

Ballard Community School District Coach Evaluation Form

Coach/Sponsor: _____ School Year: _____

Sport/Activity: _____ Season: _____

Record of Observation(s) (min. 2 per season) Type of Evaluation:

Date: _____ Time: _____

Date: _____ Time: _____

Date: _____ Time: _____

Date: _____ Time: _____

Annual: _____

Other: _____

The evaluator must respond to each of the seven major criteria (National Standard for Sport Coaches). For each criterion, a given response exceeds expectations or needs improvement, an explanatory comment is required. For each artifact a scaled response must also be established.

4 = Exemplary: Reflects the degree of quality, initiative, and impact beyond reasonable expectations of a coach.

3 = Satisfactory: Reflects the degree of quality, initiative, and impact reasonably expected of a coach.

2 = Needs Improvement: Reflects a degree of quality, initiative, and impact below reasonable expectations of a coach. This should be an area of focus for professional development.

1 = Unsatisfactory: Reflects a substandard degree of quality, initiative, and impact expected of a coach. This must be addressed in a personal improvement plan.

N/A = Not Applicable

I. Set Vision, Goals, and Standards for Sport Program

Standard 1: The coach develops and enacts an athlete-centered coaching philosophy.	4	3	2	1	N/A
Standard 2: The coach uses long term athletic development with the intent to develop athletic potential, enhance physical literacy, and encourage lifelong physical activity.	4	3	2	1	N/A
Standard 3: The coach creates a unified vision using strategic planning and goal setting practices.	4	3	2	1	N/A
Standard 4: The coach aligns the program with all rules, regulations, and needs of the community and individual athletes.	4	3	2	1	N/A
Standard 5: The coach manages the program's resources in a responsible manner.	4	3	2	1	N/A

_____ Meets _____ Exceeds _____ Needs improvement

Comments:

Artifacts to Support:

II. Engage in and Support Ethical Practices

Standard 6: The coach abides by the code of conduct within their coaching context.	4	3	2	1	N/A
Standard 7: The coach exhibits self-control and personal stability during practices and contests.	4	3	2	1	N/A
Standard 8: Develops an ethical decision-making process based on ethical standards.	4	3	2	1	N/A

_____ Meets _____ Exceeds _____ Needs improvement

Comments:

Artifacts to Support:

III. Build Relationships

Standard 9: The coach acquires and utilizes interpersonal and communication skills.	4	3	2	1	N/A
Standard 10: The coach develops competencies to work with a diverse group of individuals.	4	3	2	1	N/A
Standard 11: The coach demonstrates professionalism and leadership with all stakeholders.	4	3	2	1	N/A

_____ Meets _____ Exceeds _____ Needs improvement

Comments:

Artifacts to Support:

IV. Develop a Safe Sport Environment

Standard 12: The coach creates a respectful and safe environment which is free from harassment and abuse.	4	3	2	1	N/A
Standard 13: The coach collaborates with program directors to fulfill legal responsibilities and risk management procedures associated with coaching.	4	3	2	1	N/A
Standard 14: The coach identifies and mitigates physical, psychological and sociocultural conditions that predispose athletes to injuries.	4	3	2	1	N/A
Standard 15: The coach monitors environmental conditions and modifies participation as needed to ensure the health and safety of athletes.	4	3	2	1	N/A
Standard 16: The coach reduces potential injuries by instituting safe and proper training principles and procedures.	4	3	2	1	N/A
Standard 17: The coach develops awareness of common injuries in sports medicine professionals to help athletes have a healthy return to participation.	4	3	2	1	N/A
Standard 18: The coach supports the decisions of sports medicine professionals to help athletes have a healthy return to participation following injury.	4	3	2	1	N/A
Standard 19: The coach educates athletes and encourages nutritional practices that ensure the health and safety of athletes.	4	3	2	1	N/A
Standard 20: The coach provides accurate information about drugs and supplements to athletes and advocates for drug-free sport participation.	4	3	2	1	N/A

