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**A GUIDE  
TO  
EVALUATING  
COACHES**



A GUIDE TO EVALUATING COACHES is an official publication of the Pennsylvania State Athletic Directors Association.

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## ACKNOWLEDGEMENT

The PSADA is committed to providing our membership with resources and materials to assist them in providing a level of professionalism on the local level that is second to none.

To this end, “A Guide to Evaluating Coaches” was developed and originally implemented at the 1991 March Conference.

Many individuals have contributed to this initiative but one person provided the guidance and expertise necessary for its initial completion. That individual is PSADA’s former consultant, the late Dr. Ray Bernabei. We are grateful for his contribution. This guide is dedicated in his memory.

Subsequent revisions of the guide have brought us to where we are today. In May 2001, the second printing of the guide took place under the direction of PSADA Executive Director Robert Buckanavage in compliance with the 2001 Long Range Plan.

During the 2008-09 school year, a major review and revision of the guide was conducted and completed. Under the expert direction of PSBA legal council, the legal components of the guide were completely revised to reflect current PA School Law. Also, the PSADA Executive Council, under the direction of Executive Director Robert Buckanavage and Coaching Education Chairman Gerry Schuille, completely reviewed and revised the Athletic Coach Performance Appraisal Form to reflect current changes and trends.

## PREFACE

A good performance evaluation system should be kept as simple as possible. This plan has been developed to overcome concerns coaches have had in the past. Concerns such as, no visits; little or no assistance in correcting difficulties; statements not related to the job; no follow-up conferences.

This booklet provides an explanation of the component parts of a valid and reliable performance evaluation system. Often times it is assumed that the Athletic Director has a knowledge and understanding of the legal and professional safeguards for evaluating staff employees. It is within the parameters of these safeguards that the following component parts are discussed:

- I. Mission Statement
- II. Goal(s) of the Program
- III. Criteria Selection
- IV. Setting Standards
- V. Performance Reviews
- VI. Documentation
- VII. Dismissal Procedures

The above topics and the following explanations are to be used as guidelines when implementing this performance evaluation system.

## MISSION STATEMENT

The first step in establishing a performance evaluation system for coaches is to state a basic school philosophy or mission. This philosophy or mission explains the purpose of athletics and coaching in the school district. *For example*, the philosophy or mission statement could be stated as follows:

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

**“There are those who do not fit the model of the successful coach and the successful coach is not always the one who wins every game.”**

## GOAL STATEMENT

Once the mission statement is approved, a goal statement of general intent should be the next step. A goal will serve as a guideline for specific behaviors to achieve. For example, a reasonable goal might be stated like this:

To improve the fundamental skills, team strategy and sport fitness 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, self-discipline and individual self-confidence.

While supervision is the act of directing or motivating others to achieve ends which have direct or indirect effects upon others, evaluation is the act of controlling or judging others as to the degree of effectiveness one has achieved in meeting those ends. It is important then to come up with valid and reliable behaviors which constitute the supervisory and evaluative acts.

## CRITERIA SELECTION

When devising a performance evaluation system, one should consider four basic factors:

- (1) The criteria for judging performance;
- (2) The establishing of fair and specific standards for making judgments;
- (3) A formal method for monitoring and reporting progress made relative to improving performance; and
- (4) Procedures for assistance to improve performance with a time line for improvement.

The underlying premise to the four factors above is the right of an employee to an evaluation process that is fair and legal. Fairness speaks of the right to know the criteria; the right to know the standards of performance expected; the right to notice and feedback control; the right to a chance for improvement and attaining assistance to improve; and the right to sufficient time to improve.

Much of the effort, when devising an evaluation system, centers on the selection of performance criteria. When identifying and selecting criteria for measuring coaching performance, we are in essence setting the ground rules. We are specifying the rules and selecting the yardstick to measure good performance.

Various approaches have been used to identify and select criteria for evaluating coaching performance. One approach is to develop a general job description which describes the functions, job responsibilities and duties. Another is to list successful performance indicators. Yet, another might be to develop a list of criteria which best describes a successful or effective coach. We have opted to derive behavioral competency statements from the coaches themselves. The method selected for establishing criteria should take into account the job description for the position, any applicable contract language, and district policies. A legal review of the evaluation should take place to ensure consistency between the evaluation instrument and the aforementioned items.

