New Berlin Coaching Evaluation Form

This document outlines the professional standards, core domains, and evaluation criteria for athletic coaches in the New Berlin school athletic program.

Part I: Coaching Domains and Standards

Rating Scale: 1 = Unsatisfactory | 2 = Needs Improvement | 3 = Proficient | 4 =Distinguished

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Domain 1 - Philosophy and Ethics

The coach will...

- **Standard 1:** Identify, model, and teach positive values learned through sport participation.
    - 1 = Unsatisfactory | 2 = Needs Improvement | 3 = Proficient | 4 =Distinguished
- **Standard 2:** Teach and reinforce responsible behavior of all people involved in his/her program.
    - 1 = Unsatisfactory | 2 = Needs Improvement | 3 = Proficient | 4 =Distinguished
- **Standard 3:** Demonstrate ethical conduct in all facets of the sport program.
    - 1 = Unsatisfactory | 2 = Needs Improvement | 3 = Proficient | 4 =Distinguished

Domain 2 - Safety and Injury Prevention

The coach will...

- **Standard 4:** Prevent injuries by providing safe facilities.
    - 1 = Unsatisfactory | 2 = Needs Improvement | 3 = Proficient | 4 =Distinguished
- **Standard 5:** Ensure that all necessary protective equipment is available and used appropriately.
    - 1 = Unsatisfactory | 2 = Needs Improvement | 3 = Proficient | 4 =Distinguished
- **Standard 6:** Monitor environmental conditions to ensure the health/safety of participants.
    - 1 = Unsatisfactory | 2 = Needs Improvement | 3 = Proficient | 4 =Distinguished

Domain 3 - Physical Conditioning

The coach will...

- **Standard 7:** Design proper programs of training and conditioning.
    - 1 = Unsatisfactory | 2 = Needs Improvement | 3 = Proficient | 4 =Distinguished
- **Standard 8:** Advocate drug-free sport participation and provide accurate information about drugs/supplements.
    - 1 = Unsatisfactory | 2 = Needs Improvement | 3 = Proficient | 4 =Distinguished

- **Standard 9:** Plan conditioning programs to help athletes return to participation following injury.
    - 1 = Unsatisfactory | 2 = Needs Improvement | 3 = Proficient | 4 =Distinguished

Domain 4 - Growth and Development

The coach will...

- **Standard 10:** Apply knowledge of how developmental change influences athlete performance.
    - 1 = Unsatisfactory | 2 = Needs Improvement | 3 = Proficient | 4 =Distinguished
- **Standard 11:** Facilitate the growth of athletes by supporting a positive sport experience.
    - 1 = Unsatisfactory | 2 = Needs Improvement | 3 = Proficient | 4 =Distinguished
- **Standard 12:** Provide athletes with responsibility and leadership opportunities as they mature.
    - 1 = Unsatisfactory | 2 = Needs Improvement | 3 = Proficient | 4 =Distinguished

Domain 5 - Teaching and Communication

The coach will...

- **Standard 13:** Provide a positive learning environment that is appropriate to goals of the program.
    - 1 = Unsatisfactory | 2 = Needs Improvement | 3 = Proficient | 4 =Distinguished
- **Standard 14:** Organize practice to maintain motivation and allow for peak performance at the appropriate time.
    - 1 = Unsatisfactory | 2 = Needs Improvement | 3 = Proficient | 4 =Distinguished
- **Standard 15:** Plan daily practice activities that maximize time on task.
    - 1 = Unsatisfactory | 2 = Needs Improvement | 3 = Proficient | 4 =Distinguished
- **Standard 16:** Utilize instructional strategies that facilitate athlete development and performance.
    - 1 = Unsatisfactory | 2 = Needs Improvement | 3 = Proficient | 4 =Distinguished
- **Standard 17:** Teach and incorporate mental skills to enhance sport performance.
    - 1 = Unsatisfactory | 2 = Needs Improvement | 3 = Proficient | 4 =Distinguished
- **Standard 18:** Use effective communication skills to enhance individual learning, group success, and enjoyment in the sport experience.
    - 1 = Unsatisfactory | 2 = Needs Improvement | 3 = Proficient | 4 =Distinguished
- **Standard 19:** Utilize effective motivational techniques to enhance athlete performance.
    - 1 = Unsatisfactory | 2 = Needs Improvement | 3 = Proficient | 4 =Distinguished

Domain 6 - Sport Skills and Tactics

The coach will...

- **Standard 20:** Know the skills and techniques of the sport being coached.
    - 1 = Unsatisfactory | 2 = Needs Improvement | 3 = Proficient | 4 =Distinguished
- **Standard 21:** Develop and apply competitive strategies appropriate for the skill level of athletes.
    - 1 = Unsatisfactory | 2 = Needs Improvement | 3 = Proficient | 4 =Distinguished

- **Standard 22:** Use scouting methods for planning practices, game preparation, and game analysis.
    - 1 = Unsatisfactory | 2 = Needs Improvement | 3 = Proficient | 4 =Distinguished

Domain 7 - Organization and Administration

The coach will...

- **Standard 23:** Be involved in public relation activities, including the maintenance of all information and records for the program.
    - 1 = Unsatisfactory | 2 = Needs Improvement | 3 = Proficient | 4 =Distinguished
- **Standard 24:** Manage human resources and fiscal resources for the program.
    - 1 = Unsatisfactory | 2 = Needs Improvement | 3 = Proficient | 4 =Distinguished
- **Standard 25:** Fulfill all legal responsibilities and risk management procedures associated with coaching.
    - 1 = Unsatisfactory | 2 = Needs Improvement | 3 = Proficient | 4 =Distinguished

Part 1 Average Score:_____

Part II: Coaching Competencies Performance Evaluation

Competency Area & Description	Merit / Growth Rating
1. PHILOSOPHY and ETHICS: The coach establishes a coaching philosophy that focuses on the safety, development and well-being of the student-athlete.	[ ] 1 [ ] 2 [ ] 3 [ ] 4
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.	[ ] 1 [ ] 2 [ ] 3 [ ] 4
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.	[ ] 1 [ ] 2 [ ] 3 [ ] 4
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.	[ ] 1 [ ] 2 [ ] 3 [ ] 4
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	[ ] 1 [ ] 2 [ ] 3 [ ] 4

Competency Area & Description	Merit / Growth Rating
environment and maximize the potential of each student.	
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.	[ ] 1 [ ] 2 [ ] 3 [ ] 4
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.	[ ] 1 [ ] 2 [ ] 3 [ ] 4

Part III: Qualitative Evaluation & Goal Setting

Coach Strengths:	
Coach Target Areas:	
Program Goals for Next Season:	

Part IV: General Evaluation & Recommendations

General evaluation of the coach's performance in this assignment:

[ ] **Successful;** to be recommended for renewal

[ ] **Needs improvement;** to be recommended for renewal w/ specific areas of improvement indicated above

[ ] **Unsatisfactory;** not to be recommended for renewal

Part V: Signatures and Approvals

Role	Signature	Date
Coach		
Athletic Director		
Principal		