

_____ **Community School District**
Coaching Evaluation Standards and Criteria

Standard 1

Demonstrates ability to enhance student-athlete performance and support for implementation of the district's student-athlete achievement goals.

Criteria

The coach:

- a. Provides evidence of student-athlete progress to student-athletes and families.
- b. Implements strategies supporting student-athlete, athletic program and district goals.
- c. Uses student-athlete performance data as a guide for decision making.
- d. Accepts and demonstrates responsibility for creating a team culture that supports the progress of every student-athlete.
- e. Creates an environment of mutual respect, rapport, and fairness.
- f. Participates in and contributes to a team culture that focuses on improvement of student-athlete performance.
- g. Communicates with student-athletes, families, colleagues, and communities effectively and accurately.

Standard 2

Demonstrates competence in content knowledge appropriate to the coaching position.

Criteria

The coach:

- a. Understands and uses key concepts, underlying themes, relationships, and different perspectives related to the skill/sport.
- b. Uses knowledge of student-athlete development to make learning experiences in the skill/sport meaningful and accessible for every student-athlete.
- c. Relates ideas and information within and across skill areas.
- d. Understands and uses instructional strategies that are appropriate to the skill/sport.

Standard 3

Demonstrates competence in planning and preparing for instruction.

Criteria

The coach:

- a. Uses student-athlete achievement data, athletic program standards, and the district goals and expectations in planning for instruction.
- b. Sets and communicates high expectations for social, behavioral, academic and athletic success of all student-athletes.
- c. Uses student-athlete's developmental needs, backgrounds, and interests in planning for instruction.

- d. Selects strategies to engage all student-athletes in improvement.
- e. Uses available resources, including technologies, in the development and sequencing of instruction.

Standard 4

Uses strategies to deliver instruction that meets the multiple progress needs of student-athletes.

Criteria

The coach:

- a. Aligns team instruction with athletic program standards and district goals and expectations.
- b. Uses research-based instructional strategies that address the full range of skill levels.
- c. Demonstrates flexibility and responsiveness in adjusting instruction to meet student-athlete needs.
- d. Engages student-athletes in varied experiences that meet diverse needs and promote social, emotional, and academic growth.
- e. Connects student-athletes' prior knowledge, life experiences, and interests in the instructional process.
- f. Uses available resources, including technologies, in the delivery of instruction.

Standard 5

Uses a variety of methods to monitor and communicate student-athlete progress.

Criteria

The coach:

- a. Aligns student-athlete and team assessment with instruction.
- b. Communicates assessment criteria and standards to all student-athletes and parents.
- c. Understands and uses the results of multiple assessments to guide planning and instruction.
- d. Guides student-athletes in goal setting and assessing their own progress.
- e. Provides substantive, timely, and constructive feedback to student-athletes and parents.
- f. Works with other coaches, athletic director and district leadership in analysis of student-athlete progress and team/program progress.

Standard 6

Demonstrates competence in team management.

Criteria

The coach:

- a. Creates a team culture that encourages positive social interaction, active engagement, good sportsmanship, skill development and self-regulation for every student-athlete.

- b. Establishes, communicates, models, and maintains standards of responsible sportsmanship and student-athlete behavior.
- c. Develops and implements team procedures and routines that support high expectations for student-athlete progress and achievement.
- d. Uses instructional time effectively to maximize student-athlete progress and achievement.
- e. Creates a safe and purposeful team environment by caring for facilities and equipment and maintaining appropriate level of supervision over all activities.

Standard 7

Engages in professional growth.

Criteria

The coach:

- a. Demonstrates habits and skills of continuous inquiry and progress.
- b. Works collaboratively to improve professional practice and student-athlete progress.
- c. Applies research, knowledge, and skills from professional development opportunities to improve instruction.
- d. Establishes and implements professional development plans based upon the coach's needs aligned to the District's standards and athletic program student-athlete achievement goals.

Standard 8

Fulfills professional responsibilities established by the district.

Criteria

The coach:

- a. Adheres to board policies, district procedures, and contractual obligations.
- b. Demonstrates professional and ethical conduct as defined by state law and district policy.
- c. Contributes to efforts to achieve district and athletic program goals.
- d. Demonstrates an understanding of and respect for all students and staff.
- e. Collaborates with student-athletes, families, colleagues, and communities to enhance student-athlete progress.