☐	Effective ☐	Highly Effective ☐
The assistant coach rarely or never demonstrates the ability to communicate with parents or students through district approved mediums, to solve problems, demonstrates the ability to compromise when appropriate, have frequent conversations with student-athletes about their role on team and areas to improve or fails to keep the head coach and the Athletic Director involved/updated when necessary.	The assistant coach demonstrates the ability to communicate effectively with parents and students through district approved mediums, can listen, is willing to solve problems in a timely manner, has frequent conversations with student-athletes about their role on team and areas to improve, and keeps the head coach and 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 assistant coach communicates effectively with the Head Coach, building Athletic Director, Athletic Secretary, and other support staff.

Ineffective ☐	Effective ☐	
The assistant coach fails to communicate effectively with the head coach, 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 assistant coach communicates effectively with the head coach, the building Athletic Director, Athletic Secretary, and other support staff. The assistant coach is proactive in keeping the head coach informed, checks email daily, and is proactive in asking questions for clarification when needed.	

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



GCOE E 2 – Assistant Coach Evaluation Form - High School

Self-Evaluations/Reflection and Growth Plan

1. What have you done to support the vision for the program heading into the next season?
2. What have you done to grow as a coach in the past year?
3. How can I as the Head Coach 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 (Head Coach):

Summary Comments (Athletic Director):

Recommendation by Head Coach:

- ☐ 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.

Recommendation by Building Athletic Director:

- ☐ I support the head coach's recommendation for the assistant coach.
- ☐ I do not support the head coach's recommendation for the assistant coach.

Comments from Coach:



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Signature Blocks:

Name of Assistant Coach: _____

Signature of Assistant Coach: _____

Date: _____

Name of Head Coach: _____

Signature of Head Coach: _____

Date: _____

Name of Athletic Director: _____

Signature of Athletic Director: _____

Date: _____



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Examples of Evidence

(An assistant coach is encouraged to provide any of the following evidence to their Head Coach and Athletic Director to consider during the evaluation process.)

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