While winning may be the underlying reason for evaluating coaches, there are other areas to

consider. Athletes are quick to spot wrongdoings by coaches and are sometimes more critical than athletic administrators. Team spirit, individual performance and loyalty are achieved by coaches earning respect rather than demanding it. Knowing how to communicate properly and balancing emotions are crucial to successful coaching. Knowing when to discipline and when not to discipline are also effective means of communication.

The traits of honesty and caring about individuals are extremely important when cultivating a group of young people who place complete confidence and trust upon the judgments made by coaches. Success breeds motivated behaviors which are everlasting in young men and women. Yet, there is a knack for inspiring teams to play better. Demonstrating self-control and poise through the use of appropriate language are basic to motivating others. **A coach should serve as a model and thereby will earn the respect of not only his colleagues but also, the team members and parents.**

The review of literature lists a variety of reasons for evaluating coaches:

- Won/Lost Record
- Teacher of a sport
- Leader of young people
- Support coaches against false accusations
- Provide a data base for professional exchange of ideas to improve
- Provide objective means for giving praise and recognition for quality performance
- Recognize need for professional development

- Improve instructional process for athletes
- Improve school-community relations
- Improve the sport-specific program

It is within the realm of fairness, reasonableness and legality that PSADA attempts to reach one of its organizational goals of devising an evaluation instrument for coaches that local school district athletic directors may consider using.

## SETTING STANDARDS

 Good appraisal procedures, well-designed forms and explicit standards (measures of performance) are essential to evaluating performance. Levels of expected performance should be set before implementing an evaluation system. Legal safeguards should be considered when setting standards for appraisal and subsequent evaluation of coaching performance.

The following set of standards, used in this plan for making judgments relative to the performance on each behavioral competency, are recommended for use when conducting performance reviews:

- 5 Outstanding Achievement
- 4-3 Meets District Standards
- 2-1 Needs Improvement

Too often there is the tendency to overrate the performance of individuals. By doing this, one can garner the “heat” much better. This leads to superficial judgments and eventually erosion of mutual respect. **Standards are benchmarks of achievement.**



Prior to each performance review, an attempt should be made to collect both positive and negative indications of performance as they relate to each category and each respective behavioral competency. By doing this, judgments of performance become more valid and reliable.

It is also recommended that this instrument may be utilized as a “**self-appraisal guide**” for coaches at the conclusion of the season. This approach will provide the athletic administrator a valuable insight regarding the coach's assessment of his/her performance during the season. Also, this provides an opportunity for both parties to use this input as a basis for an overall and final evaluation.

The final judgment is similar to the “end of the year” evaluation - the final grade. *Each school district should establish their own minimum level of acceptable coaching performance.* This value judgment should be made by district policy and released to the coaches prior to the season. The policy may be developed through the school board and implemented through a procedure that executes the policy through the administration within the school district. This overall rating should then be translated into either a *satisfactory or unsatisfactory performance.*

<b>Coaching Evaluation Rating Scale</b>					
<i>(Sample Range of Scores)</i>					
PERFORMANCE CRITERIA	LOW				HIGH
	1	2	3	4	5
A. Skills, Knowledge, Performance Standards	12	24	36	48	60
B. Self and Team Management Skills	14	28	42	56	70
C. Administrative Duties	12	24	36	48	60
D. Leadership and Communication Skills	15	30	45	60	75
Total	53	106	159	212	265
	BELOW AVERAGE		SATISFACTORY	ABOVE AVERAGE	

This chart illustrates the possible range of scores *if* a coach were evaluated all 1's, 2's, 3's, 4's or 5's exclusively in each of the performance criteria. It further demonstrates the **potential range of minimum and maximum scores** that a coach may achieve. Any combination of 1's, 2's, 3's, 4's or 5's on each of the performance criteria will result in an individualized total score.

