

Evaluating Coaches

**NIAAA National Conference—2014
National Harbor/D.C.**

Session #25: Monday, December 15, 1:45-2:45

Session #32: Tuesday, December 16, 9:30-10:30

Presenter

Bruce Brown, CMAA, CIC
Executive Director

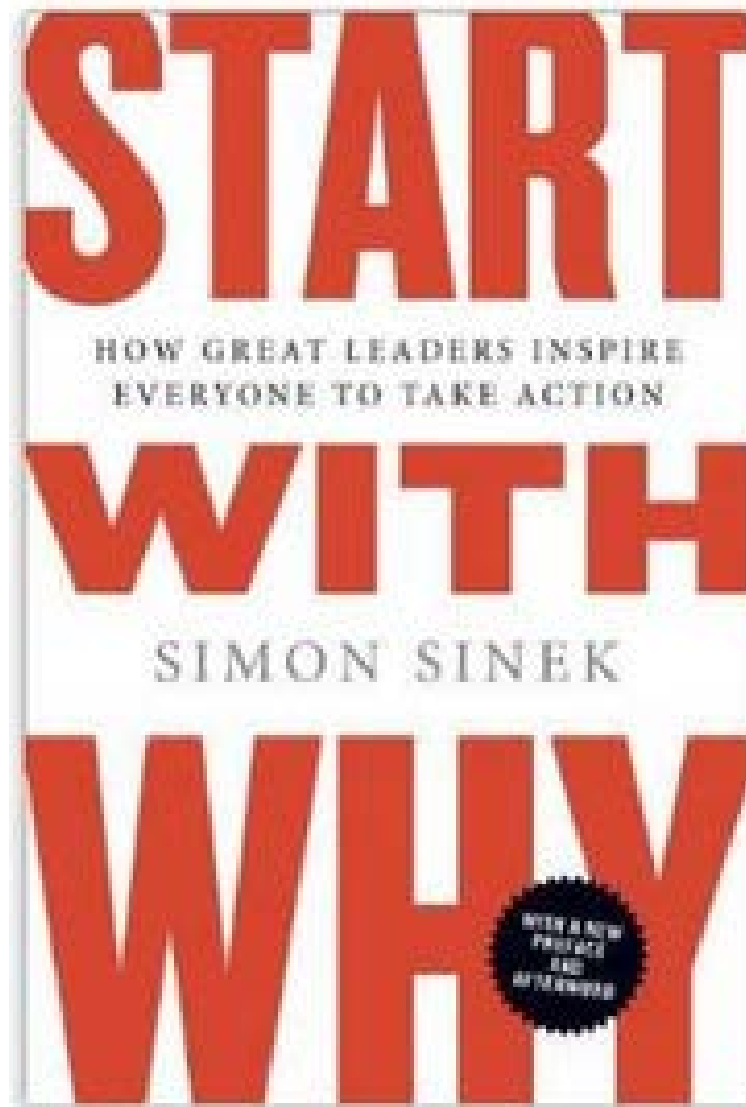
**Ohio Interscholastic Athletic
Administrators Association**



Objectives of Presentation

- * **WHY** evaluate and assess coaches and their programs
- * **HOW** do we deploy the evaluation process
- * **WHAT** are the evaluative and assessment instruments

WHY?



WHY?

<https://www.youtube.com/watch?v=IPYeClXpxw>



So.....**START** with the “**WHY**”

*Create the **CULTURE**:*

- GROWTH vs. “GOTCHA”
- Continuous improvement
- Responsible communication
- Vision
- What’s best for kids

Two questions to create the culture:

“Are you willing to serve as a COACH of COACHES?”

“How successful would your programs be if you only assessed progress ONE time each year?”

HOW? To deploy....

- * Covey: “*Begin with the end in mind.*”
- * Help create the vision for the program/team/coach.
- * This is a **CONTINUOUS** plan of action.

Three-Year Plan

Where is the program NOW, and what is the desired level in three years?

- Audiences served:
 - **The Coach and Students**
 - **The Coach and Administrator(s) – Growth Planning**
 - **The Coach and BOE**
 - **The Coach and Parents**

Three-Year Plan

Areas to Address:

- **The Mission Statement**
- **The Program Description**
- **The Student Profile**
- **The Program Assets & Challenges**
- **The Academics**
- **Timeline & Athletic Dept. Support**

The Mission Statement

- **What is the defining objective of the specific sport program?**
- **Why does your program exist?**
- **The mission guides the actions of the organization and all participants.**
- **Provides pathway for all decisions and is the framework from which strategies are formulated.**

The Lake High School football program is committed to developing the whole person within each of our students. We aim to develop young men who physically and mentally compete as winners versus a very challenging schedule. We want to give our students opportunities for growth as athletes and as citizens through active sport participation as well as service and volunteer opportunities.

