



RSU5
Durham – Freeport – Pownal
Growth & Evaluation

**Director of Athletics
Evaluation Rubric**

Effective July 1, 2020

Introduction: Based on Kim Marshall Director of Athletics Evaluation Rubrics

1. These rubrics are organized around five domains covering all aspects of an administrator's job performance:
 - I. Diagnosis and Planning
 - II. Priority Management and Communication
 - III. Supervision, Evaluation, and Support
 - IV. Discipline and Parent Involvement
 - V. Management and External Relations

The rubrics use a four-level rating scale with the following labels:

- 4 – Highly Effective
- 3 – Effective
- 2 – Improvement Necessary
- 1 – Does Not Meet Standards

2. The rubrics are designed to give principals and other school-based administrators an end-of-the-year assessment of where they stand in all performance areas – and detailed guidance for improvement.

3. The *Effective* level describes solid, expected professional performance; any administrator should be pleased with scores at this level. The *Highly Effective* level is reserved for truly outstanding leadership as described by very demanding criteria; there will be relatively few scores at this level. *Improvement Necessary* indicates that performance has real deficiencies and must improve (although some novice administrators might start here). And performance at the *Does Not Meet Standards* level is clearly unacceptable and will lead to dismissal if it is not improved immediately.

4. To score, read across the four levels of performance for each criterion, find the level that best describes the administrators's performance, and circle or highlight it. On each page, this will create a clear graphic display of overall performance, areas for commendation, and areas that need work. Write the overall score at the bottom of each page with brief comments, and then record all the scores and overall comments on the summary page.

5. Evaluation conferences are greatly enhanced if the supervisor and administrator fill out the rubrics in advance and then meet and compare one page at a time. Of course, the supervisor has the final say, but the discussion should aim for consensus based on actual evidence of the most accurate score for each criterion. Supervisors should go into the evaluation process with some humility since they can't possibly know everything about an administrator's complex world. Similarly, administrators should be open to feedback from someone with an outside perspective – all revolving around whether the school is producing learning gains for all students.

6. Some supervisors sugar-coat criticism and give inflated scores to keep the peace and avoid hurting feelings. This does not help an administrator improve. The kindest thing a supervisor can do for an underperforming administrator is give candid, evidence-based feedback and robust follow-up support. Honest scores for all the administrators in a district can be aggregated into a spreadsheet that can give an overview of leadership development needs.

Evaluation Timeline/Workflow

| Month | Activity/Actions |
|-------------------|--|
| By September 30 | Meet with the evaluator to review indicators previously discussed from prior cycle. Identify 1 -2 goals and enter into e-portfolio by 9.30. |
| September - April | Supervisor conducts walkthroughs and provides feedback. |
| By January 15 | Administrator completes mid-year reflection on goals in e-portfolio. |
| July - September | <u>Goal Presentation, Summative, and Comments</u> Director meets with the evaluator to discuss overall rating and goal setting for the following year that is tied to evaluation standards. |

Professional Practice Rubrics:

I. Diagnosis and Planning

| The Director of Athletics: | Highly Effective | Effective | Improvement Necessary | Does Not Meet Standards |
|-----------------------------------|--|---|--|--|
| a. Team | Recruits a strong coaching team and develops its skills and commitment to a high level. | Recruits and develops a coaching team with a balance of skills. | Recruits a coaching team with somewhat of a balance of skills. | Recruits a coaching team with minimal skills. |
| b. Diagnosis | Involves stakeholders in a comprehensive diagnosis of the athletic program's strengths and weaknesses. | Carefully assesses the athletic program's strengths and areas for development. | Makes a quick assessment of the athletic program's strengths and weaknesses. | Is unable to gather much information on the athletic program's strong and weak points. |
| d. Philosophy | Widespread evidence of the use of the athletic program's philosophy is visible throughout the school. | Gains staff, parent and student buy-in to the athletic program's philosophy | Distributes the athletic program's philosophy that few students, staff or families remember. | Does not share or follow the athletic program's philosophy. |
| e. Goals | Collaboratively crafts a comprehensive, results-oriented action plan with annual goals. | Gets input and writes a comprehensive, measurable action plan for the current year. | Writes a non-specific, non-accountable action plan. | Recycles the previous year's non-specific, non-accountable action plan. |
| f. Revision | Regularly tracks progress, gives and takes feedback, and continuously improves performance. | Periodically measures progress, listens to feedback, and revises systems and processes. | Occasionally focuses on key data points in order to revise systems and processes. | Rarely analyzes data points in order to revise systems and processes. |