____ Meets ____ Exceeds ____ Needs improvement

Comments:

Artifacts to Support:

V. Create a Positive and Inclusive Sport Environment

Standard 21: The coach implements a positive and enjoyable sport climate based on best practices for psychosocial and motivational principles to maximize athlete and team well-being and performance.	4	3	2	1	N/A
Standard 22: The coach builds inclusive practices into the program for all groups, which are aligned with current legal and ethical guidelines.	4	3	2	1	N/A
Standard 23: The coach understands the importance of including athletes with disabilities in meaningful participation in established	4	3	2	1	N/A

sports programs and considers options for athletes who cannot participate in traditional sport opportunities.	
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_____ Meets _____ Exceeds _____ Needs improvement

Comments:

Artifacts to Support:

VI. Create a Positive and Inclusive Sport Environment

Standard 24: The coach creates seasonal/annual plans that incorporate developmentally appropriate progressions for sport-specific skills based on best practices in motor development, biomechanics and motor learning.	4	3	2	1	N/A
Standard 25: The coach designs appropriate progressions for improving sport-specific physiological systems throughout all phases of the sport season using essential principles of exercise physiology and nutritional knowledge.	4	3	2	1	N/A
Standard 26: The coach plans practice to incorporate appropriate competition strategies, tactics, and scouting information.	4	3	2	1	N/A
Standard 27: The coach incorporates mental skills into practice and competition to enhance performance and athlete well-being.	4	3	2	1	N/A
Standard 28: The coach creates intentional strategies to develop life skills and promote their transfer to life beyond athletics.	4	3	2	1	N/A
Standard 29: The coach understands components of effective contest management.	4	3	2	1	N/A
Standard 30: The coach knows the skills, elements of skill combinations, techniques, competition strategies, tactics and the rules associate with the sport being coached.	4	3	2	1	N/A
Standard 31: The coach develops and utilizes pedagogical strategies in daily practice.	4	3	2	1	N/A
Standard 32: The coach crafts daily practice plans based on teaching and learning principles and strategies to promote athlete development and optimize competitive performance.	4	3	2	1	N/A
Standard 33: The coach uses appropriate motivational techniques to enhance performance and athlete engagement during practices and competitions.	4	3	2	1	N/A

Standard 34: The coach implements appropriate strategies for evaluating athlete training, development, and performance.	4	3	2	1	N/A
Standard 35: The coach engages athletes in a process of continuous self-assessment and reflection to foster responsibility for their own learning and development.	4	3	2	1	N/A
Standard 36: The coach adjusts training and competition plans based on athlete needs and assessment practices.	4	3	2	1	N/A
Standard 37: The coach uses strategic decision-making skills to make adjustments or improvements or change course throughout a competition.	4	3	2	1	N/A

_____ Meets _____ Exceeds _____ Needs improvement

Comments:

Artifacts to Support:

VII. Strive for Continuous Improvement

Standard 38: The coach regularly engages in self-reflection or peer-reflection to deeply examine situations, generate potential solutions and think through those situations.	4	3	2	1	N/A
Standard 39: The coach develops an evaluation strategy to monitor and improve staff and team performance.	4	3	2	1	N/A
Standard 40: The coach improves coaching effectiveness by seeking to learn the latest information on coaching through various avenues of coaching development.	4	3	2	1	N/A
Standard 41: The coach engages in mentoring and communities of practice to promote a learning culture and continual improvement.	4	3	2	1	N/A
Standard 42: The coach maintains work-life harmony and practices self-care to manage stress and burnout.	4	3	2	1	N/A

_____ Meets _____ Exceeds _____ Needs improvement

Comments:

Artifacts to Support:

Other Evaluator Comments:

Staff Member Comments:

Corrective Action Plan (If Needed):

I acknowledge that I have reviewed this evaluation summary and am aware of its content. These signatures only indicate an awareness of the content of this evaluation. The staff member may include his/her comments or he/she may prepare a supplemental report to attach to the evaluation.

Date

Staff Member Signature

Date

Evaluator Signature