



Information District Addenda and Duties

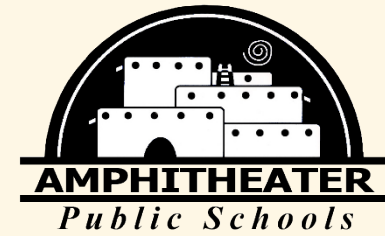
Matt Munger

Associate Superintendent for Secondary Education





District Addenda Updates



After the Board's approval of addenda rates, the updated amounts were integrated into the District's Addenda Schedule to ensure consistency of format and presentation.

Additional recommendations were developed, particularly for 504 Addenda. The recommendation transitions the amount from a flat rate of \$500 to a per pupil rate of \$50. The recommendation will result in equitable payment for staff based on their caseload.



Addenda Duties and Responsibilities



Amphitheater Public Schools Responsibilities of Coaches, Sponsors, and Advisors



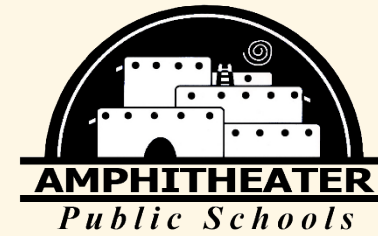
- To follow rules, policies, and regulations of the Amphitheater Public School District, Association-related bylaws, and Arizona statutes
- To adhere and represent the mission, vision, values, and beliefs of Amphitheater Public School District
- To uphold and develop the characteristics of the Promise of a Graduate
- To be a positive role model in the District, and the community
- Exemplify good behavior, appearance, and conduct when dealing with school/district personnel and event organizers/host
- To support student achievement and college and career preparedness
- To provide instruction, support, and feedback to students in a manner that supports success
- To develop, organize, and communicate to students, staff, parents, and site/district administration a schedule when activities, such as practices, rehearsals, meetings, etc. will occur
- To participate in scheduled competitions, invitationals, exhibitions, or school-related events
- To communicate written rules and expectations for student participants and parents
- To establish objective criteria for any activity/events that involve competition with the students, parents, and school administration
- To enforce District transportation guidelines
- To ensure that all financial transactions are handled in accordance with District policy
- To submit accurate and timely budget information to the athletic office, when requested or required
- To assume responsibility for the safety and supervision of all students participating in the team, club, or activities
- To supervise all areas where students are located during the course of events and/or activities
- To take proper care of all district equipment and facilities utilized or purchased for the activities
- To communicate the needs of the program to administration
- To prepare and submit any end of term/season reports
- To evaluate the program and staff at the completion of each season
- To be responsible for additional duties as defined by school administrators

Based upon the feedback from the Governing Board during the July 2024 presentation, the committee began developing a list of duties/responsibilities, similar to that of coaches, that staff are expected to fulfill throughout the term of the addenda.

These duties and responsibilities would be assessed in the staff member's evaluation at the end of the season, term, or year.



Addenda Application



Site Addenda Proposal Application



Site:

Date:

Staff Member Name:

Position:

Title of Addenda Proposal:

Description:

Please describe how the addenda will support the site's and/or district's mission, vision, beliefs, and attainment of the Promise of a Graduate? Please provide specific information.

(This application is not required for staff receiving addenda associated with programs provided under guaranteed District or Override programs, i.e. P.E., Fine Arts, STEM, etc.)

When will students benefit from these activities?

Example: Push-in support, enrichment (fine arts, PE, etc.) Before/after school. Be specific in describing when activities will begin, occur, and conclude.

Identify which characteristic(s) of the Promise of Graduate are specifically related to this professional development activity.

- | | | |
|--|--|--|
| <input type="checkbox"/> Caring | <input type="checkbox"/> Citizenship | <input type="checkbox"/> Collaboration |
| <input type="checkbox"/> Communication | <input type="checkbox"/> Creative Thinking | <input type="checkbox"/> Critical Thinking |
| <input type="checkbox"/> Problem-Solving | <input type="checkbox"/> Scholarship | |

What are the primary objectives and/or State Standards that are supported through this activity?

-
-
-
-
-

- How will your building administrator assess the completion/attainment of the objectives/goals?

Status of Application: Approved Denied Resubmit w/ Additional Information

Comment:

Upon approval, submit ePAR with required information.