**THIS CHART IS FOR ILLUSTRATION PURPOSES ONLY**

## PERFORMANCE REVIEWS\*

The process of observing, monitoring, reporting and measuring coaching performance will vary depending upon the ratio of coaches and non-teaching personnel to the athletic director, state laws, district policies, work load and the skills of the athletic director. Procedural fairness suggests at the very least the following:

1. Give the coach help to get better;
2. Give the coach time to get better; and
3. Show evidence of change or lack of change over the time given.

It has been a common practice to assume that athletic directors know and understand the techniques for observing, monitoring, reporting and measuring coaching performance. In addition, athletic directors have been thrust into a new arena of contract disputes, grievances and contract terminology which have inhibited the athletic director when conducting observations and documenting performance. Anxieties and tensions are displayed due to uncertainties of the process.

As a guide to how one should conduct performance reviews (monitor and report) keep the following in mind:

Positive Behavior	Negative Behavior
<i>Focus On...</i>	
Performance	vs. Personality
Observations	vs. Assumptions
Specifics	vs. Generalities
Present/Future	vs. Past
Coach's Needs	vs. Athletic Director
Focus on Student	vs. Content Activities
Diagnosis	

It is only natural for the athletic directors to be reluctant to criticize a coach when work or attitudes are below expectancies. This is usually a result of an unpleasant experience or lack of skill to communicate a criticism in a positive way. Athletic directors, who rely on the psychological need of avoidance or unpleasantness by avoiding the task, inevitably promote low staff morale and low standards of performance. An employee has a right to know when he or she is not performing well. He should also be told where the failure is. These failures are usually related to poor attitudes or poor performance. Poor attitude indicators consist of being uncooperative, resentful in taking orders, hard to get along with colleagues, unwilling to contribute toward organizational growth. Poor performance assumes that the coach understands his job areas and responsibilities and the quality of work does not measure up to an expected performance standard as perceived by the athletic director.

A performance review is exactly what the words say. It is a personal conference between athletic director and coach whereby the athletic director "reviews" the performance of the coach. The emphasis is on the word, review. Prior to conducting the conference, the athletic director should carefully check on the facts before giving a criticism. Carefully prepare what to do and what to say during the review session; follow-up any criticism with suggested corrective action.

### TIPS FOR THE ATHLETIC DIRECTOR DURING A PERFORMANCE REVIEW

1. Use a pleasant tone of voice.
2. Use proper facial expressions to set the coach at ease.

\* Excerpted from Bernabei, Raymond & Leles, Sam; OBJECTIVE MANAGEMENT PRINCIPLES, University of Alabama, LERN Associates. August 1972.



3. Don't talk down to the coach.
  4. Learn to listen your way through a problem.
  5. Focus attention on the problem - not the person.
  6. Exercise emotional control.
  7. Talk frankly, but avoid arguing.
  8. Authority should accompany responsibility - prevent nagging.
  9. Look for positive traits and performance indicators.
  10. Let the person know where they stand.
  11. Recognize good work, but don't over-praise.
  12. Communicate specific areas for improvement.
  13. When necessary, give ample warning if improvement is needed.
  14. Maintain a professional, objective demeanor even if the coach becomes agitated or defensive.
4. Have the coach discuss progress toward each performance criteria - ask for his/her action.
    - (a) Identify indicators of achievement.
    - (b) Identify indicators of non-achievement.
  5. Discuss reasons for not achieving toward the performance criteria.
  6. Review all notes with the coach attaining agreement on action to be taken. Make this a part of the Confidential File.
  7. End with questions:
    - (a) Do you foresee any difficulty in achieving your performance criteria?
    - (b) Has anyone/anything prevented you from achieving your performance criteria?
    - (c) Did I prevent you in any way from achieving any of the criteria?
    - (d) Is there anything more I could do to help you achieve your criteria?
  8. Once the review is completed and the perceived performance standard is noted, calculate the product for each performance criteria and add the scores of each to arrive at a sub-total for each category of performance criteria.

## **STEPS TO CONSIDER IN CONDUCTING PERFORMANCE REVIEWS**

1. If time permits, it is highly recommended that two (2) performance reviews be conducted annually – one at mid-season and then the final evaluation.
  2. It is also recommended that a “coaches self-appraisal” be conducted at the conclusion of the season utilizing this instrument. This input could serve as the basis for a final evaluation.
  3. The athletic director circles the performance standard for each competency as he/she perceives it to be. Remember! It is the responsibility of the coach to present to the athletic director back-up evidence of indicators for achieving each competency (performance criteria).
9. Then on page v place the respective category scores where indicated. Once a total numerical score is derived from completing the appraisal form, you will need to judge what is the minimum score of (points) acceptable performance. This value should be determined prior to conducting the performance review.

