**Date:**

**Team:**

**Head Coach:**

**Assistant Coaches:**

**Athletic Program Rubric**

**1.Academic, 2. Administrative Responsibilities, 3. Sportsmanship/Character, 4. Feeder System, 5. Fitness, 6. Skill Development,**

**7. Coaches Education**

**Academic**

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|  | **1-Below**  **Expectation** | **2-Meets**  **Expectation** | **3-Exceeds Expectation** | **Self –Assessment** | **Goals** |
| **Academic**  **Monitoring** | Programming monitoring is hap hazard; athletes slip through the cracks. | Program consistently monitors eligibility list provided by athletic department.  Coaches communicate with all athletes in failing or near failing status. | Program consistently monitors eligibility list provided by athletic department.  Coaches communicate with students, teachers, and parents when athletes are failing or near failing.  Coaches create early intervention strategies to prevent failure |  |  |
| **Academic**  **Support and**  **Interventions** | The program does not include academic supports or interventions. | Program actively supports students with academic needs.    Students have study time away from practice time when needed.  Coaches foster a culture of academic priorities. | Program actively supports all athletes’ academic needs.  Program provides team study hours or tutoring. A plan is in place at each level utilizing interventions to help athletes academically.  The program maintains academic support throughout the year. |  |  |

**Administrative Responsibilities**

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|  | **1-Below**  **Expectation** | **2-Meets**  **Expectation** | **3-Exceeds Expectation** | **Self –Assessment** | **Goals** |
| **Supervision** | -Supervision is hap hazard; athletes are often unsupervised in locker rooms, practices/contests, and hallways in both direct and indirect supervision situations.  -Areas are consistently unlocked or propped open. | -Coach consistently supervises in most direct and indirect supervision situations.  -Communicates clear expectations to athletes regarding behavior before, during, and after practices/contests  -Areas are usually locked and secure | -Coach always arranges for supervision of team in all situations.  -Coaches seek out other coaches and building personnel to ensure that areas are supervised.  -Coaches consistently secures areas so that athletes cannot.  -Behavioral expectations are clearly articulated in a program handbook and reviewed at opening team meeting |  |  |
| **Care of equipment and facilities** | -No program inventory exists and coach does not have knowledge of what is on hand.  -Coach rarely inspects condition of equipment and facility and does not report anomalies.  -Allows equipment to be removed from dedicated areas. | -Written inventory of equipment exists  -Coach routinely reports anomalies regarding equipment and facilities to the AD or CMG (verbal)  -Coach routinely ensures that equipment and facilities are left as they were found; locked and secured. | -Written inventory exits and coach has records of previous purchases for all levels of program.  - Coach always inspects equipment and facilities and immediately reports to AD and CMG using Schooldude system.  -Coach always locks and secures equipment and facilities and has systems in place to ensure that all equipment is accounted for at the end of each practice/contest. |  |  |
| **Team and Individual Program Records** | -Coach does not keep game stats, W/L records, Individual stats., MVP, etc.  -Coach does not keep records year to year.  -Coach does not display or communicate records. | -Coach keeps game stats, W/L records, Individual stats., MVP, etc. using traditional methods  -Coach has records going back to his/her tenure as head coach  -Coach creates displays and record books for teams and parents | -Coach keeps game stats, W/L records, Individual stats., MVP, etc. using state of the art technology and is always seeking to improve this area.  -Coach has records going back to his/her tenure as head coach and has/is researching the team history.  -Coach creates displays and consults with administration for placement in the school. Record books are shared with coaches, parents, and athletes and contain the team history.  -When records are broken, coach communicates to the AD and the media. |  |  |
| **Other**  **Seasonal Responsibilities** | -Coach does not fulfill all IHSA responsibilities | -Coach fulfills all IHSA responsibilities, but must be reminded to complete them prior to deadlines | -Coach fulfills all IHSA responsibilities prior to deadlines without reminders. |  |  |
|  | -Coach does no post scores on 8to18 or only does so after being reminded | -Coach post scores on 8to18, but not in a timely fashion and usually in quantities of 3 or more scores.  -Coach does not write game summaries | -Coach post scores on 8to18, 24-48 hours after the event.  -Coach writes game summaries and posts on front page routinely.  -Coach is on social media and uses it routinely |  |  |
|  | -Coach does not coordinate with the ATC. ATC’s must always seek them out to discuss physicals, athlete injuries, etc. | -Coach coordinates with the ATC as needed. Coach reviews documents sent by the trainer, ensures that med kit is stocked, and seeks out the ATC to discuss athlete injuries, etc. | -Coach coordinates with the ATC regularly. Coach reviews documents sent by the trainer and holds athletes from participation when necessary. Routinely brings in med kit to be stocked, and regularly seeks out the ATC to discuss athlete injuries, etc. |  |  |

**Sportsmanship/Character**

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|  | **1-Below**  **Expectation** | **2-Meets**  **Expectation** | **3-Exceeds Expectation** | **Self –Assessment** | **Goals** |
| **Communication of Expectations** | No clear expectations for conduct, sportsmanship, and character. | Clear expectations for conduct, sportsmanship, and character exist and are shared with athletes and families.  Coaches teach the code of conduct to athletes and parents at all program levels. | Clear expectations for conduct, sportsmanship, and character exist and are shared with athletes and families.  Coaches teach the code of conduct to athletes and parents at all program levels.  Coaches instruct athletes about expectations throughout the year. |  |  |
| **Evidence of Sportsmanship**  **and**  **Character** | Coaches and athletes display poor sportsmanship, misconduct, and lack of character during athletic events, in school, or in the community. | Coaches and athletes consistently demonstrate good sportsmanship, conduct, and character during contests, in school, and out in the community.  Coaches and athletes leave practice and competition facilities, including visitor’s facilities clean. | Coaches and athletes always demonstrate good sportsmanship, conduct, and character in all settings.  Coaches and athletes leave practice and competition facilities, including visitor’s facilities clean.  Athletes support community and school service events including classmates in other athletic programs or activities.  Opponents provide positive feedback about the program’s sportsmanship via IHSA.org. |  |  |