Staff Signature:

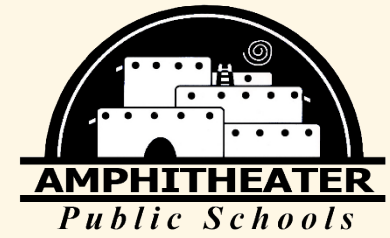
Date:

Principal Signature:

Date:



Evaluating Use of Addenda



After developing a list of the duties that are relevant to all addenda and creating a draft application for principals to utilize for their “flex” addenda (MS/HS) or “Academic Assistant” (ES), the committee began to consider *how* principals would evaluate the staff member’s performance and completion of the duties associated with the addenda.



The committee’s approach began by reviewing the District’s current evaluation instruments, specifically the Coach Evaluation instrument and the Classified Evaluation instrument.





Evaluating Use of Addenda



AMPHITHEATER CLASSIFIED PERFORMANCE RATING FORM

NAME
 TITLE
 LOCATION/DEPARTMENT
 PERIOD RATED FROM TO

2 Month Evaluation	<input type="checkbox"/>
End of Probation	<input type="checkbox"/>
Annual	<input type="checkbox"/>
Special	<input type="checkbox"/>

INSTRUCTIONS TO EVALUATORS:

Evaluate the performance of the employee named above in all of the following factors and indicate your rating of each by placing an "X" in the most appropriate block.

EX – Excellent (Consistent performance in excess of the standard level.)
S – Satisfactory (Consistent Performance at the standard level.)
NI - Needs Improvement (Performance below the standard level, but with a potential for improvement.)
U – Unsatisfactory (Consistent performance below the standard level. A rating of unsatisfactory indicates the improvement is required within 90 days.)
NA - Not Applicable

I. COMMENDABLE AREAS OF PERFORMANCE:

II. FACTORS OF EVALUATION:

A. Quality of Work

1. Job Skills
2. Job Knowledge
3. Accuracy
4. Neatness
5. Thoroughness

	EX	S	NI	U	NA	COMMENTS (for more space please use an additional sheet)
1. Job Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
2. Job Knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
3. Accuracy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
4. Neatness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
5. Thoroughness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>

B. Quantity of Work

1. Volume of output
2. Extent to which work schedules are met

	EX	S	NI	U	NA	COMMENTS (for more space please use an additional sheet)
1. Volume of output	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
2. Extent to which work schedules are met	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>

C. Work Habits & Attitudes

1. Dependability
2. Punctuality and attendance
3. Ability to organize
4. Carries out instructions
5. Ability to work with appropriate supervision
6. Telephone techniques
7. Complies with rules and regulations (including safety rules)
8. Performs routine tasks
9. Customer Service

	EX	S	NI	U	NA	COMMENTS (for more space please use an additional sheet)
1. Dependability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
2. Punctuality and attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
3. Ability to organize	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
4. Carries out instructions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
5. Ability to work with appropriate supervision	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
6. Telephone techniques	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
7. Complies with rules and regulations (including safety rules)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
8. Performs routine tasks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
9. Customer Service	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>

II. FACTORS (continued):

D. Personal Characteristics

1. Judgment
2. Initiative
3. Adaptability to emergencies and new situations
4. Keeps confidences
5. Response to supervision and suggestions for improvement

	EX	S	NI	U	NA	COMMENTS
1. Judgment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
2. Initiative	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
3. Adaptability to emergencies and new situations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
4. Keeps confidences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
5. Response to supervision and suggestions for improvement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>

E. Relationship With Others

Considers attitude toward

1. Immediate Supervisor
2. Other Employees
3. Pupils
4. Public

	EX	S	NI	U	NA	COMMENTS
1. Immediate Supervisor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
2. Other Employees	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
3. Pupils	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
4. Public	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>

F. Supervisory Ability (where applicable)

1. Leadership
2. Fairness and impartiality
3. Decision making
4. Training and instructing
5. Planning and assigning
6. Disciplinary control
7. Evaluating performance
8. Ability to complete assigned tasks
9. Cost Control

	EX	S	NI	U	NA	COMMENTS
1. Leadership	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
2. Fairness and impartiality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
3. Decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
4. Training and instructing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
5. Planning and assigning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
6. Disciplinary control	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
7. Evaluating performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
8. Ability to complete assigned tasks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
9. Cost Control	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>

III. a) OVERALL EVALUATION RATING

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
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b) If applicable, (during 4 month probationary period), please indicate:

_____ I recommend that this probationary employee be retained / dismissed

IV. RECOMMENDATIONS FOR IMPROVEMENT/EVALUATOR'S COMMENTS:

V. EMPLOYEE'S COMMENTS:

Supervisor Date

Employee Date

Department Head Date

Administrative Head Date



Evaluating Use of Addenda



AMPHITHEATER PUBLIC SCHOOLS
Tucson, Arizona

COACHING PERFORMANCE EVALUATION SYSTEM RATING FORM

Coach _____ School _____
 Sport _____ Evaluator _____
 Level _____ Date of Conference _____

Rating Scale: A/B Acceptable Or Beyond
 IE Improvement Expected
 U Unsatisfactory

I. PERSONAL AND PROFESSIONAL ATTRIBUTES		A/B	IE	U
A. Personal Qualities				
1.	Demonstrates self-confidence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	Is enthusiastic	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	Presents a positive role model for the athletic, i.e., language and sportsmanship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. Professional Conduct				
1.	Exhibits ethical behavior	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	Maintains emotional control under stress	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	Places the welfare of the athlete above winning and does not sacrifice values/principles to win	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	Provides appropriate guidance and assistance to Assistant Coaches and/or volunteer coaches	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
II. ADMINISTRATIVE PROCEDURAL ABILITIES				
A. Organization/Preparation				
1.	Conducts well-planned practice sessions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	Utilizes the coaching staff competently (Head Coach only)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	Effectively communicates with coaching staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	Submits required paperwork in a timely manner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	Provides guidance regarding availability of advanced academic, athletic or career opportunities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. Financial Resources (Head Coach only)				
1.	Adheres to budget policies and procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	Uses any supplemental funds in an accountable manner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	Works within the constraints of the budget	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	Conducts the issuing and collection of equipment in a timely fashion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. Safety Aspects				
1.	Exhibits reasonable and prudent conduct in preventing and handling accidents and injuries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	Follows the advice of the physician/trainer regarding the participation of injured athletes accidents and injuries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	Provides safe playing conditions and protective equipment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

III. THEORY AND TECHNIQUES OF COACHING

A. Coaching Methods

	A/B	IE	U
1. Applies knowledge of the skills, techniques and rules of the sport	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Assists all athletes in reaching their fullest potential	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Demonstrates the ability to analyze and correct errors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Demonstrates the ability to teach fundamentals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Develops good team spirit and morale	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Develops self-confidence and determination in athletes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Employs sound methods to teach skills and techniques	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Maintains discipline in a firm and constructive manner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Provides an environment that makes participation a positive experience for the athletes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Utilizes coaching methods consistent with guidelines established by Head Coach (Asst. Coach only)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

B. Strategy

	A/B	IE	U
1. Demonstrates the ability to evaluate the performance of athletes/teams	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Is knowledgeable of a variety of tactics and strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Selects appropriate strategies and tactics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Implements program philosophy and strategies consistent with guidelines established by Head Coach (Asst. Coach only)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

C. Rules and Regulations

	A/B	IE	U
1. Abides by AIA and 5A/4A Conference rules and regulations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Complies with academic and extracurricular policies and regulations of the district and school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Demonstrates knowledge of rules and officiating techniques	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Enforces team rules in an equitable and consistent manner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

COMMENTS: _____

RECOMMENDATION: (To be initialed by Athletic Director only)

- Recommended for rehire in position
- Recommended for rehire on probationary status (received one or more ratings of IE)
- Not recommended for rehire (received one or more ratings of U)

SIGNATURES:

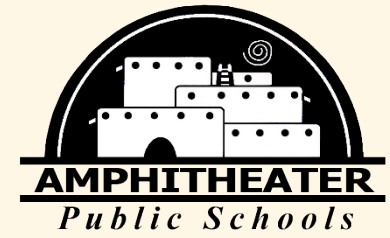
Athletic Director Date

Head Coach Date

Assistant Coach Date



Evaluating Use of Addenda






The primary concerns associated with the Classified template are the general descriptions that are being measured, the relevance of the area being assessed, and too many options.





As designed, the instrument used to evaluate coaches was focused entirely on athletics. In addition, some updating was needed.






Evaluating Use of Addenda



The committee did appreciate that the Classified instrument allowed the staff member to respond and provide input in their evaluation and felt that was important to include in any new instrument.



The Coach evaluation instrument was easier to utilize, particularly as it simplified the “rating” a staff member would receive.



In reviewing both instruments, the committee identified what the merits and challenges of each instrument and opted to create a hybrid version of the Coach Evaluation. This was based on the analysis that most addenda are associated with a student activity.