If the employee scores below the minimum, then there is cause for major concern.
  10. On page vi indicate the major strengths by citing specific behavioral competencies.
  11. Also indicate on page vi those major competencies where specific behaviors need to improve.

The Signatures section contains the initial review which indicates that the performance criteria and position description have been reviewed with the employee at the beginning of the appraisal period. The progress review records the dates of the appraisal period and the period in time the performance review is conducted. These reviews are followed with signatures by the evaluator, supervisor and employee.

## DOCUMENTATION

**D**ocumentation is a skill needed by every athletic director. It takes practice and time to overcome uncomfortable situations. Athletic directors place high priority on complying with any legal procedural requirements. Documentation serves many purposes: justification for salary increases; merit raises; dismissal; transfers; promotion; job improvement. The focus here will be on two issues - job improvement and dismissal.

When looking at job performance for the purpose of job improvement, one must look only at job performance. Jot down the indicators of job performance in order to use them as feedback control. Changes in performance are best brought about by self-analysis and self-commitment. As a supervisor ask yourself this question, "What are the legal safeguards I must use when illustrating documentary evidence?"

It is not enough to record your opinion or to write statements like "Mr. Jones did a poor job on the last job assignment I gave him." Instead, you must be more specific as to why Mr. Jones did poorly and what he could have done to succeed. By pointing to specifics, the athletic director cannot be accused of being

"arbitrary and capricious". This is the major benefit of documentation. Michael Smith, (1979) Manager of Human Resource Development Research-Cottrell, submits the following guidelines in preparing documentation:

1. Be accurate.
2. Document facts, not opinion.
3. Note direct performance observations of actions and results.
4. Do not include hearsay in your documentation.
5. Do not rely on memory. Write things down soon after they happen.
6. Do not include documentation that is not behavioral.
7. Be consistent.

By behavioral, we mean documenting the coach's observed behavior, not attitude. For example, do not document that the coach was "incompetent"; "lazy"; "has a poor attitude"; "continually complains" or "cannot relate to people". This does not constitute behavioral documentation. Instead, you might document, "Mr. Jones did not meet the established time-lines mutually agreed upon; Mr. Jones works on his job target areas needing improvement only when prodded by the athletic director; Mr. Jones made little or no attempt to gather materials necessary for meeting a job target; Mr. Jones was five days late in handing in his eligibility list.

To be consistent, means that one must document the performance of all coaches using the same type of process. You are not to document only the coach who is unsatisfactory. You must document each coach using the same method. Also remember that both positive and negative behaviors are to be recorded. In this way you cannot be accused of "loading" against the coach.



Congruence is the key word to “legal safeguard”. There must be congruence in your documentation between job targets (areas needing improvement) mutually agreed upon, the plan of action for achieving them, the assistance given to the coach, a timeline for improvement, the performance reviews (an analysis of poor, good or outstanding performance), and the final appraisal or evaluation rating.

Athletic directors usually write about poor performance, yet talk about the good aspects; or the reverse is true with good performers. It is important that you document, talk and act on the basis of observed performance related to the performance criteria selected. The need for improvement should be documented early in the year in order to allow time for improvement. Make the message clear to the coach who is performing well by submitting in writing, the following message : “you are doing well and continued performance at or above what you have been doing will continue or even improve your final rating”.

The question of how much do you document provides no easy answer. Try to use some discretion in deciding how much to document. Writing minute details is a waste of time and effort. On the other hand, writing nothing or very little is more dangerous. A “rule of thumb” might be to write only those aspects of the performance that significantly contributes toward or hampers the work effort of the coach. Remember that documentation requires time, effort and skill. One method of determining whether an incident should be documented is to give consideration to whether the event might be important in the future. If the behavior involved in the incident might warrant more severe discipline if repeated, then the incident and response should be documented. Effective documentation has many benefits including communicating to the coach the seriousness of the incident as well as preserving what might become evidence if more severe discipline is necessary.

