

Northern York County School District

ATHLETIC COACH APPRAISAL FORM

Coach

Date

School

Sport/Position

Time in Present Position

Mission Statement:

The success or failure of athletic programs has a direct bearing on how community members view the entire schools system. Community and parental pressures must be balanced with the objectives of good citizenship, sportsmanship and mental health. Coaches continually face risks, such as player injury and due process predicaments. It is imperative that these are weighed against the pressures of winning and losing. Exercising common sense and good judgment are pre-requisite to making final decisions. A successful coach is not always the one who wins every game. A successful coach needs a broad spectrum of behavioral competencies and should be evaluated accordingly.

Goal Statement:

To improve the fundamental skills, team strategy and sport fitness that are needed to achieve a degree of individual and team success. These in turn, should lead to the formulation of ethical values, pride of accomplishment, acceptable social behavior and individual self confidence.

STATEMENT OF EXPECTATIONS FOR ALL COACHES.

1. You have read and signed the Coaches Code Of Conduct.
2. You have done your best to communicate and enforce the Student Code Of Conduct.
3. You have done your best to communicate and enforce the Parent Code Of Conduct.
4. A successful coach is someone who develops positive relationships with their athletes, parents, fellow coaches, administrators, booster club members, school board members, fans and the business community. I expect all coaches to work hard in this area and if needed expand and grow into areas that the coach may be lacking.
5. All Coaches are role models and should display honesty, integrity and mutual respect for all those involved in the program.
6. All coaches should refrain from yelling and screaming at student – athletes. Our students do not positively respond to this type of communication.
7. The use of profanity by coaches and students is strictly prohibited. Coaches must enforce this at all times.
8. Students do not care how much you know about their sport until they know how much you care about them. Make them feel wanted and part of something special.
9. You and your team will seldom exceed your expectations – so set them high!
10. Respond positively to negative situations – do not react to them.
11. Athletics are part of the co-curricular program at Northern – they are not an extra-curricular program. We should be teaching life lessons that cannot be learned in the classroom – hard work, team work, sacrifice, overcoming adversity, leadership, etc.
12. Coaches are professionals – they should act professionally at all times.
13. Be open, direct and honest in your communications to your athletes. Let them know clearly and concisely how you feel about how the team is performing. The heart of effective communication is listening. Make a conscious effort to listen to your athletes. If you listen to the athletes they will listen to you. Issues with a team and/or staff will not get better on their own. Do not allow problems to fester and grow in size, do your best to keep the problems small and manageable. Do not be afraid to contact parents and enlist their support when confronting with unacceptable behaviors.
14. Be Empathetic – If an athlete comes to you with a question and/or problem listen and try to put yourself in their shoes. If they have come to you with a problem seize the opportunity to help the student learn and grow. Do your best to resolve the issue – if you brush the problem off it is very unlikely they will come to you again and they will view you and someone who really doesn't care.
15. Use recognition, it is one of the most powerful motivators there is and it shows your athletes that you care and recognize their efforts. Every day you should complement each athlete with at least one positive comment. A small pat on the back goes a long way with kids.
16. Be positive – Nothing good comes from negativity. Positive coaching is much more effective than negative coaching. You cannot inspire athletes to do their best by offering negative comments. Encourage your athletes to be positive with one another. Do not allow a player to

put another player down with ridicule or teasing. When someone of the team is down or has made a mistake it is the responsibility of the coaches and the whole team to pick that player up.

17. Handle all failures, setbacks and mistakes constructively. TEACH your athletes that failures and mistakes are a necessary part of the learning process and not a cause for embarrassment and humiliation. Model this attitude and you will teach your athletes to take risks and really go for it and they will not be afraid to take risks.

- ~~18. Treat athletes with respect – deal with your athletes the way that you would like to be treated.~~

Respect them and they will end up respecting you. If you humiliate or demean them they will end up fearing you and hating the sport.

19. Do not equate your athletes self esteem with their performance. When an athlete has had a poor performance and let you and the team down they are not any less of a person and it is at this time they need your support and encouragement the most. Avoid sarcasm, singling out players, blaming others etc. You win as a team – you lose as a team. Keep all interactions positive using encouragement and praise. Treat all players equally; don't play favorites. All students should have a positive experience.

20. Challenge your athletes – don't threaten them. Emphasize goal setting and work with them to achieve individual and team goals. Encourage them and let them know you believe they can do it,

21. Be a leader – Model leadership traits, develop team leaders, and stress the importance of positive leadership. Encourage them to be a leader. Leadership isn't easy!

