

DIMENSION 1 - CONTENT KNOWLEDGE

<u>Fundamentals/Strategies of the Sport</u>	<u>Rules of Sport/School/IHSA</u>	<u>Practice/Game/Equipment Prep</u>	<u>Personal Conduct</u>	<u>Professional Growth in Sport</u>
Proper progression of skill instruction	Understanding rules and regulations of the sport	Scouting (when applicable)	Values of District Promoted	Accurate Reflection of coaching
Appropriate understanding adolescent development; physically and mentally	Stays up to date in rule knowledge	Preparation of court/field for contests/practice and replacing equipment after contests/practice	Conduct of the coach is appropriate	Inviting Honest & Constructive Feedback
Understands skills/techniques	Adherence to school policies and procedures	Equipment is properly cared for	Appearance of the team represents Geneseo well	Self Awareness
Knowledge and presentation of fundamentals		Safety protocols are followed (Medical kits, AED, Radio's, Water)	Appearance of the coach represents Geneseo well	Attends clinics for self improvement
			Actions Promote Multi-Sport Athletes	Enhancement of knowledge

DIMENSION 2 - APPLICATION OF CONTENT KNOWLEDGE INTO COACHING/MOTIVATING

<u>Athlete Development/Implementation</u>	<u>Practice Development/Implementation</u>	<u>Game Implementation</u>	<u>Communication</u>	<u>Program Growth</u>
Knowledge of each athlete's skill level	Accurate practice schedules	Game Planning	Ability to inspire/motivate	Common Language Use
Providing regular feedback to athletes	Directions and procedures are clear	Appropriate Response to situations - adaptability during games and practices	Ability to convey information when changes are necessary	Commitment to Process Over Outcome
Monitoring individual's athlete development	Practice progression/productivity are appropriate	Consistency	Setting expectations	Culture of Development
Use of past results to determine future skill practice	Effective Routines established	Execution of the team	Expectations are clear and attainable	Persistence in achieving outcomes
Athlete self-assessment and monitoring of progress	Procedures are followed with efficiency		Communication with other coaches (shared space/athletes, etc.)	Actions Promote Multi-Sport Athletes
Resources for athletes (camps, clinics, training, post-secondary, film, off-season development opportunities)	Structure of pacing and practices			Program-wide Systems Implementation
Conditioning is appropriate and conducive to athlete development	Utilizing resources and materials			
Actions promote the prevention and care of injuries	Relevance of practice activities			

DIMENSION 3 - CONNECTION & RELATIONSHIPS

<u>Care of Athletes</u>	<u>Connection to School</u>	<u>Commitment</u>	<u>Connection to Community</u>	
Concern for the athlete at all times	Loyalty to the School	Enthusiasm for working with students	Public relations with parents, students, community, and press/media	
Appropriate Coach interaction w/ athletes	Working with fellow coaches (other sports)	Enthusiasm for the sport itself	Appropriate actions toward fans/in-public	
Appropriate Athlete interaction with another	Working with administrative staff	Enthusiasm for working with staff	Represents program and Geneseo High School appropriately within the community	
Familiarity with athlete's interest; lives outside of sport	Connection/Relationship to Assistant Coaches	Reliability		
Conduct of the team and individual players	Coach interaction w/ school staff is professional and appropriate	Culture of Development		
Clear Expectations	Instill Student pride in program and school	Consistency		
		Teaching More than Sport (Character/Team Values/Mental Toughness)		
Timely Response to athlete's misbehavior	Instill Importance of program			

Working with multi-sport athletes to minimize overuse	Commitment to Building Student Leaders		
Connection to Athletes			
Recognition and promotion of players			

HEAD COACH RESPONSIBILITIES

<u>Professional Responsibilities</u>	<u>Program Building</u>		
Management of facilities/lockerroom is appropriate	Develops Identity for Program		
Management of equipment and inventories is appropriate	Provides athletes off-season growth opportunities		
Communicates in timely fashion with Athletic Office	Works with feeder programs to build program (youth, MS, lower levels)		
	Identifies professional development opportunities for staff		
Maintaining accurate records			
Game contest results w/stats reported to school and media (when applicable)	Sets team goals for improvement in future		
Individual records (when applicable)	Maintains relationship with boosters		
Athlete waivers/forms returned in timely manner	Seeks out input from coaching staff		
Accident reports filled out in timely manner	Seeks out input from athletes		
Attends rules meetings	Provides feedback to staff		
	Staff retention is appropriate		
	Athlete retention is appropriate		
	Continuity of program from each level		

GMS COACHING FEEDBACK TOOL

There are two components to the GMS Feedback tool. The first component occurs preseason – each coach will determine 2 goals that they want to accomplish for their upcoming sports season. The AD can aid each coach in reaching their goal (if needed). The second component occurs postseason – it is an electronic exit interview in which the coaches self-evaluate their season and their goals that they decided on before the season began. Once that self-evaluation is completed the coaches and the AD can use that information for setting future goals and for future improvement.

