

KIRKWOOD SCHOOL DISTRICT

GUIDE TO THE EVALUATION OF COACHING PERSONNEL

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COACHING PERSONNEL EVALUATION PROCESS

Process

The Athletic Administrator or his/her designee is the person responsible for the administration of the Coaching evaluation system. The evaluator will be familiar with the characteristics and problems unique to each Coaching position. The Athletic Administrator or his/her designee must evaluate all head coaching positions. The Athletic Administrator must also evaluate coaching personnel who are experiencing difficulty performing their duties at or above district expectations. All other coaching positions may be evaluated at the principal's or athletic administrator's discretion.

Head Coaches will have 2 formative and 1 summative evaluation meetings with the Athletic Administrator. Meetings will be as follows:

1. **Pre-Season Meeting** (approximately 1 month before start of season): This is a meeting to make sure everything is ready and processed for the beginning of the season.
2. **Mid-Season Meeting** (midway through season): This is a meeting to review the state of the current season (pros/cons) and make sure everything has been processed for possible state competitions and end of season logistics.
3. **End of Season Summative Evaluation** (Approximately 1 month after completion of season): This is a meeting to complete the summative evaluation form, establish staffing for the next year (assistants coaches evaluations due), complete end of the year reports and logistics, discuss off-season, plan for next year, and implement professional development plans if needed.

Coaching personnel will be observed in an informal manner through unscheduled observations and/or on-going contact between the evaluator/s and the coach. Coaching personnel must meet district expectations (proficient) in all performance areas to be considered for reassignment in that position the following year. If recommended by the evaluator, coaching personnel may be placed on probationary status if a plan for improvement can be reached in areas where improvement is suggested by the evaluator. Upon review of the evaluation, the evaluator and employee will sign the evaluation indicating the document has been read and discussed. The results of the annual evaluation will be discussed with the employee. Copies of the summative evaluation report will be retained by the evaluator/s, the Department of Human Resources and the employee. Written comments may be attached to the summative evaluation within 15 days after the date of the evaluation conference.

Performance Areas and Descriptors

Exhibits a vision for the sport program and communicates vision with stakeholders

A. **Program Leadership:** Providing a vision of the sport program as a whole and being able to deliver that to others.

1. Implements a program wide philosophy including: player, coach, parent expectations, coaching practices, and team rules and regulations.
2. Conducts regular staff meetings in order to develop practice and game plans, evaluate players, coordinate game and practice duties and other program responsibilities.
3. Displays and maintains a professional attitude towards athletes, staff, parents, administration, and officials at all times.
4. Provides input to athletic office regarding scheduling of contests, practice times and use the facility.
5. Developed a plan for off season work, pre-season preparation and camps in the summer.
6. Promotes and leads in the professional development of staff, tracking updated certifications, and the mentoring of coaches.
7. Assumes leadership in and promotion of youth development programs associated with sport.

B. **Coaching Leadership:** Displays a high level of sport specific knowledge and communicates knowledge to others.

1. Displays a solid knowledge of sport related to rules, strategy, planning, training, conditioning and all aspects of the sport
2. Organizes adequate amount of practice time to familiarize players with offensive & defensive philosophy and proper skills & techniques that promote safety during practice and competition.
3. Prepares and develops scouting reports. (Use of film, editing system, coaches reports, players statistics, etc...)
4. Develops game plan based on scouting reports and opponents strengths and weaknesses that provides teams opportunity for success.
5. Develops daily written practice plans based on areas of improvement needed, offensive and defensive philosophy, and appropriate game plans for opponents
6. Establishes and communicates criterion for determining team composition and playing time based on objective and subjective characteristics and skills displayed by athletes.

Performance Areas and Descriptors continued

Implements management systems that allow effice program

- A. **Organization:** Constructing systems of management to most effectively run the program.
 1. Prepares and submits all reports/paperwork (transportation, eligibility, end of season, entry forms, etc) required by the athletic office in a timely manner
 2. Maintains constant/regular communication with the athletic office, athletes and parents via e-mail, phone, website, text, or other means of communications
 3. Exhibits a plan to provide supervision of athletes in all settings including: before and after practice, games, off-season, and at away venues.
 4. Has developed a plan of communication when dealing with the athletic trainer and the injury of athletes (parent communication is included)
 5. Attends all required league, district and state level meetings.

- B. **Facility, Equipment and Budget Management:** Demonstrates an awareness of program needs related to equipment, supplies and facilities.
 1. Maintains an updated inventory list of all equipment and uniforms.
 2. Implements a plan of equipment/uniform distribution and collection which includes a hold form, cleaning, storage and inventory.
 3. Understands and executes proper budgetary procedures. This includes requisitions, fundraising, deposits, travel, etc...
 4. Initiates requests for repair and maintenance of facility and fields in order to provide a safe environment for practices and competitions.
 5. Demonstrates, models and expects coaches, students, and parents to care for the facility, equipment and uniforms.

- C. **Player and Parent Relationship:** Creates an environment of mutual respect between coaches, parents and players and provides a positive experience for student athletes.
1. Effectively creates and distributes schedules, contact information, team rules, player and parents expectations.
 2. Demonstrates, models and expects an environment that continually encourages the value of character development through sportsmanship, fair play, and behavior expectations.
 3. Develops positive relationships with athletes through interactions in and out of season that creates a safe communication process between athletes and coaches.
 4. Maintains communication with parents, grade level offices, teachers, and staff regarding the athlete's academic and/or behavioral performance.
 5. Implements a strategic plan regarding opportunities for those student athletes who have a desire and the skill level to participate at the collegiate level.