ATHLETIC COACH APPRAISAL FORM

COACH _____ DATE _____

EVALUATOR _____

PERFORMANCE CRITERIA

PERFORMANCE STANDARD SCORE

5 = High 1 = Low

A. SKILLS AND KNOWLEDGE

1. Possesses knowledge of the sport he/she coaches. 5 4 3 2 1 = _____
2. Understands the fundamentals of the sport. 5 4 3 2 1 = _____
3. Understands the legal duties of coaching. 5 4 3 2 1 = _____
4. Demonstrates sound sport strategies for competition. 5 4 3 2 1 = _____
5. Knows the strengths and opportunities of each player. 5 4 3 2 1 = _____
6. Implements an appropriate conditioning program to promote sport specific fitness. 5 4 3 2 1 = _____
7. Sets challenging performance standards for the team. 5 4 3 2 1 = _____
8. Encourages each player to achieve their goals. 5 4 3 2 1 = _____
9. Requires players to work hard and hustle during practice. 5 4 3 2 1 = _____
10. Teaches positive sportsmanship and to be proud but humble in victory. 5 4 3 2 1 = _____
11. Understands the basic principles of sports psychology and applies when and where appropriate. 5 4 3 2 1 = _____
12. Teaches persistence in the face of adversity. 5 4 3 2 1 = _____

Sub - total _____

Coach _____ Date _____

Evaluator _____

PERFORMANCE CRITERIA

PERFORMANCE STANDARD

SCORE

5 = High, 1 = Low, (Circle One)

B. SELF AND TEAM MANAGEMENT

1. Maintains self and team discipline	5	4	3	2	1	=	_____
2. Conducts well planned and organized practices	5	4	3	2	1	=	_____
3. Uses practice time effectively	5	4	3	2	1	=	_____
4. Develops and implements effective game plans	5	4	3	2	1	=	_____
5. Keeps team focused during practices and games	5	4	3	2	1	=	_____
6. Encourages the team to work together	5	4	3	2	1	=	_____
7. Emphasizes the team approach - Together Everyone Achieves More!	5	4	3	2	1	=	_____
8. Creates a positive learning environment for players to learn from their mistakes	5	4	3	2	1	=	_____
9. Manages conflict in a positive manner	5	4	3	2	1	=	_____
10. Enforces rules and regulations for the team	5	4	3	2	1	=	_____
11. Evaluates team personnel and gives constructive feedback	5	4	3	2	1	=	_____
12. Develops a positive attitude with team	5	4	3	2	1	=	_____
13. Manages time spent with family, sport and profession	5	4	3	2	1	=	_____
14. Delegates authority with responsibility but remains responsible	5	4	3	2	1	=	_____
15. Prepares team well for games	5	4	3	2	1	=	_____
16. Commands respect by example	5	4	3	2	1	=	_____

Sub total

Coach _____ Date _____

Evaluator _____

PERFORMANCE CRITERIA	PERFORMANCE STANDARD						SCORE
5 = High, 1 = Low, (Circle One)							
C. ADMINISTRATION							
1. Enforces school athletic policies, rules and regulations	5	4	3	2	1	=	_____
2. Emphasizes academic success with players	5	4	3	2	1	=	_____
3. Submits athletic award winners for season	5	4	3	2	1	=	_____
4. Submits pre-participation physical evaluation for each athlete	5	4	3	2	1	=	_____
5. Monitors student athlete academic performance	5	4	3	2	1	=	_____
6. Counsels coaches, student athletes and parents about college recruiting	5	4	3	2	1	=	_____
7. Supervises distribution, collection and inventory of all athletic supplies and equipment throughout season	5	4	3	2	1	=	_____
8. Conducts pre-season meeting with coaches, student athletes and parents to communicate philosophy and seasonal expectations	5	4	3	2	1	=	_____
9. Files with athletic director a list of all squad members including PIAA Parent's Certification of Consent prior to first practice session	5	4	3	2	1	=	_____
10. Submits athletic budget as requested	5	4	3	2	1	=	_____
11. Submits written reports as requested	5	4	3	2	1	=	_____
12. Informs coaches, student athletes and parents, of school district insurance policies and procedures	5	4	3	2	1	=	_____
13. Attends and participates in coaching meetings, clinics and professional development programs	5	4	3	2	1	=	_____
14. Attends PIAA mandatory rules interpretation meetings each year	5	4	3	2	1	=	_____