Our objective is that our students learn life-long skills and develop character traits which will remain with them for the rest of their lives. The development of these skills will help each player to be contributing members of their future communities.

The Program Description

- **Describe the program in detail**
- **Brief history of the program over the course of recent years.**

The Lake boy's soccer program is in a transitional phase. In the last ten years the program went from being a low level program with few wins to a solid program playing good soccer. The program has achieved success in the last three years but has not been able to challenge for a league or district title. The combined three year record is 26W-14T-13L. The program has one district title in 2007.

The focus of the coaching staff is to increase our level of play sufficiently to make a legitimate challenge for the Federal League and District titles. To that end, we have been slowly increasing the difficulty of the schedule. We now schedule several regularly state-ranked teams in our non-league play. The competitiveness of this schedule has improved our ability to play in a very challenging Federal League.

The coaching staff consists of the head coach and three assistants. The assistant coaches are young but dedicated to Lake Soccer. They are very motivated and energetic, and all have played for the current head coach. The one overriding principle for the coaching staff is to "do the right thing" in all circumstances so that Lake soccer is known for its skillful play and its excellent sportsmanship.

The local youth club is the Lake Soccer Club. It has been in existence since the early 1980's and plays in the Greater Akron Area Soccer Association (GAASA). The club is an all inclusive participation club and does not currently have tryouts or cuts. The soccer club is a small/midsize club in relation to other area soccer clubs. The high school program does have various contacts with the club. Some of the high school players have coached and refereed in the club in the spring seasons. In addition, the high school coaches have done summer camps and foot skills clinics at various times.

The Student Profile

Assessment of underclassmen (of as many levels that the coach/program has oversight).

“What’s coming up? What are the numbers like?”

- **What are the expectations per grade level or group?**

Player-Personnel:

(2013-14)

Freshmen: This team has a few athletes that need to work to become better basketball players. There is an expectation of about 15-20 that will try out next winter. Leaders for this group are Joe McBride, Jim Kirven, Drew DeLap, Adam Holl, and Cameron Shockley, Improving guard play and creating an inside presence with this team will be a goal of our coaching staff.

Junior-Varsity: Numbers are good, talent is good with this group. Collectively this group plays with a great sense of heart and desire. They may be our hardest working group. We have great expectations for this class. They love to play, they make summer commitments and will challenge our varsity daily at practice. This class has rangy size with Jack Lostoski, Matt Jones, Nathan Kilgore, and an outstanding playmaker in Chandler Vaudrin.

Varsity: The strength in this team is that they enjoy each other and play with a great sense of intensity. This team could become an outstanding shooting team. This year's league and districts will be very challenging especially with the returning letter winners around the area. We will be a senior dominated team led by Mitchell Spotleson, Alex Belinsky, Caleb Peach, Jonny Flower, Sam Evans and Dylan Nisly. Juniors, Chase Champagne, Tyler Myers, Dakota Noble, Riley Sommers, and Matt Kennel will add depth. Look for Chandler Vaudrin and Jack Lostoski to step in and push the upperclassmen for time.

Program Assets & Challenges

What are foundational pieces you have to work with currently?

- **Identify the obstacles you need to overcome and indicate options to address.**
- **What are foundational pieces you have to work with currently?**
- **What are the equipment/facility needs expected year-by-year over the next three years?**

Cross Country:

Facilities: We have great facilities at Lake High School. We have access to secure locker rooms and to a top-notch weight facility. The “MPR” serves at a great place to warm-up before practice and to hold team meetings. There is also a trainer on staff when we practice. Most of the athletes also have access to our YMCA.

A big plus for training is our ability to train at Quail Hollow State Park. It is close in proximity and has miles of trails upon which to run.

Challenges: As always it is hard to convince athletes to “try” XC. Through Coach Bragg we have the beginnings of a very good MS program and that often helps in increasing HS numbers. Coach Wise and I will continue “recruiting” and visiting our younger programs to foster growth.

Middle School program: The MS program enjoyed a great amount of success this past season. The major contributor to this success is Coach Bragg. Since she is a teacher at the MS it helps greatly with recruiting on her part. Her enthusiasm for the sport wears off on her athletes. The HS staff is highly aware of this and should see more athletes cross over to the varsity level in the near future.

