



Athletic Director Evaluator Approval Renewal Course I
Professional Evaluations and the National Standards for Sport Coaches
Class Outline & Syllabus

LEARNING OUTCOMES/OBJECTIVES

- Each participant will be able to.....examine and develop a philosophical rationale and a variety of methods that may be used to assess athletic programs and personnel allowing the athletic administrator to improve the performance of athletic coaches and other athletic department personnel, improvement of program operations, and the improvement of satisfaction among players, parents, and employees.
- Each participant will be able to....better utilize the talents, strengths, and qualifications of the entire team of coaches to maximize the potential of the coaching staff and develop strategies and methods to develop and enhance successful coach to coach mentoring programs.
- Each participant will be able to....create and develop a new evaluation tool or improve an existing evaluation tool that will incorporate the National Standards for Sport Coaches & Core Responsibilities. for both a formative and summative evaluation tool which will also include evidentiary artifacts & data collection.

IN ORDER TO RECEIVE CREDIT FOR THIS COURSE, PARTICIPANTS MUST:

ACTIVITY	CRITERIA FOR CREDIT	OPPORTUNITY FOR MAKE-UP
Attend all three sessions of the course	100% attendance and participation in all large and small group discussions and activities	None
Complete LTC Course 707 (6 hours) (LTC Courses are non-sequential)	Participation in large and small group discussion & exercises.	None
Complete LTC Course 723 (6 hours) (LTC Courses are non-sequential)	Participation in large and small group discussion & exercises.	None
National Standards for Sport Coaches & Core Responsibilities.	Read through and review all the National Standards for Sport Coaches & Core Responsibilities.	None
Complete Small Group Electronic Crosswalk Activity of Artifacts/Data Points in each of the National Standards for Sport Coaches.	Participation and contribution of groups list of artifacts/data points of assigned standard. Participate in an electronic gallery walk of all information collected from all groups.	None
Small Group Collaboration of a redesign of a present evaluation tool incorporating the National Standards for Sport Coaches.	Participating and sharing of presently used evaluation tools and work needed to redesign using the National Standards for Sport Coaches & Core Responsibilities within the group.	None

Final Grading Assignment Complete and submit a formal evaluation that contains all National Standards for Sport Coaches & Core Responsibilities and is both in a formative and summative format.	Show an understanding and implementation plan in which a formative and summative evaluation tool incorporates the National Standards for Sport Coaches & Core Responsibilities and how the tool will be used to evaluate coaches.	Participants will have three weeks after class to submit the completed formal evaluation tool that will be assessed based on a scoring rubric. Participants can submit documents any time after the two week deadline and receive credit. If the formal evaluation tool does not meet the criteria as outlined in the rubric, modifications can be made and assignment may be re-submitted for credit.
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GRADING CRITERIA

The grading of the assignment shall be completed using a rubric in determining whether the assignment meets satisfactory completion. Criteria shall be as follows:

A – Satisfactory	F – Non Satisfactory
A completed formative and summative evaluation tool that incorporates the National Standards for Sport Coaches & Core Responsibilities will be submitted no later than three weeks upon the completion of the course that can be immediately submitted and implemented by the athletic administrator in their home district. This evaluation tool will demonstrate an ability to be effectively implemented in a fashion that will drive professional development in their coaching staff and demonstrate a direct correlation to coaching performance.	Student fails to complete a satisfactory evaluation tool at the completion of the course
Attends all sessions	Failed to attend all sessions

TO WHICH IOWA SCHOOL LEADER STANDARD(S) DOES THIS COURSE MOST APPLY?

Iowa School Leader Standards

1. Facilitating the development, articulation, implementation and stewardship of a vision of learning...
2. Advocating, nurturing, and sustaining a school culture and instructional program conducive to student and staff learning.
3. Ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.
4. Collaborating with families and community members, responding to community interests and needs, mobilizing community resources.
5. Acting with integrity, fairness, and in an ethical manner.
6. Understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context

HOW DOES THIS COURSE SUPPORT THE IOWA CORE?

Iowa Core: Education-based athletics and activities have a significant impact on the engagement of students in their respective schools. As engagement in activities increases, student academic performance increases, student attendance increases, and student discipline decreases.

Athletic and Activities Directors completing this course will have a more effective evaluation system based on specific content pertinent to their area of administration as well as professional growth development programs in place for their coaches and directors which, in turn, will have a direct impact on the positive influence these programs have on student participants across the state of Iowa.

