



## Coaching Appraisal- Athletics

Name \_\_\_\_\_ School \_\_\_\_\_

Sport \_\_\_\_\_ Date \_\_\_\_\_ Appraiser \_\_\_\_\_

Appraisal key:

- 3 = Meets or exceeds district expectations
- 2 = In progress of meeting district expectations
- 1 = Below district expectations

### PROFESSIONAL AND PERSONAL RELATIONSHIPS THE COACH:

- |    |   |   |   |   |  |
|----|---|---|---|---|--|
| 1. | Establishes rapport with players without compromising team discipline or disrupting the lines of authority that are essential for an effective coach/player relationship. | 3 | 2 | 1 | Lacks the ability to establish strong player/coach rapport. Remains aloof and dictatorial. Allows the relationship to become too close so that perspective and authority are diminished. |
| 2. | Schedules regular visits with the Middle Schools to develop a strong relationship between the middle school and high school programs.                                     | 3 | 2 | 1 | Does not establish a relationship with the middle school program. Does not visit the middle school programs.   |
| 3. | Is candid, sincere, courteous, positive and cooperative in dealing with parents, the Booster Club, and the community. Communicates effectively.                           | 3 | 2 | 1 | Is evasive, negative, and uncooperative with parents, the Booster Club and the community. Is often inaccessible and uncommunicative.   |
| 4. | Dresses professionally and appropriately for practices and games.   | 3 | 2 | 1 | Does not give adequate attention to personal appearance and appropriate attire.  |
| 5. | Unselfishly supports and promotes the total athletic program of the school.   | 3 | 2 | 1 | Concerned primarily with own interests. Shows minimal support for other sports in the district.  |
| 6. | Establishes good rapport and a spirit of trust and cooperation with other members of the coaching staff.  | 3 | 2 | 1 | Is neither congenial nor cooperative toward other members of the coaching staff. Does not establish a spirit of trust.   |
| 7. | Demonstrates a high degree of loyalty to the administration, district, head coach and the program.  | 3 | 2 | 1 | Not loyal or supportive of the administration, district, head coach or program.  |

### COACHING PERFORMANCE

- |     |  |   |   |   |  |
|-----|--|---|---|---|--|
| 8.  | Provides positive leadership and develops attitudes that produce positive results. | 3 | 2 | 1 | Leadership is negative and develops attitudes that are counterproductive to the program's goals. |
| 9.  | Is well-versed and knowledgeable in matters pertaining to the sport.               | 3 | 2 | 1 | Knowledge and background in this sport is very limited.  |
| 10. | Possesses the ability to relate knowledge of the sport to athletes.                | 3 | 2 | 1 | Is unable to relate knowledge of the sport to athletes.  |

|     |  |   |   |   |  |
|-----|--|---|---|---|--|
| 11. | Has the ability to perform under game conditions. Has poise, decisiveness, and the ability to utilize personnel wisely.                  | 3 | 2 | 1 | Does not perform well under game conditions. Lacks in poise and decision-making ability.                                   |
| 12. | Develops and utilizes a well-organized practice schedule that allows maximum team and individual instructional opportunities.            | 3 | 2 | 1 | Practices are poorly organized and do not provide adequate instructional opportunities for team or individuals.            |
| 13. | Provides adequate supervision of locker rooms, training rooms, and buses.  | 3 | 2 | 1 | Does not adequately supervise locker rooms, training rooms, and buses.   |
| 14. | Displays enthusiasm and exhibits an interest in coaching. Is willing to work hard and spend the time necessary to get the job done well. | 3 | 2 | 1 | Is unenthusiastic and not greatly interested in coaching and unwilling to spend the time necessary to do the job properly. |
| 15. | Is innovative in using new coaching techniques and ideas to supplement sound, proven methods of coaching.                                | 3 | 2 | 1 | Is very slow to accept or implement new coaching techniques and ideas. Prefers to maintain the status quo.                 |
| 16. | Consistently exhibits suitable sideline conduct toward players, opponents, and game officials.   | 3 | 2 | 1 | Sideline conduct is not acceptable. Often reacts emotionally or immaturely to game situations.                             |
| 17. | Develops respect by example in matters of appearance, manners, behavior, language, and conduct during contests and practices.            | 3 | 2 | 1 | Sets poor example in areas of appearance, manners, behavior, language, and conduct during contests and practices.          |
| 18. | Delegates responsibility to assistant coaches while maintaining full responsibility for the program and sport (Head Coaches only)        | 3 | 2 | 1 | Does not delegate or assign responsibilities to assistant coaches. Is dictatorial or controlling.                          |