Evaluating Use of Addenda



Amphitheater Public Schools Performance Evaluation System



Staff Name: _____ School _____
 Activity: _____ Evaluator _____
 Level/Grade: _____ Date of Conference _____
 Position: Head Coach Asst. Coach Advisor/Coordinator Director

Rating Scale: A/B Acceptable Or Beyond
 IE Improvement Expected
 U Unsatisfactory

I. PERSONAL AND PROFESSIONAL ATTRIBUTES

A/B IE U

A. Personal Qualities

- | | | | |
|--|--------------------------|--------------------------|--------------------------|
| 1. Demonstrates self-confidence | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Is enthusiastic | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Presents a positive role model for students, i.e., communication, language and leadership | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

B. Professional Conduct

- | | | | |
|---|--------------------------|--------------------------|--------------------------|
| 1. Exhibits ethical behavior | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Maintains control under stress | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Places the welfare of student safety and well-being above success and does not sacrifice values/principles to win | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Provides appropriate guidance and assistance to related staff, i.e. assistant coaches, volunteer coaches, volunteers | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

II. ADMINISTRATIVE PROCEDURAL ABILITIES

A/B IE U

A. Organization/Preparation

- | | | | |
|---|--------------------------|--------------------------|--------------------------|
| 1. Conducts well-planned practices, rehearsals, and competitions | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Utilizes related staff competently | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Effectively communicates with staff | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Submits required paperwork in a timely manner | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Provides guidance regarding availability of advanced academic, athletic, college and/or career opportunities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

B. Financial Resources

- | | | | |
|---|--------------------------|--------------------------|--------------------------|
| 1. Adheres to District procurement policies and procedures | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Can account for all expenditures related to supplemental funds/fundraising | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Works within the constraints of the budget | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Conducts issuing and collection of equipment in a timely fashion | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

C. Safety Aspects

- | | | | |
|--|--------------------------|--------------------------|--------------------------|
| 1. Exhibits reasonable and prudent conduct in protecting student safety and well-being | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Follows the advice of the physician/trainer/nurse regarding the participation of injured students | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Provides safe playing, practice, rehearsal conditions and utilizes all protective equipment (if applicable) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

III. THEORY AND TECHNIQUES OF LEADERSHIP

A/B IE U

A. Leadership/Direction Methods

- | | | | |
|--|--------------------------|--------------------------|--------------------------|
| 1. Applies knowledge of the skills, techniques and rules of the activity | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Assists all students in reaching their potential | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Demonstrates the ability to analyze and correct errors | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Demonstrates the ability to teach fundamentals | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Develops good team spirit and morale | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Develops self-confidence and determination in every student | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Employs sound methods to teach skills and techniques | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Maintains discipline in a firm, supportive, and constructive manner | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. Provides an environment that makes participation a positive experience for students | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

B. Pedagogy

- | | | | |
|--|--------------------------|--------------------------|--------------------------|
| 1. Demonstrates the ability to evaluate the performance of students/teams | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Is knowledgeable of a variety of strategies | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Selects appropriate strategies that supports student growth | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Implements program philosophy and strategies consistent with guidelines established by the program leader | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

C. Rules and Regulations

- | | | | |
|---|--------------------------|--------------------------|--------------------------|
| 1. Abides by all associated rules and regulations for the activity | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Complies with academic and extracurricular policies and regulations of the district and school | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Demonstrates knowledge of rules and officiating techniques | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Enforces individual/team rules in an equitable and consistent manner | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

COMMENTS:

Staff Member Comments:

RECOMMENDATION: (To be initialed by Administrator or Athletic Director)

- Recommended for rehire in position
 Recommended for rehire on probationary status (received one or more ratings of IE)
 Not recommended for rehire (received one or more ratings of U)

SIGNATURES:

Staff Member

Date

Administrator


Date



Next Steps




Feedback:






We will continue to gather feedback from administrators and pertinent staff and continue to refine the duty description, application, and evaluation instrument.

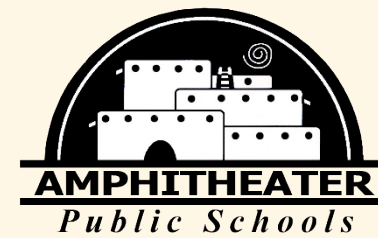


Implementation:



Once the documents and processes have been finalized, we will begin communicating information to groups who receive one or more addenda. Communicate the process involved based on the type of addenda. Relevant manuals will be updated to reflect the new evaluation instrument.





Questions