Sub-total _____

D. LEADERSHIP

1. Demonstrates the ability to lead the program. 5 4 3 2 1 = _____
2. Establishes realistic, achievable goals for the team. 5 4 3 2 1 = _____
- ~~3. Exhibits enthusiasm during practices and games. 5 4 3 2 1 = _____~~
4. Conducts self in a professional manner with players, parents, officials, media and public. 5 4 3 2 1 = _____
5. Values the contributions of all players and game personnel. 5 4 3 2 1 = _____
6. Cares about his/her players and believes in them. 5 4 3 2 1 = _____
7. Motivates players in an ethical manner. 5 4 3 2 1 = _____
8. Promotes players for appropriate recognition during and after the season. 5 4 3 2 1 = _____
9. Serves as a role model and displays honesty, integrity, and mutual respect for all those involved in the program. 5 4 3 2 1 = _____
10. Maintains effective rapport with parent/booster club. 5 4 3 2 1 = _____

Sub-total _____

E. NORTHERN YORK COUNTY SCHOOL DISTRICT EXPECTATIONS

1. Refrains from yelling and/or screaming at students. 5 4 3 2 1 = _____
2. Refrains from personally using profanity and prohibits students from using profanity. 5 4 3 2 1 = _____
3. Treats athletes, parents, officials, staff and community members with respect at all times. 5 4 3 2 1 = _____
4. Works positively with the Athletic Director to improve the program. 5 4 3 2 1 = _____
5. Demonstrates the ability to accept constructive advice and criticism from his/her superiors. 5 4 3 2 1 = _____

Sub-total _____

F. COMMUNICATION SKILLS

- | | | |
|--|-------------|-------|
| 1. Communicates the expectations for the team. | 5 4 3 2 1 = | _____ |
| <hr/> | | |
| 2. Uses praise and encouragement to influence players behavior. | 5 4 3 2 1 = | _____ |
| 3. Communicates effectively with staff, faculty, parents, media and administration. | 5 4 3 2 1 = | _____ |
| 4. Maintains effective rapport with parent/booster club. | 5 4 3 2 1 = | _____ |
| 5. Keeps Athletic Director informed. | 5 4 3 2 1 = | _____ |
| 6. Builds a positive relationship with athletes, parents, fellow coaches, administrators, booster club members, fans and the business community. | 5 4 3 2 1 = | _____ |
| 7. Displays empathy to students and parents. | 5 4 3 2 1 = | _____ |
| 8. Communicates and enforces the Student Code of Conduct. | 5 4 3 2 1 = | _____ |
| 9. Communicates and enforces the Parent Code of Conduct | 5 4 3 2 1 = | _____ |

Sub - total _____

ATHLETIC COACH PERFORMANCE APPRAISAL FORM

Coach _____ Position _____

INITIAL REVIEW

The performance criteria and position description have been reviewed with the coach at the beginning of the appraisal period:

PROGRESS REVIEW

() Mid-year () Annual

Dates of appraisal Period:

Date _____ Evaluator Initials _____ Coach Initials _____
From: _____ To: _____

SIGNATURES

This report reflects my appraisal of this coach's performance in relation to the performance criteria in effect for the appraisal period. I have completed this appraisal in accordance with school district policies and procedures, and I have discussed it with the coach and my immediate supervisor.

Evaluator's Signature Date Position

This appraisal has been completed in accordance with school district policies and procedures. I have reviewed this appraisal and I _____ concur _____ do not concur with it. If I have comments, they are attached to this page.

Reviewer's Signature - Supervisor Date Position

My signature indicates that the evaluator has discussed this appraisal with me. My signature does not imply agreement or disagreement with the ratings. If I have comments about the appraisal, they are attached to this page.

Coach's Signature Date Position

ATHLETIC COACH PERFORMANCE APPRAISAL FORM

EXPLANATION and COMMENTS

Indicate the major strengths of the contract holder. (Be specific.)
Must be completed by evaluator and by self.

Indicate the major areas in need of improvement. (Be specific.)
Must be completed by the evaluator.

OVERALL RATING:

TOTAL POINTS = _____ SATISFACTORY

UNSATISFACTORY

COACHING EVALUATION RATING SCALE

PERFORMANCE CRITERIA	LOW HIGH				
	1	2	3	4	5
A. SKILLS AND KNOWLEDGE	12	24	36	48	60
B. SELF AND TEAM MANAGEMENT SKILLS	16	32	48	64	80
C. ADMINISTRATION	14	28	42	56	70
D. LEADERSHIP	10	20	30	40	50
E. NYCSD EXPECTATIONS	5	10	15	20	25
F. COMMUNICATION SKILLS	9	18	27	36	45
TOTAL	66	132	198	264	330

5 = The coach always exceeds what is expected from this position. Exemplary

4 = The coach meets what is expected from this position. Good

3 = The coach sometimes does not meet the expectations for this position. Average

2 = The coach often does not meet expectations for the position and demonstrates that improvement is needed in this area. Needs Improvement

1 = The employee does not meet expectations of the position. Unsatisfactory

A cumulative score of 198 or less is deemed an unsatisfactory evaluation and may result in not being recommended to the school board.