<b>ABC's OF DOCUMENTATION</b>	
<b><u>Documentation Should Be:</u></b>	<b><u>To Document Performance</u></b>
Accurate	Record “objective facts concerning actual performance as observed. Record only “job related” behaviors. Do not record “hearsay” from others.
Behavioral	State the “specific behavior” – an action word plus subject content. Do not make judgments about one's personality.
Consistent	Record both positive and negative behaviors. Keep the same basic format for recording each employee performance. Maintain documentation on all employees in a given work group. Periodically review the documentation for consistency, quantity and quality.

## DISMISSAL PROCEDURES

### Due Process v. Contract Termination

In Pennsylvania's public schools, the procedure required for the termination of an employee is determined by employment classification. This section briefly outlines how different classifications may impact how a coach is dismissed from his or her coaching position. The broad categories of employment in Pennsylvania public schools are professional employees, nonprofessional employees, and positions under supplemental contracts. These classifications are briefly defined below.

**Professional employees** are school employees who are certificated and have acquired tenure after a probationary period of three years. They include positions such as teacher, supervisors, principals, assistant principals, etc. Coaches are not included in the statutory definition of professional employees and Pennsylvania courts have never recognized them as such.

**Nonprofessional employees** constitute all of the other regular school employees who do not require certification and do not have tenure status. This includes positions such as janitor, cafeteria worker and instructional aides, etc. Although it is not a widely used practice in Pennsylvania schools, a district may hire a coach as a regular employee and not subject to a supplemental contract, then that coach might be recognized as a nonprofessional employee.

### Due Process for School Employees

Both professional and nonprofessional school employees are entitled to due process before being terminated from their positions. Due

process as provided by case law and the Pennsylvania Public School Code includes a notice of charges against the employee, a hearing, the opportunity to be represented by counsel, and the opportunity to confront adverse witnesses. The hearings are referred to *Loudermill* hearings in reference to a U.S. Supreme Court case, *Loudermill v. Cleveland Public Schools*, establishing that public school employees had a property right in their jobs and could not be dismissed prior to being provided with procedural due process. The case was important because it set the precedent that public employees have a constitutionally protected property interest in their jobs.

If a coach is employed as a nonprofessional employee or subject to a collective bargaining agreement, it is extremely important that the employer maintain accurate documentation and acquire enough evidence to support one of the statutory reasons for dismissal under the School Code or just cause provision in an applicable collective bargaining agreement. This process should be supervised by or performed in coordination with someone who has experience and knowledge of the specific procedural requirements for dismissing a school employee. When legal questions arise, the district solicitor or other qualified counsel should be retained to address those questions.

Unless a coaching position is regular employment position or somehow linked to a collective bargaining agreement, coaches are not entitled to due process as formally defined by the Public School Code and case law. However, even for those coaches whose employment status is controlled by a supplemental contract there are legal ramifications for administrators and athletic directors to consider.



## **Supplemental Contracts**

Many school districts in Pennsylvania use supplemental contracts to fill extracurricular positions that do not typically involve full-time employment. These contracts are used to fill coaching positions with current district employees or individuals from the private sector with the qualifications for the position. If the coaching position is subject to a supplemental contract, the employment relationship is defined and regulated by that contract. For example, if the contract states that either party may terminate the agreement upon 60 days notice, then a school district could dismiss a coach without holding a formal hearing.

Although many coaching positions do not provide the kind of procedural due process rights that would come from being a professional or nonprofessional school employee, there are procedural best practices that should be considered before dismissing a coach. Even in the absence of due process requirements, school districts may find themselves defending a suit for the wrongful termination of a coach based on breach of contract, employment discrimination, or other legal theories. The following best practices focus primarily on the dismissal of coaches who work under the conditions of supplemental contracts.

