

Coach	Sport	Date	Rating

Leadership and Program Development:

1) Continuity of the Program at all Levels

Not Meeting Expectations	Approaching Expectations	Meeting Expectations	Exceeding Expectations
Few levels of the program are in alignment and the skills taught at only a few levels are building blocks to future levels. Just a few coaches at each level know and understand the expectations of their level.	Some levels of the program are in alignment and the skills taught at some levels are building blocks to future levels. Some coaches at each level know and understand the expectations of their level.	Most levels of the program are in alignment and the skills taught at most levels are building blocks to future levels. Most coaches at each level know and understand the expectations of their level.	All levels of the program are in alignment and the skills taught at all levels are building blocks to future levels. All coaches at each level know and understand the expectations of their level.

2) Instilling Program Pride

Not Meeting Expectations	Approaching Expectations	Meeting Expectations	Exceeding Expectations
No opportunities are provided for stakeholders to connect and impact the program.	Few opportunities are provided for stakeholders to connect and impact the program. Those opportunities are inconsistently provided for athletes to impact and connect with the community.	Some opportunities are provided for stakeholders to connect and impact the program. Those opportunities are provided for athletes to impact and connect with the community.	Multiple opportunities are provided for stakeholders to connect and impact the program. Those opportunities are consistently provided for athletes to impact and connect with the community.

3) Professionalism

Not Meeting Expectations	Approaching Expectations	Meeting Expectations	Exceeding Expectations
Minimal evidence that coach promotes and adheres to procedures, policies and values of the district. Appearance and conduct of the coach and team rarely represent the school. Actions rarely advocate for and promote multi-sport athletes.	Promotes and adheres to some procedures, policies and values of the district. Appearance and conduct of the coach and team sometimes represent the school. Actions sometimes advocate for and promote multi-sport athletes.	Consistently promotes and adheres to most procedures, policies and values of the district. Appearance and conduct of the coach and team consistently represent the school. Actions advocate for and promote multi-sport athletes.	Consistently promotes and adheres to all procedures, policies and values of the district. Appearance and conduct of the coach and team consistently represent the school at the highest level. Actions consistently advocate for and promote multi-sport athletes.

4) Administrative Procedures

Not Meeting Expectations	Approaching Expectations	Meeting Expectations	Exceeding Expectations
Administrative procedures, such as but not limited to supervision, budgeting, equipment, facilities, inventory are not done in timely and accurate manner.	Administrative procedures, such as but not limited to supervision, budgeting, equipment, facilities, inventory are done in either a timely or accurate manner.	Administrative procedures, such as but not limited to supervision, budgeting, equipment, facilities, inventory are done in timely and accurate manner.	Administrative procedures, such as but not limited to supervision, budgeting, equipment, facilities, inventory are all consistently done in timely and accurate manner.

Content Knowledge and Application:

1) Knowledge of Activity

Not Meeting Expectations	Approaching Expectations	Meeting Expectations	Exceeding Expectations
The coach displays little knowledge of the important concepts of the activity and displays little or no understanding of the range of pedagogical approaches suitable to the activity and the athletes' development.	The coaches knowledge of the important concepts of the activity are limited and their plans and practice reflect a limited range of pedagogical approaches in which some are not suitable to the activity and the athletes' development.	The coach displays a solid knowledge of the important concepts of the activity and the coach's plans and practice reflect a wide range of effective pedagogical approaches suitable to the activity and the athletes' development.	The coach displays extensive knowledge of the important concepts of the activity and their plans and practices reflect the ability to provide effective instruction using a variety of pedagogical approaches suitable to the activity and the athlete's development.

2) Professional Growth

Not Meeting Expectations	Approaching Expectations	Meeting Expectations	Exceeding Expectations
The coach engages in NO professional development activities to enhance knowledge or skills of the activity. The coach makes no effort to share knowledge with others as well as resists feedback on coaching performance from either supervisors or more experienced colleagues.	The coach participates in professional activities to a limited extent when they are convenient. The coach finds limited ways to contribute to the profession and accepts, with some reluctance, feedback on coaching performance from both supervisors and colleagues.	The coach seeks out opportunities for professional development to enhance the knowledge and skills of the activity. The coach welcomes feedback from colleagues when opportunities arise and participates actively in assisting others.	The coach seeks out opportunities for professional development and shows a strong desire to grow and develop the activity. The coach seeks out feedback from supervisors or colleagues and initiates activities to contribute to the profession.