Challenges: The big one with the MS is getting athletes to run over the summer months. Coach Bragg has done a great job with this through emails, phone calls, and a detailed practice plan for the summer.

Academics

What types of strategies do you have in place to address academic and/or eligibility concerns?

- **How will you monitor academic progress and provide appropriate support/encouragement for academic success?**

PART FIVE: ACADEMICS

We continue to track our students' progress closely with the help of the guidance office and Barb Brown. We get grade printouts on all football players' grades 9 – 12 at mid-term and at the end of each 9 weeks. We often help players with study habits and tutoring. Next year's Varsity/JV squad is relatively strong academically. We also recognize all players who make the honor roll/achievement roll at the November recognition night.

Timeline & Athletic Dept. Support

Create a timeline of where your program is now and where it will be in three years.

- **Identify those specific areas of support necessary from our Athletic Department.**

PART 6: TIMELINE AND ATHLETIC DEPARTMENT SUPPORT

2013-2014	2014-2015	2015-2016
<ul style="list-style-type: none"> • Volleyballs • Coaching Shirts • Middle School Jerseys • Warm Ups (add) • Team Backpacks JV/V 	<ul style="list-style-type: none"> • Coaching Shirts • Warm Ups (9th) • Volleyballs • Team Backpacks 9th 	<ul style="list-style-type: none"> • V/JV Uniforms • Coaching Shirts • Volleyballs
2013	2014	2015
<ul style="list-style-type: none"> • Networks System 	<ul style="list-style-type: none"> • AirCat • Middle School Net System 	<ul style="list-style-type: none"> • Weight Room

Athletic Department Support of Volleyball (continued):

AirCat System and Networks System: These systems will help to continue to the developmental process for our athletes in the program. Total Cost = \$4000

Weight Room at HS: We would also like to look into weight room in the high school for our athletes. During season we are unable to keep up with workouts do to the complex location and not being accessible during practice due to time constraints. We are attempting to change the culture of our girls being in the weight room. The after-school weight room access is over-crowded and many of our girls feel self-conscious about working out in front of male athletes. Our numbers would be much higher year-round if we did not have to wait until at least four o'clock to get in the weight room. We believe that not only would the volleyball program benefit, but so would other programs, like Girls' Basketball.

ATHLETIC DEPARTMENT SUPPORT

- * Continue communication between the coaching staff and athletic department.
- * Continue to receive support from the Board of Education.
- * Greatly appreciate openness and dialogue process with Athletic office.
- * Allow coaching staff to be actively involved in any decision that affects the program.

WHAT?

Tools and instruments
to assess the coach
and program

Things to Consider in the Evaluation Process

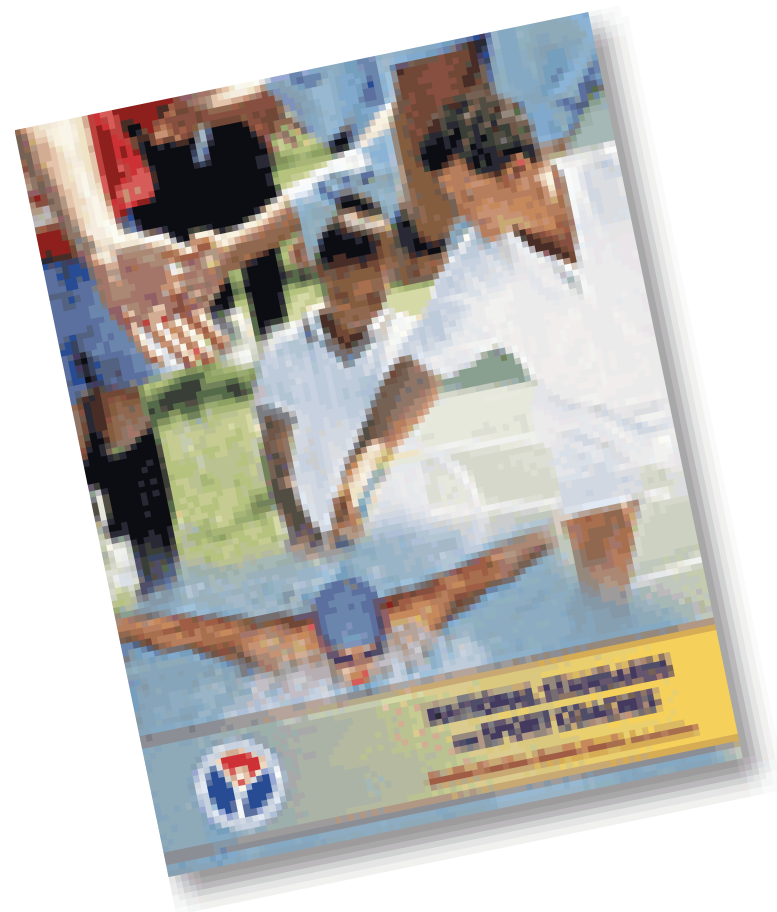
Encourage ongoing conversations during the season.