### **Suggested Best Practices Termination Coaches Under Supplemental Contracts**

- Make certain that dismissal procedures are consistent with any contract in existence between the coach and the school district.
- When a coach is being disciplined or reprimanded, make certain the incident is properly documented.
- If there are areas where a coach needs improvement or must reform their work habits or coaching techniques, provide the coach with a performance improvement plan that sets forth a clear set of objectives that can be evaluated and documented periodically.
- After a performance improvement plan has been established, follow through by assessing the coach's progress in meeting the objectives of the plan. Measure success and failure to complete the objectives.
- Document any deficiencies or the failure to achieve the objectives in an improvement performance plan.
- Although a formal hearing is not required for coaches working under a supplemental contract, provide an opportunity for the coach to tell his/her side of the story.
- A letter terminating a coach should be drafted and/or reviewed by the solicitor or other qualified counsel before being sent to the coach.
- Be careful not to suggest during the evaluation process that a coach can only be terminated for unsatisfactory evaluations unless the district intends to obligate itself to that standard through specific contract language.
- Throughout the coach's tenure be sure not to make promises that go beyond the language in the supplemental contract.
- Maintain the coach's confidentiality by not releasing information about a dismissal to individuals who do not have the right to the information.

- Refrain from making any comments that may be viewed as personal insults, discriminatory or arbitrary in nature.
- Always remain professional by projecting a calm demeanor throughout the termination process. Be firm but respectful at all times.

### **WHY DO SCHOOLS LOSE PERSONNEL DISMISSAL CASES?**

A survey conducted by the American Association of School Administrators and published in AASA Critical Issues Report: Staff Dismissal; Problems and Solutions, listed ten reasons given by legal experts as to why school districts lose dismissal cases. These are:

- ✘ They do not follow the law.
- ✘ They do not adequately document their cases.

- ✘ Superintendents fail to adequately prepare administrative staff to understand the Law.
- ✘ The policy that the staff member is alleged to have violated did not exist in writing.
- ✘ The district ignored the policy.
- ✘ Districts are not always able to establish a case “even though the case is there”.
- ✘ Principals are not tough enough in evaluating staff.
- ✘ Boards over-react ~ without analyzing the strength of their case.
- ✘ They get poor legal advice.
- ✘ They act as though the case were “cut and dried”

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**“ A coach should serve a a model and thereby will earn the respect of not only his colleagues but also, the team members and parents. ”**

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# PENNSYLVANIA STATE ATHLETIC DIRECTORS ASSOCIATION ATHLETIC COACH PERFORMANCE 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 school system. Community and parental pressure must be balanced with the objectives of good sportsmanship and good mental health. Coaches continually face risks, such as, player injury and legal predicaments. It is imperative that these are weighed against the pressures of winning or losing. Exercising common sense and good judgment are pre-requisites to final decisions. There are those who do not fit the model of a successful coach and the successful coach is not always the one who wins every game. A successful coach needs a broad spectrum of behavioral competencies and should be judged accordingly.

## GOAL STATEMENT:

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

This instrument may be used to evaluate the head coach of an athletic activity. The form is to be completed by the supervisor in charge (usually the athletic director) who, in turn, submits a copy to the principal of the building where the coach performs his/her duties. Appeal and legal procedures of points in question are to be conducted according to School Board Policy. It is recommended that this evaluation be conducted twice during the season, if time permits - mid-season and the final review.