**Feeder System**

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|  | **1-Below**  **Expectation** | **2-Meets**  **Expectation** | **3-Exceeds Expectation** | **Self –Assessment** | **Goals** |
| **Developing future athletes** | No summer camp or clinic provided for future or incoming athletes. Communication with feeder programs is hap hazard or nonexistent. | Summer camp or clinic, led by head coach and/or program staff available to incoming student athletes.  Process in place for regular communications with feeder programs.  Some efforts for recruiting incoming athletes exist. | Multiple camps and/or clinics available to incoming student athletes.  Head coach and key assistants meet/communicate regularly with feeder programs.  Coaches overtly support feeder programs.  Structures are in place for recruiting incoming athletes. |  |  |
| **Communication** | Information about the program is nominal or non-existent.  Athletes and parents do not have a source of consistent information about the program. | Information about summer camps, clinics, tryout dates, first day of practice, schedule, and equipment requirements is available via the athletic office and or athletic website.  Information presented at Incoming 9th grade upon house.  Coaches work with feeder programs to develop a list of potential athletes. | Information about summer camps, clinics, tryout dates, first day of practice, schedule, and equipment requirements is available via the athletic office and or athletic website. Information is always timely  Coaches work with feeder programs to develop a list of potential athletes; use the list to actively recruit students for the high school program.  Coaches create and use communication networks with coaches and parents from feeder programs. |  |  |
| **Involving Future Athletes** | Does not provide opportunities for incoming students to participate the program. | Provides an occasional opportunity for incoming students to participate in the program. | Communicates about and encourages opportunities for incoming students to participate in the program on an ongoing basis. |  |  |

**Fitness**

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|  | **1-Below**  **Expectation** | **2-Meets**  **Expectation** | **3-Exceeds Expectation** | **Self –Assessment** | **Goals** |
| **Fitness Monitoring and Goals** | Information about the fitness program is either haphazard or nonexistent. | Program provides information to all athletes on improving fitness components related to sport and monitors that each athlete is working toward fitness goals. | Program provides information to all athletes on improving fitness components related to sport and monitors that each athlete is working toward individual and team fitness goals.  Evaluations and new goals are developed consistently. |  |  |
| **Fitness Program** | No organized fitness program for athletes in the program or the program is poorly conceived and inappropriate for WSC level competition. | Program provides an appropriate fitness program for athletes.  Most athletes honor fitness expectations. | Each year the fitness program is evaluated for effectiveness and adjusted based upon new program needs.  All athletes honor fitness expectations.  New training methods including the use of professional consultants are implemented annually. |  |  |

**Skill Development**

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|  | **1-Below**  **Expectation** | **2-Meets**  **Expectation** | **3-Exceeds Expectation** | **Self –Assessment** | **Goals** |
| **Skill Specificity** | Fundamental skills essential to the sport are not taught effectively or consistently.  There is a lack of agreement through the levels of the program about what skill should be taught and emphasized. | There is an agreed upon set of fundamental skills that are taught through the levels of the program. Position or event skills are taught appropriately. | There is clarity and agreement throughout the program about essential skills and techniques. A progression of agreed upon skills is taught at each level of the program. These are evaluated annually for effectiveness and alignment with the overall program.  Skills necessary for each position/role on the team are clearly defined and communicated to each athlete individually.  The head coach teaches the assistant coaches about the skill sets to be taught and monitors attainment and learning. |  |  |
| **Skill Progression and**  **Evaluation** | Tryouts alone serve as evaluation tool.  Minimalistic plan of developing the skill set of an athlete progressing through the program over four years | Communication with most athletes about areas of future focus throughout season.  Skill development plan is in place for the program.  There is some communication with the athlete regarding where they are in the  development plan and where they are going | Constant feedback to athlete on areas of strength and areas of future focus.  Post High School skill goals established.  Extensive individual and team skill development plan.  Communication with all individual athletes and team as to where they fall on that plan. |  |  |
| **Skill Execution** | Record keeping of skill development is minimal outside of tryouts. | Extensive Recordkeeping at contests and practices annually.  Identification of and recording of statistics or film that provide evidence of skills being executed in game/contest situations is evident. | Extensive Recordkeeping at contests and during practices annually to all athletes.  Extensive data both statistical and video show success of skill building within the program. |  |  |

**Coaches Education**

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|  | **1-Below**  **Expectation** | **2-Meets**  **Expectation** | **3-Exceeds Expectation** | **Self –Assessment** | **Goals** |
| **Certifications** | Coaching staff does not hold all required and specified certifications. | Program staff has all appropriate certification. CPR, IHSA and District requirements. | Program staff has all appropriate certification. CPR, IHSA and District requirements.  Program staff has advanced certifications beyond minimal requirements. |  |  |
| **Staff Development** | Ongoing training and development for coaching staff is haphazard or nonexistent. | Coaching staff participates in meaningful staff development annually. There is some effort to align training with the program’s goals and needs. | Coaching staff participates in regular staff development that is aligned to team goals. Head coach evaluates the effectiveness of staff development.  Program staff conducts clinics and teaches other sport specific workshops. |  |  |

**2015-16 Rubric Goals**: Changes, updates reflections from this year on those goals.

**Survey Reflection:** Please reflect on an area from the survey that resonated with you:

**2017-18:**  Please choose a focus for the next season; indicate why you choose this as your focus.

Staff Evaluation: (list individuals, strengths, growth,)