

**LAKE LOCAL SCHOOL DISTRICT**  
***Athletic Coach / Program Assessment Process***

(Updated: 2010-2011 school year)

1. Pre-Season:
  - a. ALL (head and assistant) coaches complete online pre-season review
  - b. Head coaches arrange for pre-season conference with athletic director
    - i. Review of "Three Year Plan" progress
    - ii. Review of season goals (from prior season)
    - iii. Review of current assessment tool for coaches/program
    - iv. Review of the NFHS Coaches' Code of Ethics
  - c. Head coach conducts "Pre-Season Checklist"
2. Bi-monthly head coach and athletic director meetings in-season:
  - a. General and informal
  - b. Formal evaluations and assessments
3. Head coaches receive "Post-Season Checklist" within three weeks from conclusion of season
4. Head coaches complete "Head Coach Self-Evaluation" and "Evaluation of Assistant Coach" prior to post-season assessment meeting.
5. Head coach and athletic director conduct post-season assessment meeting:
  - a. Head Coach Evaluation form
  - b. Head Coach Self-Evaluation form
  - c. Assistant Coach Evaluation form (one per each coach, assistant and volunteer)
  - d. Review of "Three Year Plan"
  - e. Establish personal and program goals for next season

# LLSD ATHLETIC COACHES COMPETENCIES

## **Domain 1 - Philosophy and Ethics – The coach will:**

- Standard 1 - Develop and implement an athlete-centered coaching philosophy.
- Standard 2 - Identify, model and teach positive values learned through sport participation.
- Standard 3 - Teach and reinforce responsible personal, social and ethical behavior of all people involved in the sport program.
- Standard 4 - Demonstrate ethical conduct in all facets of the sport program.

## **Domain 2 - Safety and Injury Prevention – The coach will:**

- Standard 5 - Prevent injuries by providing safe facilities.
- Standard 6 - Ensure that all necessary protective equipment is available, properly fitted and used appropriately.
- Standard 7 - Monitor environmental conditions and modify participation as needed to ensure the health and safety of participants.
- Standard 8 - Identify physical conditions that predispose athletes to injuries.
- Standard 9 - Recognize injuries and provide immediate and appropriate care.
- Standard 10 - Facilitate a coordinated sports health care program of prevention, care, and management of injuries.
- Standard 11: Identify and address the psychological implications of injury.

## **Domain 3 - Physical Conditioning – The coach will:**

- Standard 12 – Design programs of training, conditioning and recovery that properly utilize exercise physiology and biomechanical principles.
- Standard 13 - Teach and encourage proper nutrition for optimal physical and mental performance, and overall good health.
- Standard 14 - Be an advocate for drug-free sport participation and provide accurate information about drugs and supplements.
- Standard 15 - Plan conditioning programs to help athletes return to full participation following injury.

## **Domain 4 - Growth and Development – The coach will:**

- Standard 16 – Apply knowledge of how developmental change influences the learning and performance of sport skills.
- Standard 17 – Facilitate the social and emotional growth of athletes by supporting a positive sport experience and lifelong participation in physical activity.
- Standard 18 - Provide athletes with responsibility and leadership opportunities as they mature.

## **Domain 5 - Teaching and Communication – The coach will:**

- Standard 19 - Provide a positive learning environment that is appropriate to the characteristics of the athletes and goals of the program.
- Standard 20 - Develop and monitor goals for the athletes and program.
- Standard 21 – Organize practice based on a seasonal or annual practice plan to maintain motivation, manage fatigue and allow for peak performance at the appropriate time.
- Standard 22: Plan and implement daily practice activities that maximize time on task and available resources.
- Standard 23 - Utilize appropriate instructional strategies to facilitate athlete development and performance.
- Standard 24 – Teach and incorporate mental skills to enhance performance and reduce sport anxiety.
- Standard 25 – Use effective communication skills to enhance individual learning, group success and enjoyment in the sport experience.
- Standard 26 - Demonstrate and utilize appropriate and effective motivational techniques to enhance athlete performance and satisfaction.

## **Domain 6 - Sport Skills and Tactics – The coach will:**

- Standard 27 - Know the skills, elements of skill combinations and techniques associated with the sport being coached
- Standard 28 - Identify, develop and apply competitive sport strategies and specific tactics appropriate for the age and skill levels of the participating athletes.
- Standard 29 – Use scouting methods for planning practices, game preparation and game analysis.