**PENNSYLVANIA STATE ATHLETIC DIRECTORS ASSOCIATION  
ATHLETIC COACH PERFORMANCE APPRAISAL FORM**

Coach \_\_\_\_\_ Date \_\_\_\_\_

Evaluator \_\_\_\_\_

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PERFORMANCE CRITERIA	PERFORMANCE STANDARD					SCORE
	5	4	3	2	1	

---

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

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**A. SKILLS, KNOWLEDGE, PERFORMANCE STANDARDS**

1. Possesses knowledge of sport that 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 basic principles of sport psychology and applies where and when 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. Develops and implements effective game plans	5	4	3	2	1	=	_____
4. Keeps team focused during practices and games	5	4	3	2	1	=	_____
5. Encourages the team to work together	5	4	3	2	1	=	_____
6. Emphasizes the team approach – <b>T</b> ogether <b>E</b> veryone <b>A</b> chieves <b>M</b> ore!	5	4	3	2	1	=	_____
7. Creates a positive learning environment for players to learn from their mistakes	5	4	3	2	1	=	_____
8. Manages conflict in a positive manner	5	4	3	2	1	=	_____
9. Enforces rules and regulations for the team	5	4	3	2	1	=	_____
10. Evaluates team personnel and gives constructive feedback	5	4	3	2	1	=	_____
11. Develops a positive attitude with team	5	4	3	2	1	=	_____
12. Manages time spent with family, sport and profession	5	4	3	2	1	=	_____
13. Delegates authority with responsibility but remains responsible	5	4	3	2	1	=	_____
14. 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 and complies with PIAA and 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. Monitors student athlete academic performance	5	4	3	2	1	=	_____
5. Counsels coaches, student athletes and parents about NCAA Eligibility Regulations	5	4	3	2	1	=	_____
6. Supervises distribution, collection and inventory of all athletic supplies and equipment throughout season	5	4	3	2	1	=	_____
7. Conducts pre-season meeting with coaches, student athletes and parents to communicate philosophy and seasonal expectations	5	4	3	2	1	=	_____
8. Submits athletic budget as requested	5	4	3	2	1	=	_____
9. Submits written reports as requested	5	4	3	2	1	=	_____
10. Informs coaches, student athletes and parents, of school district insurance policies and procedures	5	4	3	2	1	=	_____
11. Attends and participates in coaching meetings, clinics and professional development programs	5	4	3	2	1	=	_____
12. Attends PIAA mandatory rules interpretation meetings each year	5	4	3	2	1	=	_____

Sub-total \_\_\_\_\_



Coach \_\_\_\_\_ Date \_\_\_\_\_

Evaluator \_\_\_\_\_

PERFORMANCE CRITERIA

PERFORMANCE STANDARD

SCORE

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

**D. LEADERSHIP and COMMUNICATION SKILLS**

1. Exhibits qualities of leadership	5	4	3	2	1	=	_____
2. Establishes realistic, achievable goals for the team	5	4	3	2	1	=	_____
3. Communicates the expectations for the team	5	4	3	2	1	=	_____
4. Uses praise and encouragement to influence players behavior	5	4	3	2	1	=	_____
5. Exhibits enthusiasm during practices and games	5	4	3	2	1	=	_____
6. Conducts self in a professional manner with players, parents, officials, media and public	5	4	3	2	1	=	_____
7. Exemplifies integrity throughout the program with all personnel	5	4	3	2	1	=	_____
8. Keeps athletic director informed	5	4	3	2	1	=	_____
9. Communicates effectively with staff, faculty, administration, parents and media	5	4	3	2	1	=	_____
10. Values the contributions of all players and game personnel	5	4	3	2	1	=	_____
11. Cares about his/her players and believes in them	5	4	3	2	1	=	_____
12. Motivates players in an ethical manner	5	4	3	2	1	=	_____
13. Treats players, officials with respect and dignity	5	4	3	2	1	=	_____
14. Promotes players for appropriate recognition during and after the season	5	4	3	2	1	=	_____
15. Maintains effective rapport with parent/booster club	5	4	3	2	1	=	_____

Sub-total \_\_\_\_\_

**TOTAL NUMERICAL VALUE**

**SCORE**

**A. Skills, Knowledge, Performance Standards**

\_\_\_\_\_

**B. Self and Team Management**

\_\_\_\_\_

**C. Administrative Duties**

\_\_\_\_\_

**D. Leadership and Communication Skills**

\_\_\_\_\_

**TOTAL**

\_\_\_\_\_



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**PENNSYLVANIA STATE ATHLETIC DIRECTORS ASSOCIATION  
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**



**PENNSYLVANIA STATE ATHLETIC DIRECTORS ASSOCIATION  
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:

Date	Evaluator Initials	Coach Initials
_____	_____	_____

**PROGRESS REVIEW**

( ) Mid-year ( ) Annual

**Dates of appraisal Period:**

From: \_\_\_\_\_ To: \_\_\_\_\_

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**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.