Address pivotal issues during the season – don't wait for the final evaluation. Be sure to include in the final evaluation.

Be sure to include at least one commendation and one recommendation in every evaluation.

Be visible – attend practices and contests.

Use “The National Standards for Sport Coaches”



Domain 1 - Philosophy and Ethics – The coach will:

Standard 1 - Develop and implement an athlete-centered coaching philosophy.

Standard 2 - Identify, model and teach positive values learned through sport participation.

Standard 3 - Teach and reinforce responsible personal, social and ethical behavior of all people involved in the sport program.

Standard 4 - Demonstrate ethical conduct in all facets of the sport program.

Domain 2 - Safety and Injury Prevention – The coach will:

Standard 5 - Prevent injuries by providing safe facilities.

Standard 6 - Ensure that all necessary protective equipment is available, properly fitted and used appropriately.

Standard 7 - Monitor environmental conditions and modify participation as needed to ensure the health and safety of participants.

Standard 8 - Identify physical conditions that predispose athletes to injuries.

Standard 9 - Recognize injuries and provide immediate and appropriate care.

Standard 10 - Facilitate a coordinated sports health care program of prevention, care, and management of injuries.

Standard 11: Identify and address the psychological implications of injury.

Domain 3 - Physical Conditioning – The coach will:

Standard 12 – Design programs of training, conditioning and recovery that properly utilize exercise physiology and biomechanical principles.

Standard 13 - Teach and encourage proper nutrition for optimal physical and mental performance, and overall good health.

Standard 14 - Be an advocate for drug-free sport participation and provide accurate information about drugs and supplements.

Standard 15 - Plan conditioning programs to help athletes return to full participation following injury.

Domain 4 - Growth and Development – The coach will:

Standard 16 – Apply knowledge of how developmental change influences the learning and performance of sport skills.

Standard 17 – Facilitate the social and emotional growth of athletes by supporting a positive sport experience and lifelong participation in physical activity.

Standard 18 - Provide athletes with responsibility and leadership opportunities as they mature.

Domain 5 - Teaching and Communication – The coach will:

Standard 19 - Provide a positive learning environment that is appropriate to the characteristics of the athletes and goals of the program.

Standard 20 - Develop and monitor goals for the athletes and program.

Standard 21 – Organize practice based on a seasonal or annual practice plan to maintain motivation, manage fatigue and allow for peak performance at the appropriate time.

Standard 22: Plan and implement daily practice activities that maximize time on task and available resources.

Standard 23 - Utilize appropriate instructional strategies to facilitate athlete development and performance.

Standard 24 – Teach and incorporate mental skills to enhance performance and reduce sport anxiety.

Standard 25 – Use effective communication skills to enhance individual learning, group success and enjoyment in the sport experience.

Standard 26 - Demonstrate and utilize appropriate and effective motivational techniques to enhance athlete performance and satisfaction.

Domain 6 - Sport Skills and Tactics – The coach will:

Standard 27 - Know the skills, elements of skill combinations and techniques associated with the sport being coached

Standard 28 - Identify, develop and apply competitive sport strategies and specific tactics appropriate for the age and skill levels of the participating athletes.

Standard 29 – Use scouting methods for planning practices, game preparation and game analysis.

Domain 7 - Organization and Administration – The coach will:

Standard 30 – Demonstrate efficiency in contest management.

Standard 31 - Be involved in public relation activities for the sport program.

Standard 32 - Manage human resources for the program.

Standard 33 – Manage fiscal resources for the program.

Standard 34 - Facilitate planning, implementation, and documentation of the emergency action plan.

Standard 35 - Manage all information, documents and records for the program.

Standard 36 - Fulfill all legal responsibilities and risk management procedures associated with coaching.

Domain 8 – Evaluation – The coach will:

Standard 37 – Implement effective evaluation techniques for team performance in relation to established goals.

Standard 38 - Use a variety of strategies to evaluate athlete motivation and individual performance as they relate to season objectives and goals.

Standard 39 - Utilize an effective and objective process for evaluation of athletes in order to assign roles or positions and establish individual goals.

Standard 40 - Utilize an objective and effective process for evaluation of self and staff.