GOAL Setting Document (preseason)

“In this document you will write 2 goals. Each goal should be a well-thought out idea of what you want to accomplish during your GMS sports season. There are guiding questions you will need to answer below each goal that will help you to fine tune your goals so that they are attainable.”

Goal 1:

How will Goal #1 be measured?

How will Goal #1 be relevant to the individuals/players on your team or to the team as a whole?

What evidence will demonstrate that individuals (or the team) have accomplished the goal?

At what point during the season do you expect individuals (or the team) to accomplish the goal?

How does this goal help to meet the needs of the entire GMS/GHS program for your sport?

(Goal 2 is completed in exactly the same manner)

FEEDBACK TOOL (ELECTRONIC EXIT INTERVIEW - postseason)

This is given to each coach at the end of the season through a Google Form, and it is broken up into 2 different sections. The first section revisits the goals that were set prior to the season starting. Also, in this section, each coach will rewrite their 2 goals from their goal sheet and explain whether or not their goals were met.

The second section asks each coach to self-evaluate using a 4-point rating scale (included in Section 2 below). The self-evaluation is broken up into 3 areas of coaching – **Content Knowledge, Applying Knowledge to Coaching and Motivation, and Relationships**. Those areas are explained in the Google Form as the coaches complete their exit interview.

Section 1:

GMS Coaching end of season feedback interview

Your name:

List Goal #1 from your Goal Setting document (sent to you prior to the season starting).
Were you able to reach the goal? If not, explain why you think the goal was not achieved.

List Goal #2 from your Goal Setting document (sent to you prior to the season starting).
Were you able to reach the goal? If not, explain why you think the goal was not achieved.

Section 2:

Self Evaluation

With each of the listed items, rate yourself on the scale provided.

N/A = this item does not pertain to my coaching or the sport that I coach

2 = Needs improvement = this is an area of my coaching that I don't feel comfortable with and would like some help with

3 = Proficient = this is an area that I feel comfortable with but I know that I could possibly improve

4 = Distinguished = this is an area that I feel I have mastered or that I feel completely comfortable with

Content Knowledge (coaching area #1)

The coach understands these concepts related to the knowledge of the sport that they supervise.

1. I understand and can demonstrate the basic fundamentals of the sport.
2. I reflect on my coaching, and make adjustments to improve where necessary.
3. I understand the rules and regulations of the sport.
4. I adhere to school policies and regulations.
5. I properly maintain and prepare equipment for practices and contests.
6. I am aware of safety procedures and keep my medical bag with me at all contests.
7. I maintain my composure, exhibit self-discipline, and display integrity while coaching.
8. My appearance at practice and games is professional and I help my athletes to do the same.

Applying Knowledge to Coaching and Motivation (coaching area #2)

The coach is able to apply their knowledge of the sport to coach and motivate their athletes in the sport they supervise.

1. I am able to objectively evaluate each athlete's ability and provide them with proper feedback to help them improve.
2. Additional resources are given to athletes to increase their skill level (additional drills, videos, reading, camps, etc.)
3. Practices are organized, scheduling events where all athletes' varied skill sets are strengthened and tested daily.
4. Practices use effective routines and utilize available resources.
5. I am able to create an effective game plan, but am also able to appropriately make in-game adjustments as necessary.
6. I set high expectations and clearly communicate those expectations to my athletes.
7. I use motivation as a tool to provide an enthusiastic culture of development for my team.
8. I have committed myself to process over outcome in order to maintain the overall program's growth.

Relationships (coaching area #3)

The coach maintains positive relationships with the many people they come into contact with.

1. I maintain a professional relationship with all game day stakeholders (athletes, officials, game-day workers, and opposing coaches).
2. I work closely with the AD, GMS Administration, and office staff to provide a quality experience for my athletes.
3. I am able to manage the conduct of my athletes, and provide appropriate discipline in a timely and effective manner.
4. I have an appropriate understanding of the physical and mental development of the adolescents in my charge.
5. I promote the values of the school district through the actions I display.
6. I exhibit enthusiasm for the sport I coach and to the athletes that I coach.
7. I am reliable.
8. Character building, self confidence, and leadership skills are part of what I teach as I coach.
9. I represent GMS and the overall sport program I coach at all times.
10. I maintain an open line of communication with the high school head coaches to help develop the overall program.
11. I maintain a positive relationship with parents, community members, and the media in my role as a coach.