3) Ability to Teach Content

Not Meeting Expectations	Approaching Expectations	Meeting Expectations	Exceeding Expectations
The coach's learning tasks and activities are poorly aligned with the learning outcome and does not have any structure and plans. Few athletes are engaged and challenged in the activity and are not provided opportunities for constructive feedback.	The coaches learning tasks and activities are partially aligned with the learning outcomes but limited structure and plans. Athletes are somewhat engaged and challenged in the activity and have limited opportunities for constructive feedback.	The coaches learning tasks and activities are appropriately aligned with the learning outcome and demonstrates clearly defined structure and plans. Most athletes display active engagement and are challenged in the activity and are provided consistent opportunities for constructive feedback.	The coach has clearly demonstrated the ability to teach the content within the program through well designed learning tasks and activities as well as clearly defined structure and plans that challenge the athlete in the activity. All athletes are actively engaged and challenged and provided continuous consistent opportunities for constructive feedback.

Communication, Connections, and Relationships

1) Professional Communication with all Applicable Stakeholders.

Not Meeting Expectations	Approaching Expectations	Meeting Expectations	Exceeding Expectations
The Coach has not clearly communicated with any applicable stakeholders (i.e., athletes, other coaches, administration, staff, parents, media, and/or boosters). The communication is not done in a professional manner.	The Coach has only communicated with a few applicable stakeholders, or has only partially communicated with applicable stakeholders (i.e., athletes, other coaches, administration, staff, parents, media, and/or boosters). The information communicated has been professional in most cases, but the delivery of information has been inconsistent.	The Coach has communicated with many, but not all applicable stakeholders (i.e., athletes, other coaches, administration, staff, parents, media, and/or boosters). The communication is mostly clear and done in a professional manner using multiple formats when appropriate.	The Coach has clearly communicated with all applicable stakeholders (i.e., athletes, other coaches, administration, staff, parents, media, and/or boosters) in a professional and timely manner using multiple formats when appropriate.

2) Establish and Maintain Professional Connections with all Applicable Stakeholders.

Not Meeting Expectations	Approaching Expectations	Meeting Expectations	Exceeding Expectations
The Coach has not established or maintained a professional connection with any applicable stakeholders (i.e., athletes, other coaches, administration, staff, parents, media, and/or boosters). The connections may be inappropriate in nature and are not done in a professional manner.	The Coach has an inconsistent professional connection with all applicable stakeholders (i.e., athletes, other coaches, administration, staff, parents, media, and/or boosters). The Coach's connections are professional in nature, but may not always be appropriate and therefore need improvement.	The Coach has established a professional connection with many, but not all applicable stakeholders (i.e., athletes, other coaches, administration, staff, parents, media, and/or boosters). The connections are appropriate and professional in nature, but could be improved.	The Coach has established and maintained a professional connection with all applicable stakeholders (i.e., athletes, other coaches, administration, staff, parents, media, and/or boosters). The connections are done in a professional and appropriate manner.

3) Professional Relationships with all Applicable Stakeholders

Not Meeting Expectations	Approaching Expectations	Meeting Expectations	Exceeding Expectations
The Coach has not developed a strong relationship with any of the applicable stakeholders (i.e., athletes, other coaches, administration, staff, parents, media, and/or boosters). Relationships may exist with stakeholders, but they are unprofessional in nature.	The Coach has developed an inconsistent relationship with most applicable stakeholders (i.e., athletes, other coaches, administration, staff, parents, media, and/or boosters). The coach's relationships are professional in nature.	The Coach has developed a relationship with many, but not all, applicable stakeholders (i.e., athletes, other coaches, administration, staff, parents, media, and/or boosters). The coach's relationships are professional in nature.	The Coach has developed a strong relationship with all applicable stakeholders (i.e., athletes, other coaches, administration, staff, parents, media, and/or boosters) and done so in a professional manner.