COACHING COMPETENCIES

(Corresponding indicators on reverse side)

	Not achieved	Achieved w/challenges	Achieved	Achieved w/excellence	No opportunity to observe	
<p>1. PHILOSOPHY and ETHICS: The coach establishes a coaching philosophy that focuses on the safety, development and well-being of the student-athlete. MERIT/GROWTH:</p>	1	2	3	4		
<p>2. SAFETY and INJURY PREVENTION: The coach is properly trained in injury prevention, is able to recognize high-risk situations, as well as unsafe equipment facilities, and environmental conditions in order to ensure the safety of the students and make necessary modifications to the playing environment should unsafe conditions exist. MERIT/GROWTH:</p>	1	2	3	4		
<p>3. PHYSICAL CONDITIONING: The coach is responsible for implementing research-based, developmentally appropriate drills and teaching techniques that support athlete development while maintaining safety. The coach encourages healthful decisions by the student to promote healthy lifestyles and low-risk training practices. MERIT/GROWTH:</p>	1	2	3	4		
<p>4. GROWTH and DEVELOPMENT: The coach is knowledgeable about the age and skill level of his/her athletes. The coach is able to recognize the patterns of cognitive, motor, emotional and social development and can create effective learning environments that allow athletes to progress and improve at different rates. MERIT/GROWTH:</p>	1	2	3	4		
<p>5. TEACHING and COMMUNICATION: The coach is able to plan and implement organized practices so that athletes have a positive learning experience. The coach is able to use a variety of systematic instructional techniques to provide a positive learning environment and maximize the potential of each student. MERIT/GROWTH:</p>	1	2	3	4		
<p>6. SPORT SKILLS and TACTICS: The coach is able to develop skills of all team members into an efficient and successful group. The coach knows how to utilize athletes' abilities to maximize meaningful participation. MERIT/GROWTH:</p>	1	2	3	4		
<p>7. ORGANIZATION and ADMINISTRATION: The coach provides information regarding the needs of the student, serves as a key communicator of program goals and policies, and facilitates compliance with established program, school and state association policies. MERIT/GROWTH:</p>	1	2	3	4		
<p>8. EVALUATION: The coach is able to make accurate and timely decisions regarding all aspects of his/her program. MERIT/GROWTH:</p>	1	2	3	4		

Two questions in designing your assessment tool:

“What do you believe good coaching looks like?”

“What are the processes and protocol that will best fit what we want to accomplish?”

Things to Consider for Remediation/Action Plans

- * Work to enlighten the coach to approach these efforts as a business would assess customers.
- * Create the climate that “ALL FEEDBACK IS GOOD DATA”.
- * Engage stakeholders with providing data.
- * Professional use of surveys among customers.
- * Utilize the NFHS “CODE OF ETHICS”

NFHS “Code of Ethics”

National Federation of State
High School Associations



The Coaches Code of Ethics

The function of a coach is to educate students through participation in interscholastic competition. An interscholastic program should be designed to enhance academic achievement and should never interfere with opportunities for academic success. Each student-athlete should be treated as though he or she were the coaches' own, and his or her welfare should be uppermost at all times. Accordingly, the following guidelines for coaches have been adopted by the NFCA Board of Directors.

The coach shall be aware that he or she has a tremendous influence, for either good or ill, on the education of the student-athlete and, thus, shall never place the value of winning above the value of instilling the highest ideals of character.

The coach shall uphold the honor and dignity of the profession. In all personal contact with student-athletes, officials, athletic directors, school administrators, the state high school athletic association, the media, and the public, the coach shall strive to set an example of the highest ethical and moral conduct.

The coach shall take an active role in the prevention of drug, alcohol and tobacco abuse.

The coach shall avoid the use of alcohol and tobacco products when in contact with players.

The coach shall promote the entire interscholastic program of the school and direct his or her program in harmony with the total school program.

The coach shall master the contest rules and shall teach them to his or her team members. The coach shall not seek an advantage by circumvention of the spirit or letter of the rules.

The coach shall exert his or her influence to enhance sportsmanship by spectators, both directly and by working closely with cheerleaders, pep club sponsors, booster clubs, and administrators.

The coach shall respect and support contest officials. The coach shall not indulge in conduct which would incite players or spectators against the officials. Public criticism of officials or players is unethical.

Before and after contests, coaches for the competing teams should meet and exchange cordial greetings to set the correct tone for the event.

A coach shall not exert pressure on faculty members to give student-athletes special consideration. A coach shall not scout opponents by any means other than those adopted by the league and/or state high school athletic association.

ExtronJS, ExtronA

Questions



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