I. Overall Rating: _____

Comments:

II. Priority Management and Communication

| The Director of Athletics: | Highly Effective | Effective | Improvement Necessary | Does Not Meet Standards |
|-----------------------------|---|---|---|--|
| a. Planning | Plans for the year, month, week, and/or day, relentlessly getting the highest-leverage activities done. | Plans for the year, month, week, and/or day, keeping the highest-leverage activities front and center. | Plans for the year, month, week, and/or day are made but oftentimes not accomplished. | Plans for the year, month, week, and/or day are lacking and/or are rarely or not accomplished. |
| b. Communication | Successfully communicates goals and expectations to all constituencies by skillfully using a variety of channels. | Uses a variety of means (e.g., face-to-face, newsletters, websites) to communicate program goals and expectations to others. | Has a limited communication repertoire and some key stakeholders are not aware of program goals and expectations. | Is not an effective communicator, and others are often left guessing about program goals and expectations. |
| c. Outreach | Frequently solicits and uses feedback and help from staff, students, parents, and external partners. | Regularly reaches out to staff, students, parents, and external partners for feedback and help. | Occasionally asks staff, students, parents, or external partners for feedback. | Rarely or never reaches out to others for feedback or help. |
| d. Follow-Up | Has a comprehensive system for capturing key information, remembering, prioritizing, and following up. | Documents and prioritizes important information, and almost always follows up. | Writes things down but is swamped by events and sometimes doesn't follow up. | Trusts his or her memory to retain important information, but often forgets and fails to follow up. |
| e. Expectations | Has athletic staff buy-in on exactly what is expected for management procedures and student athlete expectations. | Makes sure athletic staff know what is expected for management procedures and student athlete expectations. | Periodically reminds athletic staff of policies on management procedures and student athlete expectations. | Is constantly reminding athletic staff what they should be doing in management and student athlete expectations. |
| f. Efficiency | Deals quickly and decisively with the highest-priority e-mail and paperwork, delegating the rest. | Has an effective system for dealing with email, paperwork, and administrative chores. | Tries to stay on top of email, paperwork, and administrative chores but is often behind. | Is way behind on email, paperwork, and administrative chores, to the detriment of the school's mission. |
| g. Balance | Is able to balance personal and professional priorities and is able to interact in a highly effective manner with all stakeholders. | Is able to balance personal and professional priorities and is able to effectively interact with all stakeholders | An imbalance of personal and professional priorities sometimes hinders one's ability to effectively interact with all stakeholders. | Inability to balance priorities negatively affects ability to interact with all stakeholders. |
| h. Materials | Ensures that all coaches have high-quality equipment, materials, supplies and training on how to use them. | Provides all coaches effective equipment, materials, supplies and some training for how to use them | Works to procure effective equipment, materials, supplies for some coaches and/or when asked. | Leaves coaches to fend for themselves with equipment and materials. |
| i. Targets | Gets each coach invested in reaching measurable, results-oriented year-end goals. | Works with coaches to set measurable goals for the current year. | Urges coaches to set measurable goals for the current year. | Urges coaches to improve their programs, but without measurable outcome goals. |
| j. Celebration | Boosts morale and a sense of efficacy by getting coaches to celebrate and own their measurable gains towards goals. | Publicly acknowledges student, team, and school-wide successes regularly, and supports coaches in recognizing progress towards goals. | Congratulates individuals on successes periodically and provides limited support to coaches for reaching goals. | Misses opportunities to celebrate successes and/or does not support coaches in reaching goals. |

II. Overall Rating: _____

Comments:

III. Supervision, Evaluation and Support

| The Director of Athletics: | Highly Effective | Effective | Improvement Necessary | Does Not Meet Standards |
|----------------------------|---|--|--|--|
| a. Meetings | In coaches' meetings, gets coaches highly invested in discussing results, learning best strategies, and building trust and respect. | Uses coaches' meetings to facilitate sharing of strategies and discussing program goals amongst coaches. | Uses coaches' meetings primarily to announce decisions, clarify policies, and listen to staff concerns. | Rarely convenes coaches' meetings and/or uses meetings for one-way lectures on policies. |
| b. Ideas | Ensures that the whole coaching staff is current on professional literature and constantly exploring best practices. | Reads and shares research and fosters an on-going, program-wide discussion of best practices. | Occasionally passes along interesting articles and ideas to coaches.. | Rarely reads professional literature or discusses best practices. |
| c. Support | Gives coaches the training, facilitation, and resources they need to make their teams highly effective. | Ensures that coaches have access to training and support for their own development and growth. | Gives coaches some direction and support for professional development and reaching goals. | Leaves coaches to fend for themselves in terms of development and progress. |
| d. Evaluation | Visits team games or practices almost every day and gives helpful, face-to-face feedback to each coach individually. | Makes unannounced visits to a few practices or games every week and gives helpful feedback to coaches. | Tries to get to practices or games but is often distracted by other events and rarely provides feedback. | Only observes coaches in annual or bi-annual formal observation visits. |
| e. Critique | Courageously engages in difficult conversations with below-proficient coaches, and provides strategies to help them improve. | Provides redirection, feedback and support to coaches who are less than proficient. | Critiques struggling coaches but does not give them targeted feedback to help improve their performance. | Avoids giving honest feedback and redirection to coaches who are not performing well. |
| f. Staff Support | Provides high level support and/or dismisses all ineffective coaches, scrupulously following contractual requirements. | Provides support and/or dismisses most ineffective coaches, following contractual requirements. | Provides some support or tries to dismiss ineffective coaches, but is stymied by procedural errors. | Does not provide support or initiate dismissal procedures, despite evidence that some coaches are ineffective. |

III. Overall Rating: _____

Comments:

IV. Discipline and Family Involvement

| The Director of Athletics: | Highly Effective | Effective | Improvement Necessary | Does Not Meet Standards |
|-----------------------------------|--|--|--|---|
| a. Expectations | Gets athletic staff buy-in for clear, school-wide student athlete behavior standards, routines, and consequences. | Sets expectations for student athlete behavior and establishes school-wide routines and consequences. | Urges athletic staff to demand good student athlete behavior, but allows different standards with different teams. | Expectations for student athlete behavior is unclear and often tolerates discipline violations and enforces the rules inconsistently. |
| b. Effectiveness | Deals effectively with any disciplinary incidents involving student athletes, looks for underlying causes and works on prevention. | Deals quickly with disciplinary incidents involving student athletes and looks for underlying causes. | Deals firmly with disciplinary incidents involving student athletes, but doesn't get to the root causes. | Tries to deal with disciplinary incidents involving student athletes but does so ineffectively or inconsistently. |
| c. Training | Ensures that coaches are skilled in positive discipline and sensitive handling of student issues. | Organizes workshops and suggests articles and books on working with student athletes. | Urges coaches to get better at working with student athletes and handling situations. | Does little to build coaches' skills in working with student athletes and handling situations. |
| d. Openness | Makes families and athletes feel welcome and respected, is approachable and responds to concerns, and takes action based on feedback when appropriate. | Makes families and athletes feel welcome, is approachable and listens to their concerns, and considers feedback. | Is somewhat approachable and is willing to meet with families and athletes, tries to understand their feedback but does not always take action when necessary. | Makes little effort to connect with families, is not approachable and is defensive when parents or athletes express concerns. |
| e. Program Information | Ensures that families receive regular information about expectations and specific ways that families can support the athletic program. | Provides information about expectations for student athletes and shares some information about how families can be involved. | Sends home an annual list of student athlete expectations and provides limited information about how families can be involved with the athletic program. | Athletic program's expectations are not shared with families and families are unclear about how they can be involved with the athletic program. |
| f. Communication | Sends home frequent communications and gets all coaches communicating with families and student athletes. | Sends home periodic program communication and asks coaches to have regular channels of communication of their own. | Suggests that coaches communicate regularly with student athletes and parents. | Leaves student athlete and parent contact and communication up to individual coaches. |
| g. Responsiveness | Deals immediately and successfully with parent concerns and makes parents feel welcome any time. | Responds promptly to parent concerns and makes parents feel welcome in the school. | Is slow to respond to some parent concerns and comes across as unwelcoming. | Does not respond to parent concerns and makes parents feel unwelcome in the school. |

IV. Overall Rating: _____

Comments:

V. Management and External Relations

| The Director of Athletics: | Highly Effective | Effective | Improvement Necessary | Does Not Meet Standards |
|-----------------------------------|--|--|--|--|
| a. Strategies | Consistently is up-to-date on research based information boosts coaching strategies and students' athletic performance. | Identifies effective research based strategies to improve coaching and students' athletic performance. | Explores research based strategies that might improve coaching and students' athletic performance. | Plays it safe and sticks with the status quo in terms of strategies. |
| b. Scheduling | Plans and implements effective scheduling strategies for all teams and anticipates potential conflicts in schedules in order to quickly problem-solve. | Creates a schedule for all teams that is usually effective and avoids most scheduling conflicts. | Creates a schedule with some flaws where there are often scheduling conflicts and few strategies are employed to problem solve issues. | Creates a schedule with inequities, technical flaws, and does not anticipate or effectively problem-solves scheduling conflicts. |
| c. Transparency | Is transparent about how and why decisions were made, involving stakeholders whenever possible. | Ensures that staff members know how and why key decisions are being made. | Tries to be transparent about decision-making, but stakeholders sometimes feel shut out. | Makes decisions with little or no consultation, causing frequent resentment and morale problems. |
| d. Budget | Skillfully manages the budget and finances to maximize the athletic program and staff growth. | Manages the athletic program's budget and finances to support teams and student athletes.. | Manages budget and finances with few errors, but misses opportunities to support the philosophy of the athletic program. | Makes errors in managing the budget and finances and misses opportunities to further the athletic program. |
| e. Compliance | Fulfills all compliance and reporting requirements and creates opportunities to support staff compliance and training. | Fulfills compliance and reporting responsibilities to the district and beyond. | Meets minimum compliance and reporting responsibilities with occasional lapses. | Has difficulty keeping the athletic program in compliance and district and other external requirements. |
| f. Relationships | Builds strong relationships with key district and external personnel and gets them excited about the athletic program's philosophy. | Builds relationships with district and external personnel so they will be helpful with paperwork and process. | Is correct and professional with district and external personnel but does not enlist their active support. | Neglects relationship-building with district and external personnel and doesn't have their support to get things done. |
| g. Feedback | Actively seeks out feedback, gathers documentation and suggestions from key stakeholders and uses them to improve performance. | Listens thoughtfully to other viewpoints, gathers documentation, and responds constructively to suggestions and criticism. | Is somewhat defensive but does listen to feedback and suggestions. | Is very defensive about criticism and resistant to changing practices. |
| h. Judgment | Is invariably ethical, honest and transparent, uses impeccable judgment and respects confidentiality. | Is ethical and transparent, uses good judgment, and maintains confidentiality with student information. | Sometimes uses questionable judgment, is less than completely honest, and/or discloses confidential student | Acts in an ethically questionable manner, uses poor judgment, and/or discusses confidential student information. |

| | | | | |
|----------------------|--|---|---|---|
| | | | information. | |
| i. Growth | Actively pursues new ideas and engages in action research to figure out what works best. | Seeks out effective ideas from colleagues, workshops, and teaching institutes and implements them well. | Can occasionally be persuaded to try out new practices. | Is not open to new ideas for improving practices or programs. |

V. Overall Rating: _____

Comments:

Summative Evaluation Worksheet Page

Name: _____ School Year : _____

Evaluator: _____ Position/School: _____

RATINGS ON INDIVIDUAL RUBRICS:

I. Diagnosis and Planning:

Highly Effective Effective Improvement Necessary Does Not Meet Standards

II. Priority Management and Communication:

Highly Effective Effective Improvement Necessary Does Not Meet Standards

III. Supervision, Evaluation, and Professional Development:

Highly Effective Effective Improvement Necessary Does Not Meet Standards

IV. Discipline and Parent Involvement:

Highly Effective Effective Improvement Necessary Does Not Meet Standards

V. Management and External Relations:

Highly Effective Effective Improvement Necessary Does Not Meet Standards

Professional Practice Overall Rating

Highly Effective (4) Effective (3) Improvement Necessary (2) Does Not Meet Standards (1)

Professional practice overall rating: _____

Evaluator comments:

Administrator comments:

Supervisor's signature: _____ Date: _____

Director of Athletic's signature: _____ Date: _____

(The Director of Athletic's signature indicates that he or she has reviewed and discussed the evaluation; it does not necessarily denote agreement with the report.)