## RELATED COACHING RESPONSIBILITIES

|     |   |   |   |   |  |
|-----|---|---|---|---|--|
| 19. | Encourages players to participate in every sport in which they have an interest and ability.  | 3 | 2 | 1 | Discourages players from participating in other sports. Selfishly advises athletes to specialize in one sport.   |
| 20. | Clearly understands the role of academics and athletics and the teacher/coach assignment in the total educational program.  | 3 | 2 | 1 | Has a distorted view of the place and the importance of athletics in the total educational program.  |
| 21. | Encourages academic achievement, administers productive study-halls, and monitors academic progress of all student-athletes.  | 3 | 2 | 1 | Does not encourage or support academic achievement. Study halls are poorly supervised and student-athletes display lack of academic progress.                              |
| 22. | Takes care of supplies and equipment and ensures that they are used properly and wisely. Works within allotted budget and submits a proper Booster Club Plan of Work. | 3 | 2 | 1 | Does not take good care of equipment and supplies and does not utilize them properly or wisely. Does not work within budget or utilize a proper Booster Club Plan of Work. |
| 23. | Prepares necessary forms and paperwork completely, accurately, neatly, and on time.   | 3 | 2 | 1 | Necessary forms and paperwork are frequently done sloppily or incompletely with insufficient attention to detail. Often needs prompting.                                   |
| 24. | Efficiently manages budget and Booster Club finances. Submits payments in timely manner.  | 3 | 2 | 1 | Does not manage finances well. Consistently submits late payment on outstanding invoices.  |
| 25. | Follows MISD athletic policies, and UIL and TEA rules and regulations.  | 3 | 2 | 1 | Does not always follow established policy, or UIL/TEA rules.   |

|     |  |   |   |   |   |
|-----|--|---|---|---|---|
| 26. | Participates in conferences, workshops, in-service activities, etc. designed to improve coaching knowledge and performance.  | 3 | 2 | 1 | Rarely involved in self-improvement activities unless directed to do so.  |
| 27. | Creates a list of potential coaches to hire if needed. Attends clinics, conferences, and networking events to achieve this objective. Is active in the hiring process of assistants. | 3 | 2 | 1 | Does not have a list of potential coaches to hire. Is not enthusiastic about providing names of candidates to supervisors. Is not active in the hiring process of assistants. |
| 28. | Regularly updates and provides current information on the website.   | 3 | 2 | 1 | Does not update website. Information is incorrect and outdated.   |

## LEADERSHIP – ATHLETIC COORDINATORS

(The criteria in this section apply to Athletic Coordinators only)

|     |   |   |   |   |  |
|-----|---|---|---|---|--|
| 29. | Establishes effective communication practices by scheduling regular coaching staff meetings throughout the year. Regularly distributes Athletic Department information. Is easily accessible to address conflicts and concerns. | 3 | 2 | 1 | Does not communicate effectively with campus coaching staff. Does not provide coaches with needed information from Athletic Department. Not easily accessible to address concerns and conflicts. |
| 30. | Works collaboratively with other athletic coordinator to address issues related to the campus athletic program.   | 3 | 2 | 1 | Does not work well with other athletic coordinator. Lack of communication is apparent, and leadership is fragmented.   |
| 31. | Establishes effective communication practices with athletic director and principal. Meets with athletic director and/or principal regarding athletic issues on campus.  | 3 | 2 | 1 | Does not communicate regularly or effectively with athletic director and principal. Does not address or communicate in regard to campus athletic issues.   |
| 32. | Evaluates coaches on campus. Meets with head coaches prior to and after season. Performs written evaluations and observations of head coaches.  | 3 | 2 | 1 | Does not effectively evaluate coaches on campus. Accountability is lacking. Fails to schedule pre-season or post-season meetings with head coaches.  |
| 33. | Assists in the recruitment of new coaches. Works with athletic director and principal to fill open coaching positions on campus.  | 3 | 2 | 1 | Does not assist in the recruitment of new coaches. Does not work effectively with athletic director and principal in filling coaching vacancies.   |
| 34. | Inspects and oversees facilities and equipment on campus. Submits work orders in timely manner. Regularly inspects facilities and equipment to address needs or deficiencies.   | 3 | 2 | 1 | Does not regularly inspect facilities and equipment. Facilities are ignored, and needed work orders are not submitted. Does not hold coaches accountable for facility upkeep.                    |
| 35. | Oversees Booster Club. Works closely with Booster Club President to provide guidance when needed. Regularly inspects Plans of Work and requests for each sport. Attends all meetings.   | 3 | 2 | 1 | Lacks involvement in Booster Club. Does not meet regularly with Booster Club President. Does not hold coaches accountable for Plan of Work or requests. Does not attend meetings.                |
| 36. | Schedules workers for competitions on campus. Communicates expectations to game administrators, Ticket Coordinator, and ticket workers.   | 3 | 2 | 1 | Does not adequately schedule workers for campus competitions. Game administrators and workers are not held accountable for responsibilities.   |

Areas of Strength:

---

---

---

---

---

---

---

---

---

---

Suggestions for Improvement:

---

---

---

---

---

---

---

---

GENERAL APPRAISAL:

- \_\_\_\_\_ Satisfactory (recommend contract renewal)
- \_\_\_\_\_ Conditional (recommend contract renewal providing accord is reached on suggestions for improvement)
- \_\_\_\_\_ Unsatisfactory (recommend non-renewal of contract)

Coach \_\_\_\_\_ Head Coach \_\_\_\_\_

School \_\_\_\_\_ Athletic Coordinator \_\_\_\_\_

Date \_\_\_\_\_ Athletic Director \_\_\_\_\_

The signature indicates the coach has read and discussed the appraisal report. It does not necessarily indicate complete agreement with all factors of the appraisal. The coach may express disagreement in writing and attach that information with the appraisal within (10) working days.