## **Domain 7 - Organization and Administration – The coach will:**

- Standard 30 – Demonstrate efficiency in contest management.
- Standard 31 - Be involved in public relation activities for the sport program.
- Standard 32 - Manage human resources for the program.
- Standard 33 – Manage fiscal resources for the program.
- Standard 34 - Facilitate planning, implementation, and documentation of the emergency action plan.
- Standard 35 - Manage all information, documents and records for the program.
- Standard 36 - Fulfill all legal responsibilities and risk management procedures associated with coaching.

## **Domain 8 – Evaluation – The coach will:**

- Standard 37 – Implement effective evaluation techniques for team performance in relation to established goals.
- Standard 38 - Use a variety of strategies to evaluate athlete motivation and individual performance as they relate to season objectives and goals.
- Standard 39 - Utilize an effective and objective process for evaluation of athletes in order to assign roles or positions and establish individual goals.
- Standard 40 - Utilize an objective and effective process for evaluation of self and staff.

\*From NASPE, National Standards for Sport Coaches, 2006

Coach's Name: \_\_\_\_\_  
 Sport: \_\_\_\_\_

School Year: \_\_\_\_\_  
 Evaluator: \_\_\_\_\_

Yrs. in LLSD: \_\_\_\_\_  
 Current Position: \_\_\_\_\_

# COACHING COMPETENCIES

(Corresponding indicators on reverse side)

	Not achieved	Achieved w/challenges	Achieved	Achieved w/excellence	No opportunity to observe
<p><b>1. PHILOSOPHY and ETHICS:</b> The coach establishes a coaching philosophy that focuses on the safety, development and well-being of the student-athlete.            MERIT/GROWTH:</p>	1	2	3	4	
<p><b>2. SAFETY and INJURY PREVENTION:</b> The coach is properly trained in injury prevention, is able to recognize high-risk situations, as well as unsafe equipment facilities, and environmental conditions in order to ensure the safety of the students and make necessary modifications to the playing environment should unsafe conditions exist.            MERIT/GROWTH:</p>	1	2	3	4	
<p><b>3. PHYSICAL CONDITIONING:</b> The coach is responsible for implementing research-based, developmentally appropriate drills and teaching techniques that support athlete development while maintaining safety. The coach encourages healthful decisions by the student to promote healthy lifestyles and low-risk training practices.            MERIT/GROWTH:</p>	1	2	3	4	
<p><b>4. GROWTH and DEVELOPMENT:</b> The coach is knowledgeable about the age and skill level of his/her athletes. The coach is able to recognize the patterns of cognitive, motor, emotional and social development and can create effective learning environments that allow athletes to progress and improve at different rates.            MERIT/GROWTH:</p>	1	2	3	4	
<p><b>5. TEACHING and COMMUNICATION:</b> The coach is able to plan and implement organized practices so that athletes have a positive learning experience. The coach is able to use a variety of systematic instructional techniques to provide a positive learning environment and maximize the potential of each student.            MERIT/GROWTH:</p>	1	2	3	4	
<p><b>6. SPORT SKILLS and TACTICS:</b> The coach is able to develop skills of all team members into an efficient and successful group. The coach knows how to utilize athletes' abilities to maximize meaningful participation.            MERIT/GROWTH:</p>	1	2	3	4	
<p><b>7. ORGANIZATION and ADMINISTRATION:</b> The coach provides information regarding the needs of the student, serves as a key communicator of program goals and policies, and facilitates compliance with established program, school and state association policies.            MERIT/GROWTH:</p>	1	2	3	4	
<p><b>8. EVALUATION:</b> The coach is able to make accurate and timely decisions regarding all aspects of his/her program.            MERIT/GROWTH:</p>	1	2	3	4	

**Coach Strengths:**

**Coach Target areas:**

**Individual Goals for next season (to be set by the Head Coach)**

**Program Goals for next season:**

**General evaluation of the coach's performance in this assignment:**

\_\_\_\_\_ Successful; to be recommended for renewal

\_\_\_\_\_ Needs improvement; to be recommended for renewal w/specific areas of improvement indicated above.

\_\_\_\_\_ Unsatisfactory; not be recommended for renewal

Coach's signature: \_\_\_\_\_ Date: \_\_\_\_\_

Athletic Director's signature: \_\_\_\_\_ Date: \_\_\_\_\_

Principal's signature: \_\_\_\_\_ Date: \_\_\_\_\_