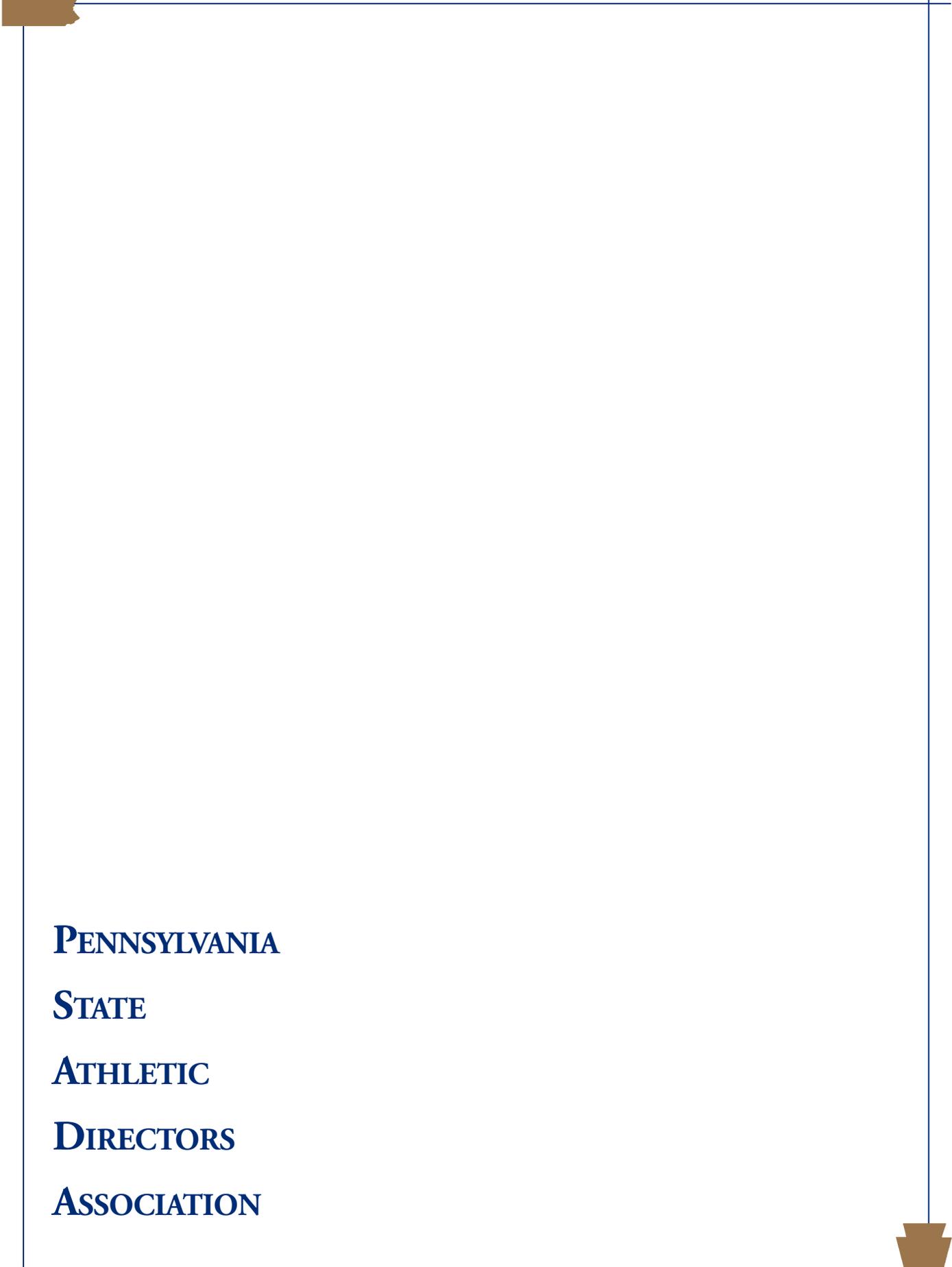
_____ Evaluator's Signature	_____ Date	_____ Position
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This appraisal has been completed in accordance with school district policies and procedures. I have reviewed this appraisal and I \_\_\_\_\_ **concur** \_\_\_\_\_ **do not concur** with it. If I have comments, they are attached to this page.

_____ Reviewer's Signature - Supervisor	_____ Date	_____ Position
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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
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**PENNSYLVANIA  
STATE  
ATHLETIC  
DIRECTORS  
ASSOCIATION**