MATERIALS NEEDED

LTC 707 Work book (Supplied by IHSADA)

LTC 723 Work book (Supplied by IHSADA)

Current Individual Formal Evaluation Tools Implemented by Athletic Administrators

Exemplars of Formative & Summative Formal Evaluation Tools that Incorporate National Standards for Sport Coaches & Core Responsibilities

Copy of the National Standards for Sport Coaches & Core Responsibilities

RESEARCH BASE

The NIAAA Leadership Training Program and Certification Program are voluntary professional development programs designed by athletic administrators. Completion of leadership training courses will enhance the daily operations of the athletic department and provide professional growth opportunities for the athletic administrator. The class is an extension of the original Evaluator Training course needed to obtain evaluator approval. The evaluation process is reinforced through this class but evaluation content provides greater focus on the topics and issues of athletic administration.

SESSION I OF COURSE: LTC 707 Athletic Administration: Improvement of Athletic Programs and Personnel Through Assessment

- This course examines a philosophical rationale and a variety of methods that may be used to assess athletic programs and personnel.
- The goals of this course are to improve the performance of athletic coaches and other athletic department personnel of program operations and improve satisfaction among players, parents, and employees.
- The central theme is to encourage assessment of needs, interests and opinions that can enhance goal setting, and planning priorities. Comprehensive descriptions of skill, knowledge, and supervision requirements for the direction, recruitment, interviewing, and hiring of high school coaches will be reviewed. Criteria used to evaluate coaches will be scrutinized. [REVISED 2016]

SESSION II OF COURSE: LTC 723 Athletic Administration: Administration of Professional Growth Programs for Interscholastic Athletic Personnel

- Providing continual professional development and education for coaches is one of the 14 legal responsibilities of athletic administrators, therefore creating a need to ensure that all coaching staff at all levels are trained at the highest level.
- This course will show athletic directors how to further continuing efforts.
- Professional development should be based upon the National Standards for Sport Coaches and would include individual school-sponsored programs, state association requirements, and professional providers such as the National Interscholastic Athletic Administrators Association (NIAAA) Professional Development Academy, the National Federation of State High School Associations (NFHS) Coach Education program, and the American Sport Education Program (ASEP). [REVISED 2020]

SESSION III OF COURSE: WORKSHOP/ PANEL DISCUSSION OUTLINE

- **Introduction/Review: National Coaching Standards**
 - Review the National Standards for Sport Coaches & Core Responsibilities.
 - Table discussion of the Standards.
 - Comparison NSSC & Iowa State Standards.
- **Introduction of the Rationale of Artifacts/Data Points in Relationship to National Standards for Sport Coaches and Evaluation Instruments.**
 - Electronic Walkabout Table Activity to develop data points & artifacts.
 - Use of shared google document template of National Standards to record contextual examples.
 - Large Group Electronic Walkabout to provide a summary of the artifacts/data points collected.

- **Review of Current Evaluation Instruments**
 - Table sharing and review.
- **Panel: Evaluation Tools Incorporating National Standards for Sport Coaches.**
 - Interview Process
 - Pre-Season Meeting
 - Walk Through and Formal Practice Evaluation
 - Pre-Conference Documents: Self-Evaluation & Reflection
 - Post-Season: Formative Evaluation Process
 - Professional Development Growth Plan
- **Required Assignment**
 - The submission of a formal evaluation tool that incorporates the National Standards for Sport Coaches & Core Responsibilities.
 - The assignment is then assessed using a rubric developed by the IHSADA Evaluator Renewal Training Committee.

FINAL COURSE PROJECT ASSESSMENT

Criteria	A-Satisfactory	F-Non Satisfactory	Comments
Inclusion of National Standards	Evaluation Tool Effectively Incorporates the National Standards for Sport Coaches & Core Responsibilities	Evaluation Tool Does Not Effectively Incorporate the National Standards for Sport Coaches & Core Responsibilities	
Implementation	Evaluation Tool Can Be Effectively Implemented	Evaluation Tool Can Not Be Effectively Implemented	
Professional Growth	Evaluation Tool Focuses on Growth of Coaches and Areas For Improvement	Evaluation Tool Does Not Focus on Growth of Coaches and Areas For Improvement	
Effectiveness	Evaluation Tool Effectively Evaluates Performance Accurately	Evaluation Tool Does Not Effectively Evaluate Performance Accurately	
Utilization	Evaluation Tool Has Been Planned to be Utilized with a Coach to Test Effectiveness	Evaluation Tool Has Not Been Planned to be Utilized with a Coach to Test Effectiveness	