

Appendix IV

Head and Assistant Coaching Evaluation Policies and Procedures

The Board informed BEA that they will adopt a new head coaching and assistant coaching evaluation instrument to be implemented for the 2016-17 school year and beyond.

The supervision and evaluation of coaches is a key element in improving the quality of student co-curricular/athletic experiences in the Beresford School District. It is the goal of the Beresford School District to have students experience high-quality activities/sports as part of their education.

The purpose of this assessment is to assist coaches with understanding the expectations of their positions and to recognize actions that are exemplary, those that meet the standards of expectations, and those areas that may require growth and improvement. This evaluation tool is aligned with the standards established for quality teaching (Charlotte Danielson), and is meant to be utilized as both a form of self-assessment and reflection as well as observation.

Standards addressed through the coaching evaluation will include the following four domains: 1) planning and preparation; 2) program environment; 3) program instruction; and 4) professional responsibilities.

Each of the four final practice ratings—unsatisfactory, basic, proficient, and distinguished—is defined in general terms to illustrate the continuum of possible performance relative to the coaching standards outlined in the four domains. The following indicators will be used to address standards in the four domains:

Unsatisfactory—a coach performing at the “Unsatisfactory” level does not appear to understand the underlying concepts of effective coaching and does not implement the standards into professional practice. Performance at this level requires significant intervention and coaching to improve the coach’s performance.

Basic—a coach performing at the “Basic” level appears to understand the framework conceptually but struggles to implement the standards into professional practice. Performance at this level is generally considered minimally competent for coaches early in their careers and improvement is expected to occur with experience.

Proficient—a coach performing at the “Proficient” level clearly understands the concepts represented by the framework and implements them well. Coaches performing at this level have mastered the art of coaching while working to improve professional practice.

Distinguished—a coach performing at the “Distinguished” level is a master coach and makes a contribution to the field, both inside and outside the coaching arena. While all coaches strive to

attain Distinguished-level performance, this level is generally considered difficult to attain consistently.

- U—Unsatisfactory / Well Below District Standard (Requires an Immediate Plan of Assistance/Improvement Plan)
- B—Basic / Does Not Meet District Standard (Area for Growth and/or Improvement Needed and May Require a Plan of Assistance/Improvement Plan)
- P—Proficient / District Standard Met
- D—Distinguished / Well Above District Standard

Distinguished Practices—Well Above District Standards

- Embedded in practice and habit
- Highly responsible and quality model for student-athletes
- Student-awareness of philosophy, tradition, and expectations
- Focus on individual student-athlete development
- Vision and perspective in program dealings

Proficient Practices—Meets District Standards

- Timely and consistent
- Responsible and appropriate model for student-athletes
- Expectations and implementation of policies and procedures are clear
- Focus on whole-group development and at times specific student-athletes
- Proactive approach in program dealings

Basic Practices—Area for Growth and Improvement Needed to Meet District Standards

- Inconsistency
- Reminders necessary
- Athletes, parents, and Activities department are uninformed or lacking details
- Reactive nature
- Disrespectful or inappropriate modeling for student-athletes

Unsatisfactory Practices—Well Below District Standards

- Frequent pattern of inconsistency
- Frequent reminders are necessary
- Athletes, parents, and Activities department are frequently uninformed or lacking details
- Frequently reactive in nature
- Consistently disrespectful or inappropriate modeling for student-athletes